

Headteacher: Allan Lacey

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17<sup>th</sup> November 2025

Dear Parents and Carers,

## Re: Windsor to Harborne Site Move - Consultation Results

Thank you so much for taking the time to complete the online questionnaire regarding the proposed transition of pupils from the Windsor site to the Harborne site in the spring term 2026. Your feedback has been invaluable in helping us understand your views and concerns about this important decision.

I am writing to share with you the full analysis of the responses we received. This information will be crucial in ensuring we deliver the move effectively, should we proceed, and will help us address the specific concerns that have been raised.

We are working hard with our partners in various agencies - including the Department for Education, Birmingham City Council and Travel Assist - to formulate a plan that delivers the move back to Harborne as soon as possible, whilst considering how to do this in the best way for the complex needs of all the young people at our school.

## **Overview of Responses**

We received responses from 15 parents across five classes:

Merlins Class: 2 responses
Badgers Class: 2 responses
Foxes Class: 3 responses
Kites Class: 3 responses
Bats Class: 5 responses

## **Level of Support for the Move**

The consultation demonstrates clear support for the relocation:

• Yes - in favour of the move: 13 parents (86.7%)

• No - not in favour: 2 parents (13.3%)

No opinion: 0 parents

This represents overwhelming support for the move, with no parents expressing uncertainty. The two responses expressing reservations raised specific concerns rather than outright opposition to the principle of the move, which I will address later in this letter.



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## What You Told Us - Key Themes

### 1. Pupil Wellbeing and Mental Health

This emerged as the most urgent concern from your responses. Several parents reported serious concerns about their children's wellbeing at Windsor, including:

- Situations reaching "crisis point" regarding mental health, directly attributed to the Windsor arrangement
- Children expressing that they "hate" or strongly dislike the Windsor site
- · Pupils feeling disconnected from Baskerville's community and identity
- Concerns that the academic year has been "a waste of a year" for some children

These findings are deeply concerning and represent an urgent issue that requires immediate attention. The wellbeing of our pupils is our absolute priority.

### 2. Relationship with Windsor School

Many of you reported substantial difficulties with the hosting arrangement, noting that:

- Pupils and staff have been treated poorly at Windsor
- Baskerville pupils do not feel welcome at the Windsor site
- Pupils feel they are "on a limb" rather than part of a cohesive school community
- Staff have been constrained by Windsor policies

These findings suggest the shared-site arrangement has created an untenable situation affecting both pupils and staff.

### 3. Facilities and Educational Provision

You identified specific facility deficits at Windsor that are affecting your children's education:

- No sports hall access
- No food technology kitchen
- Inadequate outdoor space for regulation and play
- Lack of nature areas for emotional regulation
- Concerns that EHCP targets are not being met
- Worries that pupils are "being failed" educationally

These are serious concerns that directly impact on our ability to deliver the high-quality, specialist education that your children deserve.



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4. Transport Arrangements

Transport emerged as both a positive factor for the move and a significant area requiring careful planning:

#### Positive factors:

- Harborne is significantly closer for many families (one family currently travels 14 miles to Windsor)
- · Better accessibility for parents in case of difficulties
- Improved journey times

#### Concerns raised:

- Previous severe transport issues, with one family losing "the full 6 weeks of the new term"
- Lack of confidence in Travel Assist's ability to arrange appropriate transport
- Concerns about post-16 transport arrangements during any building works
- Previous "long and very distressing fights" to secure correct transport provision

I want to assure you that transport arrangements will require explicit guarantees and early planning to prevent any disruption. This is a priority that we will be addressing directly with Travel Assist.

## 5. Examination Years and Academic Continuity

Several of you raised important concerns about pupils in critical examination years:

- Year 10 and Year 11 pupils preparing for GCSE mocks and examinations
- Questions about examination venues and logistics if relocated to Harborne
- The desire for Year 11 pupils to complete their time as part of the Baskerville community
- The need for continuity in teaching quality and approach

I want to reassure you that examination preparation will not be disrupted. We have wellestablished examination arrangements at Harborne, and we will ensure that any transition supports, rather than hinders, your children's academic progress.

## 6. Space and Capacity

The two responses expressing reservations about the move cited specific concerns:

- Concern that there "will not be enough room" at Harborne
- Worry about proximity to another pupil where separation was the reason for the Windsor placement
- Concern about "smaller working spaces" affecting specific pupil needs

These are legitimate safeguarding and capacity concerns that require specific mitigation strategies. I will be contacting affected families directly to discuss individual needs and ensure appropriate arrangements are in place.



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## What Your Children Told You

Many of you shared your children's views as part of your responses. Where pupils expressed their feelings, we heard:

### Positive about returning to Harborne:

- Pupils miss Baskerville and want to return
- They feel they are "part of Baskerville, not Windsor"
- They miss the nature areas for emotional regulation
- They want to be with friends from other cohorts
- They prefer access to better facilities (sports hall, outdoor space)

## Concerns expressed:

- One pupil worried about space at Harborne
- One pupil concerned about being too close to another specific pupil
- Some pupils report being "used to" Windsor and are concerned about disruption

Pupil voice is incredibly important to us, and we will ensure that any transition includes appropriate preparation and support for all pupils, recognising that change can be difficult for autistic young people.

## **Next Steps**

Based on the strong mandate from this consultation (86.7% support), combined with the evidence of the detrimental impact of the current Windsor arrangement on pupil wellbeing and educational progress, we will be proceeding with plans to relocate to Harborne in January 2026.

However, we recognise that the success of this move depends critically on addressing the specific concerns you have raised. Our immediate priorities are:

- Transport arrangements: Securing explicit guarantees from Travel Assist and establishing early planning to prevent any disruption to your children's journeys
- Safeguarding and capacity: Addressing individual concerns about space and pupil proximity through direct consultation with affected families
- **Examination arrangements:** Ensuring that Year 10 and Year 11 pupils have continuity in their examination preparation
- Transition support: Developing comprehensive transition plans for all pupils, recognising that change requires careful preparation for autistic young people
- **Communication:** Keeping you fully informed at every stage of the planning and implementation process



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I will be writing to you again shortly with more detailed information about the timeline and specific arrangements for the move. In the meantime, if you have any urgent concerns or questions, please do not hesitate to contact me directly.

Thank you once again for taking the time to share your views. Your feedback has been invaluable in helping us understand the impact of the Windsor arrangement and in planning for a successful return to Harborne. I am confident that, working together, we can ensure this transition is managed effectively and in the best interests of all our pupils.

Yours sincerely,

Allan Lacey

Headteacher