

# The principles underpinning Herefordshire's schools capital investment strategy consultation

Version 1.0  
Strategic intelligence team

November 2015

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## **Introduction**

The council wants all children across the county to be educated in high quality learning environments. There are a number of elements which it believes will help it to achieve this, such as regularly maintained and fit for purpose buildings, sufficient outdoor space and access for those with disabilities.

In order to find out what schools, governors, parents and members of the public thought, the council held a six week consultation on the principles underpinning Herefordshire's schools capital investment strategy.

## **Methodology**

The consultation questionnaire was published and available from 21 September to 30 October 2015 at [www.herefordshire.gov.uk/schools-investment-consultation](http://www.herefordshire.gov.uk/schools-investment-consultation) and people were invited to complete it online.

This report presents the results of 103 responses received to the consultation.

The sample base is the number of respondents to the survey (103) and is the base from which percentages are calculated. The sample base used is specified for each question. Percentages are presented rounded to the nearest whole number in the tables; however the charts are based on the unrounded percentages.

Note that if respondents could select more than one answer to a particular question, the percentages may add up to more than 100 per cent.

Where comments have been provided these are listed in full but have been anonymised and spell checked where appropriate.

## Results

**Q1. Please indicate if you agree with our suggested elements which we believe will help us to achieve high quality learning environments. If you agree, please also state if you think they are of high or low importance.**

Note: Instructions were given to indicate whether people agree with the suggested elements and then to state whether they considered each of these elements of high or low importance. Despite the instructions, some people have only ticked the boxes to show their agreement but not how important these elements are. Similarly, some people have ticked the boxes to select relative importance but not indicated their overall agreement with the element. Therefore answers to Q1 were analysed as two separate sub questions (a and b).

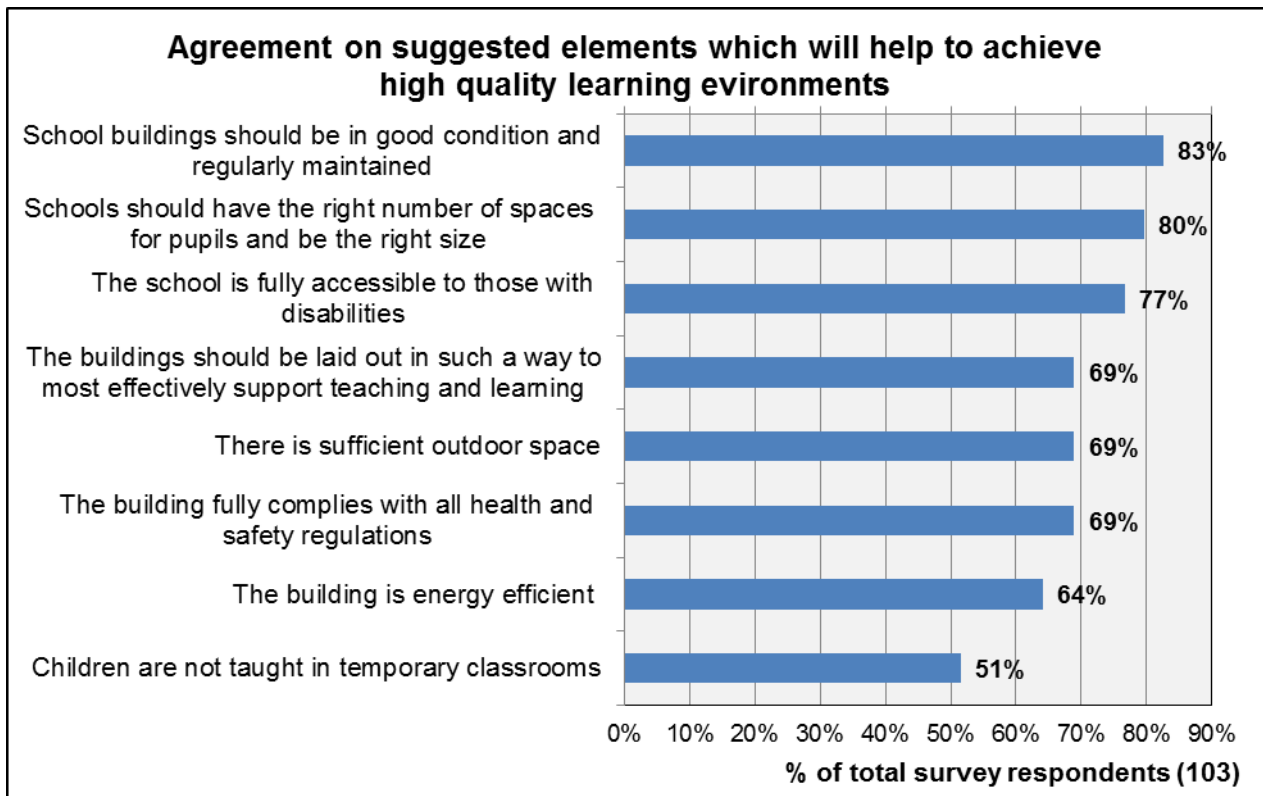
### **a. Agreement with the suggested elements which will help to achieve high quality learning environment.**

Over three quarters of the respondents to the survey agreed that 'School buildings should be in good condition and regularly maintained' (83 per cent), 'Schools should have the right number of spaces for pupils and be the right size' (80 per cent) and 'The school is fully accessible to those with disabilities' (77 per cent) will help to achieve this (see table 1). Over half of the respondents agreed that all of the suggested elements will help to achieve high quality learning environments.

**Table 1: responses to whether agree with the suggested elements which will help to achieve high quality learning environments**

	Agreement	
	Number of respondents	Per cent of respondents
School buildings should be in good condition and regularly maintained	85	<b>83%</b>
Schools should have the right number of spaces for pupils and be the right size	82	<b>80%</b>
The school is fully accessible to those with disabilities	79	<b>77%</b>
The buildings should be laid out in such a way to most effectively support teaching and learning	71	69%
There is sufficient outdoor space	71	69%
The building fully complies with all health and safety regulations	71	69%
The building is energy efficient	66	64%
Children are not taught in temporary classrooms	53	51%
Total survey respondents	103	100%

**Chart 1: agreement on suggested elements which will help to achieve high quality learning environments**



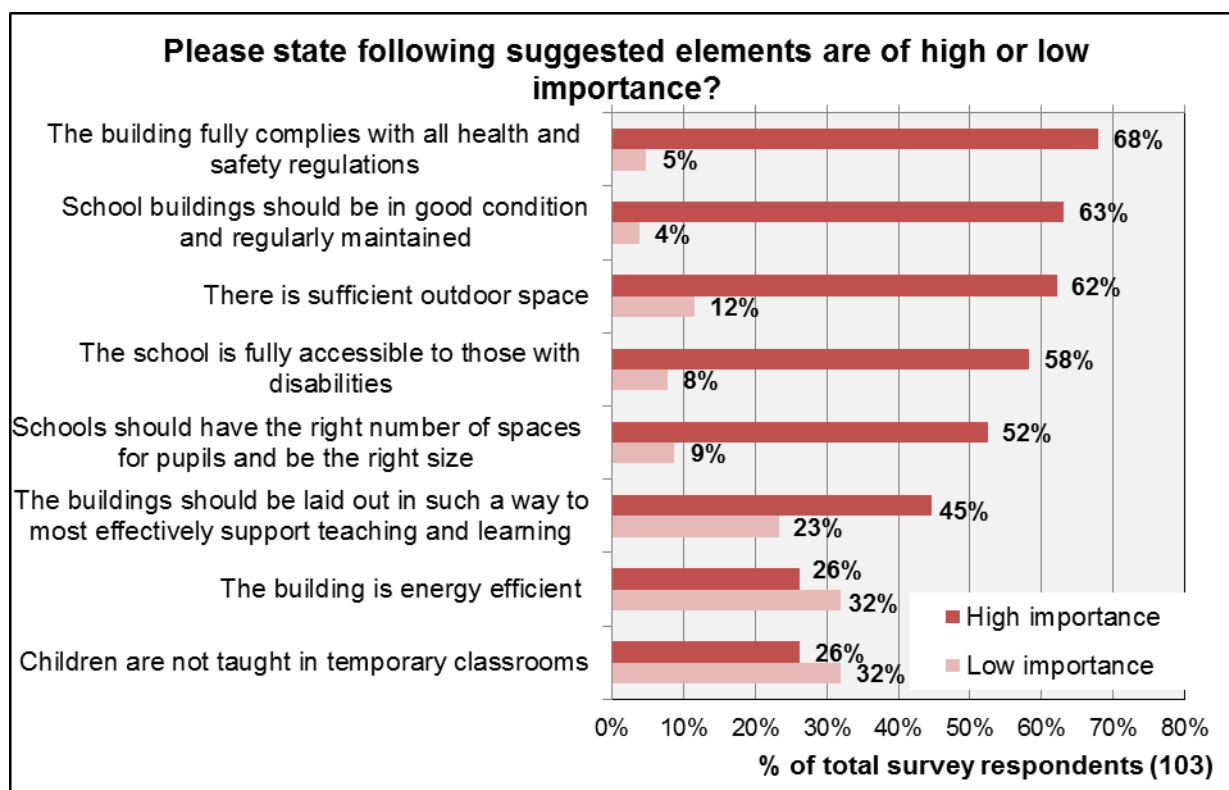
**b. Importance of suggested elements which will help to achieve high quality learning environment**

According to table 2, over three fifths of respondents to the survey stated that ‘school buildings should be in good condition and regularly maintained’, ‘the building fully complies with all health and safety regulations’ and ‘there is sufficient outdoor space’ are of high importance to achieve high quality learning environments. Fifty eight per cent of respondents sated ‘the school is fully accessible to those with disabilities’ is of high importance. For nearly a third of respondents (32 per cent), ‘the building is energy efficient’ and ‘children are not taught in temporary classrooms’ are less important.

**Table 2: responses to whether the suggested elements of high quality learning environment are of high or low importance**

	High importance	Low importance	Not answered	Total survey respondents
The building fully complies with all health and safety regulations	70 <b>68%</b>	5	28 27%	103 100%
School buildings should be in good condition and regularly maintained	65 <b>63%</b>	4	34 33%	103 100%
There is sufficient outdoor space	64 <b>62%</b>	12	27 26%	103 100%
The school is fully accessible to those with disabilities	60 <b>58%</b>	8	35 34%	103 100%
Schools should have the right number of spaces for pupils and be the right size	54 52%	9	40 39%	103 100%
The buildings should be laid out in such a way to most effectively support teaching and learning	46 45%	24	33 32%	103 100%
The building is energy efficient	27 26%	33 <b>32%</b>	43 42%	103 100%
Children are not taught in temporary classrooms	27 26%	33 <b>32%</b>	43 42%	103 100%

**Chart 2: Are the following suggested elements of high or low importance?**



**Q2a. Do you have any additional comments or ideas which you think could help to create a high quality learning environment?**

Twenty nine respondents provided additional comments or ideas as follows in table 3:

Key messages from the respondents are:

- Quality of teaching and teachers is more important than buildings
- Outdoor learning environments are important for learning
- Improve the energy efficiency of schools
- Building heating and ventilation are important, but regulated efficiently
- Pros and cons for smaller local schools

**Table 3: Additional comments to Q2**

<b>Are you responding as:</b>	<b>Additional comments or ideas</b>
A parent / carer of a school age child	A high standard of teaching by teachers who want to teach.
A parent / carer of a school age child	Although the idea of a new, well maintained school is great, A super school seems almost a little too factory- like and institutionalised whereas continuing with independent small schools locally has many benefits.
A parent / carer of a school age child	As an early years specialist I would like to see money spent to improve outdoor learning environments and appropriate training given to staff to facilitate this. Many children are unable to access a curriculum sat at a desk in front of a whiteboard and this needs to be addressed in order to raise standards across the county.
A parent / carer of a school age child	Buildings need to be well ventilated and heated.
A parent / carer of a school age child	Give schools more funding for educational trips.
A parent / carer of a school age child	Individual access to fully working ICT equipment. Top displays. Blinds to prevent glare so all can see whiteboard. Windows which open fully to let fresh air in. Not air conditioning. Comfortable chairs. Clean carpets for little ones in particular.
A parent / carer of a school age child	Make sufficient provision for the spiritual welfare of children as there can be little, if any, in some homes.
A parent / carer of a school age child	More support should be given to successful schools to maintain their school environment whatever their size.
A parent / carer of a school age child	Outdoor spaces should be regarded as highly as indoor teaching spaces and investments should be made accordingly.
A parent / carer of a school age child	People need to be well supported to deliver highly effective teaching.
A parent / carer of a school age child	The council needs to review which schools are running from oversized buildings that would take up far too much money to redevelop and are eco unfriendly, these schools are a drain on resources and the council should take drastic action to merge with nearby, well performing schools that have already had modernisation completed. This would save the council money and allow the best schools to thrive.

Are you responding as:	Additional comments or ideas
A parent / carer of a school age child	There needs to be more outside education and opportunity for outdoor activity. It refreshes children for the more arduous classroom tasks.
A parent / carer of a school age child	Whilst I have ticked agree for many items- why actually decides on the criteria? i.e. what outdoor space is deemed reasonable? Who determines the classroom layout best supports teaching and learning- surely these are teacher and child specific?
A school governor	Extra space in a school can be a good thing. Often group spaces are not taken into consideration, more and more learning strategies require grouping.
A school governor	Most effective lay out is subjective and varies according to teaching styles. What does "The right number of spaces" mean? For the population? For the preferences of the community? Or for the preferences of the council strategic plan?
A school governor	These are leading questions. No place to disagree or add nuance to my response. Like high quality teachers are ultimately more important than buildings.
An education professional (e.g. teacher / head teacher)	Enough outdoor space for children to play.
An education professional (e.g. teacher / headteacher)	Forest schools should be available and well supplied play equipment for play times to ensure all pupils have successful play times.
An education professional (e.g. teacher / headteacher)	How can the council afford to improve all of the current school buildings, some are in desperate need if not in need of a total rebuild. Think it's time the council took some drastic decisions about our schools.
An education professional (e.g. teacher / headteacher)	I cannot understand the hostility towards temporary class rooms. Temporary classrooms have no negative impact on teaching and learning whatsoever.
An education professional (e.g. teacher / headteacher)	Learning outdoors!!! Forest school sessions cannot be over emphasised on their immense value on learning. Children need to get outdoors not just for playtime on a concrete playground or structured PE on a field, but to explore the natural environment around us. We live in a rural area we should be embracing and utilising what is on our doorstep to facilitate children's learning experiences.
An education professional (e.g. teacher / headteacher)	Lighting should be suitable, as should space to move and appropriate furniture for learning. There should also be an expectation from the senior team of maintaining standards by the school community.
An education professional (e.g. teacher / headteacher)	Outdoor spaces should not only be sufficient but high quality, interesting and varied learning environments for all children to engage in outdoor learning. Investment in the outdoors should match indoor investment and outdoor spaces should be seen as of equal importance in terms of their learning potential.
An education professional (e.g. teacher / headteacher)	Schools should have suitable room(s) for additional supportive educational aspects e.g. instrumental music lessons, speech therapy, career interviews etc. These rooms (particularly as often used by visiting staff) should have a window in them to support the safeguarding of pupils and indeed the staff.



Are you responding as:	Additional comments or ideas
An education professional (e.g. teacher / headteacher)	The state of the buildings is not directly related to the quality of the teaching and learner achievement.
Other-A parent of a child not yet at primary school	I am less concerned with the built environment than the ethos of the school my child attends. I would also be concerned about reports in the local paper of a super school. I don't want my child to be at too large a primary school.
Other- An aunt	Safety of children is the most important. Each school needs to be energy efficient and in Herefordshire each school should reach it's eco flag, lets preserve the future environment these children will grow up in. If parents are happy this reflects on the children. Parents should be able to change their child/children's school however there should be a limit on how many times when sometimes it's in the interest of the parents rather than the children.
Other- school governor & retired deputy headteacher	While buildings are important, the people are more important. School staff can be very effective in less than perfect buildings and children can thrive in buildings that were built some time ago. The key thing is not whether buildings are state-of-the-art, but whether the buildings/resources* lack something which prevents children from having a complete modern education. *I wouldn't include a swimming pool in a necessary list of resources.
Not specified	I work with schools on behalf of the council on our energy programme. I think that as many energy efficiency measures should be installed when refurbishments are taking place or in new builds. I know budgets often reduce money available for these measures but it's false economy as money and carbon emission are saved in the longer term. If automatic lights are installed it should be in conjunction with light, lux, sensors as well as so often lights are coming on with movement when natural light levels are sufficient. The timings also need to be adjusted in some cases as automatic lights stay on for far too long after the room has been vacated. In addition to the building being energy efficient there should be a requirement on schools to operate in an energy and water efficient way. A large of amount of energy is wasted in schools with lights being used when not required, lights being left on when not required, electrical equipment is left on at the end of the day, especially computers. Rooms are overheated and then windows opened instead of turning radiators or thermostats down. Outside doors are left open when the heating is on etc. Schools budgets are being reduced, energy costs will increase and this is an area where schools could reduce costs as well as demonstrating good practice to their pupils which will influence their behaviours outside of school and in their future lives.

**Q2. The expectation is that most children will attend their local school; however that's not always the case in Herefordshire. With this in mind, please indicate the extent to which you agree or disagree with the following statements.**

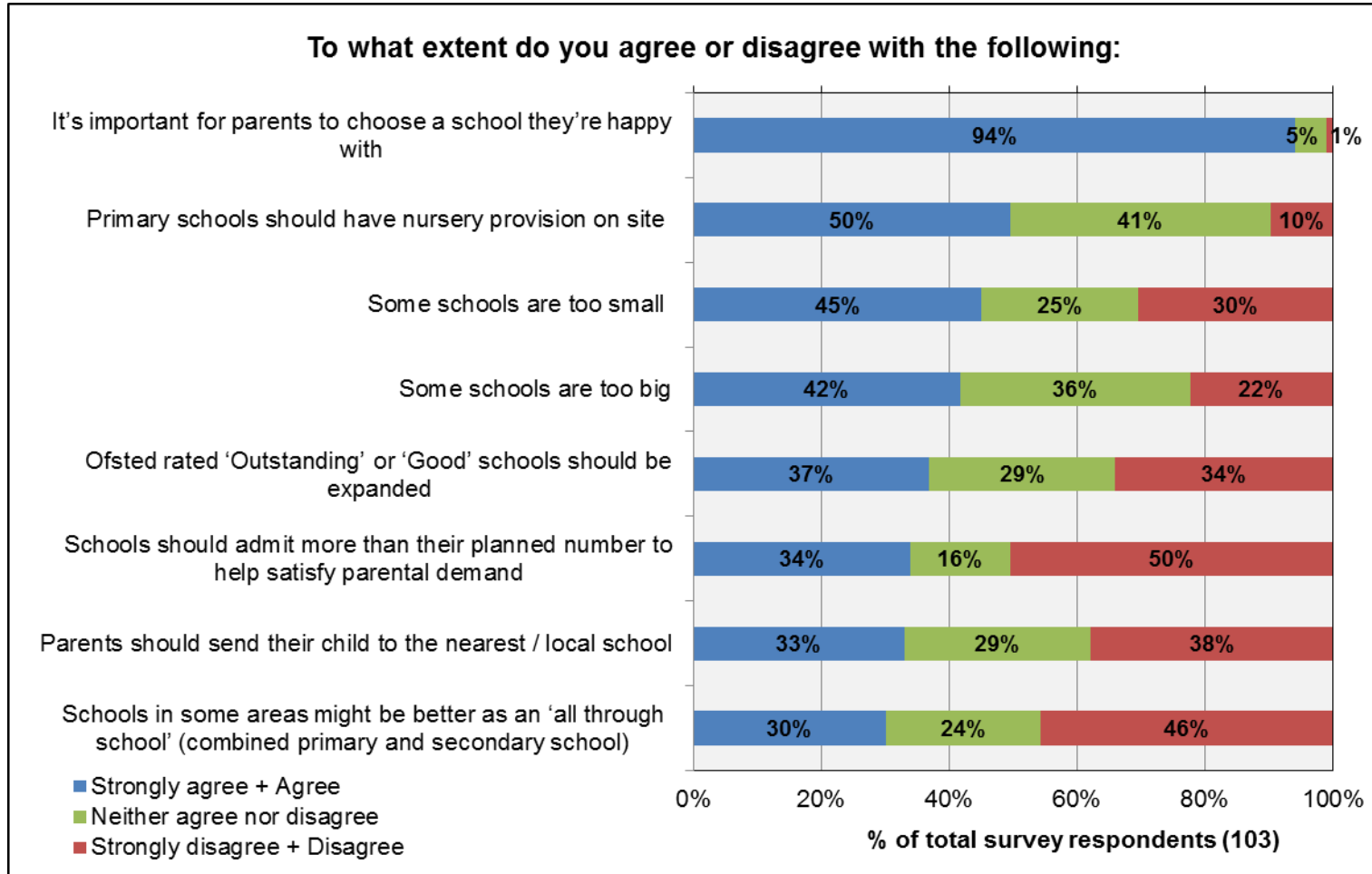
A large majority of respondents (94 per cent) agree that it is important for parents to choose a school they are happy with (chart 3). A half of respondents also agree that primary schools should have nursery provision on site while ten percent disagree with that. Forty five per cent of respondents agree that some schools are too small but for 42 per cent it is too big.

There is a clear high disagreement for 'schools should admit more than their planned number to help satisfy parental demand' (50 per cent of respondents disagree and 34 per cent agree) and 'Schools in some areas might be better as an 'all through school' (46 per cent of respondents disagree and 30 per cent agree).

**Table 4: responses that indicates the extent of agreement or disagreement with the statements about school placements**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total survey respondents
It's important for parents to choose a school they're happy with	72	25	5	0	1	103
	<b>70%</b>	<b>24%</b>	5%	0%	1%	100%
Primary schools should have nursery provision on site	23	28	42	9	1	103
	<b>22%</b>	<b>27%</b>	41%	9%	1%	100%
Some schools are too small	25	21	25	14	17	102
	25%	21%	25%	14%	17%	100%
Some schools are too big	22	21	37	17	6	103
	21%	20%	36%	17%	6%	100%
Ofsted rated 'Outstanding' or 'Good' schools should be expanded	19	19	30	27	8	103
	18%	18%	29%	26%	8%	100%
Schools should admit more than their planned number to help satisfy parental demand	11	24	16	36	16	103
	11%	23%	16%	<b>35%</b>	<b>16%</b>	100%
Parents should send their child to the nearest / local school	22	12	30	21	18	103
	21%	12%	29%	20%	17%	100%
Schools in some areas might be better as an 'all through school' (combined primary and secondary school)	10	21	25	28	19	103
	10%	20%	24%	<b>27%</b>	<b>18%</b>	100%

**Chart 3: respondents' agreement or disagreement with the statements about school placements**



### Q3. Do you have any additional comments?

Twenty eight respondents provided additional comments as follows (Table 5):

Key messages from the respondents are:

- Parents should be able to send their children to a school of their choice
- Keeping small schools open is not financially viable
- Primary schools and secondary schools should be kept at different sites

**Table 5: Additional comments to Q3**

Are you responding as:	Do you have any additional comments?
A parent / carer of a school age child	I think catchment areas should be set out differently. My catchment secondary school is 10 miles from my home even though there are 5 other secondary schools closer to me. I think this is ridiculous when I pass two of them to take another of my children to primary school.
A parent / carer of a school age child	It's good to have the choice of a smaller or larger school. I know of friends children who feel more comfortable in a smaller setting whereas my own children seem to enjoy a larger school.
A parent / carer of a school age child	My child's first experience of starting primary school is daunting enough for us both without concerns about secondary aged children to also consider. They should be separate sites.
A parent / carer of a school age child	Nursery provision can be independent of the school.
A parent / carer of a school age child	Nursery provision should not be the detriment of the children and the appropriate environment for them learn in an age appropriate context.
A parent / carer of a school age child	Outstanding or good schools are usually rated as this because of what they offer at that time. To expand such a school would most probably lose the feel/ethos of the school and put extra strain on the school in many ways.
A parent / carer of a school age child	Parents should be able to send their children to a school that offers high quality academic opportunities, irrespective of their geographic location. If schools are not chosen because they are underperforming then the onus must be on the school and local authority to bring about improvements or accept that parents and their children will vote with their feet. No child should be denied access to a high quality education.
A parent / carer of a school age child	See above comment. Children seem too individual to just "lump together" for convenience and small local schools do have benefits for children's education and wellbeing. It's a shame that money has to be the reason for so much. I appreciate small schools are not efficient, but for some children they are better and having completely separate sites for school creates variety and helps break-up the monotony of children's school life / education!
A parent / carer of a school age child	The council need to take quicker action on failing schools so that everybody is happy with their catchment school. Failing schools should not allow carrying on draining resources. The council need to act quicker and seriously review the future of schools that cannot perform as well as other nearby schools

Are you responding as:	Do you have any additional comments?
A parent / carer of a school age child	There are many factors taken into consideration when parents choose a school for their child. As most mothers (and indeed fathers) are not stay at home carers anymore, a school close to where a child lives may not always be the most convenient or the parents preferred choice. Parents should have the right to choose where they send their children and not be bound by catchment areas. I don't feel that schools should increase their Published Admission Number (PAN) to facilitate this as personally I don't feel larger class sizes are effective.
A school governor	It entirely depends on the ethos of the school!
A school governor	Outstanding schools should take over schools that are under performing. Will save council money. It's not financially viable to keep very small schools open or to keep schools that don't reach the Ofsted required standard open. Use the good leaders of other schools and make super schools. The council need to think like business, if schools are too costly and not returning the levels they should then they should merge
A school governor	Questions 7 & 8 above are too general, and the responses given can be manipulated to give the convenient answer.
A school governor	Small schools have inadequate funds to provide an all-round education for example healthy eating education
A school governor	These are loaded questions: stop trying to close small schools and diminishing parental choice, yes I am shouting at you!
An education professional (e.g. teacher / headteacher)	Certain children may flourish in a school with a different ethos to their local school and parents should be able (within reason) match their children's specific needs to an appropriate school. I don't agree with expanding Ofsted rated outstanding or good schools. Other schools should be learning from their example and finding out why they have been rated thus. Sharing of best practice is more important.
An education professional (e.g. teacher / headteacher)	I think that parents should have the choice as to which school they send their children to. Their decisions can however be influenced both positively and negatively. Parents should be given factual information on which to base their decision. I also think that logistics pay an important role in influencing their decision and traffic in and around Hereford at crucial times in the school day have played a large role in parental choice. Schools that are deemed Good or Outstanding are only in that category at that moment in time and circumstances can and do change between inspection times. I refer back to my statement on influencing parental choice. The needs of pupils in the primary phase and the needs in the secondary phase are very different. We are yet to have detailed national information on the impact of through phase schools. Just because it is something that might be happening elsewhere in the country does not mean that it is necessarily the right move for Herefordshire. As a parent, I would not choose to send my children to a through phase school. I believe that the needs of children in school change and this needs to be considered in the overall management of schools. This is not to say that shared resources through federations should be overlooked in the current financial climate but I feel that the implications of full through phase schools is very different to federated schools.

Are you responding as:	Do you have any additional comments?
An education professional (e.g. teacher / headteacher)	In local areas, many children travel considerable distances to school, even if that is their nearest school. It is therefore less relevant that children might not attend their local school. In fact, if all children were to attend their nearest school, county transport costs would increase significantly.
An education professional (e.g. teacher / headteacher)	No such thing as a too small school. No learning has ever been inhibited by teaching on a one to one basis; it is short-sighted and misguided to think that children benefit from being in a large school. It is quite the contrary. Bullying is much less also in smaller schools. Schools are generally too large. So much so that if my child did not get his place in the small village school, I was going to home educate him.
An education professional (e.g. teacher / headteacher)	Nursery schools should be on site to ensure high quality early years provision.
An education professional (e.g. teacher / headteacher)	Some outstanding judgements are out of date and some attainment data is questionable! There is no desire to address real issues with schools. The local authority acquiesces with attainment results because it suits them. This is a fundamental flaw that creates a false view of what a good or outstanding school looks like.
An education professional (e.g. teacher / headteacher)	When will the council start making cuts in the right places and for the better. It is clear there are schools requiring improvement and in need of closure because of their old buildings that would be a money pit to improve. They should be merged with close by schools that are good or outstanding and in a good state of repair. That way parents wouldn't need to choose a school because their catchment school would be the best choice. Closure of some schools would save so much money in terms of land sale and heating costs, repair costs, grounds and maintenance costs, admin staff etc. The council should not be afraid of closing schools that are not performing; otherwise it leaves them vulnerable to having to be taken over by the marches federation!
An education professional (e.g. teacher / headteacher)	Whilst it might not be popular, we do have too many small schools. This means too many buildings that need paying for. Whilst some might like to protect their small village school community, the pupils could benefit from one larger/better equipped school. It is appalling that so much money has been spent on an additional secondary school in Hereford when we have so many spare places at the others. This just spreads the funding even thinner for the other schools. This is not the local authority's fault as it is a government policy, but it doesn't help the situation. If parents choose not to send their child to their closest school then they should pay for transport - except if this means the child then has to attend a school out of county. Thank you for consulting with us
Other -A parent of a child not yet at primary school	I think it's important that primary schools retain their family atmosphere. Smaller schools that aren't combined with secondary schools meet this requirement.
Other -Interested member of the public	If parents want to send their children to a school of their choice, then they should be made to pay for that right, by this I mean paying for adding to any traffic congestion and emissions, not just school transport. If all schools were of a good standard, then there'd be no need to drive children to different schools, as they could walk to their nearest school instead.

Are you responding as:	Do you have any additional comments?
Other- school governor & retired deputy headteacher	<p>Ref.2.1 It simply isn't practical to say all parents should send to nearest school.</p> <p>Ref.2.2 It is important that children are happy at school. It helps if parents are happy with school. While there many good reasons for a parent to be unhappy about school, too often their unhappiness is caused by something fairly unimportant.</p> <p>Ref.2.3 why have Published Admission umbers (PANs) if you don't stick to them; what is the reasoning behind a PAN; surely a PAN is based largely on size of building and if you exceed PAN then you have an overcrowded school and probably less effective delivery of education</p> <p>Ref.2.4 Expanding a good school may change its character; new issues may emerge with greater size and the school may find it harder to remain good.</p> <p>Ref. 2.5 The key here is 'some areas' and this would be a very local desirability but in general I am sure that it is better that primary and secondary schools operate separately on different sites.</p> <p>Ref.2.6 Not sure about 'should have'; there may be some benefits but this will depend on local factors.</p> <p>Ref.2.7 Depends how you define small. There are plenty of Primary schools operating effectively with fewer than 50, but I would tend to think that this is a bit small - local factors play a big part here.</p> <p>Ref.2.8 Again what is meant by big - the answer will be different for secondary and primary. Children like to feel secure and confident in their setting and this is more likely to be the case when all the staff know all the pupils by name (and perhaps more). Many children, especially primary-aged children, would be inhibited in their learning in a big school, would be uneasy and less secure socially leading to unhappiness and under-achievement. For many children, big is certainly not better. Local authority administrators may think that big is better but at the chalk-face life can be very different.</p>
Other - An aunt	<p>There are sometimes valid reasons for a parent to want to send their child/children to a non-local school- the school that parents are avoiding maybe should buck their ideas up and realise why. Parents should 100% have the choice to where to send their children.</p>
Not specified	<p>The most sustainable way concerning schools attended is for pupils to attend their nearest school BUT often the nearest school isn't one that fits with the parents' choice on the grounds of religion, ethos, standards etc. So parents should ideally have a choice of which school their children attend. I appreciate that small village schools are often the hub of a community and parents feel passionately about keeping the school open, but it is so inefficient in monetary and environmental terms to keep a small school open when there is another school within a few miles that could easily absorb the extra pupils and would make the larger school even more viable. Pupils also benefit from mixing with a larger cohort and it enables them to take part in team games that are often not possible with very small schools. Having sufficient outdoor space to play in is really important and it should provide green spaces, with conservation areas rather than the majority being tarmac.</p>

## About the respondents

- Over half of respondents completed the questionnaire in the capacity of ‘a parent / carer of a school age child’ (53 per cent) and nearly a quarter as ‘An education professional (e.g. teacher / headteacher)’ (24 per cent).

**Table 6: respondent profile**

Are you responding as:	Number of respondents	Per cent of respondents
A young person	3	3%
A parent / carer of a school age child	55	53%
A school governor	8	8%
An education professional (e.g. teacher / headteacher)	25	24%
Other	12	12%
Total survey respondents	103	100%

The respondents who identified them as ‘Other’ specified themselves as:

*‘An aunt’*

*‘Interested member of the public’*

*‘Ex-governor and site manager’*

*‘A resident’*

*‘A parent of a child not yet at primary school’*

*‘I am a governor but this is a personal response’*

*‘School governor & retired deputy headteacher’*

*‘School business manager’*

*‘University Student who usually lives in Herefordshire out-of-term time’*

*‘An interested grandparent’*

*‘An officer of Herefordshire Council working with schools and a parent of 3 grown up children’*

Further findings about respondents:

- Sixty seven per cent were females and 30 per cent of respondents to the survey were males. Three per cent did not answer the question.
- Seven per cent were aged 65 years or over, 34 per cent were aged 45-64 years, 52 per cent were aged 25-44 years and further 7 per cent 24 years or younger.
- The large majority of respondents identified themselves as English, Scottish, Welsh or British.
- Ninety six per cent of survey respondents identified themselves as ‘White’.
- Nearly one in ten respondents (11 per cent) felt that they had been treated differently (positively or negatively) because of who they are.



## **Appendix A: The Questionnaire**

## Herefordshire Council consultation

### The principles underpinning Herefordshire's schools capital investment strategy

#### Questionnaire

1. Please indicate if you agree with our suggested elements which we believe will help us to achieve high quality learning environments. If you agree, please also state if you think they are of high or low importance.

#### High quality learning environments

	<i>Agree</i>	<i>High importance</i>	<i>Low importance</i>
1. School buildings should be in good condition and regularly maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Schools should have the right number of spaces for pupils and be the right size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The buildings should be laid out in such a way to most effectively support teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. There is sufficient outdoor space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Children are not taught in temporary classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The building is energy efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The school is fully accessible to those with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The building fully complies with all health and safety regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Do you have any additional comments or ideas which you think could help to create a high quality learning environment?**

**2. The expectation is that most children will attend their local school; however that's not always the case in Herefordshire. With this in mind, please indicate the extent to which you agree or disagree with the following statements.**

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
1. Parents should send their child to the nearest / local school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. It's important for parents to choose a school they're happy with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Schools should admit more than their planned number to help satisfy parental demand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Ofsted rated 'Outstanding' or 'Good' schools should be expanded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Schools in some areas might be better as an 'all through school' (combined primary and secondary school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Primary schools should have nursery provision on site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Some schools are too small	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Some schools are too big	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Do you have any additional comments?**

**About you**

This information will help us to better understand the responses. It will only be used for the purpose of statistical monitoring, treated as confidential and not used to identify you.

**4. Are you responding as:**

- A young person*
- A parent / carer of a school age child*
- A school governor*
- An education professional (e.g. teacher / headteacher)*
- Other (please specify)*

**5. What is your gender?**

- Male*
- Female*

**6. What is your age band:**

- 0-15 years*
- 16-24 years*
- 25-44 years*
- 45-64 years*
- 65-74 years*
- 75+ years*

**7. How would you describe your national identity? (Tick as many as apply)**

English

Scottish

British

Welsh

Northern Irish

Irish

Other (please specify)

Other (please specify):

**8. How would you describe your ethnic group? (Please tick one box only)**

White British/English/Welsh/Scottish/Northern Irish

Other White (please specify)

Any other ethnic group (please specify)

Other White (please specify)

Any other ethnic group (please specify)

**9. Do you feel that you were treated differently (positively or negatively) because of who you are? (e.g. your age, gender, disability or ethnicity)**

Yes

No

If yes, please specify:

**If you would like to discuss the council's strategic plan for education or the schools capital investment strategy in further detail, please provide your contact details.**

**10. Name:**

**11. Telephone:**

**12. Email;**

**Thank you for completing the questionnaire**