

# Public Document Pack



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Dear Councillor

## **EXECUTIVE - THURSDAY, 21ST NOVEMBER, 2019**

Please find enclosed, for consideration at the Executive on Thursday, 21st November, 2019, the following report which was unavailable when the agenda was printed.

### **Agenda No    Item**

8.    **School Place Provision EXE19-122 (Pages 3 - 32)**

Hard copies of the report will be delivered to Councillors by courier on Wednesday, 20 November.





EXECUTIVE – 21 NOVEMBER 2019

## SCHOOL PLACE PROVISION

### Executive Summary

The Council considered, through the Joint Committee at its meeting on 25 June 2014, the need for School Places to support the Borough and its future development. The importance of securing additional school places to support existing residents and the needs of future residents was identified as critical and the need for resources to do so were highlighted as a key component of the Community Infrastructure Levy. School Place provision remains a key infrastructure requirement to support the economic vitality of the Borough and the needs of existing parents.

The Council has previously supported educational needs in the Borough through:-

- provision of new secondary school places by facilitating the development of the Hoe Valley School with the related Sportsbox and recreational facilities at Egley Road;
- identification of a site at Brookwood Farm as suitable for a new primary school;
- financial support to Woking College for science classrooms;
- financial support to Winston Churchill School for the Planetarium;
- development of community sports facilities at Bishop David Brown School together with replacement dining facilities for the school; and
- exploring the provision of a new site at Shey Copse for the relocation and expansion of Greenfield School with a provision of £21m included in the approved Investment Programme.

In March this year the Executive provided a £6m loan facility to Greenfield School for it to acquire the site previously occupied by the International School of London (ISL); this was instead of pursuing the Shey Copse site which is immediately opposite. The acquisition of the site has enabled the early relocation and initial expansion of the school; the school commenced operation at the new site in September 2019. The Executive recognised that further work would be needed to expand the school and approved an additional loan facility of £5m to further develop the new school site with the details to be agreed by the Director of Finance and Head of Democratic and Legal Services in consultation with the Portfolio Holder.

The school has now progressed its development plans and submitted a planning application for the further development of the site. It has obtained professional advice and detailed costs plans which indicate that the assessment of the investment requirement is more in line with the original Council Investment Programme provision approval of £21m; this is above the additional loan delegated authority limit set by the Executive. An outline of the proposal by the school, which is subject to consideration by the Planning Committee, and the benefits of the school, including its use by the wider community, is set out in this report and its appendices. The Business Plan and Cost Plan for the school, which are commercially sensitive, are set out in the Part 2 Confidential Report. This report seeks approval of a revised loan facility to Greenfield School of £21m.

As envisaged by the Investment Programme and Medium Term Financial Strategy the enabling finance by way of Loan to Greenfield School will be subject to a margin of 1% over the Council's cost of borrowing.

To ensure the long term benefit to the wider community from use of the school premises Greenfield School will be required, as a condition of the Loan Facility, to enter into a Community Use Agreement based upon the range of activities outlined in its proposal. The detailed terms will be determined by officers, through negotiation with the school, and subject to consultation with the Portfolio Holder.

## Recommendations

The Executive is requested to:

### RECOMMEND TO COUNCIL That

- (i) the £21m loan facility, included in the Investment Programme for the provision of school places, be made available to Greenfield School to cover the acquisition and development of its new site to enable it to accommodate the projected increase in pupil numbers;
- (ii) the loan facility be subject to a 1% margin over the Council's cost of borrowing and that the borrowing period does not exceed 50 years;
- (iii) the detailed terms of the loan be determined by the Chief Finance Officer in consultation with Portfolio Holder;
- (iv) Greenfield School undertakes to seek to dispose of the assets it proposes in a timely manner; and
- (v) Greenfield School enter into a Community Use Agreement with the Council to ensure long term wider community benefit from the provision of the loan facility with terms of the Community Use Agreement being approved by officers in consultation with the Portfolio Holder.

### Reasons for Decision

Reason: To secure the provision of additional school places to support the economic vitality of the Borough.

The item(s) above will need to dealt with by way of a recommendation to Council.
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**Background Papers:** None.

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### 1.0 Introduction

- 1.1 This report seeks approval to release the balance of the Approved Investment Programme provision of £21m as a Loan Facility for Greenfield School to cover the further development of its school at the site of the former International School of London (ISL).
- 1.2 Greenfield School has, for a number of years been a successful independent school for boys and girls aged 3 to 11. Demand for places at the school had been increasing, and the Council agreed in October 2018 to assist the school in relocating to a new site, initially at Shey Copse, as its Brooklyn Road premises had no scope for expansion.
- 1.3 In March 2019 the Executive agreed that a £6m loan facility be made available to Greenfield School. This loan was to facilitate the acquisition of the new site thereby enabling relocation and expansion of the school, through site acquisition and initial works to ensure the school would be ready for pupils to be accommodated in September 2019.
- 1.4 The Executive also approved that an additional facility of £5m, up to a combined total of £11m, be made available to Greenfield School to further develop the new school site, once acquired, the details to be agreed by the Director of Finance and Head of Democratic and Legal Services in consultation with the Portfolio Holder.
- 1.5 This report sets out the reasons for the Council's commitment to the provision of school places and the proposed support, by way of a loan facility, for Greenfield School.

### 2.0 School Place Provision to support the Local Economy

- 2.1 The provision of School Places is a critical infrastructure requirement to support both existing residents and growth in the local economy. Local residents often make representations about the adequacy of existing infrastructure provision and particularly when new developments are proposed they make representations about the need for infrastructure for education, health, recreation and community use; in addition to the usual representations about traffic.
- 2.2 The Council has recognised the importance of the need for infrastructure and has identified a range of those needs in its schedule of Community Infrastructure Levy requirements (the 123 list). Education provision is a significant part of that requirement. The Council, through the Joint Committee at its meeting on 25 June 2014, undertook a review of need and established the need for additional primary and secondary school provision both at existing school sites and potential new sites.
- 2.3 The Council has been supportive in furthering the provision of school places with the development of the Hoe Valley School and Sportsbox in Egley Road, Woking and the identification of a new primary school site for circa 400 pupils at Brookwood Farm, Knaphill. Due to the delay in Armed Forces relocation Surrey County Council did not progress the school immediately as intended. Subsequently the site at Brookwood Farm is now identified, subject to Planning Consent, to meet the increasing need for Special Education facilities with Surrey County Council approving a budget of £18m for its development and the Borough Council providing the site free of charge.
- 2.4 Surrey County Council has continued to provide for additional places in existing schools but pressure remains on the availability of primary school places.
- 2.5 Amongst the many factors that influence the choice of location for employers is securing the appropriately skilled employees. For employers and employees the adequacy of local education provision, both its supply and its quality, is increasingly important. Generally the quality and range of offer within Woking schools is good; Greenfield School, amongst others, offer an additional choice for those seeking private education.

2.6 When the Council first engaged with Greenfield School (September 2018) its pupil numbers were 198 with no ability to increase its intake further due to the constraints of its site in Brooklyn Road. Now that it has relocated its current pupil number is 237 with 267 forecast for next September. The Department of Education has confirmed to the school that it should be approved for 408 pupils when the expansion works are complete. This will result in meeting the needs of over 200 more pupils than in 2018 and make a positive contribution to meeting the shortfall of school places in the Borough.

### **3.0 Greenfield School Progress since acquisition**

3.1 The school acquired the ISL site on 12 July 2019 and over the summer break completed works to prepare for the school to be operational in September. Temporary accommodation has been installed to ensure there is sufficient space to operate immediately. The children are in the new buildings and the old site in Brooklyn Road is being prepared for sale.

3.2 For September 2019 the total number of pupils enrolled across all age groups is 237. This is an increase of 39 compared to September 2018 reflecting the schools ability to accept more children in the knowledge that increased space would be available. Almost all families have stayed with the school as it moved to the new site.

3.3 With the school fully relocated, the school management are actively looking to sell their previous site at Brooklyn Road, and other sites, to realise income which can be used to invest in the improvement of the new location. Details of the asset disposals are included in the Part 2 report.

3.4 To ensure the site has all the facilities Greenfield School needs for the future, professional advisors have been commissioned to seek the best use of the space available and determine the cost of the recommended developments.

3.5 Members of the Council were invited to a private view of the new school site and were presented with a statement of public benefit which is set out at Appendix 1. An update from the site visit is also attached at Appendix 2.

### **4.0 Development Plans**

4.1 The school has prepared a summary of its plans for the proposed improvements which is included at Appendix 3 of this report. The details set out in the summary are subject to the consideration of its Planning Application.

4.2 In summary this includes new school classrooms and dining facilities, nursery provision, sports hall, a multi-use games area (MUGA), netball courts and other sports pitches. The School envisages securing Planning Consent by February 2020 and completing its construction by June 2021.

4.3 A report by Quantem, the consultants for Greenfield School, which sets out the detailed costings for the development is included the Part 2 report as Confidential Information.

4.4 The total development costs, including the initial acquisition and improvements, requires a Loan facility of up to £21m. This will enable the school to complete its development and concurrently dispose of its former site and other property assets, thereby reducing its net loan.

4.5 The school has prepared its Business Plan, based on the estimates of cost and loan repayments to the Council. A copy of its Business Plan is included in the Part 2 report as Confidential Information.

### 5.0 Wider Community benefit

- 5.1 For the Council the key objective in supporting the school has been the additional school places created in the Borough so as to underpin the economic vitality of the Borough. The school business plan forecasts increasing from the budgeted 237 pupils in September 2019 to 408 pupils over 10 years, an increase of 210 places compared to September 2018. This includes new nursery provision with 12 spaces from 2021/22. In total the school would have capacity for 408 children when the redevelopment is complete. Supporting this scheme has been considered the most cost effective way of increasing school places as there is no net cost to Council Tax taxpayers.
- 5.2 In addition to there being no net cost to Council Tax taxpayers there will be a wider financial benefit to the community as the school will pay a 1% margin on its Loan Facility; the exact level of the long term loan and margin will depend on how successfully the school raises income from the sale of its existing properties. For the purpose of this report the underlying benefit is assumed to be £136,000 per annum on an ongoing basis which will help the Council finance other vital services for the community.
- 5.3 At the Councillor visit the school presented information on the public benefit which is included at Appendix 1 together with an update from the visit which is attached at Appendix 2. The new proposals at Greenfield School clearly include increased opportunity for community use of sporting, music and drama facilities. Appendix 1 sets out details.
- 5.4 The collaboration between the school and state schools is well evidenced in the appendices as is the current extent of wider public involvement despite the limitations of the former school site; the new site will provide greater opportunity.
- 5.5 The use of expertise/specialist teachers means that the school is well placed to support the needs of those pupils requiring special educational need or support.
- 5.6 Community engagement is also well evidenced in the supporting documentation. Whilst this level of activity is positive and the approach to future involvement is most encouraging the risk for the Council is that it is dependent on the approach of school staff and Governors that will change over time. It is therefore proposed that, as a condition of making available the Loan Facility, the school enters into a Community Use Agreement with the Council. The Agreement, to be approved in consultation with the Portfolio Holder, will reflect the extent to which the school is able to make its facilities available to the wider community.

### 6.0 Implications

#### Financial

- 6.1 It is proposed that the Loan is subject to a margin of 1% over the Council's borrowing costs. It is proposed that the Finance Director, in consultation with the Portfolio Holder, be authorised to agree the detailed terms of the loan advanced, including the length of the loan and any early repayment terms. The objective is to be flexible so as to enable the initial use of short term financing and subsequent medium or long term subject to a maximum term of 50 years.
- 6.2 The maximum Loan Facility, including the facilities that were previously approved, is £21m. The net loan is likely to be less after the school has disposed of its existing assets. For the purpose of this report it is assumed that the net loan will be circa £13.6m and that the 1% margin would generate circa £136,000 to support the Council's services.
- 6.3 Details of the Development Plan and Business Plan for the school is set out in the Part 2 Report.

Human Resource/Training and Development

- 6.4 There are no specific Human Resource or training and development implications.

Community Safety

- 6.5 There are no community safety implications.

Risk Management

- 6.6 The Council will take a charge over the school's property assets. In event of failure of the school, either through structural changes to the independent school sector or due to competition with other local schools, the Council would be able to take the property.
- 6.7 Based on assessed need for school place it is most probable that school places will still be needed in the Borough and accordingly the Council could use the site for alternative school provision. The proposed costs invested in the property are considered reasonable and investment would otherwise be required to secure other land and buildings.

Sustainability

- 6.8 There are no specific sustainability implications.

Equalities

- 6.9 There are no specific equalities implications.

Safeguarding

- 6.10 There are no specific safeguarding implications.

**7.0 Consultations**

- 7.1 There have been no public consultations.

REPORT ENDS





## Introduction

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At Greenfield we are committed to investing in the community to ensure that our offerings benefit those far beyond our boundary. Our passion for education ensures that we share our privilege and engage local children in opportunities to enhance their own curriculum. Community links create children who are conscious and compassionate about their community and builds an understanding and responsibility to actively participate in it.

This document is created to show how we put this vision into practice, focussing on the following categories of public benefit:

- ⇒ Social Responsibility
- ⇒ Enhancing Curriculum Delivery in Woking
- ⇒ Special Educational Needs
- ⇒ Arts and Culture
- ⇒ Sport
- ⇒ Bursaries





## Social Responsibility

### Vision

We have been working together over the past 18 months to create a school culture that is socially responsible. Here is the Mission we have written to focus our intent:

- To empower children to understand their power in the world.
- To create an authentic, responsible and empathetic school culture.
- To combat entitlement, greed and hatred by imparting generosity, kindness and peace.
- To be conciliators between today's planet and the future world!

### Culture

At Greenfield we have adopted this mission as our school wide philosophy that stretches across our curriculum, impacting local outreach and creating global intercession. The influence has been monumental and our children are holding their families and communities accountable, influencing genuine change.

### Teaching

We have embraced the UN Sustainable Development Goals (UNSD) as a lens through which we teach. We use a cross-curricular approach to embed the UNSD into our curriculum. Our current Year 5 Maths project includes working out the average food miles of their weekly meals. In English the children have been learning formal letter writing skills by writing to local MP's about a UNSDG of their choice. We have timetabled a weekly lesson for children from years 3 upwards called Understanding the World. In these lessons the children explore culture, historical context and current affairs whilst learning debating skills, the articulation of opinion and the formation of their own views and passions.

### Initiatives

School wide initiatives include a UN Enrichment day which enabled different key stages to think, explore and debate in detail a selection of goals before presenting them in our own UN Assembly.

We hosted a **Children's Festival** inviting 8 local schools to a day of education based around the UNSD Goals. Each school presented on their chosen goal, enjoyed a sustainably-sourced lunch and engaged in a children's parliament based around UNSDG 1 – No Poverty.

The school worked together to write a **Compassion Charter** – a written manifesto of local and global promises in which our children articulated their commitment to kindness, equality and future proofing our planet.



## Compassion Charter – 2019

### Our Pledge to Our School

- We will be kind to everyone, students, staff and visitors.
- We understand that everyone is equal and we will treat everybody with respect.
- We will say please and thank you and always try to be polite.
- We will try our hardest to resolve conflict by showing tolerance to others and learning to compromise.
- We will include others in our games and avoid rough play.
- We will always try to be truthful to ourselves, and to others.
- We will celebrate and help each other to achieve.

### Our Pledge in Our Local Community

- We will always be polite and kind to the people around us.
- We will celebrate the different people in our community and always treat them without judgement.
- We will respect those who are elderly and help them whenever we are able.
- We will work hard to make our local community fair. We will help those who make decisions by giving them our opinions and support.
- We will help local homeless communities through friendship and fundraising.
- We will show our thanks to local service men and women.
- We will respect our local environment.

### Our Pledge for the World

- We will look after our planet, avoid plastic waste and be responsible in what we use.
- We will respect all living things and help to protect endangered species.
- We will respect the views of all people regardless of what they believe in, or where they are from.
- We will work hard to support a fair world, without violence or extremist views.
- We will support the poor and play our part in a fair society.
- We will be respectful, kind and empathetic citizens.

## Global Citizenship

Every child at Greenfield works through a series of Global Citizenship Awards which include a selection of tasks which mutually benefit the children and their community.

After trialling this award scheme we hope to facilitate it's delivery in local state schools.

### Greenfield Global Citizenship Leader Award

#### Change Opinion.

I have written an inspirational speech regarding a topic of my choice surrounding a UN Sustainability Goal. I have sent the video to a local leader with a view to compel them to take action.

#### Change the World

I have started my own foreign aid charity initiative.

I have created and sold a product at a Greenfield event to raise money for, and to promote, awareness of a foreign aid charity.

#### Change Your Town

I have initiated and carried out an environmental event which positively influences the environment in or around Woking.

### Greenfield Junior Global Citizenship Award

Confidence	Resilience	Understanding	Empathy	Respect	Have Your Say	Charity & Service	Kindness	Environmental	Reflection
I created and presented a presentation with the following title: 'Children Can Change The World'	Focussing on the skill of resilience, research a Paralympian of your choice and create a booklet about how they have been an inspiration.	I have researched the five most positive quotes from three religious texts or doctrines.	I have collected a selection of appropriate books for children who have little access to education. In each book I have written an individual message to those children.	I showed respect to a religious or political leader by writing a letter of encouragement for a local outreach project.	I have written a letter to a prominent person about an issue that matters to me.	I worked as part of a small peer group to organise a charity event.	I have performed and documented a random act of kindness every week for half a term.	I have planted and documented photographically the growth of ; Two tree saplings A selection of bee friendly plants. OR I have collected three black bags of rubbish from a public space.	I have created a journal to reflect on my own compassionate acts. I have made a pledge to be better and presented my pledge as a film.
<b>C1 School Led</b>	<b>C2 Independent</b>	<b>C3 Independent</b>	<b>C4 Independent</b>	<b>C5 Independent</b>	<b>C6 Independent</b>	<b>C7 Independent</b>	<b>C8 Independent</b>	<b>C9 Independent</b>	<b>C10 Independent</b>
I researched and re-enacted part of a speech that changed the world.	I have documented an occasion when I have been resilient outside of school.	I have written a letter to my local MP about why we need to help local refugee families	I organised for a small package to be sent to my local food bank specifically for a child of the same age as me which includes things which I know he or she will like.	I showed respect to a service person by finding a way to thank them for their service.	I have written a newspaper article about a local community issue.	I gave up a day of my time to help someone in my local community.	Winners of the Kindness Cup OR I have created a kindness journal.	I have researched where my food has come from and worked out how many miles 10 items have travelled before landing in my fridge. I have posted these findings with a letter of complaint to my supermarket.	I have reflected on ways in which I could be a better friend and written a letter to them saying how much I value our friendship.
<b>S1 School Led</b>	<b>S2 Independent</b>	<b>S3 Independent</b>	<b>S4 Independent</b>	<b>S5 School Led</b>	<b>S6 School Led</b>	<b>S7 School Led</b>	<b>S8 Independent</b>	<b>S9 Independent</b>	<b>S10 Independent</b>
I spoke in an assembly or house meeting	I have made a presentation about a time I went above and beyond to achieve a goal and overcame difficulty or resistance.	I have helped a friend to celebrate a festival that I do not celebrate myself.	I understood the emotion of a fellow student and showed compassion in my behaviour towards them.	I showed respect to a visitor to the school, a fellow student or a member of staff.	I have expressed my opinion in a lesson	I took part in a school charity event.	I was kind to my buddy and made sure they were happy.	I have made a pledge to do one of the following: Give up single use plastic—including all straws. Eat less meat Use a metal water bottle instead of a plastic one. I can explain my reason for taking the pledge	I have reflected on a lesson I could have done better in. I have written my reflection out and given it to the teacher.
<b>B1 School Led</b>	<b>B2 School Led</b>	<b>B3 Independent</b>	<b>B4 School Led</b>	<b>B5 School Led</b>	<b>B6 School Led</b>	<b>B7 School Led</b>	<b>B8 School Led</b>	<b>B9 Independent</b>	<b>B10 School Led</b>

## Greenfield Infant Global Citizenship Award

	<b>Tolerance</b>	<b>Service</b>	<b>Environmental</b>
<b>Blue</b>	I have helped to organise the Greenfield Festival of Values	I have made Afternoon Tea for the staff at Woking Hospice as a thank you for all of the work that they do.	I have built a habitat for bees and planted bee friendly plants.
<b>Green</b>	I have taken part in the Greenfield Festival of Values.	I have written a thank you card to someone who works at St Peters Hospital to thank them for looking after the people in our community.	I have taken part in my Lower School Assembly on Bees.
<b>White</b>	I have made a poster explaining what tolerance is.	I have said thank you to the Lunch Time Staff every day.	I have shown an understanding of the role of bees within the environment.

## Greenfield Pre-Prep Global Citizenship Award

	<b>Confidence</b>	<b>Kindness</b>	<b>Environmental</b>
<b>Red</b>	I delivered a line of dialogue in a Greenfield EYFS Production.	I took part in a charitable event which was decided by Reception.	I took part in a school led litter pick.
<b>Orange</b>	I participated in an activity that I find difficult without being prompted.	Winners of the kindness cup. OR Children who persistently show an attitude of kindness. (nominated by a teacher)	I took on the role of a monitor and assisted in making Greenfield a better environment.
<b>Yellow</b>	I spoke in front of my peer group. For example in Show and Tell.	I showed particular kindness to another child or adult.	I have participated in a teacher lead activity to help our environment.

### Public Environmental Benefits

Greenfield have made a pledge to become a no single-use plastic school and have successfully made enormous changes to achieve this goal. We only cater with responsibly sourced fish and offer a greater variety of vegetarian and vegan food.

The Future World Team is the most popular of our daytime clubs at school. The children meet to assist the wider school community in understanding or taking action to promote the future world. Events include running a Re-Charge station which collects and recycles disposable coffee cups and Nespresso coffee capsules, sells Bamboo re-usable coffee cups and offers re-fills for a small selection of household items.

### Charity Benefits

Greenfield school staff bought and delivered warm socks and hot chocolate to the homeless in London on Christmas Eve, whilst parents and pupils collected selections of toiletries for those living on the streets.

As we educate the leaders, business people and citizens of the future, the importance of sustainability in education is essential in achieving the UNSD Goals. At Greenfield we are empowering the children to play their part in achieving a sustainable future.



## Enhancing Curriculum Delivery in Woking

### Vision

At Greenfield our passion for education is focussed on children—not just those in our care but for every child to receive and benefit from an education that reaches beyond knowledge. We have specialist teachers who have a keen desire to reform and improve the National Curriculum and we work with talented teachers across the county to ensure that we teach and learn with best practice.

### Teaching

Greenfield hosts annual teach meets. The purpose of these events is to share ideas and innovative teaching practice with teachers from a range of school settings across the county. We have had over 50 attendees, many of which are teachers in Woking schools.

## Enterprise Education

Through 'Business Trips', Enterprise Days and Challenge Days, children who participate in Enterprise Education get the chance to practise the skills of an entrepreneur. Specifically, these are:

Listening  
Presenting  
Problem Solving  
Creativity  
Staying Positive  
Aiming High  
Leadership  
Teamwork

Our children, and guests from Sythwood School, have been tasked with using these skills to overcome business type challenges. It has been fantastic for those children who are perhaps less academic, to thrive when they display these skills that are all too rarely assessed. The results have been tremendous and it has been wonderful to see children grow in confidence over the days.

## English Competitions

Greenfield hosts an annual Year 4 English competition, stretching and challenging the English skill of local children. A total of 48 children from local primary independent and state schools worked in competition to extend their creative writing, word puzzles, spelling and problem solving skills.

## Maths Competitions

We host an annual Maths Competition for children in Year 2. The children work in groups to put maths into practice through several tasks, puzzles and group problem solving skills. A total of 64 local state and independently educated children from across Surrey have benefitted to date.

## Enrichment Days

Each term the children at Greenfield take a day away from their usual curriculum to focus on an area of education they may not otherwise experience. These have included a day focussing on the role of the United Nations, a celebration of diversity and culture and a careers day. We open an invitation for Sythwood children to join us for these days with 30 children joining us from our recent Careers Fair for Children.



## Special Educational Needs

### Vision

As a non-selective School, Greenfield prides itself on offering an education to all children able to access the curriculum. With exceptional staff ratios and a large SEN department we are able to meet the needs of every child. Greenfield is also unusual in our policy not to charge parents for any additional support that their child might need.

## Interventions

By offering special educational support to children in the independent school we are easing financial burden to local educational authorities.

At Greenfield we have 24 children on the SENCo Register, all of whom receive intervention and small group teaching.

We also have a further 28 on our 'Watch List'. These children are without diagnosis but require additional support, interventions and small group teaching.

Early intervention, prior to diagnosis helps these children to reach their potential before any possible need for funding applications.

If the children who we support were to re-enter the state system at secondary level, their foundations in primary curriculum will support them in greater independence

## Trauma

Childhood trauma is documented to have a costly effect on the government and potential long term health and social needs for the children. At Greenfield we work closely and on a one to one basis with children who have suffered trauma and we see outstanding results. These children receive emotional support, animal therapy and an environment of understanding and support with high staff ratios ensuring they are watched, monitored and safe. We currently have 3 children in this programme.

## Wider Support

Greenfield are working to support parents within the community who have children with Autism in mainstream education. By creating a network of support and a chance to share ideas and assistance we are hoping to embrace to learn more about our own SENCo management of these children from those who know them best.



## Arts and Culture

### Vision

In order to secure the future of the performance and creative arts, Greenfield is working with other industry experts to create a curriculum which is relevant to the artist, performer and audience alike.

### Arts Curriculum

Greenfield have initiated and facilitated a committee of top music educators and industry experts to develop, write and deliver a curriculum in Music and Drama that is accessible for independent and state schools and which can be taught by specialist and non-specialist teachers. Once finished, we will be working to introduce it on a trial basis to the local schools, benefitting Woking school children.

## Performance Investment

Greenfield School invest hundreds of pounds each year into local Music and Drama performances. The children take part in the Music Festival, Dance Festival, Drama Festival, and Light Switch On, attend Musical Theatre and Dance performances at the New Victoria Theatre. We also encourage children to attend performances outside of the curriculum by giving them a breadth of Arts exposure

## Music

The children at Greenfield all learn and experience music instrument tuition from local musicians across all sections of the orchestra. Not only does this assist in the employment of Woking's talented musicians but it also assists in developing local musicians for the future. With 90% of our children investing in Music beyond the curriculum, this will greatly benefit the talent pool in Woking.

## Culture and Diversity

Greenfield celebrate the cultural diversity within the school. Attending different places of worship around the town, hosting festivals to celebrate culture and exploring historical and cultural art within our curriculum. The children have a respectful and empathetic view of our community and they embrace and celebrate the differences within it.

## Sport



### Vision,

Greenfield sport is a thriving and integral part of our education; all abilities are embraced in a cohesive, supportive and successful department. Our previous lack of facilities did not limit our vision to share this passion with local children and we are excited to welcome greater numbers to our new facilities.

### Football Festivals

Greenfield launched its Football Festival in 2017. The school welcomed over 60 children from a mix of school settings to take part in a friendly tournament. This enabled children from all educational backgrounds to play alongside each other and the cost was absorbed by the school. This tournament was so well received that we have now made it an annual event.

- We will be hosting our first Girls Football Festival this year and already have 16 teams confirmed.
- This year we have over 500 participants registered for our Football Festival Events
- "Thank you Lee and all your staff for a well-run afternoon. The feedback from the parents and children has been great, enjoyed by everyone. Looking forward to the next one!!" *Kim, Barnsbury Primary*

### Local Memberships

The skill base we offer our children enables them to find passion in a range of sports. Many of our children attend local sports clubs outside of school time in sports which they would have not had exposure to in mainstream education.

### Woking Football Club

Our links with Woking Football Club are of mutual benefit. Through visits to the school, support of our Football Festivals and networking links, we have introduced a number of young people to the clubs who now attend regularly.

### Comic Relief

The staff, children and parents at Greenfield organised and hosted a Football-athon last year. Woking Football Club played alongside teachers, parents and children to raise in excess of £5000 for Comic Relief.

### Half Marathon

Greenfield School were the main sponsors of the children's 5k race at the Surrey Half Marathon earlier this year. We had a number of staff and parents run in the event and provided a water station and volunteers throughout the day.



## Bursaries

### Vision

We are passionate about sharing the varied education and opportunities that we offer with children who can't otherwise afford to attend the school.

### Bursary Places

At present we have the equivalent of 9 100% Bursaries.

These bursaries are purely means tested and are not skills based.

The information about which children receive bursaries is not disclosed to staff and these children receive all of the same opportunities

As our numbers increase, we are committed to increasing this number also.





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# GREENFIELD SCHOOL COUNCILLOR SITE VISIT UPDATE

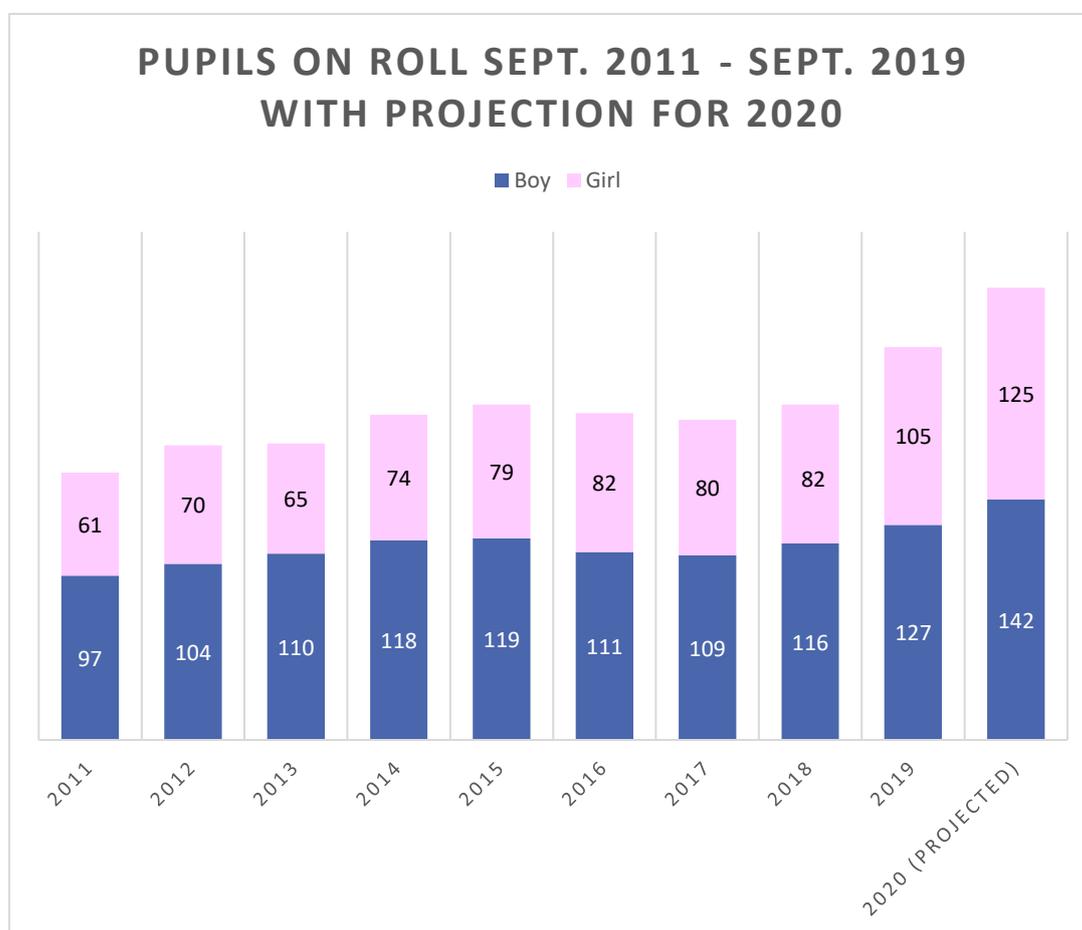
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NOVEMBER 2019  
GREENFIELD SCHOOL  
Old Woking Road, Woking, Surrey GU22 8HY

## Admissions Figures

The graph below shows the increase in pupil numbers each September from 2011 through to 2019 and contains projected figures for September 2020. The 2020 figures are based on the registrations we have received as at 13/11/2019 and will undoubtedly increase. It is also worth bearing in mind that September figures are lower than July figures, due to the staggered entry for our youngest pupils, but the September numbers are still helpful for considering the year-on-year increases we are seeing.

Also note the gradual levelling out of the boys and girls on roll. Woking poses a difficult market within the independent sector for co-ed schools because of the opportunities for single-sex girls education for the under 11s but not for boys. (All the boys schools have since become co-ed but the girls are thinly spread). We have always aimed to offer a relevant and modern education for both boys and girls and we are proud to show that our efforts have had an impact on the number of parents choosing Greenfield for their daughters.



As part of our move from Brooklyn Road to Old Woking Road we went from one form entry to two form entry and we increased every year group to two forms from the beginning of September this year. We had 54 new children join us in September.

Of the 54 new starters:

- 25 were previously at nursery or at home
- 13 joined from state schools
- 11 came from ISL
- 5 came from other independent schools, (not including prep school nurseries)

We have had another 7 children join us since September, with another 2 due to join us before Christmas. (All from state schools)

There are 9 due to start in January (7 in Reception or below, 1 from abroad and another from state school) and another 4 in April of this year (all Reception or under).

Based on current figures, we are expecting to commence September 2020 with a full intake of 48 children in Reception. Another 20 children are registered to join other year groups, transferring from a mixture of local state and independent schools as well as relocations.

Figures from 1<sup>st</sup> September to 11<sup>th</sup> November 2019 tell us that enquiries are up by 32% and registrations are up by 59% compared to the same period last year. We are hosting our second open morning later this term and we are expecting a record number of attendees.

Pupils on Roll at Brooklyn Road September 2018	Projected Pupils on Roll for September 2019 at the point of acquisition approval	Actual figures for OWR November 2019	Forecast for September 2020
198	Circa. 200	237	267

The DfE has approved up to 350 pupils on the site as it stands and the RI (lead inspector) is making a recommendation that we should be approved for 408 once the extension is complete (to include the nursery).

## Special Educational Needs

We registered 8 new pupils on the SEND register in September and this will increase to 9 in January 2020. 4 of those children have joined us from state school (5 in January).

The extension will involve a SEND teaching room, office and small therapy room. The therapy room will be used for OT and SALT sessions as well as being a well-equipped sensory room. We intend to use the sensory room for a range of purposes including sensory regulation and reducing anxiety. The room will be used for pupils on a 1:1 basis or in small groups where pupils can interact with one another using sensory toys as a focus.

## The Nursery

There are plans to open the Nursery in January 2021 at the latest. The January date is due to us taking into account the requirements and possible delays of OFSTED giving us our registration. The Nursery will be for 20 babies from 6 months to 2 years. Our current Owls class will become a 50 weeks a year intake of up to 26 children. We currently have approximately 20 rising 3's by the end of the academic year, but they are term time only fees.

## Scholarships and Bursaries

We do not offer a reduction of school fees based on talent or ability (scholarships). We do offer means-tested bursaries to enable children of all backgrounds to be able to benefit from attending the school. This approach is in line with the ethos in which the school was founded, when refugees and displaced persons would attend the school free of charge.

We have seen a significant increase in interest from potential bursary candidates since our move. At our old site we used to find that very few people enquired about bursaries so we are pleased that our new site appears to have made us more appealing to applicants of all backgrounds.

## What will the loan fund?

The loan will fund nine additional classrooms, a drama studio, music studio, library, dining room, three court sports hall and changing rooms, MUGA pitch, two netball courts and new playground as well as the reconfiguration of the current building to house the new Nursery and additional classroom for the Early Years.

## The Arts

Investment in the Arts at Greenfield is important to build both skilled musicians and to build audience appreciation skills. Our vision is:

- To create brave children who are interested and excited by the performing arts.
- To help combat the mental health crisis by giving children a creative and social outlet.
- To encourage children and their families to be involved on the cultural and artistic centres of Woking.
- To facilitate children and adults from the local community to experience Music specialist tuition and performance opportunities.
- To create a Woking Arts Hub where we bring together local musicians and create a new generation of artists.

Examples of how we achieve this:

- We currently host a Saturday School, open to Greenfield children and those from a wider community – we have 20% visiting students and offer 100% bursaries for children who do not have the financial means to pay.
- We are hosting an Arts Week in April where we are inviting local artists, dance professionals and musicians to work with children in our own school and from Sythwood School, as well as local elderly people.
- We perform for charity on a regular basis for charity events outside of our school organisation, these include Great Ormond Street Hospital, Sport Solidarity and St George's hospital in Tooting.
- We have organised a committee of national educators to help build and facilitate Music education to State School children across the country, these links include: Royal College of Music, LCCM, National Federation of Drama Schools, GSA, Mountview, Royal Academy of Music, Trinity College London and UK Music.

## Community Involvement

### State-School Partnerships

We have a very good relationship with Sythwood School and we include them in a number of events throughout the year. We plan to extend this now that we have more space on site, in order for their children to benefit from our facilities as well.

Last year we hosted:

- 4 Enterprise Skills days with Sythwood School
- Careers Fair Enrichment Day attended by Sythwood School

- Annual English, Maths and STEM Quizzes attended by a mix of local state and private schools
- Childrens' festival where schools presented on their chosen UN Sustainability Goal and participated in a Childrens' Parliament
- Teachmeets and Cluster Groups formed from members of staff from a wide range of settings

### Charitable Activities

Last year we:

- Coffee for the Homeless - £175 worth of coffee given out.
- Harvest Festival Donations to the Woking Food Bank
- Singing at Great Ormond Street and St George's Hospital
- Links with Friends of the Elderly and partner school of Project Uplift – a charity trying to get young and old mixing more.

As we grow we want to influence the national agenda in areas such as SEN, Curriculum development and delivery, Arts etc.

For more information, please see our Public Benefit document.





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## RELOCATION AND NEW BUILD

### Timeline and Budgets 11 September 2019

Prepared by: Craig Astfalck  
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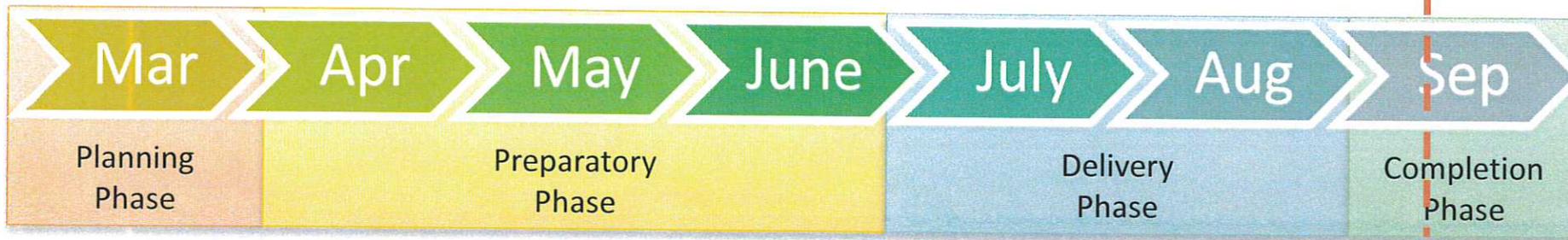
V2.1 Final



## Overall Plan

### Old Working Road Relocation

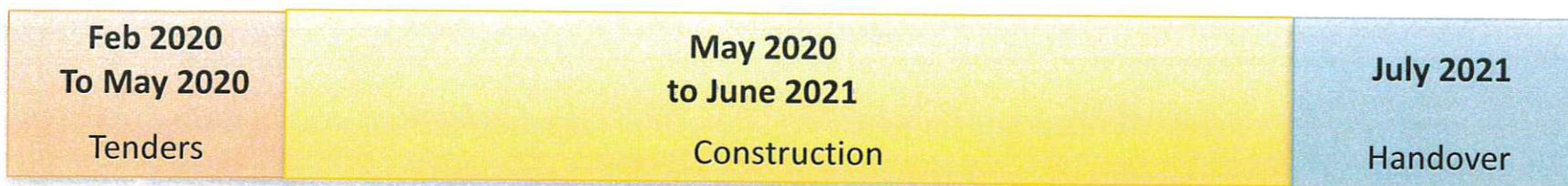
26 Week Duration to reopen date, 28 week total project



### New Build Planning Permission



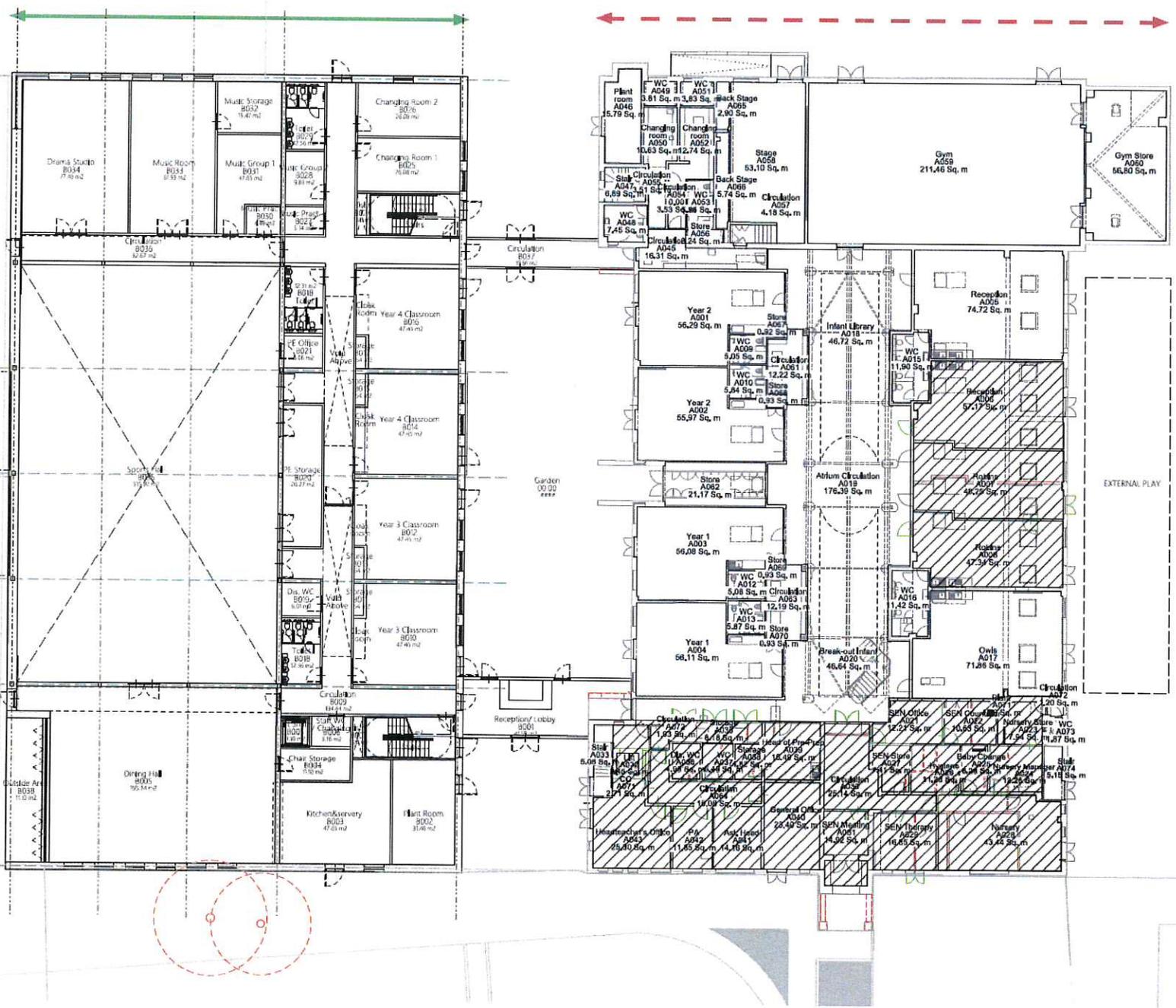
### New Build Construction Phase



**LEGEND**

- 1 Site Entrance
- 2 Main Entrance/Lobby
- 3 Parking Area
- 4 Bin / Maintenance Store
- 5 Nursery Play
- 6 The Heart/Central Courtyard
- 7 Courtyard Link
- 8 Informal Play Area
- 9 MUGA
- 10 Netball Courts x2
- 11 Woodland Grove Natural Play
- 12 Playfields
- 13 Potential Pavilion
- 14 Native Tree Shrub Boundary
- 15 Exit





Ground Floor Plan

