

# Lauriston Primary School: Consultation on a Proposal to Increase the Size of the School

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Haddii aad jeceshahay in aad ogaato waxa warqadan laguugu sheegaayo, Fadlan waxa aad calaamadisaa Sanduuqan  oo waxa aad Magacaaga, Adirayskaaga iyo Telifoon Lambarkaaga aad ku qortaa xagga hoose ee boggan, oo ku soo celi markaa Adirayskan xagga hoose ku qoran. (Somali)

如果你想知道這份文件的詳細內容，請在格子里  剔一下。在本頁下面寫下你的名字，地址和電話號碼并寄到下面的地址。(Chinese)

Nếu quý vị muốn tìm hiểu tài liệu này nói điều gì xin đánh dấu vào ô  và ghi tên, địa chỉ và số điện thoại của quý vị vào cuối trang này và gửi về địa chỉ dưới đây. (Vietnamese)

এই দলিলে কি লেখা আছে সে সম্পর্কে যদি আপনি জানতে চান অনুগ্রহ করে সাথের বাক্সে  টিক দিন। তারপর পাতাটির নিচে আপনার নাম, ঠিকানা এবং টেলিফোন নাম্বার লিখে নিম্নলিখিত ঠিকানায় ফেরৎ পাঠান। (Bengali)

જો તમને આ દસ્તાવેજ યું જણાયે છે તે વિષે માહિતી જોઈતી હોય તો મહેરબાની કરીને બોક્સમાં  નિશાની કરી અને આ પાનાના અંતમાં તમારું નામ, સરનામું અને ટેલિફોન નંબર આપી અને તેને નીચે સરનામે રવાના કરશો. (Gujerati)

ਜੇ ਤੁਸੀਂ ਜਾਣਨਾ ਚਾਹੁੰਦੇ ਹੋ ਕਿ ਇਹ ਦਸਤਾਵੇਜ਼ ਕੀ ਕਹਿੰਦਾ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਖਾਨੇ  ਵਿਚ ਠੀਕਾ ਮਾਰੋ ਅਤੇ ਆਪਣਾ ਨਾਂ, ਪਤਾ ਅਤੇ ਫੋਨ ਨੰਬਰ ਇਸ ਪੰਨੇ ਦੇ ਬੱਲੇ ਲਿਖੋ ਅਤੇ ਇਸ ਨੂੰ ਹੇਠ ਦਿੱਤੇ ਪਤੇ 'ਤੇ ਵਾਪਸ ਭੇਜ ਦਿਓ। (Punjabi)

Si vous désirez connaître le contenu de ce document, veuillez cocher la case  et indiquer votre nom, adresse et numéro de téléphone au bas de cette page et la renvoyer à l'adresse indiquée ci-dessous: (Français)

Si desea saber de lo que trata este documento, ponga una señal en el recuadro  y escriba su nombre, dirección y número de teléfono al final de esta página y envíela a la dirección que se indica abajo. (Spanish)

اگر آپ یہ جاننا چاہتے ہیں کہ دستاویز میں کیا لکھا ہے تو ازراہ کرم باکس  میں ایک صحیح کا نشان لگائیے اور اپنا نام، پتہ اور فون نمبر اس صلوٰۃ کے نیچے لکھئے اور اسے نیچے دیئے گئے پتے پر واپس بھیج دیجئے۔ (Urdu)

**Return to:** Stuart Sands, School Place Planning Team  
Hackney Technology & Learning Centre, 1 Reading Lane, E8 1GQ  
Tel: 020 8820 7223

**Please print**

**Your Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Tel:** \_\_\_\_\_

## **Glossary of Terms**

**Forms of Entry (FE)** The number of class groups of 30 pupils in each year group – a 2FE school has 2 classes of 30, in each year group.

### **DfES (Department for Education and Skills)**

The Central Government department with responsibility for Education, headed by the Secretary of State for Education.

### **School Organisation Committee (SOC)**

An independent body who decides on statutory proposals for changes in schools.

### **The Learning Trust**

A not for profit organisation responsible for managing education in Hackney

### **Statutory Notice**

One of the final parts of the process for making changes to the organisation of schools or their provision of places. Local Authorities (or the Learning Trust in Hackney) agree to publish a Statutory Notice based on consultation. It is a formal document stating the exact terms of any proposal and is published in a local paper and put up on the school gates and other local sites. People have a six week opportunity to write in with any objection or comments they might have on the proposal, which is then considered by the School Organisation Committee (SOC).

### **Schools Adjudicator**

An independent group of men and women with considerable educational experience. They are appointed by the Secretary of State for Education to decide on statutory proposals when the local SOC cannot reach a unanimous decision.

## **What does the proposal mean?**

1. The Learning Trust wish to consult the school community on a proposal to increase the size of Lauriston School from 30 pupils per year (one form of entry or 1FE) to 60 pupils per year (2 forms of entry or 2FE). This will support the demand for additional, high-quality, primary places from local parents.
2. Because the school is already small for its current population and education requirements the school would need to be demolished and rebuilt. During the re-build the school would continue with its current staff and pupils and still remain as a 1FE school but in temporary buildings. The school would start to take the extra year group when the new building was complete in 2009 and then it would only increase by one year group at a time, starting with the reception class.
3. The overall site would remain the same size but the new building is likely to be on two storeys with a lift providing additional access above ground level. We will continue to consult with users about accessibility and movement around the new building during the design stages.

## **Lauriston Primary School**

4. Lauriston Primary School, is a very popular, heavily oversubscribed, one-form entry school. Situated in the south of the borough. There are 211 children on roll (as of Jan 2006) between the ages of 4 and 11 and 35 nursery age children. Lauriston is a multi-cultural inner city primary school whose intake comes from the immediate area which serves a diverse socio-economic, cultural and religious community. 29% of children are eligible for free school meals and almost 42 % have English as an additional language. The level of Special Educational Needs in the school is higher than the Hackney average and covers a wide range of need. The school has taken a lead on the admission of children with complex physical needs.
5. For the 2006/7 academic year there were 98 applications for the 30 reception places. When the tie-breaker of distance between home and school was applied, the furthest child to be offered a place lived only 311m away from the school. There are only four other schools in Hackney where this distance is less than 311m. Other schools near Lauriston are also oversubscribed.
6. Expanding popular and successful schools is a key feature of Hackney's School Organisation Plan and this proposal is identified as a high priority for investment for the Learning Trust.

## **Current accommodation at Lauriston Primary School**

7. The existing school was designed and built in the 1970s and suffers greatly from overcrowding due to its poor design. Four out of seven classrooms are undersized. There is no dedicated IT suite or library space and both of these activities currently take place in corridors which causes organisational problems for the school. The only general teaching resource area for the school is housed in a temporary classroom. The non-teaching accommodation is also well below DfES recommended guidelines. The proposal will ensure that the school's accommodation meets current standards, is fit for purpose and built for the future.

## **What will happen to pupils during the expansion?**

8. There is no available site or building near the current school site that is big enough to accommodate the whole school while the new building is going up. The school and the Learning Trust are working with Sall, Cullinan and Buck Architects Ltd (SCABAL). They have been consulting with the school community on what the new school could be like and are providing technical information to allow us to make the best choices on the temporary arrangements.
9. So that the school can keep its current high standards, reduce the impact of the building work as much as possible and using SCABAL's work, The Learning Trust and the school have looked at the options for decanting (working in another building during building works). We recommend using both the land on neighbouring Morpeth Close (currently used as garages/disused laundry and a ball court) and remaining on the current Lauriston site. This

would be in parts of the existing school as well as a temporary building on a different part of the site to where the building work will take place. There will be further development of the details of these arrangements should the project go ahead and we appoint designers.

10. King Edwards Road (currently a vacant site about quarter of a mile from the current school) has been dismissed as it is too small on its own. It would also be too expensive and difficult to make it work as a temporary school site and it is too far away from the current school for them to operate on both sites.

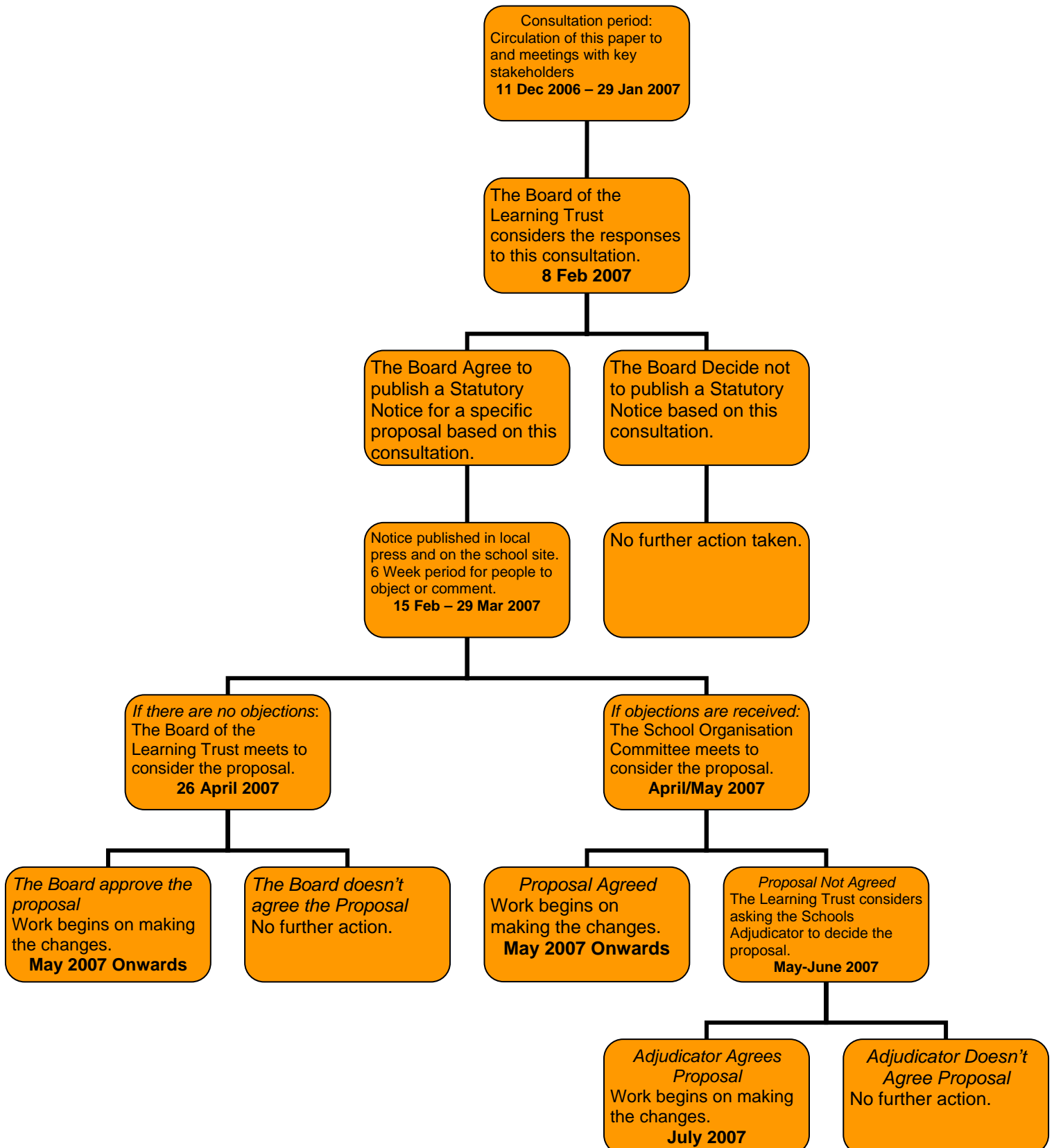
11. This diagram shows a potential site layout during construction including use of Morpeth Close.



- 1 Potential secured compound for builders during construction – no school access.
- 2 Potential Secure pathway between Morpeth Close and main school site.
- 3a/b Current school building (3a) and nursery (3b) to be used in part during the rebuilding.
- 4 Current school playgrounds/outside space – potential areas for temporary buildings.
- 5 Morpeth Close – potential for use as play areas or some temporary buildings.

## Next steps and proposed timetable for the decision-making process

12. The Learning Trust welcomes views on the proposals set out in this paper. All views expressed during this consultation will be reported to and considered by the Board of the Learning Trust. This will be on 8 February 2007.



## When would the proposals be implemented?

13. If this proposal is approved the following timetable is likely:

- Appointment of Architects – Spring 2007.
- The school will have temporary additional accommodation from September 2007.
- Building will begin on the new school early in 2008.
- The new school will be ready for September 2009.

## Consultation Meetings

14. The consultation will run from 11 December 2006 until 29 January 2007 and will include meetings with key stakeholders. We will try to provide Turkish and Bengali speaking interpreters at the meetings. We will provide interpreters for additional languages at meetings on prior request.

<b>Audience</b>	<b>Date</b>	<b>Venue</b>	<b>Time</b>
Parents – Morning <i>Creche</i>	16 January 2007	Lauriston	9.00pm - 10.30pm
Parents - Afternoon <i>Creche</i>	17 January 2007	Lauriston	3.30pm – 5.00pm
Parents - Evening <i>Creche</i>	18 January 2007	Lauriston	6.00pm -7.30pm
Wider community <i>Hearing Loop</i>	23 January 2007	Learning Trust	6.30pm - 7.30pm

15. The meetings set out above will be arranged as a ‘drop-in’ where people can arrive at any time within the hours advertised and speak individually to Learning Trust and school staff and Governors and the architects. Creche and hearing loop facilities will be available where indicated. Separate meetings will be arranged for pupils at the school, the Governing Body, staff at the school and Trade Unions.

## List of Consultees

16. We aim to consult with as many people and interested groups as possible including:

- Pupils, Parents and carers of students on roll at Lauriston Primary School
- Staff & Governors at Lauriston Primary School
- Hackney School Governors Association (HASGA)
- Headteachers and Governors of all Hackney Schools
- Diocesan Boards
- Other primary schools in neighbouring boroughs within 2 miles of Lauriston
- Trade Unions
- Interlink network for Jewish Community
- Diocese of Westminster
- Local community groups and business partners
- Hackney Council
- Hackney MPs
- Hackney Councillors
- Neighbouring LEAs including Tower Hamlets & Islington

# Consultation Response Form

## Proposal to Increase the Size of Lauriston Primary School

Please return to Stuart Sands by 29 January 2007, at:

The Learning Trust,  
Hackney Technology and Learning Centre  
1 Reading Lane  
London  
E8 1GQ

Tel: 020 8820 7223

Email: Stuart.Sands@learningtrust.co.uk

Name of person  
responding

*Interest in Lauriston Primary School (please tick boxes as appropriate)*

Pupil at the school

Parent of a child at the school

Member of staff at the school

Governor at the school

Other (please specify) .....

**Please comment on the proposals below, by Putting an X in the box that best reflects your views**

	<b>Agree Strongly</b>	<b>Agree</b>	<b>No Opinion</b>	<b>Disagree</b>	<b>Disagree Strongly</b>
<b>Expand Lauriston from one Form of Entry to two Forms of Entry</b>					
<b>Use the Morpeth Close site as part of the Decant Arrangements</b>					

**Please feel free to add further comments and contact details if you would like to be invited to further public meetings relating to this consultation and its outcomes in the box overleaf.**

**Please comment on the proposals outlined in the paper**

**General Comments on Expansion**

**Comments on Decant and Temporary Accommodation**

Contact details if you wish to be invited to further public meetings on this consultation.

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

email: \_\_\_\_\_

You may respond electronically, if you have access to the internet.  
Visit [www.learningtrust.co.uk](http://www.learningtrust.co.uk) and look under Publications/ Consultations.

**Thank you for completing this response form**

## Monitoring information

### Why do we collect this information?

We have a legal duty to promote equality. To help us we need to collect information on those who are using or would like to use our services.

With up to date and accurate information we will be able to identify any possible discrimination or barriers to using our services (or obtaining information about our services) for different groups of people

Collecting the information in advance will also help us to anticipate and avoid potential difficulties for some people and work to remove them before the difficulty arises.

We will use the information you provide to identify ways we might achieve fewer barriers, greater equality, fairness and respect for all our service users, staff and members of the community.

### Data protection

We comply with the principles of the Data Protection Act 1998.

The information you provide is confidential and will not be used in ways that could identify any particular person by a third party.

Please circle/tick your answers or make **bold** if you are completing the form electronically.

#### 1. Are you

Male	Female
------	--------

#### 2. What is your ethnic group?

Our ethnic background describes how we think of ourselves. This may be based on many things such as language, ancestry, a shared history or religion. Ethnic background is not necessarily the same as nationality or country of birth. It is not possible to list all the ethnic groups but those listed below reflect the largest ethnic groups in Hackney.

<b>White</b>
British
Irish
Traveller of Irish heritage
Gypsy Roma
Turkish/Turkish Cypriot
Kurdish
Greek/Greek Cypriot
White Eastern European
White Western European
Orthodox Jewish
Charedi (Orthodox Jewish)
Any other White background (Please specify)
<b>Mixed</b>
White and Black Caribbean
White and Black African
White and Asian
Any other Mixed background (Please specify)

<b>Asian or Asian British</b>
Indian
Pakistani
Bangladeshi
Any other Asian background (Please specify)
<b>Black or Black British</b>
Caribbean
African - Somali
African - Congolese
African - Nigerian
African - Ghanaian
Any other African or Black background (Please specify)
<b>Chinese or South East Asian/South East Asian British</b>
Chinese
Vietnamese
Any other South East Asian background (Please specify)
<b>Other Ethnic Group</b>
Please specify

The definition of a disability according to the Disability Discrimination Act 2005 is: “A physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out normal day to day activities.” (Long term in this definition is taken to mean more than 12 months).

**3. Do you consider yourself to have a disability under the Disability Discrimination Act 2005?**

Yes	No
-----	----

**4. To help us classify our results, please circle or make bold the definition(s) below which best describe your impairment(s).**

Hearing
Vision (Does not include people whose visual problems can be corrected by glasses/contact lenses)
Mobility
Speech
Mental illness
Learning difficulties
Physical Co-ordination
Reduced physical capacity (inability to lift, carry or otherwise move everyday objects, debilitating pain and lack of strength, breath, energy or stamina e.g. asthma, angina or diabetes)
Severe disfigurement
Long term illness (such as cancer, HIV, multiple sclerosis)
Other disability please specify if you wish)