

**A New Dual Faith School at
Carlton Road, Barnsley**

Planning Statement

October 2009

PREPARED BY

GL Hearn

Property Consultants

20 Soho Square
London
W1D 3QW

Tel: +44 (0)20 7851 4900
Fax: +44 (0)20 7851 4910
Email: info@glhearn.com
www.glhearn.com

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Quality Standards Control

The signatories below verify that this document has been prepared in accordance with our quality control requirements. These procedures do not affect the content and views expressed by the originator.

This document must only be treated as a draft unless it has been signed by the Originators and approved by a Business or Associate Director.

20 OCTOBER 2009

ORIGINATORS
Michael Lee-Wright
Environmental Planning Director

APPROVED
Tony Lamb
Planning Director



Limitations

This document has been prepared for the stated objective and should not be used for any other purpose without the prior written authority of GL Hearn; we accept no responsibility or liability for the consequences of this document being used for a purpose other than for which it was commissioned.

1 INTRODUCTION

- 1.1 GL Hearn were first instructed by Barnsley Metropolitan Council (BMBC) in accordance with planning advice relating to the identification of sites for new Advanced Learning Centres (ALC) in several areas of Barnsley in June 2004.
- 1.2 The ALC proposals are part of a wider national programme of secondary school improvements – Building Schools for the Future. The aim of Building Schools for the Future is to ensure that secondary education in every part of England has facilities of 21st Century standard within 10 to 15 years from 2005-06.
- 1.3 The proposed number and distribution of new ALCs is a response to meeting educational and community needs within financial limits. Each new ALC will provide facilities and teaching to:
- Help pupils gain a wide range of qualifications and skills;
 - Provide advice and support for children; and
 - Offer specialist education
- 1.4 This Planning Statement supports the fifth planning application for new Advanced Learning Centres which have been submitted by GL Hearn on behalf of Barnsley MBC. The previous applications at Royston Lane, Carlton and Engine Lane, Shafton Two Gates now have the benefit of planning permission. Proposed ALCs at the former Darfield Colliery (Foulstone/Wombwell) and Dudworth Road, Barnsley (Kingston/Holgate) are still under consideration.

2 A DUAL FAITH SCHOOL

- 2.1 The proposal is to develop a unique all-through Catholic and Church of England school which will transform learning, raise standards and represent a step change in raising aspirations and achievement for all members of our community. The vision driving these proposals is set out in Appendix 1 to this Planning Statement and the main points are set out here.
- 2.2 An all-through school will be in a unique position to foster and maintain enthusiasm for and participation in learning for pupils of all ages. The curriculum will be designed to extend and develop the talents of the pupils academically and socially within a Christian context.
- 2.3 Care and Guidance are integrated into the core values and could include a 'family centre' as part of the community interface to work with families and other agencies, developed in a way which will make people feel comfortable and welcome. This links to the living vision.

- 2.4 The ALC will incorporate a one staff team concept which will recognise and value the contribution of every member of the team in order to develop and maintain the highest standard of teaching, learning and support from all. There will be an expectation that all staff be committed to the Christian values of the school although nothing in these proposals changes nationally agreed conditions of service for staff.
- 2.5 The expectation will be for significant improvements in key performance measures to be achieved. Current good practice will be used as a baseline for improving targets.
- 2.6 The all-through school will also be committed to working with parents as key partners in the learning of their children, as well as acting as a key focal point for transforming learning in the community. This is the key to raising the attainment of the pupils.
- 2.7 This unique faith-centred approach to learning will be evidenced in the views of all users from within and outside the school. This will be a practical demonstration of the commitment of the school to pupil success and community regeneration.

3 THE PLANNING APPLICATION

- 3.1 The planning application is in outline form, with all matters reserved with the exception of access, the details of which are provided in the accompanying Transport Assessment. The application proposes the construction of a new Advanced Learning Centre of 9,535m² gross on a site of 10.8 hectares, with a pupil capacity of 1,100.
- 3.2 A reserved matters application with details of design will be submitted by the appointed contractor in due course. It is necessary to secure outline planning permission prior to funding from the government being made available for the project.
- 3.3 The form of the application drawing is an illustrative site plan, as reproduced at Figure 1, however in order to carry out the necessary assessments, we are also required to specify the general parameters of the design. The site plan shows the area of the site where the building will be located, and the approximate location of the car parking and playing fields.
- 3.4 At this stage we are able to confirm that the maximum height of the proposed buildings will be in the range of 8-10 metres (26-33 feet approximately) above ground level, although parts will be lower than this. The length of the main crescent-shaped school building will be in the range 115 – 125 metres (375 – 410 feet approximately) its depth will be between 45 – 55 metres (147 – 180 feet approximately).
- 3.5 The grant of outline planning permission is a pre-requisite for the funding for further instructions for the detailed design of the building.

- 3.6 Further details of the scheme will be submitted at a later stage of design development and this will be subject to any conditions that may be applied to the outline planning permission.

4 EDUCATIONAL CIRCUMSTANCES AND SITE SIZE

- 4.1 The performance of pupils in Barnsley's secondary schools compares unfavourably with the average level throughout the UK. There is therefore an urgent need to provide existing and future pupils with facilities and conditions that will give them the greatest opportunity to fulfil their potential.
- 4.2 The Metropolitan Borough Council have embraced Government policy under the Building Schools for the Future initiative, and are proposing the replacement of traditional secondary schools by new Advanced Learning Centres (ALC) in various locations throughout the Borough.
- 4.3 The framework of secondary schools in Barnsley is currently unsatisfactory for a number of reasons. At present, there are too many surplus places. The pupils on roll at secondary schools maintained by the council by 2012 will be 11,499 with 2,164 surplus places, amounting to almost 16% of the total secondary school capacity. Barnsley Council is required to manage the supply of school places so that the total level of surplus capacity does not exceed 10%. The effect of current trends for some schools is for school rolls to fall a level well below the school capacity. There are also many poor school buildings which need replacing. The primary goal of the new school building programme however is ultimately to improve school educational achievements in Barnsley.
- 4.4 The Education Sites Development Plan document which forms part of Barnsley's Local Development Framework has been submitted to the Secretary of State for examination via written representations. As part of this process the Council is proposing a number of minor changes to the Submission version of the Education Sites Development Plan Document. These changes have been formally advertised and are subject to a further period of public consultation for 6 weeks from 21st July to 1st September 2008.
- 4.5 The principle of the DPD is to establish a community facility that will serve the wider community which will include educational facilities for both school age and life long learning, and which in some cases will include related facilities such as libraries, health centres etc. This is in line with current Government thinking, not least to integrate efficiently the Government's income flows for the various functions of the Council.

- 4.6 The proposed pattern of ALCs will result in an Advanced Learning Centre in each Area Forum, thereby creating an opportunity to integrate other existing learning provisions into a single establishment. Each new ALC would provide each Area Forum with:
- 'A wide range of pathways to further education, training and employment and the flexibility to combine work-based training with learning in a centre or college.
 - Integrate Youth Service provision, allowing young people early access to personal advice and support, as well as exciting and enjoyable activities.
 - A full service provision, ensuring swift and easy access to a range of support services for the student and their family.
 - A school offering a specialism and a subsidiary, as well as collaborating closely with Barnsley and Dearne Valley Colleges and training providers. Together they will provide a coherent offer to parents and learners in the community.
 - A range of extended provision to young people who access some or all of their daytime learning elsewhere.'
- 4.7 Barnsley Council is proposing to create 9 ALCs in all, to replace the 13 secondary schools currently in the Borough. Additionally, Elmhirst School is being replaced by a separate funding programme as a new academy.
- 4.8 In total, Barnsley Council is also proposing to replace 6 existing schools on existing school sites. In addition there will be a new Special School (formally the Springwell Centre) and a major refurbishment to the remaining Special School at Greenacre.
- 4.9 The new Dual Faith ALC at Carlton Road will accept pupils from throughout the urban area of Barnsley, based on the spiritual context summarised in Section 2 above and set out in more detail in **Appendix 1** to this Planning Statement.
- 4.10 The replacement of the existing schools on the same site will help to ensure that existing social and community links are not lost.
- 4.11 The Department for Education and Skills have issued Building Bulletin 98: Briefing Framework for Secondary School Projects as a guide to this and other ALC projects in Barnsley. Interrogation of both the information contained in this document and the predicted school capacities for 11-16 year olds provided by Barnsley Education Department, has allowed for an accurate prediction of overall site size based upon Figure D3 of Building Bulletin 98.

4.12 The proposed ALC at Carlton Road will have the following characteristics. :

Total pupils	1,100 pupils (93 in sixth form)
Total site area (inc. SR Gent site)	10.8 hectares (26.7 acres)
Approx. floorspace of built development proposed	9,535 m ² gross (102,637 ft ²)
Parking spaces	174 (8 DDA)
Cycle spaces	40

4.13 The existing school sites are as described in Table 1 below.

Table 1: The Existing School Sites

	St Michael's	St Dominic's	Edward Sheerien High School
Staff	83	38	93
Pupils	713	253	628
Car parking (Total)	131	73	77
Cycle Spaces pupils	40	0	0
Site Area (Hectares)	10.8 ha		

5 THE SITE SELECTION PROCESS

5.1 The primary criteria in selecting suitable sites for ALCs were to: provide enough land to accommodate the ALC; allow students and staff to get to the ALCs by walking, cycling or bus rather than by car; and perform against a number of key sustainable development and deliverability criteria. The four step process used to sequentially assess the sites was as follows: Step 1 – Site Prioritisation; Step 2 – Site Appraisal; Step 3 – Site Constraints; Step 4 – Development Practicalities.

5.2 The strategic site appraisal from this process is set out in **Table 2** below.

Table 2: The Strategic Site Selection Process

School	Sustainable NOR	Optimum Size (900-2000 places)	Long term sustainability (Link to housing developments in UDP)	Location in community and access to transport links	Distribution fit within LA area	Ability to serve the community	Retain or replace?
Darton High	Y	Y	Y	Y	Y	Y	Retain on Existing Site
Kirk Balk	Y	Y	Y	Y	Y	Y	Retain on Existing Site
Penistone Grammar	Y	Y	Y	Y	Y	Y	Retain on Existing Site
The Dearne High	Y	Y	Y	Y	Y	Y	Retain on Existing Site
The Kingstone	Y	Y	Y	Y	Y	Y	Consider Amalgamation with Holgate
Holgate	N	N	N	Y	Y	Y	Consider Amalgamation with Kingstone
St Michael's Catholic and COE High	N	N	N	Y	Y	Y	Retain on existing site and in size of 900
Edward Sheerien	N	N	N	N	N	N	Consider Amalgamation with Royston High
Wombwell High	N	N	N	N	N	N	Consider Amalgamation with Foulstone
Royston High	N	N	N	N	N	N	Consider Amalgamation with Edward Sheerien
Priory School and Sports College	N	N	N	N	N	N	Consider Amalgamation with Willowgarth High
Willowgarth High	N	N	N	N	N	N	Consider Amalgamation with Priory School and Sports College
The Foulstone	N	N	N	N	N	N	Consider Amalgamation with Wombwell High

5.3 One of the major considerations for using the existing site is that St. Michael's has operated on this existing site since the 1950s, and has an established relationship with the local community. It is well placed in terms of its catchment area which covers: Monk Bretton, Royston and Athersley. Other factors in favour of using the same site are:

- It is suitable for its purpose
- There are no other sites available outside the Greenbelt that would facilitate the ALC in terms of physical and/or operational aspects.
- The authority owns existing site.

5.4 Consideration of alternative sites was undertaken in the overall Remaking Learning strategy for education in Barnsley. An alternative site for St Michaels would be problematic in terms of:

- Finding a large enough site outside the Green Belt.
- Land acquisition in terms of CPO issues, i.e. legislation suggests that if there is an option that reduces the risk of CPOs then that should be given priority above one that does.
- A high percentage of students reside within a one mile radius of the existing school and within walking distance. The possibilities of finding a suitable local site are minimal therefore there would be transportation issues and highways issues to consider on another site.
- The existing school has links to the existing community and its facilities; these are at risk of being severed if the school were to move from that site to another more remote location.
- The new ALC will be providing community facilities therefore its existing relationship with the community will be strengthened. It is doubtful a different site would offer this ability.

6 PRE-APPLICATION CONSULTATION

6.1 Prior to the submission of the outline planning application for this site, extensive public consultation was carried out. The Local Education Authority has been in consultation with these groups:

- Heads of school
- School governors
- Parents of secondary children and parents of children attending primary feeder schools
- Staff employed at secondary and primary schools
- School forums

6.2 Consultation meetings have been held at the site over a prolonged period, and the above groups were all invited. Additional invitations were sent to all Councillors, the Diocese, Trade Unions and MPs. Notices were also displayed in Nurseries (both private and voluntary) and in playgroups. Table 3 below records the meetings held.

Table 3: Pre-Application Consultations

Date	Time	Venue	
12 January 2009	6.15	St Michael's	Combined meeting of the three Governing Bodies to explain Statutory process and proposed governance arrangements.
22 January	4.00pm 6.00pm	St Michael's	Meeting for employees at three schools.
27 January	6.00pm	Holy Cross	Meeting for parents of pupils at Holy Cross
29 January	5.30pm	St Dominic's	Meeting for parents of pupils at St Dominic's
29 January	7.30pm	St Michael's	Meeting for parents of pupils at St Michael's and parents of pupils at two feeder primary schools (Holy Rood and Royston St John's)
3 February	6.15pm	St Michael's	Combined meeting for three Governing Bodies

Consultation Meetings – Representation Period

Date	Time	Venue	
12 May 2009	4.30pm	St Michael's	Meeting for employees at three schools
12 May	5.30pm	St Michael's	Meeting for three Governing Bodies
12 May	6.30pm	St Michael's	Meeting for parents of pupils at the three existing schools plus the parents of pupils at Holy Rood Catholic Primary and Royston St John Baptist CE Primary.

6.3 The consultation has taken place in the form of organised meetings attended by invitation and or individual meetings. Feedback from these meetings has informed the design process to date as has the consultation with statutory authorities. A Community and Voluntary Reference group is being set up as a result of the consultations as a means of keeping community group stakeholders informed and to encourage involvement in the design.

6.4 The BSF project has a page on the BMBC web site, which all stakeholders have access to. The proposals are updated on a regular basis.

7 PLANNING POLICY CONSIDERATIONS

7.1 Under **Section 70(2)** of the Town and Country Planning Act, the development plan is the primary consideration in the determination of planning applications. In dealing with applications for planning permission the authority shall have regard to the provisions of the development plan, so far as material to the application, and to any other material considerations. In this case the Development Plan is the Barnsley Unitary Development Plan which was adopted in December 2000 (BUDP2000), and the current draft Local Development Framework (LDF) and Preferred Options papers including Education Sites Preferred Options Paper which included consultation on this site. The LDF documents are afforded limited

weight at this stage, but are nevertheless a material consideration. The development plan includes the Yorkshire and The Humber Regional Spatial Strategy (RSS), which was adopted in December 2004 and will also be considered in referring to the proposal.

- 7.2 Planning Policy Statement 25: Development and Flood Risk (PPS25) was published in July 2001. The aim of PPS25 is to ensure that flood risk is taken into account at all stages in the planning process to avoid inappropriate development in areas at risk of flooding, and to direct development away from areas at highest risk. The flooding issues have been addressed within the ES however for the purposes of the Planning Statement it should be noted that BMBC will support any adaptation and mitigation measures that maybe required to secure planning approval.
- 7.3 Part (a) of policy SOC2 (Education) of the RSS states that 'Development Plans should recognise the importance of the educational infrastructure in the recognition of promoting both social inclusion and economic growth and regeneration.' Part (b) of the policy also states that 'Development Plans should encourage the retention and development of education and learning facilities in locations that are accessible by good public transport and in accordance with the locational criteria in policies P1 and T2.'
- 7.4 Part (c) of SOC2, although not directly relevant to the proposal (as it refers to more remote areas), should also be considered in this instance as it promotes the '...opportunities for the delivery of learning through ICT and should consider how the multi-use of buildings and facilities can help in this provision.' Although the site has been assessed to be easily accessible, it is argued that the need to provide ALCs throughout the region (regardless of accessibility) is still very important, particularly in areas of poor academic performance.

Strategic Policy Considerations

- 7.5 This site has formed part of a public consultation process within the LDF process. The Education Sites Development Plan Document is part of the LDF and is a key to delivering the LDF Core Strategy Sustainable Communities Aim: *"To help create places where people want to live with convenient access to good quality local services including shops, education, health, open space, leisure, culture and countryside"*.
- 7.6 As the Education Sites Development Plan Document progresses it gives strengthened planning policy support to the Remaking Learning initiative; in particular the reorganisation of secondary school provision through the Building Schools for the Future programme.
- 7.7 The proposal also complies with the strategic aims (goals) of the BUDP2000, primarily *"To revitalise communities and lessen disadvantage"*.

Green Space and Recreation

- 7.8 Policies GS36, GS37, GS39 and GS40 highlight the Council's support for indoor and outdoor sport and outdoor recreation facilities, and also new opportunities for outdoor recreation space; this supports this proposal which will include new sport and recreation facilities. Furthermore, policy GS26 (Recreational Routeways & Networks) also applies in this instance which seeks to extend the network of public rights of way wherever possible, connecting new footpaths and bridleways to the existing system.
- 7.9 The current proposals build on existing established transport links, including footpaths and provide high quality outdoor recreation and sporting facilities for use by the wider community.

Landscaping

- 7.10 Landscaping is a matter reserved for future consideration. However, the future development will include substantial planting and a full scheme of soft and hard landscaping will be provided for all parts of the site. This will be designed to complement the architectural treatment of the proposed buildings and will make a positive contribution to the local environment.
- 7.11 The requirements set out in the BMBC Supplementary Planning Guidance for Landscaping and Tree and Hedgerows have been taken into account in the indicative layout and suggested mitigation, and further consideration will be given a detailed stage.

Transport

- 7.12 Policy T2 is concerned with the additional demand generated by new development being able to be accommodated on the highway network.
- 7.13 One of the primary qualities and advantages of the chosen site is that it is extremely well served by public transport as a number of bus routes serving pupil areas pass close by the site, therefore complying with the aims of national policy PPG13, and Local Policy T14, which encourage sustainable development with good access to public transport to reduce reliance on private vehicles.
- 7.14 This application includes detailed proposals for amendments to the existing access to Carlton Road, but there will be no significant change to its location and function. Since the pupil capacity of the new ALC at 1,100 is significantly below the current pupils at the site, traffic generated by the site will be significantly reduced from the current level. In these circumstances, and given the high level of public transport accessibility of the site, it has been agreed with officers of Barnsley MBC that no detailed traffic modelling is required.

Community and Education Facilities

- 7.15 In the Community Facilities chapter of the BUDP2000, one of the objectives set out is to "Encourage the provision of community facilities in locations which will enable social needs to be met."
- 7.16 Policy CF1 states that community facilities will be encouraged where they meet community needs, are convenient and accessible, have adequate car parking and access arrangements, are compatible with adjoining uses and do not adversely affect residential amenity. We consider that this proposal will meet these requirements and is therefore in compliance with this policy.

Design and Access

- 7.17 Policy BE6 deals with design standards. Whilst we expect the ALC to be of high quality design which will have minimal impact on the landscape, the detailed design and landscaping are reserved matters which will be addressed in detail at a later stage.
- 7.18 A Design and Access Statement has been provided and is separately bound. The architecture of the school, its internal and external environment will be designed to promote enjoyment of learning and improvement to the quality of life during important school years. The urban context of the site will be reflected in the architecture of both the school and the external space, in choice of materials, colours, textures, and form.
- 7.19 The site does not lie within, nor adjoining a Conservation Area. However much of the developable area can be viewed from the surrounding residential areas and the design will reflect the importance of this major new community facility in the area.
- 7.20 Good design can make a major contribution to both the prevention of crime and reducing the fear of crime and must be the aim of all those involved in the development process. The new development will adopt design measures to reduce the opportunities for crime and anti-social behaviour, taking into account the Association of Chief Police Officers publication 'Secured by Design – Schools', dated April 2004. Good surveillance will be a prime consideration in the design and layout and appropriate security measures will be an integral part of the design.
- 7.21 A Design and Access Statement is being submitted as part of the planning application. The later, more detailed design will be accessible to the disabled in accordance with Part M of the Building Regulations.
- 7.22 Access for vehicles and pedestrians will be based on existing arrangements, although the existing access will be improved and the lower pupil roll will result in reduced traffic

generation. This location benefits from a range of sustainable transport choices for staff, pupils and visitors including established bus routes serving the site.

8 DEMOLITION AND CONSTRUCTION WORKS

- 8.1 The construction of a new ALC on the site of these three existing schools will require careful management to ensure minimum disruption to pupils and staff. Appendix 2 to this Planning Statement shows how the programme will be divided into 5 distinct phases, covering the period from January 2011 when work will start on site, to September 2012, when the completed ALC will be fully operational.
- 8.2 Work will start on the Edward Sheerien School site after the new ALC at Royston Lane, Carlton is open and pupils have moved to the new site. It is in this area of the site that the new ALC buildings will be constructed during Phase 2.
- 8.3 St Michael's school buildings will be demolished in Phase 3, also after staff and pupils have moved to the new ALC at Royston Lane. Construction plant and landscaping works will move around the site during this process.
- 8.4 Throughout the demolition period, dust control measures will be needed to prevent nuisance to both continuing educational activities (during the early phases) and neighbouring residential properties (throughout the demolition period).
- 8.5 The contractors to be used in both demolition and construction on the site will be required to use good practice in securing the site and controlling potential nuisance to adjoining properties at all times. Working areas will be securely fenced or hoarded to prevent unauthorised access, and securing site lighting will be shielded to prevent light intrusion onto adjoining dwellings.
- 8.6 The construction period will include two summer periods (2011 and 2012) when weather may be drier and dust could become a nuisance if uncontrolled. In practice, only the earlier phases are likely to create dust and these will take place in 2011. During the whole demolition and construction period however, the contractors will be required to use dust control measures during dry periods, usually comprising damping down of working areas and access roads. There will also be strict control of vehicle speeds on site during the whole demolition and construction period.
- 8.7 If significant wet weather occurs during the earlier groundwork phases of the construction period, measures will be adopted by the contractors to prevent the tracking of mud onto the public highway and adjoining areas.

- 8.8 Concentration of plant, machinery site offices and any necessary fuel or materials stores will be sited away from neighbouring properties wherever possible, subject to the need for efficient site access and circulation.

9 CONCLUSION

- 9.1 The proposal for a Dual Faith Advanced Learning Centre in this location has been given thorough consideration in educational and planning terms prior to the decision to redevelop on this site. Subject to the need for careful management of the demolition and construction process, this choice of site represents the best outcome for the local community.

Appendix 1

Dual Faith School: Mission Statement

A Dual Faith School

This unique all-through Catholic and Church of England school will transform learning, raise standards and represent a step change in raising aspirations and achievement for all members of our community.

The vision can translate into specific statements which will inform the planning for the new school. This will be subject to further discussion and consultation with the key stakeholders. For example;

Curriculum

The all-through school is in a unique position to foster and maintain enthusiasm for and participation in learning for learners of all ages. The curriculum will be designed to extend and develop the talents of the pupils academically and socially within a Christian context and should feature;

- A common RE programme with recognition of specific faith issues
- A common approach to SEN which recognises the dignity of the human person
- Specialist teaching from Year 1 as appropriate up to and including specialist facilities for the engineering diploma course at Key Stage 4.
- A safe learning environment for pupils of all ages which also allows for flexible and permeable age groupings.
- Common facilities would include studio/theatre for performing arts/PE/music and part of every specialist area to be suitable for mixed age usage.
- ICT will be an essential element of teaching and personalised learning throughout the school and all learners will have access to the latest technology to support learning.
- ICT will be the preferred process of communicating with learners and parents and for the recording of progress and achievement.
- Facilities for the Science specialism will permeate the structure and develop good practice throughout the age range.
- Separate facilities will be needed for safe play appropriate to the age of the pupils
- The all-through school will provide more opportunities for flexible pathways for individual pupils to provide targeted teaching that recognises and enhances their talents and abilities.
- "Transition zones" which address the needs of all pupils as they move through the phases of childhood development.
- A specific transition and integration zone which will be capable of welcoming and integrating pupils who join the school in Y7 from other partner schools.
- A key facility will be a learning centre accessible to all pupils. This will be augmented by smaller scale individualised learning facilities appropriate to age and the specialist requirements.
- There is a need to develop the learning potential of the indoor and outdoor areas appropriate to the needs of the pupils to include several covered areas for pupils in specific age groups.
- The outside areas should develop the awe and wonder of the natural world, develop physicality and develop their ability to take and manage risks
- The key skills of literacy, numeracy, problem solving, interpersonal and co-operative learning skills, role play, the use of new technology etc will be an integral part of the delivery of education across the age range.
- Opportunities for personalised learning to support the development of independent learners are central to the joint vision. An "age not stage" approach.
- The expectation will be that the curriculum freedoms would be used to develop an appropriate curriculum for pupils across the age range with maximum use being made of the extended school activities and enrichment.
- The common areas should facilitate access for pupils from across the age range and include a separate facility for the youngest pupils to feel secure.
- The school/community interface should have alternative entrances suitable to the age of the pupils and to meet parental expectations.
- The school/community interface should demonstrate the faith nature of the school by forming a central faith focus.

- Every child to have the opportunity for success – recognised and celebrated.
- A Gifted and Talented programme across the whole school to encourage excellence.
- Accelerated programmes of study where appropriate to support personalisation.
- Consistently applied approaches to Assessment for Learning to support pupil progression and inform teaching and learning.
- Pupil Voice will be used to measure and develop the success and impact of these ambitions as the school develops.

Care and Guidance is integrated into the core values of the vision and which could incorporate a 'family centre' as part of the community interface to work with families and other agencies, developed in a way which will make people feel comfortable and welcome. This links to the living vision.

Staff

We will develop a one staff team concept which will recognise and value the contribution of every member of the team in order to develop and maintain the highest standard of teaching, learning and support from all. There will be an expectation that all staff be committed to the Christian values of the school. Specifically we will;

- Develop a dynamic distributed leadership and team structure able to maximise the opportunities presented by being an all-through school.
- Create appropriate management structures to support the development of innovative and effective all-through practice.
- In support of the one team concept, create a central resource and social area for staff which will be linked to the school/community interface where refreshments will be available.
- Provide multi-use offices and meeting facilities for confidential meetings as required.
- Support and encourage staff to take their own learning seriously. This is essential to secure the highest levels of classroom performance and is not just about career progression.
- Encourage the workforce to reflect on their learning and their spirituality on a daily basis.
- Provide common staff working facilities to encourage the development of whole school good practice.

Nothing in these proposals changes nationally agreed conditions of service for staff.

Outcomes

The expectation will be for significant improvement in the key measures of achievement. These will be exemplified by;

- Maintaining the school's roll at the proper level.
- Achieving high levels of attendance.
- Having low levels of exclusion.
- Ensuring low levels of NEETS by the establishment of clear progression routes for all pupils post 16
- Children of all ages achieving at least their expected levels of progress.
- Improving performance at Key Stage 2 and Key Stage 4.
- Ensuring good CVA through the application of all-through pupil tracking.
- Achieving at least a good standard in external inspections.
- Seeking recognition of success through other external measures, eg, healthy schools, sportsmark, Ecoschools and others.
- Retaining the Specialist Status by achieving good progress and aspire to become a High Performing Specialist School and acquire a second Specialism.
- Seeking the views of pupils, parents the community and agencies to measure progress against the 5 ECM outcomes.

To be secure in these measurements we will baseline current good practice and set targets to build on these in the new structure.

Parents

The all-through school will be committed to working with parents as key partners in the learning of their children. This will be achieved through;

- The active engagement of parents including collecting their views at least annually on key aspects of the development of the all-through school.
- Establishing an active reporting system to inform parents, which is seen as critical for them to be active partners.
- Providing access to staff to speedily resolve issues. A 'One-Stop Shop' for parents.
- Encouraging parents to address their own learning needs by accessing the learning opportunities available at the school.

Community engagement

The all-through school will be a focal point for transforming learning in the community. This is key to raising the attainment of the pupils. To achieve this we will;

- Work with other education providers and employers to ensure that the educational opportunities offered to members of the community are appropriate to their needs.
- Develop a 'family centre' and use the facilities of the ALC to engage with parents and encourage opportunities for parental learning.
- Extend the good practice of engaging parents in the current two primary schools through to the secondary phase and into their own learning.
- Welcome parents into the school without appointment.
- Provide facilities for multi-agency engagement for all pupils and to provide coherence in family support.
- Engage with post 16 providers to ensure appropriate pathways for the pupils.

The unique faith centred approach to learning will be evidenced in the views of all users from within and outside the school. This will be a practical demonstration of the commitment of the school to pupil success and community regeneration.

Appendix 2

Demolition/Construction Phasing Plans

CONSTRUCT TEMPORARY CONTRACTOR ACCESS TO THIS AREA WITH SITE COMPOUND AND STORAGE CONTAINED WITHIN AREA AND SEGREGATED FROM EXISTING BUILDINGS / SITE USE WITH APPROPRIATE, TEMPORARY SECURE FENCING TO SUIT.

DEMOLISH EXISTING BUILDINGS AT EDWARD SHEEREN AND SEGREGATE AFFECTED AREA FROM THE REMAINING SCHOOL FACILITIES / BUILDINGS WITH APPROPRIATE TEMPORARY, SECURE FENCING

CONSTRUCT NEW TEMPORARY CAR PARK AREA TO THIS AREA. AREA WILL HAVE TO ACCOMMODATE VEHICULAR ENTRANCE AND EXIT. ALL TO BE SUITABLY SCREENED OFF FROM ANY PEDESTRIAN AREAS AND HAVE TEMPORARY SUITABLE STREET LIGHTING AS REQUIRED.

Carlton Road

Edward Sheerien School

St Dominic's Catholic Primary School

St Michael's Catholic & C of E School

BARNSELEY
Metropolitan Borough Council

Property & Procurement

Springfield House, Springfield St
Barnsley S70 6HH

Tel. 01226 774300
Fax. 01226 774399

PROJECT
BSF PROGRAMME
PHASING DRAWINGS
PHASE 1

DRAWING
ST MICHAEL'S

Drawn JMY

Date OCT' 09

Scale 1:2500

Project Code
ED 1942

Drawing No.
PH 01

Revision

CAD File Information

USE CONTRACTOR ACCESS TO THIS AREA WITH SITE COMPOUND AND STORAGE CONTAINED WITHIN AREA AND SEGREGATED FROM EXISTING BUILDINGS / SITE USE WITH APPROPRIATE, TEMPORARY SECURE FENCING TO SUIT.

CONSTRUCT NEW ALC BUILDING AND SEGREGATE AFFECTED AREA FROM THE REMAINING SCHOOL FACILITIES / BUILDINGS WITH APPROPRIATE TEMPORARY, SECURE FENCING

USE NEW TEMPORARY CAR PARK AREA TO THIS AREA. AREA WILL HAVE TO ACCOMMODATE VEHICULAR ENTRANCE AND EXIT. ALL TO BE SUITABLY SCREENED OFF FROM ANY PEDESTRIAN AREAS AND HAVE TEMPORARY SUITABLE STREET LIGHTING AS REQUIRED.

Carlton Road

New ALC

St Michael's Catholic & C of E School

CONSTRUCT NEW LANDSCAPING PITCH AREAS

BARNSELEY
Metropolitan Borough Council

Property & Procurement
Springfield House, Springfield St
Barnsley S70 6HH
Tel. 01226 774300
Fax. 01226 774399

PROJECT
BSF PROGRAMME
PHASING DRAWINGS
PHASE 2

DRAWING
ST MICHAEL'S

Drawn JMY	Date OCT' 09	Scale 1:2500
Project Code ED 1942	Drawing No. PH 02	Revision

CAD File Information

USE CONTRACTOR ACCESS TO THIS AREA WITH SITE COMPOUND AND STORAGE CONTAINED WITHIN AREA AND SEGREGATED FROM EXISTING BUILDINGS / SITE USE WITH APPROPRIATE, TEMPORARY SECURE FENCING TO SUIT.

CONSTRUCT NEW ALC BUILDING AND SEGREGATE AFFECTED AREA FROM THE REMAINING SCHOOL FACILITIES / BUILDINGS WITH APPROPRIATE TEMPORARY, SECURE FENCING

USE NEW TEMPORARY CAR PARK AREA TO THIS AREA. AREA WILL HAVE TO ACCOMMODATE VEHICULAR ENTRANCE AND EXIT. ALL TO BE SUITABLY SCREENED OFF FROM ANY PEDESTRIAN AREAS AND HAVE TEMPORARY SUITABLE STREET LIGHTING AS REQUIRED.

Carlton Road

New ALC

DEMOLISH EXISTING ST MICHAEL'S AND ST DOMINIC'S SCHOOLS AFTER OPENING NEW ALC SCHOOL AND MOVING STAFF AND PUPILS. ALL AREAS TO BE DEMOLISHED TO BE SUITABLY SEGREGATED FROM ALL OTHER AREAS.

BARNSELEY
Metropolitan Borough Council

Property & Procurement

Springfield House, Springfield St
Barnsley S70 6HH
Tel. 01226 774300
Fax. 01226 774399

PROJECT
BSF PROGRAMME
PHASING DRAWINGS
PHASE 3

DRAWING
ST MICHAEL'S

Drawn JMY	Date OCT' 09	Scale 1:2500
Project Code ED 1942	Drawing No. PH 03	Revision

CAD File Information

USE CONTRACTOR ACCESS TO THIS AREA WITH SITE COMPOUND AND STORAGE CONTAINED WITHIN AREA AND SEGREGATED FROM EXISTING BUILDINGS / SITE USE WITH APPROPRIATE, TEMPORARY SECURE FENCING TO SUIT.

CONSTRUCT NEW LANDSCAPING PITCH AREAS

NEW ALC AND PITCH AREA IN OPERATION

USE NEW TEMPORARY CAR PARK AREA TO THIS AREA. AREA WILL HAVE TO ACCOMMODATE VEHICULAR ENTRANCE AND EXIT. ALL TO BE SUITABLY SCREENED OFF FROM ANY PEDESTRIAN AREAS AND HAVE TEMPORARY SUITABLE STREET LIGHTING AS REQUIRED.



DEMOLISH EXISTING ST MICHAEL'S AND ST DOMINIC'S SCHOOLS AFTER OPENING NEW ALC SCHOOLS AND MOVING STAFF AND PUPILS. ALL AREAS TO BE DEMOLISHED TO BE SUITABLY SEGREGATED FROM ALL OTHER AREAS.

BARNSELEY
Metropolitan Borough Council

Property & Procurement

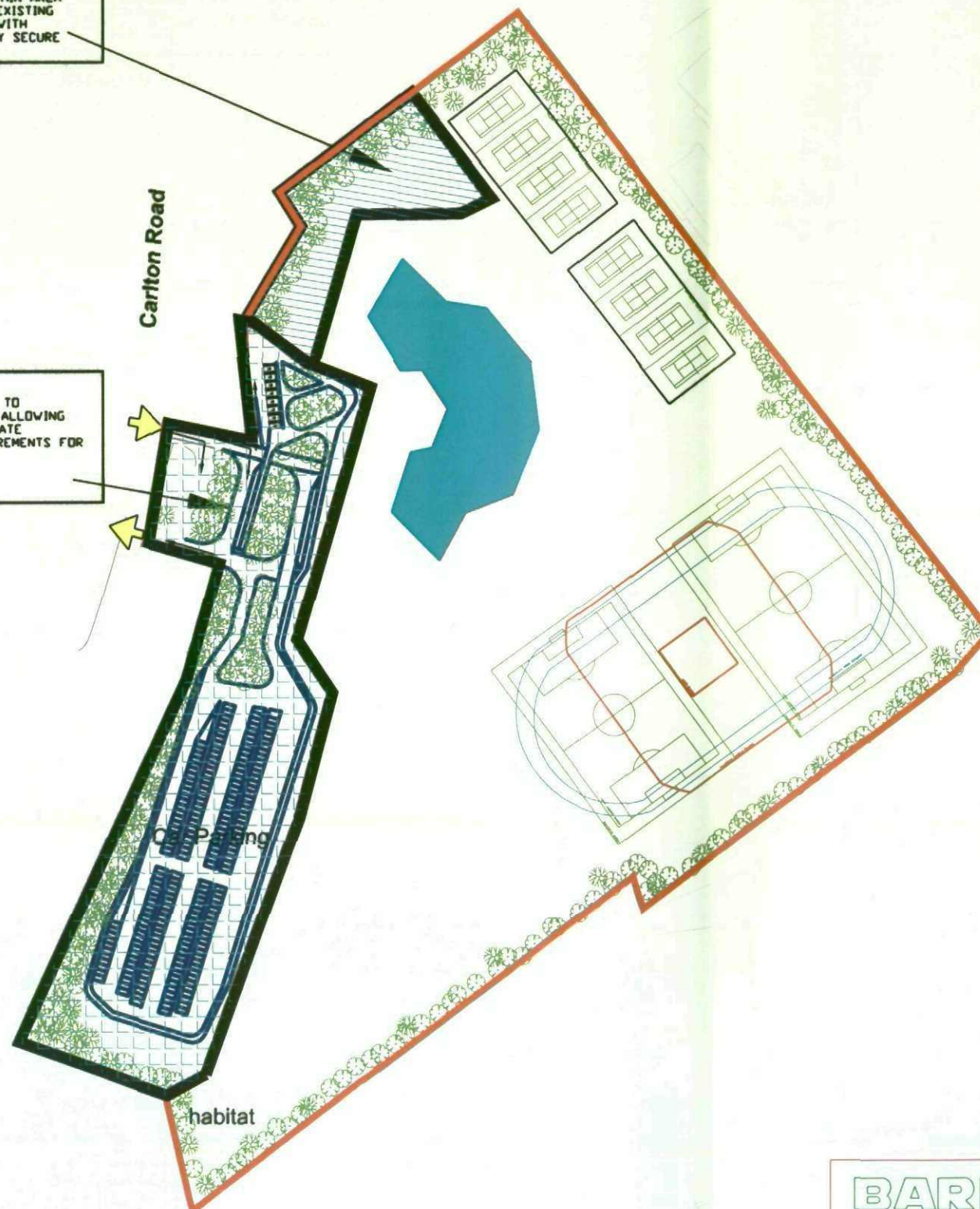
Springfield House, Springfield St
Barnsley S70 6HH
Tel. 01226 774300
Fax. 01226 774399

PROJECT BSF PROGRAMME PHASING DRAWINGS PHASE 4		DRAWING ST MICHAEL'S	
Drawn JMY	Date OCT' 09	Scale 1:2500	
Project Code ED 1942	Drawing No. PH 04	Revision	
CAD File Information			

USE CONTRACTOR ACCESS TO THIS AREA WITH SITE COMPOUND AND STORAGE CONTAINED WITHIN AREA AND SEGREGATED FROM EXISTING BUILDINGS / SITE USE WITH APPROPRIATE, TEMPORARY SECURE FENCING TO SUIT.

Carlton Road

CONSTRUCT CAR PARKING TO FINISHED SPECIFICATION ALLOWING FOR WORKS TO INCORPORATE EXISTING PARKING REQUIREMENTS FOR THE SCHOOL.



BARNSELEY
Metropolitan Borough Council

Property & Procurement

Springfield House, Springfield St
Barnsley S70 6HH
Tel. 01226 774300
Fax. 01226 774399

PROJECT BSF PROGRAMME PHASING DRAWINGS PHASE 5		DRAWING ST MICHAEL'S	
Drawn JMY	Date OCT' 09	Scale 1:2500	
Project Code ED 1942	Drawing No. PH 05	Revision	
CAD File Information			