

Business Case for proposed school expansion for September 2017 implementation.

Fairfield Park Lower School

Please insert how the proposed expansion of your school meets each of Central Bedfordshire Council's 9 policy principles for pupil place planning - below . As a guide, please consider and delete the explanatory grey text provided in each section before inserting your text

| | |
|---|---|
| 1 | The need to provide local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel. |
| | <p>The existing school opened as one form entry with a nursery in September 2007 with 57 children in Year R to Year 2. A partnership arrangement was made with "Poppyfields" to provide preschool places, Breakfast and After School Care especially for the significant number of working parents. This was operated initially from 2 of the classrooms but by 2009 it was essential to provide a separate building with community space which was commissioned by the LA.</p> <p>It was evident to governors that the population on the development would outstrip the places available. Numbers quickly grew and governors lobbied councillors to extend the school to 2 form entry to meet the needs of the catchment community. CBC accepted the need to provide more places for children in the immediate catchment and the school is now a 2 form entry school for Year R to Year 4 and a 30 place Nursery. The extension process began with the addition of one classroom in 2011. Following an archaeological dig of a large area of the grounds in the Spring of 2012 major works were carried out to all areas of the school to create a 2 form entry school ready for September 2014</p> <p><i>Section 38 of the Education and Inspections Act 2006 also places a duty on governing bodies of maintained schools in England to promote community cohesion. Promoting local schools enables children living in the same local community to attend the same school fostering a coherent community identity and enabling community ownership to build around a range of extracurricular activities.</i></p> <p>The school has always been at the centre of its community, providing the only space for local groups until the Community Hall was finally completed in 2012. Almost all children are from the immediate catchment and the number of in catchment first preferences is greater than places resulting in appeals for the last 5 years. The Governing Board has led the demand for additional places for children living in the immediate community from its opening in 2007. The comprehensive before and after school provision fosters that community cohesion. The PTA arranges a range of family activities throughout the year which are very well attended. We would aim to mirror all of this provision on a second expanded site.</p> <p>Community ownership is currently strong and if the school expands it will continue to want to be at the heart of the community and mirror our current provision of 8am – 6pm provision and through the school holidays as well. We have a wealth of clubs that enrich the lives of our pupils from many sporting pursuits, to art, IT, cooking, gardening etc. Our facilities promote lettings to generate income and offer wider community events for wider family use from exercise, church events, and Children Centre activities and drop ins, sporting coaching activities, play schemes, parties and special occasions. We share car parking facilities with the community hall next door for the good of the whole community. Community generation would be at the heart of all new communities especially as this smaller site is not planning to have their own independent community centre so we would advocate being hosts to be the satellite community provision on this second school site. As this is a current embedded practice in the life of Fairfield Park this could be an asset to this new site.</p> <p><i>Section 76 of the Education and Inspections Act 2006 places a duty on local education authorities to promote the use of sustainable modes of travel to meet the school travel needs of their area. Ensuring the sufficiency of provision local to the areas of demographic demand supports this duty by reducing the need for car journeys and also limits potential growth in the cost of providing school transport on distance criteria to qualifying pupils to meet the Council's statutory responsibilities.</i></p> |

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| | <p>The Fairfield Park Development has been built as a pedestrian friendly environment. A very large majority of our children walk / scoot and cycle. Our data demonstrates this and the school have had success in the Big Pedal Regional competition in 1st place in 2012, 2013 and 2nd in 2014, it is now an annual event. Our annual travel plan shows how these aspects thread through the school curriculum with added enrichment activities such as KS2 Bikeability and KS1 Scootability as annual events.</p> <p>We place considerable emphasis on healthy, active lifestyles which is evidenced by lunchtime and after school provision supported by our 2 Sports Apprentices. We celebrate sporting achievements by parents, pupils and staff in our termly Sports/PE bulletin for e.g.: staff participation in the Rainbow 5K run; staff ran, cycled, swum for Sport Relief; pupils have been selection for basketball and diving teams; supported a parent recently completing the London Marathon. Our aim would be to mirror this approach at the new school site.</p> |
| 2 | <p>The need to create schools that are of sufficient size to be financially and educationally viable.</p> |
| | <p>An expansion of Fairfield Park as another 2 form entry school would give the community further outstanding provision. All schools in the area are oversubscribed and extensive additional housing will create the demand for this school.</p> <p>The existing Ofsted outstanding school is very well managed with an excellent rich curriculum and resources which would be shared and mirrored. Finances have always been very well used to develop high quality learning environments.</p> <p>Over time the school has increased in size to accommodate catchment children using a variety of mixed age classes and rolling curriculum planning and cohort planning to ensure that the needs of all children are met.</p> <p>Fairfield Park Lower School is a proven successful 2 form entry lower school for Year R to Year 4 with a 30 FTE nursery and attached privately managed preschool. This model is very successful and allows the school to maintain very good outcomes for pupils which are higher than the National Average and better than similar schools in Central Bedfordshire. It is anticipated the new school will open as a 1 form entry school with the capacity to become 2 form entry as the population increases in response to demand. We believe that our current school can be replicated in this similar demographic development resulting in similar high outcomes. It will be led and managed by the current Headteacher and Governing Board, both very experienced in coping with expansion and with a good understanding of the local demographic. We employ a Business Manager and have developed a middle leadership structure to ensure that the Headteacher and Deputy can focus on leading teaching and learning, raising achievement and maintaining high standards.</p> <p>The Headteacher and deputy have led the existing school through a period of considerable change and growth and are well equipped to deal with further growth. This has always been a strength of the school and the leadership & management have maintained outstanding results over a 5 year period</p> |

Attainment, Average Points Score at Key Stage 1 : Overall and by Subject (KS1.1Trend)

The following pages provide analysis of pupils' average points scores over the last five years in reading, writing and mathematics.

Table 4.2.4

Statistical significance tests have been performed on the data using a 95% confidence interval, and where the school value differs significantly from the corresponding national value for this group sig+ or sig- is shown below. Where the school value differs significantly from the previous year's, ↑ or ↓ is shown to indicate the direction of this change.

| Year | | 2011 | 2012 | 2013 | 2014 | 2015 |
|---------------------|--------------|------|------|------|------|------|
| All Subjects | Cohort | 28 | 36 | 35 | 47 | 64 |
| | School | 17.9 | 17.5 | 17.5 | 17.5 | 17.8 |
| | National | 15.3 | 15.5 | 15.8 | 15.9 | 16.1 |
| | Difference | 2.6 | 2.0 | 1.7 | 1.6 | 1.7 |
| | Significance | Sig+ | Sig+ | Sig+ | Sig+ | Sig+ |
| Reading | Cohort | 28 | 36 | 35 | 47 | 64 |
| | School | 18.0 | 17.7 | 17.7 | 18.1 | 18.0 |
| | National | 15.8 | 16.0 | 16.3 | 16.5 | 16.6 |
| | Difference | 2.2 | 1.7 | 1.4 | 1.6 | 1.4 |
| | Significance | Sig+ | Sig+ | Sig+ | Sig+ | Sig+ |
| Writing | Cohort | 28 | 36 | 35 | 47 | 64 |
| | School | 17.5 | 17.3 | 17.3 | 17.0 | 17.6 |
| | National | 14.4 | 14.7 | 14.9 | 15.1 | 15.3 |
| | Difference | 3.1 | 2.6 | 2.4 | 1.9 | 2.3 |
| | Significance | Sig+ | Sig+ | Sig+ | Sig+ | Sig+ |
| Mathematics | Cohort | 28 | 36 | 35 | 47 | 64 |
| | School | 18.1 | 17.6 | 17.5 | 17.4 | 17.8 |
| | National | 15.7 | 15.9 | 16.1 | 16.2 | 16.4 |
| | Difference | 2.4 | 1.7 | 1.4 | 1.2 | 1.4 |
| | Significance | Sig+ | Sig+ | Sig+ | Sig+ | Sig+ |

The Headteacher and governors are passionate that this High attainment and rigorous focus on standards is carried over to a second site ensuring that it keeps our distinctive ethos and curriculum provision. We believe the expansion has the potential to attract high quality teaching staff, offering greater curriculum expertise and greater middle leadership opportunities for career pathways. Plus a 4 FE will also have the economy of scales in terms of the Headship, Business Manager and financial and admin teams, thus providing greater value for money.

As this is set in an affluent area with low deprivation index a 4FE would benefit the whole Fairfield Park community especially as both sites will operate as a 2FE, giving parents and the pupils a sense of 2 smaller schools at an operational level thus allowing for confidence, personal and social success for pupils as in a rural setting with the economy of scale and expertise at a leadership capacity of a 4FE. Thus the element of concern of being able to maintain consistency, coherence and whole school ethos would be mitigated under a 2 site proposal. In this model we get the benefit of being an ideal school with the maximum financial benefits of a bigger school.

We would be able to add to our current success and formula as a 2 FE. Thus we would fit the national recommendations of an ideal lower school size on each site i.e. 2FE giving the headteacher and leaders a balance of some teaching, as well as some time to manage and monitor, with the ability to employ appropriate non-teaching support in the school. We currently attract a high level of support staff across the school to deliver on the standards agenda. As the school expands to a 4FE on 2 sites we would mirror this provision and we would have the financial capability to do this as a larger school attracting more pupil numbers.

The Headteacher was appointed to open the school in September 2007 and is now well regarded nationally as an NLE and locally as a SIP, member of the Teaching School Management Board and Chair of the local lower Heads group. The Chair of Governors has experience of a similar expansion onto a second site at Greenleas and is also a NLG working with other local schools on School Improvement. The school and governors believe that the Leadership & Management expertise will ensure that a larger school rigorously promotes school improvement, our track record is evidence of this relentless focus and standing in the local community on the standards agenda.

The expansion to create 2 schools would enable the Governing Board to determine a salary range for the Headteacher in Group 4 which would provide appropriate growth potential. The leadership team has been increased and strengthened and includes a strong team of senior, middle leaders and outstanding class practitioners.

The school over the 9 years of opening have managed a healthy budget and ensured that they are richly staffed and resourced to offer a quality provision to meet high outcomes. CBC have always supported and funded us accordingly for example – being place led for the first 5 years rather than pupil led and given adequate funds to kit the school in terms of the FFE (fixed furniture expenditure). We have prudently managed these funds over the years to grow with us as we have grown with the number of pupils through the years. We are confident that we have the skills and previous experience of builds and managing change for this will be sustained further over 2 sites.

CBC are currently supporting us with a temporary solution for September 2016 to house a 3rd Reception class, funding the changes to modify a class space and we have had notification of an additional 30k to support FFE for these additional pupils, pre any further expansion.

The Headteacher and Governing Board have considerable experience of working with the LA on expansions to the existing school. The Pre School build in 2009, the archaeological dig of the grounds which removed a large area of play space and two phases of development to grow from the one to the current 2 form entry which was very complex and intrusive. We have a very detailed knowledge of the procurement process as we have constantly purchased items for a brand new 1 FE and then an extended 2FE; all these processes are rigorously embedded into our financial systems. A business case has been submitted to support this process.

- 3 The ability to support the expansion of local popular and successful schools or to link expanding schools with popular and successful schools.

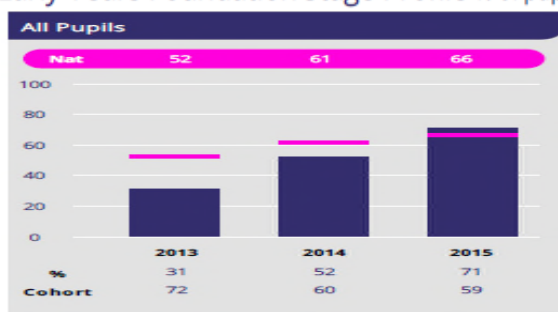
Fairfield Park is an Ofsted outstanding school. Demand for places at Fairfield Park is high with over subscription of first preferences leading to appeals.

We anticipate this will be the same at the new school as the school has a very good reputation locally. We have always worked closely with CBC to provide places for local children and provide community cohesion in a new development. Our extracurricular provision and close liaison with community groups including the new Parish Council reflect our commitment to working productively with the community. Our parents are overwhelmingly satisfied with the school as evidenced by annual surveys.

Data is very strong and reflects the commitment to ensuring high standards for all children.

Early Years Foundation Stage profiles outcomes

Early Years Foundation Stage Profile % of pupils that achieved a good level of development



EYFS pupils make very good progress, this graph shows an introduction of a new curriculum and assessment process in EYFS that had national dips re flaws in the system. Thus doesn't necessarily match the outstanding setting and outcomes of these pupils in the setting. The systems were further embedded by 2015 showing very good outcomes.

EYPS Pupils in 2104

| Percentage of pupils achieving at least expected in | | | | | | | | | | | | | |
|---|-----|---------------|-----|----------|-----|----------|-----|---------|-----|-------------|-----|---------------------------|-----|
| Communication and language | | | | | | Literacy | | | | Mathematics | | | |
| Listening and attention | | Understanding | | Speaking | | Reading | | Writing | | Numbers | | Shape, space and measures | |
| | | | | | | | | | | | | | |
| Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat |
| 93 | 84 | 90 | 84 | 85 | 82 | 90 | 74 | 72 | 67 | 67 | 75 | 88 | 79 |
| 89 | 79 | 86 | 80 | 79 | 78 | 86 | 69 | 64 | 60 | 71 | 71 | 89 | 76 |
| 97 | 89 | 94 | 88 | 91 | 87 | 94 | 80 | 78 | 75 | 63 | 78 | 88 | 83 |
| 100 | 74 | 100 | 74 | 67 | 72 | 67 | 58 | 33 | 51 | 67 | 60 | 67 | 65 |
| 93 | 86 | 89 | 86 | 86 | 84 | 91 | 78 | 74 | 71 | 67 | 78 | 89 | 82 |

EYFS Pupils in 2015

| Percentage of pupils achieving at least expected in | | | | | | | | | | | | | |
|---|-----|---------------|-----|----------|-----|----------|-----|---------|-----|-------------|-----|---------------------------|-----|
| Communication and language | | | | | | Literacy | | | | Mathematics | | | |
| Listening and attention | | Understanding | | Speaking | | Reading | | Writing | | Numbers | | Shape, space and measures | |
| Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat | Sch | Nat |
| 93 | 86 | 97 | 85 | 93 | 84 | 92 | 76 | 80 | 71 | 93 | 77 | 97 | 81 |
| 89 | 81 | 96 | 81 | 89 | 80 | 86 | 71 | 71 | 64 | 86 | 74 | 93 | 77 |
| 97 | 91 | 97 | 90 | 97 | 89 | 97 | 82 | 87 | 78 | 100 | 81 | 100 | 85 |
| 100 | 77 | 100 | 77 | 100 | 75 | 100 | 62 | 50 | 56 | 100 | 64 | 100 | 69 |
| 93 | 87 | 96 | 87 | 93 | 86 | 91 | 79 | 81 | 74 | 93 | 80 | 96 | 83 |

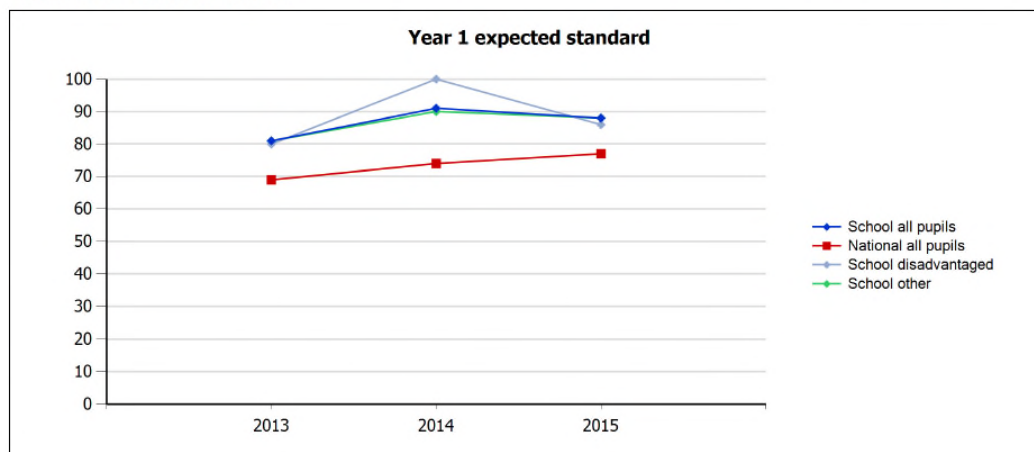
Attainment in Year 1 Phonics

Attainment in Phonics

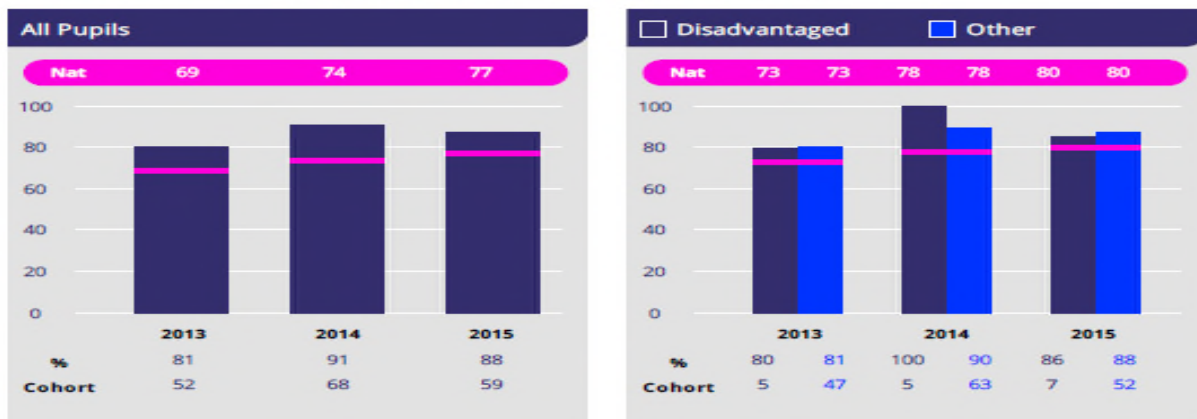


Table 4.1.1: Phonics: percentage achieving the expected standard in year one and by the end of year two – 3 year trend (Y12.PPT)

This report provides analysis of pupils reaching the expected standard over the last three years in the phonics screening check for the school and national.



Phonics Year 1 % of pupils that met the expected standard

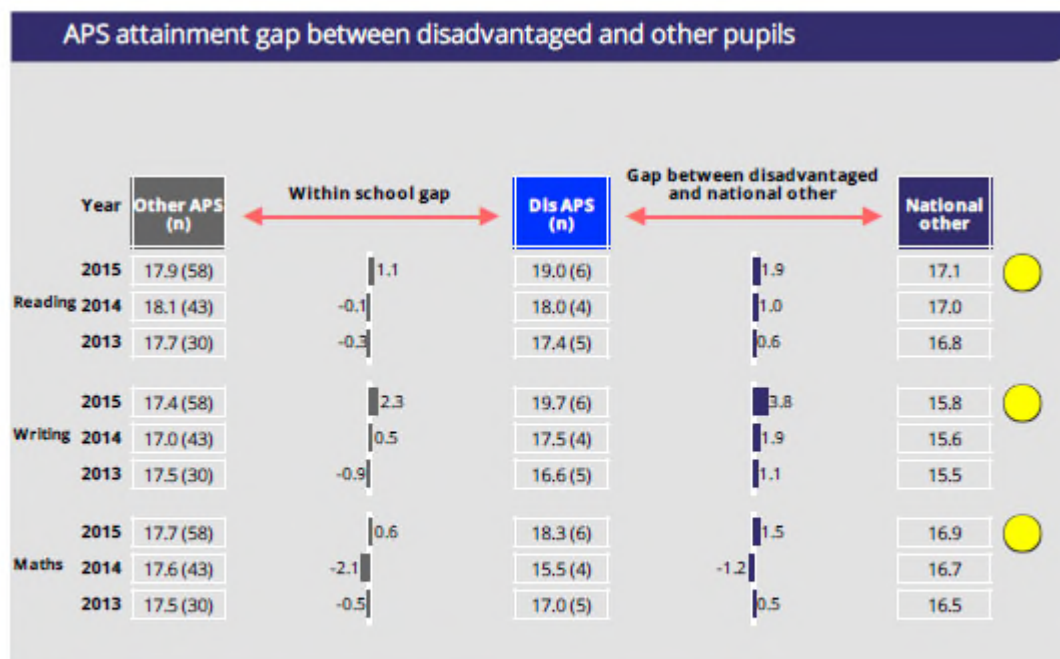


A 3 year trend shows that our year 1 pupils are exceeding the National Standard for phonics at the end of Year, including the disadvantaged groups of pupils as well. We have a 3 year trend of 100% of pupils attaining at year 2 this standard.

End of KS1 data

| All Subjects | 2013 | 2014 | 2015 |
|--------------|-------|-------|-------|
| Cohorts | 35 | 47 | 64 |
| School | 17.5 | 17.5 | 17.8 |
| National | 15.8 | 15.9 | 16.1 |
| Difference | 1.7 | 1.6 | 1.7 |
| Significance | Sig + | Sig + | Sig + |
| Reading | | | |
| Cohorts | 35 | 47 | 64 |
| School | 17.7 | 18.1 | 18.0 |
| National | 16.3 | 16.5 | 16.6 |
| Difference | 1.4 | 1.6 | 1.4 |
| Significance | Sig + | Sig + | Sig + |
| Writing | | | |
| Cohorts | 35 | 47 | 64 |
| School | 17.3 | 17.0 | 17.6 |
| National | 14.9 | 15.1 | 15.3 |
| Difference | 2.4 | 1.9 | 2.3 |
| Significance | Sig + | Sig + | Sig + |
| Maths | | | |
| Cohorts | 35 | 47 | 64 |
| School | 17.5 | 17.4 | 17.8 |
| National | 16.1 | 16.2 | 16.4 |
| Difference | 1.4 | 1.2 | 1.4 |
| Significance | Sig + | Sig + | Sig + |

Disadvantaged pupils do very well at our school



Disadvantaged were well below other pupils nationally in 2015*



Disadvantaged were at or above other pupils nationally in 2015

End of year data at our exit point of Year 4

The graphs below show the prior attainment in terms of Key Stage 1 average points score, of pupils studying at Key Stage 2 in your school in 2014/2015. This has been broken down by year group. The graphs also show the national picture for maintained mainstream schools (the national average displayed beside each graph is based on matched pupil records from the 2015 National Pupil Database, and is not the same as the average score of all pupils who took the tests). When interpreting the charts the level of coverage should be taken into account.

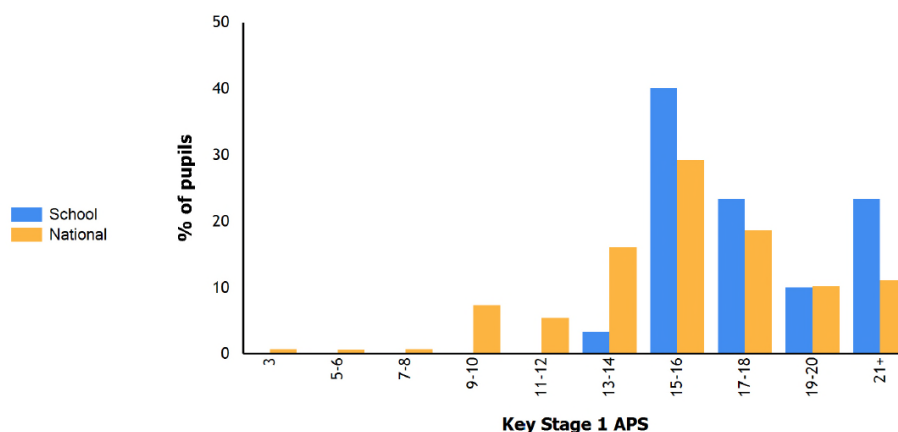
Average points score at KS1

| NC Year starting Sept 2014 | School | National | Difference | Sig | % Coverage |
|----------------------------|--------|----------|------------|------|------------|
| Year 4 | 17.7 | 15.8 | 1.9 | Sig+ | 100.0 |
| Year 3 | 17.7 | 16.0 | 1.7 | Sig+ | 100.0 |

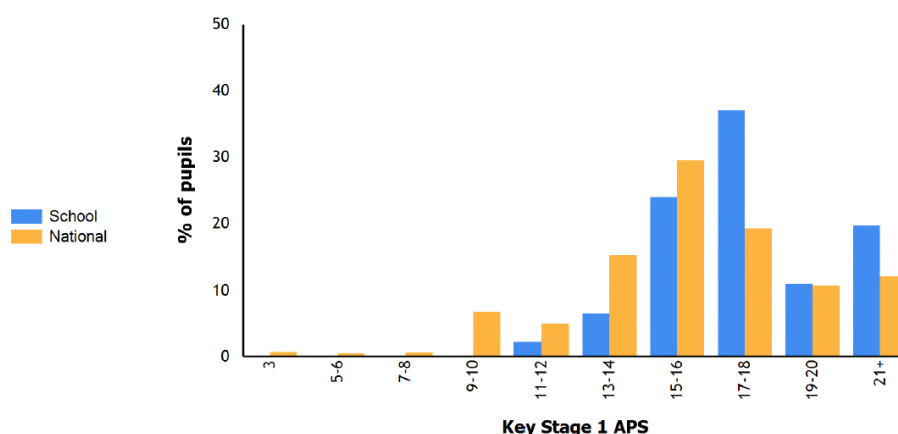
% by Prior Attainment Band

| | School | | | National | | |
|--------|--------|--------|------|----------|--------|------|
| | Low | Middle | High | Low | Middle | High |
| Year 4 | 0.0 | 60.0 | 40.0 | 12.9 | 58.5 | 28.5 |
| Year 3 | 0.0 | 56.5 | 43.5 | 11.8 | 57.9 | 30.3 |

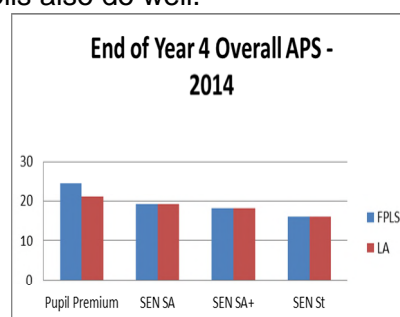
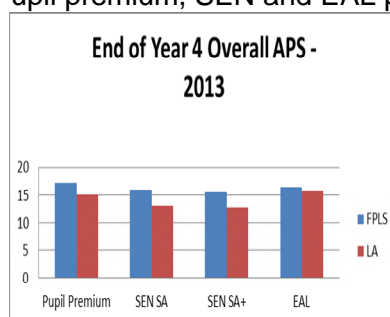
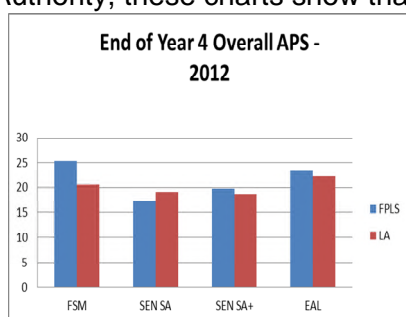
Year 4 in September 2014



Year 3 in September 2014



Our 3 Year Trend show that our pupils attain well at our school exit point compared to the Local Authority, these charts show that Pupil premium, SEN and EAL pupils also do well.



Our (SEF) School Evaluation judgements and desk top review of data show that we have sustained our Ofsted outstanding status since 2012, year on year. This was further validated on the 2.3.16 by a recent external view confirming the Heads and Leaders judgements.

| SEF Context and characteristics of the school for 2014-2015 & 2015-2016 | |
|---|-------------|
| Ofsted areas | Outstanding |
| The Quality of Leadership and Management of the school | Outstanding |
| The Behaviour and Safety of Pupils in the school | Outstanding |
| The Quality of Teaching in the school | Outstanding |
| Achievement of Pupils | Outstanding |
| Effectiveness of EYFS Provision | Outstanding |
| Overall Effectiveness | |

The School Development Plan clearly articulates how the school focuses on continuous improvement, sustaining high expectations and high standards for all.

2015-2016

| Priorities | Monitoring |
|--|---|
| To manage change and sustain whole school outstanding standards in line with the educational climate | SLT learning walks completed – feedback reports to all staff – actions taken for impact / linked to staff appraisal targets and pay related CPD – High quality T&L for all staff School Improvement Partner external visit to validate school judgments – 1.3.16 – judged to be outstanding and no inconsistencies seen across the school, all T&L good or better Close tracking of data shows that pupils are on target to reach aspirational targets |
| To raise the profile of SPAG in our wider curriculum in line with national curriculum requirements. | SLT learning walks completed – feedback reports to all staff – actions taken for impact / linked to staff appraisal targets and pay related CPD related to SPAG – up skill all staff Staff agenda items to up level staff and monitoring states that lesson observed and book scrutiny that outcomes are High SPAG evident through all learning tasks and through the wider curriculum Governor learning walks completed and evidence showed that literacy has been maintained as a High profile and that SPAG is being taught creatively by all Close tracking of data shows good attainment and on track for target setting |
| To raise the quality of computing T&L through the phases. To ensure that ICT is further integral and embedded into whole school practices as a “FE | SLT learning walks completed – feedback reports to all staff – actions taken for impact / linked to staff appraisal targets and pay related CPD related to Computing and IT – up skill all staff Staff agenda items to up level staff and monitoring states that lesson observed and book scrutiny that outcomes are High IT evident through all learning tasks and through the wider curriculum Governor learning walks completed and evidence showed that computing has been maintained as a High profile and that IT devices are being used across the school to enhance learning IT infrastructures in place to be improved for a 2FE to enable IT to be more enhanced across the school and enable better learning opportunities for pupils |

Fairfield Park has a strong vision and clear aims:

Aims & Values

Fairfield Park Lower School provides **all** children with the opportunity to **enjoy** learning and achieve their **very best**, in a **safe, secure, and supportive** environment. Our school will set **high expectations** for **all** learners to achieve **high standards**.

Our school helps children to become **healthy** and **confident** individuals, as well as **team players** and leading into **responsible citizens** for the future. We will encourage all children to be **creative, enquiring, active, eco friendly, valued, and skilful** through a **diverse** curriculum.

Our school **community** will support **all** children and adults into becoming **lifelong learners** and **respect** each other's **talents and achievements**. We aim to work in **partnership** with the community of which we are a part. We will **embrace** new **technologies** and constantly **strive** for improvement for the future of **all** our learners.

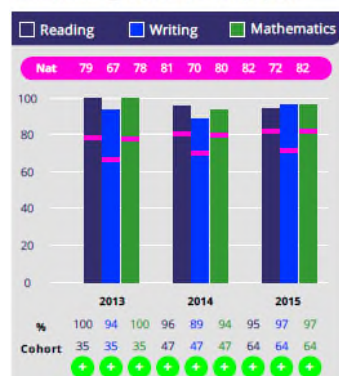
| | |
|---|---|
| | <p>The Headteacher and Governing Board have considerable experience of working with the LA on expansions to the existing school - The Pre School build in 2009, the archaeological dig of the grounds which removed a large area of play space and two phases of development to grow from the one to the current 2 form entry from 2012 – 14 which was very complex and intrusive. This provides very clear evidence not only that the Head and Governing Board can manage major build and development but can ensure the safety and well being of children and staff and maintain very high standards and outcomes during very difficult development.</p> <p>The Governing Board is strong and experienced with members drawn from a broad spectrum of the local community. Several members live on the development and have a very good understanding of local issues.</p> <p>The Headteacher has already been involved in feasibility studies with the local authority and prospective builders.</p> |
| 4 | The potential to further promote and support robust partnerships and learning communities |
| | <p>Fairfield Park Lower School is a founding partner of the Teaching School with the Head playing a major role in its development. The Deputy helped establish and recruit the team of SLEs. The school continues to be involved in SCITT recruitment and training, moderation and assessment. The school has been recognised as a potential lead school should there be any Ofsted downgrade to the current Teaching School.</p> <p>The Headteacher is Chair of the First Alliance local Heads group. She provides a venue for high quality, cost effective, training opportunities for Heads and staff, attracting key speakers of National repute. She also established a local Heads development group. She has been a strong advocate of improving transition and raising standards through improved collaboration with the local cluster of schools.</p> <p>As an NLE and SIP she has provided support to a number of schools in the last 4 years.</p> <p>The Chair of Governors is a member of several CBC committees including the Schools Forum and technical sub groups for High Needs and Early Years, The Children's Safeguarding Board, The Partnership Vision for Education Board and sub group for School Readiness.</p> <p>The school actively encourages the development of staff. The Headteacher is a strong advocate for staff development and every opportunity is taken to develop our own middle leaders, HLTAs and other support staff. The current deputy is an internal appointment and we have just appointed a SCITT trainee who began as a Learning Support Assistant, as a full time class teacher.</p> |
| 5 | The ambition to achieve a single phase of education 0 -19 and reduce school transfer points |
| | <p>The school has provided Nursery classes since it opened and has worked in partnership with Poppyfields to offer preschool for 2 -3 year olds and wrap around care. The transition from Early Years is well managed although a small number of children join us in Reception not having attended our nursery. The new expansion will provide this integrated approach which we believe is essential to the ethos and success of the school.</p> <p>Poppyfields is housed in a separate purpose built building in the grounds which has been used overtime to provide additional nursery classes and various community services like the Children's Centre. We have always aimed to maximise provision for the community as the development is located some way from the main population hub.</p> <p>The Headteacher has always collaborated with the local pyramid of schools and since having Key Stage 2 children in Years 3 and 4, this has been a real focus to support high standards and successful transition. This is always an area for much debate with the mid Key Stage transfer to the middle school. The 4 local lower school Head teachers have an agreed aim to continuously improve this especially in the light of the very rapid growth and many changes taking place at the middle school; the heads are currently working on a KS2 working agreement to improve KS2 outcomes for CBC and reduce the current transition impact on the standards agenda.</p> |

| | |
|---|--|
| | <p>Collaboration on shared curriculum , expectations, progress and ethos are still areas for further development as the middle school is currently very pre occupied with growth and change.</p> <p>It seems likely that some of our ex pupils will remain at the middle school for their secondary education rather than moving onto the upper school. There is some disquiet amongst parents about the changes taking place at the middle / upper schools which will need to be addressed; they will need some reassurance of the strategic picture of continual growth up the chain. A greater focus is needed on improving KS2 outcomes and transition points, Heads in the local Etonbury and Samuel Whitfield Academy pyramid are working together to eliminate transition impact, increase accountability and begin to try and find better solutions that have greater impact. Heads meet regularly and have close working relationships.</p> |
| 6 | <p>The need to support the Raising of the Participation Age (RPA).</p> |
| | <p>Fairfield Park aims to provide all children with a lifelong love of learning. Staff have high expectations and children are encouraged to achieve their very best. Outcomes are very good especially in Year 4. This should have a positive impact on their aspirations and future learning post 16.</p> <p>The exciting rich curriculum provides many opportunities for this. There is a wide range of after school clubs which we would aim to replicate as soon as numbers make this viable, such as football, rugby, karate, gym, tri-gold, trampoline, yoga, netball, archery, tennis, dance, music, drama, Lego, film, science, craft, Spanish, French and cookery.</p> <p>Fairfield Park works closely with the local catchment Upper school and these pupils support learning through our project weeks such as Engineering week, attending and delivering learning sessions to our pupils. Offering aspirations to our pupils of staying on in education to attain professional jobs.</p> <p>Redborne pupils attend and support on the Sports programme agenda and are role models to our pupils of future sporting opportunities, as well as 2 male sports apprentices currently working with our children in the classroom and out of school activities.</p> |
| 7 | <p>To seek opportunities to create inspirational learning environments for the school and to maximise community use.</p> |
| | <p>Fairfield Park Lower School has been built to a very high design specification dictated by the local framework. All decisions to develop the grounds have been subjected to very specific planning requirements. Great care has always been taken to maintain a very high quality building and children are taught to respect and look after their resources. The specialist facilities like the Dance Studio, ICT room and community spaces are particularly good. The Early Years areas are excellent in size and provision. Corridors feature interesting artefacts and children's work which stimulate and inspire. Displays are very high quality and children's work is valued and beautifully presented and displayed throughout the school.</p> <p>The Headteacher has been in post since before the school opened in 2007 and has been instrumental in developing a very clear vision with her team and the Governing Board. This has resulted in a very high quality learning environment inside and outside with all areas of the school well resourced, equipped and maintained. Classrooms are very bright and attractive. Learning Bays have been created to provide excellent space for small group work and nurture.</p> <p>Outside play areas have been thoughtfully developed to provide excellent opportunities for creative play. The employment of 2 Sports Apprentices has enhanced lunchtime and after school provision. These have been further enhanced in 2015-2016 with the support of the parents, PTA and fund raising and have purchased an additional climbing frame and outside amphitheatre with PA system.</p> <p>The school has been well used by the local community since it opened as then there was no other provision. Currently there are a number of community lettings. We would aim to replicate this approach at the new school. We have first hand experience of supporting new residents and creating community cohesion by making facilities available. Our website and lettings policy promotes community cohesion and we received an 'outstanding' status for this in our first Ofsted in 2009 under the Framework of</p> |

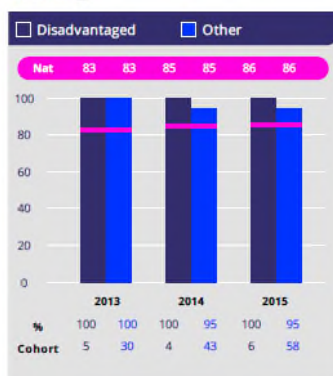
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| | Community Cohesion and the Councils Light House award for our comprehensive extended services provision. This ethos has been at the heart of our development and growth and this will be replicated on the 2 nd provision, especially as there is a probability of no community centre in any initial plans. |
| 8 | <p>To promote the diversity of provision offered in Central Bedfordshire to increase opportunities for parental choice</p> <p>We have always aimed to provide places for our local community. Expanding our provision onto a second site with a purpose built 2 form entry school built at the same time as the houses should ensure that children living in those homes will be able to attend their local school situated within walking distance.</p> <p>Central Bedfordshire has a comprehensive system of education providing educational opportunities for all its pupils and the Council recognises, supports and encourages the need for a diverse range and ethos within the schools in the area to provide opportunities for parental choice.</p> <p>The Central Bedfordshire geographical area comprises only co-educational schools and the majority of schools are based on a three tier system of education although schools are encouraged to consider alternative models of leadership, governance and school organisation to achieve the Council's overarching aim of raising standards.</p> <p>The Council's aim is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and may act as a centre of excellence in particular areas or offer specialist provision in order to meet the aspirations of parents, help raise local standards and narrow attainment gaps.</p> |
| 9 | <p>To support vulnerable learners in Area Special Schools and integrate appropriate Special Educational Needs provision within mainstream schools</p> <p>We have excellent provision for all our vulnerable groups provided by qualified, experienced well trained staff which will be available to all new pupils</p> <p>Our Ofsted report highlights that All pupils attain well and there are no groups that are not achieving or progressing well.</p> <p>KS1 thresholds show that All pupils are significantly performing well and that disadvantaged pupils are well above the National Standard for reading, writing and maths over a 3 year trend and in a majority of disadvantaged pupils are also above the national standard as well and are achieving a level 3 at the end of KS1. (see charts below)</p> |

The national standard of an Expected level of a level 2B:

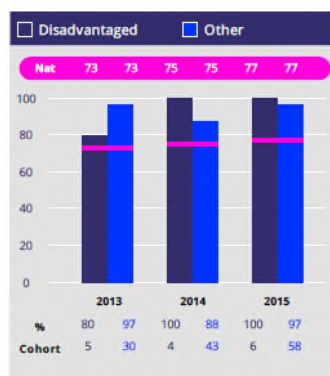
% attaining level 2B+ (All pupils)



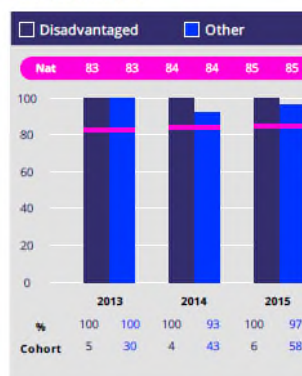
Reading



Writing

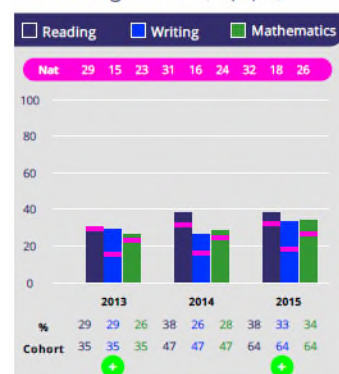


Mathematics

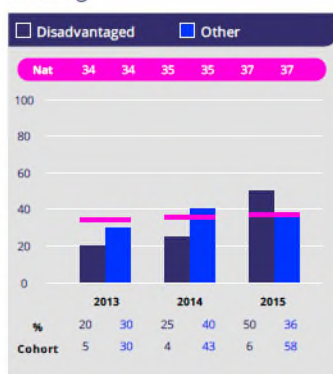


The national standard of an Above Expected level of a 3

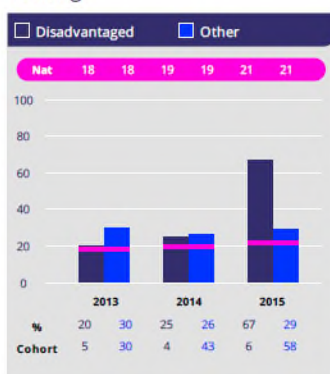
% attaining level 3+ (All pupils)



Reading



Writing



Mathematics

