

Central
Bedfordshire
Council
Priory House
Monks Walk
Chicksands,
Shefford SG17 5TQ



**TO EACH MEMBER OF THE
EXECUTIVE**

21 May 2014

Dear Councillor

EXECUTIVE - Tuesday 27 May 2014

Further to the Agenda and papers for the above meeting, previously circulated, please find attached:-

**8. Determination of the Statutory Proposal of the Governing
Body of Ashton CofE Voluntary Aided Middle School**

Additional papers submitted by Ashton CofE Voluntary Aided Middle School.

**9. Consideration of the outcome of statutory consultations of
proposals to close Brewers Hill Community Middle School,
Streetfield Community Middle School and Ashton Church of
England (C of E) Voluntary Aided (VA) Middle School in
August 2016.**

Additional papers submitted by Streetfield Community Middle School.

Please note that these papers have been sent in directly from Ashton Middle School and Streetfield Middle School.

Should you have any queries regarding the above please contact Sandra Hobbs, Committee Services Officer on Tel: 0300 300 5257.

Yours sincerely

Sandra Hobbs
Committee Services Officer
email: sandra.hobbs@centralbedfordshire.gov.uk

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Frances Ashton Secondary School Proposal

Supplementary staffing information

In September 2014 Ashton will have 26 teaching staff

- 92% have first degrees in their chosen subject,
- 8% have further degrees,
- 92% are secondary trained
- 40% have had secondary experience in the last 4 years.

The planned curriculum is based around the skill set of current staff, all options we are currently listing could be taught to GCSE level by existing staff.

Projected staffing numbers will be as follows:

- 2014 – 26 teaching staff
- 2015 – 28 teaching staff
- 2016 – 30 teaching staff
- 2017 – 33 teaching staff

A timetable has been produced which indicates that the proposed curriculum, see supplementary information on the proposed curriculum, can be run with 33 teaching staff.

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Ashton C of E Secondary Proposal

Supplementary Documents

Amendments to Financial Business Plan

Frances Ashton VA Secondary School Proposal

Amendments to Financial Business Plan

When we first submitted the Business Plan, we were unaware of our carry forward figure due to a change in finance staff, hence only a 1 year budget plan was submitted.

We have now submitted a 5 year plan to show the recovery of any deficit we are currently faced with. This Business Plan confirms the validity of the planned curriculum for Frances Ashton Secondary School.

Staffing is reflected in the budget plan to take in to account changes in staffing in the current financial year and then increasing in future years, to meet the demands of the curriculum for the pupils in year.

The pupil numbers illustrated in this is based on 352, as set by the authority which is actually only 3/4 of our current pupils, 461 was submitted in our October census. This difference equates to >£400,000 which has been added to the I01 figures in 2015/16. We were a “specific school” who were subject to a change in the formula calculation resulting in a forced deficit for 2015/16.

If Ashton Middle School had received their funding based on the October Census the budget would have shown less than £20,000 deficit in 2014/15.

The reduction in staffing in 2015/16 is due to the impact forced on the school to make redundancies in 2014/15 due to a decrease in the budget formula as mentioned above.

Staffing numbers increase in 2015/16 and subsequent years to accommodate the secondary school & pupils to meet the National Curriculum.

As with all budgets this is a best guess scenario based on current information.

N.B. The financial plan submitted to you is based on a financial year that runs from April – March, NOT academic year from September – August as is the case with Academies.

Budget Summary Report

19 May 2014 16:55

703201 ASHTON MIDDLE

5 Year Budget plan 14/15

I/E Group	Description	2014-15	2015-16	2016-17	2017-18	2018-19
Revenue						
Income						
I01 - I04 / I14	Individual School Budget	1,501,704	1,864,484	1,639,899	2,051,489	2,195,279
I05	Pupil Premium	119,410	125,600	135,600	145,600	155,600
I06 - I07 / I18	Other Grants	62,760	71,950	73,500	75,500	78,500
I08 - I13	Other Income	109,600	120,100	120,100	120,100	122,100
I15	Pupil Ext. School Funding	0	0	0	0	0
I16 - I17	Com. Foc. Schools Income	0	0	0	0	0
Total Income:		1,793,474	2,182,134	1,969,099	2,392,689	2,551,479
Expenditure						
E01 - E02 / E26	Staff Costs - Teaching	1,329,442	1,239,968	1,287,428	1,315,497	1,319,639
E03 - E07	Staff Costs - Support	617,577	597,992	584,368	584,506	584,506
E08 - E11	Other Employment Costs	500	1,500	1,500	1,500	1,500
E12 - E18	Occupancy Costs	80,880	91,880	91,880	91,880	91,880
E19 - E21	Learning Resources	57,330	62,830	64,830	66,830	66,830
E22 - E25 / E27 - E30	Other Costs	79,050	77,050	77,050	77,050	77,050
E31 - E32	Com. Foc. School Costs	0	0	0	0	0
Total Expenditure:		2,164,779	2,071,220	2,107,056	2,137,263	2,141,405
In Year Surp/(Def):						
		(371,305)	110,914	(137,957)	255,426	410,074
Surp/(Def) B/Fwds:						
		(48,954)	(420,259)	(309,345)	(447,302)	(191,876)
Cumulative C/Fwds:						
		(420,259)	(309,345)	(447,302)	(191,876)	218,198

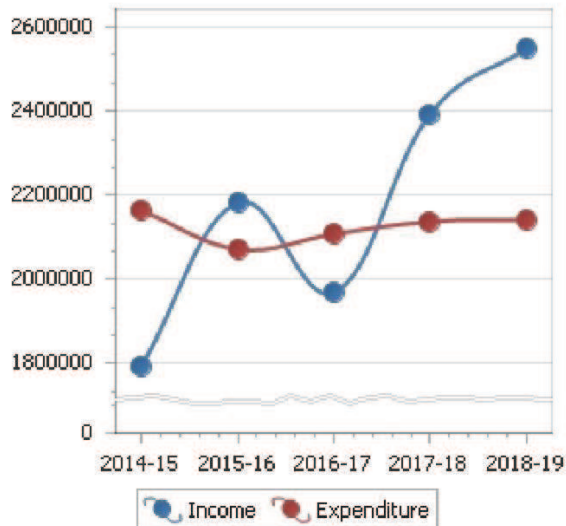
I/E Group	Description	2014-15	2015-16	2016-17	2017-18	2018-19
Capital						
Income						
CI01 - CI04	Capital Income	0	0	0	0	0
Total Income:		0	0	0	0	0
Expenditure						
CE01 - CE04	Capital Expenditure	0	0	0	0	0
Total Expenditure:		0	0	0	0	0
In Year Surp/(Def):						
		0	0	0	0	0
Surp/(Def) B/Fwds:						
		0	0	0	0	0
Cumulative C/Fwds:						
		0	0	0	0	0

703201 ASHTON MIDDLE - Budget Dashboard

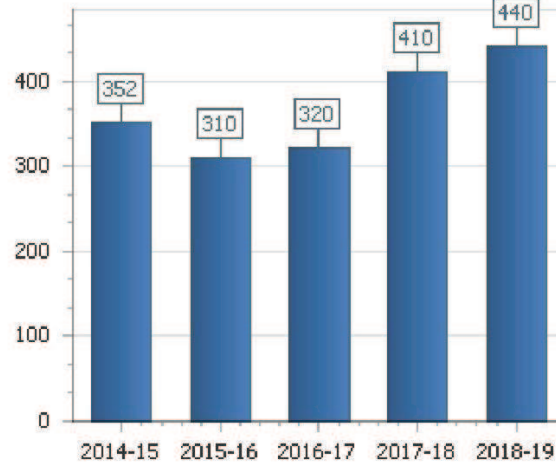
Scenario: 5 Year Budget plan 14/15

Date: 19/05/2014

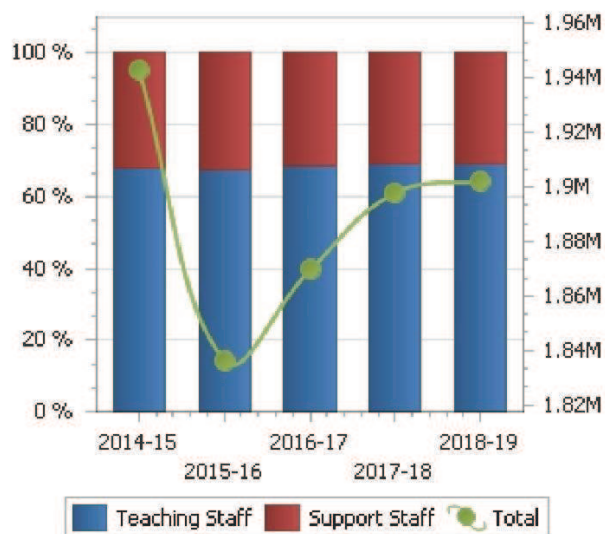
Income/Expenditure



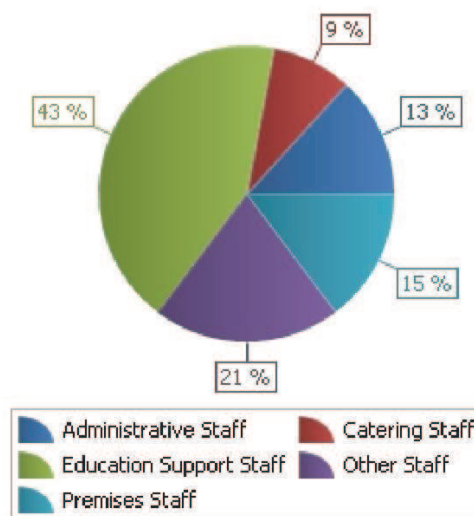
Pupil Numbers



Staffing Costs



Support Staff Analysis



Forecast Balances

	2014-15	2015-16	2016-17	2017-18	2018-19
In Year Surplus / (Deficit)	(371,305)	110,914	(137,957)	255,426	410,074
Surplus / (Deficit) Brought Forward	(48,954)	(420,259)	(309,345)	(447,302)	(191,876)
Cumulative Surplus / (Deficit) Carried Forward	(420,259)	(309,345)	(447,302)	(191,876)	218,198
Revenue CFwd as a % of Budget Share	(28)	(17)	(27)	(9)	10

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FRANCES ASHTON C of E
SECONDARY SCHOOL

KEY STAGE FOUR SUBJECT CHOICES

This document contains additional information and supplements the curriculum section of our business plan. It has been amended, following comments and suggestions, and is only a guideline for our future curriculum.

A timetable based on this curriculum has been created indicating that it is feasible with 33 staff – see supplementary information on staffing. However, as with all schools, some options may not be available in any given year.

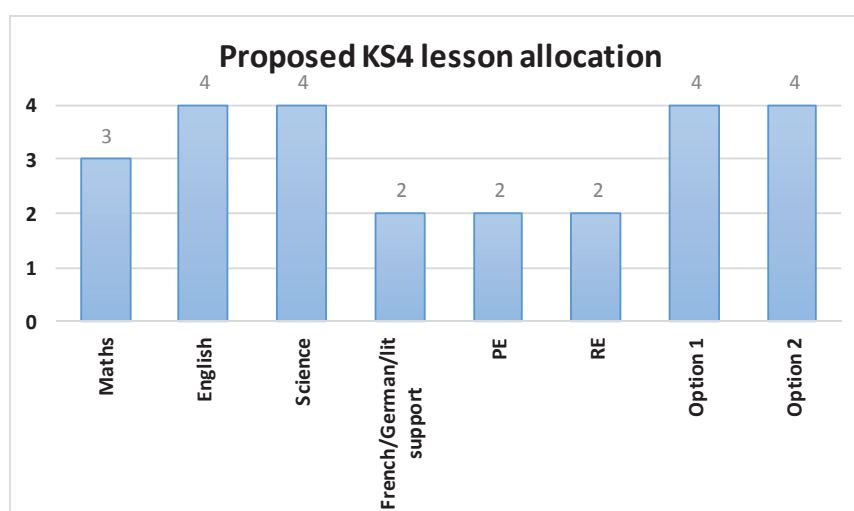
The Key Stage 4 Curriculum

In Y10 and Y11 students have an element of choice which allows them to personalise their curriculum. There are, however, a number of subjects that are compulsory for every student. The remainder of each student's timetable is composed of a further 2 subjects that students can select from an approved list.

Compulsory Subjects

The table below gives summary information about the subjects which will be compulsory at Key Stage 4 and the allocation of teaching time in hours per fortnight:

Subject	Time allocation in Y10 and Y11	Summary Information
English	8	Most students will study for a GCSE in English and English Literature. A small number will obtain one GCSE in English only.
Maths	6	All students will study for a GCSE in Maths.
Science	8	All students will study for two GCSEs in Science. Triple science is available if chosen as one of the options.
PE	4	All students take part in physical education as a core subject. Some able students may be able to gain a GCSE in core PE time.
RE and Citizenship	4	All students study RE/Citizenship as a compulsory subject, leading to a qualification.
French/German or enhanced support	2	This option gives student the choice of taking one or two languages (if a language is chosen as an option). Some students will benefit from adding some extra literacy or study support during this time.



Option Subjects - Students will choose two subjects, one from each pathway, some more able students will be able to undertake 3 options due to the possibility of entry for some GCSEs. The proposed courses would be arranged into two pathways, the actual subjects on offer in each pathway is subject to change depending on staffing and student preferences, one suggestion would be as follows:

PATHWAY A	PATHWAY B
Art	Art
Dance	Drama
Geography	History
Media	Media
PE	Music
Computing	Computing
German	Textiles
Resistant materials	Home Economics
Graphic Design	Triple Science

The school will offer advice, guidance and support to each student to ensure that appropriate choices are made. Some subjects have eligibility criteria based on ability and/or aptitude.

Please note that subjects will run only if the number of students opting makes the course viable. Some courses may be BTEC depending on demand.

Enhanced Support

A small number of students will receive additional support to help them make progress with the core and study skills required by the other subjects being studied. This will mean that those students will receive enhanced support instead of an option subject. We will also be considering the option of a work based course for some students, we will forge links with local colleges. We will also continue to build relationships with local universities with the intention of providing accelerated learning opportunities for our more able students.

Recent Policy Changes by the Department for Education (DfE)

The DfE has announced that school performance will be measured on the average GCSE points score for students across a range of 8 subjects, our proposed curriculum enables us to meet the requirements of the new National Curriculum.

From 2016, the floor standard will be based on schools' results on the Progress 8 measure.

STUDENT OPTIONS BOOKLET

Detailed information on each subject will be given to students at the start of year 9. Below is a sample of the information which will be available to them. This will depend on the examining boards chosen, staffing and options available at the time.

Careers Education and Guidance

During your Citizenship lessons and tutor time in Year 10 and 11, you will be studying careers and educational pathways.

There are a number of opportunities related to careers education and guidance as well as work-related learning at Key Stage 4:

Careers Convention

This will be held on an annual basis for all students in Years 9 – 11. Many representatives from employment, colleges and universities will come to this event and be available to give advice and guidance on the options that you have after Key Stage 4.

Practice Interviews

At the end of Year 10, you get the opportunity to be interviewed by a person from local industry in order to help you prepare for a work or academic interview. Students see this as a useful event and the people who interview our students always speak very highly of them.



Writing your CV and Personal Statement

In your Citizenship lessons you get the opportunity to write your CV and Personal Statement. These are useful for work experience applications, job applications and academic applications. ***(NB this is something we already include in our yr8 PSHCE programme)***

Your Future Day

During the summer term of Year 10 you will take part in the Your Future Day which will consist of different sessions helping you to plan for your future. One of these sessions, Employer Engagement, will give you the opportunity to hear from employers from a variety of different industries and ask them any questions you may have about the careers you are interested in.

Impartial Careers Advice and Guidance

All students have access to impartial IAG. During these one to one sessions each student receives their own individual Action Plan to help them achieve their goals.

GCSE English Literature (Core)

Exam Board: OCR

Equivalence: 1 GCSE

What will I learn?

The main aim of the Literature course is to develop your ability to read, understand and respond to all types of literary texts. You will, therefore, study a range of literature covering prose (novels and short stories), poetry and drama (play texts). You will study a mixture of modern literature and some works written before the 20th Century, including Shakespeare.

The syllabus offers a wide range of texts from which to choose, and the specific choice of texts will vary from one set to another, depending on your ability and interests. It is always our aim, as teachers, to 'stretch' you so that you can achieve your full potential.

What do I need to know before I can start the course?

Keep working on basic skills such as spelling and punctuation. Do as much reading as possible.

What can I do after the course? What careers will this course be useful for?

GCSE Literature is a formal qualification which is a distinctly separate award from GCSE English Language. It is therefore a valuable asset as a qualification in its own right and of equal weight to any of your other GCSE subjects.

If you wish to pursue your studies of English to AS and A-level in the Sixth Form, then a high level of achievement in **both** English Language and Literature will be required.

Who can I talk to for more information?

Any teacher in the English Department.

What websites can I check out?

www.ocr.org.uk

GCSE Mathematics (Core)

Exam Board: Edexcel

Equivalence: 1 GCSE

What will I learn?

Mathematics will build upon what has been studied at KS3 in Years 7, 8 and 9. The course extends this knowledge by further developing mathematical skills as well as introducing new topics. Functional Mathematics is now an integral part of the course and deals with using the mathematical skills learnt to apply them to real life applications.

What do I need to know before I can start the course?

Higher level GCSE entries are usually made for pupils who have achieved a level 6 or above at KS3. Foundation entries for those achieving a level 4 or below. Pupils with a level 5 at KS3 may be entered for either level at the discretion of the department.

How will I be examined?

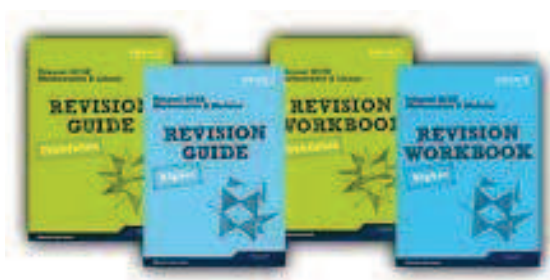
All students will take a linear course with two examination papers at the end of year 11. One of these is a calculator paper and the other is non-calculator.

What can I do after the course? What careers will this course be useful for?

A good grade at Mathematics GCSE is required to study any subject at University, usually a C minimum. It is also the passport to many jobs, Sixth Form or Further Education courses. All students are strongly advised to strive for the best grade possible.

What websites can I check out?

www.edexcel.com



Physical Education (Core)

During Years 10 and 11 all students will take four one-hour lessons of Physical Education each fortnight.

What will I gain from the course?

1. The opportunity to develop physical skills in games, swimming, fitness and athletics. (Each group will be involved in a discussion to decide which activities they wish to cover each year.)
2. An awareness of the different types of sports/exercise you may wish to pursue when you are older.
3. The opportunity to develop positive attitudes towards your own fitness and sports participation.
4. An appreciation of the importance of exercise to a healthy lifestyle.
5. The opportunity to take Leadership Awards that will enhance students' organisation, communication and inter-personal skills.

What will I be doing in lessons?

Extending your ability in the specialist areas that you select, as well as trying some additional activities. Your activities will be taken from the following:

American Football	Dance	Hockey	Softball
Athletics	Dodgeball	Kabudi	Swimming
Badminton	Extreme Golf	Lacrosse	Table Tennis
Basketball	First Aid	Netball	Tennis
Beachball	Fitness	Rounders	Trampolining
Cheerleading	Football	Rowing	Ultimate Frisbee
Orienteering	Handball	Rugby	Volleyball
Cricket			
Sports Leaders *	First Aid qualification**	Junior football organiser's course *	
		Junior netball organiser's course*	

*Qualification earned if course passed.

**There will be a financial contribution required to cover some of the costs of these courses.

GCSE Religious Studies: Society and Life Issues (Core)

Exam Board: Edexcel

Equivalence: 1 GCSE

What will I learn?

You will study the following topics:

- Rights and Responsibilities
- Environmental and Medical Issues
- Peace and Conflict
- Crime and Punishment
- Belief in God
- Matters of Life and Death
- Relationships
- Equality and Tolerance

You will study a range of ethical issues relating to the topics above, and learn to communicate your own opinions on these, as well as learning about the different religious views on these issues.

What do I need to know before I can start the course?

Some of the subject material for this course builds upon what has been studied in KS3, giving you an excellent foundation for the successful completion of this course.

How will I be assessed?

You will sit two exams to gain a full GCSE. These examinations will be 1 hour and 30 minutes each and will take place at the end of Year 11.

What can I do after this course? What careers will this course be useful for?

This course can be used when applying to Sixth Forms and Colleges. It links very well with A Level Philosophy and Ethics. The skills you can develop through religious studies are varied and can be useful in a wide range of situations. You can develop many 'transferable' skills, such as: researching; analysing information; communication skills (spoken and written); writing essays, reports and other documents; being objective; recognising bias and balancing different viewpoints. A GCSE in Religious Studies can be useful for many different careers such as: teaching; journalism; social and community work; and charity work

What websites can I check out?

www.reonline.org.uk

<http://www.bbc.co.uk/schools/gcsebitesize/rs/>

<http://www.religiouseducation.co.uk/>

GCSE Core Science

Exam Board: AQA

Equivalence: 2 GCSEs

What will I learn?

Core Science

You will learn aspects of biology, chemistry and physics that are important to understand the growing impact science is having on our society and your lives. These include: diet and exercise, medicine, drugs, materials for construction, modern chemicals, the atmosphere, electricity and astronomy.

Additional Science follows on from Core Science, with a greater emphasis on explaining, theorising and modelling in science.

You will:

- develop your interest in, and enthusiasm for, science
- develop a critical approach to scientific evidence and methods
- develop your understanding of how science works and its role in society
- acquire scientific skills, knowledge and understanding for progression to further learning.

What do I need to know before I can start the course?

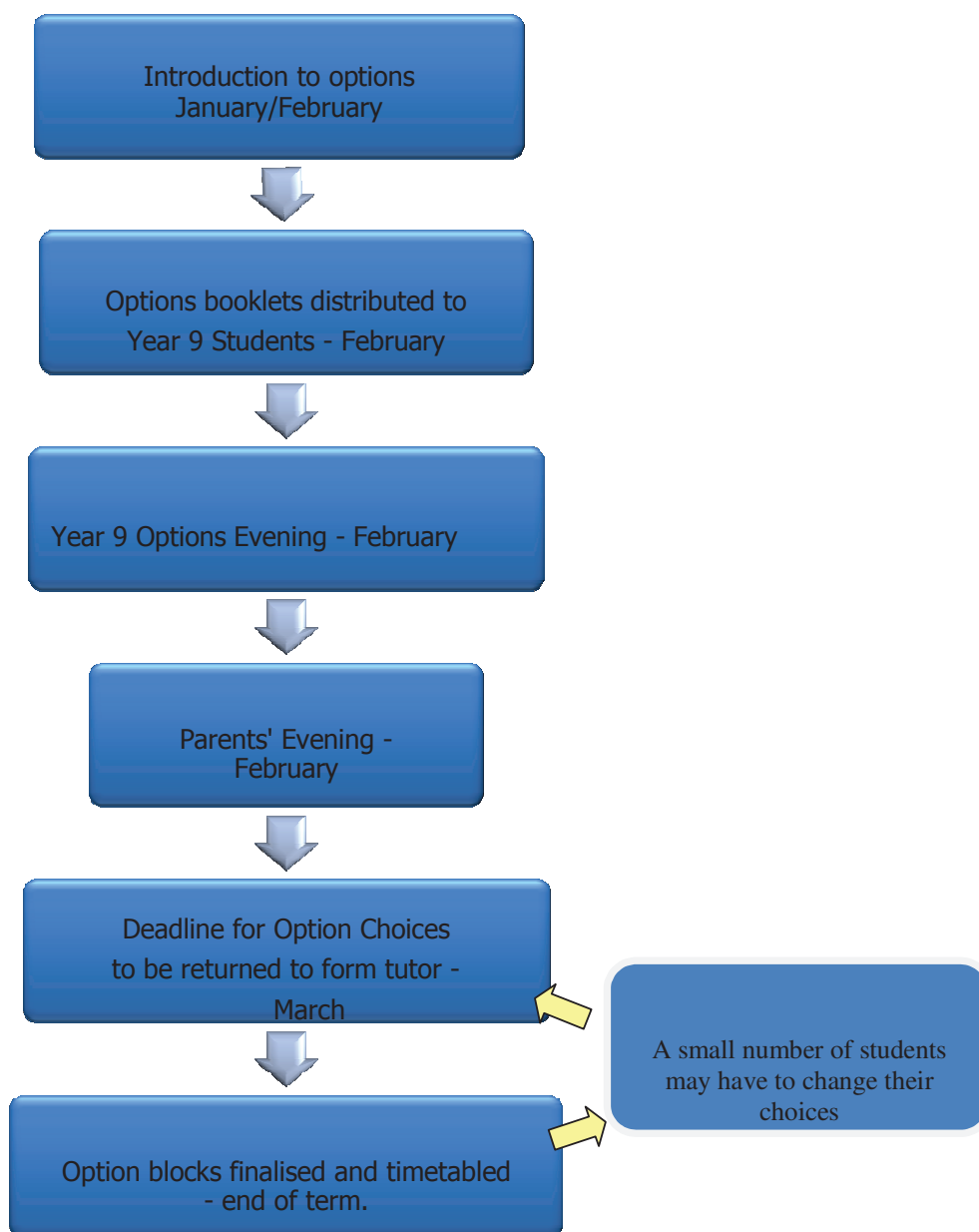
There are no entry requirements for this course. All students study GCSE Science. Your Key Stage 3 Science course prepares you for further study at GCSE.

What can I do after the course? What careers will this course be useful for?

This is a core subject. Just about every career and college or school, will be looking for this qualification as an entry level requirement. In addition, it is essential for any career with a scientific content. This specification provides students with a solid foundation for progression to AS and A-level sciences. A wide variety of careers are accessible for students with A-Levels in science subjects, such as becoming a forensic scientist, doctor, engineer, pharmacist, geologist, astronomer, veterinary surgeon, field biologist, meteorologist, environmentalist...

Which websites can I check out? www.aqa.org.uk

Timeline of the Options Process



KEY STAGE 4 OPTION CHOICE FORM

Criteria	Subjects																				
These subjects are compulsory	<div>English Language ✓ Maths ✓</div> <div>English Literature ✓ RE ✓</div> <div>Science ✓✓ RE ✓</div> <div>PE ✓ <i>Language and literacy</i> ✓</div> <div>Subjects in bold may not lead to GCSE</div>																				
<p>Choose 2 and 2 reserves, with at least one from each pathway.</p> <p>Indicate your preferred subject choices by <u>numbering choices 1 to 4</u>. Choices 3 and 4 will be reserve choices and will be used only if your preferred options are unavailable.</p> <p>Some more able students who take examinations early may be able to pursue 3 options, the timetable will be amended to allow this.</p>	<table border="1"> <thead> <tr> <th>PATHWAY A</th><th>PATHWAY B</th></tr> </thead> <tbody> <tr><td>Art</td><td>Art</td></tr> <tr><td>Dance</td><td>Drama</td></tr> <tr><td>Geography</td><td>History</td></tr> <tr><td>Media</td><td>Media</td></tr> <tr><td>PE</td><td>Music</td></tr> <tr><td>Computing</td><td>Computing</td></tr> <tr><td>German</td><td>Textiles</td></tr> <tr><td>Resistant materials</td><td>Home Economics</td></tr> <tr><td>Graphic Design</td><td></td></tr> </tbody> </table>	PATHWAY A	PATHWAY B	Art	Art	Dance	Drama	Geography	History	Media	Media	PE	Music	Computing	Computing	German	Textiles	Resistant materials	Home Economics	Graphic Design	
PATHWAY A	PATHWAY B																				
Art	Art																				
Dance	Drama																				
Geography	History																				
Media	Media																				
PE	Music																				
Computing	Computing																				
German	Textiles																				
Resistant materials	Home Economics																				
Graphic Design																					

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Business Case for transforming Streetfield Middle School into a Primary School

Introduction

We now have an opportunity to not only put to rest arguments of old regarding three tier vs two tier but to build something new, exciting and vibrant from the ground up.

We could have the first 0-19 campus for a seamless transition between all the key stages accommodated on two premises working in partnership together.

We could have a central hub of learning for the whole of Dunstable servicing the needs and aspirations of parents, carers and educationalists.

We could seize the opportunity to buck the trend of those other LAs who have tried and failed to make the same transition process from three to two tier schooling successful.

Our Vision

To provide a unique primary experience that will take the best of lower, middle and secondary pedagogical practice and fuse them to create a learning pathway that is innovative, energising and aspirational and that will result in raising attainment so that outcomes throughout the 0-19 journey are nothing less than outstanding.

The Lyceum model of education we propose will do this – it will be good for children, parents and carers and will put CBC at the forefront of innovative educational endeavour.

School information

School name	Streetfield Middle school
School address	Dunstable Road Caddington Beds LU1 4BB
Establishment number : 823/4093 UPIN: 109677	

The Objective of this proposal/business case

To open Streetfield Lyceum as a purpose built Primary School from 2015.

As Dunstable turns from a three to two tier system of schooling it deserves at least one Primary School that is:

- Fully equipped with buildings and facilities for the 21st Century
- Ready to meet the needs of all pupils regardless of creed and culture
- Able to provide educational opportunities that exceed the bare minimum required for CBC's legal obligations
- Physically able to meet the demands of statutory free school meals for Early Years on site
- In a position to help 'join up' CBC vision of 0-19 seamless education
- Appropriately staffed
- Already fully functioning at all levels
- Physically fit for purpose
- Meeting the needs and aspirations of parents and children of Dunstable
- Innovative in achieving CBC's aim of 'excellence for all'
- An enhanced diversity of provision for CBC
- An alternative choice of primary provision for parents

The success of this project will initially depend on the political will of councillors.

If councillors are truly ambitious to raise standards and able recognise the strategic advantage of this proposal then they will agree to nurture this project assured that within 4-5 years CBC will have a fully functioning, high attaining Primary School that:

- Will be full to the DfE recognised optimum/most effective size of 420 (4+ -11)
- Will contribute to 0-19 education by offering provision for 6 months-11 years on a campus that already has provision for 11-19 at Manshead.
- Will provide desperately needed Specialist Provision for Autism for children aged 5 -11 (that will 'feed' the 11-18 provision at Manshead)
- Will demonstrate how partnerships with a variety of agencies, schools and authorities can provide for an outstanding outcome for all children.

The following explains our vision and mission for Streetfield Lyceum. Please also refer to the attached brochure.

1 - Proposal summary

Current Capacity 520 (including ASD provision)

Current Age Range 9-13 (Middle deemed Secondary)

The change we are proposing is to become a

- 2 form entry Primary School with
- Nursery Provision 6 months – 4 years
- Specialist Provision for pupils with Autism aged 5 -11

Proposed Capacity:

- 420 aged 4+ - 11 years (Mainstream)
- 60 place Nursery Provision 6 months – 4 years
- 6 pupils with Autism (Specialist Provision)

Planned Start date:

Originally September 2015 but it could equally be September 2016.

Phases of Entry:

There would not be a need for phased entry as everything required for the physical environment is in place and the current staffing would meet all the Key Stage needs.

For example: In the event of an emergency at another school Streetfield has the capacity to accommodate the pupils and staff of that school until the emergency has subsided.

Our proposed PAN

420 (statutory age range)

Admissions arrangements

Expect to start 'small' and build up to mid capacity by 2017/18 and to full capacity by 2019/20

(Our consultation showed that there is demand and it will take a few years for a reputation to develop and for demand to increase)

2 - Local context

This proposed change is in response to the change of schooling in the area.
It has become predominantly Primary and Secondary.

Impact on other schools

The school is on the same site as a Roman Catholic Primary (St. Mary's) – whose admissions arrangements intend that their Year 6 will carry on into Roman Catholic secondary education in Luton or Hemel Hempstead.

(This proposal, therefore, does not compromise St. Mary's intake - indeed it complements it.)

It is also on the same site as a Church of England Secondary School (Manshead).

(This proposal does not compromise Manshead – it actually will provide for an all through provision from 6 months – 19 years in keeping with DfE and CBC LA aspirations).

If we remain a Middle School then the demographic change will be unmanageable because of the age ranges of the other schools.

According to LA provided data:

With Middle Schools there would be around 60% surplus secondary places (in Dunstable generally).

With the proposed change this would reduce to a 17-24% surplus in Primary placements (in Dunstable generally).

However, there is planned new housing in close proximity to the Campus – this is notoriously difficult to quantify but again best projections indicate that by 2019 the demographic will have settled down and all schools will be at near capacity with minimal surplus places to allow for future growth.

The change is supported by parental demand as evidenced in the consultation documents that are in sections 3, 6 and 8

There will necessarily be a change in SEN provision with regard to the ASD Provision but not to general SEN provision.

- ASD Provision that is currently for 9-13 and would change to 5 -11 years.
- Location, resourcing and staffing would remain the same

This provision is a significant need in the town as will be confirmed by CBC's Intake, Assessment and Monitoring.

This would allow for ease of transition at Secondary level as Manshead Secondary School has a similar provision for pupils aged 11 -18.

- General SEN provision – will remain as it is
- In addition to supporting children with specific learning and behavioural difficulties there is a unique and strong emphasis on support for vulnerable families and children who are supported through specifically designated learning programmes. This is recognised to be effective by all children's support services in CBC LA.

Again, CBC's Intake, Assessment and Monitoring will confirm both the efficacy and the need for the kind of support that Streetfield has offered and is proposing to offer.

3 - Consultation and local support

As this is a significant change, it will necessarily require the closure of Streetfield as a Middle School in order for it to re-open as a Primary.

Following LA advice, Streetfield conducted a consultation for a 'change of school' that ran concurrently with the LA consultation to close Streetfield as a Middle school.

The dates were:-

Staff: 06.01 .2014

Parents: 28.01.2014

Public: 05.03.2014

In section 6 of this document (Consideration of the consultation and representation period) there is a detailed explanation and description of how we ensured that stakeholders were made aware of the consultation.

No other schools responded as schools to our proposal. We do not know if they responded to the LA consultation.

Parents from other schools responded. It has subsequently become clear that there was some negative campaigning from parents at the other middle schools.

Parents from our school responded. Many were disappointed and thought that we were "giving in" but the majority accepted that change was coming – they overwhelmingly supported the proposal.

Concerns that were said directly at the meetings were:-

- Toilets and facilities
(It was clearly explained that age appropriate facilities would be introduced into the school through the normal rolling programme for fixtures and fittings)
- Teaching expertise for Nursery and KS1
(The expertise already exists in the school – teaching and non teaching staff have been employed from all age ranges to meet the varied needs of the children – also that it would be normal to recruit for new expertise when the time was right)
- A danger that other schools would continue to transfer troublesome families whilst we restructure.
(There is little that we can do about that but we have the expertise and the will to manage the situation – it is more likely that the pursuit of the finance that follows a child will take precedence over management of need)
- Manshead School would want the premises for their own expansion plans.
(We have been given assurances by Officers that there has been 'no deal' made with Manshead for our premises – the fact that they are building new toilets and other facilities and have retrospectively requested planning permission for temporary classrooms – also seem to suggest that no such plan exists. Mr. Parker has spoken with acting headteacher several times plans have been explained to him and at no point has he indicated that

Manshead has plans for our site.)

- That one of the Councillors who serves the area is only interested in political ambitions and is determined to close the school for political reasons.
(Councillors are political by nature – that is the nature of the game we are playing. Councillors have a view that they express, some also hold positions to influence decisions – we must assume that party political dogma will not impede doing what is right for the children of Dunstable and that common sense will prevail).

Concerns addressed in written submissions were:-

- Tight timescale.
(Yes, but the only impediment is the will to achieve this and some technical things like having an admissions protocols ready in time – there are no building issues or staffing issues that cannot be overcome by September 2015)
- Worries about staff leaving because of uncertainty.
(Staff will always come and go – that is the nature of things – we hope to ensure that all who want to stay and want to move on can do so without rancour or discord)
- Loss of facilities.
(the facilities will remain the same – under this proposal there will be at least one fully equipped Primary School with the capacity to meet the DfE guidelines for the optimum size for a Primary School - it will be unique – not just in Dunstable but in Central Bedfordshire)

Impact upon admissions

2015 was identified as the appropriate year because in this way:-

- The school would be appropriately staffed.
- There are no building issues.
- Arrangements for changing furniture and other age-appropriate facilities would not be an issue over this period of time.

The barrier is the School Admission Code – it has no provision for a new primary in 2015. This is a technicality that could easily be overcome if there is a political will to do so.

4 – School performance

Current Performance

The current school performance is improving national standards. There are no excuses for the one year when it fell below threshold – but there is an explanation, see point below.

Ofsted

The school currently requires improvement following the December 2013 Section 5 Inspection.

A Monitoring visit on 13th May reported that the school is making all the necessary urgent actions

to address the issues raised in the Inspection.

Improving Performance

This is **not** a criticism, it is an objective analysis.

The true strength of the school lies in its inclusivity but this is a double edged sword.

- Because the school has an exemplary record and response to ASD, SEN and behavioural issues it has an above average number of such children.

This necessarily impacts upon the school's ability to meet national standards because such children have a tendency to under-achieve after assessments at KS1.

- As it will become clear over the next 5 – 7 years, there is a significant issue regarding the discrepancy between KS1 and KS2 outcomes in progress and attainment. It is likely that in order to maintain progress attainment at KS2 that there will be a commensurate drop in such outcomes in KS1 – or progress towards will not be evident and attainment will fall below national expectation. The re-balancing will take some time.
- There is also the issue of children transferring to Streetfield following “advice” from their school – this is quite common with pupils who have learning, behavioural or attendance issues.
- Statistically it will be very clear that other schools see an improvement in attainment once a child has moved to Streetfield and Streetfield experience a ‘dip’.
- This is why there is such a marked dip between one school achieving higher at KS2 SATs than another
- These are statistical facts about the politics of pupil mobility.

The advantage for parents and pupils of Streetfield will be as follows:-

- Continuity of ethos
- Continuity of curriculum
- Continuity of teaching expertise
- Widest range of curriculum possible

Curriculum and performance will meet the needs because good and outstanding practitioners will be the norm. Experience, expertise and expectations of the highest order will ensure that the new 2014 curriculum is developed and implemented in the most effective way. There will be a climate of continued professional development.

We know where the deficits in learning and attainment really happen, in Year 3 and 4, and we know how hard it is, and how long it takes, to narrow those gaps. We have the expertise.

We also know that we are successful in helping the vast majority narrow and close the gap by Year 8 – it is only the absence of an agreed measurement and a general denial of progress in Year 7 and 8 that prevents such progress being acknowledged by the destination school, LA and nationally. That's the way that it is.

Leadership and Governance

The current arrangements are robust. However, when the plan proceeds to 2017/18 and onwards, there will be a need to increase the leadership teams and re-organise governance.

However, as an inclusive school, we would expect that more parents will want to play a significant role in the governance of the school.

5 – Finance and accommodation – Detailed projections

Accommodation

The school is fully equipped with purpose built facilities:

Gym, Hall, Dining Room, Food and Textiles Room, Design and Technology Workshops, Art Room, 2 Computer Suites, 2 Science Labs, Music Suite, Library, Specialist Provision for ASD, Specialist Provision for general SEN, Specialist Provision for Anger and Behaviour Management together with a Specialist Counselling Service provision, large playgrounds, extensive playing fields and 17 general purpose classrooms.

The only capital works required would be to refurbish/convert toilets for younger pupils. This would be funded by our Formula Capital.

We already have a fully equipped kitchen, capable of handling the demands of statutory delivery free school meals which is currently being used on a daily basis.

We would continue to have these provisions.

Projected pupil numbers and staffing

This is hard to quantify because of the way that the process has begun and uncertainty as to how it will proceed.

We have 2 extra scenarios to match the one that the LA proposes:

The first shows the worst case scenario:

The school closes in 2016 as Middle School and opens as a Primary.

(In this scenario – the delay in recruiting pupils will result in a deficit for three years (years 2-4) until pupil numbers recover in year 5

This scenario will result in request a three year Licensed Deficit.

Require a series of redundancies of both non-teaching and teaching staff and would incur considerable extra cost financially and morale wise.

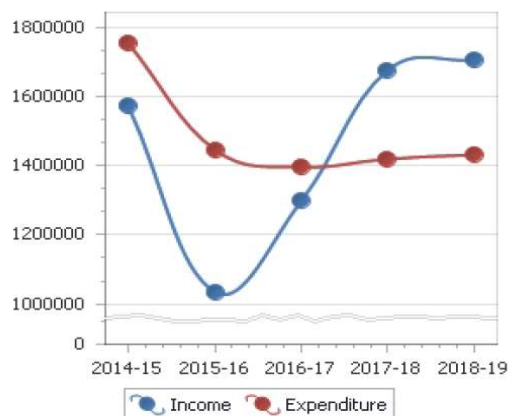
Then be followed by a period of intensive recruitment.

Full recovery would be in 2019/20

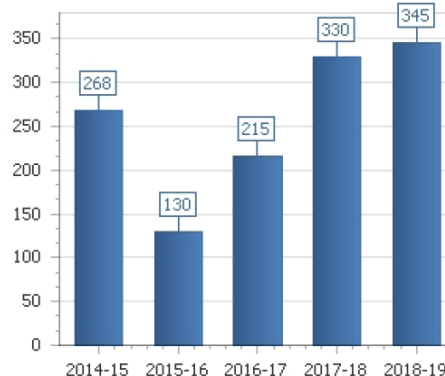
SCENARIO ONE – CLOSURE and RE-OPENING in 2016

Assuming 2016 closure as a Middle school and open as a Primary

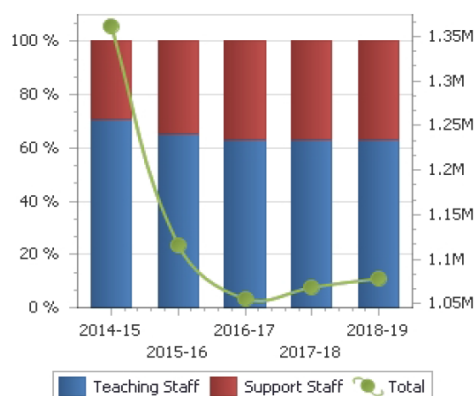
Income/Expenditure



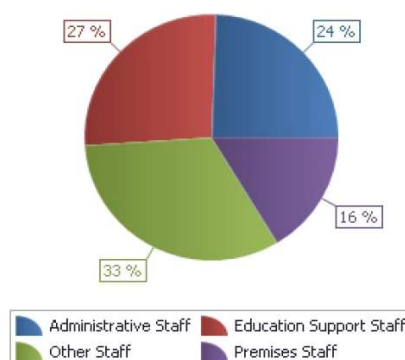
Pupil Numbers



Staffing Costs



Support Staff Analysis



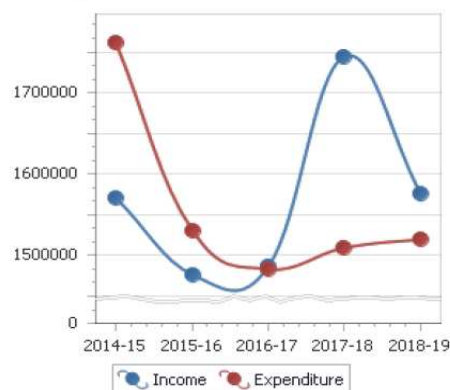
Forecast Balances

	2014-15	2015-16	2016-17	2017-18	2018-19
In Year Surplus / (Deficit)	(185,133)	(411,540)	(96,550)	257,295	277,770
Surplus / (Deficit) Brought Forward	318,048	132,915	(278,626)	(375,176)	(117,880)
Cumulative Surplus / (Deficit) Carried Forward	132,915	(278,626)	(375,176)	(117,880)	159,890
Revenue CFwd as a % of Budget Share	9	(30)	(32)	(8)	10

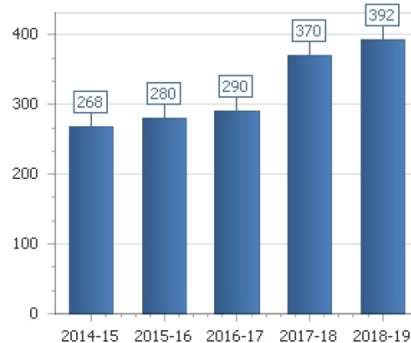
SCENARIO TWO – OPENING in 2015 as a Primary

Assuming 2015 start up as a Primary, open entry 4+ - Y6

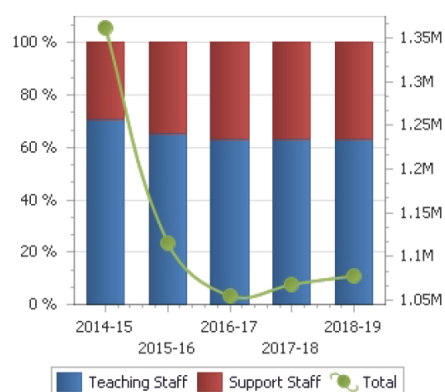
Income/Expenditure



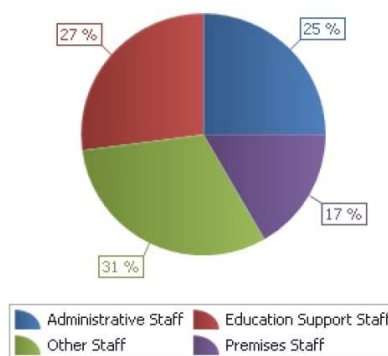
Pupil Numbers



Staffing Costs



Support Staff Analysis



Forecast Balances

	2014-15	2015-16	2016-17	2017-18	2018-19
In Year Surplus / (Deficit)	(191,637)	(53,457)	2,957	234,563	56,480
Surplus / (Deficit) Brought Forward	318,048	126,411	72,954	75,911	310,474
Cumulative Surplus / (Deficit) Carried Forward	126,411	72,954	75,911	310,474	366,954
Revenue CFwd as a % of Budget Share	9	5	6	19	25

The second scenario shows projections if the school were to close in 2015 as a Middle School and open as a Primary.

(In this scenario – the recruitment of pupils earlier would result in a balanced budget for the duration of the transition from a small primary to a maximum capacity primary by 2019).

This scenario will:

Not require redundancies at any level and make a considerable saving financially and in morale.

Provide a balanced budget with some surplus each year for contingencies.

Allow for steady, stable and sustainable growth

These scenarios assume that:

Staffing

Staffing ratios will change due to the younger age of the children in the Lyceum.

Staff dynamic will change as we will employ NNEB/or equivalent trained staff for younger age groups.

We will recruit high quality staff by a rigorous interview process following adverts in local and national newspapers (TES), Central Bedfordshire Council's Jobs website, Streetfield Website and by following usual DBS checks and scrutiny. We will be looking to recruit Early Years and Nursery specialists.

Pupil recruitment

Will accelerate year on year as

- Parental uncertainty diminishes
- LA promotes the diversity of choice to parents through the admissions process

Capital works

- Change toilets and sinks for lower age range.
- New furniture for younger children
- Additional fencing to secure and separate Early Years (and Nursery unit) from the rest of the school.
- Erect playground equipment and install playground surfaces for Early Years (and Nursery)

Sustainable/Value for Money

The school already has the capacity to contain the projected pupil numbers.

The value for money will be dependent on the uptake and number of pupils.

The two scenarios reflect a prudent approach and are not based on the school being full from September 2015.

We will not compromise on the quality of education for our pupils.

The Nursery will be a self-contained unit with a separate budget.

6 – Consideration of consultation and representation period

The consultation period started on 24th February 2014 and closed on 24th March 2014.

- Streetfield held meetings with staff (6/1/2014), parents (28/1/2014, 5/3/2014) to discuss the proposal and it was adopted by governors (3/2/2014).
- The consultation was advertised in Central Essentials No.192 dated 13th February 2014 together with a link to the school website to access the consultation document.

The following documents were published on the school's website:-

1. *Letter (24/1/2014) sent to all our current and prospective parents regarding the Consultation and inviting them to a meeting on 28th January 2014 at the school.*
 2. *Our "So ..." booklet explaining the background behind the Consultation*
 3. *The presentation made at the parents' meeting on 28th January 2014 describing our plan for the future of Streetfield.*
 4. *The letter sent to all parents on 31st January 2014 detailing our plans for the future*
 5. *Our consultation document*
 6. *The link to our on-line questionnaire.*
- Every child in the school was issued with a paper copy of the Consultation Document (14/2/2014) and questionnaire (24/2/2014) to take home.
 - Reminders to complete the survey were sent out to parents via Newsletters and email.
 - The proposal and survey were placed on the Schools Learning Platform for parents, governors and staff to access.
 - The Consultation Document and survey were advertised on the Dunstable and District NCT website to invite expectant parents and parents of young children to take part so that the school could see if there was a demand for the Nursery, Early Years and future provision as well as current school age education.
 - Flyers for the consultation and survey link were distributed through the Dunstable and District NCT Nearly New Sale goodie bags on 1st March 2014 to reach other/expectant parents who were not members of the NCT.
 - Staff distributed flyers advertising the consultation and survey to playgroups and to friends and families with young children in the area.
 - A half page advert was placed in the Dunstable Gazette on 26th February 2014 regarding the public meeting at the school on 5th March 2014 inviting people to come and find out what our plans were for the future.

Special note about our Consultation and the LA consultation process

Having listened to advice from Officers and learning that the consultation is NOT a referendum nor a vote and that what mattered most was what people have to say, we made the following decisions regarding the process for both the LA and our own consultation:

- We would **not** ask pupils to contribute by filling in consultation forms (we were confident that we could get them to say whatever we wanted – but the fact is they are not the decision makers and their view could only be about what they currently experience, or have experienced, and this is about the future).
- We would remain open and transparent with parents – give them all the information and allow for a free contribution. (Whilst we encouraged everyone to take part we did NOT go out and pursue contributions.)
- We split the way our own consultation could be responded to into two methods using the same questionnaire and using an independent survey provider:
 1. The paper copy was issued to each family currently in the school and to all staff
 2. The online version was for members of the public and the local community.

This seemed to be a fairer way of ascertaining genuine views rather than engineering a skewed result.

7 – Education standards and diversity of provision

Diversity of Provision:

The location of the school serves a diverse community and provides for two quite distinct geographical and socio-economic areas.

The impact will be to provide an extremely rich and vibrant community that will encourage and promote social mobility and raise the aspirations and expectations of all pupils and parents.

It is also on the same campus site as a Roman Catholic primary school and a Church of England secondary school.

As a non-denominational school that provides for every creed and culture, Streetfield will complement not compromise the denominational aspirations and provision of the partner schools and their parents.

Educational Standards

The proposed provision dovetails with Government and Ofsted pronouncements about the joining up of pre-school opportunities with formal schooling at 4+.

The ability to provide high quality and tightly focussed, broad learning opportunities for children from 6 months to 11 years has never been more important.

As the current curriculum changes and evolves Streetfield will be at the forefront – as a new provision staff will not have to ‘unlearn’ past practice – instead we will be able to focus intently upon the new teaching, learning and assessment curriculum expectations and aspirations from the outset.

The specialist provision and specialist teaching that we will provide will be second to none in the town and surrounding villages.

The school houses purpose built, fully maintained, fully equipped (and independent from general classrooms) facilities such as:

- Art
- Food
- Textiles and
- Design rooms

together with

- Gym (very large and single purpose)
- two Science Labs
- two Computer Suites
- Music Room and two individual music practice rooms
- Modern Foreign Language specialist rooms.

We also have a fully functioning large and well equipped school kitchen that can provide hot meals for up to 500 pupils on a daily basis.

Extensive school grounds that include:

- play spaces for up to 500 children which can be easily adapted for the new proposed age ranges
- sport and playing fields that will allow for every type of team, athletic field and track event available with specialist sport teaching
- the sport premium is accruing to provide for Outside Adventurous Activities suitable

for all age ranges 6 months to 11 years in a specially designated area of the school grounds.

8 – Demand

General Comments:

In the absence of, and/or our inability to access the CBC child sufficiency assessment online. It is not clear what the impact of the new housing at Eleanor Gardens and proposed new housing adjacent to the campus site will have upon pupil numbers but it is unlikely to decrease them.

In the normal evolution of housing estates the ‘fallow’ period of lower pupil numbers that has beset Downside as the estate has grown up is beginning to ease.

It looks likely that there will be an increase in younger families over the next 5 - 10 years but this is notoriously difficult to predict – it should however be an important consideration given past experiences.

In the meantime the additional choice offered to parents with the increased number of primary schools should encourage us all to raise standards further.

Specific Comments

There are two separate consultations:

1. The LA proposal to close Streetfield Middle School
2. Streetfield’s proposal to restructure as a Primary School

How we conducted our consultation is detailed in section 6

The LA consultation documents handed in at the school and the online responses are now with Officers of the LA.

What follows below is our consultation regarding the proposed change from a middle school to a primary school in two sections:

1. The broad interpretations of our findings from the survey.
2. A chart showing the actual data.

Broad Interpretations of our findings from our consultation;

There is significant demand and support for:

- An all through 6 months–11 years and 11-19 years provision on the same campus site that includes Streetfield providing:
- Nursery
- Early Years
- 4-11 schooling
- Wrap around care – breakfast
- Wrap around care – after school
- Provision for children during the school holidays

There is little support (5%) for the closure of Streetfield altogether with 95% against.

1. Statistical Evidence from the consultation:

SUMMARY OF QUESTIONNAIRES TO STREETFIELD'S CONSULTATION TO BECOME A LYCEUM

	Question	Paper	On Line	Total	% of people who answered the question
1	Would you send your child to Streetfield if we provide the following from September 2015?				
A	Nursery	42	65	107	
b	Early Years	43	73	116	
c	Infants	48	74	122	
d	Junior	82	88	170	
e	Kids Club (including breakfast)	53	79	132	
f	Kids Club (including tea)	66	81	147	
g	Kids Club Provision during School Holidays	56	79	135	
	TOTAL Nursery – Junior	215	300	515	
2	Does the fact Streetfield is a separate school from Manshead Secondary School (but on the same campus) make it more likely that..				
a	Your transport issues will be easier to manage if your children are of both secondary and primary age?	Y – 77 N – 19	Y – 99 N – 21	Y – 176 N – 40	Y – 81% N – 19%
b	Your child's transfer and transition from primary to secondary will be easier?	Y – 90 N – 7	Y – 104 N – 18	Y – 194 N – 25	Y – 89% N – 11%
c	You will feel more confident that your child's education is less likely to be disrupted by the other changes in the Dunstable area? Yes	Y – 81 N – 11	Y – 103 N – 18	Y – 184 N – 40	Y – 83% N – 17%
3	With all the consultations that are going on at the moment				
a	Do you support Streetfield's Plan to become a 4-11 Primary with additional nursery provision and Kids' Clubs from 2015?	Y – 103 N – 3	Y – 108 N – 15	Y – 211 N – 18	Y – 92% N – 8%
b	Do you agree with the proposed timetable for change?	Y – 83 N – 4	Y – 99 N – 20	Y – 182 N – 24	Y – 88% N – 12%

c	Do you support the LA's proposed plans to close Streetfield altogether from 2016?	Y – 5 N – 96	Y – 6 N – 118	Y – 11 N – 214	Y - 5% N – 95%
4	Will you send your child to Streetfield in 2015?				
	Nursery	11	23	34	
	Early Years	6	28	34	
	Year 1	5	14	19	
	Year 2	9	11	20	
	Year 3	6	14	20	
	Year 4	10	7	17	
	Year 5	21	7	28	
	Year 6	31	15	46	
	TOTAL	99	119	218	
5	Where do you live?				
	LU1	1	12	13	
	LU4	0	4	4	
	LU5	48	35	83	
	LU6	54	58	112	
	MK45	3		3	
	Elsewhere	1	14	15	
	Blanks	2		2	
	Total	109	123	232	

26/03/2014

9 – School size

Current school population (19/05/2014)

Year	No. Pupils
5	74
6	87
7	82
8	111
Total	354

Total school capacity 520.

The proposed process will begin in September 2015. It provides for a three year transition programme for those pupils who joined the school expecting a 'middle school 9-13 experience'. Pupils who enrol in September 2014 (and those who enrolled in 2013, 2012 and 2011) can remain in a middle school environment at Streetfield if that is their wish. From September 2018 Streetfield will have fully converted to a 4-11 primary school with nursery provision for 6 months – 4 years.

It is proposed that there would be the following stages of implementation starting in September 2014:

The figures/numbers used for 2013/2014 all years and 2015 Year 6, 7 and 8, 2016 Years 7 and 8 and 2017 Year 8 – are based on projected numbers provided by CBC .

Projections for Years 7 and 8 from 2016 onwards are subject to change with regard to casual in- year admissions and exit to secondary schools.

The table below shows the potential/ maximum capacity for the school if it were to fill and the remaining pupils exercising their entitlement to Middle School education were to stay until 2017.

The statutory age 4+-11 provision would reach the optimum of 420 which is the DfE and CBC LA recognised appropriate and most effective size for a Primary school.

Our prepared budget scenarios though do not assume this scenario. It is not anticipated that the school would reach 420 until 2019/20.

Year	September 2013	September 2014	September 2015	September 2016	September 2017	September 2018
Nursery- Pre- School 6 months – 4 years			30-45	30-45	30-60	30-60
ASD provision	Cadunfield Class – The ASD Provision is for 6 pupils age appropriate to the school. Currently it is for age 9 -13 this would move to 5-11 from 2018. The number is reflected in the PAN for each year group - 4+ - Year 6 – so it does not appear separately because often the cohort is not evenly spread across all year groups.					
Early Years 4+			60	60	60	60
Year 1			60	60	60	60
Year 2			60	60	60	60
Year 3			60	60	60	60
Year 4			60	60	60	60
Year 5	78	22	60	60	60	60
Year 6	86	78	22	60	60	60

Year 7	85	29	26	22			
Year 8	114	85	29	26	22		
TOTAL	363	214	437	468	442	420	

10 – Proposed admission arrangements (including post-16 provision)

Central Bedfordshire Council, acting as the Local Authority, is the admission authority for all community schools and this would include Streetfield Lyceum.

The following criteria will apply (in the rank order shown) to decide the order in which places will be allocated when there are more requests from parents/carers than the number of places available:

1. All 'looked after' children or children who were previously 'looked after';
2. Children living in the Dunstable and surrounding villages in Central Bedfordshire with siblings at the school;
3. Children living in Dunstable and the surrounding villages;
4. Other children with siblings in the school;
5. Children who live nearest to the school determined by straight line distance from the school site to the child's home address.

11 – National Curriculum

As a maintained school we will be following the revised National Curriculum that comes into force from September 2014 onwards. We will also incorporate any changes to early years and nursery education as suggested by Ofsted and adopted by the DfE.

12 – Equal opportunity issues

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Streetfield Lyceum will be an equal opportunities school for all children aged between 6 months and 11 years.

The ethos of the Lyceum will remain unchanged as it works to:

- Eliminate all forms of discrimination that can cause barriers to learning and thus life chances
- Advance equality of opportunity for all pupils and families to ensure secure foundations for current and future learning
- Narrow and close gaps in prior attainment and achievement
- Foster good relations with all who are connected with the school to ensure that every child receives a 'top class' and positive educational, academic, social and emotional experience that prepares each and every child for the next stage of their schooling.

With our planned:

- Nursery 6 months - 11 years
- Wrap around care for children before and after school
- 'School Holiday' child provision
- Parent Centre and
- Teacher Centre Resource for all Dunstable schools

Together with our work with charity and local community events and our partner schools our contribution and commitment to community cohesion can be in no doubt.

This is further explored in more detail in Section 18.

14 – Travel and accessibility

Transport issues would be eased by parents being able to deliver and collect their children on one educational site rather than crossing town, especially during morning rush hour, to visit different sites.

In the event that demand from villages continues then we would negotiate travel arrangements with the LA school transport services in the first instance.

This is further explored in more detail in Section 18.

15 – Capital

No foreseeable capital building costs would be incurred.

Some classrooms and toilets would need to be adapted to suit a lower age range and a new play area created for younger children.

The land and premises are each appropriate, fit for purpose and available for immediate use and implementation.

16 – School premises and playing fields

There is exceptional and suitable outdoor space that both enables the pursuit of all sporting activities and all pupils to play outside safely each day.

Though non statutory, there are sufficient facilities for sports pitches, games courts and athletic facilities on both hard and soft groundings.

17 – Changes to special educational need provision – the SEN improvement test

Streetfield currently has a very high proportion of SEN pupils at all stages and in addition:

- A Specialist Provision for pupils with ASD.
- It is well regarded in the local community, with Assessment and Monitoring, Social Care, and CAMH for its commitment and effectiveness with children from a wide range of backgrounds.

It also has an enviable inclusion record for pupils with:

- ASD
- Emotional and Behavioural Issues
- Learning Needs including Literacy and Numeracy

One of the consequences of this success is high pupil mobility and unfortunately this has resulted in a disproportionately large number of children not being able to reach national standards in reading, writing and maths by the end of Year 6.

Our proposal will enable us to redress this imbalance from a much earlier age.

Through our intended nursery, early years provision and Parent Centre we will be able to

- accurately identify needs earlier
- work in closer collaboration with parents at a crucial stage of child development and
- use our expertise to narrow and close the gaps for these vulnerable pupils.
- whilst offering a broad and balanced curriculum that enables each child to thrive.

Furthermore, with our planned provision for ASD pupils aged 5 -11 we will be better able to meet the academic, social, emotional, transfer and transition needs of those ASD pupils in Dunstable which is now subject to primary and secondary transfer points. It is a facility that is sorely needed in the town.

18 – The need to provide local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel.

Supporting Sustainable Travel

The school is easily reached:

- On foot (currently - the majority, 67%, of pupils walk to school)
- Bicycles and scooters (this tends to be seasonal – there are facilities for up to 100 bicycles and scooters)
- Public transport - the vast majority of pupils who travel from the other side of town – disembark on the London Road or Southwood Road and then walk to school
- Buses (A public service bus (321) collects and delivers on the campus site from central Dunstable to Luton
- CBC LA bus service transports some children from the villages of Kensworth and Studham) to both Streetfield and Manshead.
- Car – the vast majority of cars that come to the campus serve the St. Mary's and Manshead intake – this is because as church schools they attract pupils from significant distances outside of the catchment area. Historically the other campus schools depart before Streetfield – the congestion encourages parents from Streetfield to wait till later as their children take advantage of free after school clubs and activities

Community Cohesion

This is a school that successfully promotes community cohesion between two local housing communities – one predominantly private ownership and the other social housing with similar profiles from the villages.

This together with

- Significant mixed private and social housing on London Road due to expand with the development of mixed housing at Eleanor Gardens
- Further new build housing planned for SBC land adjacent to the campus
- The explicit and successful inclusivity of the school ethos for children with SEN and in particular ASD
- The implicit and successful inclusivity of children from all backgrounds, creeds and cultures that complements the broadly Christian intake of the other campus schools
- The wide variety of free 'before' and 'after' school clubs and activities
- The variety of charitable events for local, national and international causes sponsored and promoted by the school community
- The involvement in local community events throughout the year

- The links with the University of Bedfordshire together with
- The exceptionally wide range of visits both from and to the school that broaden learning, aspirations, expectations and horizons that ensure all pupils are enabled to participate

reveal the school as a major contributor to community cohesion that fosters a sense of community ownership and participation both on the campus site and in Dunstable generally.

19 - The need to create schools that are of sufficient size to be financially and educationally viable.

The proposed maximum 'steady state' size for the school is 420.

2 form entry Reception, KS1 and KS2.

The capacity of the school at present is 520 this includes two temporary classrooms which, whilst viable and fully functioning because they are well cared for, would not survive another move)

The spare capacity will be absorbed with the provision of a nursery for 6 months – 4 years.

The school has extensive experience in the establishment and running of an 'outstanding' nursery provision through the auspices of the Chair of Governors.

Remaining capacity will be utilised to enhance provision for extended school days and wrap around care to be confirmed but the working possibility is 7.30 a.m. – 6 p.m. for children and families of the Dunstable community.

The school will become a hub for the primary provision for all of its partnership schools – providing:

- High quality resourcing
- Shared school training (Inset) opportunities – effectively a teachers' centre for the sharing of ideas, resources, skills and ethos
- Shared teaching
- Monitoring and
- Evaluation

This is the way that this provision can support and complement the other local community schools raising attainment:

- Supporting the newer primaries as they develop their skills in meeting the demands of upper Key Stage 2
- Developing a coherent pupil level data management system that promotes partnership not competition
- Engaging in specific (as opposed to generalised) teaching and learning practices that relate directly to the needs of the pupils in our schools – sharing and developing best practice.

- Sharing extra-curricular activity opportunities

In the pursuit of accelerating improvement and outcomes and promoting the inexorable move toward 'outstanding' recognition by Ofsted and others for both school and learning partnership.

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

The school and leadership team are extremely well supported by Parkfields' Leadership (an outstanding school provider) and will continue that partnership.

AND through this

- We are going to create a unique primary learning hub for Dunstable.
- We need to reach out to other Primary Schools that are outstanding providers.
- We are going to avoid the failures that beset other LA's and schools that have attempted these changes
- We are going to ensure at least one 0-19 partnership provision can thrive from the outset

By thinking outside the 'box':

- We will seek to partner with local Primaries in the neighbouring authorities such as Luton and Hertfordshire
- We need to be prepared for a complete change of mindset in terms of co-operation and collaboration
- We will avoid party political arguments that detract from the whole
- We will avoid other partisan views from school leaders and governors distracting us from the opportunity to build something new – starting small and becoming bigger and stronger with nurture.

21 - The potential to further promote and support robust partnerships and learning communities

The school is part of a learning partnership that is now beginning to heal following a period of upheaval.

This partnership has the capacity to

- enhance effective collaboration
- self-improve
- recruit, train and develop staffing

- self-support through this difficult period of transition from three tier to two tier.

In addition to this the school will bring to the partnership its links with Parkfields, other schools and agencies that we work with outside of the partnership.

22 - The ambition to achieve a single phase of education 0 -19 and reduce school transfer points

This proposal does exactly that it brings Dunstable and central Bedfordshire closer to the possibility of achieving single phase education on one campus.

We are in a unique situation.

The campus site is most definitely multi faith and cultured.

The fact that there is a Roman Catholic School, Church of England and non- denominational school on one campus is seen by many as divisive.

BUT that is a mistake – it is a strength.

We can overcome our faith differences.

The learning partnership between the three schools on the campus together with the other partnership schools can

- reduce the transfer point and improve transition accordingly
- provide continuity of pedagogy
- develop common curriculum expectations
- improve rates of progress from 0-19
- co-ordinate specialist provision for Autism
- inculcate an inclusive ethos for children with behavioural difficulties
- develop an outstanding integrated early years provision that will enable families to access wrap around care enabling access to training and work for parents and carers

23 - The need to support the Raising of the Participation Age (RPA).

This proposal will enable the most cost effective way of:

- Raising aspirations of families, parents and carers as to the value of learning and training from the earliest of ages and participation in education and learning
- Raise the participation age
- Increase the diversity of provision that the CBC LA has to offer in the town and in the LA generally

The school's contribution will be to develop an ethos where further learning and training and expectation of life-long learning is an accepted norm not an exception.

24 - To seek opportunities to create inspirational learning environments for the school and to maximise community use.

The school occupies land and provides facilities that will need fine tuning and adjustment for differing age ranges but these are not significant and can be rolled out over a period of time.

In addition to providing

- Wrap around care for children aged 6 months to 11 years.
- A resource for teachers

The intention is to provide for parents and carers a sense of belonging and partnership in the learning journey of their child and to enable and encourage parents and carers to pursue their own continuing learning journey in the broadest sense.

25 - To promote the diversity of provision offered in Central Bedfordshire to increase opportunities for parental choice

The Governing Body, leadership and staff at Streetfield are wholly committed to comprehensive educational opportunities for all who attend the school.

As a non-denominational school we celebrate and encourage

- Diversity of creed and culture and view it as a rich opportunity to grow
- Individuality as a basic human right to be pursued

We have a strong sense of mission that is exemplified in an ethos that promotes excellence in all areas of learning and living:

“Working together to achieve success”

Providing:

- Specialist provision
- Specialist facilities

26 - To support vulnerable learners in Area Special Schools and integrate appropriate Special Educational Needs provision within mainstream schools

Streetfield currently has a very high proportion of SEN pupils at all stages and in addition:

- Specialist Provision for pupils with ASD.
- It is well regarded in the local community, with Assessment and Monitoring, Social Care and CAMH for its commitment and effectiveness with children from a wide range of backgrounds.

It also has an enviable inclusion record for pupils with:

- ASD
- Emotional and Behavioural Issues
- Learning Needs including Literacy and Numeracy

One of the consequences of this success is high pupil mobility and unfortunately this has resulted in a disproportionately large number of children not able to reach national standards in reading, writing and maths by the end of Year 6.

Our proposal will enable us to redress this imbalance from a much earlier age.

Through our intended nursery, early years provision and Parent Centre we will be able to

- accurately identify needs earlier
- work in closer collaboration with parents at a crucial stage of child development and
- use our expertise to narrow and close the gaps for these vulnerable pupils.
- whilst offering a broad and balanced curriculum that enables each child to thrive.

Furthermore, with our planned provision for ASD pupils aged 5 -11 we will be better able to meet the academic, social, emotional, transfer and transition needs of those ASD pupils in Dunstable which is now subject to primary and secondary transfer points. It is a facility that is sorely needed in the town.

Sign-off by the School

Business case approved by:

Name –	D.Tinch
Position held –	Acting Headteacher

Date:	20th May 2014
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STREETFIELD LYCEUM

EXPLORE DISCOVER ENQUIRE APPLY

A new kind of primary school for Dunstable

4 -11 years

Nursery and Pre-School 6 months – 4 years

Breakfast and after school clubs and activities

“Putting children and childhood first”





Our Philosophy

Explore Discover Enquire Apply

The way we learn – the way we grow

From the time that we are born we **explore** our world through the way we look, listen, touch, taste and smell.

This is the way we **discover** new things.

Our exploration and discovery prompt us to **enquire** and ask questions.

The answers encourage us to **apply** what we have learned to new situations.

This is the way we learn. This is the way we grow.

Any parent will recognise these characteristics in their own child's growth and development.

Greek Philosopher Aristotle studied at Plato's Academy. He did not accept that we are empty vessels who just need to be filled with facts and knowledge provided by a teacher. So he set up his own school – The Lyceum.

He taught his students to go out and about and methodically investigate and describe the world in a logical, scientific and creative way – to **explore, discover, enquire and apply**.

He believed that there are no limits to what can be studied and, therefore, no limits to what we can learn. So do we. This informs our ethos, aspiration and methodology at Streetfield Lyceum.

Every child a successful learner!

What can parents expect?

An understanding of how your child learns and grows and...

... a wide-ranging, adventurous, creative and cultural educational experience.

No child is an island complete unto himself or herself:

- Your child has talents that demand to be identified and nurtured
- Your child has an eagerness to learn all about the world
- Your child wants to know more
- Your child wants to make friends
- Your child wants to be liked by other children
- Your child wants to feel good about him/herself
- Your child needs attention
- Your child needs order
- Your child needs structure
- Your child needs routine
- Your child is special
- Your child is a 'unique individual'
- Your child is part of society
- Your child is not alone

Streetfield Lyceum will provide your child with:

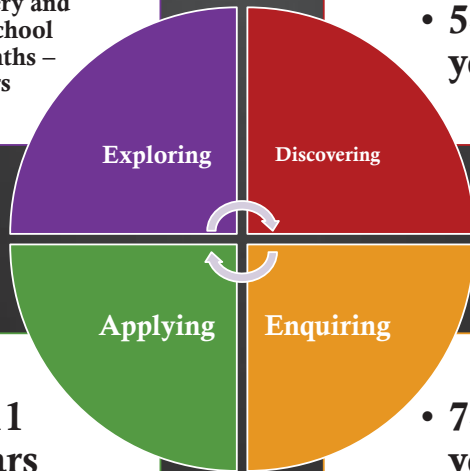
- Opportunities to
 - Succeed
 - Learn from mistakes
 - Achieve
 - Try and try again
- Qualified teachers
- Exciting teaching and facilities
- Quality learning in and outside the classroom
- Nurture and care
- Regular but non-intrusive assessment
- Extra curricular activities
- Cultural experiences

Streetfield Lyceum will enable your child to:

- Learn to the best of their ability
- Learn how to become the kind of person that others want to be with
- Be the best that they can be and thrive

The Streetfield Lyceum Model

• Nursery and
Pre School
6 months –
5 years



• 5-7
years

• 9-11
years

• 7-9
years

The 'four stages of
learning' that your
child experiences.

The 'four stages of
learning' that
Streetfield Lyceum
is modelled upon.

Lyceum Learning

Nature versus Nurture?

Streetfield Lyceum promotes life-long learning for all children and their families.

As any parent with more than one child knows, in nature:

Children do not learn in the same way;

Children do not reach milestones in physical development, social development, talking, reading, writing, numbers in the same way at the same time;

Children grow and develop naturally at different rates.

This is the way of nature.

Streetfield Lyceum is a nurturing school.

Nurture is the key to ensuring that your child becomes a confident and natural learner unafraid of making a mistake and ready to learn from that mistake.

Nurture is the key to ensuring that your child can 'catch-up', 'keep up' and 'get ahead' at those different times when your child will face personal challenges to achieve his/her personal best.

Nurture is the best way to help your child recognise his/her natural strengths and weaknesses and to move forward.

At Streetfield Lyceum Nurture supports Nature.

Your child can and will become a successful learner.

Your child will find that learning is not always easy all of the time.

Streetfield Lyceum's model of learning will help your child to achieve her/his potential by making sure that he /she is offered different styles of teaching and learning that mirror your child's learning needs.

These needs will change as your child grows through nursery to early years and from there to infants and finally towards independent learning in the lower and upper junior setting.

By the time your child reaches Year 6 she/he will be prepared academically, socially and emotionally to become a confident, self-reliant and independent learner equipped for the challenge of secondary school and the teenage years.

Every child will be a successful learner.



Streetfield Lyceum, although a primary, has all of the fully-equipped facilities found in any good secondary school with the specialist teaching to match: Food, Textiles, Art and Technology Workshops, Computer and Music suites, Gym, Science Labs, Hall and Dining Room. Hot meals are cooked and served everyday from the very large school kitchen.

How will Streetfield Lyceum identify and meet your child's needs?

By combining excellent teaching with our sound understanding of the way children grow, develop and learn best in line with the national curriculum.

Exploring
What is this?



Nursery and Early Years

(6months - 4 years)

Discovering
Can I do this?



Key Stage 1

Infants

5-7 years

(Years 1 and 2)

- English
- Mathematics
- Science
- Art and design
- Computing
- Design and technology
- Geography
- History
- Music
- Physical education
- Religious education

Enquiring and Applying
Yes, I can and I will!



Key Stage 2

Lower and Upper Juniors

7-11 Years

(Years 3 to 6)

- English
- Mathematics
- Science
- Art and design
- Computing
- Design and technology
- Modern foreign languages
- Geography
- History
- Music
- Physical education
- Religious education

Through organised and free play:

- Communication and language development
- Physical development
- Personal, social and emotional development
- Literacy development
- Mathematical development
- Understanding the world
- Expressive arts and design

How does Streetfield Lyceum 'join up' your child's educational experience?



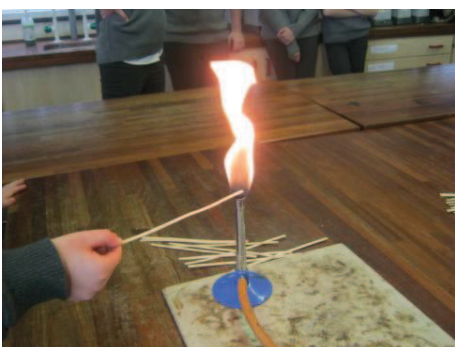
Teaching and Learning – child-centred from the outset

- We start where your child starts and build from there
- We identify any gaps in learning and close them – quickly
- We challenge your child to aim high and higher still
- We expect your child to exceed her/his and your expectations.



“Working Together to Achieve Success”

- With parents
- With the wide variety of local authority services
- With our local community and schools.



Excellent, fully equipped and functioning facilities that enable:

- Your child to explore, discover, enquire and apply new skills and knowledge with specialist teaching
- Your child to prepare for a seamless transition to the secondary schooling that is available on the same campus (Manshead).



A multi-faith creed and culture ethos that:

- Celebrates diversity and all that we have in common
- Identifies and overcomes barriers to learning and well-being
- Promotes an optimistic and positive outlook
- Encourages a love of life-long learning.

STREETFIELD LYCEUM

“Working Together To Achieve Success”

The British field poppy is our emblem. It grows on our site and in surrounding fields.

In Classical Greece it was regarded as a symbol of the promise of resurrection. In some far eastern cultures it is a symbol of peace and wisdom.

In our time it has become associated with remembrance, particularly on the battlefields of Europe.

It is a hardy perennial, thriving especially well following upheaval and change...

Much like Streetfield.

Streetfield Lyceum

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