

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



**TO EACH MEMBER OF THE  
EXECUTIVE**

05 August 2014

Dear Councillor

**EXECUTIVE - Tuesday 19 August 2014**

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

8. **Determination of statutory 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**

Please find attached the Appendices to the above report.

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](mailto:sandra.hobbs@centralbedfordshire.gov.uk)

This page is intentionally left blank

## Appendix **A**



### **Proposal to close Brewers Hill Community Middle School, Dunstable**

Notice is given in accordance with section 15(1) of the Education and Inspections Act 2006 that Central Bedfordshire Council intends to close Brewers Hill Community Middle School, Aldbanks, Dunstable, Bedfordshire, LU6 1AJ, phased from September 2015, with full closure from September 2016.

The proposed closure of Brewers Hill Community Middle School is due to the changing pattern of provision within the area which has impacted upon the future financial and educational viability of the school.

This notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: The Information Manager, Central Bedfordshire Council, Room DC2, Watling House, High Street North, Dunstable, Beds, LU6 1LF, telephone 0300 300 5700. It can also be viewed on the Council's website at [www.centralbedfordshire.gov.uk/publicstatutorynotices](http://www.centralbedfordshire.gov.uk/publicstatutorynotices)

Within four weeks from the date of publication of this proposal, by Monday 7 July 2014, any person may support, object to or make comments on the proposal by sending them to Edwina Grant, Deputy Chief Executive / Director of Children's Services, Central Bedfordshire Council via the on- line facility on the Council's website at [www.centralbedfordshire.gov.uk/publicstatutorynotices](http://www.centralbedfordshire.gov.uk/publicstatutorynotices) or by post to Edwina Grant, Deputy Chief Executive / Director of Children's Services, Central Bedfordshire Council, Priory House, Monks Walk, Chicksands, Shefford, Beds, SG17 5TQ.

Signed: Edwina Grant

Deputy Chief Executive / Director of Children's Services

9 June 2014

**Statutory proposal for school closure –  
Brewers Hill Community Middle School**

Dated – Monday 9 June 2014



**1 - Name of Proposer**

Central Bedfordshire Council  
Watling House  
High Street North  
Dunstable  
Bedfordshire  
LU6 1LF

Contact officer – Sue Barrow, Information Manager  
Email: [Sue.barrow@centralbedfordshire.gov.uk](mailto:Sue.barrow@centralbedfordshire.gov.uk)  
Telephone: 0300 300 5700

**2 –Name of school**

Brewers HillCommunity Middle School

**3 - School Address**

Aldbanks  
Dunstable  
Bedfordshire  
LU6 1AJ

**4 - Implementation**

The proposed closure of Brewers HillCommunity Middle School would be phased from September 2015, with full closure from August 2016.

The timeframe and process for the phased closure would be as follows. This would be subject to review based upon the actual numbers at the school.



<b>September 2015</b>	
Year 5	No new pupils are admitted.
Year 6	Parents of Year 6 children are invited to apply for transfer to a secondary school in Year 7 (to transfer in September 2016).
Year 7	Year 7 operates, but on a reduced size of year group.
Year 8	Year 8 operates, but on a reduced size of year group.

<b>April 2016</b>	
Year 5	No new pupils are admitted.
Year 6	Any Year 6 children whose parents haven't made an application to transfer to a secondary school will be sent an application to state a preference for a school. If no application is received by the end of May a place at the nearest Secondary school with places will be allocated.
Year 7	Parents of Year 7 children are invited to consider making an application to transfer to a secondary school in Year 8 (to transfer in September 2016). This is known as an in-year application as it happens outside of the normal transfer point. If no application is received by the end of May a place at the nearest Secondary school with places in Year 8 for September will be allocated.
Year 8	Parents of any Year 8 children remaining in the school are invited to apply for a place in Year 9 at a secondary school(to transfer in September 2016). If no application is received by the end of May a place at the nearest Secondary school with places in Year 9 for September will be allocated.

## **5 – Objectives and reason for closure**

The proposed closure of Brewers Hill Community Middle School is due to the changing pattern of provision within the area which has had an impact on the pupil numbers to be admitted to the school and the future financial and educational viability of the school.

There is a significant level of surplus places for Years 5 to 8 in the Dunstable area, of between 63% and 65% and the reducing roll within Brewers Hill Community Middle School will impact upon the financial viability of the school, which will subsequently impact upon the education standards at the school.

The proposed closure of Brewers Hill Community Middle School supports the Council's need to manage the supply of school places in the Dunstable area.

Further information can be found within the reports to the Council's Executive dated 4 February 2014 and 27 May 2014. These are available on the Council's website - [www.centralbedfordshire.gov.uk/executive](http://www.centralbedfordshire.gov.uk/executive)

## 6 – School size, pupil numbers and admissions

Brewers Hill Community Middle School provides school, places for Years 5 to 8, boys and girls. It has a capacity of 480 and a published admission number (PAN) of 120

The table below shows the numbers on roll as at 9 April 2014 and the projected numbers on roll for September 2014 and 2015.

- The projected numbers are based on a number of assumptions –
- Beecroft Lower School is approved to become a primary school from September 2015 and that it and Lancot retain all of their Year 4 pupils into Year 5.
- All of the Year 5 pupils transfer into Year 6 in 2015.
- Approximately half of the parents with Year 6 children in 2014/2015 make a secondary application to a local secondary school for September 2015.
- All pupils in Year 7 in 2014/2015 stay on into Year 8 in September 2015, although parents could make an in year application into Year 8 in any of the local secondary schools.

Year Group	Current	Projected September 2014	Projected September 2015
5	62	41	0
6	57	62	42
7	29	29	31
8	28	29	29
<b>Total</b>	<b>176</b>	<b>162</b>	<b>102</b>
<b>Capacity</b>	<b>480</b>	<b>480</b>	<b>480</b>
<b>% surplus places</b>	<b>63%</b>	<b>66%</b>	<b>79%</b>

## 7 – Displaced pupils & the effect on other schools, academies and educational institutions within the area

The tables at section 4 show the arrangements for managing student applications to a secondary school or academy in Dunstable or Houghton Regis. The displaced pupils would therefore be accommodated within

other schools and academies in the town.

### **8 – Impact on the community**

It is acknowledged that the additional services that the school provides can have an important impact on public health and be of benefit to the local community. These services will become increasingly unviable as the pupil numbers at the school fall significantly. The Council will continue to ensure that, where appropriate, services are expanded at schools and academies in the area that are increasing their capacity as a result of a change in age range.

It is also acknowledged that schools have an important role under Section 17 of the Crime and Disorder Act 1998 to work alongside a range of other agencies to ensure safety in their local communities. The Council will work with the school's governing body to ensure that community safety issues are considered and appropriate measures are put in place to mitigate any risks.

### **9 - Balance of denominational provision**

N/A

### **10 – Travel**

The balance of local provision would be sustained in primary and secondary provision in the immediate area that serves the local community, which would not impact on increased traffic.

### **11 - Education standards and diversity of provision**

Parents and carers have a right to express a preference for a particular school whereas choices are defined by viable and popular schools that are capable of being sustained in the local area, which Brewers Hill Community Middle School is not. The significant reduction in pupil numbers would inevitably impact upon the ability of the school to raise local standards and narrow attainment gaps.

### **12 - Demand**

The Council's forecasts require a minimum total number of 840 places in each year group would currently allow for parental preferences to be accommodated while also balancing the negative impact of inefficient over supply of places across the area. This does not take account of new school provision which will be needed as a result of the proposed North Houghton Regis extension, which will provide the required additional local education infrastructure as part of that development but which is not currently forecast to be required before 2017 when new primary and secondary places may be

required.

The table below illustrates the number of school places that are available across the area, in Years 5-8, on the basis of changes to age ranges in the area that have now been implemented.

Year	5	6	7	8
<b>School planning need</b>	840	840	840	840
<b>Number of places available</b>	1366	1366	1382	1382
<b>Number of surplus places</b>	526	526	542	542

### 13- Proposed admission arrangements

If the proposal to close Brewers Hill Community Middle School is approved, an application to vary the existing admission arrangements for September 2015 will be made to the Office of the Schools Adjudicator and there will be no year 5 transfer to the school in September 2015 and beyond.

After September 2015 the new secondary schools in the area will focus on a single point of entry in the normal admissions round at Year 7 and therefore the year 9 transfer point will have been removed after that date.

### 14 - School premises and playing fields

If the proposal to close Brewers Hill Community Middle School is approved the Council would be required to obtain permission from the Secretary of State if it wished to dispose of the site. The site would also have to be offered as possible site for a 'free school'.

### 15 - Equal opportunity issues

N/A

### 16- Capital

N/A

### 17 - Schools to be replaced by provision in a more successful/popular school

N/A

**18 - Schools causing concern**

N/A

**19 – Early year’s provision**

N/A

**20 – Rural Primary Schools**

N/A

**21 – Maintained nursery schools**

N/A

**22 – Provision for 16-19 year olds**

N/A

**23 - Special educational needs (SEN) provision**

N/A

**24 – Consultation concerning this proposal**

Members of the Council’s Executive, at their meeting on 4 February 2014, approved the initiation of consultations regarding the proposed closure of Brewers Hill Community Middle School, to be phased from September 2015, with final implementation in August 2016.

The consultation was launched on Monday 24 February and ran for 6 weeks until Monday 7 April 2014. The consultation was widely publicised via the local press and as follows; -

Copies of the consultation document were provided to –

- The Governing Body of the school
- The staff of the school
- The parents and carers of the school

And copies of the consultation document were made available to –

- The Member of Parliament for Dunstable
- Dunstable Town Council
- Neighbouring local authorities to Central Bedfordshire Council
- Local Roman Catholic and Church of England Diocesan Board
- The Members of Central Bedfordshire Council
- All schools and academies within Central Bedfordshire

- Trade Union representatives
- Voluntary Sector organisations
- Central Bedfordshire's Children's Trust Board

Copies of the consultation document were also available from Dunstable Library.

Seven press releases were issued advising of the consultation and the meetings that were to be held

An on-line response facility to the consultation was available on the Central Bedfordshire Council website. Responses could also be submitted by post.

During the six week period, two meetings were held at the school; the first for school staff, governors and union representatives and the second for parents, carers and the general public.

The presentation that was given at the meeting is attached at Appendix A.

Notes of both meetings which include the concerns and questions that were raised are attached at Appendix B.

In total, 291 responses were received in response to the Brewers Hill Community Middle School consultation. The results of the consultation are available at Appendix C.

Members of the Council's Executive, at their meeting on 27 May 2014, determined to progress to the publication of statutory notices and final representation period to close Brewers Hill Community Middle School, to be phased from September 2015, with final implementation in August 2016.

The reports to the Council's Executive are available on the Council's website - [www.centralbedfordshire.gov.uk/executive](http://www.centralbedfordshire.gov.uk/executive)

## **25 – Procedure for responses; support, objections and comments**

Within four weeks from the date of publication of this proposal (i.e. by Monday 7 July 2014), any person may support, object to or make comments on the proposal by sending them to Edwina Grant, Deputy Chief Executive / Director Of Children's Services via the Council's on-line facility at

[www.centralbedfordshire.gov.uk/publicstatutorynotices](http://www.centralbedfordshire.gov.uk/publicstatutorynotices)

or by post to Edwina Grant, Deputy Chief Executive / Director Of Children's Services, Central Bedfordshire Council, Priory House, Chicksands, Shefford, Beds, SG17 5TQ



## Appendix A

# **Consultation on the proposed closure of Brewers Hill Middle School from August 2016**



# Introductions

Helen Redding  
Assistant Director School Improvement

Rob Parsons  
Head of School Organisation, Admissions and Capital  
Planning

Lydia Braisher  
Admissions Manager





# Council responsibilities

Statutory duty:

- To ensure that there are sufficient and suitable places for those who want them
- Promote high educational standards
- Ensure fair access to educational opportunity
- Promote the fulfilment of every child's potential

The ability to restructure provision and close maintained schools is one power of the Council

# **Council proposals to close a maintained school**



- Decisions taken by the Council, not DfE
- Statutory five stage process must be followed
  - Consultation 6 weeks
  - Publication of legal notices
  - Representation 4 weeks
  - Determination within 2 months
  - Implementation
- Must ensure that those affected have opportunity to feed in comments

# Council proposals to close a maintained school



- Factors for the decision maker
  - Process followed?
  - **Consideration of all views submitted**
  - Impact on education standards and diversity of provision
  - Demand
  - School size
  - Admission arrangements
  - Equal opportunity issues
  - Community cohesion and community services
  - Travel and accessibility
  - Capital, premises and playing fields



## **Rationale for this proposal**

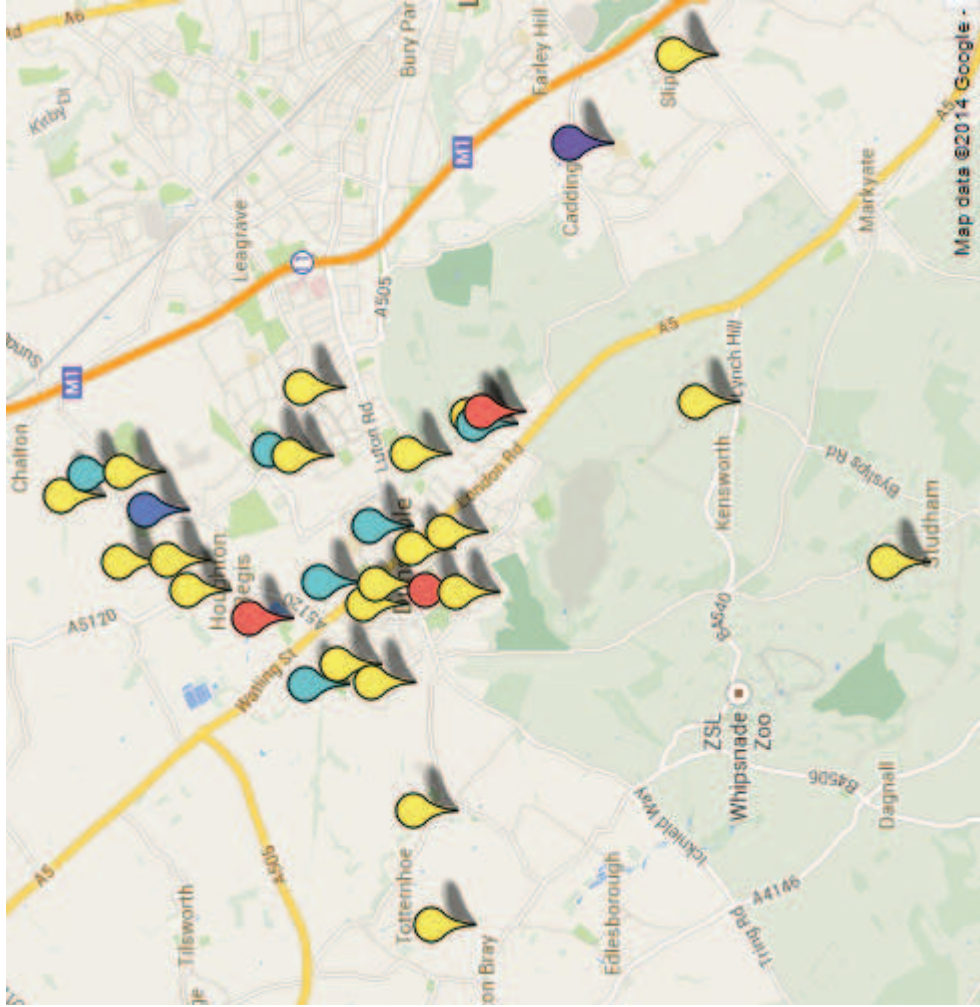
- Changing pattern of provision
- Reducing pupil numbers in the Middle Schools
- Year 5 retained in Primaries, Year 7 transfers to  
Secondaries
- School funding follows the child so resulting  
significant financial impact
- Forecast further reduction in pupil numbers will  
increase the financial impact

# Impact of changes

- Falling pupil numbers from September 2014 with reduced admissions to Year 5 and transfers to Year 7 in Secondary

National Curriculum Key stages	EYFS	KS1	KS2	KS3	KS4	KS5								
School Years	(R)	1	2	3	4	5	6	7	8	9	10	11	12	13
3 tier	Lower School ages 4 to 9		Middle School ages 9 to 13			Upper School ages 13 to 18								
2 tier	Primary School ages 4 to 11						Secondary School ages 11 to 18							

# Three tier education in Dunstable and Houghton Regis



**Lower Schools 5-9 year olds**

**Lower/Middle School 5-13 year olds**

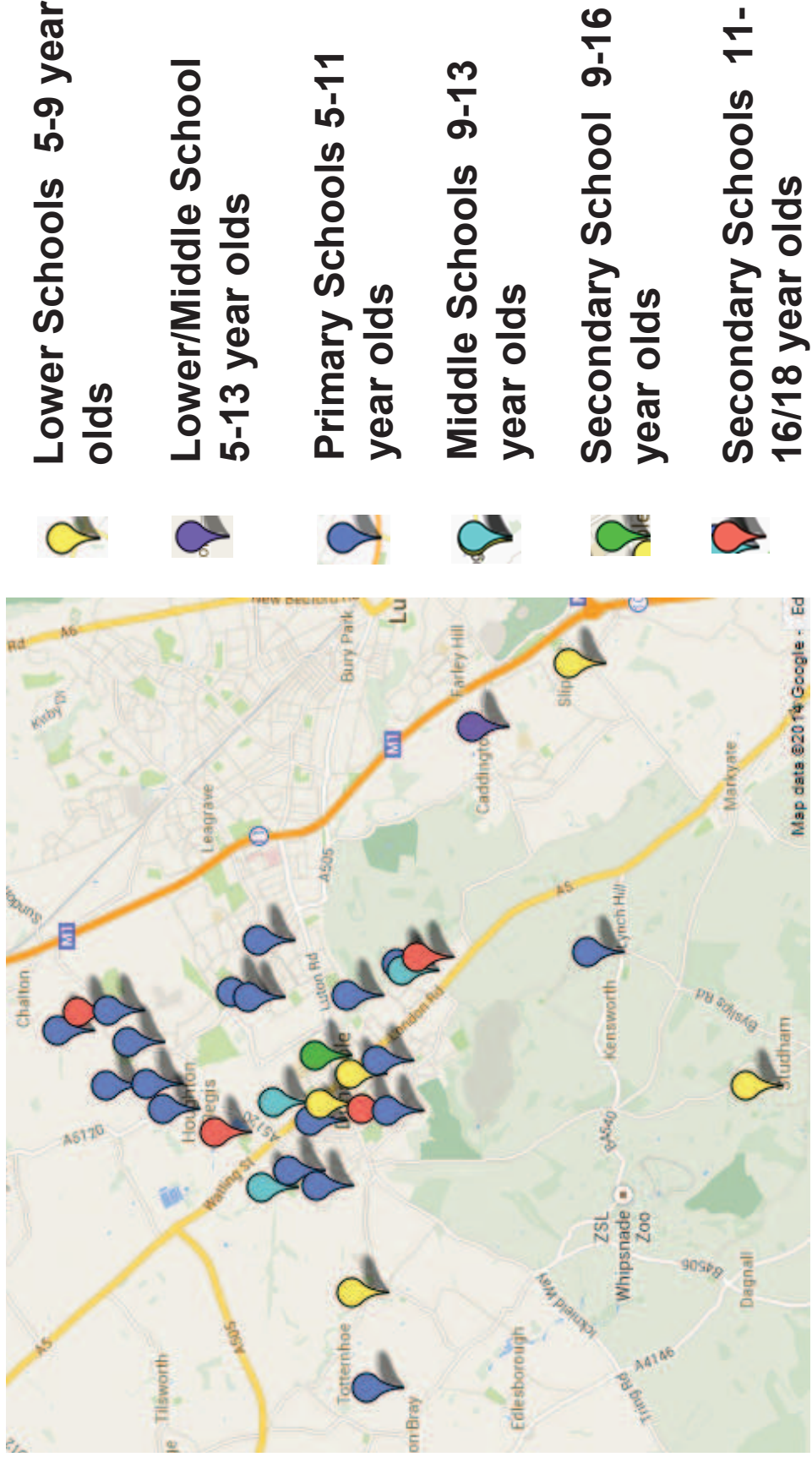
**Primary School 5-11 year olds**

**Middle School 9-13 year olds**

**Upper School 13-16/18 year olds**



# Future pattern of provision



**Lower Schools 5-9 year olds**

**Lower/Middle School 5-13 year olds**

**Primary Schools 5-11 year olds**

**Middle Schools 9-13 year olds**

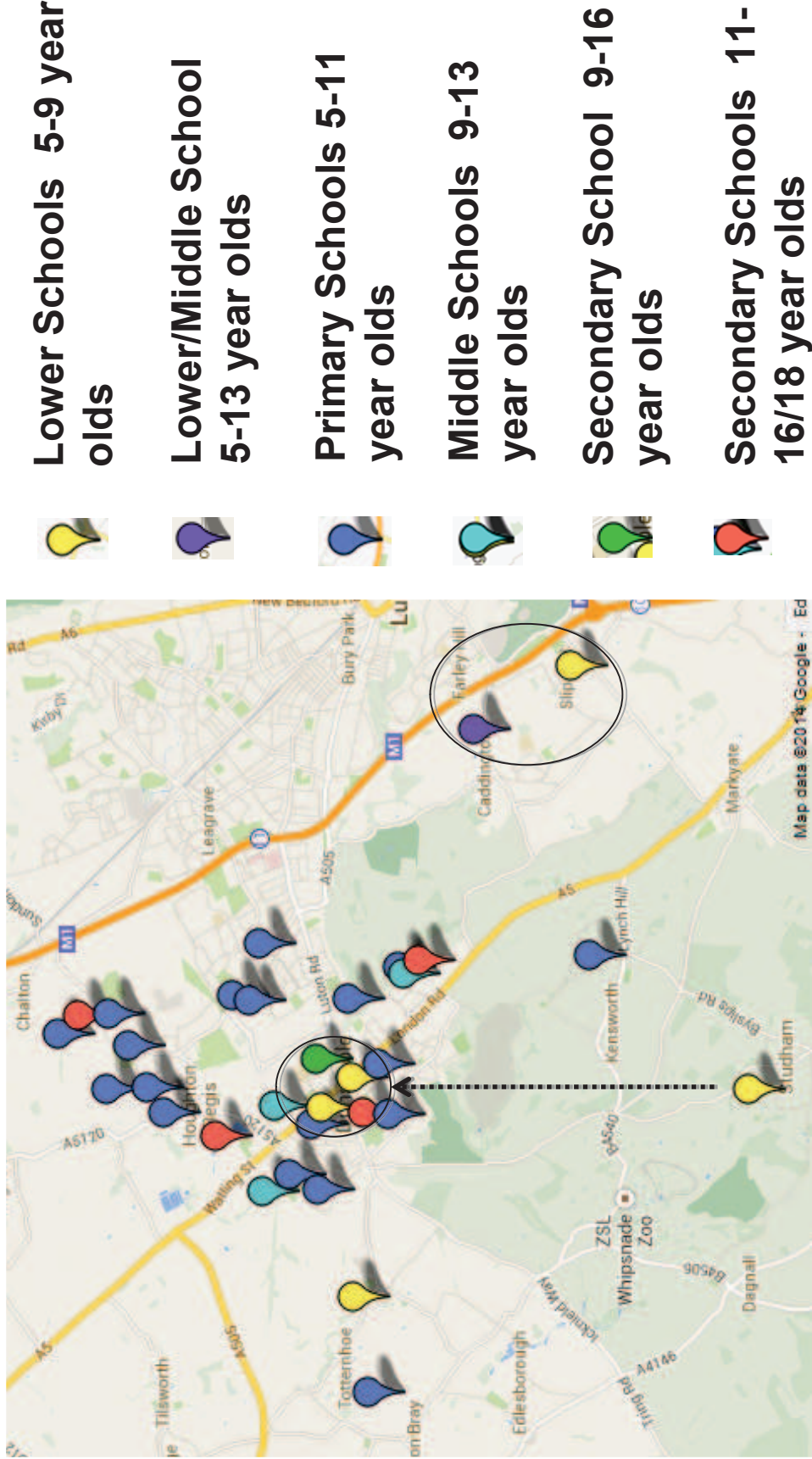
**Secondary School 9-16 year olds**

**Secondary Schools 11-16/18 year olds**





# Future pattern of provision



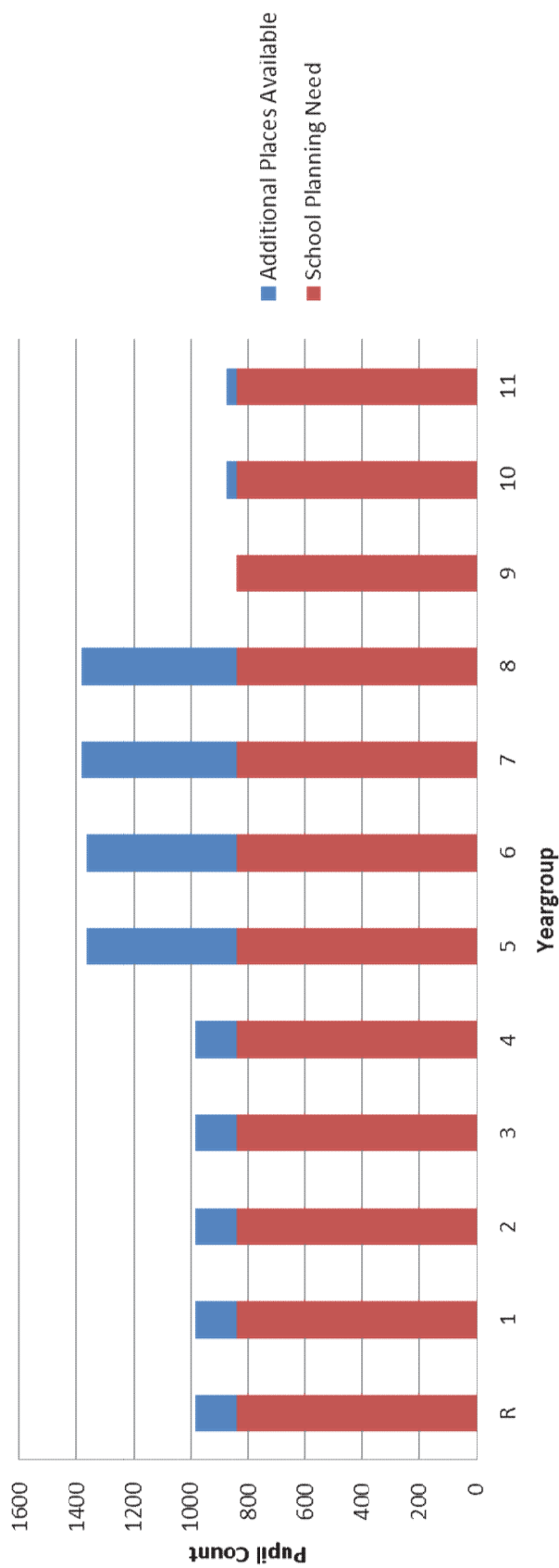




# Impact of changes

- Oversupply of places in Dunstable and Houghton Regis

School Planning Need Against Available Places





# Impact of changes on Brewers Hill Middle School

- Current number on roll 181 vs 480 places
- September 2014 - 161 pupil vs 480 places
- September 2015 – 96 pupils vs 480 places
- 2013/14 to 14/15 budget implication is a decrease of £148k (13.6%)

# The role of the School Admissions Team

Has a statutory duty to:

- To process and co-ordinate admission applications in the area
- To provide information on the admissions process and the entry points available to children in the area

## **Children due to start Year 5**

- All children who are due to start the Middle school in September this year can take up their place.
- If the decision is made to close the School, then an application will need to be made in September 2015 for a place at a Secondary school in Year 7 in September 2016 as the Middle school would be closed by the end of the academic year in the summer of 2016.

# Children currently at the school

<p>If the decision is made to close the school, the following admission options will apply to children currently at the school:</p>	
<p>Children who will be in Year 6 in September 2014</p>	<p>Will need to make an application in September 2014 to transfer to Secondary school in September 2015. Or:</p> <p>Child could continue into Year 7 in September 2015 but would need to make an in-year application in the summer of 2016 to transfer into Year 8 at an alternative school.</p>
<p>Children who will be in Year 7 in September 2014</p>	<p>Would need to make either a late application for Secondary to start Year 7 in September 2014 or apply in-year for a place in Year 8 in the summer of 2015 to start Year 8 in September 2015.</p>
<p>Children who will be in Year 8 in September 2014</p>	<p>Can continue at the school and make application in September 2014 to transfer to Upper school as normal for September 2015 or make an in-year application for a place in a Secondary school to start in the academic year of 2014/15 as a Year 8 pupil.</p>



## Council proposal – timeline

- Executive approval to commence consultation: 4 February 2014
- Statutory consultation: 24 February 2014 to 7 April 2014
- Overview & Scrutiny Committee: Wednesday 7 May 2014
- Executive consideration of responses to consultations and decision to publish statutory notices **if required**: 27 May 2014
- Representation period: 9 June 2014 to 7 July 2014
- Determination by Executive: 19 August 2014



# Consultation Document

- Available from School, Council, Local Library, Council website.
- Responses either on-line (preferably) or via post
- Closing date – Monday 7 April 2014
- Frequently asked questions
- **Your questions .....**

## Notes from staff briefing held at Brewers Hill Middle school on Tuesday 25 February 2014

<b>Title of meeting:</b>	Notes from staff briefing held at Brewers Hill Middle School	
<b>Date/Time:</b>	25 February 2014 at 4.00 pm	
<b>Attendees:</b>	<u>Central Bedfordshire Council</u> – Helen Redding, Assistant Director School Improvement Rob Parsons, Head of School Organisation, Admissions & Capital Planning David Waller, Senior Human Resource Manager Lydia Braisher, Admissions Manager Sue Barrow, Information Manager	<u>Union Representatives</u> – Tim Rawsden – NASUWT Bridget Fordham – ATL Martin Foster - GMB
<b>Venue:</b>	Brewers Hill Middle School, Aldbanks, Dunstable	

A presentation was given by the officers of Central Bedfordshire Council regarding the proposal to close Brewers Hill Middle School and the consultation process that is being undertaken.

The officers advised that the proposed closure of the school was based upon the

- Changing pattern of provision
- Year 5 retained in Primaries, Year 7 transfers to Secondaries
- Reducing pupil numbers in the Middle Schools
- School funding follows the child so resulting significant financial impact
- Forecast further reduction in pupil numbers will increase the financial impact

Questions were then invited.

Below is a summary of the questions and issues that were raised by the staff.

Question	Response
Due to the process that the school went through last year, to become an academy within the Barnfield Federation, is the school being given an opportunity to consider any other change?	The Governing Body are able to bring forward an alternative proposal in response to this consultation.
Can the lower schools, that have changed their age range, provide the facilities that are needed for the curriculum e.g. science labs?	At the meetings held during the lower school consultations many parents asked whether the lower schools would be able to deliver the full primary curriculum. The

### Central Bedfordshire Council

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

**Telephone** 0300 300 8000

**Email** [customer.services@centralbedfordshire.gov.uk](mailto:customer.services@centralbedfordshire.gov.uk)  
[www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk)



	schools were able to assure them that they would.
Why are you proposing to close Brewers Hill, which is an Ofsted 'good' school, when the secondary schools 'require improvement'?	<p>The proposal to close the school is based upon the viability of the school, which affects the ability of the school to deliver the curriculum. It is not based upon the current standard of the school.</p> <p>The secondary schools in the town are making good progress.</p>
Did the Council consider the over supply of places when it approved the change of age ranges for the Dunstable and Houghton Regis schools?	The Council allowed maintained schools to bring forward proposals to change their age range in order to give those schools the same opportunities as were available to academies within the area. The supply of places was one of the factors that was considered when decisions were made by the Secretary of State (for academies) and by the Council (for maintained schools).
Are the primary schools undersubscribed? Will any of them be closed?	Some lower schools that have converted to primary are predicted to have lower numbers for year 5 in September 2014. This is a trend seen elsewhere in the first few years of a school's transition to a new age range but we expect numbers to rise in subsequent years as parents grow in confidence.
Are academies allowed to do what they like? Academies appear unaccountable and Council maintained schools are therefore at a disadvantage	Academies are accountable to the Secretary of State who will intervene in any that are underperforming or are significantly undersubscribed and therefore unviable.
The letters that have been sent out to parents of current year 6 students regarding admissions have been misleading and parents have raised their concerns with staff. If the letter had been properly written we would not be losing so many pupils. The school should have been privy to any letters that were due to be sent out to our parents.	<p>The School Admissions service has a duty to advise parents of a change to a transfer point. We therefore needed to advise parents that there will be no coordinated year 9 transfer into Manshead or Queensbury from September 2016.</p> <p>The letters invited parents to contact the Admissions helpline. Many did contact us and we were able to assist them.</p>
By forcing children into bigger schools, with much older children, you are forcing them to grow up too quickly.	All of the schools that have proposed an extension to their age range have had to demonstrate how they will manage the increased age range and provide the pupils with a good education. If we have any



	<p>concerns about a maintained schools ability to subsequently do this, we will intervene. If we have any such concerns about an academy we can take these to the DfE's Regional Commissioner.</p>
<p>Comment from union representative</p>	<p>Please feedback to the consultation with the enthusiasm for the school that you have shown today.</p> <p>It is not a losing battle. Twice we have been close to inevitable closure decisions which were subsequently over turned.</p> <p>Tell the Council's elected members of your views by responding.</p>

Appendix B

**Notes from public meeting held at  
Brewers Hill Middle School on  
Tuesday 4 March 2014**

<b>Title of meeting:</b>	Notes from public meeting held at Brewers Hill Middle School
<b>Date/Time:</b>	4 March 2014 at 7.00 pm
<b>Venue:</b>	Brewers Hill Middle School, Aldbanks, Dunstable

A presentation was given by officers of Central Bedfordshire Council regarding the proposal to close Brewers Hill Middle School and the consultation process that is being undertaken.

Helen Redding, Assistant Director School Improvement

Rob Parsons, Head of School Organisation, Admissions & Capital Planning

Lydia Braisher, Admissions Manager

The officers advised that the proposed closure of the school was based upon the

- Changing pattern of provision
- Year 5 retained in Primaries, Year 7 transfers to Secondaries
- Reducing pupil numbers in the Middle Schools
- School funding follows the child so resulting significant financial impact
- Forecast further reduction in pupil numbers will increase the financial impact

The officers encouraged everybody to respond to the consultation.

Questions and concerns were invited.

Below is a summary of the questions and concerns that were raised

<b>Question</b>	<b>Response</b>
If the decision is made to close the school, can the Governing Body appeal the decision?	The Governing Body can appeal to the Schools Adjudicator within four weeks of the decision being made. There is no right of appeal on the determination made by the Schools Adjudicator.
If the decision is made to close the school, and the teachers all leave, who would support the children and what would happen to their education?	The Council would work in partnership with the school to support the process and to provide support to the children The Council would also commission any additional support that is required.
What would happen to the staff if the school closes?	With the reduced budget that the school have for 2014/15, the school's Governing Body will have to consider its staffing budget with effect from September 2014, irrespective of the outcome of the closure proposal.

	If the school faces closure, the Council will provide HR support to the school and to the staff.
This is not a 'failing' school, why is this school facing closure?	The proposal to close the school is based upon the viability of the school, which affects the ability of the school to deliver the curriculum. It is not based upon the current standard of the school.
Could just one middle school remain open?	There is a 65% surplus of places within the area in years 5-8. There is no demographic demand for these places to be retained in the area.
Why were the parents of year 4 children not advised of this proposal before they were asked to submit their choice for year 5?	Figures from the admission process, which closed on 15 January 2014, were used to confirm the numbers of pupils that were due to move to the school in September. This then gave us the information we needed regarding the future viability of the school.
How will the decision be made regarding the proposal? What will be the criteria?	The Council is required to follow the guidance produced by the Department for Education for decision makers. This includes consideration of all of the responses to the consultation.
You are taking away our choice. By forcing children into bigger schools, with much older children, you are forcing them to grow up too quickly.	All of the schools that have proposed an extension to their age range have had to demonstrate how they will manage the increased age range and provide the pupils with a good education. If we have any concerns about a maintained schools ability to subsequently do this, we will intervene. If we have any such concerns about an academy we can take these to the DfE's Regional Commissioner.
The letters that have been sent out to parents of current year 6 students regarding admissions have been misleading and parents have raised their concerns with staff. If the letter had been properly written the middle schools would not be losing so many pupils.	The School Admissions service has a duty to advise parents of a change to a transfer point. We therefore needed to advise parents that there will be no coordinated year 9 transfer into Manshead or Queensbury from September 2016.  The letters invited parents to contact the Admissions helpline. Many did contact us and we were able to assist them.
Have the children from the new development north of Houghton Regis been included in the projected numbers?	This will be provided either within or adjacent to that development, providing school places local to the new communities in north Houghton Regis, when they are required
How can village schools stay open, with very low numbers?	School funding regulations changed last year and each school now receives a uniform lump sum, plus additional funding based upon the number of pupils they have.  Small schools that struggle to stay open often go into partnership with other schools in order to remain viable.



<p>Can parents change their mind?</p>	<p>Yes, parents can change their preference and submit a late application</p>
<p>This is scaremongering and nobody has been asked to vote for either 2 tier or 3 tier across the town. Nobody has voted for this closure. The council will not listen.</p>	<p>Academies and schools within Dunstable and Houghton Regis have brought forward their own proposals to change their age ranges. They were able to justify these proposals and show evidence of parental support to the Council who is the decision maker for Council maintained schools and to the Department for Education for academies.</p> <p>This not a referendum, there is no voting process. This is a consultation and we encourage everybody to submit their responses.</p>
<p>Why has the Council not driven all of the changes?</p> <p>Academies are competing for our children. Feeder schools are in partnership with other schools. The mess within the town is due to the lack of partnership working between schools.</p>	<p>The Council is no longer able to drive system wide change and schools are now largely in control of their own destinies. The Council has not been the decision maker for the changes that have happened in academies, but the Council decided to give our maintained schools the same freedoms that were available to academies.</p> <p>Following recent changes to school regulations by the Department for Education, all maintained schools can now change their age range by up to 2 years without any recourse to the Council.</p> <p>The Council retains responsibility for ensuring the provision of school places.</p>

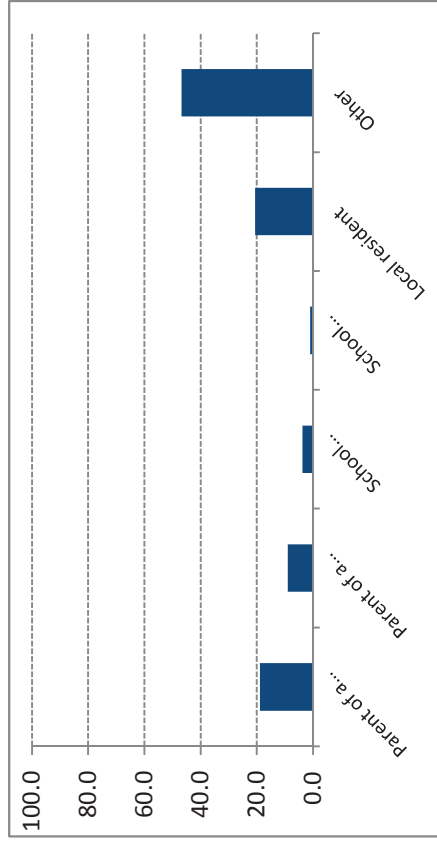
At the close of the meeting, everyone was encouraged to respond to the consultation.

Appendix C

Brewers Hill Final Results  
Based on 291 responses

Q1 - Are you a:

	Frequency	Percent	Valid Percent
Valid			
Parent of a child/children at Brewers Hill Middle School	55	18.9	18.9
Parent of a child/children at another school in the area	26	8.9	8.9
School employee of Brewers Hill Middle School	11	3.8	3.8
School employee of another school in the area	3	1.0	1.0
Local resident	60	20.6	20.6
Other	136	46.7	46.7
Total	291	100.0	100.0



**Q1.a - Please specify:**

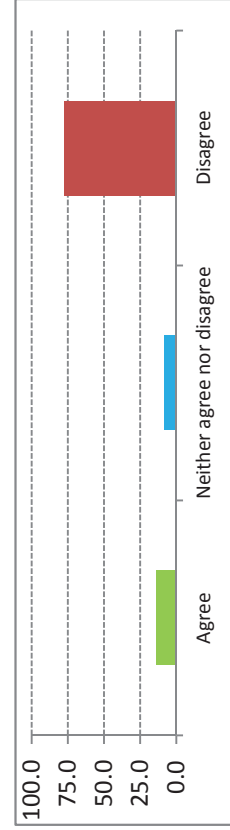
	Frequency	Percent
Valid		
Also parent of a child at Queensbury Ashton	1	0.8
beecroft lower school my daughter is due to start at brewers in september 2014	1	0.8
Brewers Hill Middle School child	14	11.4
child at BHMS	1	0.8
child going to be going to brewershill	1	0.8
ex pupil	3	2.4
ex-pupil - now at Queensbury Academy	1	0.8
Former teacher at the school	1	0.8
foster carer of a child at brewershill and another child at another school grandparent	1	0.8
I am an ICT Trainer/assessor who spent several months training and assessing the learning support staff i went to the school and loved it.	3	2.4
Potential pupil	1	0.8
Previous Teacher at Brewers Hill pupil	1	0.8
pupil at Brewers Hill	85	69.1
Teacher	3	2.4
Worked at the school until 2007	1	0.8
Total	123	100.0

**Q2 - If you are the parent of a child/children currently at another school, or the employee or governor of another school, please tell us which school**

	Frequency	Percent
Valid		
Ashton Middle	1	3.7
Beecroft	6	22.2
Dunstable Icknield Lower School	1	3.7
Greenleas	1	3.7
Houghton Regis Primary School	1	3.7
Lancot	2	7.4
Lancot Lower	10	37.0
Lancot Lower & Streetfield Middle	1	3.7
priory queensbury	1	3.7
Queensbury	1	3.7
The Chiltern School	1	3.7
Totternhoe lower school	1	3.7
Total	27	100.0
Missing	264	
Total	291	

**Q3 - Do you agree or disagree with the proposal to close Brewers Hill Middle School**

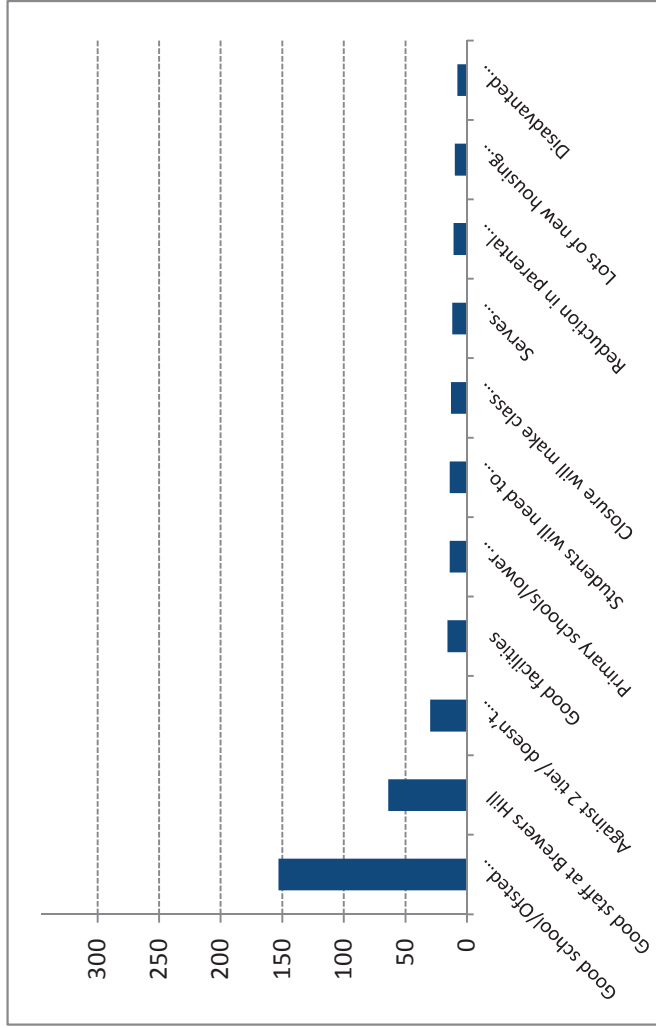
	Frequency	Percent	Valid Percent
Valid			
Agree	40	13.7	13.9
Neither agree nor disagree	25	8.6	8.7
Disagree	223	76.6	77.4
Total	288	99.0	100.0
Missing	3	1.0	
Total	291	100.0	





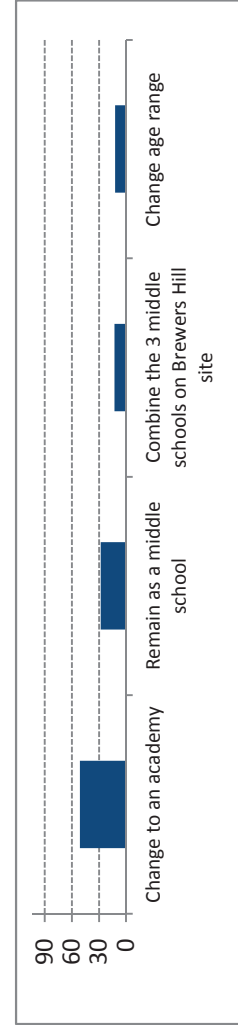
**Q4 - Please give your reasons why you agree or disagree with the proposal to close Brewers Hill Middle School**

Topic	Frequency
Valid	153
Good school/Ofsted rated as good	64
Good staff at Brewers Hill	30
Against 2 tier/ doesn't want child mixing with 16yr olds	16
Good facilities	14
Primary schools/lower schools don't have the facilities needed	14
Students will need to travel further to get to school	13
Closure will make class sizes bigger	12
Serves community/Good reputation in the community	11
Reduction in parental choice	10
Lots of new housing coming to the area will mean a need for new school places	8
Disadvantaged children/SEN attend	



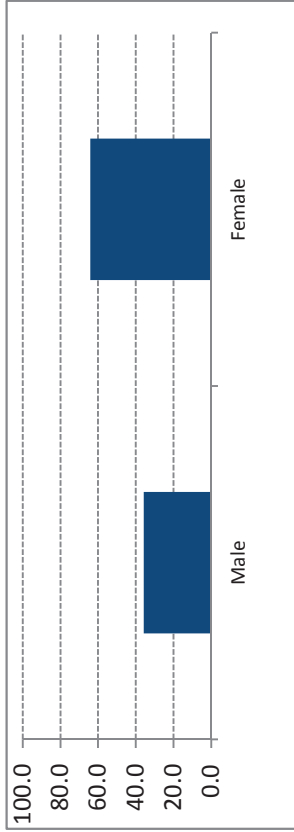
**Q5 - Please use the space below to suggest any alternatives to closing the school or make any other comments you would like to make about this proposal.**

Topic	Frequency
Valid	51
Change to an academy	28
Remain as a middle school	13
Combine the 3 middle schools on Brewers Hill site	13
Change age range	12



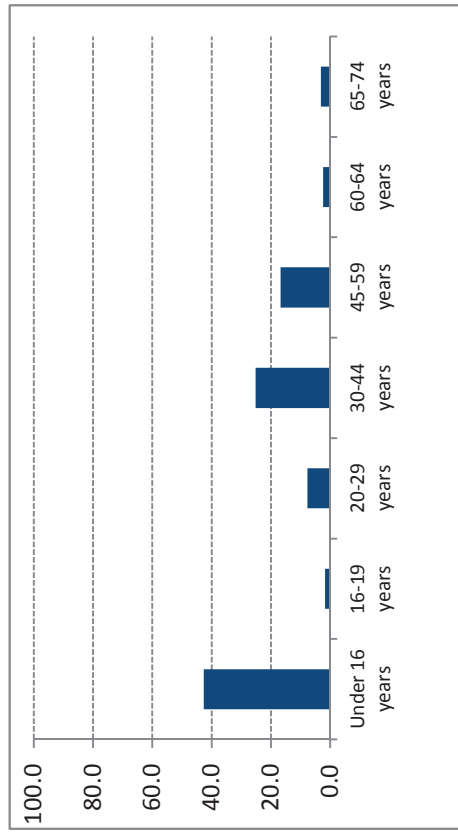
Q6 - Are you

	Frequency	Percent	Valid Percent
Valid Male	103	35.4	35.9
Female	184	63.2	64.1
Total	287	98.6	100.0
Missing	4	1.4	
Total	291	100.0	



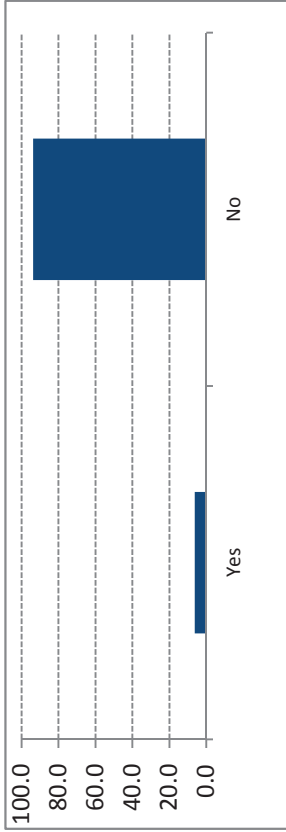
Q7 - What is your age?

	Frequency	Percent	Valid Percent
Valid Under 16 years	122	41.9	42.7
16-19 years	5	1.7	1.7
20-29 years	22	7.6	7.7
30-44 years	72	24.7	25.2
45-59 years	48	16.5	16.8
60-64 years	7	2.4	2.4
65-74 years	9	3.1	3.1
75 years +	1	.3	.3
Total	286	98.3	100.0
Missing	5	1.7	
Total	291	100.0	



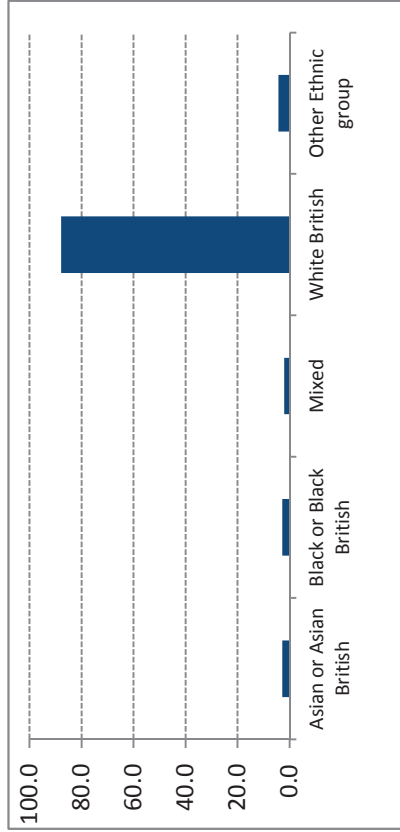
**Q8 - Do you consider yourself to be disabled?**

	Frequency	Percent	Valid Percent
Valid Yes	17	5.8	6.3
No	255	87.6	93.8
Total	272	93.5	100.0
Missing	19	6.5	
Total	291	100.0	



**Q9 - To which of these groups do you consider you belong?**

	Frequency	Percent	Valid Percent
Valid Asian or Asian British	8	2.7	2.8
Black or Black British	8	2.7	2.8
Mixed	6	2.1	2.1
White British	247	84.9	87.9
Other Ethnic group	12	4.1	4.3
Total	281	96.6	100.0
Missing	10	3.4	
Total	291	100.0	



Q9.a - If other, please specify:

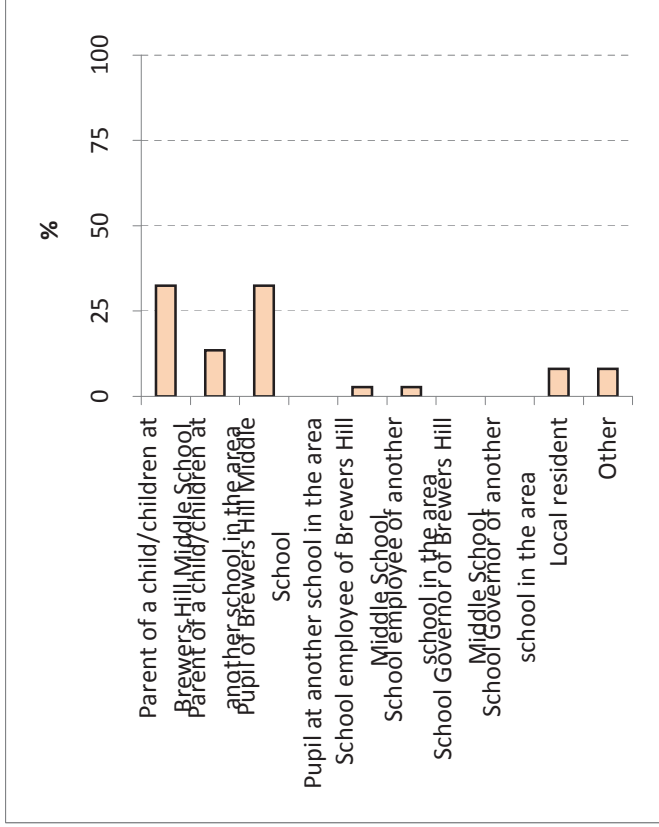
	Frequency	Percent	Valid Percent
Valid			
African	1	.3	9.1
Greek	1	.3	9.1
None supplied	1	.3	9.1
Not disclosed	1	.3	9.1
Not supplied	1	.3	9.1
Polish	1	.3	9.1
Romanian white	1	.3	9.1
Traveller	1	.3	9.1
Undisclosed	1	.3	9.1
White Irish	1	.3	9.1
white, black caribbean	1	.3	9.1
Total	11	3.8	100.0
Missing	280	96.2	
Total	291	100.0	

# Appendix B

## Brewers Hill final results Based on 37 responses

Q1 - Are you:

Valid	Frequency	Percent
Parent of a child/children at Brewers Hill Middle School	12	32.4
Parent of a child/children at another school in the area	5	13.5
Pupil of Brewers Hill Middle School	12	32.4
Pupil at another school in the area	0	0.0
School employee of Brewers Hill Middle School	1	2.7
School employee of another school in the area	1	2.7
School Governor of Brewers Hill Middle School	0	0.0
School Governor of another school in the area	0	0.0
Local resident	3	8.1
Other	3	8.1
Total	37	100.0

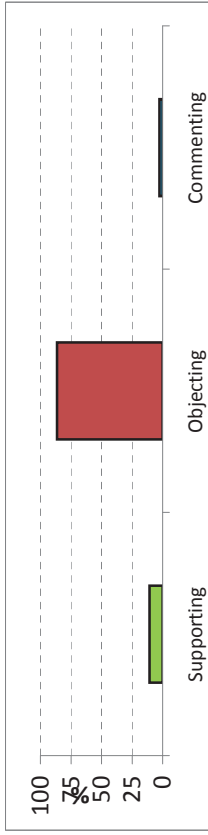


Q1.: If other, please specify

Valid	Frequency
Ex employee of BHMS	1

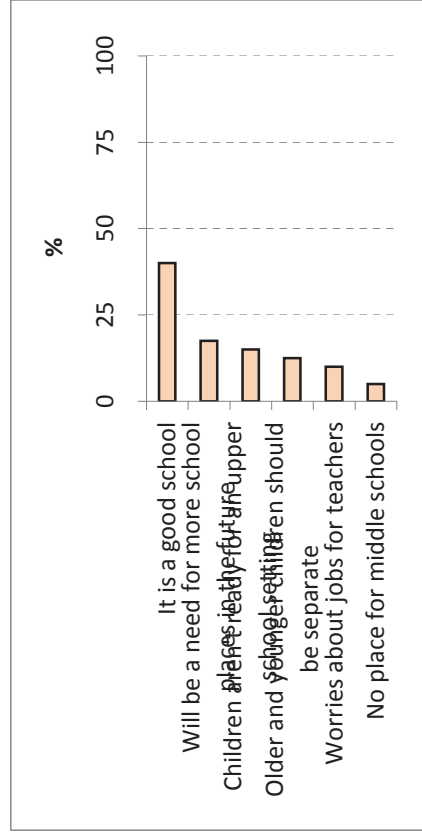
**Q2 - Are you:**

	Frequency	Percent
Valid		
Supporting	4	10.8
Objecting	32	86.5
Commenting	1	2.7
Total	37	100.0



**Q3 - Please provide your comments below**

	Frequency	Percent
Valid		
It is a good school	16	40.0
Will be a need for more school places in the future	7	17.5
Children aren't ready for an upper school setting	6	15.0
Older and younger children should be separate	5	12.5
Worries about jobs for teachers	4	10.0
No place for middle schools	2	5.0
Total	40	100.0



**Question three detailed responses:-**

A supportive school which promotes good progress for all pupils in its care; it has been rated good by ofsted and it is a poor decision to close when demand for school places on the area is due to increase.

As a child growing up i experienced education at primary middle and secondary schools in their own individual establishments. The experience each age group needs to have can only be achieved in this way by keeping all educational establishments seperate. I personally feel that experience aswell as education is vital for children to develop accordingly. There is no real transition when educational institutes are combined. The excitement and joy my eldest experienced when leaving primary to join a middle school was very much apparant. Her behaviour matured aswell as her thinking. I remember myself at that age and how important i felt when making this transition. I really do feel that educational establishments should continue in their own age related tiers. My reasons for opposing may not seem old fashioned or irrelevant because education is paramount here but at the same time i truly believe the mind must be nurtured in order for education to be successful. Therefore i am v ery much against schools being combined in the way that is being planned as there will be no visible transition. I also dont like the idea of younger children mixing with older children. Yes entrance and exits may be different but at some point paths will cross. I feel safety will be compromised. Age groups should be kept seperate for their safety aswell as our peace of mind. Budget wise this may make sense to the council but our children should not be seen as a financial figure but as individuals we must help mould in order for them to become the beginning of a more promising future.

As a parent i beleive it is very important to allow my daughter to continue her education in school rated good by ofsted. My daughter is thriving at Brewers Hill. Brewers Hill is our local school and i beleive it to be a vital part of our community.

At BHMS I have experienced lots of things, one is that when we do P.E. we have first class sports facilities, as well as DT, textiles, art and cooking rooms, we also have science labs. As a school we were graded 'good' by Ofsted. On the other hand, schools like All Saints have 'room to improve'. If middle schools are closed, more people might be home schooled. I do not agree with the middle school closure, because if school like Brewers Hill gets closed for not having enough pupils then you build houses on our land, then surely you would need more schools for the pupils living there ? Children who stay in lower school until they are in year 6 have a disadvantge because they do not have changing rooms which means the boys and the girls have to get changed together. Also the pupils in year 6 will be treated like babies and will not have enough time to mature before going into year 7. So what are you as the council going to do about it? I suggest that yo u close all the failing schools or the schools that are not doing very well.

Brewers Hill has been the best school for me. It has helped me with a lot of stuff so I'm repaying the favour to not shut the school down. There has to be a mistake in the programmes because I can't see why you would want to shut down a great school. This school has been around for ages, it holds great memories from people's childhood. Brewers Hill was rated 'good' by Ofsted and any parent will tell you that this school should not be shut down, just like any other school in this area. It is well built and every staff member will need a new job, so what are you going to do about it? The place is well organised, so please don't shut it down, because not every parent will be able to pay for new uniforms etc. If we went to school with older puils we would be cautious in extra curriculum activites like dodge ball and other ball games where they are a lot stronger than

us. Middle schools have to be made to separate different needs and ages. I hope this persuaded you to stop your plans and discontinue the middle school changes, thank you for your time.

Brewers Hill is a good school which offers not only the smaller classes which allows our children to learn and progress better but also a very well managed after school club facilities for us parents who work full time. I have serious concerns on how our Dunstable schools are going to be able to cope with the suggested closures and the number of students that will require places within the schools remaining. Priory for instance is already bursting at the seams with the amount of children per class and from what I hear this has a serious affect on children that are not academic and struggle more than others as they do not receive the focus and attention needed. The upper and lower schools remaining apart from possibly Manshead have no room for extension to make room for extra pupils so where will this leave our children? I am not happy as a working mother to have my daughters walking miles to get to school and back especially with the current violence etc which is happening and threats with abduction. Parents deserve to know what is going to be available for pupils currently attending Brewers Hill, will all pupils be accommodated at All Saints or will they have to make their way to the other end of town? What will these other schools be offering in the way of after school clubs for working parents?

Brewers Hill Middle School really is in the heart of our community. The school boasts excellent facilities and has close links with Creasy Park football Centre, these are valuable assets in our community. The school continues to improve its standards despite being in a deprived area of Dunstable, currently rated GOOD by Ofsted. Most of the children attending BHM School live in walking distance of the school, walking to and from school is to be encouraged. Firstly because in our nation of overweight people, this supports the government champagne of healthier living. Secondly, children walking to school also avoids additional traffic going through Dunstable.

Can the council confirm how they will upgrade facilities at lower schools (years 5 and 6) to ensure that children are continually supported in development. I have a child at Brewers Hill and another child in lower school (which is converting to primary), the gap between the facilities is astonishing. Primary schools do not have science labs, specialist gyms, sports equipment, changing rooms or fully equipped IT suites. I would assume the council will be providing these schools and the upper schools that are extending ranges with additional funding to close the gap. Two questions, based on this point: 1. If the above is correct why, can that funding not be directed to Brewers Hill (who already have the facilities) to support the school until numbers increase 2. If the schools (with extend age ranges) are not being granted any additional funding, how are the local council going to ensure children in years 5 and 6 learn properly and in line with the curriculum

How can the council close schools whilst developers continue to build housing estates. What does this mean for the remaining schools. Can you guarantee these won't become oversubscribed and affect our children's education. Far too much pressure is put on children as it is without making it harder for them to learn!



I am a current pupil at Brewers Hill Middle School and have been for the last 3 years. In this time I have learned a lot about the school, therefore, I am unsure why you wish to close such a wonderful school. I do not agree with the closure because us pupils at Brewers Hill will have no place to learn from, because here we get the help we need, its a very bad idea to close the school. I suggest the school should be left as it is so the pupils here get the help they need at Brewers Hill, because if we don't it will be unfair, also it will be unfair to take our school away from us. I don't get why you want to close our school down because our school is out of the way and there are plenty of other building that are closed that can be built on, why does it have to be Brewers Hill, its a wonderful school, there is no better school than Brewers Hill so I suggest you go find a different school or builing to build on because Brewers Hill is not ready to close dow n. Brewers Hill is also a good place to soulate with other people for example we can talk to teacher when we need someone to talk to or we could talk to friends that is why Brewers Hill should not be closed. I think middle schools are good because you get better education for when you go to upper schools it helps us with the lessons upper in life. Here are some questions I would like an answer for; Why does it have to be Brewers Hill closing? Whats wrong with Brewers Hill? Why do you want to close our school?

I am a current pupil of BHMS and have been since 2011. I am confused as to why you choose to close the school. It is a wonderful place to be, as it is one of the few times I see my friends . I can see why you're doing it, but why bring back a system already in use in London that is over 50 years old. Due to the fact that you are closing middle schools, families may have to move out of Dunstable to find a new school, because the search for a new school will have 4 less schools on the list. If you know the building down, what will you do with the land? Houses are already being built, we have enough shops and because of the new houses we need schools. Another problem is, where can teachers go to work after the middles schools close. Our Oftsed of 'good' is the best in Dunstable , yet you are contemplating closing us down. The only solution I can think of is to turn Ashton, Streetfield, Caddington and Brewers Hill into academies.

I am currently a pupil at BHMS and have been here for the last 2 years. In this time I have achieved more levels and also I have been doing and achieving much more too, like getting certificates for stuff like pupil of the week, attendance prizes and other things. Therefore I an unsure as to why you wish to close down such an awesome school. I do not agree with the school closure because if I just went to upper school, after lower school, I will not learn as much, also there are things I am not ready for in upper school, like very hard work, hard homework, more homework and the one thing no one my age is ready for GCSEs ! I suggest that we should keep middle schools open, because children will learn more, children will achieve more and also children will understand more, children will know more, and children will be more and more ready for upper school, ESPECIALLY GCSEs. I think the school is awesome because there are lots and lots of very kind people here and very polite and very well behaved people here. Also I do not think the school should be closed because we have professional teachers so we can have an awesome life when we get older and who else are they going to use their professionl knowledge on if they cannot find anywhere else to go to teach children. If they actually cannot find anywhere else to go then they did all that learning for nothing and I will not see any of my friends ever again amd I am not ready to go to upper school especially I am not ready for GCEs and INJECTIONS

I am currently a pupil at BHMS. I have attended this school for the past 3 years and learnt a lot. I feel I have grown in this school therefore I do not want you to close the school because it gives pupils the opportunity to grow and mature. I don't agree with your proposal, because it doesn't benefit the children, adults or parents/carers in the area. This closure will affect the children, but subsequently the adults and also this is going to have a big effect on teachers. Where will they get their jobs? That's why I suggest we keep the middle schools, so that pupils like me get to grow in an environment where other children are growing at the same pace and also feel that they're still children. My personal experience is that middle schools give learning skills to children that you don't get in upper or primary schools. They give you growth, maturity, respect and many more experiences! For example at middle school I was given more responsibilities. So what I'm trying to say is that children need time to grow up. If you take the middle schools away children will have to grow up quicker than they should. If they decide to leave the area, the population of Dunstable will go down. Qualified teachers' talents will not be in use anymore, they might become teaching assistants, who knows. Not forgetting the parents, if you knock down the building the parents/carers will have to find a new school. If you close this school, what will you use all this land for? Building more houses? If the upper and primary schools are all full, what will the parents/carers do? Would they need to move out of Dunstable, what about the children? If everyone leaves, businesses will die out in Dunstable, because of the population. In primary school children wouldn't mature and they'll be treated like babies which will impact on the way they act in upper school. They wouldn't have much responsibility, they will expect adults to help them with their lunch and children would still want to sit on teachers' laps. In addition children may feel intimidated by the older pupils. They would feel left out and alone, that's why I believe if you close the middle schools you wouldn't be doing anyone any favours. Middle schools give children growth so that they have the ability and skill to go on further in life. Is your choice!

I am currently a pupil at BHMS. I have only been here for 9 weeks. During this short period of time I have experienced many educational but fun lessons. Some being cooking my own pasta dish, a variety of safe experiments in science, making our own movie trailer and taking part in 2 amazing art days. Therefore I am unsure as to why you wish to close such a perfect school. If middle schools across Dunstable were to close the loss of education would increase massively. For example, a child attending a middle school that gets closed may struggle getting a place at a local primary/secondary school. So they may have to join another school further away, this could cause many problems for the family. Personally I would feel very uncomfortable staying in a primary school until I was 11. I feel I would be babied and not treated my age. This could affect the amount of education I receive. Then going from a school where you get babied to a secondary school full of 18 year olds and being the youngest there seems to be a big change. There needs to be a middle school as this will affect many pupils learning in many different ways. One is bullying; for example if a child was being bullied, then they would not attend school as often as possible. Brewers Hill has so far helped me a lot. I have learnt so much in my little time here, it has been easy to make friends due to the small age gap in the school. I once attended a primary school whilst in yr 6 and I feel coming to a middle school has helped me to become more mature. So if middle schools are to be closed, many pupils will miss out on fantastic learning opportunities. I hope you take what I have said into consideration as Brewers Hill matters to me.

I am currently a pupil at Brewers Hill Middle School. I have been at Brewers Hill for 3 yrs and I have learnt a lot. I am going to inform you why you should not close Brewers Hill down. If you mix up different year groups things could get out of hand. There would be bigger year groups and lessons with more children in, additionally younger children could get bullied. I think that there should be a middle school because a lot of parents would have to find a new school and furthermore teachers will have to find new jobs. Also Brewers Hill have specialised teachers. All the pupils that go to Brewers Hill will suffer because it is such a good school. If you do close Brewers Hill there would be a lot of arguments because parents will not let Brewers Hill close down, they care about the school just like I do. On the other hand, it will cost a lot more money to make schools bigger, but there has to be more space to accommodate the extra children. If you do close Brewers Hill, you say that you want more people in Dunstable, but people will move to go to other schools. So do not close Brewers Hill, there are a lot of fantastic students and teachers and a lot of good things about this school. Do not close Brewers Hill Middle School.

I am currently a pupil of BHMS. I have been here for 3 years now and have not regretted a single minute of it. When I started Brewers Hill in 2011, I came up from my lower school and my family have seen it in me how much I've changed and developed as a person, how much I've learnt in 3 years is extraordinary. Brewers Hill was graded 'good' from Ofsted and we are the only school in Dunstable that got this positive comment from Ofsted. This shows me that the staff and pupils here work together to create a good and educational place to work. The things I have learnt since I have been at Brewers Hill are simply uncountable. From school work to extra-curricular activities I have learnt to work as part of a team and cooperate with different people. The reason as to why and how I have achieved so many high levels in all lessons is because of the extra tuition Brewers Hill offer in certain subjects. They helped me by understanding a problem in my work and developing it. One-to-one tuition has helped me a lot in the way I think about my work; it also got me a very good level in my SATS. The bright side of having middle schools is that its a very good stepping stone for all children coming up from lower schools as they get a lot more attention than they would at an upper school. On the other hand, the disadvantages of not having middle schools is that children from the age of reception to year 6 are having to stay in primary school, until the age of 11, which in my opinion is unnecessary. However children from upper school are going from the age of twelve, all the way up to 6th form. I don't get it why we don't just keep middle schools open as they are an excellent stepping stone for children.

I am currently at BHMS and I really think this school can't be closed. Its too good a school to be closed and if you do primary to upper school, thats too much of a big step for a child. If we keep middle schools then everyone will be joyful but if you don't its affecting our childhood and it will be a hard time for the parents and wi11 affect their jobs and then everyone will move out of Dunstable and go somewhere where they have middle schools and Dunstable will die, because people that have nothing to do with this will lose jobs or lose money or even move because they want their children to get the right education. Parents will have to leave their child home alone for 4 hours if their child goes to All Saints and you never know what your child could be doing in that big gap of time. If children do go to primary then upper they might get bullied about doing something babyish or try to be something their not, what if you don't fit in its like being an and surrounded by cats. If you do close BHMS there might be deaths and riots and most of all you're like a bully if you do this.

I feel that the school not financially-viable. Without children wanting to attend the school in large numbers, I can't see how staffing etc can be funded. Unfortunately, there is no place in Dunstable for middle schools and the powers to be at the school have not put together a robust plan to support it staying open

I fully support the proposal to close Brewers Hill Middle School. The changing nature of education in the town means that there is no need for middle school provision. The much reduced student numbers will mean that the school cannot provide a coherent curriculum that meets the needs of its pupils. The school should close as it is not educationally or financially viable.

I have been a pupil at BHMS for the past 3 years and in this time I have developed greatly as a person through activities such as; school productions, school trips, a tailored education, smaller class sizes and quality teachers who can provide a brilliant education. Therefore I am writing to question your proposition to close such a fantastic, wonderful, achieving school. I do not wish for the school to close as it will not only affect the hundreds of children who attend, but many of the families that will have to find new schools for their children. There is a drastic difference from being babied in lower school to preparing for life in the caring environment of a middle school, to finally the upper school that will be a summer haze, because of the extensive preparation you get in a middle school. Likewise, go from being babied in a primary school to be bullied in an upper school because you are not prepared. Furthermore this may cause people to leave the area to find a suitable school for their child, consequently all the new houses currently being constructed in the area will be built empty and remain empty! In addition, if people leave our wonderful town it will affect local businesses who are already struggling in today's economy. Brewers Hill is in a prime location at the heart of a thriving community. Newly constructed houses are being built near the school so when families move in and need a school for their children, they have to look no further than out of their window to see a marvellous school where any child (between 9 and 13, no matter their needs can achieve great things! Or they can gaze out of their window and stare upon a dormant, empty building that where once was the joyful sound of laughter, is now a piercing dead silence. This leads me to my next problem, what is to be done with the building? Surely you can build no more houses? As the more houses are built, the more children that you have to find a school for. Which subsequently leads me to my next point; overcrowded schools. For example, if you build a school for 100 children and then try and cram another 200 into that school, children will be worse off in terms of education, due to larger class sizes which means less focus on specific children. Our upper schools and lower schools are not built to be primary and secondary schools! Finally, please remember that BHMS is probably the best school in the Dunstable area as they are the only school to be Ofsted graded 'good'. So please, please answer me this.. why close such a phenomenal school down? . To summarise, we may not be the biggest of schools, or the most fancy, or the most wealthy for that matter, but when it comes down to the children, and to the education, we are the greatest of all time ! Thank you for taking the time to read this letter.



I have been at Brewers Hill for now for 3 years and I am concerned about the future of it. The reason for this is the school's potential closure, which I don't agree with. I also don't agree with the council of Dunstable closing all middle schools in Dunstable. One of the reasons for which I do not agree with this, is pupils my age and younger will be mixing with pupils 16+. This is a bad thing, because older pupils may smoke which can intimidate pupils my age. However smoking could be just the start. Next it could be crime, drugs and/or alcohol. The advantage for the council will be the saving of money on keeping the middle schools open, however there will also be a down side to this as parents will have to leave work while their child/children are out of school. Also, parents might not agree with mixing their children with much older students, so they could move out of Dunstable to get their child into a middle school where those rules do not apply. This would mean not many adults would shop around Dunstable so businesses will have to close down and Dunstable will die. My opinions and emotions I feel about the school closure, is that it isn't just affecting pupils and parents, but business owners and shops in Dunstable. I have learnt so many things at Brewers Hill and would greatly appreciate it if middle schools in Dunstable stayed open. In middle school you get so many opportunities to go places, such as France or even other foreign countries which in my opinion secondary schools do not offer as much of. My family have come to this school before me and said how disappointed they would be if the school was to close, as they have had so many good times here. I also have the question of what will happen to the land when all of the schools may have been demolished? At a secondary school, at lunch times there will be very little space for pupils to eat and play. I also get told now from friends that at lunch time it is regularly the case that they do not get a seat to eat their lunch. I also get told that they can barely play any games at lunch. In primary schools, children will sit on teachers laps and hold their hands when going to an assembly. Also older pupils in a primary school won't be able to play games that they would like, because of the safety of younger pupils. If this is the case then pupils won't mature until they leave to go to a secondary school, additionally, pupils could get bullied because of the way they act. They also might feel threatened or intimidated by older pupils as well as being scared going to school. So my point is closing Middle Schools in Dunstable will affect everybody.

I object to the closing of Brewers hill middle school on the basis the judgment and criteria used to evaluate closure has not been transparent or fair. Throughout the process we have been told that a number of factors would be considered before the option to close was put forward. Any evaluation of an education facility should include school performance, quality and variety of teaching, parent / child opinions as well as financial viability. It is my view that through the whole process all the council members have focused on is financial viability, there has been no consideration of children's wellbeing and progress (ultimately the most important factor here). I understand that financing of a school is an important point but by agreeing for other schools, whether under local control or central government (we must hold the council accountable for both) to extend their age ranges, a self fulfilling prophecy has been created. In simple terms by allowing other schools to expand age ranges and notifying parents (both at the school and due to attend) of the attention to consult on closure they have accelerated the reduction in pupil numbers. Its my view that this action both in its timing and approach was calculated and has resulted in a significant impact on the result of the consultation.

I object to the closure of a school providing a good education in the north of the town where little else of quality has been proposed to provide for those pupils affected.

My son has settled into Brewers Hill, even though it wasn't our choice of school, it has turned out to be for the best. He gets on with the teachers (mostly!) and enjoys the learning. He is not ready to move to a larger school which will have double the pupils compared to Brewers Hill, not ready mentally or emotionally. If Brewer's Hill was to stay open as the type of school they want to then this can only be of benefit to the students attending now and in the future. Staying here until he is 18 years old would give him continuous learning in an environment he is used to with teachers he is also used to. I fear if he does have to move schools I will have no choice to homeschool him which will have a detrimental affect on his learning as I do not have the capabilities nor the knowledge of a teacher. I hope Brewers Hill does stay open for selfish reasons yes, but, my son's education and mental welfare are very important to me and not every decision the council make can be based on money.

Some of the lower schools are not yet ready so you are forcing our children to be used as guinea pigs for these schools. Why close the only middle school that has a good Ofsted?

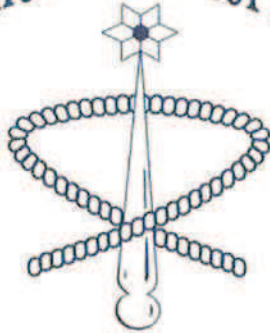
The voting process for consultation is not clear or transparent. It should be shared with the wider community (posted online) which members of the children's service council are entitled to vote and once complete who has voted for which outcome. From the information I have seen and the meetings I have been too there is a concerning political undertone to the debates, with people voting based on central government policy rather than the wellbeing and progress of the children. Lets make it clear so when we as local residents have our next vote we can be clear on which party is supporting the local community and has the interest of our children at heart.

This school has served my three children very well We are sending our youngest there in sept And feel this school is located in an ideal area

Why does the school have to be closed down, and what will happen to the students who are currently studying there?

Appendix **C**

Achievement for All



BREWERS HILL MIDDLE SCHOOL

## **Business Case**

### **For A Significant Change At Brewers Hill Middle School**

#### **School information**

<b>School name</b>	Brewers Hill Middle School
<b>School address</b>	Aldbanks, Dunstable, LU6 1AJ
<b>Establishment number and UPIN</b>	109659

## 1 - Proposal summary

The current utilisation of the present: school facility is approximately 30%. This has been sustained even though other schools have changed their age range which has affected more prominently the other schools with a similar age range in our area. We acknowledge that the school cannot be sustained in the medium term unless the age range is changed.

We have had limited time to prepare for this change as we believed we had secured a sponsor through Barnfield Academy. They had had to pull out and left us vulnerable to the changes in age range of other schools around us.

Although we would initially convert with our current age range and we have support from the community to do this we would look to change the age range of the pupils at the school to an all through school.

We are proposing a twofold change in the extension of primary education to the site where we will take in pupils at reception year aged 4 and extend the secondary provision to age 16.

The PAN (published admission number) of the school is currently 480 pupils and the revised number is 530-600 pupils. As we reach capacity we would look to add classrooms to accommodate these additional pupils.

As an all through school we would plan that the admissions will be in three phases

- Phase one - for reception will 30 children entry and looking to maintain that to year 5.
- Phase two – we will continue to offer an intake at year 5 to continue the middle school intake whilst Central Bedfordshire offers this as an admissions point. This is up to a further 30 pupils.
- Phase three – is a secondary education intake again of up to 30 pupils. Those pupils within the school would be offered preference but we expect some losses due to parental choice. We would like to offer a minimum of 30 places regardless but this would depend upon the uptake at year 5.

The only impact is that preference would be given at each entry point to pupils already in the school as we would want to offer an all through education negating the need for pupils to move schools.

## 2 - Local context

The change is in response to the changing education demographic in place in Dunstable. The governors and senior staff felt these was an alternative to the education pathways offered in Dunstable and after consulting with parents this has been confirmed. Therefore we have worked up the business case based upon two consultation periods enabling the parents, other schools and community to comment on the proposal. The outcome has been a resounding “yes” to what we want to offer. The results of the consultation are in this document.

Whilst other schools are expanding their age range creating a surplus of places, the impact per year group of this proposal is minimal bearing in the short term surplus. It is acknowledged that with the growth in the area more educational places will be required for all age groups so the long term stability of the school is assured. The impact of the other schools changing their age range



should be to reduce pupil numbers in BHMS but this has not been the case this year where as other middle schools have taken a significant reduction in their numbers. We would expect that over time the same would happen to BHMS if it remains a middle school.

The Central Bedfordshire population forecasts 2011 (a copy is in appendix A for reference URL link [http://www.centralbedfordshire.gov.uk/Images/Central%20Bedfordshire%20population%20forecasts%202011\\_tcm6-10145.pdf](http://www.centralbedfordshire.gov.uk/Images/Central%20Bedfordshire%20population%20forecasts%202011_tcm6-10145.pdf) ) shows a linear progression in the population growth. This will mean that the proposed surplus places will be used by 2018-2019. Whilst this plan shows good prudence for the short to medium term our plan allows for greater capacity to be maintained in the long term. Our plan also allows for the future growth in Dunstable, by the developments underway in Frenchs Avenue and on the old AC Delco factory site. Both of which are within a quarter mile walking distance of the school. The development comprises of many flats and two/ three bedroom homes which are likely to be populated by families with, or considering children. Parents will either have to drive to the nearest lower school Beecroft Academy where parking has just become more restricted due the changes in bus route. We know a number of parents at our school have issues parking in the locality of that school. There is a direct footpath from Frenchs Avenue to Aldbanks which would have a twofold benefit. Parents would not need to walk down Brewers Hill Road which is busy at peak times and can use the much safer foot path and there would be no need to use their cars.

It was suggested on the radio interview that many of the housing developments were planned to start in the 5 years' time but we are emphasising that many of the developments are underway and some phases are already completed. There will be sufficient capacity on the site with current proposed developments in Houghton Regis to provide capacity in the short term prior to the main development in the medium to long term. These include over 400 dwellings being constructed within two miles of Brewers Hill School:

Bloor Homes High Street North Dunstable, Phase one complete, a number of the residents have children already on our school role. Phase two is underway with 30+ houses/flats 2, 3 &4 Bedrooms, houses are being released. Phase three is also planned.

Tilia Park, Houghton Regis Phase 1 complete phase 2 underway with over 50 houses planned as 3 and 4 bedroom properties.

Eleanor Gardens 69 properties 2, 3&4 bedroom properties currently under construction and available for purchase many are already reserved.

Frenchs Avenue Dunstable 250 homes planned, where planning permission has apparently been approved, however no start date has yet been given.

There are other developments within five miles but we accept these parents may choose to send their children to other schools:

Silverbrook Markyate - 73 houses 60% already sold

Abbey Wood Park - Markyate 30+ homes again many already reserved

Chaulington (near Caddington) 325 homes planned no start date yet given.

We believe with these factors there is sufficient demand in the local area and in Dunstable development proposals to maintain demand for the school covering the period until we expect to get steady-state numbers and facilitate stability for school places for the next decade. This also

emphasises the LAs linear growth forecast is proving, with hindsight, to be low.

We educate a significant number of SEN pupils as a proportion of our overall population (approx. 30%) but we are not an SEN specific school. We just happen to be able to offer a schooling environment which allows them to grow and develop. This proposal does not alter the fact that we would wish to continue with this strategy and provide good education for all pupils. The proposal is not in response to a specific SEN request or need in the local area.

### **3 - Consultation and local support**

Schools Admission Code 2012 sections 1.42 - 1.45 inclusive.

Our consultation was conducted in two four week blocks so meets the minimum requirements. However we could not conclude both four week consultations by 1<sup>st</sup> March as required by the schools admission code as we had limited preparation time.

We consulted with the following groups:

- a) parents of children between the ages of two and eighteen;
- b) other persons in the relevant area who in the opinion of the school had an interest in the proposed admissions;
- c) all other admission authorities including the local authority within the relevant area (except that primary schools need not consult secondary schools);

The consultation was issued to all interested parties, posted on the school website and on the school Facebook page.

Although all schools and stakeholders were informed of the consultation we had no responses.

For the duration of the consultation period, we published a copy of our full proposed admission arrangements (including the proposed PAN) on our website together with details of the person within the school to whom comments may be sent and the areas on which comments are not sought.

Consultation one was carried out from 24<sup>th</sup> February 2014 and concluded on 24<sup>th</sup> March 2014. The second commenced on 31<sup>st</sup> March 2104 and concluded on 15<sup>th</sup> May 2014. This provides eight weeks of consultation in school term time.

#### **Consultation One Results ending 24<sup>th</sup> March 2014**

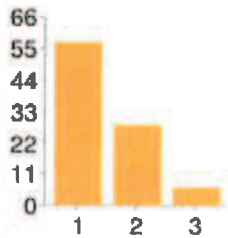
**Q1. Do you support the proposal for Brewers Hill School to convert and open as an Academy as described in our consultation document?**



Yes	<b>75</b>	82%
No	<b>13</b>	14%
Don't know	<b>3</b>	3%

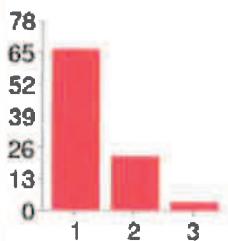
**Q2. Please indicate the importance you attach to the six core parts of our vision.**

**a. Smaller than average class sizes**



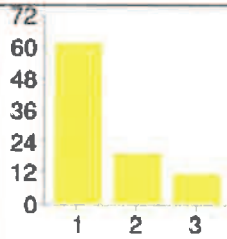
1	<b>57</b>	63%
2	<b>28</b>	31%
3	<b>6</b>	7%

**b. Tailored approach to learning**



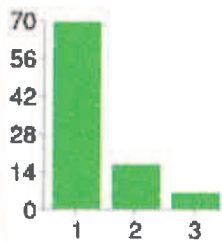
1	<b>66</b>	73%
2	<b>22</b>	24%
3	<b>3</b>	3%

**c. Good primary (Key Stage 1 & 2) provision**



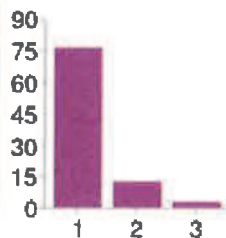
1	<b>61</b>	67%
2	<b>19</b>	21%
3	<b>11</b>	12%

**d. Good secondary (Key Stage 3) provision**



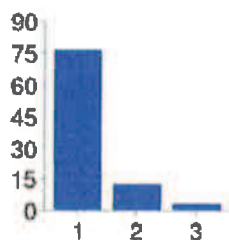
1	<b>69</b>	76%
2	<b>16</b>	18%
3	<b>6</b>	7%

**e. Environment that is safe and enjoyable**



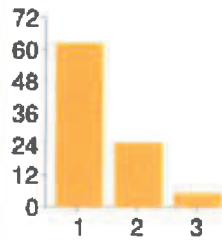
1	<b>76</b>	84%
2	<b>12</b>	13%
3	<b>3</b>	3%

**f. Achievement of the child's full potential**



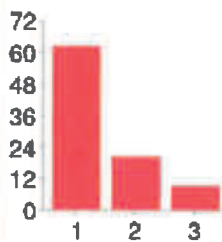
1	<b>76</b>	84%
2	<b>12</b>	13%
3	<b>3</b>	3%

**g. Specialist teaching**



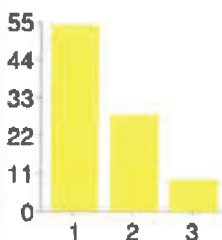
1	<b>62</b>	68%
2	<b>24</b>	26%
3	<b>5</b>	5%

**h. Clear educational pathway (4-14yrs)**



1	<b>62</b>	68%
2	<b>20</b>	22%
3	<b>9</b>	10%

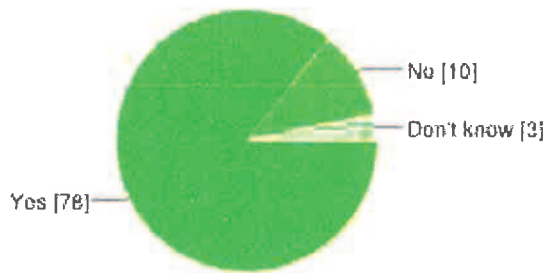
**i. A real choice at Key Stage 4+ (14-19yrs)**



1	<b>54</b>	59%
2	<b>28</b>	31%
3	<b>9</b>	10%

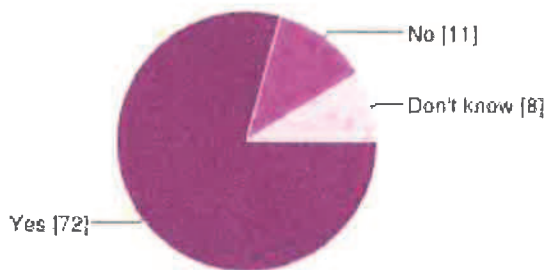
**Q3. Our aim is to establish an inclusive and accessible school committed to**

**extending opportunity for all children. Would you consider sending your child to this school?**



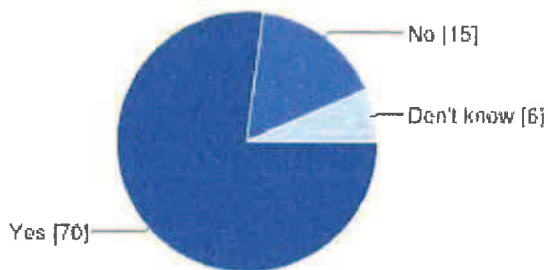
Yes	<b>78</b>	86%
No	<b>10</b>	11%
Don't know	<b>3</b>	3%

**Q4. Would you consider sending your child to the Brewers Hill School's provision (4-14yrs)?**



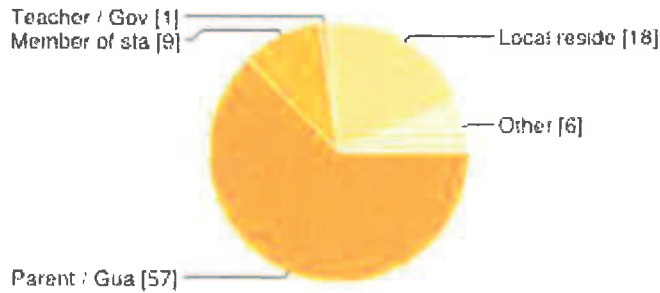
Yes	<b>72</b>	79%
No	<b>11</b>	12%
Don't know	<b>8</b>	9%

**Q5. Would you consider sending your child to the Brewers Hill School's provision (11-14yrs)?**



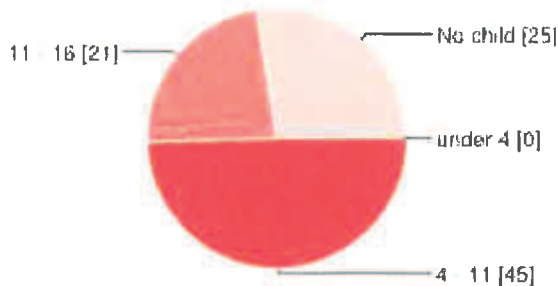
Yes	<b>70</b>	77%
No	<b>15</b>	16%
Don't know	<b>6</b>	7%

### About you...



Parent / Guardian / Carer	<b>57</b>	63%
Member of staff at Brewers Hill	<b>9</b>	10%
Teacher / Governor of a local school	<b>1</b>	1%
Local resident	<b>18</b>	20%
Other	<b>6</b>	7%

### Age of your child



under 4	<b>0</b>	0%
4 - 11	<b>45</b>	49%
11 - 16	<b>21</b>	23%
No child	<b>25</b>	27%

**Please use the space below to add any further comments:**

#### Supporting Comments:

1. As a secondary school teacher, I was so impressed by Brewers and the progress the students were making through the excellent learning environment. For the future I think Brewers would make a fantastic secondary school as it is the only school that is 'good' and is on the journey to 'outstanding'. Dunstable is desperately in need of a secondary school of a high standard.
2. I would agree to sending my children to the 9-13 middle as it currently is and I have sent my children to the school however I do believe a 4-14 would have major impact on the lower schools in the area and they would then be in the predicament that brewers is now . I believe that brewers should speak to the lower schools in the area and work together not try and take the children from those schools I'd send my child to brewers hill if it changes age range and if keep my current child there as long as I could. I see my child go to school every day very very happy and her work is far



better than at her lower school she received so much encouragement she now wants to improve. She wasn't getting this at her lower school and I can't see how she would get this in a senior school packed full of kids!!

3. My son currently is at a lower school that has now been given Primary status; however they do NOT have any PE facilities. Brewers Hill has an amazing PE department and offers so many additional out of hours activities all free and help to allow my child to engage and grow his very shy character. As an academy Brewers Hill will be able to extend its already exceptional standards of Teaching and allow young children to naturally move throughout their young lives learning and building on their own characters in a safe close nit environment. Brewers Hill also has male teachers that are lacking in the Primary schools.
4. Brewers provides a high standard of education and excellent pastoral care along with small class sizes which means that each child is known well by all members of staff. This ensures that a 'family' like atmosphere pervades the school and gives all of the children, no matter what their ability, a positive and happy school experience. Brewers Hill must be given the opportunity to become a 4-14 yrs school so that more children can have the chance of going to this lovely school and the staff can continue to build on the great results they have already achieved.
5. It has a good science lab and cookery class already built in which the lower school hasn't. They have large spaces for PE.
6. I support Brewers Hill in this proposal because I know they always put the children first in everything they do.
7. My son left Streetfield to come here. Educationally, this school is brilliant and should remain open. As a good school Brewers has the experience to develop as an academy. There is a need and a demand for an alternative to the proposed 2 tier model. It would provide parents in Dunstable with a real choice. A fabulous centre for learning that will only be enhanced by attaining Academy status. I fully support this decision and applaud the determination of staff and Governors.
8. As a member of this school's staff, I firmly believe this school offers unique opportunities for all pupils to be successful in learning. We are caring for the whole child including their individual needs as well as their learning. They leave our school prepared for Upper School learning. I believe that this could be easily extended.
9. This school has made outstanding progress and gives a wonderful education to all its children. The proposal to allow pupils to stay on at Brewers Hill till they are 14 is a very good idea. My son and I very much hope this becomes more than just a 'proposal'! My son would definitely stay on till he is 14 and the 14-19 educational pathway is something I've read about that I think would benefit my son as an approach to learning other than classroom based.
10. The school needs to get its act together if it is going to remain open. We were asked to apply for a place in the two tier system last year to secure a space. If we don't know whether you are staying open we cannot take the risk and continue attending the school and not knowing what is going to happen with our children's future. They need to know where they stand. I agree with the two tier system moving them from schools is a big thing for children. It's very anxious and a disturbing time for them.
11. I'm a student volunteering in a primary school been there for a year now observing year 1. I would love to volunteer here and get the school going. Helping Alfie Allowing Brewers Hill to become an Academy will enable it to build on its current success. It is currently one of only two schools in Dunstable offering Good (Ofsted) Education to pupils in years 7 and 8. Dunstable pupils deserve to have a good education. Brewers Hill helps to fulfil this right.
12. Since joining the school in September 2013, our daughter has had a very good and enjoyable learning experience. I have found all staff to very accomplished and enthusiastic. I cannot think of a better place for our daughter to continue to develop.
13. I viewed the school in my catchment area; it was dirty, poor ventilation, crowded and no dining room not fit to be a school. I choose this school due to its high standards. The staff and students are friendly; my son enjoys school every day. The staff made my son feel welcomed despite his colour.



14. Brewers hill is a great school and a valued part of the community the smaller classes have help my children to excel in their education 2 of my children have attended this school with and 1 who is due to start in sept.... Why shut good schools while keeping schools that need improvement open I have five child from the ages of 4 - 16
15. My daughter is due to start in sept 14 and I am very worried about the quality of her education if brewers' hill closes and she has to leave this school.
16. Brewers Hill, built as a secondary school, has excellent facilities and sufficient space to enable expansion for Early Years and KS1 in a safe environment. Brewers Hill offers an Ofsted rated 'good' education for its children and this is something that should be built upon for the benefit of the community. The children currently attending Brewers Hill make good progress and this needs to continue. If this is achievable by converting to an academy then conversion should go ahead. We must not allow Brewers Hill to close.
17. Brewers Hill is an Ofsted graded GOOD school and should be given the opportunity to carry on their excellence, within any provision.
18. I have had three of my four children attend Brewers Hill Middle School. They are all achieving good grades at the Upper School they attend, this is down to the extremely good teaching they received at Brewers Hill and the dedication by all the staff. I will be sending my fourth child to this school and look forward to the changes that I hope will occur.
19. As a parent of a child currently in year 3, I would jump at the chance to send them to Brewers as soon as possible. My eldest child has excelled since moving to Brewers from the lower school. Brewers clearly are committed to get the best out of every child.
20. Brewers Hill is a wonderful school and I fully support it in becoming an Academy.
21. I would leave both my daughters at Brewers Hill if they extend the age range upwards all of the key/core points are so important and the school that can carry on what they are doing brilliantly, for extra years is even better!
22. I THINK BREWER'S HILL SCHOOL WOULD SUIT THE 9-16 AGE GROUP. IF THEY DECIDE TO GO WITH THE 4-14 AGE RANGE THEN I WOULD SEND MY DAUGHTER WHO IS CURRENTLY IN YR 3 AS SOON AS POSSIBLE AS SHE WOULD BENEFIT FROM THE SUPPORT THAT BREWER'S SMALLER CLASSES GIVE TO THE PUPILS.
23. My son has benefited immensely since being at Brewers Hill and I hope it stays open and expands so I can keep him there to the appropriate age of 14yrs.
24. I would definitely allow my child to continue their education at Brewers Hill School if it converts to academy, in to KS3 and KS4. My child has found an increased independence since attending Brewers Hill; she had 'outgrown' lower school (soon to be a primary). I have found the Brewers Hill School staff to be wholly approachable and enthusiastic, even though the current uncertainties. I believe any future staff would match the enthusiasm of the current team; who, if the school is able to develop would be positively unable to contain their commitment, which would undoubtedly have a positive effect on all of the students. Brewers Hill School is already well equipped, with specialist rooms for science and other key curriculum areas, further development would be an incredible asset to the Dunstable education community. Brewers Hill school is already practising what it preaches; it really is 'Achievement for All'. My daughter has maintained her excellent grades (shown in her recent school report) which are fabulous. I also know of children, whom previously struggled in their achievement who are improving in their learning at higher levels than expected, since attending Brewers Hill School. Brewers Hill School has an empowering holistic approach that works; I would not consider removing my child from such a proven learning environment. Brewers Hill School already achieves an Ofsted Good, with development; in a few years I believe an Outstanding is attainable. I really hope the consultation ends on the 24th March is positive, and my child will have the opportunity to continue her education and reach her full potential at Brewers Hill School.
25. Those in charge of extending the Lower Schools ages and lowering the Upper Schools ages have taken students away from the Middle Schools, then they reduce the budget given to the school

(based on per pupil). It's a fix!

26. I have heard nothing but fantastic reports about this school. All the children are happy and enthusiastic about going to school. This school is the best in the area and should be given every support possible.

**Comments Not Supporting the Proposal:**

1. I would opt for Primary/Secondary route enabling a clear structure to the organisation of learning. It can be very confusing for parents to have so many different age ranges within schools. Where would they go at 14? It would be very limiting as regards choice.
2. With this new academy, to stay until end of year 9, will disrupt the child in the year before mock GCSE's (year 10) causing stress, anxiety when moving schools, new friendships will have to be made, unfamiliar surroundings which can affect exam results.
3. No to the above at present, because my oldest son is only 10 and my youngest is 6.
4. I apologise for answering no to question 1 and 4. The reason for this is that without further knowledge of development works to be carried out to the building and facilities I am not sure of how you could cater for primary (4+) and the 11-14 yr. sector, along with everyone between. I feel 4-11 would be more realistic.

**Key Learning's from Consultation One:**

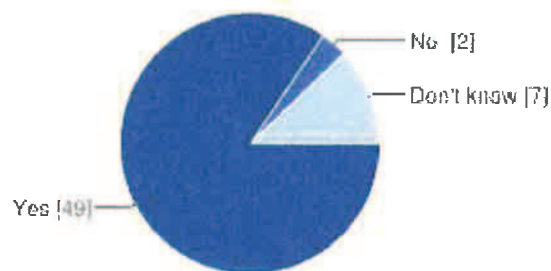
In light of the first two comments we revised the consultation questions for phase two to extend the age range to 18.

With regard to the other two questions we feel their minds are made up and we have had a public meeting which explained the way we wanted to adapt the school although these were no firmed up at the time.

**Second Consultation ending 15<sup>th</sup> May 2014**

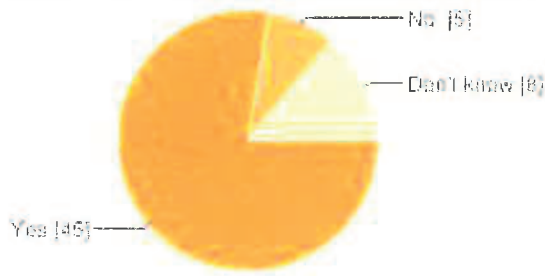
**Summary – 58 responses**

**Q1. Do you support the proposal for Brewers Hill School to convert and open as an Academy as described in our consultation document?**



Yes	49	84%
No	2	3%
Don't know	7	12%

**Q2. Would you consider sending your child to the Brewers Hill School's provision (4-18yrs)?**



Yes	<b>45</b>	78%
No	<b>5</b>	9%
Don't know	<b>8</b>	14%

**Please use the space below to give any further comments:**

**Comments Supporting Brewers Hill School:**

1. The variety of teaching and the facilities available to all pupils at the moment enable all pupils to receive an enriched education. With Academy status and the extension of year groups all pupils will receive a deeper education than that provided in a lower or primary school. The staff are passionate and there are a number of subject specialist teachers which ensures the basics are taught but also the concepts and detail which develop further understanding. The support and guidance provided for pupils with SEN is good. The diverse range of approaches tailored to individual needs encourages independence and progression. The atmosphere and relationships between pupils, teachers, LSA's in the school provide a positive place for learning. I think that concentrating on just the 9 - 18 age range would be preferable. Building on Brewers existing strengths rather than creating more lower school places which may not be needed?
2. I have 4 children why can't I put all there ages down 6/ 10 /12 /14yrs.
3. Brewers hill is a top school with brilliant members of staff. The kids absolutely love coming to school and learning new things every time they come through the doors. I think that Brewers Hill Middle school is a wonderful school with very high standards in education.
4. The school has all the provisions and specialist staff to make this a perfect option. The building is large and has plenty of land and playing fields. Brewers Hill is a 'good' school, the opportunity to offer a unique educational environment for the area would achieve great things for the community and offer an alternative to the 'Needs improvement' that are currently available. It would encourage families to secure their children's education locally rather than children having to go to Leighton Buzzard.
5. Brewers Hill is a multi-cultural and diverse environment. The staff are friendly, supportive and embrace all the children from different backgrounds and ethnics. My son prefers to attend school every day. It is a bully free zone.
6. Brewers Hill is a 'Good' school and is a valuable asset to the community. Converting to an academy will enable this provision to be retained.
7. My son feels safe and secure in this school. Due to this fact I would be more than happy for him to complete Brewers Hill School's classes until he's 14.
8. An excellent school and an asset to the community can only improve with larger age

range and conversion.

9. Brewers Hill has already proved that it can provide an excellent standard of education and care for the children who attend there, doing this on a small budget! The dedicated and passionate staff should have the opportunity to continue providing the excellent service they provide to local children. Brewers Hill proposal gives parents a fantastic alternative choice which would help parents feel they could send their child there when it suited the child, rather than having no alternative but to follow the 3-11/11-19 model that most Dunstable schools will force you into.
10. Am concerned that the school should survive and continue to provide a good education for its pupils.
11. Make our lives a lot easier he was able to stay on at Brewers Hill and not ever have to change schools again - continuity and security.
12. The staff at what is BHMS at the moment are dedicated to provide an all round balanced education as well as teaching children the importance of manners and common courtesy which sometimes is lacking in children nowadays. Allowing the staff at this school to provide all ages of education would be an appropriate step forward, as they will be able to nurture/develop the child then the young adult. The staff are well equipped to teach children at all levels of education so it would be natural progression.
13. Brewers Hill should convert to an Academy. It would provide a 'unique' school provision locally, with clear competition with 'needing improvement' schools in the area.
14. I consider Brewers Hill as a very good school. It has helped my son extremely in his academic schooling.
15. I support this actually as I believe Brewers Hill Academy creates the right age and learning balance for children to progress.
16. Brewers hill is a 'Good' school and I would have no issues sending my child here. There are excellent staff, facilities and pupils here.
17. I would leave my current year 5 child at Brewers Hill as long as I could as she is very, very happy and my current year 4 would stay too.
18. Brewers Hill provides a good education - one of only a few schools in Dunstable which does so past the age of 9! I would therefore want to keep my child there for as long as possible and this would enable me to do so.
19. The school has amazing teachers who work hard with all the children to bring the best out of them. My boys love attending Brewers and are unhappy with the prospect of a closure. The school has so much to offer the community with fantastic staff and school grounds.
20. Our daughter is really thriving at Brewers Hill. She has a good attitude and loves going to school. We hope that she can develop further by continuing to learn at this school. I think that the teachers and staff at Brewers Hill work very hard to include all the children and wish for my daughter to stay where she is happy learning.
21. I would prefer Brewers to take kids from 4-18 years but I still support a 4-14 provision.
22. I think it is a good idea to convert to an Academy. I want Brewers Hill to remain open and think that this is what the school needs to do.

**Comments Not Supporting Brewers Hill School:**

1. Due to work commitments and traffic, I cannot guarantee my son to be at school on time so no, All Saints is nearer to home.
2. Surely 4-18 would put other schools in the same predicament.
3. We are still of the opinion that the school would be better to concentrate on 9-18 years so that it can build upon its current successes.
4. Would prefer the school to be 9-18 years. There seems to be loads of lower school provision already so it may be better to concentrate on the 9 - 18 age range instead?
5. Not sure how I feel about it.
6. I have made previous comments to the school. Too little too late, not enough information. My son will be leaving this school in July.

**Commentary on Feedback:**

There are six comments against the proposal and twenty two in support of the proposal.

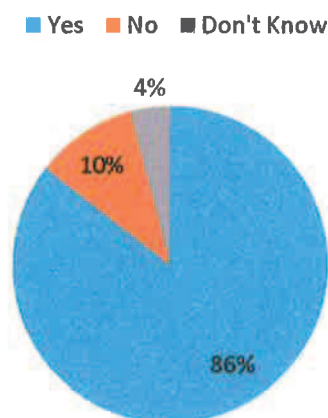
The comments of this second consultation that do not support the proposal suggest we should be a secondary school, one not sure and two that want to take their children elsewhere.

Therefore we feel we have the correct proposal and parental mandate to take this forward.

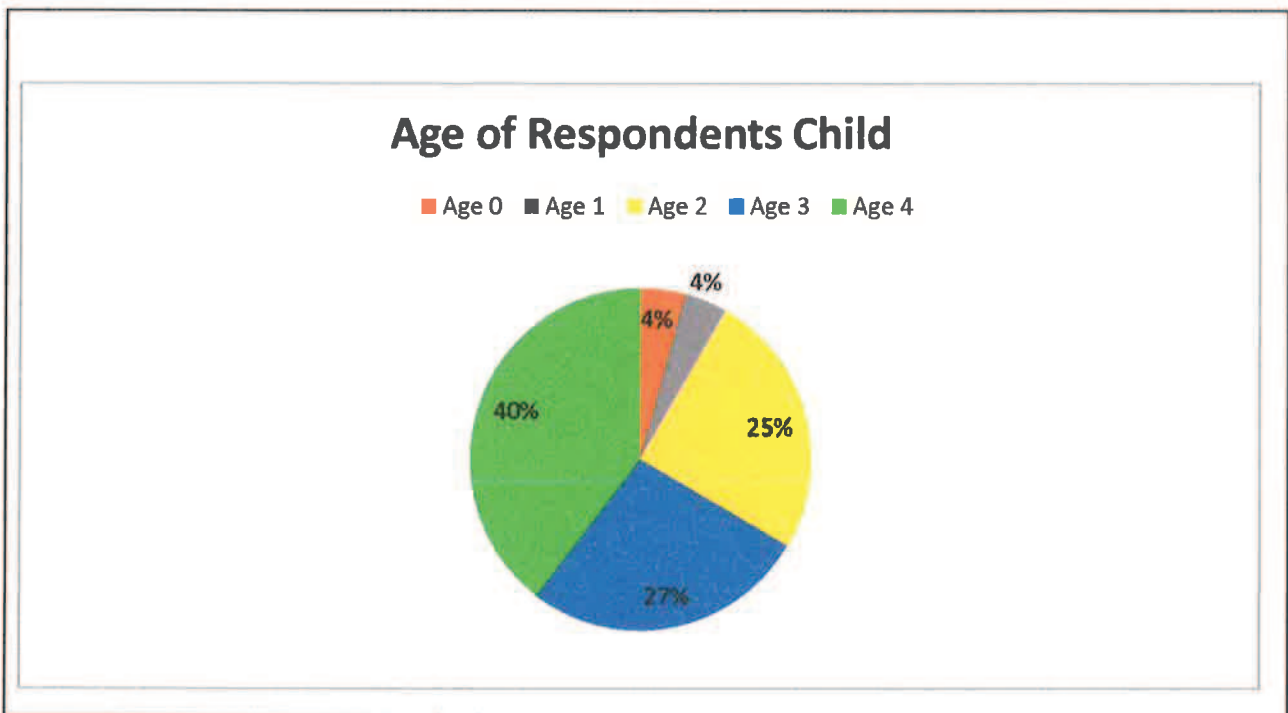
**Confirmation or Parental Support for Primary Provision:**

As our proposal is based upon parental support, to confirm we have support from parents with children under 4 years of age we have verified with parents with children of that age group they would like to send their child to Brewers Hill Primary education offering. We have sufficient that have confirmed yes to our survey to meet the expected intake number we have predicted with a surplus in both reception and year one should some parents change their mind.

**Percentage of Parents With Children Under 4  
That would Send their Child to Brewers Hill**







#### 4 - School performance

The schools current performance is good as assessed by Ofsted in 2013 under the current inspection guidelines.

The proposal does change the curriculum taught within the school. We will continue to educate to the national curriculum but in offering for reception and key stage one will be an extension of our good keystage two work. We feel this is a particular strength within BHMS as we had good comments on our primary learning. The extension to year nine would build on the good teaching we already carry out at keystage three. We are consulting with a secondary schools to provide a confederation (we do not know the format of the union) to ensure we can deliver the same within keystage 4. We are looking at sharing teaching resources to ensure the breadth of subjects can be covered as well as having the depth of teaching staff to ensure curriculum delivery.

The current management arrangements are suitable for the short term leadership of the school. We are looking to appoint a head teacher as we currently have an acting head teacher. However as the pupil numbers build we will look to have two deputy head teachers one for primary and one for secondary curriculums.

There will be additional key stage and subject heads on the senior leadership team as we grow this will make this team larger. It is proposed we will have an SLG of the head, deputies and assistant head teachers (6 people in total). Then a secondary group including the year and subject heads to ensure correct leadership within the school.

This will be reviewed with the governing body as we grow to ensure the right model is in place at each point in the schools development.

We understand decision-makers will need to consider the quality and diversity of schools in the area and whether the proposal will meet or affect the aspirations of parents, raise local standards and narrow attainment gaps.

To address concerns they may have we have been able to recruit and retain the staff that achieved the good Ofsted rating in 2013. This is despite the uncertainty around the future of BHMS. Therefore with the excellent quality of teachers and our learning practices both of which were praised by Ofsted we feel we can continue to offer keystone two and three at a high level.

The addition of reception and keystone one will require new staff and as they are recruited under our primary leadership we feel we can offer the good teaching and learning that our current keystone students enjoy.

The addition of keystone four is far more difficult which is why we are consulting with other secondary schools to provide a confederation (we do not know the format of the union) to ensure we can deliver the same within keystone four. We are looking at sharing teaching resources to ensure the breadth of subjects can be covered as well as having the depth of teaching staff to ensure curriculum delivery. Due to the limited time we had available these arrangements have not been formalised. We are aware this is a weakness but we felt we wanted to identify this as our way forward to reassure decision-makers we understood the risk.

Our current systems, which are fully electronic, monitor performance, progress and standards for individual pupils, year and keystone groups as well as the whole school. With some minor modifications to ensure we can do this to separate primary and secondary results which we have been assured by our provider can be completed will be able to accurately monitor the standards of teaching and learning in the school.

We currently offer a diverse range of extracurricular activities including rugby, football, hockey, gymnastics, various dance classes, computing, film, maths, NFL, chess, homework club. We also underuse the all-weather pitch we have access to because of our association with Creasy Park. These facilities are underused in terms of our agreement and we would be looking to fully utilise these facilities as well as our indoor gym, hall and library areas for the various clubs and activities.





## 5 - Finance and accommodation - Detailed projections

### Pupil Number Projections

Educational Year Group	Academic Year										
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Reception		15	20	30	30	30	30	30	30	30	30
Year 1		15	25	30	30	30	30	30	30	30	30
Year 2			15	25	25	30	30	30	30	30	30
Year 3				15	15	25	30	30	30	30	30
Year 4					15	15	25	30	30	30	30
Year 5	40					30	30	40	45	45	45
Year 6	59	40					30	30	40	45	45
Year 7	30	50	50	60	60	60	60	60	60	60	60
Year 8	26	30	50	50	60	60	60	60	60	60	60
Year 9		26	30	50	50	60	60	60	60	60	60
Year 10			26	30	50	50	60	60	60	60	60
Year 11				26	30	59	50	60	60	60	60
<b>Total</b>	<b>155</b>	<b>176</b>	<b>216</b>	<b>316</b>	<b>365</b>	<b>449</b>	<b>495</b>	<b>520</b>	<b>535</b>	<b>540</b>	<b>540</b>

#### Assumptions on pupil numbers:

1. We have assumed that the pupil numbers will grow organically with this year being the year of least attendance. This assumption means we will retain most of our current students, but we have allowed for some migration which will be compensated for admissions in other years.
2. 2015/16 We have assumed no year 5 intake although with the schools future agreed we would participate in the entry round as there will still be one at year 5 in Dunstable and Central Bedfordshire.
3. 2015/16 We have assumed that we will only have half classes in reception and year one as we are only starting this provision.
4. 2015/16 We assumed that we will have a drop in year seven as parents choose the secondary education establishment for their children. This is assuming half of the pupils leave (30) and only twenty are attracted to the school.
5. 2015/16 We assumed all other years would flow through the school.
6. 2016/17 We have assumed a ten pupil loss and a twenty pupil increase.
7. 2017/18 We have assumed at this point full intake at year seven.
8. From 2016 - 2019 we have assumed no year 5 intake although with the schools future agreed

we would participate in the entry round as there will still be one at year 5 in Dunstable and Central Bedfordshire.

9. 2019/20 We have assumed for the following years we will be able to attract 15 pupils per year as a year 5 intake.

10. 2022/23 We have assumed a capacity school with no sixth form.

### Financial Projections

Using the Bedfordshire Schools report pack we have produced a budget plan for the next five years, which is the summary is below. We have included the full financial backup as an attached file "Bedfordshire Report Pack as at 20.6.14.xls" in excel format so you can review and model if required.

Income						
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19
	Total Income Revenue	1,100,492	1,053,785	1,175,678	1,354,148	1,613,782
Expenditure						
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19
	Total Expenditure Revenue	1,243,018	1,250,838	1,304,499	1,359,880	1,468,715
	In Year Revenue Surplus / (Deficit)	(142,526)	(197,053)	(128,821)	(5,732)	145,067
	B01 & B02 Surplus / (Deficit) Brought Fwd	125,909	(16,617)	(213,670)	(342,491)	(348,223)
	Cumulative Revenue Surplus / (Deficit) C/Fwd	(16,617)	(213,670)	(342,491)	(348,223)	(203,156)

We appreciate that the school does not achieve true viability until 2018-19 when at the end of that year there remains a budget deficit of £200,000. This will be cleared in the next 18 months and probably sooner as the school attracts more pupils.

Also as highlighted in section two year 2018/19 is the year that the secondary schools achieve saturation of numbers. This is according to the growth that Central Bedfordshire forecasted in 2011. At which point expansion will be required for schools as the number of pupils will be greater than those in the school PAN numbers.

Although it is accepted that other schools will be coming online with the new Houghton Regis development these are only just starting construction, as the roads and infrastructure will need to be installed first.

### Capital Requirements

The proposal looks to remodel the school and the school will need capital investment to ensure it continues to meet the needs of the pupils and community. As the proposal is to change the age range there will need to be some significant changes to create a reception key stage one area.

### Creation of a Key stage One Area

The reception / key stage one area will be on the ground floor to the left of reception and has its own entrance. This was used as a key stage 2/ year five area but provides us with four classrooms one for each year, male and female toilets, and cloakroom / general areas all contained in one area.

This will need a complete refurbishment/ renovation as the decor is that for much older children and the finishes are in need of modernisation. The toilets will not be suitable for children as young as four as the school was designed with secondary education in mind.

Year 1 (two classrooms) and year 2 (two more classrooms) Classrooms 6M x 10M, 2 General Areas 6Mx10M and corridor 24Mx2M will require plaster smoothing, woodwork taking back to original wood or replacing and the following decoration.

- Floors
- Walls
- Ceiling exposed bar tiles.
- Lighting
- Electrical
- Heating
- Doors

Shelving will be required in the two general areas on two walls with a notice board on the third. The windows are high level and the fourth wall is open to the corridor.

£6750 per year total £13500.00 Based upon BAS Estimate.

A Carpet for sitting on for assemblies and reading will be required in the each of the two general areas.

Toilets - 6 stalls in each which will require the toilets lowering and the four urinals in the male toilets.

- Floors
- Walls
- Ceiling
- Lighting
- Electrical
- Heating
- Toilets
- Doors

£36,000.00 Based upon BAS Estimate.

It is proposed that the area above the key stage one area becomes a space for key stage two, thus all of our primary learning is carried out in one zone of the school.

Additional tables' chairs and learning resources for key stage one as we do not have them at present £11,000.00. We would also allow a further £2500 for additional furniture as the primary provision grows in year two.

***Total for the Creation of a Key stage One Area Year 2014/15: £53,750.00***

***Total for the Creation of a Key stage One Area Year 2015/16: £ 2,500.00***

These would be funded from the school revenue budget.

## Commissioned Condition Survey and Suitability report Summary

### Summary

For a building of this age it is in relatively good condition, it is generally in good decorative order with the exception of Block 05 and specific locations due to water damage from leaks.

Immediate remedial works should be undertaken to resolve the roof leak issues affecting Block 01 room 11.

The failed boiler pump should be replaced prior to autumn 2014 to ensure heating can be maintained to the school over the winter.

Looking longer term the Block 01 should be re-roofed completely, and a programme of works to either replace the windows or re-clad the buildings and replace the windows, replacing the boilers and heating installations within the school

To make the school sustainable serious consideration should be given to making sure the building is fully accessible and compliant with the Disabled Discrimination Act and Building Regulations Part M

The condition survey and budget costing is for strategic planning in an ideal world if the funding is available, not all of the works mentioned are essential but are desirable. Priority 01 and 02 works should be planned into maintenance budgets as a matter of urgency if the building is to be maintained.

Summary of budget costs as detailed on condition survey							
Block	Budget	P1	P2	P3	P4	P5	Improvements
01 West	£412,500	£18,610	£2,700	£210,060	£0	£181,130	
02 East	£296,760	£8,500	£0	£44,625	£0	£243,635	
03 North	£262,400	£5,000	£0	£52,080	£0	£205,320	
04 South	£0	£0	£0	£3,150	£16,000	£0	
05 NE	£0	£0	£0	£0	£0	£0	
Boilers	£170,000	£10,000	£160,000	£0	£0	£0	
External	£12,500	£0	£0	£5,000	£0	£7,500	
Improvem's	£0	£0	£0	£0	£0	£0	£1,343,990
	£1,154,160.00	£42,110.00	£162,700.00	£314,915.00	£16,000.00	£637,600.00	£1,343,990.00

We have assessed that the repairs and maintenance works for the 5 year plan as being £1.2m with a further £1.4m for improvement works. In reality £200,000 is essential to ensure that the building can be maintained over the next 5 years.

### **Compliance with Part M of the Building Regulations (Access to and use of buildings)**

The school does not comply very well the Disabled discrimination act and is a potential issue for a sustainable school. Access to all the school building requires going up steps, and all the teaching areas are on multiple floors and there are no lifts or ramps at present. Block 01 (the main teaching block) does have chair lift fitted to the stairs, but is not in commission at the moment, and is not an ideal solution to the problem.

Accessible cubicles have been provided in both boys and girls toilets but these are not DDA or Part M compliant.

There is a legal requirement that all public buildings should be 'accessible', and if works are

being carried out at the building, where possible these should not make the situation worse and if practicable should make improve accessibility, with access ramps and disabled toilets etc. It could be argued that it is not practicable to make Brewers Hill School fully accessible because the levels and multi storey buildings. However if the school is to be sustainable for the future it must aspire to be fully accessible and all inclusive.

To make the school site DDA compliant a ramped entrance to be provided to one or more of the entrances and probably 3 platform lifts should be provided at say a cost of £250,000

**General Building Works.**

The building condition assessment plan outlined in the following documents indicates the extent of capital works required as an investment in the school but the expenditure to stabilise the building for the next five years is £200,000. These would be funded by the local authority.

0481 Brewers Hill Middle School Lay Out Plan.pdf

0481 Brewers Hill MS CS01.pdf

VIR Brewers Hill School June 2014.pdf



## Evaluation against DfE decision makers criteria

The following sections are taken from the DfE's 'Guidance for Decision-makers' (*Annex B to the DfE's 'School Organisation Maintained Schools'*). Some of the following sections will duplicate the prompts set out above but these reflect the specific factors that the decision makers should take account of. You may therefore find it useful to set your proposal out in the following sections, deleting the text in grey which is intended for your guidance.

### 6 - Consideration of consultation and representation period

The detail of the consultation and representation is set out in section three but in summary the responses back up the setting up of an all through school would be supported by the parents and community in which the school resides.

There are positive and negative responses. The positive responses come from those that support the school and outweigh those that don't. All responses have been considered in formulating the feedback and conclusions that the school proposal is supported.

### 7 - Education standards and diversity of provision

The school currently educates primary and secondary age range children. Ofsted has rated the school as good in both categories. The inclusion of keystage one in primary will suit the schools strong teaching ethos and is an extension of what they provide. The plan is for the education provision extension to keystage four to be carried out with a partner that has experience in that area and is making suitable progress in raising standards.

### 8 - Demand

The change is in response to the changing education demographic in place in Dunstable. The governors and senior staff felt these was an alternative to the education pathways offered in Dunstable and after consulting with parents this has been confirmed. Therefore we have worked up the business case based upon two consultation periods enabling the parents, other schools and community to comment on the proposal. The outcome has been a resounding yes to what we want to offer. The results of the consultation are in this document.

Whilst other schools are expanding their age range creating a surplus of places, the impact per year group of this proposal is minimal bearing in the short term surplus. It is acknowledged that with the growth in the area more educational places will be required for all age groups so the long term stability of the school is assured. The impact of the other schools changing their age range should be to reduce pupil numbers in BHMS but this has not been the case this year where as other middle schools have taken a significant reduction in their numbers. We would expect that over time the same would happen to BHMS if it remains a middle school.

The Central Bedfordshire population forecasts 2011 (a copy is in appendix A for reference [URL link](#))

[http://www.centralbedfordshire.gov.uk/Images/Central%20Bedfordshire%20population%20forecasts%202011\\_tcm6-10145.pdf](http://www.centralbedfordshire.gov.uk/Images/Central%20Bedfordshire%20population%20forecasts%202011_tcm6-10145.pdf) ) shows a linear progression in the population growth. This will mean that the proposed surplus places will be used by 2018-2019. Whilst this plan shows good prudence for the short to medium term our plan allows for greater capacity to be maintained in the short term. Our plan also allows for the future growth in Dunstable, by the developments underway in Frenchs Avenue and on the old AC Delco factory site. Both of which are within a quarter mile walking distance of the school. The development comprises of many flats and two/ three bedroom homes which are likely to be populated by families with or considering children. Parents will either have to drive to the nearest lower school Beecroft Academy where parking has just become more restricted due the changes in bus route. We know a number of parents at our school have issues parking in the locality of that school. There is a direct footpath from Frenchs Avenue to Aldbanks which would have a twofold benefit. Parents would not need to walk down Brewers Hill Road which is busy at peak times and can use the much safer foot path and there would be no need to use their cars.

It was suggested on the radio interview that many of the housing developments were planned in the next 5 years we are emphasising that many of the developments are underway and some phases already completed. There will be sufficient capacity on the site with current proposed developments in Houghton Regis to provide capacity in the short term prior to the main development in the medium to long term. These include over 400 dwellings being constructed within two miles:

Bloor Homes High Street North Dunstable, Phase one complete, a number of the residents have children already on our school role. Phase two is underway with 30+ houses/flats 2, 3 & 4 Bedrooms, houses are being released. Phase three is also planned.

Tilia Park, Houghton Regis Phase 1 complete phase 2 underway 50 plus houses planned 3 and 4 bedroom properties.

Eleanor Gardens 69 properties 2, 3&4 bedroom properties currently under construction and available for purchase many already reserved.

Frenchs Avenue Dunstable 250 homes planned, planning permission has apparently been approved no start date yet given

There are other developments within five miles but we accept these parents may choose to send their children to other schools:

Silverbrook Markyate - 73 houses 60% already sold

Abbey Wood Park - Markyate 30+ homes again many already reserved

Chaulington (near Caddington) 325 homes planned no start date yet given.

We believe with these factors there is sufficient demand in the local area and in Dunstable development proposals to maintain demand for the school covering the period until we expect to get steady-state numbers and facilitate stability for school places for the next decade.

The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places as BHMS has proven we have managed to maintain our

intake despite other primary schools wishing to change their age range.

Reducing surplus places should not be a priority as for parental choice to work effectively there would need to be some surplus capacity in the system as a whole. Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards. In addition we are offering a situation where we would look to provide parental choice to keep their child at one location for their entire school years.

## 9 - School size

The proposal sets out that the school will be over its originally designed capacity and has been a viable school for three years with no deficit request until this year. The deficit request is approximately £12,608 which is less than 1.3% of the overall budget. Therefore with a sharp eye on the finances this should be able to be recovered within the year. The school has taken steps this year to balance the budget as it originally stood at a £145,000 deficit, which has shown the school has demonstrated a good financial management strategy. A proposal that confirms the schools future is likely to ensure increased pupil numbers clearing the deficit.

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

As an all through school we would plan that the admissions will be in three phases

- Phase one - for reception will 30 children entry and looking to maintain that to year 5.
- Phase two – we will continue to offer an intake at year 5 to continue the middle school intake whilst Central Bedfordshire offers this as an admissions point. This is up to a further 30 pupils.
- Phase three – is a secondary education intake again of up to 30 pupils. Those pupils within the school would be offered preference but we expect some losses. We would like to offer a minimum of 30 places regardless but this would depend upon the uptake at year 5.

There is no proposal for post sixteen admissions.

## 11 - National Curriculum

Brewers Hill School confirms we intend to continue to teach the national curriculum.

## 12 - Equal opportunity issues

There are staff and pupils that are from some diverse ethnic back grounds and in the past the school has had pupils and staff with disabilities. The policies BHMS adopt are robust and we have a zero tolerance of any discriminatory behaviour. Our inclusion arrangements ensure we are an equal opportunities employer. Our motto of "Achievement for All" really



does mean achievement for all.

### **13 - Community cohesion**

The governing body of BHMS, promote community cohesion, local schooling by enabling the 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.

As part of the Creasy Park development the school has access to the equivalent area of four football pitches as laid down by the Football Association. They have access to these areas during the school day and for a period after school to accommodate inter-school competition. The school has released the playing fields for community use outside of the school usage time.

### **14 - Travel and accessibility**

The school is located in the North Dunstable community and is within walking distance for many children. The school has a covered and secure bicycle facility which the students use to store their cycles whilst in the school.

The school is less than a 75m walk from a bus route and there are major transport links to the whole of Dunstable and Houghton Regis within 500m of the school. If required pupils are also able to access services which are operating on the new Luton and Dunstable bus way.

These measures reduce and in some cases eradicate the need for a car journey.

The school is also located near the new development on the Agfa and AC Delco sites with a footpath linking to French's avenue which means the pupils and parents/ carers do not need to walk along the main A5 route.

### **15 - Capital**

The proposal looks to remodel the school and the school will need capital investment to ensure it continues to meet the needs of the pupils and community. As the proposal is to change the age range there will need to be some significant changes to create a reception key stage one area.

#### **Creation of a Key stage One Area**

The reception / key stage one area will be on the ground floor to the left of reception and has its own entrance. This was used as a key stage five area but provides us with four classrooms one for each year, male and female toilets, and cloakroom / general areas all contained in one area.

This will need a complete refurbishment/ renovation as the decor is that for much older children and the finishes are in need of modernisation. The toilets will not be suitable for

children as young as four as the school was designed with secondary education in mind.

Year 1 two classrooms and year 2 two more classrooms Classrooms 6M x 10M, 2 General Areas 6Mx10M and corridor 24Mx2M will require plaster smoothing, woodwork taking back to original wood or replacing and the following decoration.

- Floors
- Walls
- Ceiling exposed bar tiles.
- Lighting
- Electrical
- Heating
- Doors

Shelving will be required in the two general areas on two walls with a notice board on the third. The windows are high level and the forth wall is open to the corridor.

£6750 per year total £13500.00 Based upon BAS Estimate.

A Carpet for sitting on for assemblies and reading will be required in the each of the two general areas.

Toilets - 6 stalls in each which will require the toilets lowering and the four urinals in the male toilets.

- Floors
- Walls
- Ceiling
- Lighting
- Electrical
- Heating
- Toilets
- Doors

£36,000.00 Based upon BAS Estimate.

It is proposed that the area above the key stage one are becomes a space for key stage two, thus all of our primary learning is carried out in one zone of the school.

Additional tables chairs and learning resources for key stage one as we do not have them at present £11,000.00. We would also allow a further £2500 for additional furniture as the primary provision grows in year two.

***Total for the Creation of a Key stage One Area Year 2014/15: £53,750.00***

***Total for the Creation of a Key stage One Area Year 2015/16: £ 2,500.00***

## Commissioned Condition Survey and Suitability report Summary

### Summary

For a building of this age it is in relatively good condition, it is generally in good decorative order with the exception of Block 05 and specific locations due to water damage from leaks.

Immediate remedial works should be undertaken to resolve the roof leak issues affecting Block 01 room 11.

The failed boiler pump should be replaced prior to autumn 2014 to ensure heating can be maintained to the school over the winter.

Looking longer term the Block 01 should be re-roofed completely, and a programme of works to either replace the windows or re-clad the buildings and replace the windows, replacing the boilers and heating installations within the school

To make the school sustainable serious consideration should be given to making sure the building is fully accessible and compliant with the Disabled Discrimination Act and Building Regulations Part M

The condition survey and budget costing is for strategic planning in an ideal world if the funding is available, not all of the works mentioned are essential but are desirable. Priority 01 and 02 works should be planned into maintenance budgets as a matter of urgency if the building is to be maintained.

Summary of budget costs as detailed on condition survey							
Block	Budget	P1	P2	P3	P4	P5	Improvements
01 West	£412,500	£18,610	£2,700	£210,060	£0	£181,130	
02 East	£296,760	£8,500	£0	£44,625	£0	£243,650	
03 North	£262,400	£5,000	£0	£52,080	£0	£205,320	
04 South	£0	£0	£0	£3,150	£16,000	£0	
05 NE	£0	£0	£0	£0	£0	£0	
Boilers	£170,000	£10,000	£160,000	£0	£0	£0	
External	£12,500	£0	£0	£5,000	£0	£7,500	
Improvem's	£0	£0	£0	£0	£0	£0	£1,343,990
	£1,154,160.00	£42,110.00	£162,700.00	£314,915.00	£16,000.00	£637,600.00	£1,343,990.00

We have assessed that the repairs and maintenance works for the 5 year plan as being £1.2m with a further £1.4m for improvement works. In reality £200,000 is essential to ensure that the building can be maintained over the next 5 years.

### **Compliance with Part M of the Building Regulations (Access to and use of buildings)**

The school does not comply very well the Disabled discrimination act and is a potential issue for a sustainable school. Access to all the school building requires going up steps, and all the teaching areas are on multiple floors and there are no lifts or ramps at present. Block 01 (the main teaching block) does have chair lift fitted to the stairs, but is not in commission at the moment, and is not an ideal solution to the problem.

Accessible cubicles have been provided in both boys and girls toilets but these are not DDA or Part M compliant.

There is a legal requirement that all public buildings should be 'accessible', and if works are

being carried out at the building, where possible these should not make the situation worse and if practicable should make improve accessibility, with access ramps and disabled toilets etc. It could be argued that it is not practicable to make Brewers Hill School fully accessible because the levels and multi storey buildings. However if the school is to be sustainable for the future it must aspire to be fully accessible and all inclusive.

To make the school site DDA compliant a ramped entrance to be provided to one or more of the entrances and probably 3 platform lifts should be provided at say a cost of £250,000

#### **General Building Works.**

The building condition assessment plan outlined in the following documents indicates the extent of capital works required as an investment in the school but the expenditure to stabilise the building for the next five years is £200,000.

0481 Brewers Hill Middle School Lay Out Plan.pdf

0481 Brewers Hill MS CS01.pdf

VIR Brewers Hill School June 2014.pdf

## **16 - School premises and playing fields**

BHMS was originally a school for secondary education and as such has excellent facilities for outdoor sports and teaching and learning. As part of the Creasy Park development the school has access to the equivalent area of four football pitches as laid down by the Football Association. They have access to these areas during the school day and for a period after school to accommodate inter-school competition.

There is adequate external hard standing or playground area for a school of the proposed size.

The extract from Google maps shows the extent of the school premises:





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

BHMS has a high proportion (over 30%) of pupils whom require SEN support and we work with parents and pupils to ensure learning needs are met. We put in place individual learning plans if required but maintain a philosophy that a pupil is better off learning with their peers. We have mixed ability classes with learning support so that those with SEN requirements see what good looks like and they have the support to attain it.

In terms of the output results from the school it is amongst the highest in the area for pupils' progress with its educational provision.

The provision for those with SEN needs is based upon the agreed learning plan which may require individual, small group and classroom tuition. This is accommodated within the school program.

The pupils are expected to attend and be educated on the whole curriculum, and they are closely monitored to ensure in specialist lessons (science, food technology, PE) they are included but not put at risk.

The school has disabled access and is suitable for the curriculum currently performed. The school has the space to move classes around to suit a child's needs. However if the school were full these arrangements would need to be reviewed and the school upgraded.

The school has used, and will continue to use, appropriately trained staff and provide access to

specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.

We have provisions and a proven track record to ensure that appropriate full-time education will be available to all displaced pupils as we do on a regular basis now. Their statements of special educational needs are amended if required and all parental rights are ensured. Other interested partners, such as the Health Authority are involved. As a school we try to retain pupils in the facility so that pupils are not placed long-term or permanently in a Pupil Referral Unit (PRU) unless that is what they need.

The SEN provision will be expanded within the current practice as the number and age range of pupils grows so that BHMS can continue to offer appropriate support and ensure improvements in the standard, quality and range of educational provision for those children covered under SEN.

## Central Bedfordshire's Policy Principles for Pupil Place Planning in Schools

The Council's nine policy principles for pupil place planning throughout Central Bedfordshire were approved by the Council's Executive on 5 February 2013. These principles, as listed below, guide the commissioning of new school places and also support the Council's statutory obligations to promote parental choice, diversity, high standards, the fulfillment of every child's educational potential and fair access to educational opportunity.

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

The school is located in the North Dunstable community and is within walking distance for many children. The school has a covered and secure bicycle facility which the students use to store their cycles whilst in the school.

The school is less than a 75m walk from a bus route and there are major transport links to the whole of Dunstable and Houghton Regis within 500m of the school. If required pupils are also able to access services which are operating on the new Luton and Dunstable bus way.

These measures reduce and in some cases eradicate the need for a car journey.

The governing body of BHMS, promote community cohesion, local schooling by enabling the 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.

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

The proposed primary provision is greater than the minimum number set out as we are proposing over 120 pupils. Our proposal is for a class per year at primary level although as we grow it is considered that we may need to have half classes and educate two year groups together.

Our secondary provision would be less than the optimal number proposed but as part of an all through school we have in excess of 500 pupils. This will provide us with a teaching staff with sufficient breadth and depth to teach the core curriculum at each keystage. Our proposed link with a secondary school will ensure we have the necessary resilience in terms of specialist subjects.

We are aware that with an all through school we do not want to be too big or we may not be able to attract the primary pupils we desire.

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

BHMS is rated good by Ofsted in 2013 and as such meets the criteria for expansion of an existing school. This supports the Council's commitment to ensure that every parent can choose an

excellent school for their child and that new places should therefore be allocated where parents want them.

We believe this business case provided by the BHMS will require the school to establish its improvement targets and will be judged by evaluation criteria.

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

The business case shows the school is collaborating effectively and wants to enhance collaboration for the school to self-improve and to recruit, train and develop their own staff and leaders to be enhanced by the school to school support system.

As identified elsewhere in this document we also look to our community and partnership with other educational bodies to ensure they are also successful.

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

The purpose of this proposal is to provide educational provision from 3 to 16 with the option with a formal partnership with another body to extend this to 19. We consulted on a reception to 18 provision and the results were positive. We do feel that the practicality of educating to this level within a small school is not sustainable. As such we have had negotiations with another academy to ensure we can provide the necessary range of subjects and breadth of teaching staff to accommodate this.

We agree with the limitation of the number of points at which a child transfers from one school to another. There would be only one transfer point with our proposal. We are promoting collaboration with a local school through which a cohort of children will pass at 16 years, on such issues as continuity of pedagogy, curriculum, expectations, progress, behaviour and ethos. They will also assist with our keystage four teaching to ensure this.

We will be working with local nursery providers so we can ensure that there is integrated early years provision in a variety of settings, wrapping childcare around nursery education provision to ensure that all parents that require it have access to an extended and flexible early years offer.

Where new early years provision is needed as a result of demographic growth or changes in entitlement, we have adequate land to provide this entitlement but it would be a require capital planning. It is not part of this proposal but the opportunity exists for future review should the Council seek to develop a new provisions on the school site and under its leadership.

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

We support the need for education to be available full time up to the age of 18. Although the proposal is for education to key stage four only we have consulted on educational provision to the age of 18.

We do not feel that our plans are sufficiently robust to be able to educate to a good level to 18



years old bearing in mind the educational provision the area that has far greater experience than BHMS does at this level.

As such we have had negotiations with another academy to ensure we can provide the necessary range of subjects and breadth of teaching staff to accommodate this.

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

The school is already part of the Creasy Park development enabling the use of the school playing fields for many activities outside of the school hours. The buildings are used by the community out of normal school hours and as we extend the provision to pupils one of our aims is to enable further and better use of the facilities for the community.

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

Alternate model of school to enable a diversity of parental choice and educational provision. This meets the Council's aim is to create a more diverse school system offering excellence and choice, where BHMS has a strong ethos and sense of mission in order to meet the aspirations of parents, help raise local standards and narrow attainment gaps.

We accept children of all faiths and we champion no single faith over another. We are not intending to provide a single faith based school.

The BHMS governing body would be open to setting up an academy or free school with the same aims set out in this business case if that was supported by the local authority and DofE.

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

BHMS has an excellent record in meeting the needs of those children with special educational needs. This provision is of primary focus for us and as a result we will continue to offer this provision.

The school has used and will continue to use appropriately trained staff and provide access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.

We have provisions to ensure that appropriate full-time education will be available to all displaced pupils as we do on a regular basis now. Their statements of special educational needs are amended if required and all parental rights are ensured. Other interested partners, such as the Health Authority are involved. Pupils are not placed long-term or permanently in a Pupil Referral Unit (PRU) unless that is what they need.

The SEN provision will be expanded within the current practice as the number and age range of pupils grows so that BHMS can continue to offer appropriate support and ensure improvements in the standard, quality and range of educational provision for those children covered under SEN.

## Sign-off by the School

Business case approved by:

Name –	Colin Perry
Position held –	Chair of Governors

Date:	27 <sup>th</sup> June 2014
-------	----------------------------

## BUILDING ADVISORY SERVICE

0481-DHS01

27 June 2014

**Maureen Phillips – School Business Manager**  
**Brewers Hill Middle School**  
**Aldbanks**  
**Dunstable**  
**LU6 1AJ**



### Condition Survey / Suitability Report

#### For Brewers Hill Middle School, Aldbanks, Dunstable, Beds LU6 1AJ

Headteacher: Mr J Hughes  
Urn: 109659  
LA: 823 Central Bedfordshire  
Establishment No: 4046  
Type of establishment: Community School  
Age range: 9-13  
Gender: Mixed  
Religious character: Does not apply  
School capacity: 480  
Total nr of children: 171

Brewers Hill Middle School  
Aldbanks  
Dunstable  
Bedfordshire  
LU6 1AJ

## Context

Brewers Hill Middle School is a large school originally built as a secondary/upper school in the early 1960's and changed to a middle school in the 1970's. The school is located in a large housing estate on the edge of Dunstable.

The school has a capacity of 480 but currently has 171 pupils. The IT block (former technology block) consisting of two classrooms has been closed due to its condition and two floors comprising of 6 classrooms on the 4 storey tower block have been let as office accommodation.

The school is laid out in a H plan format with 5 main blocks plus some outbuildings.

- Block 01; West block; 2 storey; main teaching block; classrooms, technology, library, admin
- Block 02; East block ; 2 storey; Hall, gym, dining room and changing rooms
- Block 03; North block; 4 storey; classrooms
- Block 04; South block; 1 storey; Admin/link
- Block 05; North East Block; Ground floor teaching (former workshops)– these classrooms have now been mothballed due to condition; lower ground floor boiler room, oil tank and electrical intake

## Findings

A visual survey of the site was made, on site over the 25<sup>th</sup> and 26<sup>th</sup> June 2014. The weather was sunny and dry. The survey was by means of a walk round with a visual inspection, no intrusive investigation was made.

### General

The school is laid out in a H plan format with 5 main blocks plus some outbuildings.

- Block 01; West block; 2 storey; main teaching block; classrooms, technology, library, admin
- Block 02; East block ; 2 storey; Hall, gym, dining room and changing rooms
- Block 03; North block; 4 storey; classrooms
- Block 04; South block; 1 storey; Admin/link
- Block 05; North East Block; Ground floor teaching (former workshops)– these classrooms have now been mothballed due to condition; lower ground floor boiler room, oil tank and electrical intake

### Structure

The buildings appear to be constructed with a in-situ concrete frame with precast concrete panels with some in-situ concrete walls; evidence would indicate that there is a cavity and blockwork lining internally with a plastered finish. The upper floors and roof deck would appear to be clay pots with a structural concrete topping. The internal walls are mainly of solid construction with a plastered finish.

### External Walls

There is some superficial cracks on the concrete frame, there are a few locations where the concrete has blown and the reinforced concrete is exposed and rusted, however this is only in a few small locations and in general is not symptomatic of the buildings and mainly noted on block 05. In general the concrete frame appears to be in good condition and the repairs to the reinforced concrete should be able to be effectively repaired.

The pre-cast concrete panels appear to be in condition and the joists between the panels generally appear to be in good condition, although there may be a few locations where some works to the joints may be required.

Block 04 the single storey central admin block would appear to have a different construction and is probably more recent in construction and be of block/brick cavity load bearing walls with a rendered finish to the front elevation to the central part. The render does have some minor cracking

### Roofs

The roofs are flat covered with built up felt roof coverings on a concrete deck. The roof coverings to Blocks 02,03,04,05 would appear to be in relatively good condition and are probably 10-15 years old.

Block 05 has northern lights with flat and pitched built up felt roof coverings. There appears to be issues with water penetration into this block, on initial inspection the roof coverings appear to be in relatively good condition although evidence would suggest issues with the northern lights, further investigation will need to be made to this roof and the northern lights to establish the condition and the potential sources of the leaking and remedial works instigated.

Block 01 has high level roofs sloping down to a central valley over the central corridor. The main roof covering to the high level roofs to block 01 are in a poor condition and are probably in excess of 25 years old, these roofs are covered with bedded chippings and showing signs of degradation, the lower level roof over the central corridor and stair pod appear to be much newer probably less than 10 years old. There is evidence of water penetration through the roof particularly over the textiles room (rm 11). The rainwater gutters from the higher level roofs are in poor condition and in need of urgent maintenance. There is evidence that water may be penetrating through the degraded high level roof particularly over rooms 16 and 11 (the resistant materials and textile rooms) and running down behind the felt upstand to the side of the low level roof this could be causing the issues relating to the water damage in room 11 (textiles); £5,000 should be spent immediately to make temporary repairs to prevent further water penetration into rm 11, with a further £150,000 being spent within the next 3 years to replace the high level roofs.

#### **Windows and external doors**

The windows and external doors have all been replaced over the years with PPC aluminium framed windows (Triad or similar) some the windows are single glazed and some double glazed, this would reflect the different times that they had been replaced. I would suspect that the windows are at least 15 years old with some over 20 years old.

All the windows are fitted flush to the outside face of the wall, this is not ideal and is a poor detail as it makes the joint difficult to seal and does not afford any protection from the weather making it easier for rain to penetrate around the windows and into the framework of the window which may manifest itself on the inside of the window. I would suspect that the reason for this was that the new windows replaced old metal Crittal type windows which had a thinner section and the new windows were fitted so as not interfere with the plaster finish internally.

There appears to be issues with leaking from or around some of the windows particularly those on the exposed south west elevations on block 01, this had led to plaster becoming water damaged and blown to the reveal and head of some of these windows. These appear to be an older design single glazed window and seem to lack some of the drainage within the system that the later windows have. There have been attempts to re-seal around the windows with sealant and Flashband around the head. Further investigation needs to be made to establish the cause of this leaking. Similar issues are affecting Block 05

I would suggest that a programme of window replacements be instigated to fit new windows with more appropriate detailing; this would improve heat loss and should resolve the water penetration issues. This to be commenced to the windows which are exhibiting issues to Block 01 and Block 05, windows to other blocks can be programmed for replacement if and when they exhibit significant issues

The windows to the links and the front elevation of the admin block 04 are aluminium and are in good condition, the windows to the rear of the admin block 04 are timber and some of these are in a poor condition and in need of replacement, the link corridors have uPVC windows and are in good condition.

### **External Doors**

The external doors appear to be in good condition, the main entrance doors are commercial quality glazed aluminium doors, other doors are timber doors and in good condition and decorative order.

### **Internals**

Decoration; other than Block 05 which the school buildings are in a good order internally with only localised damage to internal finishes and decoration from water penetration from some of the windows and roof leaks as afore mentioned, notably in Textiles (rm 11) and the south west elevation of Block 01.

Internal doors are in generally in a good condition.

Floor finishes are generally in a good condition. The carpet the ground floor of block 01 is showing signs of wear particularly on the joints, this may be general wear as it has high usage or an issue with laying or possibly with the substrate, however it should be replaced within the next year or so. There is wear to the vinyl floor tile to the base of the stairs on Block 03 (4 storey block) and some tiles need to be replaced.

The gym and hall floors are the original sprung timber floors and are in good condition requiring general maintenance.

Stairs appear to be in condition.

Toilets/sanitaryware; the toilets are generally in good condition and have been modernised over the years, with some being better fitted out than others; The pupil toilets are perfectly serviceable but could benefit from being modernised.

Equipment; Science and technology labs have been refurbished in the last 10-15 years and are in good condition and no works required for the foreseeable future

Kitchen equipment is serviceable and in a satisfactory condition although the kitchen would benefit from modernisation in the future.

### **Electrical Installations**

Electrical installations; I am informed that the main intake panels were replaced a relatively recently and that the supply to the kitchens upgraded, and I expect that the main incoming supply was checked to confirm that it is adequate, this should be

confirmed, and further assessment made if the school is to be developed and the load increased.

The electrical installation is tested on a regular basis and all remedial works/recommendations are dealt with and kept up to date.

The provision of power sockets around the school is deemed to be adequate.

Lighting; the majority of the existing lighting are old imperial fittings and it is difficult to replace some of the component parts; it is recommended that all the old light fittings be replaced with modern more efficient lighting incorporating emergency lighting to all areas.

Emergency lighting has been installed to some common areas and the main hall but does not extend to classrooms and all corridors.

A category L4/5 fire alarm installation has been recently installed to the school.

### Mechanical Installations

The main school boilers are 3nr 290kW Potterton NXR3 oil fired and where installed circa 2001 along with a hot water calorifier was has also been installed. The boilers are coming to the end of their useful life and will become costly to maintain as well as costly to run.

It is noted that one of the pumps has failed and needs to be replaced at a cost of £5000, if the remaining pump fails the school will be without heating.

The option of replacing the boilers with gas fired boilers should be considered. There is a gas supply to the school which appears to have been sized with the intention of supplying the boilers and further investigations should be made this would reduce the heating costs of the school

Consideration should be made to replacing pipework and heat emitters to the school buildings where necessary. The old pipework, fan convectors and radiators are probably not running efficiently and are more likely be susceptible to leaks and failures which could cause damage to the fabric and finishes of the buildings.

Replacement of the boilers pipework and equipment should result in significant saving to energy costs.

The cost of replacing the boilers, pumps and control panels and extending the gas supply to the boiler room would be in the region of £150,000

### Site

In general the site is in a good and serviceable condition.





Some very minor repairs are required to the tarmac roads and parking areas to keep them in tip top condition.

The paths and steps are in a reasonable condition and some repairs are required to cracked pavings and steps but significant hazards indentified.

The playground seems to be in good condition

The fences and gates are in good condition.

Sports fields are well kept and in good condition.

Landscaping is in good condition and well maintained.

The outbuildings are in a fair condition and require some general maintenance

#### **Block 5 – Former IT Suites and Boiler House**

Block 5 house the boiler house on the lower ground floor with, what was originally the workshops at ground floor level which were later converted to two IT suites. The building has suffered from water ingress seemingly from around the windows and with some leaking through the north light roof lights and some bad infilling of a redundant door opening, as a result of this the ground floor of the building has not been used for teaching for a number of years and the area closed off to the school.

It would be difficult to demolish this building as it house the boilers on the lower ground floor, however consideration should be given to refurbishing the building. Initial investigations would indicate that the main problems are regarding ingress of rainwater around the windows and the roof lights, if these were replaced with new units with appropriate detailing I am sure that the damp issues can be remedied and the building brought back into use for between £200K-£250K to provide 220m<sup>2</sup> of teaching space.

#### **Asbestos**

The school asbestos log does indicate the presence of asbestos in the school however there are not significant issue with asbestos within the school buildings.

Asbestos debris has been identified in the boiler house where residual asbestos fibres may be present on pipework from previous clean up operations.

Vinyl floor tiles have been identified as containing trace amounts asbestos.

Although asbestos has not been detected in the existing textured ceiling and wall coatings these are deemed to contain trace amount of asbestos unless proven otherwise.



Irrespective of the contents of the asbestos log it must be assumed, that due to the age and nature of the building that asbestos may be present concealed within the structure of the building which may not have been identified during non-invasive survey used to compile the asbestos log, therefore, it is essential and a legal requirement that Demolition and Refurbishment Asbestos survey is undertaken prior to any significant demolition, building or refurbishment works take place in all areas that are likely to be affected by the works.

**Compliance with Part M of the Building Regulations (Access to and use of buildings)**

The school does not comply very well with the Disabled Discrimination Act and is a potential issue for a sustainable school. Access to all the school building requires going up steps, and all the teaching areas are on multiple floors and there are no lifts or ramps at present. Block 01 (the main teaching block) does have a chair lift fitted to the stairs, but is not in commission at the moment, and is not an ideal solution to the problem.

Accessible cubicles have been provided in both boys and girls toilets but these are not DDA or Part M compliant.

There is a legal requirement that all public buildings should be 'accessible', and if works are being carried out at the building, where possible these should not make the situation worse and if practicable should make improve accessibility, with access ramps and disabled toilets etc. It could be argued that it is not practicable to make Brewers Hill School fully accessible because of the levels and multi-storey buildings. However if the school is to be sustainable for the future it must aspire to be fully accessible and all inclusive.

To make the school site DDA compliant a ramped entrance to be provided to one or more of the entrances and probably 3 platform lifts should be provided at a cost of £250,000

**Other improvements**

**Cladding**

The performance and appearance of the school building could be improved by providing a rainscreen cladding to the elevation in-conjunction with the window replacements.

The cladding will be insulated and the windows double glazed in accordance with latest Part L requirements regarding heat loss, this could reduce energy costs significantly.

The new cladding and windows will eliminate issues regarding water penetration through and around the windows and potential issues with the joints around the pre-cast concrete and blowing of concrete to the in-situ concrete walls and frames.

The cladding can be used to change the appearance of the building considerably and make the building more contemporary and modern, as well as extend the life of the building as it will protect the concrete frame from the elements



These works could be carried out in-conjunction with window replacements one block at a time.

Overall cost of cladding and replacing the windows would be in the region of £1-1.5million pounds

## Summary

For a building of this age it is in relatively good condition, it is generally in good decorative order with the exception of Block 05 and specific locations due to water damage from leaks.

Immediate remedial works should be undertaken to resolve the roof leak issues affecting Block 01 room 11.

The failed boiler pump should be replaced prior to autumn 2014 to ensure heating can be maintained to the school over the winter.

Looking longer term the Block 01 should be re-roofed completely, and a programme of works to either replace the windows or re-clad the buildings and replace the windows, replacing the boilers and heating installations within the school

To make the school sustainable serious consideration should be given to making sure the building is fully accessible and compliant with the Disabled Discrimination Act and Building Regulations Part M

The condition survey and budget costing is for strategic planning in an ideal world if the funding is available, not all of the works mentioned are essential but are desirable. Priority 01 and 02 works should be planned into maintenance budgets as a matter of urgency if the building is to be maintained.

Summary of budget costs as detailed on condition survey							
Block	Budget	P1	P2	P3	P4	P5	Improvements
01 West	£412,500	£18,610	£2,700	£210,060	£0	£181,130	
02 East	£296,760	£8,500	£0	£44,625	£0	£243,650	
03 North	£262,400	£5,000	£0	£52,080	£0	£205,320	
04 South	£0	£0	£0	£3,150	£16,000	£0	
05 NE	£0	£0	£0	£0	£0	£0	
Boilers	£170,000	£10,000	£160,000	£0	£0	£0	
External	£12,500	£0	£0	£5,000	£0	£7,500	
Improvem's	£0	£0	£0	£0	£0	£0	£1,343,990
	£1,154,160.00	£42,110.00	£162,700.00	£314,915.00	£16,000.00	£637,600.00	£1,343,990.00

We have assessed that the repairs and maintenance works for the 5 year plan as being £1.2m with a further £1.4m for improvement works. In reality £200,000 is essential to ensure that the building can be maintained over the next 5 years.

Report By

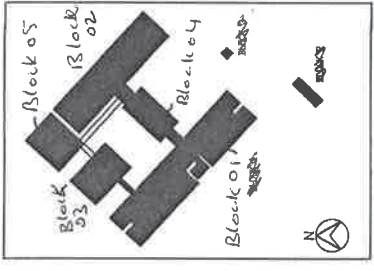
Richard Rowley

27 June 2014

Encls

- BAS 0481 Brewers Middle School Plan
- BAS 0482 Condition Survey Visual Inspection Report





Site Plan - NTS

FIRST FLOOR



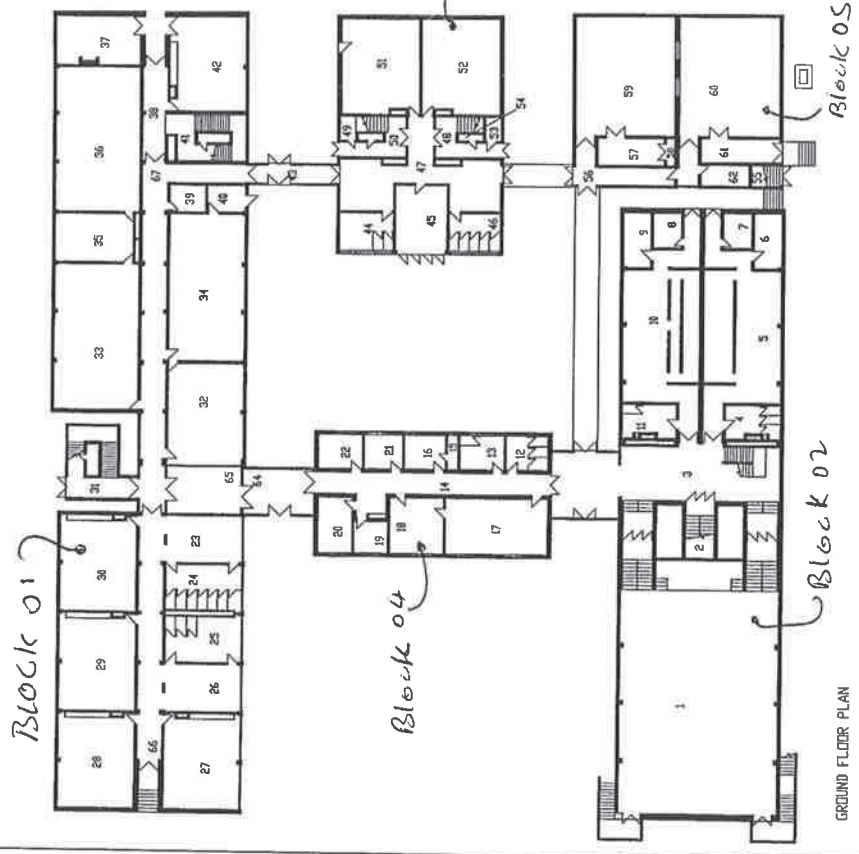
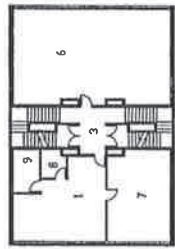
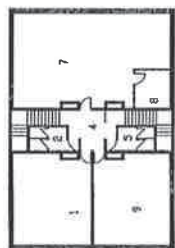
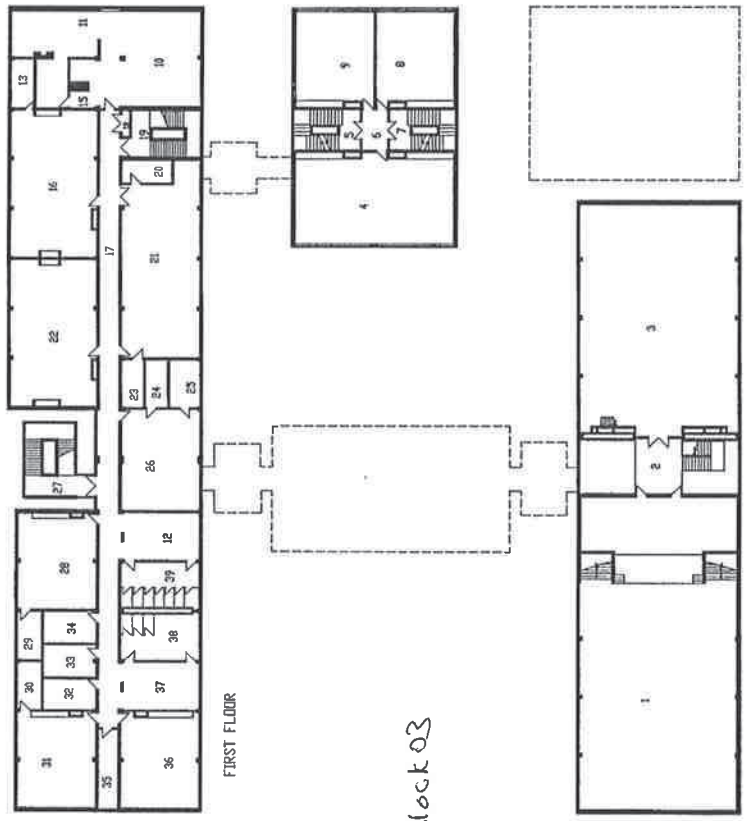
No.	Revision description	Date	Author
1	Initial design - association	11/03/2008	PL
2	Initial design - association	11/03/2008	PL
3	Initial design - association	11/03/2008	PL
4	Initial design - association	11/03/2008	PL
5	Initial design - association	11/03/2008	PL
6	Initial design - association	11/03/2008	PL
7	Initial design - association	11/03/2008	PL
8	Initial design - association	11/03/2008	PL
9	Initial design - association	11/03/2008	PL
10	Initial design - association	11/03/2008	PL
11	Initial design - association	11/03/2008	PL
12	Initial design - association	11/03/2008	PL
13	Initial design - association	11/03/2008	PL
14	Initial design - association	11/03/2008	PL
15	Initial design - association	11/03/2008	PL
16	Initial design - association	11/03/2008	PL
17	Initial design - association	11/03/2008	PL
18	Initial design - association	11/03/2008	PL
19	Initial design - association	11/03/2008	PL
20	Initial design - association	11/03/2008	PL
21	Initial design - association	11/03/2008	PL
22	Initial design - association	11/03/2008	PL
23	Initial design - association	11/03/2008	PL
24	Initial design - association	11/03/2008	PL
25	Initial design - association	11/03/2008	PL
26	Initial design - association	11/03/2008	PL
27	Initial design - association	11/03/2008	PL
28	Initial design - association	11/03/2008	PL
29	Initial design - association	11/03/2008	PL
30	Initial design - association	11/03/2008	PL
31	Initial design - association	11/03/2008	PL
32	Initial design - association	11/03/2008	PL
33	Initial design - association	11/03/2008	PL
34	Initial design - association	11/03/2008	PL
35	Initial design - association	11/03/2008	PL
36	Initial design - association	11/03/2008	PL
37	Initial design - association	11/03/2008	PL
38	Initial design - association	11/03/2008	PL
39	Initial design - association	11/03/2008	PL
40	Initial design - association	11/03/2008	PL
41	Initial design - association	11/03/2008	PL
42	Initial design - association	11/03/2008	PL
43	Initial design - association	11/03/2008	PL
44	Initial design - association	11/03/2008	PL
45	Initial design - association	11/03/2008	PL
46	Initial design - association	11/03/2008	PL
47	Initial design - association	11/03/2008	PL
48	Initial design - association	11/03/2008	PL
49	Initial design - association	11/03/2008	PL
50	Initial design - association	11/03/2008	PL
51	Initial design - association	11/03/2008	PL
52	Initial design - association	11/03/2008	PL
53	Initial design - association	11/03/2008	PL
54	Initial design - association	11/03/2008	PL
55	Initial design - association	11/03/2008	PL
56	Initial design - association	11/03/2008	PL
57	Initial design - association	11/03/2008	PL
58	Initial design - association	11/03/2008	PL
59	Initial design - association	11/03/2008	PL
60	Initial design - association	11/03/2008	PL
61	Initial design - association	11/03/2008	PL
62	Initial design - association	11/03/2008	PL
63	Initial design - association	11/03/2008	PL
64	Initial design - association	11/03/2008	PL
65	Initial design - association	11/03/2008	PL
66	Initial design - association	11/03/2008	PL
67	Initial design - association	11/03/2008	PL
68	Initial design - association	11/03/2008	PL
69	Initial design - association	11/03/2008	PL
70	Initial design - association	11/03/2008	PL
71	Initial design - association	11/03/2008	PL
72	Initial design - association	11/03/2008	PL
73	Initial design - association	11/03/2008	PL
74	Initial design - association	11/03/2008	PL
75	Initial design - association	11/03/2008	PL
76	Initial design - association	11/03/2008	PL
77	Initial design - association	11/03/2008	PL
78	Initial design - association	11/03/2008	PL
79	Initial design - association	11/03/2008	PL
80	Initial design - association	11/03/2008	PL
81	Initial design - association	11/03/2008	PL
82	Initial design - association	11/03/2008	PL
83	Initial design - association	11/03/2008	PL
84	Initial design - association	11/03/2008	PL
85	Initial design - association	11/03/2008	PL
86	Initial design - association	11/03/2008	PL
87	Initial design - association	11/03/2008	PL
88	Initial design - association	11/03/2008	PL
89	Initial design - association	11/03/2008	PL
90	Initial design - association	11/03/2008	PL
91	Initial design - association	11/03/2008	PL
92	Initial design - association	11/03/2008	PL
93	Initial design - association	11/03/2008	PL
94	Initial design - association	11/03/2008	PL
95	Initial design - association	11/03/2008	PL
96	Initial design - association	11/03/2008	PL
97	Initial design - association	11/03/2008	PL
98	Initial design - association	11/03/2008	PL
99	Initial design - association	11/03/2008	PL
100	Initial design - association	11/03/2008	PL

**mouchelparkman**  
 PO Box 10, The Merton Centre  
 45 St Peter's Street  
 Merton, London SW19 1JG  
 T +44 (0)181 234 312 000  
 F +44 (0)181 234 312 000  
 www.mouchelparkman.com

**BREYERS HILL MIDDLE SCHOOL**  
 ALDBANKS  
 DUNSTABLE

FLOOR PLANS

DATE: 11/03/08  
 DRAWN: AUG 03  
 CHECKED: [ ]  
 APPROVED: [ ]  
 003-007



Condition Survey - Visual inspection report and budget costing

Site: Brewers Hill School, Aldbanks, Dunstable LU6 1  
Date: 26-Jun-14  
Surveyors: Richard Rowley  
Job nr: 481

Urn: 109559  
LA: 823 Central Bedfordshire  
GSS LA Code: ED6000056  
Establishment Nr: 4246  
BUILDING ADVISORY SERVICE  
78 Union Street, Dunstable Beds LU6 1EY  
Tel: 01582 478585  
info@buildingadvisoryservice.co.uk

Block	Item	Description	DIES Element	Action Required	Floor	Room Number	DIES Condition	DIES Priority	Item Life	Component	Budget	Quantity	Rate	P1	P2	P3	P4	P5	Notes			
1	Roofs	Structure	1.1	None	Roof	All	B	5	50		£0											
		Coverings and insulation	1.2	1 Immediate repairs required	Roof	All	D	1	5	50	£5,000	1.00	£5,000								Defects to roof in	
		Coverings and insulation	1.2	1 High level roof in need of replacement	Roof	All		C	3	5	£155,000	1020.00	£150				£153,000					
		Drainage	1.3	5 Replace rainwater gutters and	Roof	All		D	1	>1	£4,380	146.00	£30	£4,380								
2	Floors and Stairs	Ground bearing/hollow floors	2.1	1 None	Ground	All					£0											
		Suspended floors	2.2	1 None	First	All					£0											
		Screens and finish	2.3	5/7 None	All	All					£0											
		Carpet	2.3	7 Replace carpet to ground floor	Ground	66,67,39		C	2	2	£2,700	90.00	£30	£2,700								
		Staircase structure	2.4	1 None	All	All					£0											
3	Ceilings	Staircase balustrades	2.5	1 None	All	All				£0												
		Staircase walls and risers	2.5	2 None	All	All					£0											
		Plaster	3.1	2 None	All	All					£0											
		suspended ceilings	3.1	6 replacement of water damaged	All	All		B	5	25	£250	1.00	£250								£250	
4	External walls	Wall structure	4.1	1/2 Re-seal joints	All	All	B	3	50	£19,800	792.00	£25	£19,800			£19,800						
		Walls external finishes	4.2	3 Plaster repairs due to water damage	All	All	A	5	50	90%	£0											
		Walls internal finishes	4.3	2 Plaster repairs due to water damage	All	All	C	1	>1	10%	£4,500	150.00	£30	£4,500								
		Walls internal finishes	4.3	2 re-seal around windows	All	All	C	1	15		£0											
		Aluminium framed glazed windows	4.4	2 General maintenance	Ground	66,31,38		A	4	15	100	£0										
5	Internal walls	Aluminium glazed doors	4.4	1 General maintenance	First	35	A	4	15	100	£0											
		Timber glazed door	4.4	1 General maintenance				A	4	15	100	£0										
		walls and partitions structure	5.1	1 None							£0											
		walls and partitions finishes	5.1	2 None							£0											
		Flush ply doors	5.3	1 None							£0											
6	Sanitary services	Generally	6.1	1 Upgrade toilets	All	24,25,36,39	C	4	5	£56,000	4.00	£14,000								£56,000		
		Heat source and equipment	7.1								£0											
		heating distribution, emitters and controls	7.2	1 Replace pipework and emitters	All	All		C	4	10	£50,000	1.00	£50,000								£50,000	
		Hot and cold water system	7.3	1 Overhaul pipework	All	toilets		C	4	10	£10,000	1.00	£10,000								£10,000	
		Gas distribution	7.4	1 test and maintain	All	All		A	1	25	£500	1.00	£500								£500	
7	Electrical Services	Mechanical ventilation/ air conditioning	7.5	2 test and maintain	All	All	B	1	10	£0	1.00	£0										
		Control gear	8.1	1 Test and maintain	All	All	A	1	25		£0											
		Power	8.2	1 Test and maintain	All	All	B	1	25		£0											
		Lighting	8.3	1 Test and maintain/replace old imperial light fittings	All	All	C	1	3		£19,500	1.00	£19,500			£19,500						
		Fire alarms	8.4	1 test and maintain	All	All	A	1	25		£0	0.00	£0									
8	External decoration	Communications and IT Infrastructure	8.5	1 Test and maintain	All	All	B	1	15	£0	0.00	£0										
		Lifts	8.6	N/A							£0											
		External walls	9.1	3 semi-annual coating	All	All	C	3	3	0	£23,760	1584.00	£15	£23,760			£23,760				£200	
		External windows and doors etc	9.2	1 Redecoration	All	66,38,35		A	4	5	£200	1.00	£200									
		Internal walls	9.3	2 Redecoration in maintenance programme	All	All	A	4	5		£36,500	3660.00	£10	£36,500								£36,500
9	Internal decoration	Internal ceilings	9.4	2 Redecoration in maintenance programme	All	All	A	4	5	£22,740	1516.00	£15	£22,740								£22,740	
		Internal windows, doors, etc	9.5	1 Redecoration in maintenance programme	All	All	A	4	5		£5,440	64.00	£85	£5,440								£5,440
											£0											

Block 01, West;  
two storey,  
teaching



Block	Item	Description	DIES Element	Artists Required	Floor	Room Number	DIES Condition	DIES Priority	Item Life	Component	Budget	Quantity	rate	P1	P2	P3	P4	P5	Notes			
10	Fixed furniture and fittings	teaching-science, technology	10.1	1	None						£0											
		teaching-other	10.2	1	None						£0											
		Non-teaching-catering kitchen	10.3	1	None						£0											
	11	External	Non-teaching-other	10.4	1	None					£0											
			Road and car parks	11.1	1						£0											
			Paths, pedestrian paved areas, play areas	11.2							£0											
			Soil, landscaping	11.3							£0											
			Maintenance services	11.4							£0											
			Boundary walls and fences other walls and fences	11.5							£0											
			Swimming pools - structure	11.7							£0											
12	Playfields, all weather pitches / MJGSAs	Swimming pools-plant	11.8						£0													
		Drainage-treatment plant	11.9						£0													
		Drainage-other	11.1						£0													
		Generally	12.1						£0													
<b>Total</b>											£16,510	£2,700	£210,060	£0	£161,130	£412,500						

Item:	Notes for action found as a result of Visual Inspection:																			
1																				
2																				

DIES Element No.	DIES Condition Code	DIES Priority Code
1 - Roofs	A - Good	1 - Urgent within 1 year
2 - Floors & Slabs	B - Satisfactory	2 - Essential Within 2 Years
3 - Ceilings	C - Poor	3 - Desirable Within 3-5 Years
4 - External Walls, Windows & Doors	D - Bad	4 - Long Term Beyond 5 Years
5 - Internal Walls & Doors		
6 - Sanitary Services		
7 - Mechanical Services		
8 - Electrical Services		
9 - Refectoration		
10 - Fixed Furniture & Fittings		
11 - External Services		
12 - Playing Fields		

Condition Survey  
Urn: 10959  
LA: 833 Central Bedfordshire  
Establishment Nr 4068  
GSS LA Code: E06000956

Brewers Hill School, Aldbanks, Dunstable LU6 1JL  
26-Jun-14  
Richard Rowley

BUILDING ADVISORY SERVICE  
78 Union Street, Dunstable Beds LU6 1EY  
Tel: 01582 476585  
info@buildingadvisory.co.uk

Block	Item	Description	DIES Element	Action Required	Floor	Room Number	DIES Condition	DIES Priority	Rem. Life	Component	Budget	Quantity	rate	P1	P2	P3	P4	P5	Notes				
1	Roofs	Structure	1.1	None	Roof	All	B	5	50	£0	£0												
		Coverings and insulation	1.2	Immediate repairs required	Roof	All	D	1	>1		£2,500	1.00	£2,500								Defects to rectify		
		Drainage	1.3	Overhaul gutters	Roof	All	C	1	>1		£250	1.00	£250										
	2	Floors and Stairs	Ground bearing/hollow floors	2.1	None	Ground	All				£0												
			Staircase	2.2	None	First	All					£0											
		Internal walls	Suspended floors	2.3	None	All	All					£0											
			Skirtings and finish	2.3	None	All	All					£0											
			Carpet	2.3	None	Ground	All					£0											
			Wood sprung floor	2.3	None	First	1,3					£0											
	3	Ceilings	Staircase structure	2.4	None	All	All				£0												
Staircase balustrades			2.5	None	All	All					£0												
Staircase treads and risers			2.6	None	All	All					£0												
Plaster			3.1	None	All	All					£0												
4	External walls	suspended ceilings	3.1	replacement of damaged tiles	First	3	B	5	25		£250	1.00	£250								£250		
		Wall structure	4.1	Re-seal joints	All	All					£0												
		Walls - external finishes	4.2	None	All	All					£0												
		Walls - internal finishes	4.3	None	All	All					£0												
4	External walls; windows	Walls - internal finishes	4.3	plaster repairs due to water damage	All	All	C	1	>1		£1,500	50.00	£30	£1,500									
		Aluminium framed glazed windows	4.4	re-seal around windows	All	All	C	1	15		£0												
4	External walls; doors	Aluminium glazed doors	4.4	General maintenance	All	All	A	4	15		£0												
		Walls and partitions structure	5.1	None							£0												
5	Internal walls	Walls and partitions finishes	5.1	None							£0												
		Flush fly doors	5.3	None							£0												
5	Sanitary services	Generally	6.1	Upgrade toilets, showers	All	4,11,4,5,10	C	4	5		£4,000	1.00	£4,000								£4,000		
		Heat source and equipment	7.1								£0												
7	Mechanical Services	heating distribution, emitters and controls	7.2	Replace pipework and emitters	All	All	C	4	10		£50,000	1.00	£50,000								£50,000		
		Hot and cold water system	7.3	Overhaul pipeworks	All	toilets/kitchens/showers	C	4	10		£10,000	1.00	£10,000									£10,000	
7	External services	Gas distribution	7.4	test and maintain	All	All	A	1	25		£500	1.00	£500										
		Mechanical ventilation / air conditioning	7.5	test and maintain	All	All	B	1	10		£0	1.00	£0										
8	Electrical Services	Control gear	8.1	Test and maintain	All	All	A	1	25		£0												
		Power	8.2	Test and maintain	All	All	B	1	25		£0												
8	Internal Decoration	Lighting	8.3	Test and maintain/replace old internal light fittings	All	All	C	1	3		£13,500	1.00	£13,500								£13,500		
		Fire alarms	8.4	test and maintain	All	All	A	1	25		£0	0.00											
8	Internal Decoration	Communications and IT infrastructure	8.5	Test and maintain	All	All	B	1	15		£0	0.00											
		Lifts	8.6	N/A							£0												
9	External decoration	External walls	9.1	Re-decoration coating	All	All	C	3	100		£16,875	1125.00	£15								£16,875		
		External windows and doors etc	9.2	Re-decoration	All	1	A	4	5		£150	1.00	£150									£150	
10	Internal Decoration	Internal walls	9.3	Re-decoration in maintenance programme	All	All	A	4	5		£27,600	2760.00	£10								£27,600		
		Internal ceilings	9.4	Re-decoration in maintenance programme	All	All	A	4	5		£16,815	1261.00	£15									£16,815	
10	Fixed furniture and fittings	Internal windows, doors, etc	9.5	Re-decoration in maintenance programme	All	All	A	4	5		£2,720	32.00	£85									£2,720	
		teaching-science, technology	10.1	None							£0												
10	Non-teaching-catering kitchen	teaching other	10.2	None							£0												
		Non-teaching-catering kitchen	10.3	Upgrade	Lower ground	1 kitchen	B	4	5		£100,000	1.00	£100,000									£100,000	
10	Non-teaching - other	Non-teaching - other	10.4	None							£0												
		Non-teaching - other	10.4	None							£0												

Block 02; East; two storey Hall, Gym, Dining





Condition Survey  
Urn, 109655  
LA: 823 Central Bedfordshire  
Establishment N° 4046  
G55 LA Code: E06000056

Brewers Hill School, Aldbarncks, Dunstable LU6 1J  
26-June-14  
Richard Rowley

Site:  
Date:  
Surveyors:

BUILDING ADVISORY SERVICE  
78 Union Street, Dunstable Beds LU6 1EY  
Tel: 01582 476365  
info@buildingadvisoryservice.co.uk

Block	Item	Description	DIES Element	Action Required	Floor	Room Number	DIES Condition	DIES Priority	Rem. Life	Compen. action	Budget	Quantity	rate	P1	P2	P3	P4	P5	Notes			
1	Roofs	Structure	1.1	None	Roof	All	B	4	50		£0											
		Coverings and insulation	1.2	None	Roof	All	B	4	10			£0										
		Drainage	1.3	None	Roof	All	B	4	10			£0										
		Floors and Stairs	Ground bearing/hollow floors	2.1	None	Ground	All						£0									
			Suspended floors	2.2	None	First	All						£0									
	2	26-June-14	Screens and finish	2.3	None	All	All	B	4	10		£1,000	1.00	£1,000								
			Make good damaged floor	2.3	Make good damaged floor	All	All	B	4	10			£1,000	1.00	£1,000							
			Staircase structure	2.4	None	All	All						£0									
			Staircase balustrades	2.5	None	All	All						£0									
			Staircase treads and nosers	2.6	None	All	All						£0									
3	Ceilings	Plaster	3.1	None	All	All	B	5	25		£250	1.00	£250							£250		
		Replacement of damaged tiles	3.1	Replacement of damaged tiles	All	All	B	5	25			£250	1.00	£250								
4	External walls	Wall structure	4.1	Re-seal joints	All	All	B	3	50		£14,400	575.00	£25							£14,400		
		Walls external finishes	4.2	None	All	All	B	3	50			£0										
		Walls internal finishes	4.3	None	All	All	A	5	50	0%		£0										
4	External walls; windows	Walls internal finishes	4.3	Plaster repairs due to water damage	All	All	C	1	>1		£250	1.00	£250							£250		
		Walls internal finishes	4.3	Plaster repairs due to water damage	All	All	C	1	>1			£250	1.00	£250								
4	External walls; doors	Aluminium framed glazed windows	4.4	Re-seal around windows	All	All	C	1	15		£3,750	375.00	£10							£3,750		
		Aluminium glazed doors	4.4	General maintenance	All	All	A	4	15	100		£0										
5	Internal walls	Walls and partitions structure	5.1	None	All	All	A				£0											
		Walls and partitions finishes	5.1	None	All	All	A				£0											
5	Internal doors	Flush ply doors	5.3	None	All	All					£0											
		Flush ply doors	5.3	None	All	All					£0											
6	Sanitary services	Generally	6.1	Upgrade toilets; showers	All	44-45,2-5	C	4	5		£28,000	14.00	£2,000							£28,000		
		Generally	6.1	Upgrade toilets; showers	All	44-45,2-5	C	4	5			£0										
7	Mechanical Services	Heat source and equipment; radiators	7.1		All						£0											
		Heating distribution, emitters and controls	7.2	Replace pipework and emitters	All	All	C	4	10			£122,000	1.00	£122,000								
7	Hot and cold water system	Hot and cold water system	7.3	Overhaul pipeworks	All	Toilets; kitchens; showers	C	4	10		£10,000	1.00	£10,000							£10,000		
		Hot and cold water system	7.3	Overhaul pipeworks	All	Toilets; kitchens; showers	C	4	10			£0										
7	Mechanical ventilation / air conditioning	Gas distribution	7.4	N/A	All	All	B	1	10		£0											
		Mechanical ventilation / air conditioning	7.5	Test and maintain	All	All	B	1	10			£0										
8	Electrical Services	Control gear	8.1	Test and maintain	All	All	A	1	25		£0											
		Control gear	8.1	Test and maintain	All	All	A	1	25			£0										
8	Power	Power	8.2	Test and maintain	All	All	B	1	25		£0											
		Power	8.2	Test and maintain	All	All	B	1	25			£0										
8	Lighting	Lighting	8.3	Test and maintain/replace old	All	All	C	1	3		£20,400	136.00	£150							£20,400		
		Lighting	8.3	Test and maintain/replace old	All	All	C	1	3			£0										
8	Fire alarms	Fire alarms	8.4	Test and maintain	All	All	A	1	25		£0											
		Fire alarms	8.4	Test and maintain	All	All	A	1	25			£0										
8	Infrastructure	Communications and IT	8.5	Test and maintain	All	All	B	1	15		£0											
		Infrastructure	8.5	Test and maintain	All	All	B	1	15			£0										
8	External decoration	External walls	8.5	N/A	All	All					£0											
		External walls	8.5	N/A	All	All					£0											
9	External decoration	External windows and doors	9.1	Re-sensitise coating	All	All	C	3	100		£17,280	1152.00	£15							£17,280		
		External windows and doors	9.1	Re-sensitise coating	All	All	C	3	100			£150	1.00	£150								
9	Internal Decoration	Internal walls	9.2	Redecoration	All	1	A	4	5		£0											
		Internal walls	9.2	Redecoration	All	1	A	4	5			£150	1.00	£150								
9	Internal Decoration	Internal ceilings	9.3	Redecoration in maintenance programme	All	All	A	4	5		£28,160	2816.00	£10							£28,160		
		Internal ceilings	9.3	Redecoration in maintenance programme	All	All	A	4	5			£0										
9	Internal Decoration	Internal windows, doors, etc	9.4	Redecoration in maintenance programme	All	All	A	4	5		£14,040	936.00	£15							£14,040		
		Internal windows, doors, etc	9.4	Redecoration in maintenance programme	All	All	A	4	5			£0										
9	Internal Decoration	Internal windows, doors, etc	9.5	Redecoration in maintenance programme	All	All	A	4	5		£2,720	32.00	£85							£2,720		
		Internal windows, doors, etc	9.5	Redecoration in maintenance programme	All	All	A	4	5			£0										

Block 03; North; 4 storey/teaching block

Item	DRES Element No.	DRES Condition Code	DRES Priority Code	Notes for action found as a result of Visual Inspection:	£0	£5,000	£52,080	£0	£205,320	£0	£266,400		
10	Fixed furniture and fittings	teaching - science, technology	10.1	1	N/A	£0							
		teaching - other	10.2	1	N/A	£0							
		Non-teaching - catering kitchen	10.3	1	N/A	£0							
		Non-teaching - other	10.4	1	N/A	£0							
		11	External	Road and car parks	11.1	1		£0					
				Paints, pedestrian paved areas, play areas	11.2			£0					
				Soil landscaping	11.3			£0					
				Mains services	11.4			£0					
				Boundary walls & fences	11.5			£0					
				Boundary walls - concrete	11.6			£0					
				Swimming pools - structure	11.7			£0					
				Swimming pools - plant	11.8			£0					
				Drainage - treatment plant	11.9			£0					
Drainage - other	11.1					£0							
12	Playfields, all weather pitches / MUGAs			Generally	12.1		£0						
					£0								
					£0								
					£0								
					£0								
					£0								
					£0								
					£0								
					£0								
					£0								
<b>Total</b>											£205,320		

Notes for action found as a result of Visual Inspection:

DRES Element No.	DRES Condition Code	DRES Priority Code
1 - Roofs	A - Good	1 - Urgent within 1 year
2 - Floors & Stairs	B - Satisfactory	2 - Essential Within 2 Years
3 - Ceilings, Walls, Windows & Doors	C - Poor	3 - Desirable Within 3-5 Years
4 - External Walls & Doors	D - Bad	4 - Urgent Term Beyond 5 Years
5 - Structural Services		
6 - Electrical Services		
7 - Mechanical Services		
8 - Recreational		
9 - Fixed Furniture & Fittings		
10 - External Services		
11 - External Services		
12 - Playing Fields		







Condition Survey  
Urn:106659  
LA: 823 Central Bedfordshire  
Establishment Nr:4046  
GSS LA Code: E0600056

BUILDING ADVISORY SERVICE  
78 Union Street, Dunstable Beds LU6 1EY  
Tel: 01592 476565  
info@buildingadvisoryservice.co.uk

Brewers Hill School, Aldbanks, Dunstable LU6 1J  
26-Jun-14  
Richard Rowley

Site:  
Date:  
Surveyors:

Block	Item	Description	DMS Element	Action Required	Floor	Room Number	DMS Condition	DMS Priority	Rem Life	Composition	Budget	Quantity	rate	P1	P2	P3	P4	P5	Notes		
1	1	Roofs	1.1	None	Roof	All	B	4	50		£0										
		1.2	replace built up felt roofing	Roof	All	D	1	>1		33%	£10,200	66.00	£150	£10,200							14X17
		1.3	replace built up felt roofing	Roof	All	D	1	>1		34%	£16,800	112.00	£150	£16,800							
		1.4	replace non-high glazing	Roof	All	D	1	>1			33%	£33,000	110.00	£300	£33,000						
		1.5	Overhaul pipework and gullys	Roof	All	D	1	>1			100	£2,500	1.00	£2,500	£2,500						
2	2	Floors and Stairs	2.1	None	Lw gnd flr	All					£0										
		2.2	Ground bearing/hollow floors	Ground	All	D	1	>1			£9,330	238.00	£35	£8,330							
		2.3	Suspended floors	Ground	All							£0									
		2.4	Scree and finish	All	All							£0									
		2.5	Vinyl	All	All							£9,500	238.00	£40	£9,500						
3	3	Ceilings	3.1	None	Ground	All	D	1	>1		£9,330	238.00	£35	£8,330							
		3.2	Plaster	Ground	All	D	1	>1			£0										
		3.3	Wall structure	All	All							£0									
		3.4	Walls external finishes	All	All							£48,500	310.00	£150	£46,500						
		3.5	Walls internal finishes	All	All							£4,650	186.00	£25	£4,650						
4	4	External walls; windows	4.1	replace windows	All	All	D	1	>1		£26,000	52.00	£500	£26,000							
		4.2	Aluminium framed glazed windows	All	All	D	1	>1			£0										
		4.3	Aluminium glazed doors	All	All	D	1	>1			£11,250	15.00	£750	£11,250							
		4.4	Aluminium glazed doors	All	All	D	1	>1			£0										
		4.5	Walls and partitions structure	Ground	All	D	1	>1			£6,750	270.00	£25	£6,750							
5	5	Internal walls	5.1	None	Ground	All					£0										
		5.2	Walls and partitions finishes	Ground	All	D	1	>1			£3,300	11.00	£300	£3,300							
		5.3	Flush dry doors	Ground	All	D	1	>1			£0										
		5.4	Flush dry doors	Ground	All	D	1	>1			£0										
		5.5	Flush dry doors	Ground	All	D	1	>1			£0										
6	6	Sanitary services	6.1	Generally							£0										
		6.2	Heat source and equipment									£0									
		6.3	Heating distribution, emitters and controls									£0									
		6.4	Gas and cold water system									£0									
		6.5	Gas pipework									£0									
7	7	Mechanical Services	7.1	Heat source and equipment							£0										
		7.2	Heating distribution, emitters and controls									£0									
		7.3	Gas and cold water system									£0									
		7.4	Gas pipework									£0									
		7.5	Mechanical ventilation / air conditioning									£0									
8	8	Electrical Services	8.1	Control gear	All	All	A	1	25		£0										
		8.2	Power	Ground	All	D	1	>1			£5,000	1.00	£5,000	£5,000							
		8.3	Lighting	Ground	All	D	1	>1			£9,000	60.00	£150	£9,000							
		8.4	Fire alarms	Ground	All	D	1	>1			£3,000	1.00	£3,000	£3,000							
		8.5	Communications and IT infrastructure	All	All	D	1	>1			£6,400	1.00	£6,400	£6,400							
9	9	External decoration	9.1	Lifts							£0										
		9.2	External walls								£0										
		9.3	External windows and doors etc								£0										
		9.4	Internal walls	Ground	All	D	1	>1			£2,700	270.00	£10	£2,700							
		9.5	Internal ceilings	Ground	All	D	1	>1			£1,105	13.00	£85	£1,105							
10	10	Fixed furniture and fittings	10.1	teaching-science, technology							£0										
		10.2	teaching other								£0										
		10.3	Non-teaching-catering kitchen								£0										
		10.4	Non-teaching - other								£0										
		10.5	Non-teaching - other								£0										

Block 05, North East, Boiler House and IT Block

11	External	Road and car parks	11.1															£0																
		Paths, pedestrian paved areas, play areas	11.2															£0																
		Soft landscaping	11.3															£0																
		Mains services	11.4															£0																
		Boundary walls and fences	11.5															£0																
		Other walls and fences	11.6															£0																
		Swimming pools - structure	11.7															£0																
		Swimming pools - electrical	11.8															£0																
		Drainage - treatment plant	11.9															£0																
		Drainage - other	11.1															£0																
12	Playwads, all other pitches / MUGAs	Generally	12.1															£0																
Total																		£215,005								£0			£0			£0		£215,005

Notes for action found as a result of Visual Inspection:

DIES Element No.	DIES Condition Code	DIES Priority Code
1 - Roofs	A - Good	1 - Urgent within 1 year
2 - Floors & Stairs	B - Satisfactory	2 - Essential Within 2 Years
3 - Ceilings	C - Poor	3 - Desirable Within 3-5 Years
4 - External Walls, Windows & Doors	D - Bad	4 - Long Term Beyond 5 Years
5 - Internal Walls & Doors		
6 - Sanitary Services		
7 - Mechanical Services		
8 - Electrical Services		
9 - Ref-decoration		
10 - Fixed Furniture & Fixings		
11 - External Services		
12 - Playing Fields		



Condition Survey  
Urn: 106959  
LA: 823 Central Bedfordshire  
Establishment Nr: 4046  
GSS LA Code: E0600056

Brewers Hill School, Aldbanks, Dunstable LU6 1J  
26-10-14  
Richard Rowley

Site:  
Date:  
Surveyor/s:

BUILDING ADVISORY SERVICE  
78 Union Street, Dunstable LU6 1EY  
Tel: 01582 476585  
info@buildingadvisoryservice.co.uk

Block	Item	Description	DIES Element	Action Required	Floor	Room Number	DIES Condition	DIES Priority	Rem. Life	Composition	Budget	Quantity	rate	P1	P2	P3	P4	P5	Notes		
												£0									
Heat Source	7	Mechanical Services	7.1	1 Replace boiler; bring in gas supply	Lwr grd flr	Boiler room	C	2	2		£100,000	1.00	£100,000		£100,000						
	7		7.2	1 Replace pipework and emitters and controls	Ground	All	D	1	>1		£10,000	1.00	£10,000	£10,000							
	7		7.3	1 Hot and cold water system	Lwr and flr	Boiler room	C	1	2		£10,000	1.00	£10,000	£10,000							
	7		7.4	1 Gas distribution	Lwr and flr	Boiler room	C	2	2		£50,000	1.00	£50,000	£50,000							
	7		7.5	2 Mechanical ventilation / air conditioning							£0										
	11	External	11.1	1 Road and car parks							£0										
			11.2	1 Paths, pedestrian paved areas, play areas							£0										
			11.3	1 Soft landscaping							£0										
			11.4	1 Mains services							£0										
			11.5	1 Boundary walls and fences							£0										
			11.6	1 Other walls and fences							£0										
			11.7	1 Swimming pools - structure							£0										
			11.8	1 Swimming pools - plant							£0										
			11.9	1 Drainage - treatment plant							£0										
			11.1	1 Drainage - other							£0										
	12	Playfields, all weather pitches / MUGAs	12.1	1 Generally							£0										
												£170,000			£10,000	£160,000	£0	£0	£0	£170,000	
												<b>Total</b>									

Notes for action found as a result of Visual Inspection:

Item	1	2																	

KEY:

DIES Element No.	DIES Condition Code	DIES Priority Code
1 - Roofs	A - Good	1 - Urgent within 1 year
2 - Floors & Slabs	B - Satisfactory	2 - Essential Within 2 Years
3 - Columns	C - Poor	3 - Disturbable Within 3-5 Years
4 - External Walls, Windows & Doors	D - Bad	4 - Long Term Beyond 5 Years
5 - Internal Walls & Doors		
6 - Sanitary Services		
7 - Mechanical Services		
8 - Electrical Services		
9 - Redecoration		
10 - Fixed Furniture & Fittings		
11 - External Services		
12 - Playinq Fields		

Condition Survey  
 Ums:106559  
 LA: 623 Central Bedfordshire  
 Establishment: N/A 4246  
 GSS LA Code: E0600056

Brewers Hill School, Aldbanks, Dunstable LU6 1J  
 25-10-14  
 Richard Rowley

BUILDING ADVISORY SERVICE  
 78 Union Street, Dunstable Beds LU6 1EY  
 T: 01582 476585  
 info@buildingadvisoryservice.co.uk

Block	Item	Description	DIES Element	Action Required	Floor	Room Number	DIES Condition	DIES Priority	Rem. Life	Component	Budget	Quantity	rate	P1	P2	P3	P4	P5	Notes					
External Works	11	Road and car parks	11.1	Minor repairs	Site		B	4	25		£0	1.00	£2,500						£2,500					
			11.2	Minor Repairs	Site			B	3	25		£5,000	1.00	£5,000						£5,000				
			11.3	Soft landscaping					B			£0												
			11.4	Maintenance					B			£0												
			11.5	Boundary walls and fences					A			£0												
			11.6	Other walls and fences					C	4	25		£5,000	1.00	£5,000						£5,000			
			11.9	Drainage - treatment plant									£0											
			11.1	Drainage - other									£0											
			12.1	Generally					B	4			£0											
													£0											
			<b>Total:</b>												£0							£0	£0	£5,000

Item	Notes for action found as a result of Visual Inspection:
1	
2	

**Key:**

DIES Element No.	DIES Condition Code	DIES Priority Code
1 - Roofs	A - Good	1 - Urgent within 1 year
2 - Floors & Slurs	B - Satisfactory	2 - Essential Within 2 Years
3 - Ceilings	C - Poor	3 - Desirable Within 3-5 Years
4 - External Walls, Windows & Doors	D - Bad	4 - Long term Beyond 5 Years
5 - Internal Walls & Doors		
6 - Sanitary Services		
7 - Mechanical Services		
8 - Electrical Services		
9 - Refurbishment		
10 - Fixed Furniture & Fittings		
11 - External Services		
12 - Playtop Playset		

Condition Survey  
Um: 209659  
LA: R33 Central Bedfordshire  
Establishment Nr: 4048

Brewers Hill School, Albans, Dunstable LUG 1A  
28-June-14  
Richard Rowley

Site:  
Date:  
Surveyors:

BUILDING ADVISORY SERVICE  
78 Union Street, Dunstable Beds LU6 1EY  
Tel: 01582 476585  
info@buildingadvisoryservice.co.uk

GSS LA Code: EG6000056

Block	Item	Description	DRES Element	Action Required	Floor	Room Number	DRES Condition	DRES Priority	Item Life	Component	Budget	Quantity	rate	P1	P2	P3	P4	P5	Notes
	4.2	External walls	4.2	Install anti-scratch cladding	Bk 1,2,3	All				£579,150	3883.00	£150							£579,150
	4.4	External Walls	4.4	Replace windows	Bk 1,2,3	All				£500,000	1000.00	£500							£500,000
	4.4	External walls	4.4	Replace external doors	Bk 1,2,3	All				£24,840	33.12	£750							£24,840
		Hall fire ext.		Replace rail fire escape stairs	Bk 2	1				£30,000	2.00	£15,000							£30,000
	8.6	Electrical services	8.6	Install DDA lifts	Bk1,2,3					£150,000	1.00	£150,000							£150,000
Improvements		DDA Act		Provide Disabled WC						£10,000	1.00	£10,000							£10,000
	11	External areas	11.2	Provide dda ramps to entrances	Bk1,2,3					£50,000	1.00	£50,000							£50,000
											Total								£1,343,990

Item:	1	2	Notes for action found as a result of Visual Inspection:																	

**Key:**

DRES Element No.	DRES Condition Code	DRES Priority Code
1 - Escal	A - Good	1 - Urgent within 1 year
2 - Floors & Stairs	B - Satisfactory	2 - Essential Within 2 Years
3 - Ceilings	C - Poor	3 - Repairable Within 3-5 Years
4 - External Walls, Windows & Doors	D - Bad	4 - Long Term Beyond 5 Years
5 - Internal Walls & Doors		
6 - Sanitary Services		
7 - Mechanical Services		
8 - Electrical Services		
9 - Refectoration		
10 - Fixed Furniture & Fittings		
11 - External Services		
12 - Play and Paths		

Condition Survey  
Urn: 109559  
LA: 633 Central Bedfordshire  
GSS LA Code: E06000056

Brewera Hill School, Aldbanks, Dunstable LU6.1,  
26-Jun-14  
Richard Rowley

Building Advisory Service  
78 Union Street, Dunstable LU6 1EY  
Tel: 01582 476585  
info@buildingadvisoryservice.co.uk

Block	Item	Description	DIES Element	Action Required	Floor	Room Number	DIES Condition	DIES Priority	Rem. L. No	Component	Budget	Quantity	rate	P1	P2	P3	P4	P5	Notes
		Block 01: West, two storey, teaching									£0			£18,610	£27,700	£210,060	£0	£181,130	£412,500
		Block 02: East, two storey, Hall, Gym, Dining									£296,760			£5,500	£0	£44,625	£0	£243,635	£296,760
		Block 03: North, 4 storey, teaching block									£262,400			£5,000	£0	£52,060	£0	£205,320	£262,400
		Block 04: Middle link, single storey, Admin									£23,470			£4,320	£0	£3,150	£16,000	£0	£23,470
		Block 05: North East, Boiler House and IT Block									£216,005			£216,005	£0	£0	£0	£0	£216,005
		Heat Source									£170,000			£10,000	£160,000	£0	£0	£0	£170,000
		External Works									£12,500			£0	£0	£5,000	£0	£7,500	£12,500
		Improvements									£1,343,990			£0	£0	£0	£0	£0	£1,343,990
											£0			£0	£0	£0	£0	£0	£0
											£2,737,625			£262,435	£162,700	£314,915	£16,000	£637,585	£2,737,625

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Notes for action found as a result of Visual Inspection:

Key	DIES Element No.	DIES Condition Code	DIES Priority Code
1 - Roofs	A - Good	1 - Urgent within 1 year	
2 - Floors & Stairs	B - Satisfactory	2 - Essential Within 2 years	
3 - Ceilings Walls, Windows & Doors	C - Fair	3 - Desirable Within 3-5 Years	
4 - External Walls & Doors	D - Bad	4 - Long Term Beyond 5 Years	
5 - Stair Services			
6 - Electrical Services			
7 - Mechanical Services			
8 - Heating Services			
9 - Refrigeration			
10 - Fixed Furniture & Fittings			
11 - External Services			
12 - Playing Fields			

## Central Bedfordshire population forecasts, 2011

- The Central Bedfordshire population is forecast to increase from 255,600 in 2011 to 287,300 by 2021, an increase of 12.4%
- The largest rate of growth is expected in the older age groups, with those aged 75 and over forecast to increase by 39.0% between 2011 and 2021.
- The number of occupied households in Central Bedfordshire is expected to increase from 104,900 in 2011 to 119,300 by 2021, an increase of 13.7%

### Introduction

The population forecast uses the Central Bedfordshire 2011 Mid Year Estimate from the Office for National Statistics (ONS) as a base, and then incorporates assumptions on births, deaths and migration. These assumptions are based on information provided by ONS. Please note that these forecasts do not specifically take local housing policy into account.

The forecasts are calculated using the POPGROUP population forecasting model. The model uses standard forecasting techniques based on a cohort component methodology (Population at the beginning of the year + Births, - Deaths, + Net Migration = Population at the end of the year). POPGROUP is used by a large number of local and regional organisations across the UK, including Bedford Borough Council and Luton Borough Council, and is owned by the Local Government Association.

Numerous factors influence the future population size and distribution and many of these are themselves difficult to predict, particularly migration. It should also be noted that there is a greater degree of uncertainty the further ahead the projection is made. For this reason, the analysis here relates to the projection period to 2021.

For more information about these forecasts please contact the Customer and Community Insight team at [insight@centralbedfordshire.gov.uk](mailto:insight@centralbedfordshire.gov.uk)

July 2013

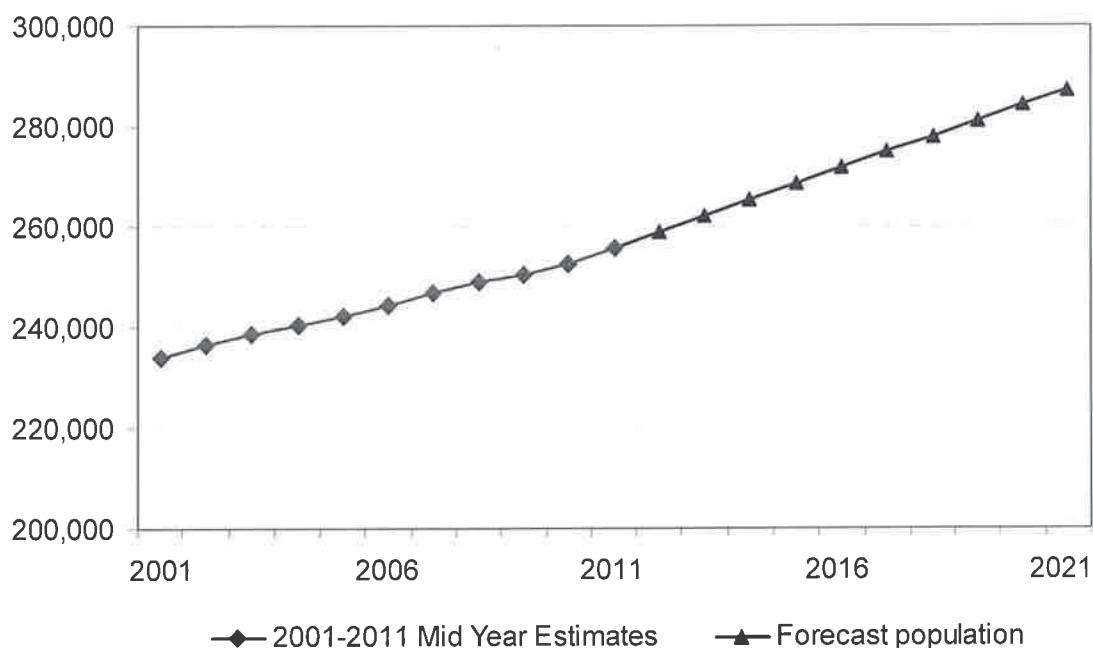


## Population growth

Central Bedfordshire's population is forecast to grow from 255,600 in 2011 to 287,300 in 2021, an increase of 12.4%. This compares to an increase of 9.2% experienced between 2001 and 2011.

### Population growth 2001-2021

Year	Total
2001	234,000
2006	244,400
2011	255,600
2016	271,600
2021	287,300



Note: scale does not start at zero

### Population growth 2001-2021

Year	Total Increase	%
2001-11	21,600	9.2%
2011-21	31,600	12.4%
<b>Overall 2001-21</b>	<b>53,300</b>	<b>22.8%</b>

(Source: 2001 and 2011 from Office for National Statistics, Mid Year Estimates; 2016 and 2021 from Central Bedfordshire Council, POPGROUP population forecasting model 2011)

## Age structure

The largest rate of growth is expected in the older age groups, with those aged 75 and over forecast to increase by 39.0% between 2011 and 2021.

### Changes in age structure, 2001-2021

Age	2001 MYE	2011 MYE	2016 Forecast	2021 Forecast	Change 2011-21
0-4	14,865	16,115	17,750	17,875	10.9%
5-15	35,315	33,720	35,025	38,835	15.2%
16-19	10,915	12,285	11,555	11,190	-8.9%
20-64	141,185	153,245	159,015	164,970	7.7%
65-74	17,580	22,165	27,550	29,240	31.9%
75+	14,140	18,110	20,740	25,180	39.0%
<b>Total</b>	<b>234,000</b>	<b>255,600</b>	<b>271,600</b>	<b>287,300</b>	<b>12.4%</b>

### Population by five year age group, 2001 to 2021

	2001 MYE	2011 MYE	2016 Forecast	2021 Forecast
0 to 4	14,865	16,115	17,750	17,875
5 to 9	15,890	15,000	16,795	18,470
10 to 14	16,340	15,430	15,190	17,065
15 to 19	14,000	15,575	14,600	14,490
20 to 24	10,955	13,655	13,605	12,745
25 to 29	13,825	14,605	17,455	17,305
30 to 34	18,585	15,765	17,000	19,820
35 to 39	20,900	17,700	17,685	18,865
40 to 44	18,715	20,140	18,540	18,555
45 to 49	15,955	21,170	20,420	18,875
50 to 54	17,300	18,345	21,125	20,420
55 to 59	13,930	15,530	18,055	20,800
60 to 64	11,020	16,335	15,130	17,580
65 to 69	9,595	12,680	15,605	14,495
70 to 74	7,985	9,480	11,945	14,745
75 to 79	6,530	7,840	8,495	10,810
80 to 84	4,115	5,500	6,430	7,055
85 to 89	2,435	3,195	3,755	4,585
90+	1,065	1,575	2,060	2,730
<b>Total</b>	<b>234,000</b>	<b>255,600</b>	<b>271,600</b>	<b>287,300</b>

(Source: 2001 and 2011 from Office for National Statistics, Mid Year Estimates; 2016 and 2021 from Central Bedfordshire Council, POPGROUP population forecasting model 2011)



## Household growth

Household growth is calculated by the POPGROUP model, which applies household formation rates to the forecast population. These household formation rates give projections for the composition of households, by age and family type, and are provided by the Department for Communities and Local Government.

The most recent information on household formation rates was published in March 2013 and incorporates recent evidence, including the 2011 Census. It is important to note that the current figures are only short-term and improved rates are due to be released in 2014.

### Household growth, 2001-2021

Year	Households
2001	94,300
2011	104,900
2016	112,300
2021	119,300

### Household growth, 2001-2021

Year	Total increase	%
2001-11	10,600	11.2%
2011-21	14,400	13.7%
<b>Overall 2001-21</b>	<b>25,000</b>	<b>26.5%</b>

*(Source: 2001 from Office for National Statistics, 2001 Census; 2011 from Department for Communities and Local Government, Household projections, 2011; 2016 and 2021 from Central Bedfordshire Council, POPGROUP population forecasting model 2011)*

## Summary

These population forecasts represent the most robust view of local population growth within Central Bedfordshire based on current evidence, and have been validated against information held by Central Bedfordshire Electoral Role, Council Tax and Planning teams.

Population forecasts are updated annually with the next set likely to be available in the middle of 2014.

# Brewers Hill Middle School

Aldbanks, Dunstable, LU6 1AJ

**Inspection dates** 13 -14 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement is good because attainment is below average when pupils start at this school and it is better than expected when they leave at the age of 13.
- The progress of pupils in English and mathematics is good in all years.
- Disabled pupils and those with special educational needs are making excellent progress.
- Pupils feel safe and behave well. They enjoy school and have a positive attitude to learning.
- The leadership and management of the school are good. The headteacher and other leaders have worked hard to improve teaching and learning at the school. This has contributed to pupils' much improved achievement since the last inspection.
- The quality of teaching is good throughout the school.
- Governors work hard to improve the school so that every pupil can achieve as well as possible.

### It is not yet an outstanding school because

- Some pupils do not come to school as often as they should. This hinders their progress.
- Some lessons are too long, others are too short and time is not always used well at the start of the school day.
- Teachers do not always tell pupils what they need to do to improve their work, and pupils are not always expected to correct their mistakes.
- Teachers do not always expect enough of the most-able pupils.

## Information about this inspection

- The inspectors observed 16 lessons taught by 15 different teachers. Two of the lessons were observed jointly with senior teachers. Inspectors also conducted a work scrutiny with the head teacher to assess pupils' progress. During lessons, they looked at books, listened to pupils read and talked to them about their work.
- Inspectors held meetings with staff, pupils, members of the governing body and representatives from the local authority.
- The inspectors looked at assessment information, attendance data, the school's improvement plan, the school's self-evaluation, a wide range of policies, and governing body documentation.
- There were 22 responses to the online parent questionnaire (Parent View) at the time of the inspection, and inspectors also spoke to a parent about the school. Inspectors examined 18 questionnaires about the school completed by members of staff. All their views were considered by the inspectors.

## Inspection team

Steven Cartlidge, Lead inspector

Additional Inspector

Keith Wheeldon

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average middle school and the number on roll has fallen slightly since the last inspection.
- A very high proportion of pupils are eligible for the pupil premium (extra funding from the government for pupils in local authority care and those who are known to be eligible for free school meals).
- The majority of pupils are White British with a low number from minority ethnic backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is very high. However, the proportion of pupils with a statement of special educational need, or who are receiving support through school action plus, is small.
- There is a very high turnover of pupils. One in every five pupils who start school here at age 9 moves away before they reach age 13, and a similar proportion joins the school between the ages 10 and 13.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school organises a breakfast and after-school club in order that pupils have a suitable place to study.
- All pupils are taught in single-age classes.
- The school is planning to join the Barnfield Federation of Schools and become a Barnfield Sponsored Converter Academy before September 2013.
- All pupils are taught on the site and the school does not provide alternative education elsewhere for any of its pupils.

### What does the school need to do to improve further?

- Improve attendance rates, particularly among girls and those who are known to be eligible for free school meals, so they are at least in line with national averages by the end of July 2013.
- Review the use of lesson time so that pupils' learning starts promptly at the beginning of the day, and the amount of time allocated to different subjects is better matched to the lesson content and the age of the pupils.
- Improve the quality of teaching so that it is consistently good in every lesson by:
  - setting harder work for more able pupils
  - ensuring all teachers mark pupils' work regularly and consistently, give pupils written information about how well they are doing, tell them what they need to do to improve their work, and allocate time for pupils to correct their mistakes.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement has improved rapidly since the last inspection. This is because of much-improved teaching with well-targeted support to help pupils who are in danger of falling behind. Results in national tests are now much better. For example, the percentage of pupils reaching Level 4 at age 11 in English and mathematics has risen from 63% in 2008 to 79% in 2012 and is now in line with that in other schools.
- Pupils of all ages are making good progress in reading, writing and mathematics. Pupils are given opportunities to read in class on a daily basis and there are regular spelling tests to help pupils improve their writing skills.
- In other lessons, most pupils are making good progress, but there are some inconsistencies. For example, lessons are sometimes too long, especially for the youngest pupils, and this adversely affects their progress. There are also times when the work is not demanding enough for the more-able pupils and this is slowing their progress.
- The school receives extra funding to improve the education of pupils who are known to be eligible for free school meals and for those who are looked after by the local authority. This funding is being used to provide additional support in English and mathematics and, as a result, these pupils are making very good progress and catching up with others of the same age.
- Disabled pupils and those with special educational needs are making excellent progress and, in reading, writing and mathematics, most of them are catching up quickly with those of a similar age. The school carefully checks the progress of all pupils and intervenes swiftly when progress falters.

### The quality of teaching is good

- The quality of teaching is good, with some of the best teaching in English, mathematics, science, physical education and information and communication technology.
- Teachers' subject knowledge is usually good. They convey their knowledge well and they understand what is required to move their pupils on quickly. As a result, pupils of all ages make good progress. In the few lessons where teachers lack specialist expertise, lessons are not sufficiently challenging because standards and expectations are not high enough.
- Relationships between teachers and pupils are good and this has a positive effect on pupils' learning.
- Teachers plan their lessons carefully to ensure work builds well on earlier learning. However, teachers do not always plan well enough to stretch the most-able pupils.
- As a result of the good teaching, pupils make good progress and this is evident in lessons and in the pupils' books. Teachers have high expectations and, at times, lessons are inspiring. For example, in an information and communication technology lesson, pupils worked in pairs to assess their progress, using sophisticated subject-specific vocabulary; while in physical education, a group of girls enjoyed developing highly skilled dance routines.
- The quality of marking varies. Most of the books are marked by teachers but comments are

often congratulatory. Although pupils know what level they are working at, they do not always know what they need to do next, and teachers do not always give them time to correct the mistakes they have made.

- Teachers manage the behaviour of pupils well in lessons so that learning is rarely interrupted. Pupils know the classroom rules and understand the consequences if they do not obey them.
- Teachers give their time freely to support the wider work of the school. For example, many of the staff are involved in the forthcoming production of 'Bugsy Malone' and, during the inspection, many of them were working closely with pupils during lunch-time and after-school rehearsals.

### **The behaviour and safety of pupils are good**

- Pupils are keen to learn in almost every lesson. Their behaviour during lessons is almost always good and this has a very positive impact on their learning.
- During breaks and at lunch times, the behaviour of pupils is exemplary. For example, in the very attractively furnished school canteen, they are always polite to each other and to adults. They tidy up quickly and efficiently after eating, without any prompting from the staff, and leave at the end of break in the same manner as they entered – quickly, politely and without fuss.
- Pupils are helpful to visitors and keen to talk about their school with a sense of pride.
- Some of the pupils act as 'peer mediators' to deal with the few incidents of bullying which occur in the school. These peer mediators start by explaining the rules of mediation to the bully and the victim, and then chair discussions to help them resolve the conflict. Pupils feel that such incidents are dealt with quickly and to the satisfaction of all involved. Records show that only rarely is it necessary for a teacher to become involved.
- Pupils have a good understanding of how to keep safe when using the internet or when using mobile phones for sending messages and, for example, they know how important it is to keep passwords secret.
- All the staff and the great majority of the parents agree that behaviour at the school is good. Most of the 22 parents who responded to the on-line questionnaire (Parent View) would have no hesitation in recommending this school to another parent.
- Attendance has improved slightly in the past three years but still remains below the national average because some pupils, more frequently girls and those who are known to be eligible for free school meals, do not attend regularly enough. The school is working hard to improve this situation and has introduced a new set of measures to focus again on the importance of attending school every day.

### **The leadership and management are good**

- The headteacher's relentless drive to improve teaching since the last inspection has been successful. In this much-improved school, pupils' progress and the quality of teaching are checked regularly. Well-targeted training is provided to help individual teachers, and they respond well because they are eager to improve their work. As a result, pupils' learning and achievement are significantly better than at the time of the previous inspection.



- The headteacher and other senior staff know what more the school needs to do to improve, although occasionally some of their observations about the quality of teaching are too generous. However, in other respects, such as their monitoring of pupils' progress, their judgements are more accurate.
- The day-to-day running of the school is good, but the start of the day is not always well used because the pace of personal, social and health education lessons is sometimes slow and the content undemanding. There are also some discrepancies in the time allocated to other lessons. Some are too long, especially for those aged nine and ten in Year 5 classes, while other lessons, such as design and technology, are sometimes too short.
- Pupils' moral, social and cultural development is good. In religious education lessons, assemblies and in personal, social and health education, pupils are taught about the issues, such as discrimination and democracy, that are relevant to living in a modern British society, and a good assembly on equalities was seen during the inspection. There are fewer, but sufficient, instances where pupils' are given the opportunity to consider issues that inspire an understanding of spirituality.
- The school's provision for disabled pupils and those who have special educational needs is very good and, as a result, they make excellent progress. Appropriate testing, good use of data and strong links with other agencies and other schools to share good practice support pupils' progress. There are, however, times when the extra support is provided for a little too long.
- Extra funds are used well to support pupils who are known to be entitled to free school meals and those in local authority care. Some of the funding is used to keep English and mathematics classes small, and staff have received extra training to help them better support pupils in these lessons. Among other initiatives, the school also provides a homework club, booster classes and Easter revision sessions which focus on improving key skills. Altogether, these are having a very positive effect on the progress made by this group of pupils.
- Pupils, parents and staff report that children feel safe at school. There are robust arrangements to ensure the health and safety of pupils while they are at school, and teachers very actively promote the pupils' understanding of how to keep safe in different contexts. For example, during the inspection, pupils aged 10 and 11 were given the opportunity to take the seat and see the lorry driver's view from the cab of an articulated truck. This gave them a good understanding of how it is sometimes hard for drivers of heavy goods vehicles to see pedestrians and other road users.
- The head teacher and others with positions of responsibility ensures that different groups of pupils have equal chance to succeed and they immediately tackle any instances of discrimination.
- The school is moving towards academy status so the local authority has provided limited support during the last year. However, the local authority has sufficient contact with the school to know that it is moving in the right direction.
- **The governance of the school:**
  - As a result of the move towards academy status, there have been changes in the governing body in recent months. Nonetheless, governance of the school remains good and the governing body has a good understanding of the school's strengths and areas needing improvement, including the pay and performance of teachers. Governors successfully question



and challenge the head teacher and set demanding goals for the future performance of the school, based on their secure understanding of data. The school's budget is kept under tight review with extra funds for disadvantaged pupils being monitored carefully. Safeguarding policies and procedures meet all requirements.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	109659
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	401066

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Middle deemed secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	9–13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Perry
<b>Headteacher</b>	Anita Harvey
<b>Date of previous school inspection</b>	17 – 18 November 2009
<b>Telephone number</b>	01582 666668
<b>Fax number</b>	01582 672708
<b>Email address</b>	admin@brewershillmiddle.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013



This page is intentionally left blank



# Brewers Hill Achievement for All

Headteacher (Acting): Mr J L Hughes

15<sup>th</sup> July 2014

## Explanatory Notes for 5 Year Business Plan

### Income

- I01 Assumption that MFG will continue to be paid across the 5 years
- I05 Pupils premium – adjusted to reflect fall and subsequent increase in pupil numbers based on 47% of roll
- I10 2014 relates to outstanding insurance claims
- I17 Income to clear the deficit B06 balance b/f from 2013/14 and 2014/15

### Expenditure

- E01 – E07 There are some anomalies between this plan and our 3 year budget plan due to different software being used for each plan. We had to purchase special software to provide the 5 year plan and import the 3 year plan into it.
- E04 Costs reduce as cleaning to be outsourced from October 2015 – unable to recruit cleaning staff
- E10 Increased premium 2014/2015 to cover outstanding maternity claims
- E16 Energy high as we use oil for our heating
- E24 Expenditure offsets income in I17 to repay deficit B06 balance from 2014/2015
- E26 Agency staffing high as teaching staff couldn't be recruited in time for September.
- E28 Incorporates cleaning contract costs





Income						
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19
I01	Funds Delegated by the LA					
I01	Formula Allocation	916,835	874,922	1,024,876	1,251,056	1,621,090
I01	Rates	24,200	24,200	24,200	24,200	24,200
I01	Other	0	0	0	0	0
I02	Funding for Sixth Form Students	0	0	0	0	0
I03	SEN Funding	14,377	14,377	14,377	14,377	14,377
I03	SEN Other	0	0	0	0	0
I04	Funding for Minority Ethnic Pupils	0	0	0	0	0
I05	Pupil Premium	104,750	84,110	89,650	104,655	155,535
I06	Other Government Grants	0	0	0	0	0
I07	Other Grants and Payments	3,996	0	0	0	0
I08	Income from Facilities & Services	13,609	13,609	13,609	13,609	13,609
I09	Income from Catering	0	0	0	0	0
I10	Supply Teacher Insurance Claims	9,000	0	0	0	0
I11	Other Insurance Claims	0	0	0	0	0
I12	Contributions to Educational Visits	1,740	0	0	0	0
I13	Donations and/or Voluntary Funds	0	0	0	0	0
I15	Pupil Ext Sch Funding and/or Grants	0	0	0	0	0
I17	Community Focused Facilities Income	23,091	6,278			
I18	Additional Grant for Schools (PE)	8,145	8,535	8,535	0	0
<b>Total Income Revenue</b>		<b>1,119,743</b>	<b>1,026,031</b>	<b>1,175,247</b>	<b>1,407,897</b>	<b>1,828,811</b>

Expenditure						
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19
E01	Teaching Staff	521,247	614,436	656,908	669,065	737,448
E02	Supply Teaching Staff	0	0	0	0	0
E03	Education Support Staff	90,082	84,721	83,612	83,715	84,609
E04	Premises Staff	42,846	29,752	30,014	30,279	30,546
E05	Administrative Staff	84,115	85,170	86,056	86,951	87,855
E06	Catering Staff	0	0	0	0	0
E07	Other Staff	9,209	8,068	7,827	7,150	7,226
E08	Indirect Employee Expenses	4,150	4,150	4,150	4,150	4,150
E09	Development and Training	9,015	9,015	9,015	9,015	9,015
E10	Supply Teacher Insurance	17,722	11,000	11,220	11,221	11,333
E11	Other Staff Related Insurance	2,269	2,292	2,315	2,338	2,361
E12	Building Maintenance and Improvement	15,000	15,300	15,606	15,918	16,236
E13	Grounds Maintenance and Improvement	15,130	10,130	10,130	10,130	10,130
E14	Cleaning and Caretaking	1,695	1,695	1,695	1,695	1,695
E15	Water and Sewerage	5,140	5,243	5,348	5,455	5,564
E16	Energy	68,913	72,359	75,977	79,775	83,764
E17	Rates	24,200	24,200	24,200	24,200	24,200
E18	Rent	0	0	0	0	0
E18	Joint Use	0	0	0	0	0
E18	Other	19,121	19,503	19,893	20,291	20,697
E19	Learning Resources (not ICT)	86,637	67,202	90,137	91,939	93,778
E20	ICT Learning Resources	13,486	13,756	14,031	14,311	14,598
E21	Exam Fees	0	0	0	0	0
E22	Administrative Supplies	16,619	16,951	17,290	17,636	17,989
E23	Other Insurance Costs	5,304	5,410	5,518	5,629	5,741
E24	Special Facilities	21,891	5,710	0	0	0
E25	Catering Supplies	41,750	26,498	43,437	44,305	45,192
E26	Agency Supply Teaching Staff	55,723	22,375	22,375	22,375	22,375
E27	Bought in Prof Services - Curric	17,642	17,995	18,355	18,722	19,096
E28	Bought in Prof Services - Other	32,059	55,991	56,963	57,954	58,966
E29	Loan Interest	0	0	0	0	0
E30	Revenue Contributions to Capital	53,750	2,500	0	0	0
<b>Total Expenditure Revenue</b>		<b>1,274,715</b>	<b>1,231,422</b>	<b>1,312,072</b>	<b>1,334,219</b>	<b>1,414,564</b>

<b>In Year Revenue Surplus / (Deficit)</b>	<b>(154,972)</b>	<b>(205,391)</b>	<b>(136,825)</b>	<b>73,678</b>	<b>414,247</b>
<b>B01 &amp; B02 Surplus / (Deficit) Brought Fwd</b>	<b>126,909</b>	<b>(29,063)</b>	<b>(234,454)</b>	<b>(371,279)</b>	<b>(297,601)</b>
<b>Cumulative Revenue Surplus / (Deficit) C/Fwd</b>	<b>(29,063)</b>	<b>(234,454)</b>	<b>(371,279)</b>	<b>(297,601)</b>	<b>116,646</b>

Community Income						
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19
I16	Community Focused Funding and/or Grants	0	0	0	0	0
I17	Community Focused Facilities Income	23,091	6,278	0	0	0
<b>Total Income Community</b>		<b>23,091</b>	<b>6,278</b>	<b>0</b>	<b>0</b>	<b>0</b>

Community Expenditure						
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19
E31	Community Focused School Staff	6,978	0	0	0	0
E32	Community Focused School Costs	500	0	0	0	0
<b>Total Expenditure Community</b>		<b>7,478</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>In Year Community Surplus / (Deficit)</b>	<b>15,613</b>	<b>6,278</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>B06 Surplus / (Deficit) Brought Fwd</b>	<b>(21,891)</b>	<b>(6,278)</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Cumulative Community Surplus / (Deficit) C/Fwd</b>	<b>(6,278)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Capital Income						
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19
CI01	Capital Income					
CI01	Formula Capital	7,324	7,324	7,324	7,324	7,324
CI01	Other	0	0	0	0	0
CI03	Voluntary or Private income	0	0	0	0	0
CI04	Direct revenue financing (revenue contributio	0	0	0	0	0
<b>Total Capital Income</b>		<b>7,324</b>	<b>7,324</b>	<b>7,324</b>	<b>7,324</b>	<b>7,324</b>

Capital Expenditure						
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19
CE01	Acquisition of Land and Existing Buildings	0	0	0	0	0
CE02	New Construction Conversion and Renovatio	7,324	7,324	7,324	7,324	7,324
CE03	Vehicles, Plant, Equipment and Machinery	0	0	0	0	0
CE04	Information and Communication Technology	0	0	0	0	0
<b>Total Capital Expenditure</b>		<b>7,324</b>	<b>7,324</b>	<b>7,324</b>	<b>7,324</b>	<b>7,324</b>

<b>In Year Capital Surplus / (Deficit)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Capital Surplus / (Deficit) Brought Fwd</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Cumulative Capital Surplus / (Deficit) C/Fwd</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

DECLARATIONS

This budget was/will be\* considered by the Governing  
Body at their meeting on:  
Delete as Appropriate

Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_

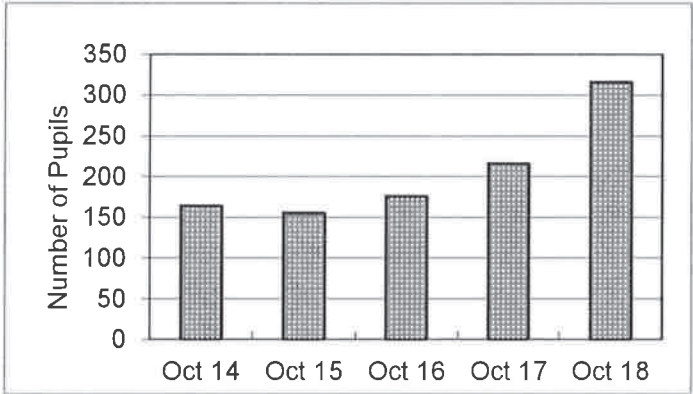
Date: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_

Date: \_\_\_\_\_

**703301 BREWERS HILL - Pupil Numbers Data**

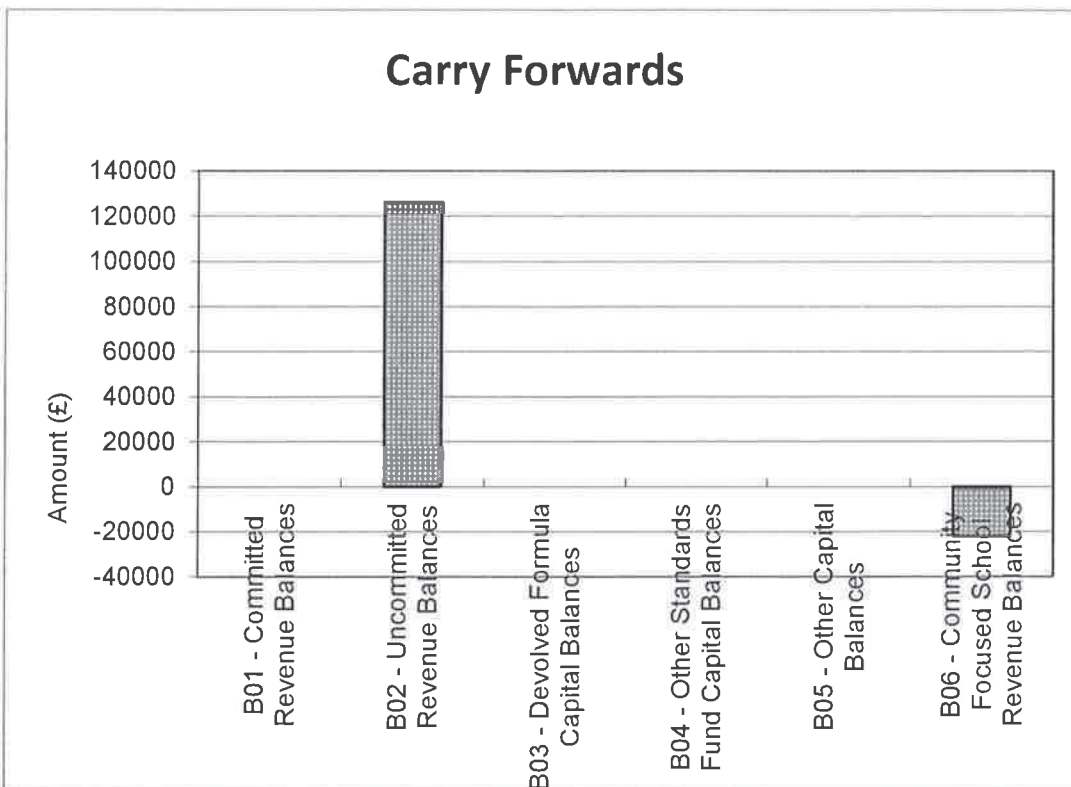
	Pupil No's	Pupil No's	Pupil No's	Pupil No's	Pupil No's
	Oct 14	Oct 15	Oct 16	Oct 17	Oct 18
Total	164	155	176	216	316



**703301 BREWERS HILL - Carry Forwards**

B01 - Committed Revenue Balances	0
B02 - Uncommitted Revenue Balances	125909
B03 - Devolved Formula Capital Balances	0
B04 - Other Standards Fund Capital Balances	0
B05 - Other Capital Balances	0
B06 - Community Focused School Revenue Balances	-21891

<b>Total</b>	<b>104018</b>
--------------	---------------



703301 BREWERS HILL - Teaching Staff Details									
2014/2									
Job Type / Year Group	Apr - Aug					Sep - Dec			
	Scale	Scale Point/Award	SEN Point	TLR Point	FTE	Scale	Scale Point/Award	SEN Point	TLR Point
Teacher	Teachers Scale					Teachers Scale			
Teacher	Teachers Scale					Teachers Scale			
Teacher	Teachers Scale					Teachers Scale			
Teacher	Teachers Scale					Teachers Scale			
Teacher	Teachers Scale					Teachers Scale			
Curriculum Are	Teachers £ 3					1 Teachers £ 4			
Teacher	Teachers £ 2				0.2	Teachers Scale			
Teacher	Teachers £ 3					1 Teachers Scale			
Teacher	Teachers £ 1		2a			1 Teachers Scale			
Teacher	Teachers £ 2					1 Teachers Scale			
MFL	Teachers £ 3					1 Teachers Scale			
Technology	Teachers £ 6				0.4	Teachers £ 6			
Deputy Head	Teachers £ 19					1 Teachers £ 19			
Curriculum Are	Teachers £ 3		2c			0.5 Teachers £ 3		2c	
Assistant Head	Teachers £ 6					1 Teachers £ 6			
KS2	Teachers Scale					Teachers £ 3			
Assistant Head	Teachers £ 4					1 Teachers £ 4			
Teacher	Teachers £ 3					1 Teachers Scale			
Teacher	Teachers Scale					Teachers £ 1			
Teacher	Teachers £ 4		2a			1 Teachers £ 5		2a	
Teacher	Teachers £ 1					1 Teachers Scale			
Teacher	Teachers Scale					Teachers Scale			
SENCO	Teachers £ 3		2c		0.8	Teachers Scale			
Teacher	Teachers Scale					Teachers Scale			
Teacher	Teachers Scale					Teachers Scale			
Science	Teachers £ 4		2a			1 Teachers £ 5		2a	
Teacher	Teachers £ 6		2b			1 Teachers £ 1		2b	
<b>Total</b>					<b>15</b>				



015									
Jan - Mar					Total 2014/2015		Apr - Aug		
FTE	Scale	Scale Point/Award	SEN Point	TLR Point	FTE	Total Cost to School	Scale	Scale Point/Award	SEN Point
	Teachers Scale						0 Teachers Scale		
	Teachers Scale						0 Teachers Scale		
	Teachers Scale						0 Teachers Scale		
	Teachers Scale						0 Teachers Scale		
	Teachers Scale						0 Teachers Scale		
1	Teachers £4				1	32,365	Teachers £4		
	Teachers Scale					3,384	Teachers Scale		
	Teachers Scale					12,811	Teachers Scale		
	Teachers Scale					18,886	Teachers Scale		
	Teachers Scale					18,196	Teachers Scale		
	Teachers Scale					12,811	Teachers Scale		
0.4	Teachers £6				0.4	15,559	Teachers £6		
1	Teachers £19				1	73,568	Teachers £19		
0.72	Teachers £3		2c		0.72	36,734	Teachers £3		
1	Teachers £6				1	52,801	Teachers £6		
1	Teachers £3				1	18,120	Teachers £3		
1	Teachers £4				1	50,150	Teachers £4		
	Teachers Scale					2,562	Teachers Scale		
1	Teachers £1				1	11,192	Teachers £1		
1	Teachers £5		2a		1	38,227	Teachers £5		
	Teachers Scale					10,935	Teachers Scale		
	Teachers £6				1	9,793	Teachers £6		
	Teachers Scale					8,004	Teachers Scale		
	Teachers £3		2c		0.8	9,527	Teachers £3		
	Teachers Scale					1,000	Teachers Scale		
1	Teachers £5		2a		1	38,227	Teachers £5		
1	Teachers £1		2b		1	46,395	Teachers £1		
10					12	521,247			



2015/2016										
		Sep - Dec					Jan - Mar			
TLR Point	FTE	Scale	Scale Point/Award	SEN Point	TLR Point	FTE	Scale	Scale Point/Award	SEN Point	TLR Point
		Teachers Scale					Teachers Scale			
		Teachers Scale					Teachers Scale			
		Teachers Scale					Teachers Scale			
		Teachers Scale					Teachers Scale			
		Teachers Scale					Teachers Scale			
	1	Teachers £ 5				1	Teachers £ 5			
		Teachers Scale					Teachers Scale			
		Teachers Scale					Teachers Scale			
		Teachers Scale					Teachers Scale			
		Teachers Scale					Teachers Scale			
		Teachers Scale					Teachers Scale			
	0.4	Teachers £ 6				0.4	Teachers £ 6			
	1	Teachers £ 19				1	Teachers £ 19			
2c	0.72	Teachers £ 3			2c	0.72	Teachers £ 3			2c
		1 Teachers £ 6					1 Teachers £ 6			
		1 Teachers £ 4					1 Teachers £ 4			
		1 Teachers £ 4					1 Teachers £ 4			
		Teachers Scale					Teachers Scale			
		1 Teachers £ 1					1 Teachers £ 1			
2a		1 Teachers £ 6			2a		1 Teachers £ 6			2a
		Teachers Scale					Teachers Scale			
		1 Teachers £ 6					1 Teachers £ 6			
		Teachers Scale					Teachers Scale			
2c	0.8	Teachers £ 3			2c	0.8	Teachers £ 3			2c
		Teachers Scale					Teachers Scale			
2a		1 Teachers £ 6			2a		1 Teachers £ 6			2a
2b		1 Teachers £ 1			2b		1 Teachers £ 1			2b
	12					12				

Total 2015/2016		Apr - Aug					Sep - Dec		
FTE	Total Cost to School	Scale	Scale Point/Award	SEN Point	TLR Point	FTE	Scale	Scale Point/Award	SEN Point
		0 Teachers	Scale				Teachers	£ 4	
		0 Teachers	Scale				Teachers	Scale	
		0 Teachers	Scale				Teachers	Scale	
		0 Teachers	Scale				Teachers	Scale	
		0 Teachers	Scale				Teachers	Scale	
1	40,990	Teachers	£ 5			1	Teachers	£ 6	
		0 Teachers	Scale				Teachers	Scale	
		0 Teachers	Scale				Teachers	Scale	
		0 Teachers	Scale				Teachers	Scale	
		0 Teachers	Scale				Teachers	Scale	
		0 Teachers	Scale				Teachers	Scale	
0.4	18,404	Teachers	£ 6			0.4	Teachers	£ 6	
1	85,515	Teachers	£ 19			1	Teachers	£ 19	
0.72	47,741	Teachers	£ 3		2c	0.72	Teachers	£ 3	
1	61,786	Teachers	£ 6			1	Teachers	£ 6	
1	33,072	Teachers	£ 4			1	Teachers	£ 5	
1	58,757	Teachers	£ 4			1	Teachers	£ 4	
		0 Teachers	Scale				Teachers	Scale	
1	19,522	Teachers	£ 1			1	Teachers	£ 1	
1	48,103	Teachers	£ 6		2a	1	Teachers	£ 6	
		0 Teachers	Scale				Teachers	Scale	
1	45,712	Teachers	£ 6			1	Teachers	£ 6	
		0 Teachers	Scale				Teachers	Scale	
0.8	49,794	Teachers	£ 3		2c	0.8	Teachers	£ 3	
		1,000 Teachers	Scale				Teachers	Scale	
1	48,103	Teachers	£ 6		2a	1	Teachers	£ 6	
1	55,935	Teachers	£ 1		2b	1	Teachers	£ 1	
<b>12</b>	<b>614,436</b>					<b>12</b>			

2016/2017									
		Jan - Mar				Total 2016/2017			
TLR Point	FTE	Scale	Scale Point/Award	SEN Point	TLR Point	FTE	Total Cost to School	Scale	Scale Point/Award
	1	Teachers £4				1	20,336	Teachers £4	
		Teachers Scale						0 Teachers Scale	
		Teachers Scale						0 Teachers Scale	
		Teachers Scale						0 Teachers Scale	
		Teachers Scale						0 Teachers Scale	
	1	Teachers £6				1	45,348	Teachers £6	
		Teachers Scale						0 Teachers Scale	
		Teachers Scale						0 Teachers Scale	
		Teachers Scale						0 Teachers Scale	
		Teachers Scale						0 Teachers Scale	
	0.4	Teachers £6				0.4	18,844	Teachers £6	
	1	Teachers £19				1	87,534	Teachers £19	
2c	0.72	Teachers £3			2c	0.72	47,786	Teachers £3	
	1	Teachers £6				1	63,252	Teachers £6	
	1	Teachers £5				1	36,358	Teachers £5	
	1	Teachers £4				1	60,153	Teachers £4	
		Teachers Scale						0 Teachers Scale	
	1	Teachers £1				1	19,883	Teachers £1	
2a	1	Teachers £6			2a	1	50,681	Teachers £6	
		Teachers Scale						0 Teachers Scale	
	1	Teachers £6				1	46,803	Teachers £6	
		Teachers Scale						0 Teachers Scale	
2c	0.8	Teachers £3			2c	0.8	50,982	Teachers £3	
		Teachers Scale						1,000 Teachers Scale	
2a	1	Teachers £6			2a	1	50,681	Teachers £6	
2b	1	Teachers £1			2b	1	57,267	Teachers £1	
	13					13	656,908		

2017/2018										
Apr - Aug			Sep - Dec					Jan - Ma		
SEN Point	TLR Point	FTE	Scale	Scale Point/Award	SEN Point	TLR Point	FTE	Scale	Scale Point/Award	SEN Point
			1	Teachers £ 5				1	Teachers £ 5	
				Teachers £ 5				1	Teachers £ 5	
				Teachers Scale					Teachers Scale	
				Teachers Scale					Teachers Scale	
				Teachers Scale					Teachers Scale	
			1	Teachers Scale					Teachers Scale	
				Teachers Scale					Teachers Scale	
				Teachers Scale					Teachers Scale	
				Teachers Scale					Teachers Scale	
				Teachers Scale					Teachers Scale	
				Teachers Scale					Teachers Scale	
			0.4	Teachers £ 6				0.4	Teachers £ 6	
			1	Teachers £ 19				1	Teachers £ 19	
	2c	0.72	Teachers £ 3		2c		0.72	Teachers £ 3		
			1	Teachers £ 6				1	Teachers £ 6	
			1	Teachers £ 6				1	Teachers £ 6	
			1	Teachers £ 4				1	Teachers £ 4	
				Teachers Scale					Teachers Scale	
			1	Teachers £ 1				1	Teachers £ 1	
			1	Teachers £ 1				1	Teachers £ 1	
				Teachers Scale					Teachers Scale	
			1	Teachers £ 6				1	Teachers £ 6	
				Teachers Scale					Teachers Scale	
	2c	0.8	Teachers £ 3		2c		0.8	Teachers £ 3		
				Teachers Scale					Teachers Scale	
	2a		1	Teachers £ 6		2a		1	Teachers £ 6	
			1	Teachers £ 1				1	Teachers £ 1	
		13					13			

Total 2017/2018									
Total 2017/2018			Apr - Aug				Scale		
TLR Point	FTE	Total Cost to School	Scale	Scale Point/Award	SEN Point	TLR Point	FTE	Scale	Scale Point/Award
	1	36,731	Teachers	£ 5			1	Teachers	£ 6
	1	22,205	Teachers	£ 5			1	Teachers	£ 6
		0	Teachers	Scale				Teachers	£ 3
		0	Teachers	Scale				Teachers	£ 3
		0	Teachers	Scale				Teachers	£ 3
		19,584	Teachers	Scale				Teachers	Scale
		0	Teachers	Scale				Teachers	Scale
		0	Teachers	Scale				Teachers	Scale
		0	Teachers	Scale				Teachers	Scale
		0	Teachers	Scale				Teachers	Scale
	0.4	18,466	Teachers	£ 6			0.4	Teachers	£ 6
	1	88,421	Teachers	£ 19			1	Teachers	£ 19
2c	0.72	48,256	Teachers	£ 3		2c	0.72	Teachers	£ 3
	1	63,896	Teachers	£ 6			1	Teachers	£ 6
	1	39,702	Teachers	£ 6			1	Teachers	£ 6
	1	60,766	Teachers	£ 4			1	Teachers	£ 4
		0	Teachers	Scale				Teachers	Scale
	1	20,090	Teachers	£ 1			1	Teachers	£ 1
	1	49,646	Teachers	£ 1			1	Teachers	£ 1
		0	Teachers	Scale				Teachers	Scale
	1	47,283	Teachers	£ 6			1	Teachers	£ 6
		0	Teachers	Scale				Teachers	Scale
2c	0.8	51,504	Teachers	£ 3		2c	0.8	Teachers	£ 3
		0	Teachers	Scale				Teachers	Scale
2a	1	51,200	Teachers	£ 6		2a	1	Teachers	£ 6
	1	51,317	Teachers	£ 1			1	Teachers	£ 1
	<b>13</b>	<b>669,065</b>					<b>13</b>		

2018/2019								
Sep - Dec			Jan - Mar				Total 2018/2019	
SEN Point	TLR Point	FTE	Scale	Scale Point/Award	SEN Point	TLR Point	FTE	Total Cost to School
		1	Teachers	£6			1	40,109
		1	Teachers	£6			1	40,109
		1	Teachers	£3			1	19,235
		1	Teachers	£3			1	19,235
		1	Teachers	£3			1	19,235
			Teachers	Scale				0
			Teachers	Scale				0
			Teachers	Scale				0
			Teachers	Scale				0
			Teachers	Scale				0
		0.4	Teachers	£6			0.4	18,655
		1	Teachers	£19			1	89,316
2c		0.72	Teachers	£3	2c		0.72	48,729
		1	Teachers	£6			1	64,546
		1	Teachers	£6			1	41,392
		1	Teachers	£4			1	61,385
			Teachers	Scale				0
		1	Teachers	£1			1	20,300
		1	Teachers	£1			1	51,841
			Teachers	Scale				0
		1	Teachers	£6			1	47,767
			Teachers	Scale				0
2c		0.8	Teachers	£3	2c		0.8	52,029
			Teachers	Scale				0
2a		1	Teachers	£6	2a		1	51,724
		1	Teachers	£1			1	51,841
		16					16	737,448



**703301 BREWERS HILL - Support Staff Details**

Education Support Staff				Apr - Aug				
Job Type / Year Group	FTE Contract	Pay Scale	Top of Scale	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award
Other Technician	Type 1: 37 h	NJC Scale	13	12	0	10	45.2	12
Learning Support	Type 1: 37 h	NJC Scale	13	13	0	27.25	46	13
Librarian	Type 1: 37 h	NJC Scale	13	13	0	5	45.2	13
Learning Support	Type 1: 37 h	NJC Scale	13	11	0	20	45.2	
E03 Staff		NJC Scale						
Learning Support	Type 1: 37 h	NJC Scale	10	7	0	30	45.2	7
Learning Support	Type 1: 37 h	NJC Scale	10	7	0	5	45.2	7
Technician	Type 1: 37 h	NJC Scale	13	11	0	5	45.2	
Learning Support	Type 1: 37 h	NJC Scale	14	14	0	37	45.2	14
Learning Support	Type 1: 37 h	NJC Scale	13	13	0	25.75	46	13
Learning Support	Type 1: 37 h	NJC Scale	13	13	0	27.25	46.4	13
Other Technician	Type 1: 37 h	NJC Scale	13	10	0	5	45.2	10
Technician	Type 1: 37 h	NJC Scale	13	12	0	25	45.2	12
<b>Total</b>					<b>0</b>	<b>222</b>	<b>545</b>	

Premises Staff				Apr - Aug				
Job Type / Year Group	FTE Contract	Pay Scale	Top of Scale	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award
Cleaner	Type 1: 37 h	NJC Scale	8	7	0	15	50	
Site Supervisor	Type 1: 37 h	NJC Scale	20	20	0	37	52	20
Cleaner	Type 1: 37 h	NJC Scale	7	7	0	12	50	7
Cleaner	Type 1: 37 h	NJC Scale	7	7	0	12	50	7
Cleaner	Type 1: 37 h	NJC Scale	7	7	0	12	50	7
Cleaner	Type 1: 37 h	NJC Scale	7	7	0	12	50	
Cleaner	Type 1: 37 h	NJC Scale	7	7	0	10	50	7
E04 Staff	Type 1: 37 h	NJC Scale	8	6	0	15	50	6
Cleaner	Type 1: 37 h	NJC Scale	8	6	0	12	50	6
Cleaner	Type 1: 37 h	NJC Scale	8					
<b>Total</b>					<b>0</b>	<b>137</b>	<b>452</b>	

Administrative Staff				Apr - Aug				
Job Type / Year Group	FTE Contract	Pay Scale	Top of Scale	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award
Receptionist	Type 1: 37 h	NJC Scale	13	13	0	32	45.2	13
Admin/Finance	Type 1: 37 h	NJC Scale		16	0	27.75	46	16
Admin/Finance	Type 1: 37 h	NJC Scale	13	11	0	20	45.2	11
School Business	Type 1: 37 h	NJC Scale	36	36	0	37	46.4	36
Admin/Finance	Type 1: 37 h	NJC Scale	13	13	0	28	45.2	13

<b>Total</b>					0	145	228	
--------------	--	--	--	--	---	-----	-----	--

<b>Other Staff</b>				<b>Apr - Aug</b>				
<b>Job Type / Year Group</b>	<b>FTE Contract</b>	<b>Pay Scale</b>	<b>Top of Scale</b>	<b>Scale Point/Award</b>	<b>Hourly Rate</b>	<b>Actual Hours</b>	<b>Paid Weeks</b>	<b>Scale Point/Award</b>
Midday Superv Type 1: 37 h NJC Scale			10	10	0	5	45.2	10
Midday Superv Type 1: 37 h NJC Scale			10	10	0	5	46.4	10
Midday Superv Type 1: 37 h NJC Scale			10					
Midday Superv Type 1: 37 h NJC Scale			10	7	0	5	45.2	
Midday Superv Type 1: 37 h NJC Scale			10	9	0	5	45.2	
Midday Superv Type 1: 37 h NJC Scale			10	10	0	5	45.2	10
Midday Superv Type 1: 37 h NJC Scale			10	9	0	5	45.2	9
<b>Total</b>					0	30	272	

<b>Community Focused School Staff</b>				<b>Apr - Aug</b>				
<b>Job Type / Year Group</b>	<b>FTE Contract</b>	<b>Pay Scale</b>	<b>Top of Scale</b>	<b>Scale Point/Award</b>	<b>Hourly Rate</b>	<b>Actual Hours</b>	<b>Paid Weeks</b>	<b>Scale Point/Award</b>
After School St Type 1: 37 h NJC Scale			24	21	0	28.75	45.2	
<b>Total</b>					0	29	45	

<b>Grand Total</b>					0	563	1,543	
--------------------	--	--	--	--	---	-----	-------	--

2014/2015									
Sep - Dec			Jan - Mar				Total 2014/2015		Ap
Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate
0	10	45.2	12	0	10	45.2	3,594	13	0
0	27.25	46	13	0	27.25	46	13,175	13	0
0	5	45.2	13	0	5	45.2	2,366	13	0
							3,705		
							550		
0	30	45.2	7	0	30	45.2	11,654	8	0
0	5	45.2	7	0	5	45.2	1,931	7	0
							493		
0	37	45.2	14	0	37	45.2	16,445	14	0
0	25.75	46	13	0	25.75	46	12,418	13	0
0	27.25	46.4	13	0	27.25	46.4	10,807	13	0
0	5	45.2	10	0	5	45.2	1,595	11	0
0	25	45.2	12	0	25	45.2	11,349	13	0
0	197	455		0	197	455	90,082		0

2014/2015									
Sep - Dec			Jan - Mar				Total 2014/2015		Ap
Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate
							526		
0	37	52	20	0	37	52	29,492	20	0
0	12	50					2,028		
0	12	50					2,028		
0	12	50					2,028		
							1,136		
0	10	50					1,690		
0	15	50					2,567		
0	12	50					1,350		
							0		
0	110	352		0	37	52	42,846		0

2014/2015									
Sep - Dec			Jan - Mar				Total 2014/2015		Ap
Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate
0	32	45.2	13	0	32	45.2	12,492	13	0
0	27.75	46	16	0	27.75	46	14,056	16	0
0	20	45.2	11	0	20	45.2	8,717	12	0
0	37	46.4	36	0	37	46.4	35,821	36	0
0	28	45.2	13	0	28	45.2	13,030	13	0



0	145	228		0	145	228	84,115		0
---	-----	-----	--	---	-----	-----	--------	--	---

2014/2015									
Sep - Dec				Jan - Mar			Total 2014/2015		Ap
Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate
0	5	45.2	10	0	5	45.2	2,054	10	0
0	5	46.4	10	0	5	46.4	2,159	10	0
							0		
							362		
							453		
0	5	45.2	10	0	5	45.2	2,138	10	0
0	5	45.2	9	0	5	45.2	2,043	10	0
0	20	182		0	20	182	9,209		0

2014/2015									
Sep - Dec				Jan - Mar			Total 2014/2015		Ap
Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate
							6,978		
0	0	0		0	0	0	6,978		0
0	472	1,217		0	399	917	233,230		0

2015/2016									
Apr - Aug		Sep - Dec				Jan - Mar			
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks
10	45.2	13	0	10	45.2	13	0	10	45.2
27.25	46	13	0	27.25	46	13	0	27.25	46
5	45.2	13	0	5	45.2	13	0	5	45.2
30	45.2	8	0	30	45.2	8	0	30	45.2
5	45.2	7	0	5	45.2	7	0	5	45.2
37	45.2	14	0	37	45.2	14	0	37	45.2
25.75	46	13	0	25.75	46	13	0	25.75	46
27.25	46.4	13	0	27.25	46.4	13	0	27.25	46.4
5	45.2	11	0	5	45.2	11	0	5	45.2
25	45.2	13	0	25	45.2	13	0	25	45.2
197	455		0	197	455		0	197	455

2015/2016									
Apr - Aug		Sep - Dec				Jan - Mar			
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks
37	52	20	0	37	52	20	0	37	52

37	52		0	37	52		0	37	52
----	----	--	---	----	----	--	---	----	----

2015/2016									
Apr - Aug		Sep - Dec				Jan - Mar			
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks
32	45.2	13	0	32	45.2	13	0	32	45.2
27.75	46	16	0	27.75	46	16	0	27.75	46
20	45.2	12	0	20	45.2	12	0	20	45.2
37	46.4	36	0	37	46.4	36	0	37	46.4
28	45.2	13	0	28	45.2	13	0	28	45.2

145	228		0	145	228		0	145	228
-----	-----	--	---	-----	-----	--	---	-----	-----

2015/2016									
Apr - Aug			Sep - Dec				Jan - Mar		
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks
5	45.2	10	0	5	45.2	10	0	5	45.2
5	46.4	10	0	5	46.4	10	0	5	46.4
5	45.2	10	0	5	45.2	10	0	5	45.2
5	45.2	10	0	5	45.2	10	0	5	45.2
20	182		0	20	182		0	20	182

2015/2016									
Apr - Aug			Sep - Dec				Jan - Mar		
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks
0	0		0	0	0		0	0	0
399	917		0	399	917		0	399	917



2016/2017									
Total 2015/2016	Apr - Aug				Sep - Dec				
Total Cost to School	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award
3,728	13	0	10	45.2	13	0	10	45.2	13
13,163	13	0	27.25	46	13	0	27.25	46	13
2,391	13	0	5	45.2	13	0	5	45.2	13
0									
550									
12,126	9	0	30	45.2	9	0	30	45.2	9
1,954	7	0	5	45.2					
0									
15,001	14	0	37	45.2	14	0	37	45.2	14
12,267	13	0	25.75	46	13	0	25.75	46	13
10,769	13	0	27.25	46.4	13	0	27.25	46.4	13
2,211	12	0	5	45.2	12	0	5	45.2	12
10,560	13	0	25	45.2	13	0	25	45.2	13
<b>84,721</b>		<b>0</b>	<b>197</b>	<b>455</b>		<b>0</b>	<b>192</b>	<b>410</b>	

2016/2017									
Total 2015/2016	Apr - Aug				Sep - Dec				
Total Cost to School	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award
0									
29,752	20	0	37	52	20	0	37	52	20
0									
0									
0									
0									
0									
0									
0									
0									
<b>29,752</b>		<b>0</b>	<b>37</b>	<b>52</b>		<b>0</b>	<b>37</b>	<b>52</b>	

2016/2017									
Total 2015/2016	Apr - Aug				Sep - Dec				
Total Cost to School	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award
12,626	13	0	32	45.2	13	0	32	45.2	13
14,205	16	0	27.75	46	16	0	27.75	46	16
8,981	12	0	20	45.2	12	0	20	45.2	12
36,188	36	0	37	46.4	36	0	37	46.4	36
13,169	13	0	28	45.2	13	0	28	45.2	13

85,170		0	145	228		0	145	228	
--------	--	---	-----	-----	--	---	-----	-----	--

2016/2017									
Total 2015/2016	Apr - Aug					Sep - Dec			
Total Cost to School	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award
1,841	10	0	5	45.2	10	0	5	45.2	10
2,180	10	0	5	46.4	10	0	5	46.4	10
0									
0									
0									
2,153	10	0	5	45.2	10	0	5	45.2	10
1,894	10	0	5	45.2	10	0	5	45.2	10
8,068		0	20	182		0	20	182	

2016/2017									
Total 2015/2016	Apr - Aug					Sep - Dec			
Total Cost to School	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award
0									
0		0	0	0		0	0	0	
207,710		0	399	917		0	394	872	

Jan - Mar		Total 2016/2017			Apr - Aug			Se	
Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate
0	10	45.2	3,765	13	0	10	45.2	13	0
0	27.25	46	13,302	13	0	27.25	46	13	0
0	5	45.2	2,416	13	0	5	45.2	13	0
			0						
			250						
0	30	45.2	12,546	10	0	30	45.2	10	0
			824						
			0						
0	37	45.2	15,161	14	0	37	45.2	14	0
0	25.75	46	12,399	13	0	25.75	46	13	0
0	27.25	46.4	10,888	13	0	27.25	46.4	13	0
0	5	45.2	2,280	13	0	5	45.2	13	0
0	25	45.2	9,781	13	0	25	45.2	13	0
0	192	410	83,612		0	192	410		0

Jan - Mar		Total 2016/2017			Apr - Aug			Se	
Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate
			0						
0	37	52	30,014	20	0	37	52	20	0
			0						
			0						
			0						
			0						
			0						
			0						
			0						
0	37	52	30,014		0	37	52		0

Jan - Mar		Total 2016/2017			Apr - Aug			Se	
Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate
0	32	45.2	12,762	13	0	32	45.2	13	0
0	27.75	46	14,356	16	0	27.75	46	16	0
0	20	45.2	9,069	12	0	20	45.2	12	0
0	37	46.4	36,559	36	0	37	46.4	36	0
0	28	45.2	13,310	13	0	28	45.2	13	0



0	145	228	86,056	0	145	228	0
---	-----	-----	--------	---	-----	-----	---

Jan - Mar				Total 2016/2017		Apr - Aug				Se
Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	
0	5	45.2	1,691	10	0	5	45.2	10	0	
0	5	46.4	2,203	10	0	5	46.4	10	0	
			0							
			0							
			0							
0	5	45.2	2,175	10	0	5	45.2	10	0	
0	5	45.2	1,757	10	0	5	45.2	10	0	
0	20	182	7,827		0	20	182		0	

Jan - Mar				Total 2016/2017		Apr - Aug				Se
Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	
			0							
0	0	0	0		0	0	0		0	
0	394	872	207,509		0	394	872		0	

2017/2018								
Sep - Dec			Jan - Mar			Total 2017/2018		
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate
10	45.2	13	0	10	45.2	3,803	13	0
27.25	46	13	0	27.25	46	13,443	13	0
5	45.2	13	0	5	45.2	2,441	13	0
						0		
						0		
30	45.2	10	0	30	45.2	12,913	10	0
						0		
						0		
37	45.2	14	0	37	45.2	15,322	14	0
25.75	46	13	0	25.75	46	12,532	13	0
27.25	46.4	13	0	27.25	46.4	11,008	13	0
5	45.2	13	0	5	45.2	2,365	13	0
25	45.2	13	0	25	45.2	9,888	13	0
<b>192</b>	<b>410</b>		<b>0</b>	<b>192</b>	<b>410</b>	<b>83,715</b>		<b>0</b>

2017/2018								
Sep - Dec			Jan - Mar			Total 2017/2018		
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate
						0		
37	52	20	0	37	52	30,279	20	0
						0		
						0		
						0		
						0		
						0		
						0		
						0		
						0		
<b>37</b>	<b>52</b>		<b>0</b>	<b>37</b>	<b>52</b>	<b>30,279</b>		<b>0</b>

2017/2018								
Sep - Dec			Jan - Mar			Total 2017/2018		
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate
32	45.2	13	0	32	45.2	12,899	13	0
27.75	46	16	0	27.75	46	14,509	16	0
20	45.2	12	0	20	45.2	9,158	12	0
37	46.4	36	0	37	46.4	36,934	36	0
28	45.2	13	0	28	45.2	13,452	13	0

145	228		0	145	228	86,951		0
-----	-----	--	---	-----	-----	--------	--	---

2017/2018								
Sep - Dec		Jan - Mar				Total 2017/2018		Apr
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate
5	45.2	10	0	5	45.2	1,708	10	0
5	46.4	10	0	5	46.4	1,839	10	0
						0		
						0		
						0		
5	45.2	10	0	5	45.2	1,827	10	0
5	45.2	10	0	5	45.2	1,777	10	0
20	182		0	20	182	7,150		0

2017/2018								
Sep - Dec		Jan - Mar				Total 2017/2018		Apr
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Total Cost to School	Scale Point/Award	Hourly Rate
						0		
0	0		0	0	0	0		0
394	872		0	394	872	208,095		0



2018/2019									
Apr - Aug		Sep - Dec				Jan - Mar			
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks
10	45.2	13	0	10	45.2	13	0	10	45.2
27.25	46	13	0	27.25	46	13	0	27.25	46
5	45.2	13	0	5	45.2	13	0	5	45.2
30	45.2	10	0	30	45.2	10	0	30	45.2
37	45.2	14	0	37	45.2	14	0	37	45.2
25.75	46	13	0	25.75	46	13	0	25.75	46
27.25	46.4	13	0	27.25	46.4	13	0	27.25	46.4
5	45.2	13	0	5	45.2	13	0	5	45.2
25	45.2	13	0	25	45.2	13	0	25	45.2
<b>192</b>	<b>410</b>		<b>0</b>	<b>192</b>	<b>410</b>		<b>0</b>	<b>192</b>	<b>410</b>

2018/2019									
Apr - Aug		Sep - Dec				Jan - Mar			
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks
37	52	20	0	37	52	20	0	37	52

37	52		0	37	52		0	37	52
----	----	--	---	----	----	--	---	----	----

2018/2019									
Apr - Aug		Sep - Dec				Jan - Mar			
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks
32	45.2	13	0	32	45.2	13	0	32	45.2
27.75	46	16	0	27.75	46	16	0	27.75	46
20	45.2	12	0	20	45.2	12	0	20	45.2
37	46.4	36	0	37	46.4	36	0	37	46.4
28	45.2	13	0	28	45.2	13	0	28	45.2

145	228		0	145	228		0	145	228
-----	-----	--	---	-----	-----	--	---	-----	-----

2018/2019									
Apr - Aug			Sep - Dec				Jan - Mar		
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks
5	45.2	10	0	5	45.2	10	0	5	45.2
5	46.4	10	0	5	46.4	10	0	5	46.4
5	45.2	10	0	5	45.2	10	0	5	45.2
5	45.2	10	0	5	45.2	10	0	5	45.2
20	182		0	20	182		0	20	182

2018/2019									
Apr - Aug			Sep - Dec				Jan - Mar		
Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks	Scale Point/Award	Hourly Rate	Actual Hours	Paid Weeks
0	0		0	0	0		0	0	0
394	872		0	394	872		0	394	872

[Redacted]

[Redacted]

**Total 2018/2019**

**Total Cost to School**

3,841  
13,585  
2,467  
0  
0  
13,051  
0  
0  
15,486  
12,666  
11,129  
2,388  
9,997

**84,609**

[Redacted]

**Total 2018/2019**

**Total Cost to School**

0  
30,546  
0  
0  
0  
0  
0  
0  
0  
0  
0

**30,546**

[Redacted]

**Total 2018/2019**

**Total Cost to School**

13,037  
14,663  
9,247  
37,312  
13,595

87,855

Total 2018/2019

Total Cost to School

1,725

1,859

0

0

0

1,846

1,796

7,226

Total 2018/2019

Total Cost to School

0

0

210,237

**703301 BREWERS HILL - Pay Related and Inflation Factors**

<b>Pay Related Factors</b>			
Year	2014/2015	2015/2016	2016/2017
Support Staff Pension Rate	24.4	24.4	24.4
Lower Earning Limit	5772	5772	5772
Upper Accruals Point	40040	40040	40040
Earnings Threshold	7956	7956	7956
Contracted out NI Employer's Rate	10.4	10.4	10.4
Contracted in NI Employer's Rate	13.8	13.8	13.8
Employer's NI Rebate	3.4	3.4	3.4
Teacher's Superannuation Employer's Contribution	14.1	16.4	16.4

<b>Income Related Factors</b>			
Year	2014/2015	2015/2016	2016/2017
I01 Funds Delegated by the LA	0	0	0
I02 Funding for Sixth Form Students	0	0	0
I03 SEN Funding	0	0	0
I04 Funding for Minority Ethnic Pupils	0	0	0
I05 Pupil Premium	0	0	0
I06 Other Government Grants	0	0	0
I07 Other Grants and Payments	0	0	0
I08 Income from Facilities & Services	0	0	0
I09 Income from Catering	0	0	0
I10 Supply Teacher Insurance Claims	0	0	0
I11 Other Insurance Claims	0	0	0
I12 Contributions to Educational Visits	0	0	0
I13 Donations and/or Voluntary Funds	0	0	0
I15 Pupil Ext Sch Funding and/or Grants	0	0	0
I16 Community Focused Funding and/or Grants	0	0	0
I17 Community Focused Facilities Income	0	0	0
I18 Additional Grant for Schools	0	0	0
CI01 Capital Income	0	0	0
CI03 Voluntary or Private income	0	0	0
CI04 Direct revenue financing (revenue contributions to capital)	0	0	0

<b>Expenditure Related Factors</b>			
Year	2014/2015	2015/2016	2016/2017
E01 Teaching Staff	0	0	0
E02 Supply Teaching Staff	0	0	0
E03 Education Support Staff	0	0	0
E04 Premises Staff	0	0	0
E05 Administrative Staff	0	0	0
E06 Catering Staff	0	0	0
E07 Other Staff	0	0	0
E08 Indirect Employee Expenses	0	0	0
E09 Development and Training	0	0	0
E10 Supply Teacher Insurance	0	2	2
E11 Other Staff Related Insurance	0	1	1
E12 Building Maintenance and Improvement	0	2	2
E13 Grounds Maintenance and Improvement	0	0	0
E14 Cleaning and Caretaking	0	0	0

E15 Water and Sewerage	0	2	2
E16 Energy	0	5	5
E17 Rates	0	0	0
E18 Other Occupation Costs	0	2	2
E19 Learning Resources (not ICT)	0	2	2
E20 ICT Learning Resources	0	2	2
E21 Exam Fees	0	2	2
E22 Administrative Supplies	0	2	2
E23 Other Insurance Costs	0	2	2
E24 Special Facilities	0	2	2
E25 Catering Supplies	0	2	2
E26 Agency Supply Teaching Staff	0	2	2
E27 Bought in Prof Services - Curric	0	2	2
E28 Bought in Prof Services - Other	0	2	2
E29 Loan Interest	0	2	2
E30 Revenue Contributions to Capital	0	2	2
E31 Community Focused School Staff	0	0	0
E32 Community Focused School Costs	0	0	0
CE01 Acquisition of Land and Existing Buildings	0	2	2
CE02 New Construction Conversion and Renovation	0	0	0
CE03 Vehicles, Plant, Equipment and Machinery	0	0	0
CE04 Information and Communication Technology	0	0	0





2017/2018	2018/2019
24.4	24.4
5772	5772
40040	40040
7956	7956
10.4	10.4
13.8	13.8
3.4	3.4
16.4	16.4

2017/2018	2018/2019
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

2017/2018	2018/2019
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
2	2
1	1
2	2
0	0
0	0

2	2
5	5
0	0
2	2
2	2
2	2
2	2
2	2
2	2
2	2
2	2
2	2
2	2
2	2
2	2
2	2
2	2
2	2
0	0
0	0
2	2
0	0
0	0
0	0

**703301 BREWERS HILL - School Budget Share Delegated Budget Share Funding**

CFR	Funding Heading	2014/2015	2015/2016	2016/2017
I01	Early Years Single Funding Formula	0	0	0
I01	Basic Per Pupil Entitlement	557210	523773	650636
I01	De-delegation	-1466	0	0
I01	Deprivation	59157	59157	59157
I01	Looked After Children	0	0	0
I01	Lump Sum	120000	120000	120000
I01	Split Site	0	0	0
I01	Rates	24200	24200	24200
I01	Exceptional Premises Factors	0	0	0
I01	Minimum Funding Guarantee	181155	171213	194304
I03	Statementing	14377	14377	14377
I03	Hearing Impaired Unit	0	0	0
I03	Language Provision	0	0	0
I03	Provision Units	0	0	0
I01	Spare Line	779	779	779
<b>Total</b>		<b>955412</b>	<b>913499</b>	<b>1063453</b>

	2014/2015	2015/2016	2016/2017
A. School budget Share	955,412.00	913,499.00	1,063,453.00
B. Total SEN	14,377.00	14,377.00	14,377.00
C. A - B	941,035.00	899,122.00	1,049,076.00
D. 5% of C	47,051.75	44,956.10	52,453.80
Total I03 (B+D)	61,428.75	59,333.10	66,830.80

2017/2018	2018/2019
0	0
832656	1092290
0	0
59157	59157
0	0
120000	120000
0	0
24200	24200
0	0
238464	348864
14377	14377
0	0
0	0
0	0
779	779
<b>1289633</b>	<b>1659667</b>

2017/2018	2018/2019
1,289,633.00	1,659,667.00
14,377.00	14,377.00
1,275,256.00	1,645,290.00
63,762.80	82,264.50
78,139.80	96,641.50

**703301 BREWERS HILL - Capital Expenditure Breakdown**

Description	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
-------------	-----------	-----------	-----------	-----------	-----------

**CE01 Acquisition of Land and Existing Buildings**

contingency	0	0	0	0	0
Acquisition of Land and Existing Buildings	0	0	0	0	0
Acquisition of Land and Existing Buildings	0	0	0	0	0

<b>Total CE01</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
-------------------	----------	----------	----------	----------	----------

**CE02 New Construction Conversion and Renovation**

contingency	0	0	0	0	0
New construction, conversion and renovatio	0	0	0	0	0
ICT - other capital expenditure	7324	7324	7324	7324	7324

<b>Total CE02</b>	<b>7324</b>	<b>7324</b>	<b>7324</b>	<b>7324</b>	<b>7324</b>
-------------------	-------------	-------------	-------------	-------------	-------------

## Appendix D



### **Proposal to close Streetfield Community Middle School, Caddington**

Notice is given in accordance with section 15(1) of the Education and Inspections Act 2006 that Central Bedfordshire Council intends to close Streetfield Community Middle School, Dunstable, Road, Caddington, Bedfordshire, LU1 4BB, phased from September 2015, with full closure from September 2016.

The proposed closure of Streetfield Community Middle School is due to the changing pattern of provision within the area which has impacted upon the future financial and educational viability of the school.

This notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: The Information Manager, Central Bedfordshire Council, Room DC2, Watling House, High Street North, Dunstable, Beds, LU6 1LF, telephone 0300 300 5700. It can also be viewed on the Council's website at [www.centralbedfordshire.gov.uk/publicstatutorynotices](http://www.centralbedfordshire.gov.uk/publicstatutorynotices)

Within four weeks from the date of publication of this proposal, by Monday 7 July 2014, any person may support, object to or make comments on the proposal by sending them to Edwina Grant, Deputy Chief Executive / Director of Children's Services, Central Bedfordshire Council via the on-line facility on the Council's website at [www.centralbedfordshire.gov.uk/publicstatutorynotices](http://www.centralbedfordshire.gov.uk/publicstatutorynotices) or by post to Edwina Grant, Deputy Chief Executive / Director of Children's Services, Central Bedfordshire Council, Priory House, Monks Walk, Chicksands, Shefford, Beds, SG17 5TQ.

Signed: Edwina Grant

Deputy Chief Executive / Director of Children's Services

9 June 2014



**Statutory proposal for school closure –  
Streetfield Community Middle School**

Dated – Monday 9 June 2014



**1 - Name of Proposer**

Central Bedfordshire Council  
Watling House  
High Street North  
Dunstable  
Bedfordshire  
LU6 1LF

Contact officer – Sue Barrow, Information Manager  
Email: [Sue.barrow@centralbedfordshire.gov.uk](mailto:Sue.barrow@centralbedfordshire.gov.uk)  
Telephone: 0300 300 5700

**2 –Name of school**

Streetfield Community Middle School

**3 - School Address**

Dunstable Road  
Caddington  
Bedfordshire  
LU1 4BB

**4 - Implementation**

The proposed closure of Streetfield Community Middle School would be phased from September 2015, with full closure from August 2016.

The timeframe and process for the phased closure would be as follows. This would be subject to review based upon the actual numbers at the school.

<b>September 2015</b>	
Year 5	No new pupils are admitted.
Year 6	Parents of Year 6 children are invited to apply for transfer to a secondary school in Year 7 (to transfer in September 2016).
Year 7	Year 7 operates, but on a reduced size of year group.
Year 8	Year 8 operates, but on a reduced size of year group.

<b>April 2016</b>	
Year 5	No new pupils are admitted.
Year 6	Any Year 6 children whose parents haven't made an application to transfer to a secondary school will be sent an application to state a preference for a school. If no application is received by the end of May a place at the nearest Secondary school with places will be allocated.
Year 7	Parents of Year 7 children are invited to consider making an application to transfer to a secondary school in Year 8 (to transfer in September 2016). This is known as an in-year application as it happens outside of the normal transfer point. If no application is received by the end of May a place at the nearest Secondary school with places in Year 8 for September will be allocated.
Year 8	Parents of any Year 8 children remaining in the school are invited to apply for a place in Year 9 at a secondary school(to transfer in September 2016). If no application is received by the end of May a place at the nearest Secondary school with places in Year 9 for September will be allocated.

## **5 – Objectives and reason for closure**

The proposed closure of Streetfield Community Middle School is due to the changing pattern of provision within the area which has had an impact on the pupil numbers to be admitted to the school and the future financial and educational viability of the school.

There is a significant level of surplus places for Years 5 to 8 in the Dunstable area, of between 63% and 65% and the reducing roll within Streetfield Community Middle School will impact upon the financial viability of the school, which will subsequently impact upon the education standards at the school.

The proposed closure of Streetfield Community Middle School supports the Council's need to manage the supply of school places in the Dunstable area.

Further information can be found within the reports to the Council's' Executive dated 4 February 2014 and 27 May 2014. These are available on the Council's website - [www.centralbedfordshire.gov.uk/executive](http://www.centralbedfordshire.gov.uk/executive)

### 6 – School size, pupil numbers and admissions

Streetfield Community Middle School provides school, places for Years 5 to 8, boys and girls. It has a capacity of 520 and a published admission number (PAN) of 130

The table below shows the numbers on roll as at 9 April 2014 and the projected numbers on roll for September 2014 and 2015.

The projected numbers are based on a number of assumptions –

- All primary schools retain all of their Year 4 pupils into Year 5.
- All of the Year 5 pupils transfer into Year 6 in 2015
- A similar percentage of the parents with Year 6 children in 2014/2015 make a secondary application to a local secondary school for September 2015.
- All pupils in Year 7 in 2014/2015 stay on into Year 8 in September 2015, although parents could make an in year application into Year 8 in any of the local secondary schools.

Year Group	Current	Projected September 2014	Projected September 2015
5	76	23	0
6	87	76	23
7	83	28	24
8	111	83	28
<b>Total</b>	<b>357</b>	<b>210</b>	<b>75</b>
<b>Capacity</b>	<b>520</b>	<b>520</b>	<b>520</b>
<b>% surplus places</b>	<b>31%</b>	<b>60%</b>	<b>86%</b>

### 7 – Displaced pupils & the effect on other schools, academies and educational institutions within the area

The tables at section 4 show the arrangements for managing student applications to a secondary school or academy in Dunstable or Houghton Regis. The displaced pupils would therefore be accommodated within other schools and academies in the town.

## **8 – Impact on the community**

It is acknowledged that the additional services that the school provides can have an important impact on public health and be of benefit to the local community. These services will become increasingly unviable as the pupil numbers at the school fall significantly. The Council will continue to ensure that, where appropriate, services are expanded at schools and academies in the area that are increasing their capacity as a result of a change in age range.

It is also acknowledged that schools have an important role under Section 17 of the Crime and Disorder Act 1998 to work alongside a range of other agencies to ensure safety in their local communities. The Council will work with the school's governing body to ensure that community safety issues are considered and appropriate measures are put in place to mitigate any risks.

## **9 - Balance of denominational provision**

N/A.

## **10 – Travel**

The balance of local provision would be sustained in primary and secondary provision in the immediate area that serves the local community, which would not impact on increased traffic.

## **11 - Education standards and diversity of provision**

Parents and carers have a right to express a preference for a particular school whereas choices are defined by viable and popular schools that are capable of being sustained in the local area, which Streetfield Community Middle School is not. The significant reduction in pupil numbers would inevitably impact upon the ability of the school to raise local standards and narrow attainment gaps.

## **12 - Demand**

The Council's forecasts require a minimum total number of 840 places in each year group would currently allow for parental preferences to be accommodated while also balancing the negative impact of inefficient over supply of places across the area. This does not take account of new school provision which will be needed as a result of the proposed North Houghton Regis extension, which will provide the required additional local education infrastructure as part of that development but which is not currently forecast to be required before 2017 when new primary and secondary places may be required.

The table below illustrates the number of school places that are available across the area, in Years 5-8, on the basis of changes to age ranges in the area that have now been implemented.

<b>Year</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>School planning need</b>	840	840	840	840
<b>Number of places available</b>	1366	1366	1382	1382
<b>Number of surplus places</b>	526	526	542	542

### **13- Proposed admission arrangements**

If the proposal to close Streetfield Community Middle School is approved, an application to vary the existing admission arrangements for September 2015 will be made to the Office of the Schools Adjudicator and there will be no year 5 transfer to the school in September 2015 and beyond.

After September 2015 the new secondary schools in the area will focus on a single point of entry in the normal admissions round at Year 7 and therefore the Year 9 transfer point will have been removed after that date.

### **14 - School premises and playing fields**

If the proposal to close Streetfield Community Middle School is approved the Council would be required to obtain permission from the Secretary of State if it wished to dispose of the site. The site would also have to be offered as possible site for a 'free school'.

### **15 - Equal opportunity issues**

Public authorities have a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and to foster good relations in respect of the following protected characteristics: age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

If the approval to close Streetfield Middle School is approved, the Council would be required to re-commission the Specialist Autistic Spectrum Disorder Provision, which is currently at the school. In doing so the Council would have regard to guidance and a specific SEN improvement test which also includes consideration of the broader needs of disabled pupils. Further detail of this test is provided at section 23.

### **16- Capital**

N/A

**17 - Schools to be replaced by provision in a more successful/popular school**

N/A

**18 - Schools causing concern**

N/A

**19 – Early year’s provision**

N/A

**20 – Rural Primary Schools**

N/A

**21 – Maintained nursery schools**

N/A.

**22 – Provision for 16-19 year olds**

N/A

**23 - Special educational needs (SEN) provision**

Children with Special Educational Needs at Streetfield Community Middle School are currently able to access specialist support, in school, from the Specialist Autistic Spectrum Disorder Provision.

If the proposed closure of Streetfield Community Middle School is approved the Council would be required to re-commission this provision. In doing so the Council would have regard to guidance and a specific SEN improvement test that must set out how the alternative arrangements are likely to lead to an improvement in the standard and quality of the provision. This would be subject to a separate consultation and statutory proposal which would ensure that parental representations are taken account of.



## 24 – Consultation concerning this proposal

Members of the Council's Executive, at their meeting on 4 February 2014, approved the initiation of consultations regarding the proposed closure of Streetfield Community Middle School, to be phased from September 2015, with final implementation in August 2016.

The consultation was launched on Monday 24 February and ran for 6 weeks until Monday 7 April 2014. The consultation was widely publicised via the local press and as follows; -

Copies of the consultation document were provided to –

- The Governing Body of the school
- The staff of the school
- The parents and carers of the school

And copies of the consultation document were made available to –

- The Member of Parliament for Dunstable
- Dunstable Town Council
- Neighbouring local authorities to Central Bedfordshire Council
- Local Roman Catholic and Church of England Diocesan Board
- The Members of Central Bedfordshire Council
- All schools and academies within Central Bedfordshire
- Trade Union representatives
- Voluntary Sector organisations
- Central Bedfordshire's Children's Trust Board

Copies of the consultation document were also available from Dunstable Library.

Seven press releases were issued advising of the consultation and the meetings that were to be held

An on-line response facility to the consultation was available on the Central Bedfordshire Council website. Responses could also be submitted by post.

During the six week period, two meetings were held at the school; the first for school staff, governors and union representatives and the second for parents, carers and the general public. The presentation that was given at the meeting is attached at [Appendix A](#).

Notes of both meetings which include the concerns and questions that were raised are attached at [Appendix B](#).

In total, 220 responses were received in response to the Streetfield Community Middle School consultation. The results of the consultation are available at [Appendix C](#).

Members of the Council's Executive, at their meeting on 27 May 2014, determined to progress to the publication of statutory notices and final representation period to close Streetfield Community Middle School, to be phased from September 2015, with final implementation in August 2016.

The reports to the Council's Executive are available on the Council's website - [www.centralbedfordshire.gov.uk/executive](http://www.centralbedfordshire.gov.uk/executive)

**25 – Procedure for responses; support, objections and comments**

Within four weeks from the date of publication of this proposal (i.e. by Monday 7 July 2014), any person may support, object to or make comments on the proposal by sending them to Edwina Grant, Deputy Chief Executive / Director Of Children's Services via the Council's on-line facility at

[www.centralbedfordshire.gov.uk/publicstatutorynotices](http://www.centralbedfordshire.gov.uk/publicstatutorynotices)

or by post to Edwina Grant, Deputy Chief Executive / Director Of Children's Services, Central Bedfordshire Council, Priory House, Chicksands, Shefford, Beds, SG17 5TQ.



Appendix A

# **Consultation on the proposed closure of Streetfield Middle School from August 2016**



# Introductions

Helen Redding  
Assistant Director School Improvement

Rob Parsons  
Head of School Organisation, Admissions and Capital  
Planning

Lydia Braisher  
Admissions Manager



# Council responsibilities

Statutory duty:

- To ensure that there are sufficient and suitable places for those who want them
- Promote high educational standards
- Ensure fair access to educational opportunity
- Promote the fulfilment of every child's potential

The ability to restructure provision and close maintained schools is one power of the Council

# **Council proposals to close a maintained school**



- Decisions taken by the Council, not DfE
- Statutory five stage process must be followed
  - Consultation 6 weeks
  - Publication of legal notices
  - Representation 4 weeks
  - Determination within 2 months
  - Implementation
- Must ensure that those affected have opportunity to feed in comments



# Council proposals to close a maintained school



- Factors for the decision maker
  - Process followed?
  - **Consideration of all views submitted**
  - Impact on education standards and diversity of provision
  - Demand
  - School size
  - Admission arrangements
  - Equal opportunity issues
  - Community cohesion and community services
  - Travel and accessibility
  - Capital, premises and playing fields



## **Rationale for this proposal**

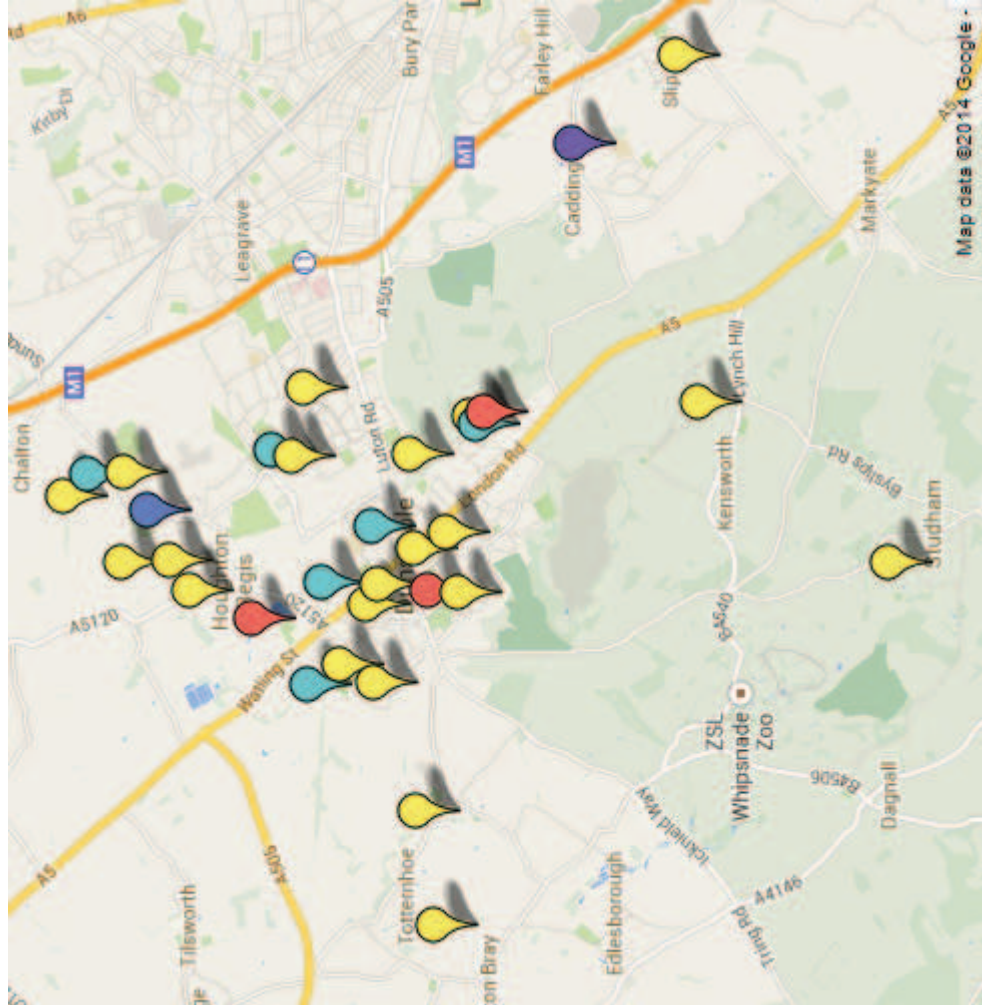
- Changing pattern of provision
- Reducing pupil numbers in the Middle Schools
- Year 5 retained in Primaries, Year 7 transfers to  
Secondaries
- School funding follows the child so resulting  
significant financial impact
- Forecast further reduction in pupil numbers will  
increase the financial impact

# Impact of changes

- Falling pupil numbers from September 2014 with reduced admissions to Year 5 and transfers to Year 7 in Secondary

National Curriculum Key stages	EYFS	KS1	KS2	KS3	KS4	KS5								
School Years	(R)	1	2	3	4	5	6	7	8	9	10	11	12	13
3 tier	Lower School ages 4 to 9		Middle School ages 9 to 13			Upper School ages 13 to 18								
2 tier	Primary School ages 4 to 11						Secondary School ages 11 to 18							

# Three tier education in Dunstable and Houghton Regis



**Lower Schools 5-9 year olds**

**Lower/Middle School 5-13 year olds**

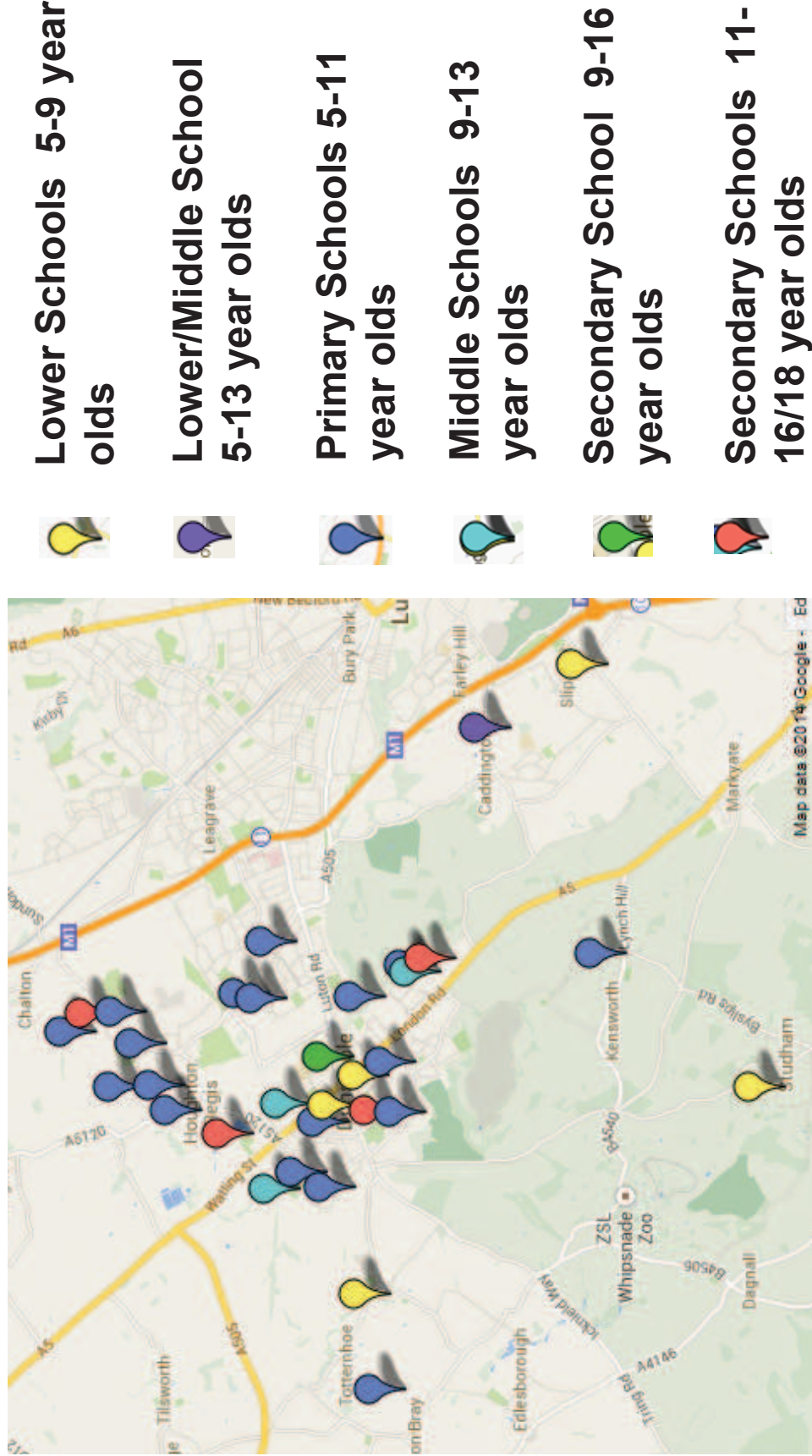
**Primary School 5-11 year olds**

**Middle School 9-13 year olds**

**Upper School 13-16/18 year olds**



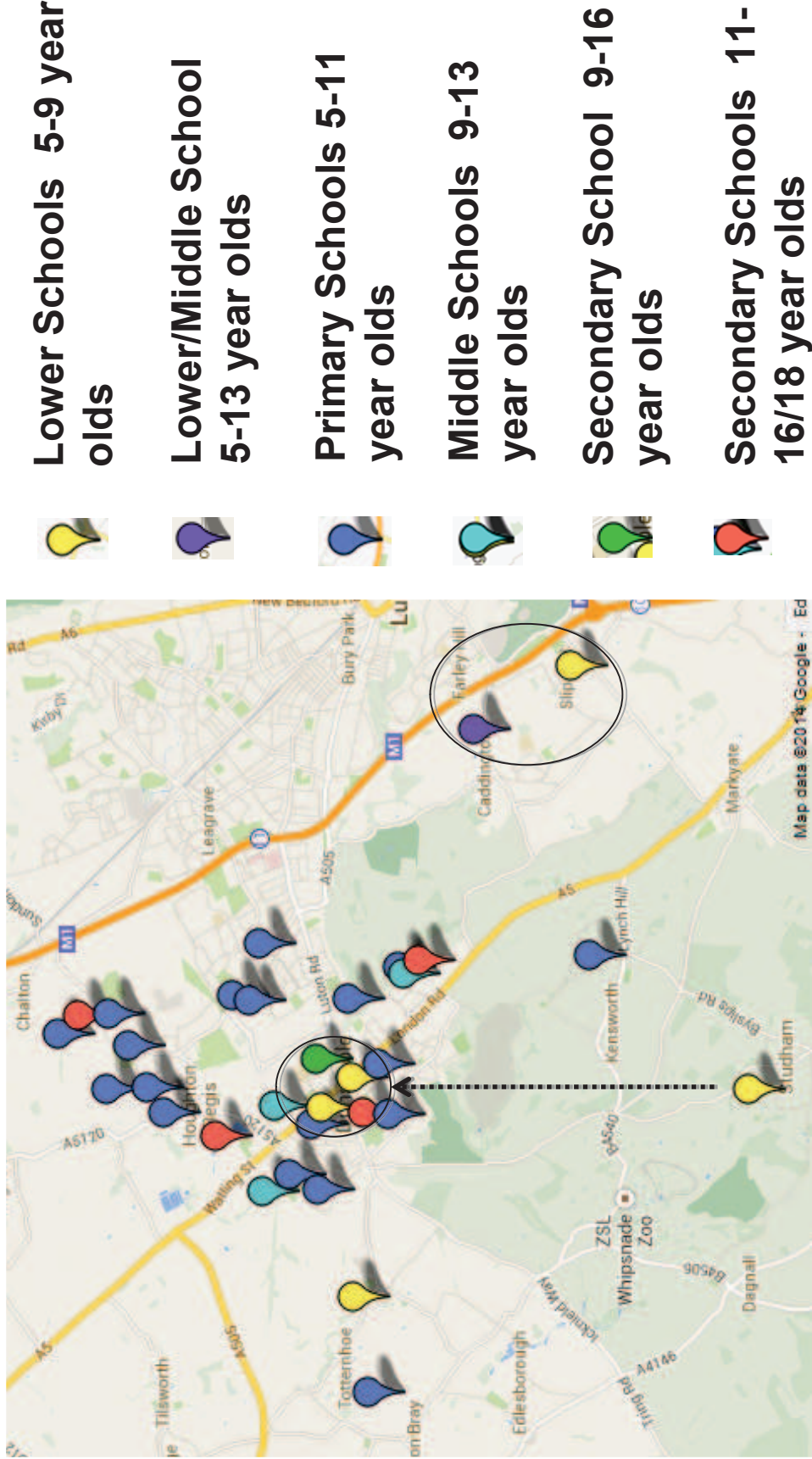
# Future pattern of provision







# Future pattern of provision



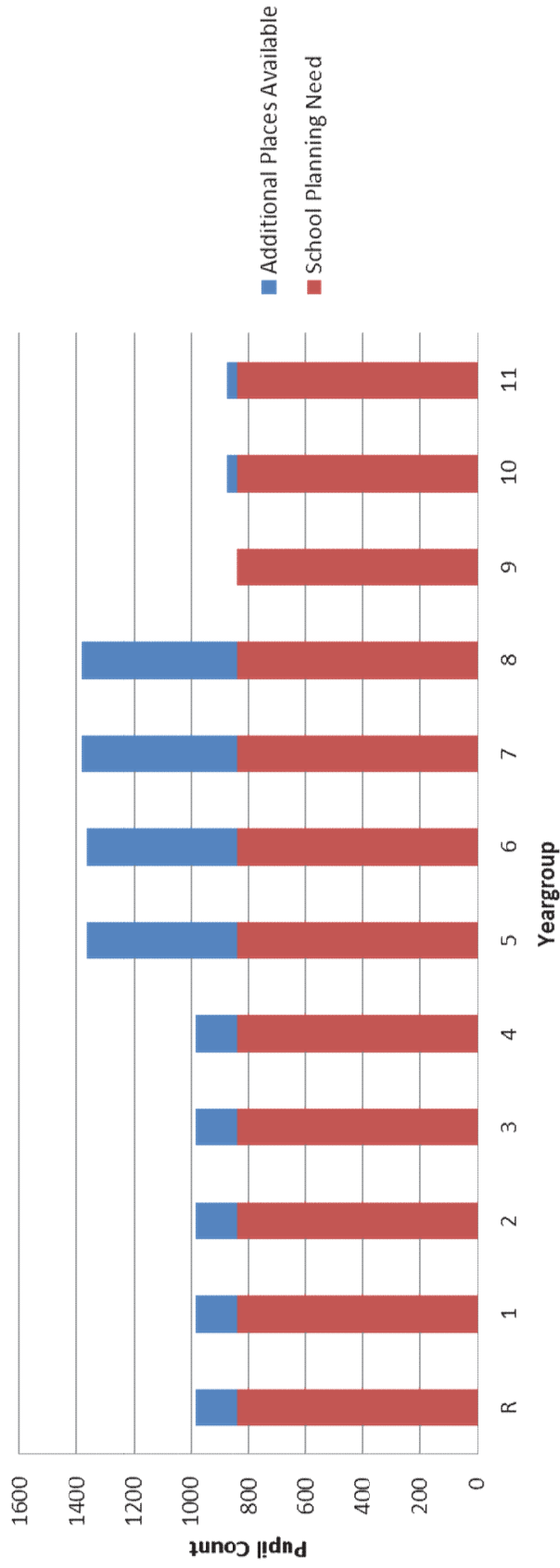




# Impact of changes

- Oversupply of places in Dunstable and Houghton Regis

School Planning Need Against Available Places





# Impact of changes on Streetfield Middle School

- Current number on roll 363 vs 520 places
- September 2014 - 214 pupils vs 520 places
- September 2015 – 77 pupils vs 520 places
- 2013/14 to 14/15 budget implication is a decrease of £410k (24.3%)

# The role of the School Admissions Team

Has a statutory duty to:

- To process and co-ordinate admission applications in the area
- To provide information on the admissions process and the entry points available to children in the area

## **Children due to start Year 5**

- All children who are due to start the Middle school in September this year can take up their place.
- If the decision is made to close the School, then an application will need to be made in September 2015 for a place at a Secondary school in Year 7 in September 2016 as the Middle school would be closed by the end of the academic year in the summer of 2016.

# Children currently at the school

If the decision is made to close the school, the following admission options will apply to children currently at the school:

<p>Children who will be in Year 6 in September 2014</p>	<p>Will need to make an application in September 2014 to transfer to Secondary school in September 2015. Or:</p> <p>Child could continue into Year 7 in September 2015 but would need to make an in-year application in the summer of 2016 to transfer into Year 8 at an alternative school.</p>
<p>Children who will be in Year 7 in September 2014</p>	<p>Can make either a late application for Secondary to start Year 7 in September 2014 or continue at the school in Year 7 make an in-year application for Year 8 or continue in Year 8 and apply in-year in the summer of 2016 to start Year 9 in September 2016.</p>
<p>Children who will be in Year 8 in September 2014</p>	<p>Can continue at the school and make application in September 2014 to transfer to Upper school as normal for September 2015 or make an in-year application for a place in a Secondary school to start in the academic year of 2014/15 as a Year 8 pupil.</p>



## Council proposal – timeline

- Executive approval to commence consultation: 4 February 2014
- Statutory consultation: 24 February 2014 to 7 April 2014
- Overview & Scrutiny Committee: Wednesday 7 May 2014
- Executive consideration of responses to consultations and decision to publish statutory notices **if required**: 27 May 2014
- Representation period: 9 June 2014 to 7 July 2014
- Determination by Executive: 19 August 2014





# Consultation Document

- Available from School, Council, Local Library, Council website.
- Responses either on-line (preferably) or via post
- Closing date – Monday 7 April 2014
- Frequently asked questions
- **Your questions .....**

## Notes from staff briefing held at Streetfield Middle school on Wednesday 26 February 2014

<b>Title of meeting:</b>	Notes from staff briefing held at Streetfield Middle School	
<b>Date/Time:</b>	26 February 2014 at 4.00 pm	
<b>Attendees:</b>	<u>Central Bedfordshire Council</u> – Helen Redding, Assistant Director School Improvement Rob Parsons, Head of School Organisation, Admissions & Capital Planning David Waller, Senior Human Resource Manager Lydia Braisher, Admissions Manager Sue Barrow, Information Manager  <u>HR Provider (Bedford Borough Council) -</u> Tina Wallace	<u>Union Representatives –</u> Stuart Barnard – NASUWT Ken Richards – Unison Mark Foster – GMB John Laidlaw - ATL
<b>Venue:</b>	Streetfield Middle School, Dunstable Road, Caddington	

A presentation was given by the officers of Central Bedfordshire Council regarding the proposal to close Streetfield Middle School and the consultation process that is being undertaken.

The officers advised that the proposed closure of the school was based upon the

- Changing pattern of provision
- Year 5 retained in Primaries, Year 7 transfers to Secondaries
- Reducing pupil numbers in the Middle Schools
- School funding follows the child so resulting significant financial impact
- Forecast further reduction in pupil numbers will increase the financial impact

Questions were then invited.

Below is a summary of the questions and issues that were raised by the staff.

Question	Response
What would happen if the schools that are extending their age ranges are not able to provide the places that they have committed to provide?	The Council would hold the Governing Body to account to provide the places.

### Central Bedfordshire Council

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

**Telephone** 0300 300 8000

**Email** [customer.services@centralbedfordshire.gov.uk](mailto:customer.services@centralbedfordshire.gov.uk)  
[www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk)

<p>Historically, the Council has a poor record of forecasting pupil numbers. How accurate is the current forecast?</p>	<p>The forecast for pupil numbers is key to the Council's proposal. The forecast numbers for year 5 from September 2014 are based upon the number of applications we have received for transfer. Based upon these numbers, forecasts have been made for subsequent years. It is these low numbers that have impacted upon the schools budget from September 2014.</p>
<p>Why are Councillor Versallion and the Deputy Chief Executive / Director of Children's Services Edwina Grant not at this meeting?</p>	<p>Officers have been charged by the Council's Executive to carry out this consultation. Councillor Versallion is a member of the Council's Executive and will therefore be involved in the decision making process.</p> <p><i>The Head teacher apologised for advising staff that these two people would be at the meeting.</i></p>
<p>We are concerned that parents were not provided with an informed choice and that the lower schools did not advise their year 4 parents of the choices available to them, despite Streetfield sending information to the lower schools for distribution. Not all parents understand the system (e.g. in-year transfers) and not all parents have access to a computer.</p>	<p>The Council does not target children who are not required to transfer e.g. we do not target year 4 children at St Vincents Catholic Primary (whose age range is 4-11) or upper school children who could move to the UTC at age 14. We only send out information at specific transfer points.</p> <p>Information regarding parental choice is available on the School Admissions website and via our telephone helpline.</p>
<p>The letters that have been sent out by the Council to parents of current year 6 students regarding admissions have been misleading. If the letter had been properly written we would not be losing so many pupils.</p>	<p>The School Admissions service has a duty to advise parents of a change to a transfer point. We therefore needed to advise parents that there will be no coordinated year 9 transfer into Manshead or Queensbury from September 2016.</p> <p>The letters invited parents to contact the Admissions helpline. Many did contact us and we were able to assist them.</p>
<p>Have all of the schools in Dunstable been subjected to the same level of financial scrutiny?</p>	<p>The Council reviews the finances of all maintained schools on an annual basis. Schools budgets for 2014/15 have recently been set and sent out to the schools. The funding follows the child therefore those schools that are affected by the loss of year 5 pupils are seeing a decrease in their budget.</p>
<p>Are academies allowed to do what they like? Academies appear unaccountable and Council maintained schools are therefore at a disadvantage</p>	<p>Academies are accountable to the Secretary of State who will intervene in any that are underperforming or are significantly undersubscribed and therefore unviable.</p>

Will a decision be made on the proposal to close all 3 Dunstable Middle Schools at the same time?	A separate consultation is being carried out for each of the 3 Dunstable Middle Schools. A separate decision will be made for each proposal.
What would happen to the SEN provision within the school if the school were to close?	The Council would ensure that this is provided elsewhere. Staff would be transferred to the new provision.
Can the school come forward with an alternative proposal?	The Council will consider an alternative proposal however it will need to be viable and be able to demonstrate demand from potential future parents.
Did the Council require other schools, which were proposing a change of age range, to provide the same level of support?	All schools were required to show a level of parental support.
Could the final decision regarding the proposed closure be delayed until September?	The national offer day for middle school places in 16 April. Children will start year 5 on 3 September. There is no ideal time to carry out this process and we cannot delay the decision beyond August.
What would happen to the redundant school site? Would it be used for housing?	No discussion has been had regarding the future use of the site. The Council would be required to get permission from the Secretary of State if it wished to dispose of the site. The site would also have to be offered as possible site for a 'free school'

At the close of the meeting, all were encouraged to respond to the consultation.

## Notes from public meeting held at Streetfield Middle School on Wednesday 5 March 2014

<b>Title of meeting:</b>	Notes from public meeting held at Streetfield Middle School
<b>Date/Time:</b>	5 March 2014 at 7.00 pm
<b>Venue:</b>	Streetfield Middle School, Dunstable Road, Caddington

A presentation was given by officers of Central Bedfordshire Council regarding the proposal to close Streetfield Middle School and the consultation process that is being undertaken.

Helen Redding, Assistant Director School Improvement

Rob Parsons, Head of School Organisation, Admissions & Capital Planning

Lydia Braisher, Admissions Manager

The officers advised that the proposed closure of the school was based upon the

- Changing pattern of provision
- Year 5 retained in Primaries, Year 7 transfers to Secondaries
- Reducing pupil numbers in the Middle Schools
- School funding follows the child so resulting significant financial impact
- Forecast further reduction in pupil numbers will increase the financial impact

The officers encouraged everybody to respond to the consultation.

Questions and concerns were invited.

Below is a summary of the questions and concerns that were raised

<b>Question</b>	<b>Response</b>
What would happen to the redundant school site? Would it be used for housing?	There have been no discussions regarding the future use of the site. The Council would be required to get permission from the Secretary of State if it wished to dispose of the site. The site would also have to be offered as possible site for a 'free school'
Have the 600 new houses on the housing development next door to the school been included in the forecast figures?	Yes. We update our School Organisation Plan annually and this takes into account all proposed new developments across Central Bedfordshire.
To close all of the 3 middle schools will take away parental choice. You are moving the schools in the area from 3 tier to 2	There is still a mix of 2 tier and 3 tier provision in the town. Prioxy Academy is a Middle combined Secondary school that has an intake at Year 5 and is working in partnership with Dunstable Icknield, Watling and Studham Lower



tier.	schools; there is also Barnfield Vale who currently has a Middle intake. If the decision is made to close the Middle schools, options are available to transfer to alternative schools as part of the annual admissions round or in-year.
There will be almost no opportunity to get into Priory Academy, it is always oversubscribed.	Admission numbers fluctuate across all schools.
This fall in numbers is due to the letter that was sent out by the Council. Some parents have chosen not to request a middle school place because of the uncertainty. It was scaremongering. Lower schools did not advise their year 4 parents of the choices available to them, despite Streetfield sending information to the lower schools for distribution.	<p>The role of the School Admissions Service is to advise parents when a transfer point is removed. The co-ordinated year 9 transfer point from middle to upper will not be available for current year 6 pupils after September 2015.</p> <p>The Council's letter to parents was clear and provided contact details for obtaining further advice.</p> <p>Information regarding parental choice is available on the School Admissions website and via our telephone helpline.</p>
What would happen to the SEN provision within the school if the school were to close?	The Council would ensure that this is provided elsewhere. The staff would be transferred with the provision and we would ensure that there were sufficient places available.
What would happen to the children who do not have SEN but who need support within the mainstream school and who get this support at Streetfield?	<p>All schools have a responsibility for meeting the needs of all of their pupils, including those pupils with SEN and Disability. Each school will provide information on how they support their pupils. The Children and Families Act will bring about many changes to the way in which children are supported and we are working with our Parent Forum SNAP (Special Needs Action Panel) to help shape future services. All schools will be required to update their arrangements in the light of these changes.</p> <p>The Council's Parent Partnership Team can also provide advice to parents who have concerns.</p>
Has the decision already been made to close the 3 middle schools? Is there a political agenda to rid the Council of their control of all schools?	<p>No decision has been made; this is the consultation stage for the proposal.</p> <p>There is no plan to rid the Council of its control. The Council has not been the decision maker for the changes that have happened in academies, but the Council decided to give our maintained schools the same freedoms that were available to academies.</p>
Are middle schools in other areas of Central Bedfordshire still viable?	The changes that have happened in Dunstable and Houghton Regis have not happened in other areas of Central Bedfordshire. For example, Robert Bloomfield





	Academy is a 840 place middle school in Shefford that is full and there are no concerns regarding its viability.
Can the lower schools, that have changed their age range, provide the same facilities as the middle schools e.g. science labs?	At the meetings held during the lower school consultations many parents asked whether the lower schools would be able to deliver the full primary curriculum. The schools were able to assure them that they would.
If all year 6 children were to stay at Streetfield, could Manshead then avoid having to provide a year 7?	Parents have the option to decline a place in year 7 but Manshead would have to provide a year 7.
Will the different stages of the consultation process be published? Which Councillors will consider the proposal and the views submitted during the consultation process?	The Council will publish the first report, which will be considered by the Children’s Services Overview and Scrutiny Committee, on our website 8 working days ahead of the meeting date. This meeting will be held on 7 May at the Grove Theatre in Dunstable and is open to the public. Subsequent reports will also be published on the Council’s website. The Members of the Committees are listed on the Council’s website.
Will all of the views that are being put forward be considered by the Members?	The Council is capturing the views from both the staff and the public meetings and all of these, plus the responses to the consultations, will be considered by the Committee Members.
Who came up with the proposal to close the middle schools?	The Council monitors the viability of all maintained schools in Central Bedfordshire. Council officers put forward the option for consulting on closure to the Council’s Executive.
Why have you given so much support to the new primaries?	The Council gives support to all of its maintained schools. Academies are answerable to the Secretary of State.  Academies and schools within Dunstable and Houghton Regis have brought forward their own proposals to change their age ranges. They were able to justify these proposals and show evidence of parental support to the Council who is the decision maker for Council maintained schools and to the Department for Education for academies.  However, following recent changes to school regulations by the Department for Education, all maintained schools can now change their age range by up to 2 years without any recourse to the Council.  The Council retains responsibility for ensuring the provision of school places.
This is scaremongering and nobody has been asked to vote for either 2 tier or 3 tier across the town. Nobody has voted for this	This not a referendum, there is no voting process. This is a consultation and we encourage everybody to submit their responses.

closure. The council will not listen.	
You are using our children as guinea pigs, they will get lost in the system if the middle schools close.	If the middle schools close the Council will work with the schools to support them as they transfer.
You should not close the school until 2018, which would allow the children who come into the school at year 5 in September 2014 to complete their middle school education.	It will be up to Members to determine whether the school should close, and if so, the date of the closure.
If, after the closure of the 3 middle schools, there were not enough school places in Dunstable, would the Council provide transport to schools outside of the town?	There are sufficient places in all of the year groups.
Some primaries have very low numbers for year 5, despite the schools being confident that year 5 children would stay.	Some lower schools that have converted to primary are predicted to have lower numbers for year 5 in September 2014. This is a trend seen elsewhere in the first few years of a school's transition to a new age range but we expect numbers to rise in subsequent years as parents grow in confidence.
Have the children from the new development north of Houghton Regis been included in the projected numbers?	Places for these children will be provided either within or adjacent to that development, providing school places local to the new communities in north Houghton Regis, when they are required.
If the school might close, why is money being spent on the school roof?	Despite what may happen in the future, the school building still has to be maintained.

At the close of the meeting the Acting Head teacher of Streetfield Middle School gave his view of the current situation and how it has arisen.

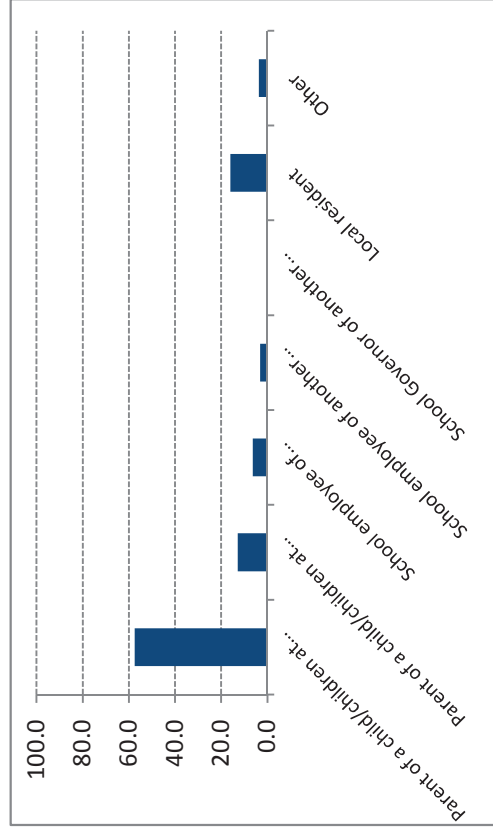
He advised of the alternative proposal that the school is currently consulting on, in response to the Council's proposed closure; this is to change the range of the school from 9-13 years to 4-11 years, with the addition of Nursery provision for 6 months -4 years. He encouraged everyone to respond to both the Council's and to the school's consultations.

Appendix C

Streetfield Final Results  
Based on 220 responses

Q1 - Are you a:

	Frequency	Percent	Valid Percent
Valid			
Parent of a child/children at Streetfield Middle School	126	57.3	57.5
Parent of a child/children at another school in the area	28	12.7	12.8
School employee of Streetfield Middle School	14	6.4	6.4
School employee of another school in the area	7	3.2	3.2
School Governor of another school in the area	1	.5	.5
Local resident	35	15.9	16.0
Other	8	3.6	3.7
Total	219	99.5	100.0
Missing	1	.5	
Total	220	100.0	



**Q1.a - Please specify**

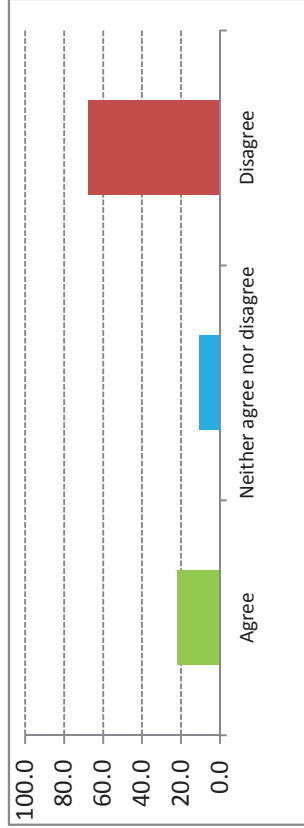
	Frequency
Valid	
Acting Headteacher	1
Former Streetfield teacher.	1
grandmother	1
Grandparent	1
Headteacher	1
Nana	1
Older sister of a pupil	1
residents	1
School employee and governor of school in	1
central beds	
Teacher	1
Total	10
Missing	210
Total	220

**Q2 - If you are the parent of a child/children currently at another school, or the employee or governor of another school, please tell us which school.**

	Frequency
Valid	
Ardley Hill Academy	1
Ashton	3
Barnfield Vale	1
Beecroft	1
beecroft acadamy	1
Dunstable Icknield Lower	1
Hadrian	1
Kensworth	2
Kensworth Lower	1
lark rise	1
Manshead	3
Manshead School	1
not disclosed	1
Priory	2
priory academy	1
Priory Academy	1
St Augustines	1
St Augustines Academy	1
st Christophers Academy	1
St Mary's Caddington	1
St Marys	1
Watling Lower School	1
Total	28
Missing	192
Total	220

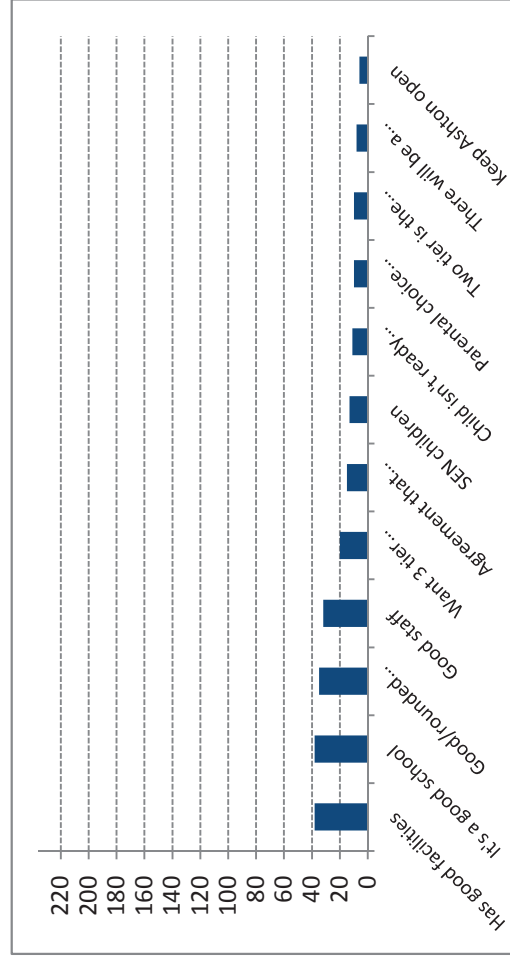
**Q3 - Do you agree or disagree with the proposal to close Streetfield Middle School**

	Frequency	Percent	Valid Percent
Valid			
Agree	48	21.8	21.9
Neither agree nor disagree	23	10.5	10.5
Disagree	148	67.3	67.6
Total	219	99.5	100.0
Missing	1	.5	
Total	220	100.0	



**Q4 - Please give your reasons why you agree or disagree with the proposal to close Streetfield Middle School.**

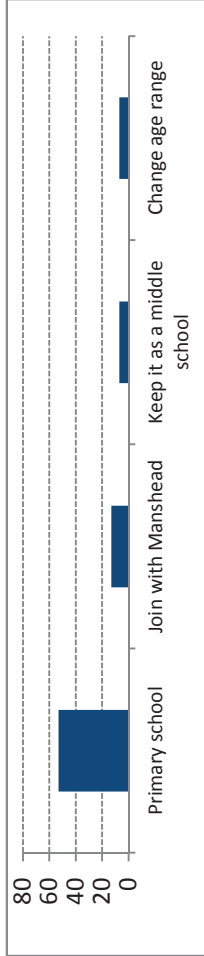
Topic	Frequency
Valid	
Has good facilities	38
It's a good school	38
Good/rounded education	35
Good staff	32
Want 3 tier system	20
Agreement that school isnt viable	15
SEN children	13
Child isn't ready for secondary school	11
Parental choice is being taken away	10
Two tier is the way forward	10
There will be a need for more school places	8
Keep Ashton open	6





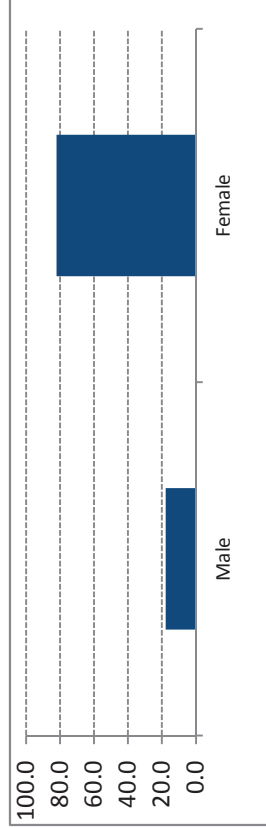
**Q5 - Please use the space below to suggest any alternatives to closing the school or make any other comments you would like to make about this proposal.**

Topic	Frequency
Valid	
Primary school	53
Join with Manshead	13
Keep it as a middle school	7
Change age range	7



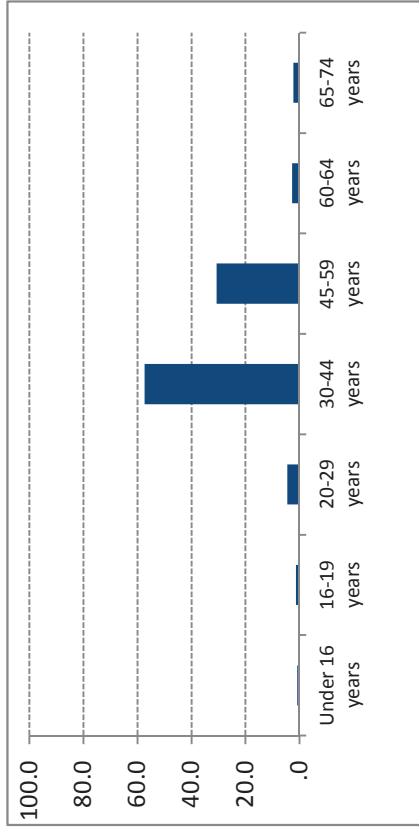
**Q6 - Are you**

	Frequency	Percent	Valid Percent
Valid			
Male	38	17.3	17.8
Female	175	79.5	82.2
Total	213	96.8	100.0
Missing	7	3.2	
Total	220	100.0	



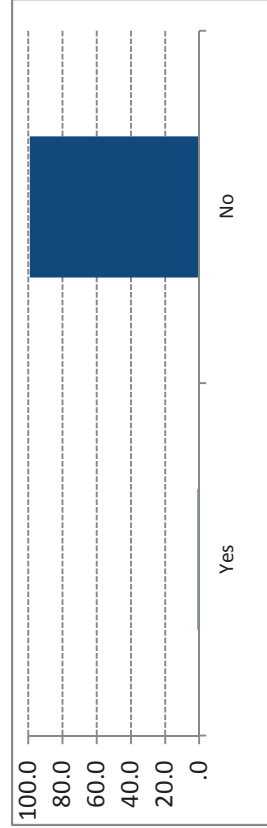
**Q7 - What is your age?**

	Frequency	Percent	Valid Percent
Valid			
Under 16 years	2	.9	.9
16-19 years	3	1.4	1.4
20-29 years	10	4.5	4.6
30-44 years	125	56.8	57.3
45-59 years	67	30.5	30.7
60-64 years	6	2.7	2.8
65-74 years	5	2.3	2.3
Total	218	99.1	100.0
Missing	2	.9	
Total	220	100.0	



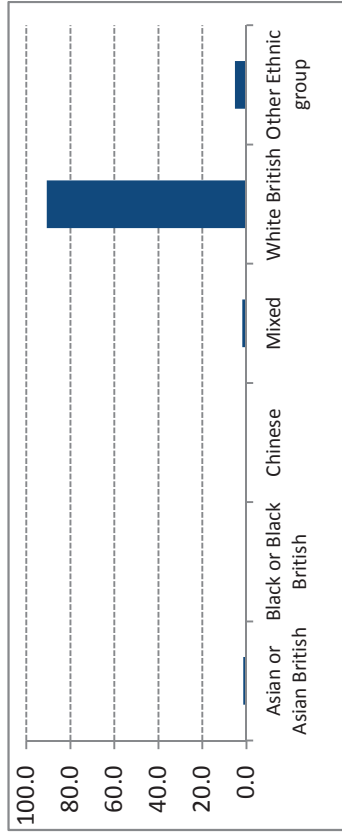
**Q8 - Do you consider yourself to be disabled?**

	Frequency	Percent	Valid Percent
Valid			
Yes	2	.9	1.0
No	206	93.6	99.0
Total	208	94.5	100.0
Missing	12	5.5	
Total	220	100.0	



**Q9 - To which of these groups do you consider you belong?**

	Frequency	Percent	Valid Percent
Valid			
Asian or Asian British	3	1.4	1.4
Black or Black British	1	.5	.5
Chinese	1	.5	.5
Mixed	4	1.8	1.9
White British	194	88.2	90.7
Other Ethnic group	11	5.0	5.1
Total	214	97.3	100.0
Missing	6	2.7	
Total	220	100.0	



**If other, please specify**

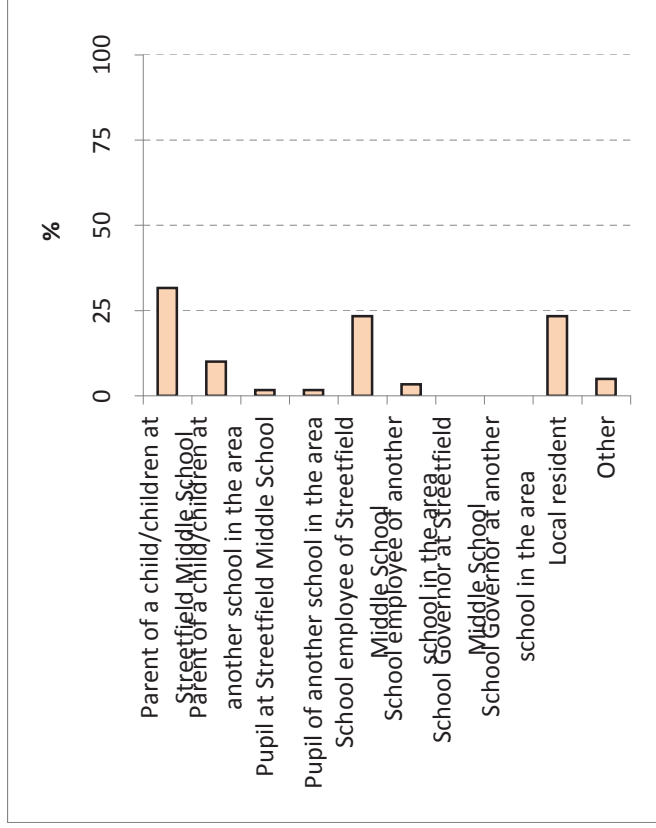
	Frequency
Black african	1
Filipino	1
Irish	1
Not disclosed	1
Not specified	1
Polish	2
white african	1
white irish	1

# Appendix E

## Streetfield Final results Based on 60 responses

Q1 - Are you:

Valid	Frequency	Percent
Parent of a child/children at Streetfield Middle School	19	31.7
Parent of a child/children at another school in the area	6	10.0
Pupil at Streetfield Middle School	1	1.7
Pupil of another school in the area	1	1.7
School employee of Streetfield Middle School	14	23.3
School employee of another school in the area	2	3.3
School Governor at Streetfield Middle School	0	0.0
School Governor at another school in the area	0	0.0
Local resident	14	23.3
Other	3	5.0
Total	60	100.0

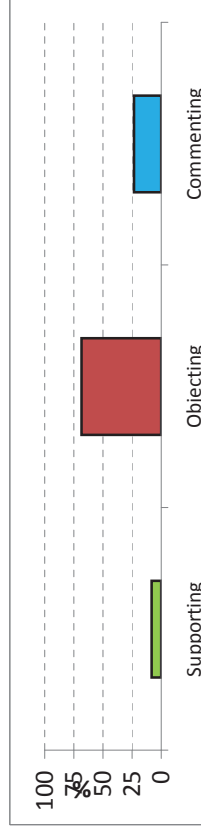


**Q1.a - If other, please specify:**

	Frequency
Valid	
Acting Headteacher	1
Grandparent of child at Streetfield MiddleScool and another who is due to go there in September 2014	1
Parent of year 2 & 3 children.	1
Total	3

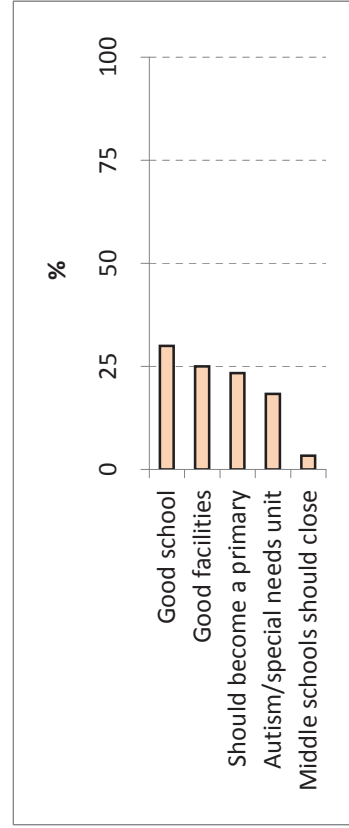
**Q2 - Are you:**

	Frequency	Percent
Valid		
Supporting	5	8.3
Objecting	41	68.3
Commenting	14	23.3
Total	60	100.0



**Q3 - Please provide your comments below**

	Frequency	Percent
Valid		
Good school	18	30.0
Good facilities	15	25.0
Should become a primary	14	23.3
Autism/special needs unit	11	18.3
Middle schools should close	2	3.3
Total	60	100.0



**Question three detailed responses:-**

All middle schools should close

As the local schools have altered their age ranges Streetfield and the other middle schools have been squeezed out. Streetfield has so much to offer local children, purpose built kitchens, science labs, food and textile classroom, large ICT suites, superb, well equipped gym, large playing fields, the list of assets is endless but more importantly it is a school with an excellent reputation for supporting pupils with social and emotional problems and working with their families and other agencies to improve the quality of their learning and self esteem. It has the space, staff and facilities to become an outstanding primary school working with Manshead to provide a 'one site' 0-19 educational facility. I am proud to work for a school that has the vision and the determination to offer children in Dunstable the education/social and emotional support and wrap around care facility of the future.

Can't believe you are going to close as school with the excellent facilities that Streetfield has. It has purpose built cookery, art, technology rooms, a large well equipped gym with extensive school fields, there are 2 ICT suites, a dedicated music room, and all the subjects are taught by specialist teachers. There is an Autism unit - Cadunfield and Streetfield has its own learning centre to assist with pupils with special educational needs. I had hoped this school would provide a middle school education for my children. I hope you read and agree with its proposal to turn into a primary lyceum - how fantastic would that be for the early years pupils of Dunstable- to be able to be educated from 0 - 19 on one site. Take the opportunity to provide wrap around care - the main agenda at the moment from the Government. Streetfield is too much a vital part of the community to close.

Dunstable will lose a very good education establishment if Streetfield is closed and the children of the town will suffer

Facilities that are available are going to waste, specialist teachers and facilities could be used to create exactly the school the present government is advocating. Children in Dunstable deserve more than what is being offered, Streetfield as a Primary school will offer Dunstable children and parents C21 education.

How can the council close schools whilst developers continue to build housing estates. What does this mean for the remaining schools. Can you guarantee these won't become oversubscribed and affect our children's education. Far too much pressure is put on children as it is without making it harder for them to learn!

How sad that closure is even being considered. I spent a day volunteering with the Youth Enterprise Scheme at Streetfield Middle School back in February last year and it looked a very good school but I suppose you can't get a full picture of a school just from spending one day there.

I am in year 4 and will be going to Streetfield in September. I am going there instead of staying at my lower school because there is more to do and more space. Streetfield is fun and the teachers are nice and very caring. I would feel sad if Streetfield wasn't there any more.

I believe the proposal to change Streetfield to a primary would be a god send to many parents, not only are they all on one site for collecting older children but also logistically due to traffic problems in and around Dunstable. Proposals for a nursery and also wrap around care a good idea for working parents. I have friends who collect different age



children from different schools and understand the problems that they face.

I do not believe that lower schools will have the ability to support our children through the extra years as they are supported in a middle school setting. In a middle school they starts to learn independence, they are taught differently. They have sports clubs, art club, science clubs. All of these things are not available in a lower school setting. They go from literacy and numeracy to English and Maths. The lower schools are not equipped to take on this monumental change and it is our children that will suffer.

I don;t think Streetfield should be closed.

I feel it has been a great asset to Dunstable and will be a great loss. Streetfield are trying to accommodate the needs of the local community by trying to change their age range to become a Primary. Our son has thrived while attending Streetfield as they give their pupils the opportunities that a lower school could not accommodate. If it became a Primary it would have all the facilities of a Middle School and would offer these in an age appropriate manner, therefore, providing key stage 1 and 2 facilities that would lead the way in the town. A school that should be a flagship and something to boast to the rest of the county rather than close down !

I feel that we provide a valuable service to the community and to the pupils we educate. Children develop differently and some pupils are ready for the next step at the end of year 4.

I fully support the proposal to close Streefield Middle School. The changing nature of education in the town means that there is no need for middle school provision. The much reduced student numbers will mean that the school cannot provide a coherent curriculum that meets the needs of its pupils. The school should close as it is not educationally or financially viable.

I fully support this school, with one child already there and another two looking forward to going. I do not feel that the council have given the school chance to prove that they can be viable. We are still in the early days of the school changes in Dunstable and the primary schools still have a lot to do to prove they will be good enough. This school has excellent facilities and care/celebrate the achieves for the children no matter what level of learning they are at. Also very concerned for children who attend the special needs unit, as no other school seems to have the support. I also fully support Streetfield in becoming a primary school, think their plans are excellent and wish this sort of facility had been available when my children had started school rather than driving around Dunstable for Pre-School, lower, middle and upper schooling. Will certainly be moving my younger two to here when the proposal is approved.

I have two of my children at the school and they have really benefitted with the support and care the staff have provided. One has special needs the school have been really supportive by giving him and us advice on how to help him and by giving him support and counselling at school. My youngest child was looking forward to going to the same school as his brothers in the future but sadly we have to tell him that might not be the case. I think it would be sad loss if this wonderful

I honestly believe that closing Streetfield school will be a great loss and very unfair. Especially when the vast majority of parents have always been totally against the change to the education system but were not only ignored but the schools were just left to make

rash decisions without much organisation or support. This has had a very negative effect on both of my children as I have one in year 8 and one in year 6 and I feel its been very unfair on the children who are now very worried and unsettled and has left us parents feeling the same and very confused and unsure of what to do for the best for our children. Streetfield has been a great school for my children and have greatly supported their learning and disabilities. They have thrived in their education thanks to streetfield who have been very supportive, understanding and motivational.

I object to the proposed plans to close Streetfield. It would be an absolute travesty to close this school. The expertise and teaching at this school is unrivalled in the area. I am also deeply concerned about the number of special needs pupils at the school, and how this will affect them- I really do not think the council appreciates the expertise of the staff at Streetfield when it comes to special needs pupils. Parents from all over Dunstable and Houghton Regis (please check the school roll!) choose to send their children there as they know it will be the right environment for their child- a nurturing, wholesome environment that encourages the child to be the best that they can be. What about the Autism provision? Do thr council appreciate that the ASD unit cant simply be 'plonked' into another school. I thik the council are making a terrible proposal, and simply have not considered the impactto the local community.

I sincerely hope that the Council will consider and approve the alternative proposal put forward by Streetfield. The school is proposing an exciting way forward to meet the demands of its local community and beyond. It would be a tragedy to lose the ethos, staff and facilities of the school. The Learning Centre and SEN department are excellent and will be a huge loss to the children and parents of the town if the school is closed,

I Think it will be a real shame to see such a purpose built resource such as this closing. I hope that if it closes it will be repurposed for education. The buildings and grounds are very happy and productive places. If the school closes I hope that the council will allow it to be re-invented with the proposed plans as a primary school to allow future children to benefit from it's excellent resources

I think it would provide a better transition for children if the buildings were merged with Manshead, then we would have a primary to secondary transition on this school site. We would also have more room at Manshead for other local primary schools to be able to send their children there as well.

I think that there is a considerable risk of losing: Expertise in SEN, ASD and BESD specialism within the town community because of the understated ethos of the school. Streetfield has 'mopped up' many hard to reach families and individuals with significant social issues on behalf of the other schools in the town. It has purpose built provision which cannot be rectified elsewhere in the town. This is more than bricks and mortar it is about an ethos and an attitude to learning in the widest sense. It is also about the personnel who have made this happen - their expertise is important but it has developed in Streetfield because of the way that Streetfield is. There will also be a knock on effect on standards because, again understated, Streetfield has 'mopped up' children with learning needs on behalf of other schools - as these schools will now have to absorb these children their attainment and achievement will drop accordingly and under the new Ofsted system it is likely that all schools currently outstanding and good will drop to at least 'Require Improvement'. The facilities are excellent and it would be a tragic waste to mothball them when so many schools are having to create new learning spaces to accommodate their expansion - this is a waste of public money. Financial considerations are valid but let's be clear they were caused by the way this has been implemented and the lack of co-ordination generally. Streetfield though, remains financially viable in 2014/15 because of good financial management it will not be bankrupt as seems to have been suggested. We have a financial plan and it is working. It is clearly important to have continuity of provision on one site. If Streetfield closes then the impact upon Manshead will be negative. Why? Because in fact as the town settles down children will generally go to their local school. With the closure of both Ashton and Streetfield the constituency that filled Manshead will also be lost from across the town. The local catchment is extremely small and Manshead depends on pupils migrating from across the town. This was achievable as three middle schools fed into it but this means that in 2018/19 after sibling factors have been removed Manshead will find it difficult to compete with the other improving secondaries and thus gain access to the constituency it hopes for. This town needs a 0-19 campus site that will fulfil all aspirations. It only has one such site and it is about to be compromised. Finally, the professional cost will be the loss of experienced and effective senior and middle leaders and managers in the system who will not want to be part of an authority that it feels has paid little attention to the real educational challenges facing some of the most deprived families in Central Bedfordshire let alone Dunstable. Treating professional like they were mere pawns to be moved around the board as though they have little value is a sure-fire way to ensure that an exodus of excellence will follow this move. This move will result in 5-7 years of uncertainty, of increasing failures to reach the national average good or outstanding schools and will turn Dunstable into a ghetto. The lessons from the 1990 in Houghton Regis/Dunstable have not been learned and how Northfields outstanding stature was undermined by a proposal such as this. I genuinely worry that we are about to repeat this sorry saga of poor judgment by the council once again. This is what will be lost: Expertise Professionalism Excellent SEN Excellent facilities Excellent ASD provision Goodwill Improving standards This is what will be gained: An empty school Short term financial savings Increased exclusion rates More schools losing their good/outstanding ofsted ratings Lower standards of attainment Increased social division. There has to be a school on this site that joins up all the dots and will ensure that the mistakes of the past are not replicated and that will also build for a sound future. Of course, I have such a plan.

I would like the opportunity to send my children to a middle school and would like it to be Streetfield. I feel horrified at the thought of having to keep my child at lower school for another 2 years when they could move on and get specialism teaching!

If Streetfield closes, Dunstable will lose such a fantastic resource for that part of the town.

If Streetfield were to close the pupils and parents of Dunstable would lose the specialist facilities that the school offers, such as a design studio, two science laboratories, etc, and the expertise of specialist teachers for all subject areas.

If you close Streetfield you will be losing a fantastic resource and centre of excellence for education. The buildings are purpose built to provide specialist education for middle school pupils and could easily be adapted to providing primary and nursery pupils a unique to Dunstable headstart in education. The pupils are taught by specialist subject teachers in specialist subject areas - a large fully equipped gym, extensive playing fields, an art block, a food technology room, 2 ICT suites, 2 science labs, a fully equipped music room, specialist language teachers, a technology studio, specialist humanities teachers plus specialist maths and English teachers. What other primary school can offer these amazing and modern facilities resources. Streetfield is the only school (in any of the age ranges) in Dunstable and Houghton Regis to have achieved the GOLD kite mark in sport.

It has & still is provision of excellent education. There is a place for Streetfield as a Middle School, parents deserve to have a choice.

It is clear from the progress of the situation that Streetfield is going to have to change to stay open as a school in the Dunstable area. However the council must be careful to ensure that they do not lose the amazing educational provision that Streetfield has. There is no other site intending to offer a primary education in the town that can boast such a complete set of purpose built facilities, for science, computing, food and design technology. The full variety of art including a kiln, a huge sports field enabling full size pitches for the children to play on. A Specialist autism provision that is fully integrated into the school, as well as a behaviour support team who have successfully helped children who have been asked to leave or excluded from other local schools. The proposal that the school is putting forward fits clearly into the policy of both CBC and central government in creating a 0-19 all through educational site where all the services that a child and a family could need would be available. It is vital that Streetfield is kept open so that this valuable resource can still be available for the children of Dunstable, as surely the overriding deciding factor should be what is best for the children.

Middle schools have fantastic facilities such as science labs, gym, huge hall, food rooms, ICT suits and a workshop. None of these facilities are available at the new Primary schools in the area. It would be a great opportunity to re open Streetfield as a 0- 11 primary school where pupils can make full use of these facilities during their learning. The closeness to secondary schools allows for a smooth transition when the time comes. It is too good an opportunity to miss- I hope the council can see this.

My concern is to the children. I appreciate these schools may well end up in deficit. I would like to know how the upper schools and lower schools will be able to accommodate these children. Surely there is not enough room for them at these schools? Does that mean extra building will take place? Where will that money come from? Also what about the three school buildings? Will they be mothballed? Will they have to have money spent in them to renovate after a period of time standing empty. It seems a terrible shame to waste such fantastic facilities when these schools could be adapted to suit different age range children just by adding some different furniture. Equally, what about the staff? Surely we should be encouraging employment in Central Bedfordshire? If this happens where will those members of staff find work? I know that I personally would have to look further afield and out of central beds. If this proposal is approved I will lose faith in my

council. I am planning a family with my wife to be, I am not confident in the way the council are planning to educate my future children and I would seriously have to consider moving away from Central Bedfordshire to secure an education that I would feel happy and confident with. I urge councillor Versallion and his team to really think through the ramifications of actually closing schools in the area.

My son is in the ASD unit at Streetfield what may I ask is going to be done for him? Or is it a case of because they have needs then they can be forgotten about again he can not travel too far in a taxi so you close Streetfield then he will have nowhere to go I don't think you even think about these children when you come up with silly things like this he is going to have to be home schooled are you willing to pay for that to happen I very much doubt it from a very angry parent I think you are out of order

My son is not in the catchment for Streetfield Middle School, and as we looked around each middle school in the area, we were struck with how unsupportive some of the schools were during lunchtimes especially for children who find socialising sometimes difficult. This made me concerned with their support within lessons. My son does not have a statement, but has been diagnosed with higher functioning autism with characteristics of Aspergers, and also with ADHD. The primary school where Alex went until 9 years of age seemed to be unable to provide Alex with the support and understanding that he required. Streetfield Middle School has the SEN Autism unit which would provide support, understanding and skills not just to the student, but also the teachers, and to ourselves, the parents. They have not let us down. They have worked amazingly with Alex even though he is not statemented and therefore does not have the need to use the SEN facility, they understood him completely. Mrs Rose managed to look at Alex and see beyond the sweet smile into the boy who had issues, and was able to give support to his teachers and to us. Mrs Thomson, his head of year, has also been able to be very supportive and we have endeavoured to work with the school at every opportunity to support the strategies that they have put in place. Alex really has been a challenging child in school, and without the support of the wonderful staff at Streetfield Middle School, I think we would have been very hard pushed to be able to feel as proud in him as we are now. Another objection to closing Middle Schools down in general is that children in primary schools are ready to move on at the age of 9, and primary schools are unable to provide the excellent facilities in subjects such as PE and Science that Middle Schools can. The children are also nurtured in middle schools - more so than being thrust into an environment that has older children in. I was not happy about the thought of my struggling 11 year old having to mix with children as old as 16 years old.

Our grandson is coming to the end of his 3rd year at Streetfield. He has made excellent progress and has enjoyed his time there. His parents (our daughter and son-in-law) sent him there because they immediately felt the staff were very caring, supportive and have the pupils as their real focus. (Yes, we know all schools claim that to be their ethos - Streetfield really put it into practice!) We live in an area where there is a "2-tier" education system and we are very aware that, in what would have been our grandson's last 2 years at a primary school, he has been offered facilities that are far in advance of any in a primary school where pupils stay to age 11. Transforming Streetfield into a primary school would seem to be an eminently sensible idea because it already has excellent facilities, eg science labs, domestic science room, a gym, etc. whereas the transformation of an alternative lower school into a primary school wouldn't offer the older pupils this stimulating environment - yes, it could be changed, but at what expense? At Streetfield, it's already there. The number of pupils at Streetfield may be low at present but places will need to be found for the children from families who will be living in all the



new housing in the town. We hope that common sense will prevail and that our grandsons' education at Streetfield will be secured and the disruption to their lives kept to a minimum - all this uncertainty has been very distressing for everyone concerned.

Streetfield is one of the best schools in the world and should never close.

Streetfield does a wonderful job in supporting children who have difficult home lives. Without this school, so many children and families will suffer, as the same support is not available, to the same level elsewhere. Parents of children who attend Streetfield have nothing but praise for the way in which their children develop in the four years they spend there. Parents travel long distances to send their children to Streetfield because they know that they provide for the needs of their children. There will be a huge gap in the educational care system for this area if Streetfield is closed.

Streetfield is a great school with very good teachers. Both of my sons have been to Streetfield, one still there and one in high school. They both loved going to school there. It would be a real shame for the community to lose Streetfield and the support that can be gained through attending a smaller school.

Streetfield is a wonderful school with caring staff who are genuinely interested in the progress of each child. I feel that the closure of this school would be a huge loss to the community and feel that Streetfield should be given every opportunity to prove their worth with their new proposals. If that is not possible, I feel that the school should be embraced by Manshead and their facilities utilised for their own expansion. This could prove both a cost effective and beneficial option, largely for the children. Those children currently in year 8 feel very unsettled and uncertain about where the next year will lie, despite reassurance that Streetfield will remain open for a further 2/3 years which creates doubt and will almost certainly have an impact on their learning. Our children are our future, surely it is madness that adults are creating such uncertainty when our role is to make them feel safe and encourage a positive culture?

Streetfield Middle School is a caring, successful school that provides very well for its local community - particularly residents of Downside whose children are often in a vulnerable situation. The staff of Streetfield always seem to have gone 'above and beyond' to look out for the welfare of the child, not just their academic ability. Furthermore, the resources they are able to offer younger children are far superior to those provided for children at lower schools that have now become primary. Their science, ICT and PE provision seems far superior allowing children a much, greater broader experience. This, too, is preferable to yr7 & 8 children joining a secondary school where they would get lost, emotionally and academically, amongst all the older children. I believe their ethos not to be much more focused towards the young adult/ teenager rather than 9-11 year old children. I would fully support Streetfield staying as a middle school and if it changed into a primary I would definitely send my younger children there along with many others in the local community.

Streetfield offers the local community a different type of school. It's inclusive to its core and never rejects any child regardless of their difficulties or needs. It is fat static at sports and always offers the children a broad curriculum with specialist teachers. The estate of downside needs a school that is equipped to support its children who often struggle in school. They would get lost in a school the size of Manshead and would be at bad influence on the younger children of staugustines. If Streetfield is unable to stay open as a middle school it would be a waste to close the school they have fantastic facilities that cannot be found in any other local primary school. They should be allowed to become a

primary school if nothing else as it would be a waste of resources. The people of the town deserve choice. Parents deserve to be able to choose between the schools they can send their children to and Streetfield offers this.

Streetfield provides more than any other school I have dealt with. The staff go beyond limits to ensure each child gets exactly the help that they need. My children have had the chance to develop and build confidence, learn social skills and have been given opportunities that will benefit them for the rest of their lives. It is more than just numbers and results, they help children grow into thriving young people and it would be tragic to lose such a unique environment for future generations in our town.

Streetfield should not close. It is a wonderful school that provides an excellent all round education for all its pupils. Streetfield's application to change to a primary school should be viewed favorably due to its fantastic facilities and great teachers. The schools ethos of encouraging every child to be the best they can be is not words. They really do mean every word. You only need to spend a short while with the staff for that to shine though. Closing this school would be a huge loss to the town but allowing them to change age range would be a great credit to the town. It would show vision and foresight and would provide the town with a flagship primary school that Dunstable can be truly proud of !

The reason I am objecting is because I believe Streetfield should not close. Its staff and facilities must still be used for teaching children in our community. I believe the proposals to change to a primary school are excellent and would provide a Primary School that would lead the way in the town. We have a boom of primary aged children about to explode within our town and it is ludicrous to close a facility that can educate them. Streetfield provides a fantastic environment for under privileged children along with children with special needs that I believe no other mainstream school can compete with. It is a travesty that this school is under threat of closure through no fault of its own. Why would the council happily close this school when they have financed a new roof and windows? The school should be given the opportunity to change its age range and continue providing excellent education to the children of our town. A lot of the new primary schools will be losing over 50% of their year 4 children as they move into year 5 because they do not have suitable facilities and are cramming in extra children into a space that is not designed for the extra year groups. Streetfield has the space and the facilities, facilities which are over and above what the average new primary within our town has. Along with the class room facilities, it also has the space outside including 2 playgrounds, where both key stage 1 and key stage 2 children can co-exist without being on top of one another. All along the council has maintained that this has been parent led, the proposed closure of this school is not parent led, it has done all it can to consult with its parents to ensure it continues to stay true to its ethos which is putting the children first and that every child matters. Streetfield should remain open and should be given the opportunity to change its age range to become the excellent primary school it will be, please do not close this amazing school !

The school building is relatively new compared to Ashton, or even Brewers Hill for example but as far as I can see not many children actually want to go there now. The buildings can be utilised by Manshead which does seem able to attract students. There is no real need for middle schools in Dunstable so it doesn't make economic sense to keep such a large building open for a minority of pupils.

This is a fantastic school with excellent provision for students especially SEN. It has great community spirit and not only teaches the children the national curriculum but how to be



model citizens. It would be a great loss to Dunstable to see this excellent school go.

This is a local community school in a very deprived area of Dunstable, it would be such a shame to close a school that does such good work within the community. My own two children attended this school, we live out of the area, and so glad that we did. They excelled, the school encouraged them to do their best at all times. Streetfield has specialised teachers, many primary schools do not have this facility, let alone the space to extend and accommodate such buildings. Middle schools are important for children to mature in, it seems such a shame to shut a school that is fully equipped for this stage of a child's life.

This school can give the broadest education to a younger age group. I would urge you to allow it to change not close at this stage in Central Beds. transformation.

This school is so good at looking after the needs of this area. It would be a huge loss to the local community if it closed.

We have a child in year 7 at Streetfield and will also be sending our younger son to start year 5 in September. We are happily sending our youngest there rather than keeping him at his lower school because his lower school is not ready or prepared for the extra children it is trying to accommodate. Streetfield on the other hand is a ready made school for that age group of children that provides an excellent education to all of its pupils. Streetfield are trying to get approval to change age range to become a primary which we think would be a wonderful facility for both key stage 1 and key stage 2 children. Unlike the lower schools that are trying to fit in extra children into buildings that were not made for the extra classes, Streetfield can accommodate being a primary with very little adaptation at all. The teachers at Streetfield are second to none and they all care about every child. There is a boom in primary numbers and to close Streetfield with this in mind is extremely shortsighted. Streetfield should stay open and be allowed change to a primary.

This page is intentionally left blank



## Appendix F

# Business Case for transforming Streetfield from a Middle School into a Primary School

### School information

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

### Introduction

This is an alternative proposal to the complete closure of the Streetfield site and explicitly recognises/accepts that Streetfield will close as a Middle School from 2016.

A 'Foreword' explaining our ambition can be found here:  
[https://www.youtube.com/watch?v=WWR2d5Aj\\_5g](https://www.youtube.com/watch?v=WWR2d5Aj_5g)

We now have an opportunity to not only put to rest the 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 such as Suffolk, Norfolk and Northampton.

### The General Background of Central Bedfordshire, which 'informs' the Streetfield Lyceum proposal

In addition to the financial considerations of surplus places and the changing shape of schooling in Dunstable there are also the issues of educational performance, standards and rates of progress and provision for some of the most vulnerable children in the whole of Central Bedfordshire as well as Dunstable; the area that Streetfield currently serves.

**The Local Authority Data Matrix for Central Bedfordshire** from the 21<sup>st</sup> May 2014 (Provided by the DfE) shows a disappointing picture of primary school attainment and progress in Central Bedfordshire overall.

(Grade A means – in the top national quartile; Grade D means in the lowest national quartile)

<b>Key Stage 1</b>	<b>Attainment</b>	<b>Progress</b>
Reading (Teacher Assessed)	A	D
Writing (Teacher Assessed)	A	C
Maths (Teacher assessed)	A	C
Science (Teacher assessed)	A	C

<b>Key Stage 2</b>	<b>Attainment</b>	<b>Progress</b>
Reading (Nationally Tested)	D	D
Writing (Teacher assessed)	C	D
Maths (Nationally Tested)	D	D
Reading Writing Maths	D	D
Science (Teacher Assessed)	A	D
Spelling, Punctuation, Grammar (Nationally Tested)	D	Not measured yet

**With Behaviour, attendance and exclusions** the picture is a little brighter and places the authority in the C/B category (average national quartiles)

**For Vulnerable Children** – it is clear that with regard to: ‘Looked after Children’ – there are significant challenges, which place the authority in the national D quartile category and that for ‘Children’s Social Care’ the general challenges result in ‘D’ categorisation for absence, exclusion and attainment.

There are several issues to consider when analysing these outcomes:

- There is a mismatch between Key Stage 1 and Key Stage 2 attainment and progress. (One is teacher assessed – the other is nationally tested)
- Attainment and progress are lower at GCSE generally - because expectations for progress at KS4 are lower than they should be this is true if upper/secondary schools mistakenly use KS2 results as their benchmark and not the progress made during Years 7 and 8.

The negative impact upon GCSEs that has been caused by the mistaken/inappropriate use of data during transfer and transition in key stage 3 is now history. It is a lesson to be learned for the new system that we are now building– its only relevance now is to help describe how we got to where we are now so that we can plan ahead for the future and avoid making the same mistakes.

So, as Dunstable heads towards becoming two-tier it has an opportunity to address and redress these issues.

The Streetfield Lyceum has an important role to play in rebuilding the reputation of Dunstable schooling.

The argument for closure of the three remaining Dunstable middle schools on financial viability grounds is well made. (Leaving aside for the moment that in the absorption of these pupils and the expansion of other schools in order to meet the parent demand and curricular demand is in itself causing financial problems that are, as yet, not fully calculated and the fact there are much smaller schools costing a great deal of money.) But the 'financial viability' argument on its own does not and will not address the issue of standards of attainment generally in the town.

For Dunstable to rebuild and develop outstanding schooling it needs more than the closure of Streetfield - it needs something else to happen.

So, now is the time to 'build' something new and effective that will encompass the 9 principles and 8 aspirations as embodied in the council's 2013 'modus operandi'.

This proposal shows how Streetfield can contribute to the greater good.

With Streetfield's education plan, its community cohesion plan, its contribution to the Children's Centres consultation, its demonstrable parent led demand and its secure financial planning offers:

- A joined up solution with regard to transfer and transition between phases
- An alternative way to addressing the issue of underachievement across the key stages
- An effective response to parental demand
- An opportunity to develop an innovative, forward thinking, exemplar model for other parts of the authority and other authorities
- An opportunity to put into practice coalition government aspirations re 0-19 education
- An opportunity to demonstrate CBC's commitment to innovatory change to meet parent demand for outstanding Children's Service

**Our Vision: to be the best that we can be for the children of Dunstable.**

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 closest working example of our suggested hybridised approach can be seen in the Finnish Education System - it will be good for children, parents and carers and will put CBC at the forefront of innovative educational endeavour.

This proposal offers a financially and educationally viable alternative by changing its age range to that of a primary school.

There are two projections:

1. Showing the potential when the school has steady numbers and is full - 2019/20

2. Showing the incremental development from a relatively small school of less than 100 to 420 4-11 with further provision for up to a 100-place nursery for children aged 6 months – 4 years of age.

The Nursery and Primary provision will also contribute to the wider needs of the Council and the town to meet statutory obligations – in particular; inclusivity, outstanding educational opportunities for children and families – whilst supporting national initiatives such as the ‘Early Help Offer’

In this respect, part of the proposal is centred on providing family and parent support particularly in the early years/ nursery provision.

The proposal is a significant contribution to deliberations concerning the Central Bedfordshire consultation on the ‘Early Help Offer’ by offering joined up interventions for children who are likely to transfer from nursery to the primary school and then onto the secondary school which is/would be located on the same campus site.

This proposal will enable continuity of support for parents and care for children throughout the child’s schooling.

Also, in Dunstable, there is a clear and growing need for a more focused approach to early intervention.

The Streetfield model will be one of the major keys to tackling some of the issues that all/many parents and carers face at some point (not just those who seem to be chronically vulnerable).

- It will enable a greater concentration for targeted work and support for families, parenting group support and parenting courses.
- It will provide a hub of support or, as a satellite provision, significantly support the work of an established hub.
- It will enable further targeted support for those parents returning to work after a significant break.
- It will provide support for those parents who aspire to enter the world of work and self-support for the first time.
- It will provide a universal gateway that will enable a proactive approach to identifying appropriate professional support through and educational, health related training in parenting and training for ‘work readiness’.

The school will necessarily focus on all of the children and their families within the school community and specifically include and support those for whom:

- Early Intervention work will resolve a temporary/acute/‘one off’ crisis that can arise at any time and in any family.
- 15 hours free child care for two year olds would be beneficial for parent and child (as is proposed in the Coalition Government’s paper on Early Years Intervention)
- A non-invasive Health Visiting and Healthy Child programme that can be implemented effectively at a time and in familiar location appropriate to need as a satellite to the Children’s Centre hub.
- Pupil Premium interventions are an entitlement for eligible pupils and will thus become prioritised in accessing the varieties of service offered.
- Intervention and Early Help (as identified in the report of Professor Munro) and targeted support that will address the chronic needs of those vulnerable families on various programmes by accessing funding from supporting agencies.



With this model and with our facilities we are able to:

- Offer intensive levels of targeted support
- Target early help as and where necessary
- Enable a universal gateway that will be inclusive of all families
- Avoid the sense that only troubled families have difficulties and need support
- Avoid the negative association of support as being only offered to troubled families with difficulties
- Join up the resourcing across Nursery, Primary and Secondary Education on one campus site
- Ensure that all families benefit not just those identified by according to income, or other educational, health or social needs by creating a universal entitlement that is funded from the differing agencies

**The Objective of this proposal/business case**

This proposal directly addresses the agreed stated principles adopted by the Council between 2011 and 2013. In particular:

The 2013 - agreed 9 principles adopted by the council for ensuring the promotion of parental choice, diversity, high standards, the fulfilment of every child's educational potential and fair access to educational opportunity:

1. The need to provide local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel
2. The need to create schools that are of sufficient size to be financially and educationally viable
3. The ability to support the expansion of local popular and successful schools or to link expanding schools with popular and successful schools
4. The potential to further promote and support robust partnerships and learning communities
5. The ambition to achieve a single phase of education 0 -19 and reduce school transfer points
6. The need to support the Raising of the Participation Age (RPA)
7. To seek opportunities to create inspirational learning environments for the school and to maximise community use
8. To promote the diversity of provision offered in Central Bedfordshire to increase opportunities for parental choice
9. To support vulnerable learners in Area Special Schools and integrate appropriate Special Educational Needs provision within mainstream schools

In addition to this the stated aims acknowledge:

- That there is a need to raise standards and to improve outcomes for young people.
- That continuity of provision across the 0 - 19 years age range creates a 'one phase' approach to learning.
- That schools should be based around communities and the needs of their learners.
- That new models of leadership and governance for schools are considered.
- That what is best for children and families should be at the centre of any change.
- That, as far as possible, services should be commissioned and delivered locally.
- That all partners will capture what is working well and publish this in ways that will allow others to learn from the success.
- That stakeholders will use this vision to inform the way they respond to changes in local and national educational policy contexts and set revised priorities.

By opening Streetfield Lyceum as a purpose built Primary School from 2016.

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 to nurture something new and innovative.

If councillors are truly ambitious to raise standards and able to 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.

Furthermore, the Streetfield proposal also provides a contribution to the current consultation regarding the **re-organisation of Children's Centres** in Central Bedfordshire, which focuses upon early intervention targeted in areas of greatest need.

Streetfield's proposal would support '**Option Three – Offering services to children aged 0-5 within the areas of highest levels of deprivation**' – whilst at the same time offering provision to other families thus, over time, removing the stigma unfairly attached to such centres – the South Dunstable Hub.

As Dunstable adopts the primary/secondary model of schooling, children, parents and schools will face significant challenges that come with such a change. It is well documented that where other authorities (Suffolk, Norfolk, Northampton) have also changed from three to two tiers they have faced difficulties in ensuring that schools at least retain their effectiveness and Ofsted grading – there is, for a time, a significant increase in the number of schools being judged as inadequate across all phases.

Part of the reason for this has been identified with a lack of joined up thinking between schools in the new phases as they proceed on their new path and a lack of central co-ordination. This was further exacerbated by the mixed economy of community schools, sponsored academies and elective academies tending to work

in their own interests rather than the common good of the community that they serve.

For the transition from three to two tier to work more effectively and successfully in Dunstable than it has in these other Local Authorities, we must do everything that we can to avoid the same fate. Dunstable needs and deserves a joined up approach to schooling and Streetfield has part to play in achieving this.

Broadly put Streetfield is a lynchpin for ambitious, innovative and cost effective 0-19 schooling by providing:

- Nursery 6 months – 4+
- Primary 4+ - 11
- A Parent Support Centre as part of the Early Help Offer initiative
- 'Wrap Around Care' 7.30 a.m. – 6.00 p.m.

Being on the same campus as the 11-18 Secondary School (Manshead) – will provide a physical manifestation of the principle of joined up 0-19 education in Central Bedfordshire that we all aspire to.

## 1 - Proposal summary

**Current Capacity** 520 (including 6 place 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 (including a parent and children centre to support the ‘Early Help’ initiative as a satellite of the local hub)
- Specialist Provision for pupils with Autism aged 5 -11

**Proposed Capacity:**

- 420 aged 4+ - 11 years (Mainstream)
- 60 -100 place Nursery Provision 6 months – 4 years
- 6 pupils with Autism in the on-site and purpose- built specialist provision

**Planned Start date:**

September 2016.

**Phases of Entry:**

There would not be a need for phased entry in Key Stage 1 or 2 as everything required for the physical environment is in place and the current staffing would meet all the statutory Key Stage needs in the Key Stage phases.

For example: In the past, when an emergency occurred at another school (Downside Lower) Streetfield had the physical capacity to accommodate the pupils and staff until the emergency had subsided.

**Our proposed PAN**

420 (statutory age range 4+ -11)

**Admissions arrangements**

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

(Our two public consultations have shown that there is demand and we anticipate that 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 age ranges in the area. It has become predominantly primary and secondary this has stripped away the constituency of pupils who would normally attend middle schools.

### Impact

#### General

In the newly formed Primary sector (including Streetfield) there would probably be initially between 17 and 24 % surplus capacity across Dunstable, Houghton Regis and the surrounding villages (a significant reduction from the 69% generally quoted in CBC documentation). However, the oft-quoted 69% seems to include duplicated figures/places for Years 7-8 and Years 5 – 6 surplus places.

The surplus place capacity does not fall equally across the area – for example there will be greater concentration of surplus places in the village schools. There will therefore be some winners and losers as recognised in the 2011 preparatory documentation.

However, there will remain a need for some significant short-term surplus places in order to facilitate parental demand and to encourage healthy competition that will promote the raising of standards and will enable truly mixed comprehensive provision to develop across the town. This will enable the true nature of parent preference to manifest itself over time. As it settles, it will revert to the preferred ideal/optimum of 5% surplus places by 2019/2020 once all the schools have been fully established in their new phase.

#### Specifically to Streetfield's proposal

During individual meetings in early June with the Headteachers of our local schools (Manshead Secondary, St. Mary's Roman Catholic Primary School, St. Augustine's Academy and Kensworth Lower) that we initiated, we clearly explained our plans and aspirations for the future. It was also explained that our proposal was not intended in any way to compromise any of the other schools. At a subsequent meeting with our partnership schools (Manshead, St. Mary's, Slip End, Caddington, Kensworth and Ashton St Peter's) our plans were further described and there was a general feeling that a period of uncertainty had come to an end and the partnership could plan to move on together towards a common goal of effective Primary and Secondary schooling.

At the time St. Augustine's Academy (who were not present at the partnership meeting) were planning to re-advertise for a permanent Headteacher.

In separate matters with two specific schools in the partnership:

Ashton Middle School were offered any assistance that they thought we could provide in respect of their business case - the offer was gratefully received, though the school felt that it could proceed without our help.

An offer /proposal for a meeting between St Augustine's and Streetfield was made to the Chair of Governors at St Augustine's to explore possibilities regarding securing exploration of solutions which ensure each of our best interests.

**Streetfield**

Streetfield will seek to remain a non-denominational school that will meet the spiritual needs of all faiths, creeds and cultures and as such will have no significant impact on the two faith schools that share the same campus. Indeed it is the 'strength' of the campus that there is a choice between two different faith - based and a non-faith-based schools.

**Manshead CoE VA Secondary**

The greatest impact will be a positive one upon Manshead as the already strong professional partnership regarding transfer and transition with Streetfield will be further strengthened by:

- No conflict over shared year groups (Years 7 and 8)
- Joined up curriculum planning between the phases
- Geographical considerations (each separate school on one shared campus)
- Transport considerations (children in different phases sharing transport– contributing to a reduction in traffic congestion overall across the town)

Whilst both new schools (as secondary and primary) come to terms with the practicalities of introducing a new curriculum in each of their respective phases and make sure that they become the best that they can be – it will pave the way for future possibilities and developments regarding partnership, governance, leadership and management.

**St. Mary's Roman Catholic Primary School**

The identified destination 11 - 18 schooling for St. Mary's children by St. Mary's is Roman Catholic Secondary Schools in Luton and Hemel Hempstead.

This being the case then the Streetfield proposal does not negatively impact upon parents and children who are seeking a Roman Catholic education for their children.

**St. Augustine's Academy**

Currently St Augustine's is re- advertising for a new Headteacher following initial difficulties in recruitment.

If this round of recruitment does not bear fruit we would have a small primary without a Headteacher and a larger school with a Headteacher but with falling numbers. There has to be a way to reconcile this puzzle.

Barriers such as one being a faith school and the other not, one being an academy and the other a community school should not impede the functionality of either or both school.

For example:

The national requirement for all governing bodies to reconstitute by September 2015 with an emphasis on building appropriate skills provides an opportunity to look at new models of:

A deeper partnership perhaps involving the establishment of 'Soft – Federation' as a precursor to something stronger as capacity builds including, for example:

- Shared governance
- Shared leadership

- Shared teaching and learning

There is an opportunity here create something new that provides a solution for the Downside estate local community.

A dialogue has been initiated by Streetfield with St Augustine' Academy.

#### **Local Building House Building Plans**

There is planned new housing in close proximity to the Campus – its potential impact 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 proposed change in age range 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** specifically with regard to the ASD Provision but not to Behaviour, Emotional and Social Difficulties (BESD) or general SEN provision.

#### **Autism Provision at Streetfield**

A teacher leads the specialist provision for children with Autistic Spectrum Disorder (ASD) and with two specifically designated LSAs meets the needs of six pupils currently aged 9-13. It includes a purpose - built base classroom (Cadunfield) that is part of the whole school and not a bolt-on independent 'unit'.

This provision is an essential requirement in the new primary setting of Dunstable. Early diagnosis of ASD in Dunstable and surrounding villages will be better met in this particular setting as it neatly flows into the Secondary 11-18 provision with Manshead Secondary CofE School on the same campus. Manshead's provision is a physical replication of the original Streetfield provision for ease of transfer and transition

The school community, and particularly the pupils in the mainstream, has gained from this provision in their wider understanding that we all have varying needs at one time or another. This has led to a tolerant and inclusive ethos throughout the school in its everyday operation.

Teaching and non-teaching staff have gained enormous professional benefits from this provision too. Every member of staff has been trained in the management of children with ASD because the children integrate into the mainstream every day. This in turn has helped the process of behaviour management to become so integral to the working day that it is hardly noticed.

This provision is a well-established success story. For it to continue to be so it will need a primary school staffed with appropriately trained and experienced personnel to enable the inclusion of the pupils into mainstream classrooms.

The provision, of course, requires the involvement and close working partnership with many agencies. Please see Appendix 1 for an example of the services and agencies currently working with the provision.

To summarise:

This provision is an essential requirement for the joined up 0-19 provision for children with ASD in the Dunstable area - there is no such equivalent purpose built site elsewhere in the locality therefore:



- ASD Provision that is currently for 9-13 and would change to 5 -11 years but
- Location, resourcing, integration programmes into mainstream and staffing would remain the same

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

Furthermore, this change would allow for ease of transition and continuity at Secondary level as Manshead Secondary School has a similar provision for pupils aged 11 -18.

**Implications for the LA if this provision is not replicated in a primary setting.**

As the town becomes two tier then the provision must also change age ranges to meet age appropriate needs.

The primary provision needs to be on the site of a mainstream school to enable access and inclusion for these vulnerable pupils into a mainstream setting.

The current setting is mirrored and was replicated by the Manshead provision – they are physically very similar and ease of transfer is an obvious benefit.

Moving this provision to another school will incur financial costs, training costs and it would have to be located in a mainstream school with the experience and capacity to meet these specialised needs.

It should be noted that at the time of its original inception only Streetfield leaders and governors were prepared, ready and willing to have this provision on-site and engage in the programme willingly.

This why it has been such a significant success – because it is not a bolt-on provision - it is fully integrated and a part of the organisation and daily life of the school. From a pupil, and staff point of view is just another ordinary part of the school community.

**BESD Provision at Streetfield**

The success and obvious benefits gained from having an Autism provision based at the school prompted us to look at how best to meet the needs of other children without a statement but who were subject to other emotional, social and behavioural impairments that impeded their learning and development. Our organisation model for the BESD provision is heavily based on the ASD provision. It has since grown and developed significantly to become an important and essential resource within the school community.

The inclusive nature of Streetfield is successful because it is deliberately 'understated' at school and parent level - we only use the label BESD in official documentation and meetings. From a child and parents' view it is called the Learning Centre thus avoiding any stigma associated with BESD both amongst pupils and parents.

The success is largely due to the inclusive ethos of the school as a whole. The importance and high value we accord to this provision is explicitly recognised by the fact that a teacher leads it with two specifically dedicated BESD LSA's.

The success of this inclusive provision has helped raise the rate of progress and standards of achievement and close the gaps between this group and other groups of children.

We have a good track record in initiating local partnerships focused on managing behaviour and enabling inclusion.

We can therefore transfer these skills, expertise and experience to provide a unique facility for primary-aged pupils in Dunstable with specific needs.

This is a whole school solution to a localised problem we can therefore provide a unique facility for primary-aged children with specific learning needs that are exacerbated if not caused by social or emotional upheaval.

The Learning Centre is an exclusive provision for Streetfield pupils. It is not an LA or a local community provision and is fully funded by the school – it is not a shared resource with other schools. All the pupils who currently access the Learning Centre are on the SEN register; all but two are School Action Plus. All children but one are ‘Pupil Premium’.

The provision is an exemplar of best practice and effectively ‘includes’ an average of 40 children during a school year. The success of the provision can be statistically analysed by comparing the number of children with BESD admitted to the school and comparing that with exclusion records for the age range 9 years – 13 years with those of secondary pupils in current uppers and secondary schools – it is outstanding.

Such is the success of the provision that Streetfield has experienced children being moved to or advised to move to Streetfield because of our track record of success. This situation has been acknowledged by Amber Reynolds our Inclusion and Support Officer from the Access and Inclusion Team see Appendix 2a and Appendix 2b for details of how our resource has been put under strain. Appendix 2c is a record of the outside support agencies that we regularly work with.

**Implications for the LA if this provision is not replicated in a primary setting.**

If this unique and innovative facility, ethos and resource is not retained in south Dunstable then there will undoubtedly be a significant increase in the number of fixed and permanent exclusions. This, in turn, will impact upon standards generally. There is nothing quite like it, in a whole school setting, where the provision is part of a whole-school programme and not just a bolt on for respite care. For example: such is the expertise, experience and success of this provision that;

A total of nine children have been granted for behavioural, emotional and social difficulties (BESD) statements since the first in April 2011.

We have never had an application for BESD statement turned down.

A total of eight children have gone onto be granted places for Specialist provision at Oak Bank since the first in November 2011.

We have never had an application for Oak Bank place turned down once the statement is in place.

The significance of this is that our continued specialist provision as a primary school will prepare these vulnerable children for secondary schooling at age 11 and where necessary indicate whether mainstream or specialist secondary education is appropriate – thus contributing to the reduction of permanent exclusions in the secondary sector.

It is a measure of the success of this provision that Streetfield has not had to use the resources of Jigsaw or the Academy of Central Bedfordshire for alternative provision.

The provision is an integral and inseparable component of the business case for becoming a primary school. It is a model whose acknowledged efficacy will be enhanced as it enables early identification and intervention.

**GENERAL SEN PROVISION**

- General SEN provision – will remain as it is generously staffed to meet the very high proportion of Pupil Premium and Free School Meal eligible pupils and those from a White British background
- 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

There have been four consultations since January 2014

1. LA Consultation on Closure
2. School Consultation on Changing Age range
3. LA final consultation on Closure (on-going now)
4. School final consultation on age range (on-going now)

Initially, 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.

Following the Council's Overview and scrutiny Committees recommendation there followed another school led public consultation and at the time of this proposals submission the final LA consultation is being conducted.

The first round dates were:-

Staff: 06.01 .2014

Parents: 28.01.2014

Public: 05.03.2014

The second round dates were: All: 08.06.2014 – 08.07.2014

Parent and Public 12.06.2014 – 26.06. 2014 ( an 8 sample use used for this submission because of time restraints in order to submit for this round)

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 who seem to mistakenly believe that this process is a competition between the three 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 (concern statements are followed by the acting Headteacher's reply in brackets:-

- 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 more schools will seek to retain pupils for financial reasons and the real danger is that financial needs 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)

Please see Appendix 3 for detailed comments from respondents

**Impact upon admissions**

2015 was initially 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.

**However it is now clear that 2016 will be the most appropriate time to open as a primary.**

#### 4 – School performance

##### Current Performance

The current school performance is improving and heading towards at least national standards. There are no excuses for the one year when it fell below threshold – but there is an explanation, this is explained in more detail below under improving performance.

##### Ofsted

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

A Monitoring visit on 13<sup>th</sup> May reported that the school is making all the necessary urgent actions to address the issues raised in the Inspection.

The Acting Headteacher is attending the Ofsted conference for schools requiring improvement – ‘Getting to Good’ on 4<sup>th</sup> July 2014.

##### Improving Performance

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

The true strength of the school lies in its inclusivity but this has proved to be a double edged sword and has inadvertently created a barrier to the school trying to achieve national standards of attainment.

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

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. When we filter the results (as we did for Ofsted) and show the impact of late admissions of pupils with learning and behavioural needs – it reveals a school at least at national expectations for learning attainment progress and behaviour.

- 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. At the moment the two assessments/test do not measure like with like and they are also measured in different ways using different procedures. One of the genuine issues is that Key Stage 2 is over four years – there is sometimes a mismatch between progress made in Years 3 and 4 and those in Years 5 and 6. This has always been the way – a significant argument for joining up the whole of Key Stage 2 so that one school is held responsible for the phase.
- 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 (Please see Appendix 2b for specific details)
- Statistically it will be very clear that other schools in Dunstable see an improvement in their attainment once a child has moved from them to Streetfield and that Streetfield subsequently experiences a ‘dip’.
- This is why there is such a marked difference between some schools achieving much higher at KS2



SATs than others in the town.

- These are statistical facts about the politics of pupil mobility – Streetfield has developed a strong local reputation for working with pupils who have learning, behaviour and attendance difficulties, and their families. Our expertise in this area was recognised in our 2013 Ofsted Report.

However, that describes the past and the present - what we are now concerned with is the future.

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

Our absolute commitment to achieve highest standards of attainment and rates of progress for all children from entry in 4+ to exit in Year 6 by ensuring:

- Continuity of ethos
- Continuity of curriculum
- Continuity of teaching expertise
- Widest range of curriculum possible
- Early identification of the need and intervention for compensatory actions

Our curriculum, both explicit and hidden, 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 have the expertise to narrow the gaps in attainment and rates of progress from the earliest ages because we know that we are already successful in helping the vast majority narrow and close the gap between Year 5 and Year 8 – it is a transferable skill that we will apply in the Primary setting. (It is only the absence of an agreed measurement and a general denial of progress in Year 7 and 8 that prevents such statistical evidence of progress being acknowledged by the destination school, LA and nationally. That's the way that it has been.)

### **We are interested in the future**

As a community school we would follow the National Curriculum in each of the phases:

EYFS

KS 1

KS 2 Years 3 and 4

KS 2 Years 5 and 6

But we do not plan to offer something which already available in the town. We are going to be a very different type of Primary Provider.

What will it look like? Well the model we propose is a hybrid of the best of British and the Finnish models for primary education. There is an explicit national curriculum and the hidden curriculum that focuses on learning to be an independent learner who takes responsibility for personal actions and their consequences together with learning to take responsibility for personal organisation, personal learning, progress and attainment – from the earliest age possible. This model develops a system where every child and parent 'buys into' the principle of becoming the very best that he/she can be.

The plan offers something new in terms of delivery and day-to-day operations to provide something new for the town and increase genuine parental choice.

Securing high attainment and progress in basic literacy and numeracy will be the priority.

In addition to general learning, social and emotional skills will be best accomplished by continuity of the teacher teaching those subjects over all the years in the key stage.

It will alleviate issues to do with transition between one year and the next

It will enable accountability on a personal level for each member of staff.

It will enable a child to be fully understood by a key worker adult.

It will secure better parent/school/teacher partnership

It will enable better remediation through a child's progress through the key stage.

It will enable better continued professional development for staff – every year will require a re-examination of pedagogy, curriculum whilst enabling a clear continuity between one year and the next.

In practice this would mean:

### **In the interior classrooms**

In Key Stage 1

The class teacher will take the class for both Years 1 and 2( in a two year cycle)

In Key Stage 2

The class teacher will progress with the class throughout Key Stage 2 (in a four year cycle)

This would mean that the class teacher in Year 3 would see the class through to Year 6.

Teaching English, maths, geography, history and RE (50%). The remaining 50 % of the time Science, Foreign Language, Music, PE, Food, Computers, Art, Design would be taught in specialist rooms by teachers with appropriate expertise/specialism.

Resourcing would be simplified by the appropriate use of computing technology for shared schemes of work, programmes study and general lesson planning.

In class there would be a move back towards using textbooks – not only to reinforce the learning skill and recording of effective learning skills but also to contribute the wider eco friendly nature of the schools work.

By reducing the time of re-inventing the wheel for new worksheets and devising ever more complicated assessment procedures to meet the next challenge from the DfE or Ofsted teacher will be able to focus entirely on learning and ongoing, meaningful, formative assessment.

### **The exterior learning and play areas will address the issues of being part of something bigger**

Supervised risk-taking play areas – climbing, descending, swinging, building

Organised games playing

Competitive sports

Sportsmanship

Turn taking

Environmental – growing areas, wild areas, conservation areas, animal husbandry

### **The Hidden Curriculum will discreetly address:**

Social Development

Emotional Development

Communal Involvement

Aspirations

Parental Aspirations by offering:

Breakfast, After School and Holiday Clubs

This is why a significant element of the proposal relates to:

### **The Parents' Centre**

The premise is that many parents also have needs that are separate to the needs of their children.

Initially it will be a self-financing programme seeking funding from appropriate service providers from the LA and other agencies.

This is envisaged as a satellite provision for the Children's Centre Hub for South Dunstable.

It would enable a continuity of provision across all phases for parents who send their children to Streetfield and then on to Manshead

It will initially be tied in to the nursery provision in that as parents drop off their child for morning, afternoon or whole day care, they can then access a support network. As the provision grows and the child moves on into statutory education then so the remit of the Parents Centre will evolve.

It will be housed in one of the outside classrooms away from the main premises where children will be taught.

The Parent Centre will focus on providing support opportunities to include:

- Enabling access to support services on site or direct parents to support offered elsewhere as appropriate
- Providing the appropriate classes for parents – by inviting other providers such as CBC to use the premise as an outreach centre

Early intervention and help will be accorded to all parents but especially/primarily to those who:

- Are first time parents
- Are experiencing an acute/temporary issue in parenting
- Are experiencing chronic/long term issues in parenting
- Are hoping to rejoin the world of work after a significant absence
- Are aiming to join the working population for the first time

As the centre becomes established it will evolve to meet the changing needs of parenthood as the child grows.

### **As a satellite of the South Dunstable Children's Centre Hub**

In the current Central Bedfordshire Council consultation regarding Children's Centres there is a particular emphasis on 'Early Help'.

Streetfield would offer itself as a hub or outreach centre (as is deemed appropriate by the LA) for Option Three.

It would be able to offer intensive levels of targeted support – the geographical location would mean that there would be joined up provision for families across nursery, primary and secondary phases on the same campus.

The confluence of this service with our proposed Parent Centre would help ameliorate concerns that:

- The centre will be viewed as only being for families with difficulties; it will be a universal offer
- There will be a tendency to focus on 3 – 4 year olds; we will ensure that the whole spectrum of age ranges is targeted

Other parents with acute/temporary needs will also have their needs addressed through a prioritised system.

#### **Wrap around care – extra-curricular activities**

Coalition Government policy statements indicate that closing the gap for vulnerable ‘White British’ pupils may require more than the standard school day.

Many Streetfield pupils fall into the vulnerable ‘White British’ category.

However, all children can benefit from such provision, regardless of background, and indeed for such provision to be really effective in narrowing gaps – targeted pupils need to see themselves as part of a wider constituency – being labelled as ‘needy’ is in fact alienating the very folk who need to be drawn in.

Ironically, we have found that the same ‘hard-to-reach’ families remain the most difficult to entice to take advantage of breakfast clubs and after-school clubs – that may be because by the time pupils have reached middle school age certain habits and expectations have set in.

However, we have the opportunity to build from the earliest moment a child attends the Lyceum so we expect to be able to gently persuade an attitudinal change amongst children and parents.

The intention, then, is to provide universal access for wrap-around care whilst discreetly targeting those most in need from the earliest moment possible.

The following independent franchises will be proposed for a competitive fee/subscription with pupil premium receiving preferential rates.

**The Breakfast Club** from 7.30 - 8.30 a.m. would build slowly and enable children to:

- Take a light breakfast
- Take an organised sporting activity or
- Take advantage of a supervised homework club

**The After School Club** from 3.30 – 6 p.m.

Would provide a variety of opportunities enabling pupils to take part in a variety of

- Sporting, activities
- Special interest clubs
- Creative arts
- Supervised homework sessions.

#### **The Holiday Clubs**

Providing a mixture of regular daily activities during parts of the Easter and Summer Holidays (Christmas is a possibility but is generally regarded as a family orientated time) including:

**Sport** e.g. Netball, Hockey, Athletics, Football, Rugby, Gymnastics, and Rounders. Table Tennis, Softball, Cricket, Handball Golf etc...

**Performance** e.g. Dance, Singing, Acting, Music

**Creation** e.g. Design, Drawing, Painting, Cookery, Story writing

**Entertainment** e.g. Computer Club, Film Club,

Each session would be non-profit making. There would be an affordable contribution required, although pupil premium eligible children would benefit from free access to each session.

As a satellite of the Children's Centre Hub the 'Wrap Around Care' will seek/attract funding/sponsorship as an independent franchise separate from the school budget.

### **Leadership and Governance**

Though the current arrangements are robust from 2015 and onwards, there will be a need to increase the leadership teams and re-organise governance as per the new requirements for schools to re-constitute the governing body.

This will provide the opportunity to consider different types of Governance with local schools especially the prime destination school – Manshead Secondary School.

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

## 5 – Finance and accommodation – Detailed projections

### Accommodation and Facilities

Much is sometimes made of the fact that ‘facilities do not a good school make’.

(If this were really true - that facilities do not contribute to good learning - then we need not worry about future building projects. Interestingly, facilities are a selling point for parents if not the council or the DfE and of course in private education they are an absolute must.)

It is self-evident though– having excellent state of the art facilities are only as good and as effective as they are used.

However, if confident teachers are showing children how to embed their learning from the classroom in a practical way, in a purpose built facility, then those children will become confident using them. They are then so much better prepared for their secondary schooling – this too is self evident, isn't it?

There is no ‘one way is best’ rule about this. BUT

Every child and adult has a different learning style and thus a different way of accessing the learning that they need and desire.

By the time they reach 11 ALL children should be exposed to learning in all its myriad of guises – but let's be very clear about this:

From birth a child learns by listening, looking, doing, talking, tasting and smelling...this is true of us all.

- We all learn facts by repetition and rote learning – an important skill in itself
- We all learn by listening – but only for a short time
- We all learn by copying what we see and hear
- We all learn by talking and questioning

BUT

We consolidate and embed that learning and make it ours by ‘DOING’ too.

Yes, you can teach a child about chemical reactions from a book, they can rote learn the facts (important) but if you want them to really understand the process they have to ‘do’ it – as a scientist in a scientific environment.

Yes, you can teach grammar, spelling and punctuation of English and any other language from a book but if you want a child to use it effectively you have to allow for that child to use it, misuse it and learn how to self correct.

Yes, you can try to teach a child about the world of numbers from a text book – but only after that child has experienced numbers in a tangible and meaningful way and then only embed it by doing something real with it- away from a book.

So it is with Art, Food, Design, Computers, Music and Gym:

You can and must learn facts but to consolidate that learning you need skilled use of facilities to allow for that knowledge to become embedded as a lifelong skill.

Yes, you can learn about how to make a cake, a painting, a wooden box, a computer programme superficially from a book – but making it for real in a purpose built environment will consolidate that learning.

And, who would really send their child into the deep end of a swimming pool with the notion 'We read this in a book so you can do it!'?

True, facilities do not, on their own, a good school make – but purpose built facilities do make for good and deep learning and facilities do expose a child to aspirational concepts and ideas for future learning and well being.

The Lyceum will be a unique primary school in this respect – it does not aspire to be 'good' it aspires to be 'outstanding' not only in what achieves for the children in the school but also in what it prepares them for in the future schooling. For example:

Imagine Year 6 pupils leaving not only with expected and above expected attainment in English, maths and the other national curriculum subjects but also with the skill, self confidence and experience of having been prepared and exposed to the very subjects that they will then pursue in their new secondary school.

Specific facilities to Streetfield – purpose built/designed already in situ – there will be no new build or capital costs required:

- School Kitchen and dining room facilities capable of providing hot meals on site for up to 520 children (an immediate capacity to meet the expectation of free hot school meals for all infants)
- Multi- purpose very large school hall – used for and Gym, Dining, Assemblies, Drama and Music productions
- Fully equipped library and resource centre
- Fully equipped Gym
- Food Technology Room
- Textiles Room
- Art Room
- Two Computer Suites
- Music Room and two music practice rooms
- Two Science Laboratories
- Extensive outside learning and play areas
- Purpose built Autism provision
- BESD unit
- 17 general purpose classrooms
- Specialist Counselling Service provision
- Two large playgrounds
- Extensive playing fields
- 40 place bike shed
  
- The only capital works required would be to refurbish/convert toilets for younger pupils. This would be funded by our Formula Capital.

Sport Premium funding accruals will enable the construction of age appropriate outdoor areas for Early Years and Key Stage 1 and 2 pupils.

### **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.



This scenario shows:

The school will close in 2016 as a Middle School and open as a Primary effectively empty.

Our realistic scenario will result in a request a three year Licensed Deficit.

Between now and then the school will require a series of redundancies of both non-teaching and teaching staff and would incur considerable extra cost financially.

This process is already underway and this is why staffing seems to reduce suddenly and significantly:

11 redundancies (all voluntary) and 1 promotion have each ensured that 2014/15 will not see the school go bankrupt.

There will likely follow more redundancies next year. However, following that there will be a period of intensive recruitment as we recruit EYFS and Key Stage 1 specialists and/or retrain our remaining staff.

Staff morale is actually high because all of the staff have been intimately involved in the process of change, they understand and are playing their full part in the transition from middle to primary.

Full financial recovery is anticipated in 2019/20

As a middle school, funding has been allocated for both primary and secondary pupil places at an average teacher pupil ratio 1:20 more akin to a secondary model of staffing ratios. (Teachers have to their subject speciality in the main – not to whole class/same class teaching. The school is running as though it were a secondary provision.)

This seems generous because it also includes the specialist funding for both the ASD and BESD provision of 1:3 together with two assistants each.

As a wholly primary school the teacher pupil ratio will be around 1:28/30.

There will still be the requirement for the two specialist facilities (ASD and BESD) and their staffing ratios.

However the primary teacher pupil ratio will not allow staffing to return to its current levels – this is to be anticipated.

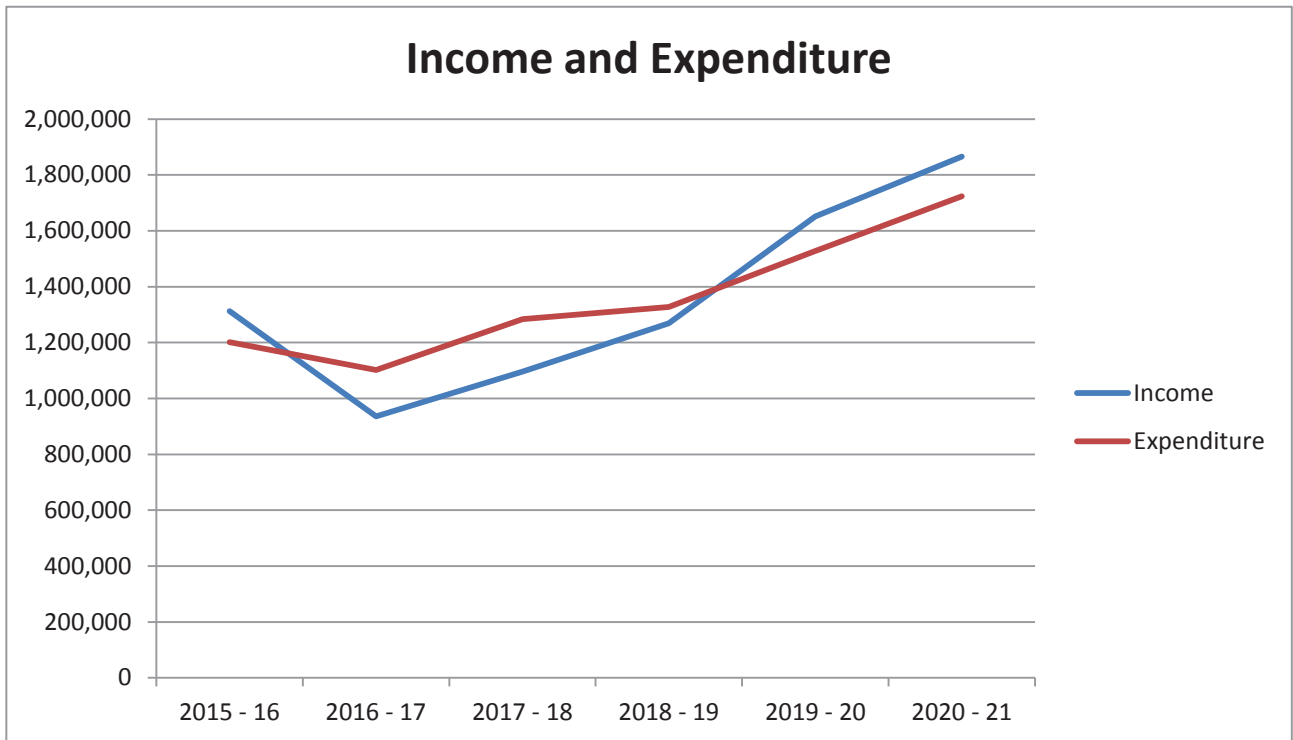
This why it appears that numbers of pupils rise but teacher staffing does not.

Non teacher staffing remains constant because of the anticipation of continued need, the large numbers of SEN and statemented pupils.

**Income and Expenditure Projections**

The significant dip in income from 2015-16 reflects the planned downsizing of the school 9 (11 redundancies agreed voluntarily for 2014/15)

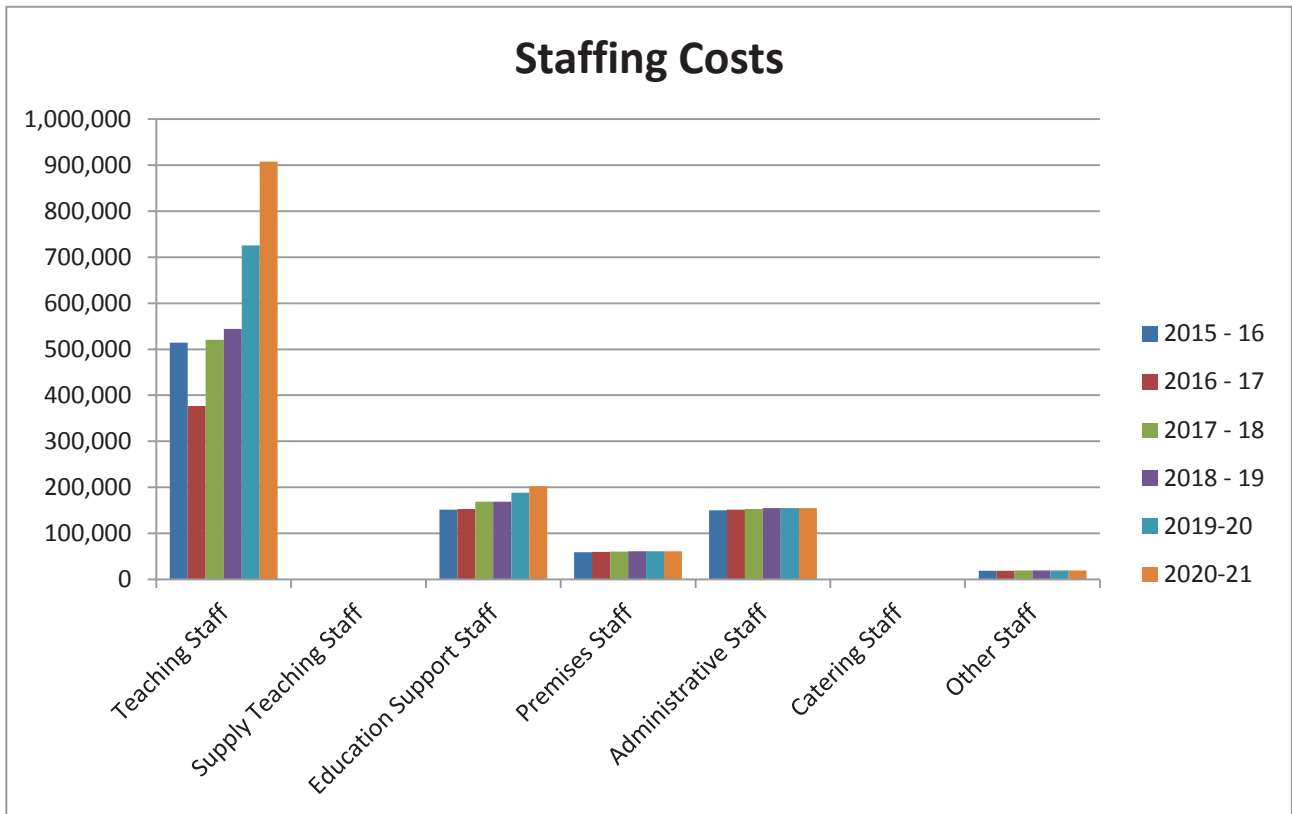
The greatest expenditure is staff and necessarily includes the teaching staff for the ASD and BESD provisions which have a teacher pupil ratio of 1:6 as part of the specialist provision.



**Staffing Costs**

Staffing costs are complicated because of the 1:6 teacher pupil ration and LSA requirements for the ASD and BESD provisions.

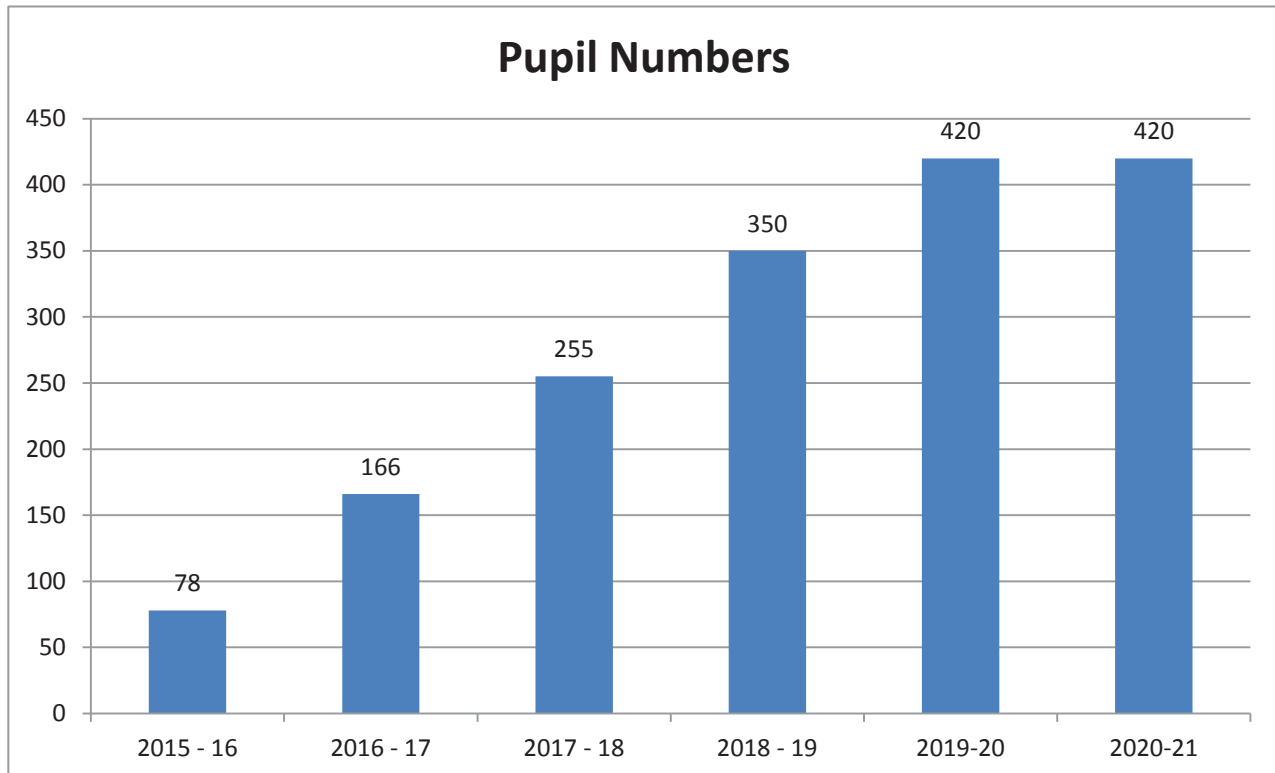
This means that until we reach steady state number (2019/20) we will need to request a Licensed Deficit to meet our statutory needs regarding staffing.



**Pupil Number Projections**

Pupil number projections are based upon

- The generalisations from the outcomes of our school-led consultations
- Experience that initial take up will depend on marketing
- The principle that only when parents see/experience the facility will they join ( The Field of Dreams principle – ‘If we build it they will come.’



**Please see Appendix 5 for the projected CFR summary from 2015 -2020 that underpins these projections**

These projections show that the budget can be balanced by 2019/20.

They show a realistic allowance for steady, stable and sustainable growth to ‘steady numbers’ state.

**This scenario assumes 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.

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

The Nursery will be an independently funded unit with a separate budget from that of the statutory 4-11 primary.

**6 – Consideration of consultation and representation period**

**The first consultation period started on 24<sup>th</sup> February 2014 and closed on 24<sup>th</sup> 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 13<sup>th</sup> 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 28<sup>th</sup> January 2014 at the school.*
  2. *Our "So ..." booklet explaining the background behind the Consultation*
  3. *The presentation made at the parents' meeting on 28<sup>th</sup> January 2014 describing our plan for the future of Streetfield.*
  4. *The letter sent to all parents on 31<sup>st</sup> 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 1<sup>st</sup> 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 26<sup>th</sup> February 2014 regarding the public meeting at the school on 5<sup>th</sup> March 2014 inviting people to come and find out what our plans were for the future.

**The second public consultation started on 4<sup>th</sup> June and finishes on the 4th July.**

(Following the recommendation by the Overview and Scrutiny to the Executive that Streetfield be afforded professional assistance in preparing its business case.)

The specific details of the second consultation appear in Section 8 – Demand.

It was agreed with officers that the best way to ascertain potential and sustainable demand for the Lyceum Proposal would be to ascertain parental views from a pre- school perspective.

To this end a questionnaire was devised that could be accessed online and also filled in manually.

We were advised to contact Early Years providers – which we did – we visited all nurseries and early years providers(not based in schools – to minimise anxiety amongst those) in Dunstable and left details of how to make views known online and copies of questionnaires to be filled in addition canvassing opinion on site.

The data was collected over the period of 8 working days (due to the short time scale in order to represent for this business case).

Over 360 completed surveys are used here but the consultation actually closes 8<sup>th</sup> July and it is likely that more will be available – therefore this data is therefore a snapshot.

It has been collected via an online questionnaire that has been advertised in the local paper and delivered to as a leaflet drop in Dunstable and by personal canvassing at:

- Dunstable Market
- Tesco's
- Dunstable Children's Nurseries
- Dental Surgeries
- Doctors Surgeries
- The Children's Ward and Maternity Wing at Luton and Dunstable Hospital.

**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
- A competition between the three schools – each is a separate consultaion that is happening at the same time
- Not a vote and that

what mattered most was what people have to say.

We made the following strategic decisions regarding the process for both the LA and our own consultations:

- 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.

In addition, the organisational and pedagogical model we propose is a hybrid of the Best of British and Finnish practice will be utterly unique in the town and the LA and will provide genuine diversity and choice.

### **Educational Standards**

The proposed provision dovetails with Government , Ofsted and CBC aspirations for joining up 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' funding 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 updated 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 were two school led specific public consultations.

The first one focussed on the original plan to open in 2015 and basically collected data.

It was conducted in March 2014.

It showed that there was demand for a primary at Streetfield that would initially be around 200 children in 2015.

However, this consultation whilst, demonstrating demand did not meet the requirement to demonstrate sustainable demand. It remains included because it does make it clear that there is general demand.

Details of how we conducted this consultations is detailed in section 6

The LA consultation returns (which was carried out simultaneously with our own) were handed in at the school and passed to the LA officers and are now a matter of public record.

What follows below is

- An explanation of why there is a focus upon Nursery and Early Years Provision in addition to statutory 4-11 provision – the whole proposal is based around providing joined up provision from 6 months to 11 years of age.
- Details of our second consultation conducted over 8 days in June 2014 together with the broad interpretations of our findings from the survey in graphical form with a commentary – the fine detail is in Appendix...
- Details of the first consultation exercise conducted in March 2014 in tabular form with a commentary indicating

**Early Years Foundation Stage**

Coalition Government policy is to extend nursery provision to 2- 4 year olds for targeted families.

As with ‘wrap-around care’ for this policy to be successful the targeted groups need to feel included in the wider constituency and not feel patronised and criticised – this is why the proposed provision will be universally offered – pupil premium eligible pupils and other vulnerable families will be strongly encouraged to take advantage of the opportunity.

Central Bedfordshire data indicates that in the town there are around 450-500 nursery 0 - 4 years places available in a mixture of some school and private provisions.

However there are approximately 3000 children in this 0-4 years age group.

Our public consultation showed that there is low take up mostly because of cost implications especially when there is more than one child under the age of 4. In the family.

**There is a demand for further affordable nursery provision.**

(In our plan there will be a tendering process for nursery provider)

There are appropriate indoor facilities and locations on the Streetfield campus.

Sport premium grants will accrue to provide age appropriate outdoor facilities.

Capital costs – there are no ‘new build’ requirements

Staffing costs – there will be recruitment as part of the tendering process

Training and re-training – will be offered to all interested current teaching and non-teaching staff

**Following the recommendation from the Council’s Overview and Scrutiny Committee a second consultation is being conducted to ascertain sustainable demand from parents from birth to aged 11.**

The consultation period was necessarily limited as it was agreed and commissioned by the school on behalf of the LA (8th June – 8th July 2014)

It was agreed with officers that the best way to ascertain potential and sustainable demand for the Lyceum Proposal would be to ascertain parental views from a Pre- School perspective.

To this end a questionnaire was devised that could be accessed online and also filled in manually.

We were advised to contact Early Years providers – which we did – we visited all nurseries and early years providers (not based in schools – to minimise anxiety amongst those) in Dunstable and left details of how to make views known online and copies of questionnaires to be filled in addition canvassing opinion on site.

The information for each of these enquiries was collected over the period of 8 working days (due to the short time scale in order to re-present for this business case).

Over 360 completed surveys are used here but the consultation actually closes 8th July and it is likely that more will be available – but this will be

This data is therefore a snapshot.

It has been collected via an online questionnaire that has been advertised in the local paper and delivered to as a leaflet drop in Dunstable and by personal canvassing at:

Dunstable Market, Tescos, Dunstable Children’s Nurseries, Dental and Doctors Surgeries, The Children’s Ward and Maternity Wing at Luton and Dunstable Hospital.

Parents were also invited to respond. (Their comments can be found in Appendix3)

**The details of the current consultation – which is still a work in progress is presented first as the most up to date snap shot of Dunstable public opinion.**

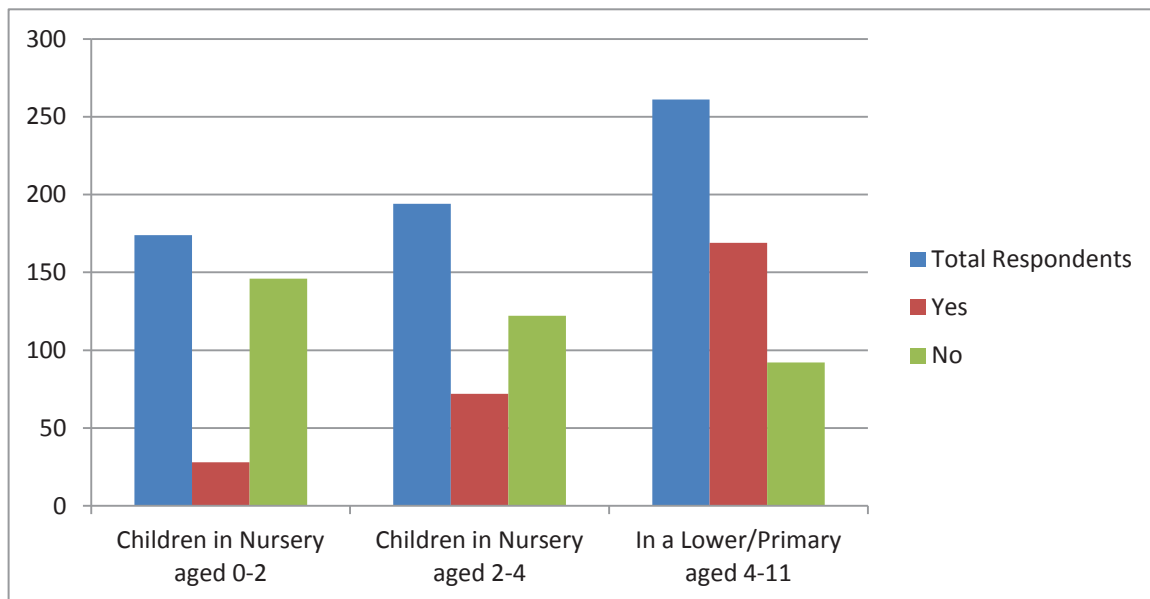
**Table 1:**

**Showing the number of take up of Nursery and Pre-School opportunities in Dunstable**

Respondents were asked to indicate that if they had children between the ages of 0-11 where they had them placed them for Nursery.

This table shows that there is a low uptake for nursery and pre-school care.

Anecdotal evidence from physical canvassing and comments included on forms indicates that the greatest barrier to returning to work/and or using a nursery provider is the cost of affordable nursery/child care especially when there is more than one child.



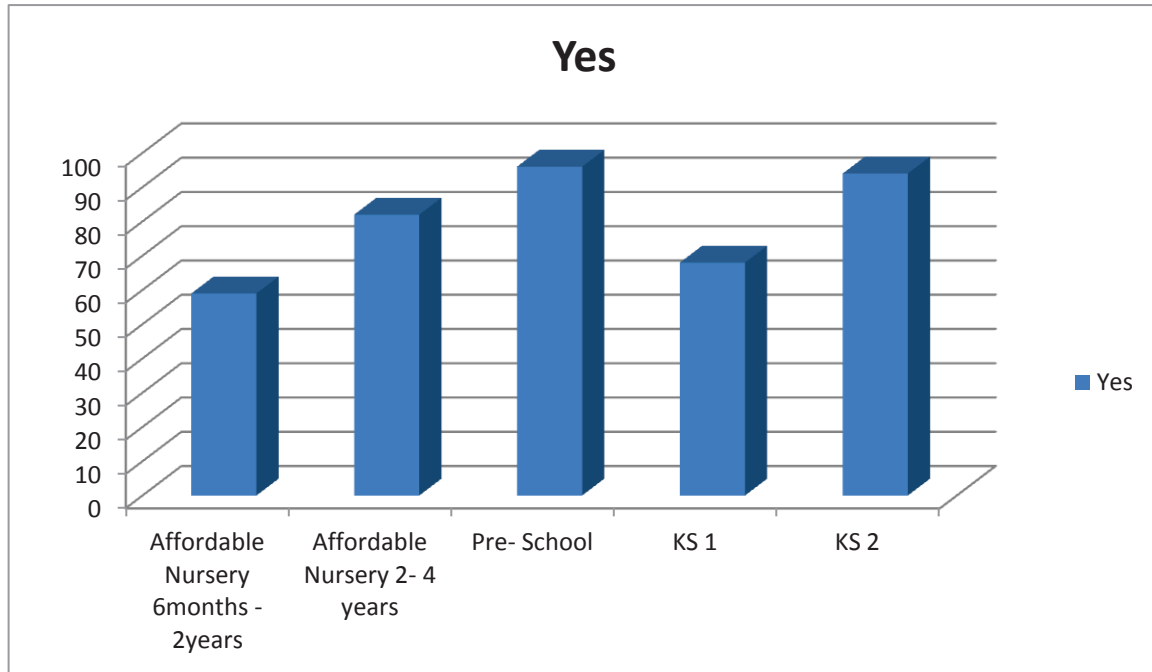
This indicates that there is demand for affordable Nursery Provision.

**Table 2: Showing the number of 'parental demand' for provision for nursery, pre-school**

**places.**

There were 341 separate responses to the question:

**Do you have any children for whom you are likely to be looking for nursery and primary schooling in the next 4 years?**

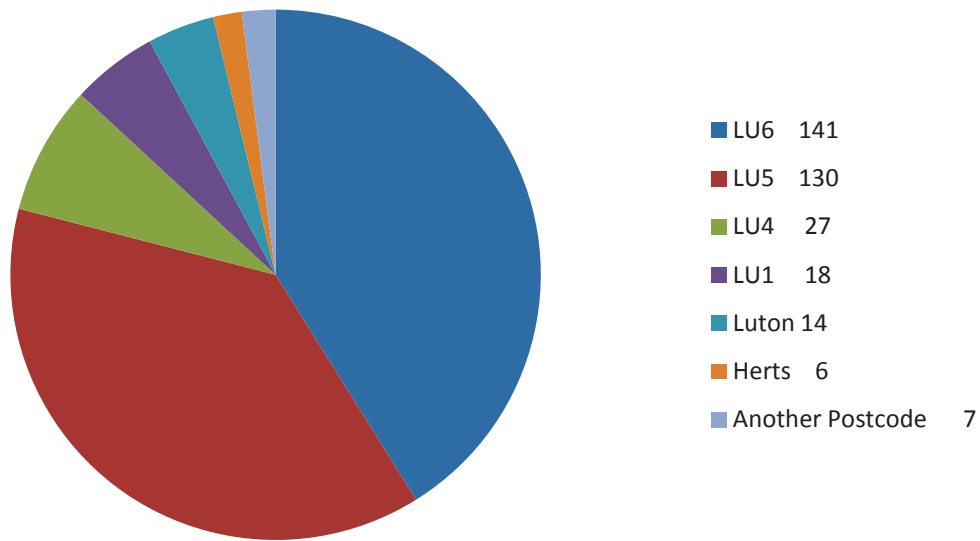


From this data we can extrapolate that there is a general demand/aspiration to have affordable nursery provision.

As in table 1- anecdotal evidence indicated that cost was a major factor and that location mattered most when there were children in different phases of education e.g.

**Table 3: Showing the number of children living the postcode region**

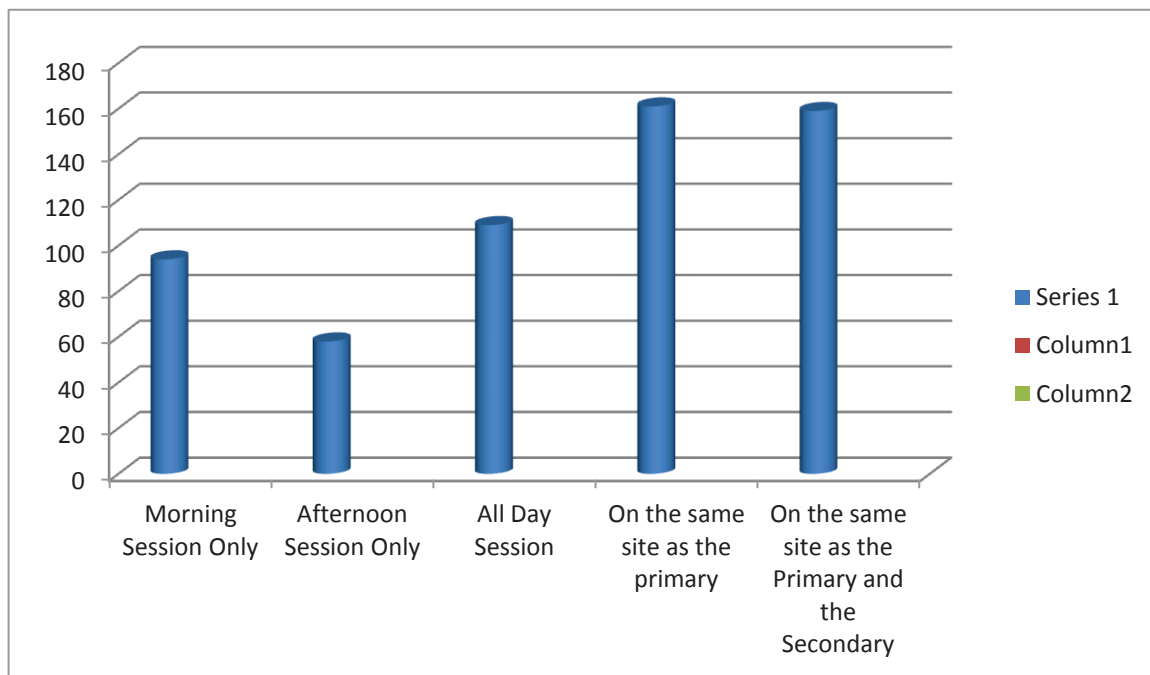
### Where do your children live



As would be anticipated the majority of responses come from Dunstable Town postcodes.

#### **Table 4: Showing the kind of provision that parents want**

There were 251 respondents each asked to prioritise their needs

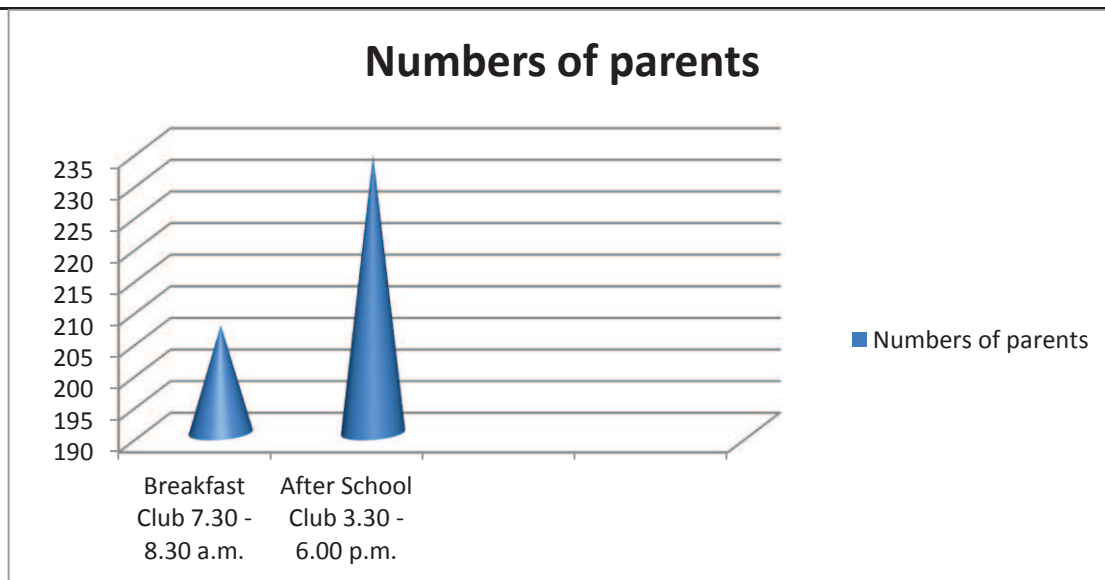


The greatest demand for nursery provision is for all day and on the same site as the primary

#### **Table 5: Showing the number of parents requesting 'out of school hours' provision.**

There were 301 respondents

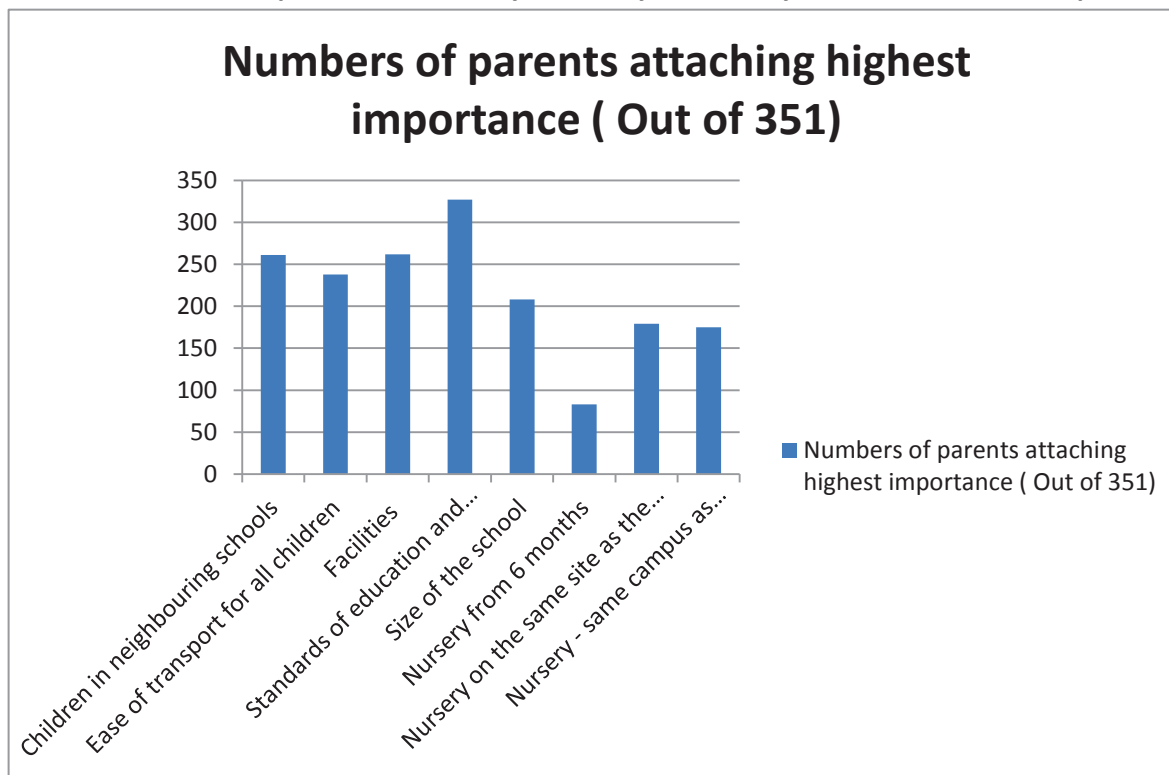




There is a significant demand for wrap around care.

**Table 6: Showing the number of parents attaching priorities to Schooling Location and organisation** There were 335 respondents.

What are the most important factors for you when you choose your child's educational provision?



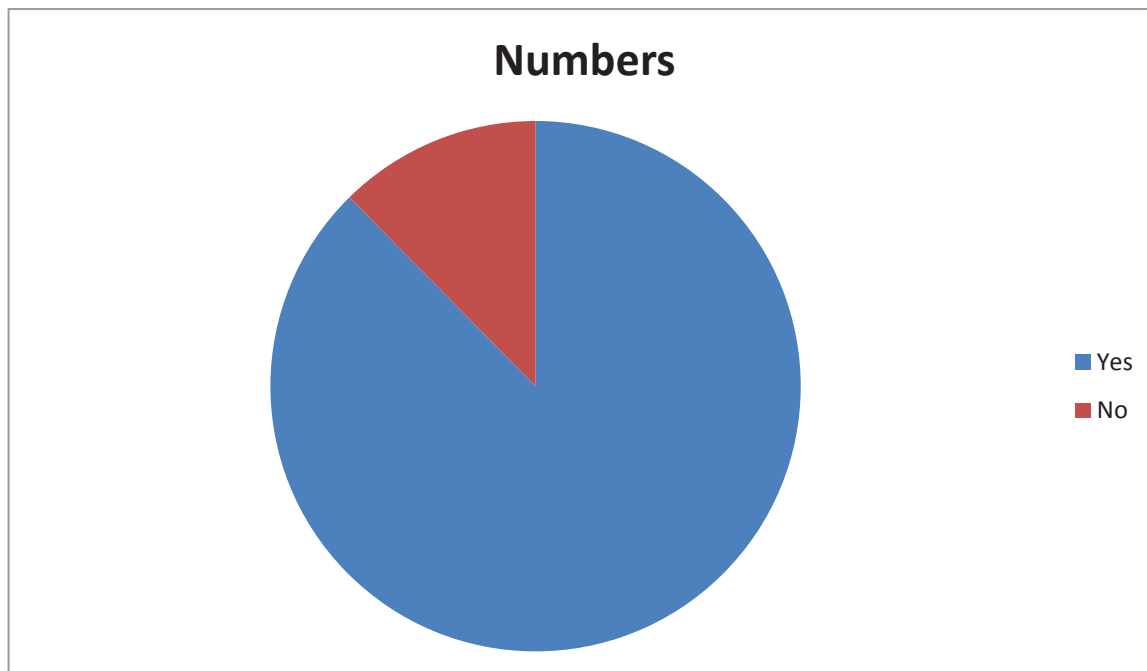
The priority of most parents is quality of provision coupled with practical considerations around location, transport and facilities.

**Table 7: Showing the number of parents that would use a single campus for Nursery,**

**Primary and Secondary 'schooling'.**

There were 323 respondents

**If a joined up educational services from 6 months-19 years (including Nursery, Primary and Secondary with before and after school and holiday clubs) could be provided on one campus site - would you use it for your children?**



**Broad Interpretations of our findings from our consultation;**

There is significant and sustainable 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

This is confirmation of the statistical evidence from the first consultation which showed that there is little support for the complete closure of Streetfield with 95% against.

**The findings from the completed consultation in March 2014 show a similar picture and are detailed**

below.

**SUMMARY OF QUESTIONNAIRE FOR STREETFIELD'S CONSULTATION  
TO BECOME A LYCEUM (March 2014)**

	Question	Paper	On Line	Total	% of people who answered the question
1	<b>Would you send your child to Streetfield if we provide the following from September 2015?</b>				
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	
	<b>TOTAL Nursery – Junior</b>	<b>215</b>	<b>300</b>	<b>515</b>	
2	<b>Does the fact Streetfield is a separate school from Manshead Secondary School (but on the same campus) make it more likely that.</b>				
a	Your transport issues will be easier to manage if your children are of both secondary and primary age?				Yes - 81% No - 19%
b	Your child's transfer and transition from primary to secondary will be easier?				Yes – 89% No- 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– 83% No- 17%
3	<b>With all the consultations that are going on at the moment</b>				
a	Do you support Streetfield's Plan to become a 4-11 Primary with additional nursery provision and Kids' Clubs from 2015?				Yes - 92% No - 8%
b	Do you agree with the proposed timetable for change?				Yes - 88% No – 12%
c	Do you support the LA's proposed plans to close Streetfield altogether from 2016?				Yes - 5% No – 95%
4	<b>Will you send your child to Streetfield in 2015?</b>				
	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	
	<b>TOTAL</b>	<b>99</b>	<b>119</b>	<b>218</b>	
5	<b>Where do you live?</b>				
	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					

**Summary of findings**

There is significant demand for the Streetfield proposal in the broadest sense for

- Nursery
- EYFS
- Primary

on one campus site with a separate secondary school.

The challenge will be to gain ‘traction’ in the first place – this will require specific marketing, public information meetings to explain why this is so new and innovatory – the fact is that the vast majority of parents will not read this document – as an audience they require a different method of engagement.

9 – School size

**Current school population (19/05/2014)**

Year	No. Pupils
5	74
6	87
7	82
8	111
<b>Total</b>	<b>354</b>

Total school capacity 520.

The proposed process will begin in September 2016

The tables below shows the optimistic potential/ maximum capacity for the school if it were to fill immediately and also a more realistic projection based on parents comments and aspiration in the two consultations.

The statutory age 4+-11 primary school 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 scenario does not assume the optimistic scenario it assumes a more realistic situation.

It is anticipated that the school would reach 420 around 2019/20.

The capacity to have non statutory provision such as:

Nursery

Parent Centre and Teacher centre

Is evidenced by the proposed use of current classrooms.

These two tables show the optimistic view and the realistic view to put the whole picture into perspective.

Staffing numbers is driven by pupil numbers which in turn influences funding.

**Optimistic potential assuming full school**

**Realistic gradual build up of pupils numbers**

Year	2016/17	2017/18	2018/19	Year	2016/17	2017/18	2018/19	2019/20
Nursery- Pre-School 6 months – 4 years	30-45	30-60	30-60	Nursery- Pre-School 6 months – 4 years	30-45	30-60	30-60	60
Early Years 4+	60	60	60	Early Years 4+	20	40	55	60
Year 1	60	60	60	Year 1	25	40	60	60
Year 2	60	60	60	Year 2	21	30	50	60
Year 3	60	60	60	Year 3	22	30	50	60
Year 4	60	60	60	Year 4	24	25	45	60
Year 5	60	60	60	Year 5	26	25	40	60
Year 6	60	60	60	Year 6	28	35	50	60
TOTAL 4-11 years	420	420	420	TOTAL 4-11 years	166	225	350	420

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

Central Bedfordshire Council, acting as the Local Authority, is the admissions 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 Dunstable and the 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.

### 12 – Equal opportunity issues

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 we aim 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.



### 13 - Community cohesion

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 as the expansion of EYFS provision can be accommodated within existing facilities.

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**

This has been explained in great detail in section

To summarise:

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
- Behaviour, Emotional and Social Difficulties
- Learning needs that mean low prior attainment, particularly in 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 due to many of those pupils having low prior attainment.

Our proposal will enable us to redress this imbalance from a much earlier age although it is likely that pupil mobility will remain an issue until the changes in Dunstable are fully embedded.

Through our intended nursery, Early Years Foundation Stage 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

Each of these reveal that the school is 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.

In establishing a new nursery we can draw on the expertise of our Chair of Governors, who has extensive experience of running an outstanding nursery provision.

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 will lead 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, and other schools and agencies that we work with outside of the partnership.

**Partnerships with Outstanding Schools**

It makes sense to partner proven 'outstanding' primary schools.

There are none in Central Bedfordshire that have a proven history of all through primary provision from 4-11.

It is clear that there is an inherent danger of incestuously/ partnering with schools who are also making a significant change to their age range together with the extensive changes to curriculum and so on. This could easily lead to the blind leading the blind.

This is why we prefer partnering with outstanding schools outside of Dunstable from Lower, Middle and Primary who are not distracted by the administration and organisation of change in the way that all Dunstable schools currently are. This would also add something new to the town.



## **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 multi- cultural.

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 it is not our form that matters most it is our functionality.

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 extending the participation in education from the earliest years thereby changing attitudes and expectations so that we can narrow the gap between those in and out of education and training at secondary level by

- 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
- Increasing the participation age from the earliest age possible that will lead to greater participation in later years
- 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

- Outstanding pedagogical practice
- Excellent teaching environment
- Wrap around care for children aged 6 months to 11 years.
- A resource for teachers
- A proactive satellite hub for the Children's Centre

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 offering classes for parents.

**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

**Critical Path to development**

This is a new and innovative venture both for the school, the town and the LA.

It will take some time to grow to a steady number state.

We firmly believe that once the uncertainty of the closure as a middle school is finally put to rest this summer we will be able to begin to 'market' our alternative.

Our canvassing and 'esurvey' parent consultation indicates that there is a demand (Please see Section 8

for details)

However, once we begin to operate and it becomes clear to all that this 'will' work as a financially and educationally viable proposal and furthermore is desirable, then we believe that it will quickly catch the imagination and capture the aspirations of parents and expand very quickly.

**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:**

<b>Name –</b>	<b>D.Tinch</b>
<b>Position held –</b>	<b>Acting Headteacher</b>
<b>Date:</b>	<b>27<sup>th</sup> June 2014</b>

**Appendix 1 Outside Agencies utilised by the ASD Provision at Streetfield**

- Assessment and Monitoring,
- Educational Psychologists,
- Speech and Language,
- Occupational Therapist,
- Sorted – counselling,
- CAF team,
- CAMH,
- Art Therapist,
- Music Therapist,
- Team Teach training
- Chiltern School for ASD advice,
- TEACHH,
- School transport team and escorts,
- SENCo from other schools involved in trying to get a place in the provision for one of their pupils,
- Child in Need meetings and
- Social workers.

## Appendix 2

### Appendix 2a Statement from Amber Reynolds at Access and Inclusion

*'I can confirm that I have given Streetfield recognition for "challenging pupil" placements (pupils that were or would have been permanently excluded) and that you have been placed at the bottom of the middle schools allocation list'.*

### Appendix 2b The pupil mobility that the BESD provision supports

The following is the list of children that have joined Streetfield outside of normal Year 5 admissions who have proved to be challenging since our last Fair Access child, LB in May 2010.

Pupil A (from Kings Houghton Middle School). Joined in September 2010 into Year 6. Later given a Statement for ASD and is now in the provision at Manshead. Mother drove him to Streetfield every day from Houghton Regis after being recommended to move him here by CAMH.

Pupil B (from Kings Houghton Middle School). She joined in September 2010 into Year 5 but outside of the normal admissions point and arrived after a few days at Kings Houghton. Again, mother drives her to Streetfield every day from Houghton Regis. She has since been granted a BESD statement since arriving at Streetfield.

Pupil C June 2011(from Brewers Hill Middle) into year 6. Had incurred fixed term exclusions from Brewers and had also experienced a lot of bullying there. He worked with Edwin Lobo and Social Services throughout his time at Streetfield.

Pupil D joined in July 2011 into Year 6 (from Kings Houghton Middle School) where he was school refusing. Was not working in the mainstream school and had already incurred a permanent exclusion from Brewers Hill Middle School and been to Greys. Granted a statement for BESD and was given a place at Oak Bank.

Pupil E joined in November 2011 into Year 8 (from Brewers Hill Middle School). Had incurred numerous fixed term exclusions. A permanent exclusion was given and then rescinded by Brewers Hill when his mother told them she would remove him. She said she was recommended to go to Streetfield by the Head at Brewers Hill.

Pupil F joined in November 2011 into Year 7 (from a PRU in Cornwall) with a BESD statement having moved back to the County. He left in December 2011 once we had applied for and been granted a place at Oak Bank.

Pupil J joined in November 2011 (from the Jigsaw Centre / Hawthorn Park). Had a long history of poor behaviour and school refusal. He has gone on to be given a place by the LA in 'Cadunfield' (our class name for our ASD provision).

Pupil K joined in February 2013 (from Barnfield Vale) into Year 8. Had incurred fixed term exclusions spent a long time in their behaviour provision. He already worked with a parenting advisor and had a CAF to address home life and school behaviour.

Pupil L left Streetfield in October 2012 to attend Cardinal Newman in Luton. Had numerous fixed term exclusions when they decided they would manage move her to another school to avoid permanent exclusion mother stepped in and sent her back to Streetfield in June 2013 to join Year 8 despite the family still living in Luton.

Pupil M joined in July 2013 having become a settled traveller. He had been to 4 schools previously and not received any education since the autumn term of 2011. There have been concerns about his attendance since Year 1 when he had an attendance of 68.84%. In the evidence available on attendance, his highest attendance has been 82.94% when in Year 2. He began at Robert Bruce Middle School in September 2011 but soon left during the Autumn Term. He did not return to education until July 2013 when he joined Streetfield Middle School therefore missing over a year and a half of schooling. He has engaged with Educational Psychologists, the Police and Fire and Support Service. An application for Statutory Assessment is being made this term.

Pupil N joined Streetfield into year 7 in September 2013 (from Hillborough's behaviour provision in Luton). Had fixed term exclusions dating back to Year 3 and a managed move to avoid permanent exclusion in October 2010. Had not been in mainstream education since then. Highest attendance percentage since attending school in Foundation Stage is 87.63%, which was in Year 2. In Year 6 attendance was 68%. Became a LAC in February 2013. It was agreed that he met the threshold for Statutory Assessment, was granted an Assessment place at Oak Bank and began there in March 2013.

Pupil P joined Year 8 in September 2013 after fixed term exclusions and poor attendance at (Priory Academy). He has been supported by Social Services, CAMH and the Police Service. Went on to be granted a statement for BESD (finalised June 2014) and was given a place at Oak Bank for July 2014.

Pupil R joined in September 2013 (from Caddington Village). Was on a part time timetable mother moved schools as she was not happy with the support provided. Has received a diagnosis of ADHD following our referral and now is getting support from Edwin Lobo, CAMH, LPSA, Educational Psychologist and Social Care. An application for Statutory Assessment is being made this term.

#### **Appendix 2c The Outside Agencies that the BESD provision regularly works with**

- Edwin Lobo,
- CAMH,
- Social Care,
- Access and Inclusion Team,
- Early Help Team,
- Troubled Families Team,
- The old Behaviour Support Team (BST),
- Educational Psychologists,
- Family Intervention Support Services (FISS),
- Family and Adolescent Support Team (FAST),
- Sorted Counselling,
- Chums Bereavement Counselling,
- Chums Well Being Services,
- Local Parenting Support Team (LPSA),
- Freedom Project,
- Police, Fire and Rescue Service,
- School Nurse,
- Early Intervention Team,
- Court Guardians,
- Outreach teachers (Autism),
- Jigsaw Centre,
- Relay Project,
- Smile Project,
- Family Matters Institute Walking Tall (Mentoring for those who have experienced sexual abuse),
- Home Start,



- Health Visitors,
- Family Group Meeting Service,
- Looked After Children Team,
- Virtual School for Looked After Children,
- CAMH Crisis Team,
- Action for Children,
- GP's.

**Appendix 3 Parental Comments from second consultation June 2014**

**Do you have any other comments that will help the Council understand the barriers/worries/concerns that you feel you face as a parent/carer when making choices for your children's schooling in Dunstable?**

**Do you have any suggestions that will help the Council make informed and effective decision about nursery and primary provision in Dunstable?**

Definite lack of choice for working parents for nursery places in Dunstable.
Having provision from 0-19 years on the same site would be, for me, a very practical solution for childcare needs.
Living in Luton would not deter me from sending y child to a Dunstable school if the facilities were good.
All provision on the same site.
Absence of opportunity for full time nursery when working. Sometimes costs prohibitive.
Like the idea of the same site but different schools and teachers.
All on one site is a positive choice.
Prefer middle schools to secondary. Think children would benefit from a smaller school (e.g. Middle).
Easier to have on one site when have more than one child.
Would be ideal on one campus but depends on level of education.
It's not about the size of the school but it is about the quality of the education.
Nurseries are very crowded. Lack of quality provision. Qualified staff is very important.
Free school meals for KS1 is very good. When will it be all the way through?
Would like Brewers Hill to stay open. Concerned that lowers are not big enough.
It is very confusing as we do not know who is closing or not. More affordable nursery provision for Under 2s needed.
Only want two afternoons for nursery but minimum time per place makes this difficult. Need to meet.
My child is missing out at primary as there are not enough facilities.
Had to choose a nursery at the moment outside of local area - not happy with any on offer locally. If provision was free and on a school site would be very interested.
Need choice, free, open choice.
Would love to see Dunstable schools stay. All the travellers went to Streetfield - they have jobs now because they learned to read and write at Streetfield. The school welcomed the traveller community and helped them all. Would love a site where children could start at 6 months and go up to 19.
I chose Streetfield as I myself and my other children went there. I think it is a fantastic school.
It is hard to decide where to go.
I already have a son attending Streetfield, he shall be leaving in July to attend high school. I have another son already attending primary and had Streetfield remained a middle school I would have applied for a place. I have a son of 13 months and am expecting a child in January 2015. So both my youngest children are yet to be placed. Both my school age children attend schools out of catchment as I am far from confident in the local catchment

<p>schools. It would be fair to say that if Streetfield does not become a nursery/primary then choices would be very limited. From a personal point of view I would have no concerns allowing my children to attend Streetfield from the experience my son has had the past 4 years. I think it is incredibly sad to see Streetfield lose its middle school status, by changing it to a nursery from 6 months - primary is an excellent idea. I really hope to see this happen.</p>
<p>It would be good for working parents if you have all the clubs before/after and holidays.</p>
<p>Well funded local schools with good transport connections to secondary schools.</p>
<p>If a service of ages 6 months - 19 years was available and they were all feeder schools so I was guaranteed a place every time I would without a doubt use this campus. What a wonderful and stress-free education for my child.</p>
<p>Hope the same standard of education is available for my daughter.</p>
<p>I am extremely concerned about the size of the secondary schools - Queensbury and Manshead becoming massive. I think those schools are 'in denial' about how poorly they are actually performing and that they will get worse as they increase in size. I am worried that Dunstable will become like London Boroughs - not enough school places for all children in their boroughs and that my grandchildren may be affected by this.</p>
<p>The Council needs to make sure that primary offer the standards and facilities equal to middle school standards.</p>
<p>The new primaries do not have the same facilities as the local middle schools so they should be allowed to become primaries so that parents have the choice.</p>
<p>I think the 3-tier system should stay in place.</p>
<p>I would like my son to maintain the same high standard of education he is receiving now at Streetfield Middle School.</p>
<p>I was happy with the choices available when my children decided which middle school to attend. Since my youngest child started middle school and the 2-tier discussions began I have not felt that a choice was really given and that my youngest child has been given no choice other than moving up to secondary school which she is unhappy about having to do. I am concerned about how the upper schools will accommodate the extra children in Years 7&amp;8 and about the quality of the teachers as I have experienced a big turnover of staff with my eldest child who is currently in Year 11!</p>
<p>If I return to full time work then I would require before and after school care as I would not allow my children to make their own way to school due to distance.</p>
<p>It would make life easier for working parents with breakfast/after school clubs plus holiday clubs.</p>
<p>I feel if the schools are on one site it would make the transition so much easier for children.</p>
<p>If Streetfield closes why not use it as a private, extra tuition centre, as well as using for before, after and lunchtime clubs.</p>
<p>Could you not have sorted all this out earlier? Ridiculous that different bits of Central Beds are all doing different things. Can you imagine business operation so indecisively? Nothing but turmoil for children, parents and schools!</p>
<p>To have nursery, primary and secondary schools on one campus site makes it far less daunting on a child as they progress through their school years.</p>
<p>Homework clubs, smaller classes (lower number of pupils).</p>
<p>It would make life easier for working parents with breakfast/after school and holiday clubs.</p>
<p>The move from a very small lower school to a larger middle school was challenging for my child. The ease of transition from this school to the next is very important. School on the same campus will be beneficial. I have been delighted with Streetfield.</p>
<p>I believe an inclusive choice should be on offer for all age ranges. Listen to what the parents say instead of ignoring their and their child's best interests and wishes.</p>

Outrageous that schools such as Streetfield with excellent facilities are being closed. Lower school sites that were built for less children should not benefit from tax payers money to extend when schools already with the correct facilities are facing closure. It's a scandal, if Central Beds were not keeping their failure to project manage this situation under the radar, then more local taxpayers regardless of whether they have children or not would love to have a say in the consultation process I'm sure!

Ideally, primary and secondary school would be on the same campus for my children to easily be able to get to school and for me to be able to get to work. Standards and transition between the schools would need to be monitored carefully to make some children's education as disrupted as little as possible.

It would be my hope that the council will always put the child before any decision on funding etc. Likewise the school that faces unwanted change.

I feel it is vitally important for a child's wellbeing, development and happiness to retain the three-tier system. The middle school stage is a vital stepping stone point between the environments and behavioural expectations/patterns of lower and upper schools.

Having through education from nursery to senior on one site would be better for parents. More beneficial for children as move with friends through the schools.

We all surely are having the same concerns?! We need a facility/school such as Streetfield Middle. It beggars belief as to what's really going on?!

It's a shame and very sad that before the Council decided to end the middle school system they did not stop to think about or ignored the impact on the children, after all this is what and only what, it should be about!

My concerns have been 1) how will my child, who is currently in Year 5, cope with changing to secondary school, when she had hoped to continue her education through the 3-tier system. 2) How will secondary schools accommodate the extra pupils. 3) Will there be a constant change of staff, such as the staff changes my child in Year 11 has suffered with 5 different teachers in 2 different subjects!

I would like a definite decision about and where Dunstable is with schooling as I feel staff and parents have been trust into uncertainty without democratic-led decisions. I believe far too much has been reliant on money and kudos.

I have only one child but if I had more I would absolutely be looking at full though out provision where my children felt safe, well looked after and were being given an education by people who knew my child, could follow their progress and where I am a parent had a relationship with the school. The idea of a provision being available from 2 onwards would have been music to my ears.

Change is out of many peoples comfort zone. Change does not always happen for the best either. My main concern is what provision is being made for the schools to adapt to carry extra children? There is already a campus that could work as a unit. Meaning no extra building work (money). Why can't they all work together? i.e. Manshead, Streetfield and St. Mary's?

As a parent of a child with ASD it is very important that the school has either a facility to accommodate my child within the school or have qualified teachers to teach a child with ASD within a mainstream school.

To have one site offering nursery through to secondary education in Dunstable would be a real asset. Especially with the autism provision already established that would help those children to have continuity, as change can be very difficult for them. The site is perfect for this, with lots of space, surrounded by lovely countryside, unlike some of the other schools in cramped conditions with no room to expand.

The 3 tier system worked better - I should know I was educated under the 2-tier system! Middle school is a valuable bridge for children aged 9+ (you should have left it alone). Dunstable will have the same problems in education in high school's now as Luton do.

Leave the 3-tier system as it is.

<p>If your child feel comfortable at a school although it may be outside his or her catchment area, they should be allowed to remain there if there is higher education available at the same school.</p>
<p>I think it is of high important that my children have available to them well equipped, fully functioning, specialist facilities and teaching for sport, science, wood/metal work, art and computing. They also deserve the opportunity to improve their personal development through a primary and middle school environment. One campus of 6 months-18 years would ensure my children have continuity in teaching and secure transition from primary to secondary. Our community 'Dunstable' needs can be met with a campus. It will ensure provisions for children with specialist needs and opportunities for those who are talented or gifted, or those who are vulnerable in our community.</p>
<p>Only as a mother who has to go to work, more things going on in holidays at a cheaper rate, as a part time worker my youngest who would have done everything going, only could never afford to do it. More help in holidays would be a bonus for working single mums.</p>
<p>As a single mother of three children, it is extremely important to me to know that they are safe to travel to school and home together. The Streetfield and Manshead provision enables me to have that assurance.</p>
<p>My home town in Leeds, we travel up every other week to see family etc. Middle Schools was taken out a while ago, and , listening to my family about problems they was having in high school with their child I used to drive back feeling like royalty knowing my child was in a middle school. Sending them off to high school straight off there exposed to far too much at such a young age.</p>
<p>Complete disarray - no wonder results are suffering in Central Beds!!!!!!</p>
<p>Keep Streetfield open. Do not close it! Nursery not needed.</p>
<p>I think it is important to keep the school open (Streetfield) though it is not relevant to me any more, otherwise you are not providing enough choice for parents.</p>
<p>Shame the Council allowed this to happen.</p>
<p>No we just want schools and nurseries that are flexible and provide high standard of education and good behaviour to the children.</p>
<p>Sorry you should of kept the schools in a 3-tier system as you have messed up my child's education. You never to listen to what the parents wanted.</p>
<p>Both my children are now going to be settled in an upper school year 10 and secondary year 7. But I am sure if there was a campus with all schools on it I would have used it for both of my children. They were both at the same lower school but different middle and upper schools due to different circumstances.</p>
<p>I come from an area where you have secondary school. Worked for me but I do like the idea of the middle school as high school can be a bit scary.</p>
<p>Streetfield is an amazing school. The staff are excellent role models and prepare children for life. The school has many facilities and I believe, given the chance, it will make a brilliant school for many age ranges in which it hopes to provide provision for. I would keep my child here hadn't the Council mucked around with the system - now in September he becomes a guinea pig! My other children will come here also - for a long time too! unless the council make another awful decision again. Streetfield has everything to offer. Keep it open!</p>
<p>The Manshead site would be ideal to meet all the educational needs if it accommodated all the age ranges of children. Streetfield has been a fantastic school. Very disappointed that they are having to change their remit. It should stay open as a Primary School. Would be beneficial to have nursery from birth on this site and early years.</p>
<p>I now have children in Year 12 and Year 7 and so much of this is irrelevant to us now but if they were younger I would have liked the afterschool clubs and the schools on the same campus.</p>

My children are older now but when they were pre-school it would have been ideal to have a school based childcare system at a reasonable cost.

The Learning Centre at Streetfield has played a large part in the care and development of my grand-daughter. I would like this facility to be available for my grandson if he should need it.

I feel insulted that after having taken the decision to close excellent middle schools such as Streetfield through the back door with no consultation whatsoever, you are now seeking our opinions. It is too late. You had no respect for our feelings regarding this previously so I have no faith that you will listen to any views that do not fit with your overall strategy in the future. This is a sad and pointless exercise taken long after the horse has bolted.

As a childminder I have no need for nursery from 6 months although close schools with adequate transport /buses very useful for collection/drop off ease. Congestion needs to be considered as well as parking. I therefore find school buses and public transport vital for independence of older children especially as I live in a village so footpaths are extremely lacking and some routes too dangerous to have them.

School bus provision to the villages. Wrap around care needs to start earlier.

It is important that a school such as Streetfield is available to parents in Dunstable. We need schools with good facilities and excellent teachers and good locations. To have a non-faith primary on the same site as Manshead with a nursery provision will be an excellent facility for the town. The faith primary is only really available to those who attend church so to have Streetfield as a primary will mean that those children who do not go to church can attend a primary on this site.

Keep Streetfield open. Do not close it! Nursery not needed.

I am very sad that middle school are finished. My three boys all remember middle school as the best time in their education. My daughter who is currently in Y5 has lost her choice. In a year's time she will be forced to go to a giant school where she will be a tiny dot. The reason for changing the system is to be less disruptive to their education. Schools need to communicate more and being on the same campus would help this. As children are no longer allowed to leave education until they are 18 maybe a 6th form college would be a good idea. The council has taken away all my choices for my child. I have no idea about the nursery provision in Dunstable and how many places are needed.

I am worried that when my son goes up to upper school that the school he attends won't give the support needed with transition because they will put priority to the younger year sevens going up. (My son will go up in Y9) I am also very grateful that he has enjoyed a lower-middle-upper school education but the changes will have an impact on my son especially if his new school concentrate efforts helping the younger years in transition. This would never have been an issue before. I feel disappointed to see the Council's intended proposal to close Streetfield Middle School. The transition from St Marys to Manshead would be far too huge a change for my son if he were to go through that. I suspect that there will be many who will struggle to cope in the future if that is the only option available. Because of the care and the facilities available at Streetfield I do not think he would struggle as much. Thankfully I don't worry about that but I know there are parents who are worried about this.

I have always believed middle transition into higher education is more beneficial for children to manage difficult parts of growing up. This helps support their on-going needs at the time and reduced the possibility of them attempting to achieve beyond their capability and support their self learning. This is a very big gap between primary/secondary especially for LAC children to manage and those with a high level of emotional distress.

We feel that our choice has been practically taken away from us and we have been forced into a corner. Along with a huge amount of parents we are worried and concerned about our children's future and education. Having a child moving up to Y9 and another up to Y5 in September their education can only be affected by these changes. Were there to be an educational service from 6m to 19 years provided on one campus we would readily enrol our 2 children. On many an occasion we have had to call on other parents to pick up or drop off one of our two children because of the distance between their two schools and activities they are committed prior to and after school. We truly hope you will see the benefits of Streetfield's new proposal and taken seriously the opinion of a great number of parents who have the foresight to see what a brilliant solution their proposal would be.

Our youngest is in a small village school just granted primary status. His is a Y2 at the moment. We are already looking elsewhere. Contacted 3 other schools so far for his remaining primary years. Our current village school is too small, no facilities and has approximately 9-12 children in each year group. How can he jump from that to Manshead or other upper school? He needs facilities and socialisation with a wider variety of children etc. We would like to move to Streetfield if primary from as soon as possible in Year 3 onwards it can offer so much more.

Oh my boys! Oh my boys. We are at the end of an age! We live in a land of weather forecasts and breakfasts that set in, shat on by Tories shovelled up by Labour and here we are we three. Perhaps the last stand of beauty in the world! Have a lovely day!!

The thought of all my children's education being done on one site is very attractive, as it would make it easy for me and for them

- These questions are very badly written. For example, I wouldn't be against an educational service from 6 months to 19 years if it was based on the school that my son is already at (Lark Rise)....but this questionnaire is clearly based around Streetfield's struggle for survival (in which I have no interest). Close all the middle schools and have one joined up educational system with primary and secondary schools. The current situation is an absolute mess and too many children are being used as guinea pigs for an ill-thought-out change to the system.

- Good Ofsted results. Staff that are understanding, caring and lots of experience. A site that covers ages 4-14 years and in a location easily accessible for parents in Dunstable.

- I think that it is of high importance that my children have available to them well equipped, fully functioning, specialist facilities and teaching for sport, science, wood/metal work, art and computing.

They also deserve the opportunity to improve their personal development through a primary and middle school environment.

One campus of 6 months to 18 years would ensure my children have continuity in teaching and secure transition from primary to secondary schooling.



Our community (Dunstable) needs can be met with a campus. It will ensure provisions for children with specialist needs and opportunities for those who are talented or gifted, or those who are vulnerable within our community.

Summer clubs are also of important especially with parents working normal hours throughout half terms Enough room in morning and after school clubs.

Primary and secondary schools rather than lower upper and middle.

- I took my son out of a Primary school at the end of Year 4 to go to Streetfield as I wanted him to go to a middle

school. The range of subjects he has covered in the first year has been extensive, amazing school trips, school

clubs/hobbies, higher standard of education, passionate teachers. My son is also very academic and has been

highlighted as very gifted mathematically and will most certainly be taking GCSE early, the standard of Maths

education has challenged him and this area was very weak in Primary setting (just teaching basic maths) eg children

gifted are left well behind in Primary.

I still feel there is something lacking in the primary school set-up, and the children in Year 5-6 of Primary schools

are not getting the standard of education that was previously offered in Middle schools. I

am glad my son has

another year (6) in Streetfield, before moving to Manshead, and I am so glad I made the choice to move him. I feel

for the children that are missing out in the primary schools due to these changes.

My daughter is in Year 3 at a Primary school, and I will not be able to move her to Streetfield, due to the imminent

closure of the school. As a parent of a child who will have done 2 years in a Middle school, it will be interesting to

see what my daughters curriculum covers in Year 5 and 6 at Primary. Unfortunately, I am not very confident that

this will live up to the Streetfield or any middle school standard.

The council needs to say no to middle schools and the area does not need any primary school places! This

situation should of been put to bed months ago rather than waste £1000s on another consultation plan. All the

money thrown at this could of secured funding for local primary schools to afford to run breakfast and after school

clubs. Every local person knows that middle schools won't go quietly but to listen to streetfields attempt to stay

open by becoming a nursery-11 school is absolutely ridiculous when there are two primary academy's on the

doorstep. Wouldn't it be better to allow Manshead secondary to take over the site to sixth form for example

A bit late asking now, I would have thought. Might have been useful to ask this some time ago and stopped the

complete mess that is the education system in Dunstable happening. I don't care if my child is educated on one, two or three sites as long as it is to a high standard. Let's hope you take the views of people on board this time, and don't just say to local providers, 'sort it out among yourselves' like you did last time there were decisions to be made. And by the way, not all of Central Beds is Primary/Secondary. Or did I just miss that happening..... Or is that what you know is going to happen.....

To have Primary through to Secondary schools all on one site would be fantastic. If the flow of education was a seamless transfer through that rather than a disjointed uncertain path that would be extremely reassuring as a parent.

Lack of comms with parents when making huge decisions on the future of our children. Primary schools should be the best they can be, not just who applied first for primary status. Close poorly performing schools and ensure the best possible future for our children.

It would be extremely useful and efficient to have the nursery and before/after school care attached to the primary school. Young children would then be familiar with the surroundings and maybe staff which would make the transition stages much easier for them. The whole family would also benefit from being in one location as travel would be much less stressful and less time consuming. The family and school relationship would also be enhanced as staff would get to know the family better and be able to provide more advice and support if necessary.

Please ensure there is a sufficient faith based senior places available. Please do not allow schools to get too large, I would like the head teacher to know my child by name and sight, not to be anonymous as part of a very large school. A nurturing environment that encourages polite well rounded young people who has been encouraged to be the best they can be is as important as an academic environment. Smaller schools can offer children a better nurturing environment than a very large school.

- My main worry is that there are varying transition ages. I want one system across the board - either 2 tier or 3 tier. Not a mixture of both and with some schools doing something completely different like - yr 5 - 11.

I would only choose all schools on one campus if the education they received was good. If it wasn't then I would move them somewhere else.

I do not believe that schools are there to provide free childcare for my child. I would rather the teachers are having

time to plan interesting, fun lessons where my child enjoys learning. After school clubs are very useful however if my working hours need them; but unlike Michael Gove - I don't believe teachers should be running them or extending the school day.

Consistent education and ease of transition between schools

The system has become so confusing to parent! The Council seems to have washed its hands of education in Dunstable which is very worrying and I fear for my children's' educational future. I have followed Streetfield's consultations with interest as here is a school which appears to be different from the rest and is offering a practical and innovative alternative. I hope their consultation is successful as I like their ethos and, from reports I have heard about the school from friends and neighbours I would like my children to attend the new Lyceum.

Using existing schools that we already have faith in

- If the last question refers to the possibility of a 6 month to 19 year school on the Brewers Hill site then definitely not. Its a horrible part of Dunstable in a rough housing estate! Don't agree with children of all ages mixing on the same campus!

My partner and I are planning a family It would be fantastic to have a site where the child could be in the same site for all their schooling. I would definitely send my child if a place like this existed in dunstable.

I want there to be one place where my children could all go to the same place for a long time and not have to take one child to one school and another to nursery across town.

If there was a school on the same campus with all facilities that would be much easier to take and pick up children especially when the schools have different starting and closing times.

Wrap around care is a brilliant idea and would be supported. Would really like to have a local well equipped primary school with specialist facilities and specialist teachers - this would be a great springboard for my children's education. Then to able to transfer to a secondary school on the same site would be perfect.

The most important factors when choosing a school are a high quality educational provision and the pastoral care they provide to ensure that children are happy and behaviour management.

0-18 on one campus is an excellent proposal especially if a smooth transition to secondary style teaching could be provided (as in a middle school).

**Appendix 4 Data Collection of June 2014 survey**

Collected over 8 working days 10th – 20th June

Survey does not close until 4<sup>th</sup> July 2014 by the time this is read in Overview and Scrutiny it will be inaccurate but it does indicate a trend and demand.

<b>1</b>	<b>Do you already have any children in the following age ranges? Please indicate by ticking the box(es) appropriate to you.</b>	<b>Total</b>
a	0-1 year	46
b	1-2 years	43
c	2-3 years	47
d	3-4 years	34
e	4-5 years	38
f	5-6 years Y1	41
g	6-7 years Y2	38
h	7-8 years Y3	30
i	8-9 years Y4	45
j	9-10 years Y5	63
k	10-11 years Y6	77
l	11-18 Secondary	157

<b>2</b>	<b>If you have children aged 0-11 years have you already placed them in:</b>	<b>Yes</b>
a	A Dunstable Nursery 0-2 years?	28
b	A Dunstable Nursery 2-4 years?	72
c	A Dunstable Primary/Lower School 4+ -11?	169

<b>3</b>	<b>Do you have any children for whom you are likely to be looking for nursery and primary schooling in the next 4 years?</b>	Yes
a	Affordable Nursery 6m-2y	59
b	Affordable Nursery 2-4 y	82
c	Pre-School 4+ y	96
d	Primary Y1&2	68
e	Primary Y3-6	94

<b>4</b>	<b>Where do your children live?</b>	Total
a	LU6	141
b	LU5	130
c	LU1	18
d	LU4	27
e	Luton	14
f	Herts	6
g	Bucks	0
h	Another postcode	7

<b>5</b>	<b>Nursery Placements - what is important for your organisational needs?</b>	Total
a	Morning sessions only	94
b	Afternoon sessions only	58
c	All Day Sessions (7.30 a.m. - 6.00 p.m.)	109
d	To be on the same premises as the Primary School for ease of future transfer and transport	161
e	To be on the same campus site as both the Primary and Secondary Schools for ease of future transfer and transport?	159

6	<b>Do you want the following available for your child(ren) in your Primary School?</b>	Yes
a	Breakfast Club (7.30 - 8.30 a.m.)	207
b	After School Clubs (3.30 - 6.00 p.m.)	234



**Appendix 5 CFR supporting financial model for build up to steady state viability.**

**703601 STREETFIELD MIDDLE - CFR Report**

**Income**

CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21
I01	Funds Delegated by the LA	1,338,234	1,102,599	716134	866418	1039772	1,422,042	1635312
I02	Funding for Sixth Form Students	0	0	0	0	0	0	0
I03	SEN Funding	91,087	91,087	91,087	91,087	91,087	91,087	91,087
I04	Funding for Minority Ethnic Pupils	0	0	0	0	0	0	0
I05	Pupil Premium	132,390	110,000	120,000	130,000	130,000	130,000	130,000
I06	Other Government Grants	0	0	0	0	0	0	0
I07	Other Grants and Payments	0	0	0	0	0	0	0
I08	Income from Facilities & Services	0	0	0	0	0	0	0
I09	Income from Catering	0	0	0	0	0	0	0
I10	Supply Teacher Insurance Claims	0	0	0	0	0	0	0
I11	Other Insurance Claims	0	0	0	0	0	0	0
I12	Contributions to Educational Visits	0	0	0	0	0	0	0
I13	Donations and/or Voluntary Funds	0	0	0	0	0	0	0
I15	Pupil Ext Sch Funding and/or Grants	0	0	0	0	0	0	0
I16	Community Focused Funding and/or Grants	0	0	0	0	0	0	0
I17	Community Focused Facilities Income	0	0	0	0	0	0	0
I18	Additional Grant for Schools	8,800	8,800	8,800	8,800	8,800	8,800	8,800
<b>Total Income Revenue</b>		<b>1,570,511</b>	<b>1,312,486</b>	<b>936,021</b>	<b>1,096,305</b>	<b>1,269,659</b>	<b>1,651,929</b>	<b>1,865,199</b>

Expenditure								
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019-20	2020-21
E01	Teaching Staff	965,662	514,061	376,411	520,848	544,275	725,710	907,125
E02	Supply Teaching Staff	0	0	0	0	0	0	0
E03	Education Support Staff	156,224	151,587	153,198	168,990	168,990	188,171	202,636
E04	Premises Staff	61,034	59,223	59,823	60,436	61,058	61,058	61,058
E05	Administrative Staff	153,429	150,234	151,787	153,366	154,962	154,962	154,962
E06	Catering Staff	0	0	0	0	0	0	0
E07	Other Staff	18,826	19,071	19,306	19,500	19,696	19,696	19,696
E08	Indirect Employee Expenses	14,892	11,861	12,098	12,340	12,340	12,340	12,340
E09	Development and Training	4,080	2,774	2,829	2,886	2,886	2,886	2,886
E10	Supply Teacher Insurance	26,078	4,515	6,020	9,030	12,792	12,792	12,792
E11	Other Staff Related Insurance	3,078	3,078	3,078	3,078	3,078	3,078	3,078
E12	Building Maintenance and Improvement	40,800	30,000	33,000	36,000	40,000	40,000	40,000
E13	Grounds Maintenance and Improvement	10,771	10,987	11,206	11,430	11,430	11,430	11,430
E14	Cleaning and Caretaking	3,570	2,428	2,477	2,526	2,526	2,526	2,526
E15	Water and Sewerage	10,200	10,404	10,612	10,824	10,824	10,824	10,824
E16	Energy	57,489	50,000	55,000	60,500	60,500	60,500	60,500
E17	Rates	47,080	48,022	48,982	49,962	49,962	49,962	49,962
E18	Other Occupation Costs	13,820	13,567	13,838	14,115	14,115	14,115	14,115
E19	Learning Resources (not ICT)	26,645	13,322	26,645	30,000	35,000	35,000	35,000
E20	ICT Learning Resources	32,130	25,491	26,001	26,521	26,521	26,521	26,521
E21	Exam Fees	0	0	0	0	0	0	0
E22	Administrative Supplies	18,350	16,250	21,250	18,850	19,350	19,350	19,350
E23	Other Insurance Costs	8,441	11,216	11,440	11,669	11,669	11,669	11,669
E24	Special Facilities	8,976	6,104	6,226	6,351	6,351	6,351	6,351
E25	Catering Supplies	25,500	17,340	17,687	18,041	18,041	18,041	18,041
E26	Agency Supply Teaching Staff	25,500	10,000	12,000	16,000	20,000	20,000	20,000

E27	Bought in Prof Services - Curric	0	0	0	0	0	0	0
E28	Bought in Prof Services - Other	20,023	20,424	20,832	21,249	21,249	21,249	21,249
E29	Loan Interest	0	0	0	0	0	0	0
E30	Revenue Contributions to Capital	0	0	0	0	0	0	0
E31	Community Focused School Staff	0	0	0	0	0	0	0
E32	Community Focused School Costs	0	0	0	0	0	0	0
<b>Total Expenditure Revenue</b>		<b>1,752,598</b>	<b>1,201,959</b>	<b>1,101,746</b>	<b>1,284,512</b>	<b>1,327,615</b>	<b>1,528,231</b>	<b>1,724,111</b>

<b>In Year Surplus / (Deficit)</b>		(182,087)	110,527	(165,725)	(188,207)	(57,956)	(123,698)	141,088
<b>Surplus / (Deficit) Brought Fwd</b>		318,985	136,898	247,425	81,700	(106,507)	(164,463)	(40,765)
<b>Cumulative Surplus / (Deficit) C/Fwd</b>		136,898	247,425	81,700	(106,507)	(164,463)	(40,765)	100323

**Capital Income**

CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019-20	2020-21
CI01	Capital Income	10,176	10,176	10,176	10,176	10,176	10,176	10,176
CI03	Voluntary or Private income	0	0	0	0	0	0	0
CI04	Direct revenue financing (revenue contributions to capital)	0	0	0	0	0	0	0
<b>Total Capital Income</b>		<b>10,176</b>	<b>10,176</b>	<b>10,176</b>	<b>10,176</b>	<b>10,176</b>	<b>10,176</b>	<b>10,176</b>

**Capital Expenditure**

CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019-20	2020-21
CE01	Acquisition of Land and Existing Buildings	0	0	0	0	0	0	0
CE02	New Construction Conversion and Renovation	0	0	0	0	0	0	0

CE03	Vehicles, Plant, Equipment and Machinery	0	0	0	0	0	0	0
CE04	Information and Communication Technology	0	0	0	0	0	0	0
<b>Total Capital Expenditure</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

In Year Surplus / (Deficit)		10,176	10,176	10,176	10,176	10,176	10,176	10,176
Surplus / (Deficit) Brought Fwd		1,384	11,560	21,736	31,912	42,088	52,264	62,440
Cumulative Surplus / (Deficit) C/Fwd		11,560	21,736	31,912	42,088	52,264	62,440	72,616

Appendix 6 The Streetfield Lyceum  
Brochure









This page is intentionally left blank

Appendix **G**

# 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:

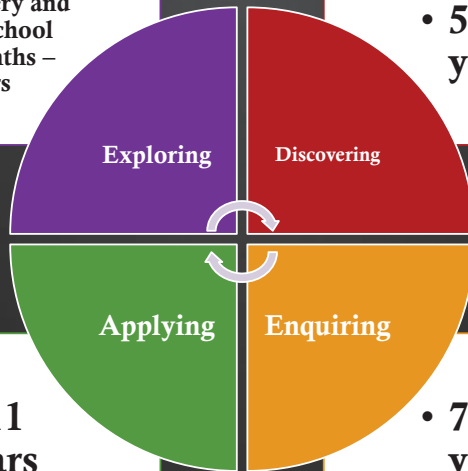
- Opportunities to
  - Succeed
  - Learn from mistakes
  - Achieve
  - Try and try again
- Qualified teachers
- Exciting teaching and facilities
- Quality learning in and outside the classroom
- Nurture and care
- Regular but non-intrusive assessment
- Extra curricular activities
- Cultural experiences

## 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?**

**Discovering**  
**Can I do this?**

**Enquiring and Applying**  
**Yes, I can and I will!**



Nursery and Early Years

Key Stage 1

Key Stage 2

(6months - 4 years)

Infants

Lower and Upper Juniors

5-7 years

7-11 Years

(Years 1 and 2)

(Years 3 to 6)

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

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

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



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



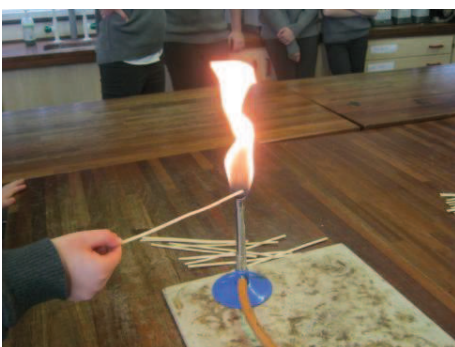
### Teaching and Learning – child-centred from the outset

- 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

Dunstable Road, Caddington, Bedfordshire. LU1 4BB

Telephone: 01582 661342

Email: [office@streetfield.beds.sch.uk](mailto:office@streetfield.beds.sch.uk)

Website: [www.streetfield.beds.sch.uk](http://www.streetfield.beds.sch.uk)

## Appendix H



### **Proposal to close Ashton Church of England Voluntary Aided Middle School, Dunstable**

Notice is given in accordance with section 15(1) of the Education and Inspections Act 2006 that Central Bedfordshire Council intends to close Ashton Church of England Voluntary Aided Middle School, High Street North, Dunstable, Bedfordshire, LU6 1NH, phased from September 2015, with full closure from September 2016.

The proposed closure of Ashton Church of England Voluntary Aided Middle School is due to the changing pattern of provision within the area which has impacted upon the future financial and educational viability of the school.

This notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: The Information Manager, Central Bedfordshire Council, Room DC2, Watling House, High Street North, Dunstable, Beds, LU6 1LF, telephone 0300 300 5700. It can also be viewed on the Council's website at [www.centralbedfordshire.gov.uk/publicstatutorynotices](http://www.centralbedfordshire.gov.uk/publicstatutorynotices)

Within four weeks from the date of publication of this proposal, by Monday 7 July 2014, any person may support, object to or make comments on the proposal by sending them to Edwina Grant, Deputy Chief Executive / Director of Children's Services, Central Bedfordshire Council via the on-line facility on the Council's website at [www.centralbedfordshire.gov.uk/publicstatutorynotices](http://www.centralbedfordshire.gov.uk/publicstatutorynotices) or by post to Edwina Grant, Deputy Chief Executive / Director of Children's Services, Central Bedfordshire Council, Priory House, Monks Walk, Chicksands, Shefford, Beds, SG17 5TQ.

Signed: Edwina Grant

Deputy Chief Executive / Director of Children's Services

9 June 2014

**Statutory proposal for school closure –  
Ashton Church of England Voluntary Aided  
Middle School**

Dated – Monday 9 June 2014



**1 - Name of Proposer**

Central Bedfordshire Council  
Watling House  
High Street North  
Dunstable  
Bedfordshire  
LU6 1LF

Contact officer – Sue Barrow, Information Manager  
Email: [Sue.barrow@centralbedfordshire.gov.uk](mailto:Sue.barrow@centralbedfordshire.gov.uk)  
Telephone: 0300 300 5700

**2 –Name of school**

Ashton Church of England Voluntary Aided Middle School

**3 - School Address**

High Street North  
Dunstable  
Bedfordshire  
LU6 1NH

**4 - Implementation**

The proposed closure of Ashton Church of England Voluntary Aided Middle School would be phased from September 2015, with full closure from August 2016.

The timeframe and process for the phased closure would be as follows. This would be subject to review based upon the actual numbers at the school.

<b>September 2015</b>	
Year 5	No new pupils are admitted.
Year 6	Parents of Year 6 children are invited to apply for transfer to a secondary school in Year 7 (to transfer in September 2016).
Year 7	Year 7 operates, but on a reduced size of year group.
Year 8	Year 8 operates, but on a reduced size of year group.

<b>April 2016</b>	
Year 5	No new pupils are admitted.
Year 6	Any Year 6 children whose parents haven't made an application to transfer to a secondary school will be sent an application to state a preference for a school. If no application is received by the end of May a place at the nearest Secondary school with places will be allocated.
Year 7	Parents of Year 7 children are invited to consider making an application to transfer to a secondary school in Year 8 (to transfer in September 2016). This is known as an in-year application as it happens outside of the normal transfer point. If no application is received by the end of May a place at the nearest Secondary school with places in Year 8 for September will be allocated.
Year 8	Parents of any Year 8 children remaining in the school are invited to apply for a place in Year 9 at a secondary school(to transfer in September 2016). If no application is received by the end of May a place at the nearest Secondary school with places in Year 9 for September will be allocated.

## **5 – Objectives and reason for closure**

The proposed closure of Ashton Church of England Voluntary Aided Middle School is due to the changing pattern of provision within the area which has had an impact on the pupil numbers to be admitted to the school and the future financial and educational viability of the school.

There is a significant level of surplus places for Years 5 to 8 in the Dunstable area, of between 63% and 65%, and the reducing roll within Ashton Church of England Voluntary Aided Middle School will impact upon the financial viability of the school, which will subsequently impact upon the education standards at the school.



The proposed closure of Ashton Church of England Voluntary Aided Middle School supports the Council's need to manage the supply of school places in the Dunstable area.

Further information can be found within the reports to the Council's Executive dated 4 February 2014 and 27 May 2014. These are available on the Council's website - [www.centralbedfordshire.gov.uk/executive](http://www.centralbedfordshire.gov.uk/executive)

## 6 – School size, pupil numbers and admissions

Ashton Church of England Voluntary Aided Middle School provides school places for Years 5 to 8, boys and girls. It has a capacity of 620 and a published admission number (PAN) of 155.

The table below shows the numbers on roll as at 9 April 2014 and the projected numbers on roll for September 2014 and 2015.

The projected numbers are based on a number of assumptions –

- All primary schools retain all of their Year 4 pupils into Year 5.
- All of the Year 5 pupils transfer into Year 6 in 2015.
- A similar percentage of the parents with Year 6 children in 2014/2015 make a secondary application to a local secondary school for September 2015.
- All pupils in Year 7 in 2014/2015 stay on into Year 8 in September 2015, although parents could make an in year application into Year 8 in any of the local secondary schools.

Year Group	Current	Projected September 2014	Projected September 2015
5	110	40	0
6	118	110	40
7	107	25	37
8	139	107	24
<b>Total</b>	<b>474</b>	<b>282</b>	<b>102</b>
<b>Capacity</b>	<b>620</b>	<b>620</b>	<b>620</b>
<b>% surplus places</b>	<b>24%</b>	<b>55%</b>	<b>84%</b>

## 7 – Displaced pupils & the effect on other schools, academies and educational institutions within the area

The tables at section 4 show the arrangements for managing student applications to a secondary school or academy in Dunstable or Houghton Regis. The displaced pupils would therefore be accommodated within other schools and academies in the town.

## **8 – Impact on the community**

It is acknowledged that the additional services that the school provides can have an important impact on public health and be of benefit to the local community. These services will become increasingly unviable as the pupil numbers at the school fall significantly. The Council will continue to ensure that, where appropriate, services are expanded at schools and academies in the area that are increasing their capacity as a result of a change in age range.

It is also acknowledged that schools have an important role under Section 17 of the Crime and Disorder Act 1998 to work alongside a range of other agencies to ensure safety in their local communities.

The Council will work with the Ashton Foundation who, as Trustees of Ashton Church of England Voluntary Aided Middle School, will need to work to ensure that community safety issues are considered and appropriate measures are put in place to mitigate any risks.

## **9 - Balance of denominational provision**

The Christian ethos reflected in the curriculum delivered in Church of England Voluntary Aided schools is provided in the Dunstable and Houghton Regis area by Manshead Church of England Voluntary Aided Upper School and by Ashton St Peters Voluntary Aided Lower School, both schools also within the Ashton Foundation.

The change in age range of Ashton St Peters Voluntary Aided Lower School to become a primary school from September 2014 now provides an additional 30 places in each of Years 5 and 6.

Likewise the change in age range of Manshead Church of England Voluntary Aided Upper School to become a secondary school from September 2014 now provides an additional 210 places in each of Years 7 and 8, increasing the total capacity of the former upper school from 810 places with 300 Post 16 places, to 1050 places with 300 Post 16 places from September 2014.

Thomas Whitehead Primary School in Houghton Regis is also a Church of England Voluntary Aided school providing 44 places per year group and therefore contributing to the faith based provision in the area.

These are therefore places for parents who seek a faith based provision within the Dunstable and Houghton Regis area in schools that are financially viable.

## **10 – Travel**

The balance of local provision would be sustained in primary and secondary provision in the immediate area that serves the local community, which would not impact on increased traffic.



### 11 - Education standards and diversity of provision

Parents and carers have a right to express a preference for a particular school whereas choices are defined by viable and popular schools that are capable of being sustained in the local area, which Ashton Church of England Voluntary Aided Middle School is not. The significant reduction in pupil numbers would inevitably impact upon the ability of the school to raise local standards and narrow attainment gaps.

### 12 - Demand

The Council's forecasts require a minimum total number of 840 places in each year group would currently allow for parental preferences to be accommodated while also balancing the negative impact of inefficient over supply of places across the area. This does not take account of new school provision which will be needed as a result of the proposed North Houghton Regis extension, which will provide the required additional local education infrastructure as part of that development but which is not currently forecast to be required before 2017 when new primary and secondary places may be required.

The table below illustrates the number of school places that are available across the area, in Years 5-8, on the basis of changes to age ranges in the area that have now been implemented.

<b>Year</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>School planning need</b>	840	840	840	840
<b>Number of places available</b>	1366	1366	1382	1382
<b>Number of surplus places</b>	526	526	542	542

### 13- Proposed admission arrangements

If the proposal to close Ashton Church of England Voluntary Aided Middle School is approved, an application to vary the existing admission arrangements for September 2015 will be made to the Office of the Schools Adjudicator and there will be no Year 5 transfer to the school in September 2015 and beyond.

After September 2015 the new secondary schools in the area will focus on a single point of entry in the normal admissions round at Year 7 and therefore the Year 9 transfer point will have been removed after that date.

**14 - School premises and playing fields**

Ashton Church of England Voluntary Aided Middle School's building and land are owned by the Ashton Foundation who would determine how it could continue to achieve its educational objectives, and also the future use of the site, if a decision is taken to close the school.

**15 - Equal opportunity issues**

N/A

**16- Capital**

N/A

**17 - Schools to be replaced by provision in a more successful/popular school**

N/A

**18 - Schools causing concern**

N/A

**19 – Early year's provision**

N/A

**20 – Rural Primary Schools**

N/A

**21 – Maintained nursery schools**

N/A

**22 – Provision for 16-19 year olds**

N/A

**23 - Special educational needs (SEN) provision**

N/A.

## 24 – Consultation concerning this proposal

Members of the Council's Executive, at their meeting on 4 February 2014, approved the initiation of consultations regarding the proposed closure of Ashton Church of England Voluntary Aided Middle School, to be phased from September 2015, with final implementation in August 2016.

The consultation was launched on Monday 24 February and ran for 6 weeks until Monday 7 April 2014. The consultation was widely publicised via the local press and as follows; -

Copies of the consultation document were provided to –

- The Governing Body of the school
- The staff of the school
- The parents and carers of the school

And copies of the consultation document were made available to –

- The Member of Parliament for Dunstable
- Dunstable Town Council
- Neighbouring local authorities to Central Bedfordshire Council
- Local Roman Catholic and Church of England Diocesan Board
- The Members of Central Bedfordshire Council
- All schools and academies within Central Bedfordshire
- Trade Union representatives
- Voluntary Sector organisations
- Central Bedfordshire's Children's Trust Board
- The Ashton Foundation

Copies of the consultation document were also available from Dunstable Library.

Seven press releases were issued advising of the consultation and the meetings that were to be held

An on-line response facility to the consultation was available on the Central Bedfordshire Council website. Responses could also be submitted by post.

During the six week period, two meetings were held at the school; the first for school staff, governors and union representatives, and the second for parents, carers and the general public. The presentation that was given at the meeting is attached at [Appendix A](#)

Notes of both meetings which include the concerns and questions that were raised, are attached at [Appendix B](#)

In total, 166 responses were received in response to the Ashton Church of England Voluntary Aided Middle School consultation. The results of the consultation are available at [Appendix C](#)

Members of the Council's Executive, at their meeting on 27 May 2014, determined to progress to the publication of statutory notices and final representation period to close Ashton Church of England Voluntary Aided Middle School, to be phased from September 2015, with final implementation in August 2016. The reports to the Council's Executive are available on the Council's website - [www.centralbedfordshire.gov.uk/executive](http://www.centralbedfordshire.gov.uk/executive)

**25 – Procedure for responses; support, objections and comments**

Within four weeks from the date of publication of this proposal (i.e. by Monday 7 July 2014), any person may support, object to or make comments on the proposal by sending them to Edwina Grant, Deputy Chief Executive / Director Of Children's Services via the Council's on-line facility at

[www.centralbedfordshire.gov.uk/publicstatutorynotices](http://www.centralbedfordshire.gov.uk/publicstatutorynotices)

or by post to Edwina Grant, Deputy Chief Executive / Director Of Children's Services, Central Bedfordshire Council, Priory House, Chicksands, Shefford, Beds, SG17 5TQ.



Appendix A

**Consultation on the proposed  
closure of  
Ashton CofE VA Middle School  
from August 2016**



# Introductions

Helen Redding  
Assistant Director School Improvement

Rob Parsons  
Head of School Organisation, Admissions and Capital  
Planning

Lydia Braisher  
Admissions Manager



# Council responsibilities

Statutory duty:

- To ensure that there are sufficient and suitable places for those who want them
- Promote high educational standards
- Ensure fair access to educational opportunity
- Promote the fulfilment of every child's potential

The ability to restructure provision and close maintained schools is one power of the Council



# **Council proposals to close a maintained school**



- Decisions taken by the Council, not DfE
- Statutory five stage process must be followed
  - Consultation 6 weeks
  - Publication of legal notices
  - Representation 4 weeks
  - Determination within 2 months
  - Implementation
- Must ensure that those affected have opportunity to feed in comments

# Council proposals to close a maintained school



- Factors for the decision maker
  - Process followed?
  - **Consideration of all views submitted**
  - Impact on education standards and diversity of provision
  - Demand
  - School size
  - Admission arrangements
  - Equal opportunity issues
  - Community cohesion and community services
  - Travel and accessibility
  - Capital, premises and playing fields



## **Rationale for this proposal**

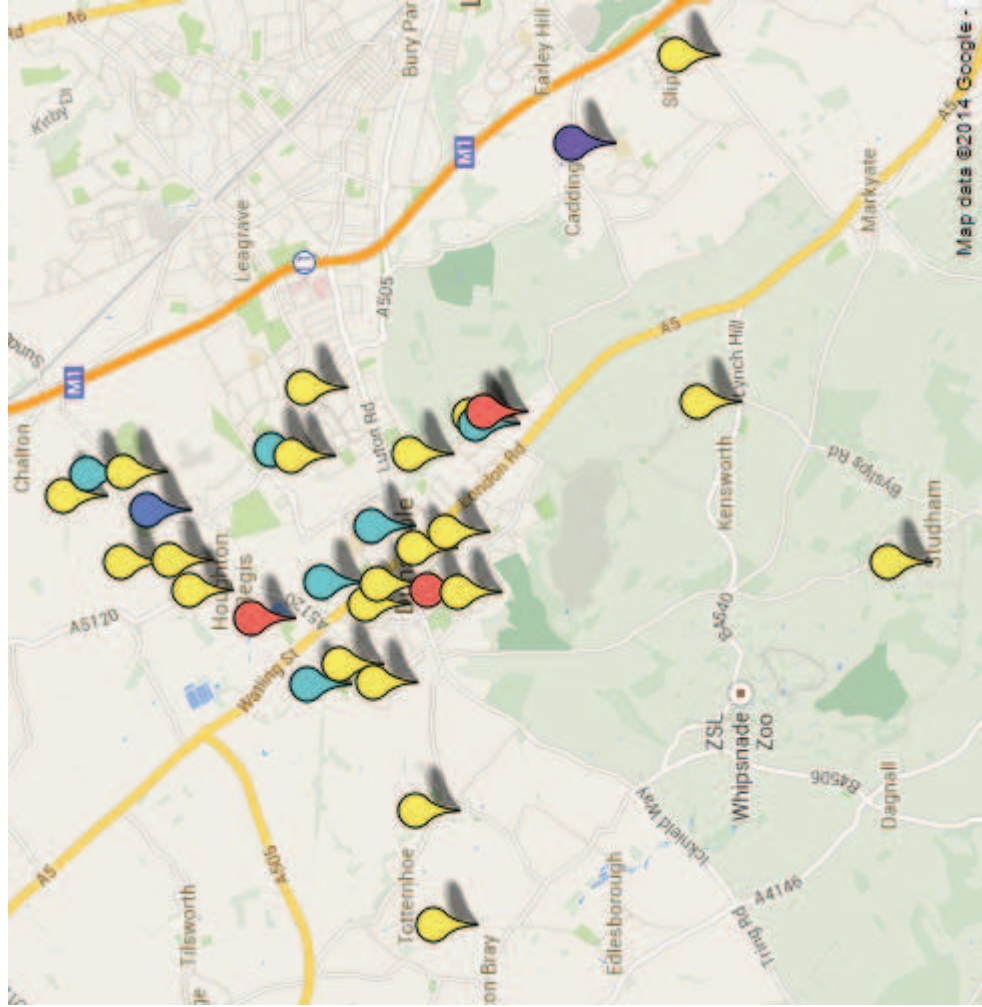
- Changing pattern of provision
- Reducing pupil numbers in the Middle Schools
- Year 5 retained in Primaries, Year 7 transfers to  
Secondaries
- School funding follows the child so resulting  
significant financial impact
- Forecast further reduction in pupil numbers will  
increase the financial impact

# Impact of changes

- Falling pupil numbers from September 2014 with reduced admissions to Year 5 and transfers to Year 7 in Secondary

National Curriculum Key stages	EYFS	KS1	KS2	KS3	KS4	KS5								
School Years	(R)	1	2	3	4	5	6	7	8	9	10	11	12	13
3 tier	Lower School ages 4 to 9		Middle School ages 9 to 13			Upper School ages 13 to 18								
2 tier	Primary School ages 4 to 11						Secondary School ages 11 to 18							

# Three tier education in Dunstable and Houghton Regis



**Lower Schools 5-9 year olds**



**Lower/Middle School 5-13 year olds**



**Primary School 5-11 year olds**



**Middle School 9-13 year olds**

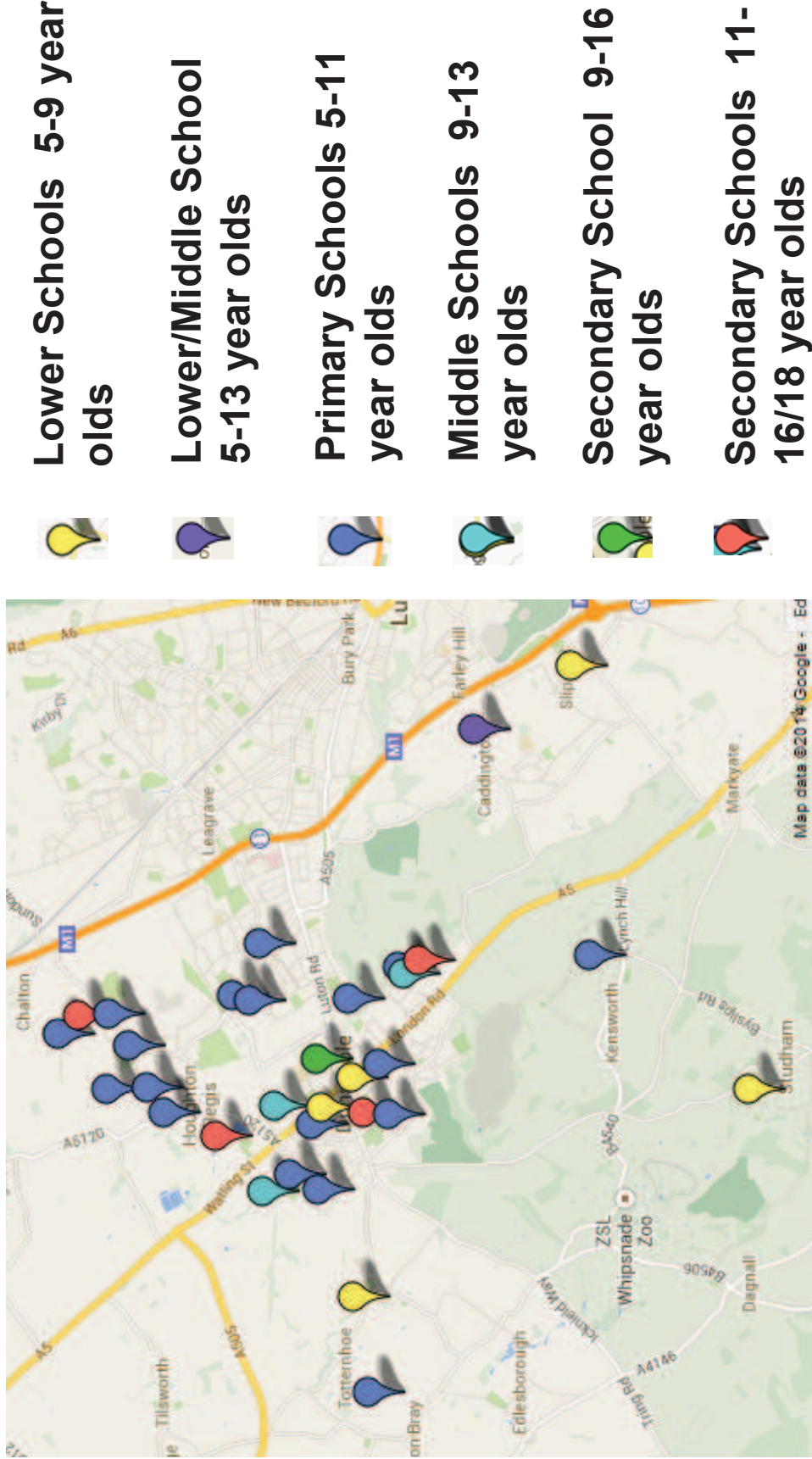


**Upper School 13-16/18 year olds**





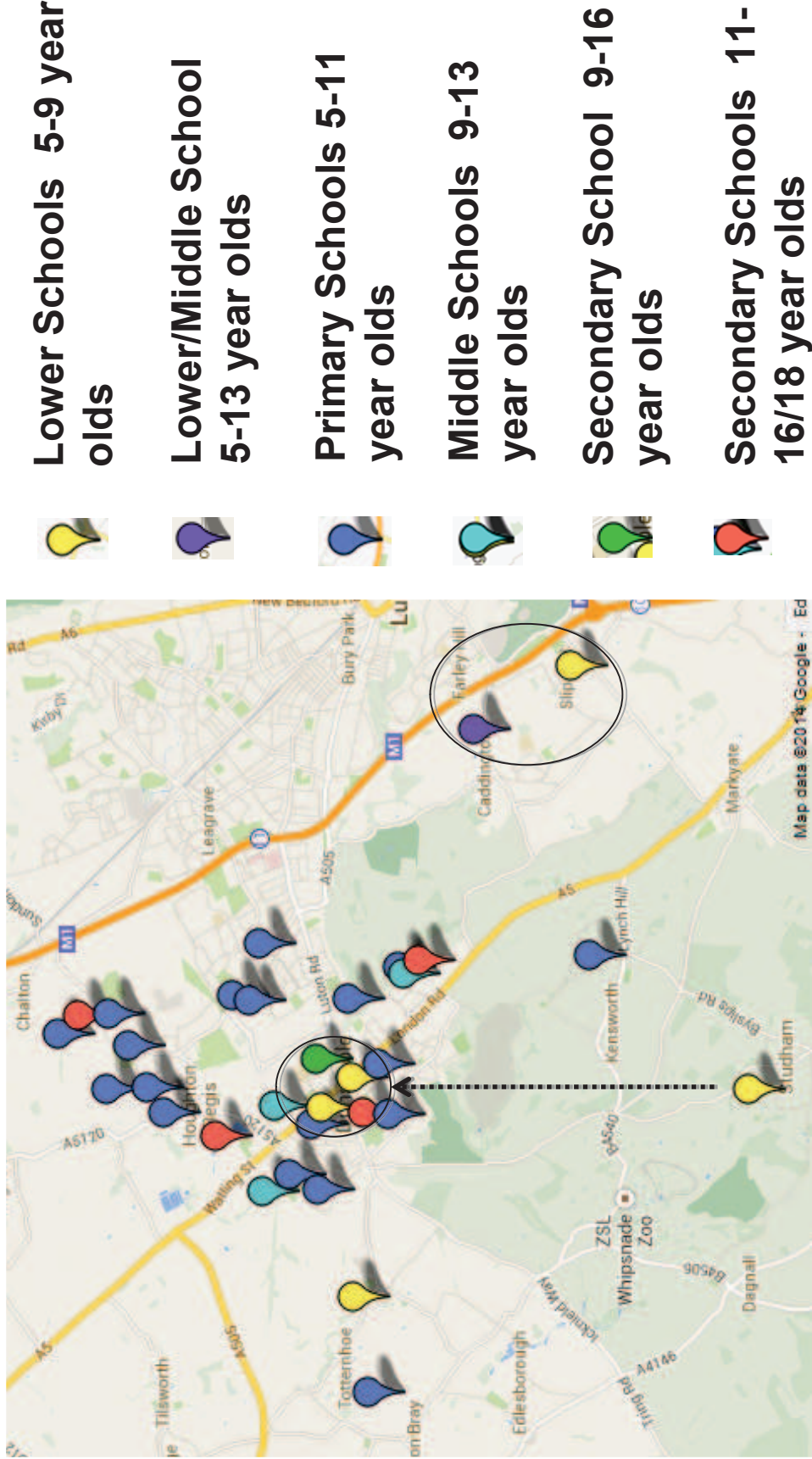
# Future pattern of provision







# Future pattern of provision



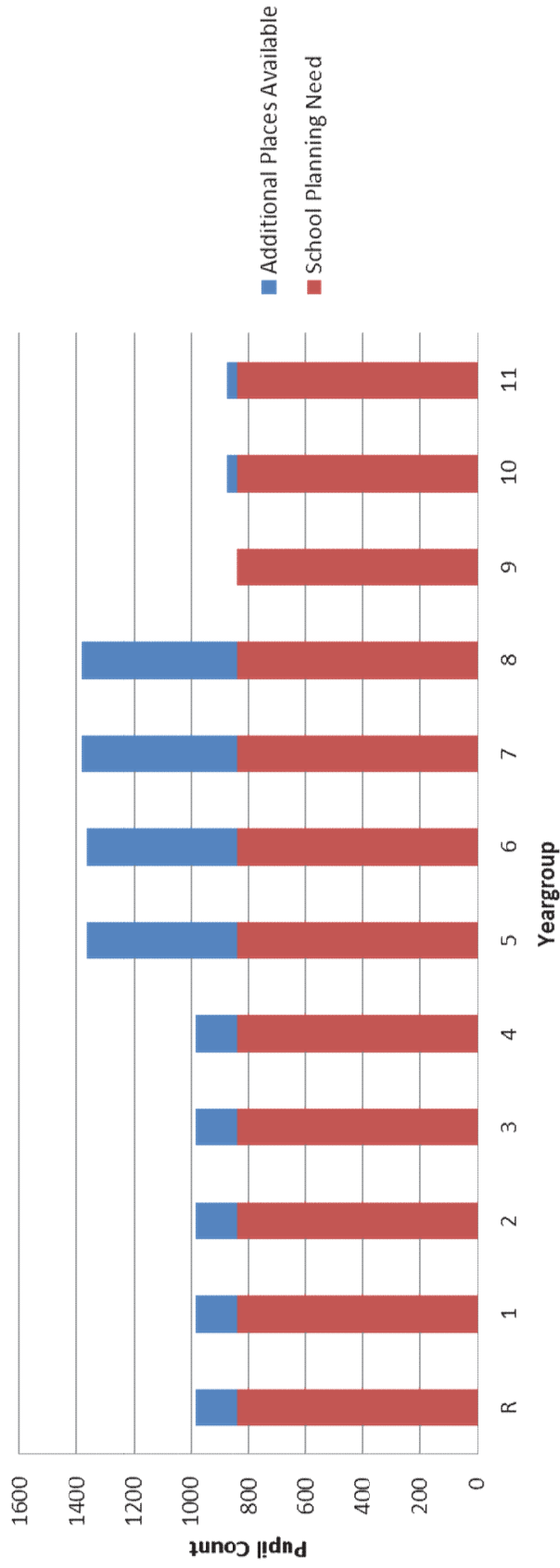




# Impact of changes

- Oversupply of places in Dunstable and Houghton Regis

School Planning Need Against Available Places





# Impact of changes on Ashton Middle School

- Current number on roll 468 vs 620 places
- September 2014 forecast - 282 pupil vs 620 places
- September 2015 forecast – 105 pupils vs 620 places
  
- 2013/14 to 14/15 budget implication is a decrease of £630k (29.8%)

# The role of the School Admissions Team

Has a statutory duty to:

- To process and co-ordinate admission applications in the area
- To provide information on the admissions process and the entry points available to children in the area

## **Children due to start Year 5**

- All children who are due to start the Middle school in September this year can take up their place.
- If the decision is made to close the School, then an application will need to be made in September 2015 for a place at a Secondary school in Year 7 in September 2016 as the Middle school would be closed by the end of the academic year in the summer of 2016.

# Children currently at the school

<p>If the decision is made to close the school, the following admission options will apply to children currently at the school:</p>	
<p>Children who will be in Year 6 in September 2014</p>	<p>Will need to make an application in September 2014 to transfer to Secondary school in September 2015. Or:</p> <p>Child could continue into Year 7 in September 2015 but would need to make an in-year application in the summer of 2016 to transfer into Year 8 at an alternative school.</p>
<p>Children who will be in Year 7 in September 2014</p>	<p>Would need to make either a late application for Secondary to start Year 7 in September 2014 or apply in-year for a place in Year 8 in the summer of 2015 to start Year 8 in September 2015.</p>
<p>Children who will be in Year 8 in September 2014</p>	<p>Can continue at the school and make application in September 2014 to transfer to Upper school as normal for September 2015 or make an in-year application for a place in a Secondary school to start in the academic year of 2014/15 as a Year 8 pupil.</p>



## Council proposal – timeline

- Executive approval to commence consultation: 4 February 2014
- Statutory consultation: 24 February 2014 to 7 April 2014
- Overview & Scrutiny Committee: Wednesday 7 May 2014
- Executive consideration of responses to consultations and decision to publish statutory notices **if required**: 27 May 2014
- Representation period: 9 June 2014 to 7 July 2014
- Determination by Executive: 19 August 2014



# Consultation Document

- Available from School, Council, Local Library, Council website.
- Responses either on-line (preferably) or via post
- Closing date – Monday 7 April 2014
- Frequently asked questions
- **Your questions .....**



Appendix B

## Notes from staff briefing held at Ashton CofE VA Middle school on Monday 24 February 2014

<b>Title of meeting:</b>	Notes from staff briefing held at Ashton CofE VA Middle School	
<b>Date/Time:</b>	24 February 2014 at 4.00 pm	
<b>Attendees:</b>	<u>Central Bedfordshire Council –</u> Helen Redding, Assistant Director School Improvement Rob Parsons, Head of School Organisation, Admissions & Capital Planning David Waller, Senior Human Resource Manager Lydia Braisher, Admissions Manager Sue Barrow, Information Manager  <u>HR Provider (Bedford Borough Council) –</u> Mark Johnson Lorraine McDonald	<u>Union Representatives –</u> John Monkhouse NUT Nicky Moore – NASUWT Bridget Fordham - ATL
<b>Venue:</b>	Ashton CofE VA Middle School, High Street North, Dunstable	

A presentation was given by the officers of Central Bedfordshire Council regarding the proposal to close Ashton CofE VA Middle School and the consultation process that is being undertaken.

The officers advised that the proposed closure of the school was based upon the

- Changing pattern of provision
- Year 5 retained in Primaries, Year 7 transfers to Secondaries
- Reducing pupil numbers in the Middle Schools
- School funding follows the child so resulting significant financial impact
- Forecast further reduction in pupil numbers will increase the financial impact

Questions were then invited.

Below is a summary of the questions and issues that were raised by the staff.

Question	Response
Regarding the projected number of year 4 pupils who are due to transfer into the school in September 2014, have the second preferences been taken into account?	Admission preferences indicate that every child who has requested a place at a Dunstable Middle School will get their first preference so second preferences will not

**Central Bedfordshire Council**

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

**Telephone** 0300 300 8000

**Email** [customer.services@centralbedfordshire.gov.uk](mailto:customer.services@centralbedfordshire.gov.uk)  
[www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk)

	need to be considered.
The letters that have been sent out to parents of current year 6 students regarding admissions have been misleading and parents have raised their concerns with staff. If the letter had been properly written we would not be losing so many pupils. The school should have been privy to any letters that were due to be sent out to our parents.	<p>The School Admissions service has a duty to advise parents of a change to a transfer point. We therefore needed to advise parents that there will be no coordinated year 9 transfer into Manshead or Queensbury from September 2016.</p> <p>The letters invited parents to contact the Admissions helpline. Many did contact us and we were able to assist them.</p>
What are the Council's pupil numbers based upon? We have had 38 new starters since September but have lost year 6 pupils because the letter said that parents would lose places	The forecast numbers for year 5 from September 2014 are based upon the number of applications we have received for transfer. Based upon these numbers, forecasts have been made for subsequent years. It is these low numbers that have impacted upon the schools budget from September 2014.
Who is looking after staff and their welfare? Morale is currently OK but will get worse.	<p>Bedford Borough Council, under contract to the governing body, is the school's HR provider The Diocese is the employer of the staff. With the support of Central Beds Council, the Schools HR provider and the Diocese we will ensure that staff are supported and appropriate policies and procedures followed should the Council decide to move to statutory notices.</p> <p>Trade Unions and Professional Associations are included in all consultation processes and staff are encouraged to contact their trade union for advice and support.</p>
If the Council is not the school's employer, would it benefit the Council financially to close the school?	No. The Redundancy and Reorganisation Policy of the Council outlines that the Council will contribute towards the cost of redundancy compensation payments for employees in Foundation and VA schools.
The Council is scaring parents by saying that the school will close. Parents want to keep their children at Ashton but do not know what to do. It is very unsettling, having this hanging over us.	The Council is not saying that the school will close. This is a consultation and the decisions made regarding the proposed closure will consider the results of the consultation and all of the responses received.
Will the Council accept responsibility for the low	The Council's letter to parents was clear

**Central Bedfordshire Council**

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

**Telephone** 0300 300 8000

**Email** [customer.services@centralbedfordshire.gov.uk](mailto:customer.services@centralbedfordshire.gov.uk)  
[www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk)

numbers in the school that have arisen as a result of their letters? Will the Council write to parents to apologise and clarify?	and provided contact details for further advice should it be required.  The school should refer parents to the admissions helpline number should they need support.
Lower schools have previously handed out literature to their year 4 parents but middle schools have had to fight this year to be heard.	The Council offers consistent support and advice through its admissions service to all school, parents and carers.
Are the primary schools undersubscribed?	Some lower schools that have converted to primary are predicted to have lower numbers for year 5 in September 2014. This is a trend seen elsewhere in the first few years of a school's transition to a new age range but we expect numbers to rise in subsequent years as parents grow in confidence.
Could just one middle school remain open?	There is a 65% surplus of places within the area in years 5-8. There is no demographic demand for these places to be retained in the area.
What about the additional places that will be needed for the older children under the Governments 'raising the participation age'?	Not all will remain in school – young people will have a choice about how they continue in education or training post-16, which could be through college, a training provider, work, volunteering or an apprenticeship.  Where new places are required to meet demand for post 16 education in schools these will be commissioned through upper and secondary schools.
What about the new provision that will be needed in Houghton Regis for the new development?	This will be provided either within or adjacent to that development, providing school places local to the new communities in north Houghton Regis, when they are required
Why has the Council decided to change to a 2 tier provision?	Academies and schools within Dunstable and Houghton Regis have brought forward their own proposals to change their age ranges. They were able to justify these proposals and show evidence of parental support to the Council who is the decision maker for Council maintained schools and to the Department for Education for academies.



<p>Did the Council consider the over supply of places when it approved the change of age ranges for the Dunstable and Houghton Regis schools?</p>	<p>The Council allowed maintained schools to bring forward proposals to change their age range in order to give those schools the same opportunities as were available to academies within the area. The supply of places was one of the factors that was considered when decisions were made by the Secretary of State (for academies) and by the Council (for maintained schools).</p>
<p>Are academies allowed to do what they like? Academies appear unaccountable and Council maintained schools are therefore at a disadvantage</p>	<p>Academies are accountable to the Secretary of State who will intervene in any that are underperforming or are significantly undersubscribed and therefore unviable.</p>

At the close of the meeting, staff were encouraged to respond to the consultation.



## Notes from public meeting held at Ashton CofE VA Middle School on Monday 3 March 2014

<b>Title of meeting:</b>	Notes from public meeting held at Ashton CofE VA Middle School
<b>Date/Time:</b>	3 March 2014 at 7.00 pm
<b>Venue:</b>	Ashton CofE VA Middle School, High Street North, Dunstable

A presentation was given by officers of Central Bedfordshire Council regarding the proposal to close Ashton CofE VA Middle School and the consultation process that is being undertaken.

Helen Redding, Assistant Director School Improvement

Rob Parsons, Head of School Organisation, Admissions & Capital Planning

Lydia Braisher, Admissions Manager

The officers advised that the proposed closure of the school was based upon the

- Changing pattern of provision
- Year 5 retained in Primaries, Year 7 transfers to Secondaries
- Reducing pupil numbers in the Middle Schools
- School funding follows the child so resulting significant financial impact
- Forecast further reduction in pupil numbers will increase the financial impact

The officers encouraged everybody to respond to the consultation.

Questions and concerns were invited.

Below is a summary of the questions and concerns that were raised

Question	Response
If the school is to close, can parents reappraise their choices?	Yes, parents can change their preference and submit a late application
This is scaremongering and nobody has been asked to vote for either 2 tier or 3 tier across the town. Nobody has voted for this closure. The council will not listen.	Academies and schools within Dunstable and Houghton Regis have brought forward their own proposals to change their age ranges. They were able to justify these proposals and show evidence of parental support to the Council who is the decision maker for Council maintained schools and to the Department for Education for academies. This not a referendum, there is no voting process. This is a consultation and we encourage everybody to submit their responses.
Parents throughout the town were not aware of the various consultations that were being	All of the schools carried out consultations regarding their proposed changes. They published consultation documents and held meetings, as required by the DfE. The consultations

undertaken by the lower schools when they were looking to convert to primary. We now have a mish-mash of provision with the children stuck in the middle. All of the schools used to work together but not any longer.	were advertised via the local press and the Council's website. All of the schools in Dunstable and Houghton Regis were aware of the consultations.
Why has the Council not driven all of the changes? Academies are competing for our children. Feeder schools are in partnership with other schools. The mess within the town is due to the lack of partnership working between schools.	The Council is no longer able to drive system wide change and schools are now largely in control of their own destinies. The Council has not been the decision maker for the changes that have happened in academies, but the Council decided to give our maintained schools the same freedoms that were available to academies. Following recent changes to school regulations by the Department for Education, all maintained schools can now change their age range by up to 2 years without any recourse to the Council. The Council retains responsibility for ensuring the provision of school places.
Why were the parents of year 4 children not advised of this proposal before they were asked to submit their choice for year 5?	Figures from the admission process, which closed on 15 January 2014, were used to confirm the numbers of pupils that were due to move to the school in September. This then gave us the information we needed regarding the future viability of the school.
Have the children from the new development north of Houghton Regis been included in the projected numbers?	This will be provided either within or adjacent to that development, providing school places local to the new communities in north Houghton Regis, when they are required
Vandyke is being expanded – is this to accommodate Dunstable children?	No, Vandyke is an academy and is carrying out this expansion to accommodate pupils as a result of existing housing development in the Leighton Buzzard area.
You are taking away our choice. By forcing children into bigger schools, with much older children, you are forcing them to grow up too quickly.	All of the schools that have proposed an extension to their age range have had to demonstrate how they will manage the increased age range and provide the pupils with a good education. If we have any concerns about a maintained schools ability to subsequently do this, we will intervene. If we have any such concerns about an academy we can take these to the DfE's Regional Commissioner.
The Council's School Organisation Plan is out of date and does not take future generations into account	The School Organisation Plan covers a five year period and is updated each year to reflect changes in school organisation. It looks at trends and likely future demand for school places based upon census data, pre-school aged children in the area and housing development
The rationale for the proposed closure is the falling numbers which is affecting the schools financial viability. This fall in	The role of the School Admissions Service is to advise parents when a transfer point is removed. The co-ordinated year 9 transfer point from middle to upper will not be available for current year 6 pupils after September 2015.



<p>numbers is due to the letter that was sent out by the Council. Some parents have chosen not to request a middle school place because of the uncertainty.</p>	<p>The Council's letter to parents was clear and provided contact details for further advice should it be required.</p>
<p>No allowances are being made for second preferences. Priory Academy are reducing their admission number so there will be number of children who come to the school as a second preference.</p>	<p>Priory Academy is a middle combined secondary so has one entry point in year 5. The admission number will be 112 in 2015 but for September 2014 their admission number is 125. In their consultation document under their year group projections Priory projected that they may lose children at the end of Year 6 due to parents wanting an alternative Secondary school who may be able to offer a wider curriculum choice. They expect to have 84 children who continue from Year 6 into Year 7.</p>
<p>Some primaries have very lower numbers for year 5, despite the schools being confident that year 5 children would stay.</p>	<p>Some lower schools that have converted to primary are predicted to have lower numbers for year 5 in September 2014. This is a trend seen elsewhere in the first few years of a school's transition to a new age range but we expect numbers to rise in subsequent years as parents grow in confidence.</p>
<p>Are there enough school places throughout the town?</p>	<p>There are sufficient places across the Town in all year groups. And this will be the situation for at least the next 2 years based upon a forecast of 840 places per year group. This figure of 840 includes an allowance of 10% to allow for parental preferences.</p>
<p>Can the upper/secondary schools accommodate such a large increase in number of pupils?</p>	<p>Where schools have expanded, the Governing Bodies are legally required to provide the number of places that they have committed to provide.</p>
<p>If parents want a Church of England faith based school, what would be their alternative?</p>	<p>Ashton St Peters Lower and Manshead Upper School are both faith based provisions. All Saints Academy doesn't give priority to pupils based on faith but is sponsored by the Diocese of St. Albans. Manshead School is a voluntary aided Church of England school and gives priority to children on the basis of their parents' faith as part of their admissions criteria.</p>
<p>Lower school parents are not being consulted.</p>	<p>There has been a large amount of publicity regarding the proposals and everybody has been encouraged to respond to the consultations.</p>
<p>You are making my child move from a middle school to a secondary school.</p>	<p>There is still a mix of 2 tier and 3 tier provision in the town. Priory Academy is a Middle combined Secondary school that has an intake at Year 5 and is working in partnership with Dunstable Icknield, Watling and Studham Lower schools; there is also Barnfield Vale who currently has a Middle intake. If the decision is made to close the Middle school, options are available to transfer to alternative schools as part of the annual admissions round or in-year.</p>



Does the Council consider the financial viability of all schools?	The Council reviews the finances of all maintained schools on an annual basis. Schools budgets for 2014/15 have recently been set and sent out to the schools. The funding follows the child therefore those schools that are affected by the loss of year 5 pupils are seeing a decrease in their budget.
The upper/secondary schools are too big. Queensbury has 1200 children. Leave the children in the middle schools where numbers are lower	Schools budgets are determined by the numbers on roll. The budget impacts on the staffing structure and other resources that can be afforded by the school and therefore their ability to deliver the full curriculum. All schools whatever their size are accountable for the progress that their children make. There are very successful large schools in Central Bedfordshire.
Will the Council force the lower schools that have not converted to primaries to close?	No. Dunstable Icknield, Watling and Studham lower schools in the area are working with Priory Academy and other lower schools will consider their options.
Has the Council factored in the Government's initiative for 'raising the participation age'?	Not all will remain in school – young people will have a choice about how they continue in education or training post-16, which could be through college, a training provider, work, volunteering or an apprenticeship. Where new places are required to meet demand for post 16 education in schools these will be commissioned through upper and secondary schools.
This school nurtures its children - they will not get this in a large upper/secondary.	All schools are judged on the full range of provision that they make which includes their pastoral support for pupils. Large upper/secondary schools have a range of ways in which they provide this pastoral support.
Can we wait until all of the changes in the Town settle down and see what happens?	The proposal is based upon the viability of the school both currently and for the foreseeable future.
Re the projected number of year 4 pupils who are due to transfer into the school in September 2016, have the second preferences been taken into account?	Admission preferences indicate that every child who has requested a place at a Dunstable Middle School will get their first preference so second preferences will not need to be considered.
Why are Councillors not at this meeting?	The Members of the Council's Executive approved the launch of the consultations on 4 February. It is the role of Council Officers to carry out the consultations and report the findings, and all of the responses received, back to the Executive. The Executive Members are the decision makers.
Is this a cost saving exercise? How much would the Council save if the school closes?	The Council would not make a saving - it would incur either an element of or all of the redundancy costs. School funding is ring-fenced for all schools and therefore all money is redistributed among all schools.
Please can we have your assurance that the decision has not already been made to close the school.	As per the decision making process covered within the presentation, no decision has yet been made. This is a consultation to seek the views of all stakeholders.

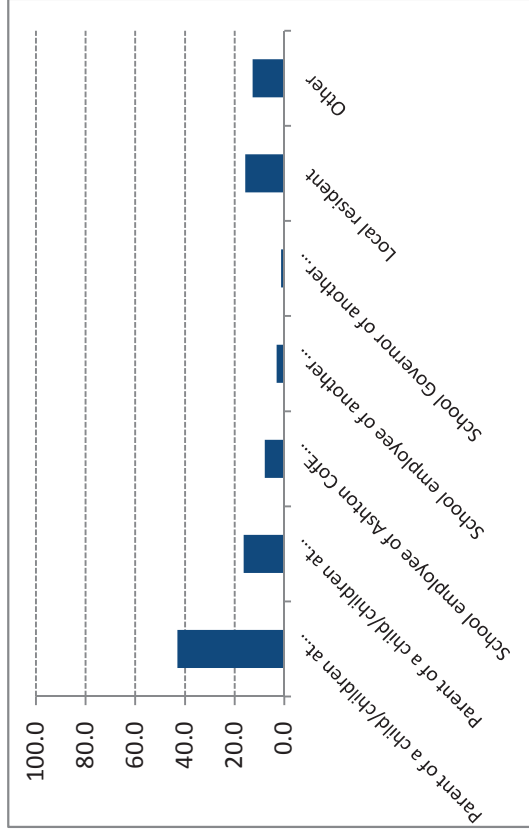
Ashton Middle’s consultation on an alternative proposal ends today – how will this affect the Council’s proposal?	The School’s Governing Body will decide whether to proceed with their proposal. If the decision is made to proceed, they will have to follow the same process as the Council would – i.e. the second stage which is the publication of statutory notices. Ultimately the Governing Body will submit their proposal, with the results of their consultation, to the Council for determination.
If my child has been offered a place in an upper/secondary school for year 7, can I decide to leave my child at Ashton Middle?	Yes. The offer letters have gone out and parents can decide whether to take up the place in the upper/secondary school or leave their child in their middle school.
Could just one middle school remain open?	There is a 65% surplus of places within the area in years 5-8. There is no demographic demand for these places to be retained in the area.
Are other areas within Central Bedfordshire going over to 2 tier?	The rest of Central Bedfordshire currently remains as 3 tier but we have had approaches from various schools who have wanted to discuss pupil numbers. If schools want to consider changes, they would need to follow due process either as an Academy or as a maintained school as set out in the new School Organisation legislation
The school and the building are 125 years old. It would be a shame to lose all of the history of this school.	The schools building and land are the responsibility of the Ashton Foundation and the future of the site would be matter for them.
Can anyone attend the meeting at the Grove Theatre on 7 May?	Yes, anyone can attend, but you need to register if you wish to speak at the meeting. The instructions regarding how to do this are in the consultation document.
Comment from a pupil. She wants to come to the school. Her brother came here. She has not looked at another school.	You can still come here into year 5 in September. However if the decision is made to close the school you would need to transfer to another school at the end of Year 6.
Comment from union representative	Please feedback to the consultation with the enthusiasm for the school that you have shown today. It is not a losing battle. A proposed change to a school in London was overturned by the Secretary of State because the school had not consulted correctly. Tell the Council’s elected members of your views by responding.

At the close of the meeting, everyone was encouraged to respond to the consultation. They were also reminded that they are welcome to attend the meeting of the Children’s Services Overview and Scrutiny Committee at the Grove Theatre on 7 May.

Appendix C  
Ashton CofE VA Final Results  
Based on 167 responses

Q1 - Are you a

	Frequency	Percent	Valid Percent
Valid			
Parent of a child/children at Ashton CofE VA Middle School	71	42.8	43.0
Parent of a child/children at another school in the area	27	16.3	16.4
School employee of Ashton CofE VA Middle School	13	7.8	7.9
School employee of another school in the area	5	3.0	3.0
School Governor of another school in the area	2	1.2	1.2
Local resident	26	15.7	15.8
Other	21	12.7	12.7
Total	165	99.4	100.0
Missing	1	.6	
Total	166	100.0	

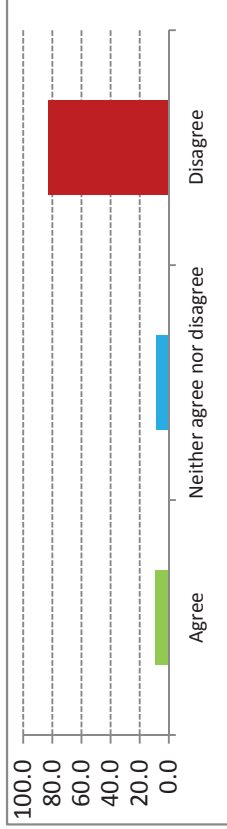


**Q2 - If you are the parent of a child/children currently at another school, or the employee or governor of another school, please tell us which school**

Valid	Frequency	Percent	Valid Percent
Ashton St Peter's Lower School	5	3.0	16.1
Currently at Hadrian Academy, but hoping to move on to Ashton	1	.6	3.2
Dunstable Icknield lower school	2	1.2	6.5
Hadrian Academy	2	1.2	6.5
I have a daughter at Lancot School, who I would wish to attend Ashton Middle	1	.6	3.2
Lancot	2	1.2	6.5
Lancot Lower School & Westfield Nursery	1	.6	3.2
Lancot School	1	.6	3.2
Manshead Upper school.	3	1.8	9.7
parent of a child and Governor at Ashton St Peters Lower School	1	.6	3.2
Parent of child at Ashton St Peter's Lower	1	.6	3.2
Priority Academy	4	2.4	12.9
Priority and Manshead	1	.6	3.2
Queensbury	1	.6	3.2
St Christophers Academy	1	.6	3.2
St vincent's	1	.6	3.2
Streetfield	1	.6	3.2
Watling Lower weatherfield academy	1	.6	3.2
Total	31	18.7	100.0
Missing	135	81.3	
Total	166	100.0	

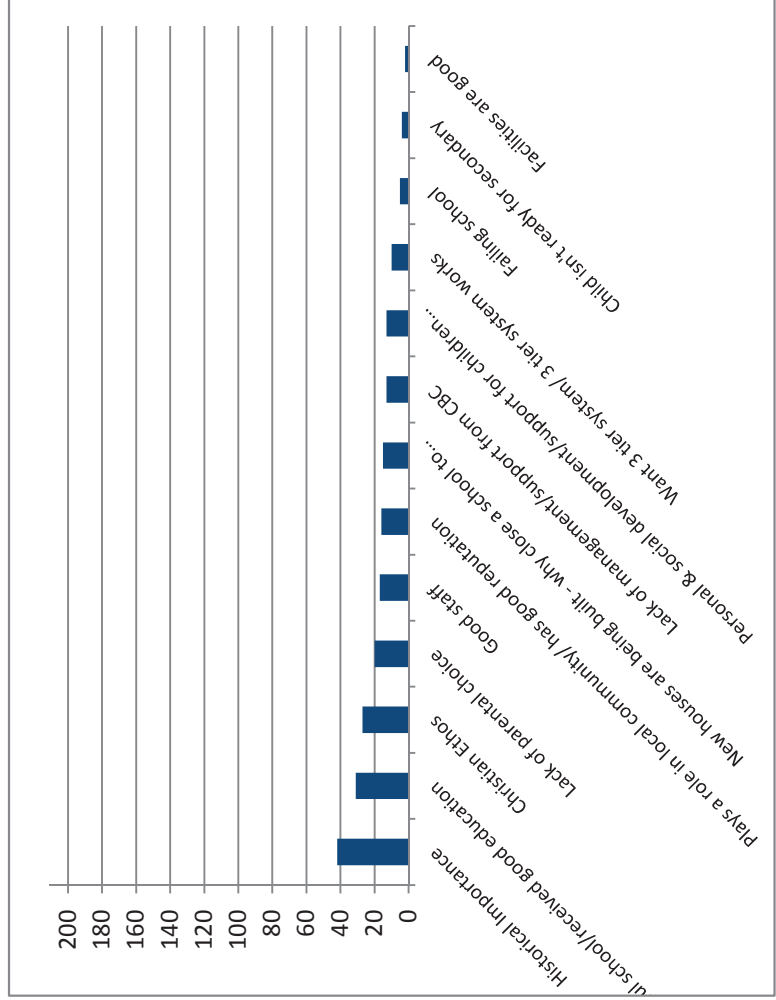
**Q3 - Do you agree or disagree with the proposal to close Ashton CofE VA Middle School**

	Frequency	Percent	Valid Percent
Agree	15	9.0	9.0
Neither agree nor disagree	14	8.4	8.4
Disagree	137	82.5	82.5
Total	166	100.0	100.0



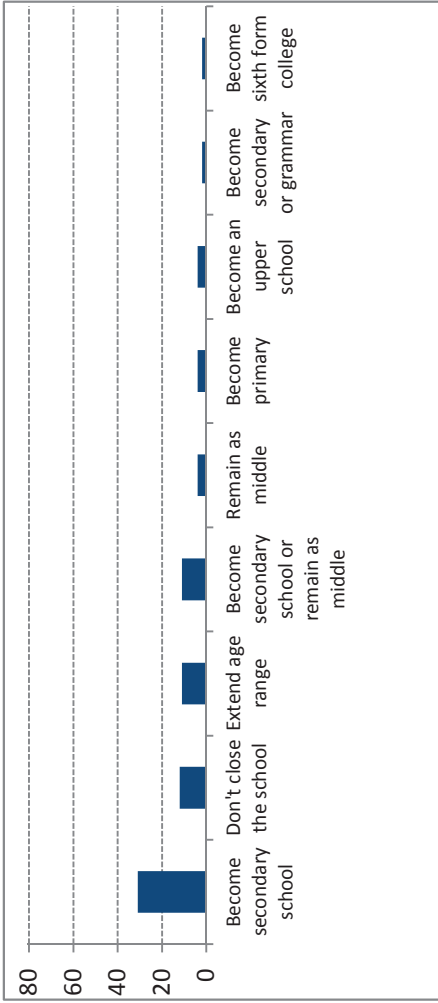
**Q4 - Please give your reasons why you agree or disagree with the proposal to close Ashton CofE VA Middle School.**

Topic	Frequency
Historical Importance	42
Successful school/received good education	31
Christian Ethos	27
Lack of parental choice	20
Good staff	17
Plays a role in local community/ has good reputation	16
New houses are being built - why close a school to build another	15
Lack of management/support from CBC	13
Personal & social development/support for children at Ashton	13
Want 3 tier system/ 3 tier system works	10
Failing school	5
Child isn't ready for secondary	4
Facilities are good	2



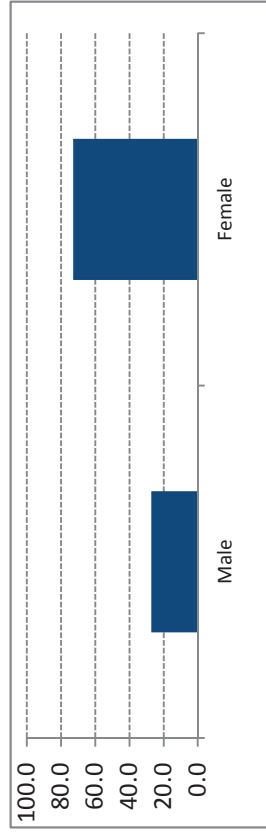
**Q5 - Please use the space below to suggest any alternatives to closing the school or make any other comments you would like to make about this proposal.**

Topic	Frequency
Become secondary school	31
Don't close the school	12
Extend age range	11
Become secondary school or remain as middle	11
Remain as middle	4
Become primary	4
Become an upper school	4
Become secondary or grammar	2
Become sixth form college	2



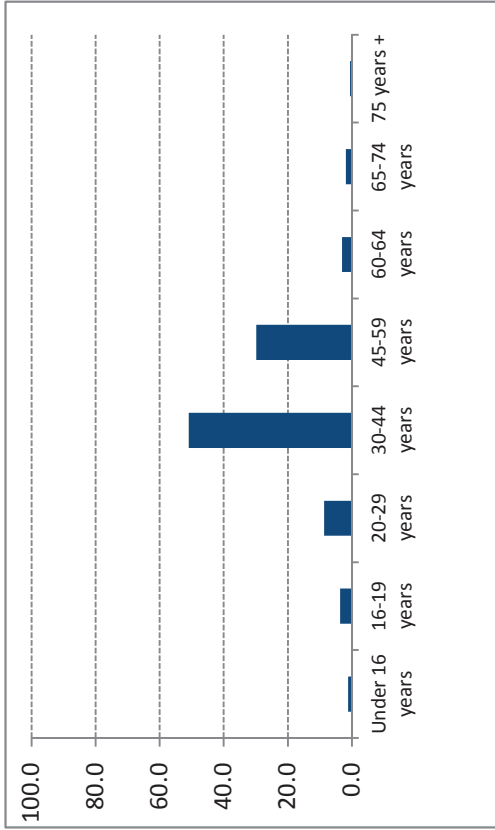
**Q6 - Are you?**

	Frequency	Percent	Valid Percent
Male	44	26.5	27.2
Female	118	71.1	72.8
Total	162	97.6	100.0
Missing	4	2.4	
Total	166	100.0	



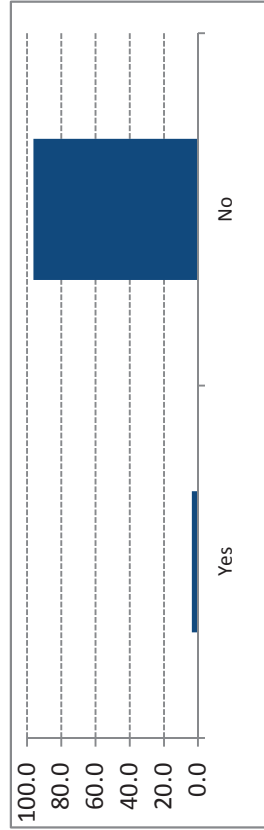
**Q7 - What is your age?**

	Frequency	Percent	Valid Percent
Valid			
Under 16 years	2	1.2	1.2
16-19 years	6	3.6	3.7
20-29 years	14	8.4	8.7
30-44 years	82	49.4	50.9
45-59 years	48	28.9	29.8
60-64 years	5	3.0	3.1
65-74 years	3	1.8	1.9
75 years +	1	.6	.6
Total	161	97.0	100.0
Missing	5	3.0	
Total	166	100.0	



**Q8 - Do you consider yourself to be disabled?**

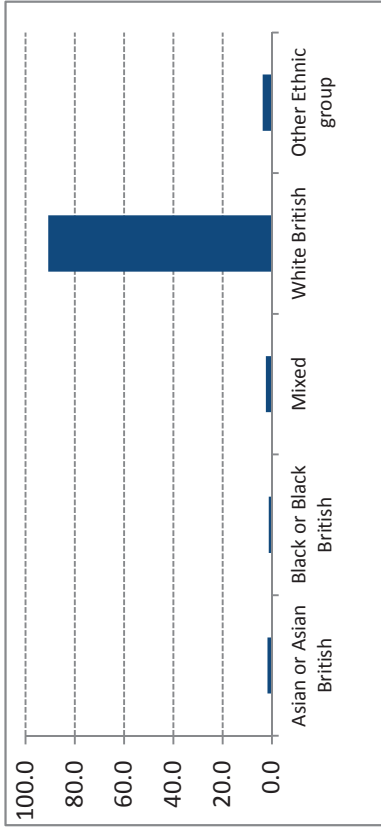
	Frequency	Percent	Valid Percent
Valid			
Yes	6	3.6	3.7
No	155	93.4	96.3
Total	161	97.0	100.0
Missing	5	3.0	
Total	166	100.0	





**Q9 - To which of these groups do you consider you belong?**

	Frequency	Percent	Valid Percent
Valid			
Asian or Asian British	3	1.8	1.8
Black or Black British	2	1.2	1.2
Mixed	4	2.4	2.5
White British	148	89.2	90.8
Other Ethnic group	6	3.6	3.7
Total	163	98.2	100.0
Missing	3	1.8	
Total	166	100.0	



**Q9a - Other**

- not supplied
- Not supplied
- Romanian
- white english
- white european

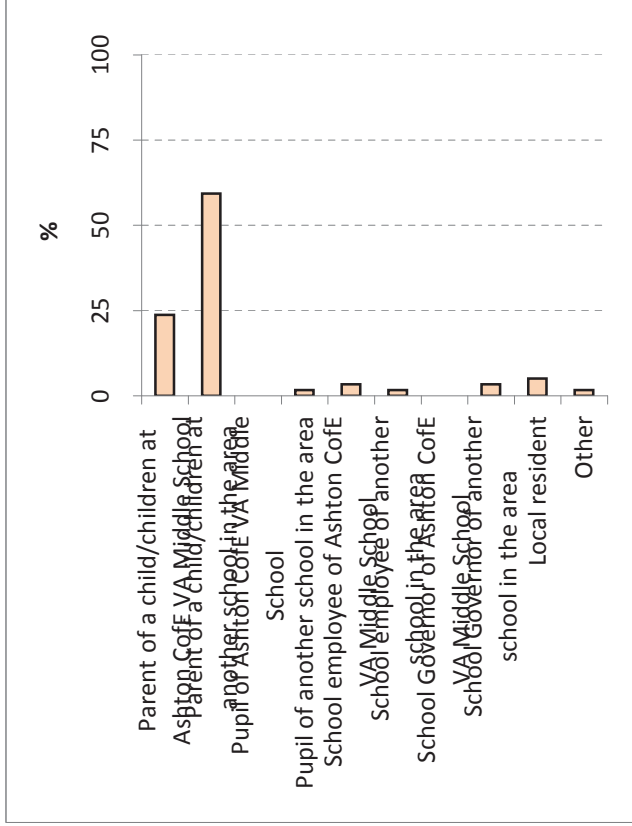
This page is intentionally left blank

**Appendix**

**Ashton CofE VA final results  
Based on 59 responses**

**Q1 - Are You:**

	Frequency	Percent
Valid		
Parent of a child/children at Ashton CofE VA Middle School	14	23.7
Parent of a child/children at another school in the area	35	59.3
Pupil of Ashton CofE VA Middle School	0	0.0
Pupil of another school in the area	1	1.7
School employee of Ashton CofE VA Middle School	2	3.4
School employee of another school in the area	1	1.7
School Governor of Ashton CofE VA Middle School	0	0.0
School Governor of another school in the area	2	3.4
Local resident	3	5.1
Other	1	1.7
Total	59	100.0

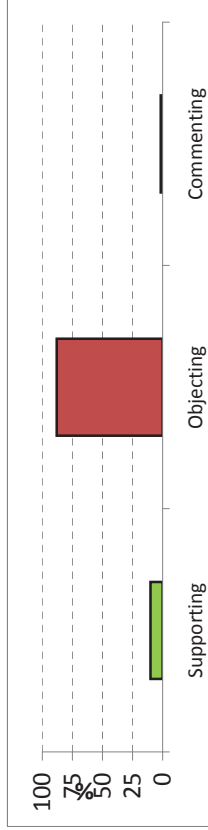


**Q1.a - If other, please specify:**

	Frequency
Valid	
Member of the Priory Church of St Peter, Dunstable	1

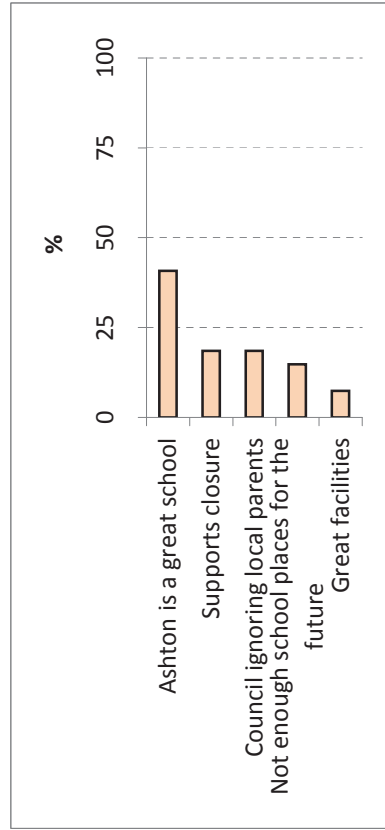
**Q2 - Are you:**

	Frequency	Percent
Valid Supporting	6	10.2
Valid Objecting	52	88.1
Valid Commenting	1	1.7
Total	59	100.0



**Q3 - Please provide your comments below:**

	Frequency	Percent
Valid Ashton is a great school	11	40.7
Valid Supports closure	5	18.5
Valid Council ignoring local parents	5	18.5
Valid Not enough school places for the future	4	14.8
Valid Great facilities	2	7.4
Total	27	100.0



**Question three detailed responses:-**

As a parent of a child at unstable Icknield Lower school, I am concerned that I now lack any choice as a parent where I can send my son when he reaches year 5. At present I have the choice of a number of middle schools. However Central Bedfordshire council have taken any choice away from me and my son will now feed automatically into Priory...in theory. I don't quite get the maths of all children from Dunstable Icknield, Watling, Studham and Slip End Lower all having the option to feed into Priory, there seem to be more children attending these schools than Priory has the capacity to take. What do Central Bedfordshire plan to do? Presumably force parents to send their children to another local primary school for two years then swap again at year 7 to a senior school? What a great system! Central Bedfordshire have blatantly ignored the views of local parents and should be ashamed, remember these children who are part of your experiment to change schools are future adults who will be tax payers and education is the fundamental to children achieving success as adults. You are failing our children and removing the element of parental choice.

Ashton is a fabulous school, caring, cherishing the children in its care, where the children bloom and progress. It would be a terrible shame to lose a school of this calibre with no reason.

Ashton is a fantastic school with great teachers and offers pupils a wide range of subjects taught by specialist subject teachers. The sport and music facilities are excellent. Primary schools do not offer the same.

Ashton is, and always has been a good school. I have had 3 children progressing from the school with very happy memories and very good results. The school has dedicated staff and brilliant facilities. Staff, nor parents nor pupils want it to close. I would like my 4th child to be able to attend too.

Ashton middle has set a very high standard for a middle school and should be kept open so that all other children have the benefit of what they can offer

Ashton middle is a good faith school in the town centre. Having been a pupil there myself in the past and my children being educated there I can say from experience that it would be a great loss to the town of Dunstable if it was closed. I would have happily stayed on there to complete my education if it was an option at the time but instead I went to upper school and hated it! Please consider keeping it open. I have new neighbours just moved into the area with three children and to date only one of them has been offered a place at a school for September. The council appear to be finding it difficult to find places for these children while at the same time trying to close a perfectly good school! With all the houses due to be built in the area more schools will be needed. Why build new schools when there are schools already there?

Ashton Middle is a very good school. My three daughters went there and did very well. I think it is disgusting the way this school is being forced to close. We fought twice before to keep the middle schools and we have been betrayed by the council and DFE. Closing this school will be ruining the education of children in the area.

Ashton Middle school must remain open in some form. It would be a crime to close it and lose a very long tradition of education on the site and in the beautiful buildings. It is clearly not suited to use as a primary school. There is still a demand for middle schools in the area. I have three children currently in lower school that is staying as a lower school so will need a placement at a middle school. This will not be possible and I understand I will have to make an in year application for them to transfer to a primary school if they don't get a place at the follow on middle school. The change from three tier to two tier was widely objected to by parents and abandoned but now has been forced on parents anyway. If the last middle schools are to close then it will be a massive blow for belief in democracy as our opinions will be proved to be of no value to decision makers. Middle schools offer children much earlier access to science labs and other in depth learning that just isn't available in a primary school environment and must surely place two tier educated children at a disadvantage.

Closure of a middle school such as this in its central location will cause utter chaos to the families who have moved to the area to attend this school. House prices could be seen to drop, and what will come of the site will it be put to some good use not a place for squatters or a mosque.

Dunstable needs a good Church of England Middle school, if you close Ashton Middle School there will be no Church of England choice for children in years 5 and 6, they will have to wait until year 7 and then go to Manshead. My child currently goes to Studham Village school and I want her to carry on attending a CofE school. I am very unhappy that my choice has been taken away from me. Ashton is a fantastic school with teachers who love working there and are passionate about the school. Dunstable will lose something very important if you close this wonderful school. Please keep it open!

From my understanding of the councils own figures there will be a lack of school places in four years closing a school for a short term dip is not the right solution. The school should be allowed to change it age range and continue to serve the community

How can the council close schools whilst developers continue to build housing estates. What does this means for the remaining schools. Can you guarentee these won't become oversubribed and affect our children's education. Far too much pressure is put on children as it is without making it harder for them to learn!

I am a resident of Dunstable 30 years A worker through a number of schools over the years as an Education Welfare Officer and latterly employed direct by several select schools in the area both Lower/Primary/Middle and Upper. There is still a need for Ashton School:- Ashton Middle School offers a different experience for children - the philosophy of the school is 'the whole child comes first' and then the partnership with the parents and then all the everyday expectations of a busy well respected and Good school according to the last Ofsted inspector visit. As you can see I have probably visited 50 schools in my previous employment and I can assure you, I see 'on the ground' Ashton Middle provides a different experience. My view would be schools are businesses and so they should be servants to the community - however there is a unique quality from Ashton - it is all based on a happy all round experience for children first - I do not hear what pupils they want, I hear in the corridors how they can support children and how they can find funding to enrich childrens' lives. The community deserves to keep a school that is happy to be a different experience. Parents of pupils here chose the Ashton experience and do not want second best - what parent would? I want Ashton to develop into a unique smaller secondary school - so many children I have worked with over the years cannot face the large faceless Upper school buildings with a 1000 students plus. Children at Ashton's new secondary phase school would be nurtured and they could be enriched and encouraged to gain confidence. Ashton could have specialisms in particular areas for gifted and talented children but also there will be a need (and I am certain of this) for children in this area who need to be given extra attention education-wise and nurturing wise to be able to succeed into economic wellbeing in the longer term. We all know how well specialist schools are received in every area because parents realise their children have extra attention -well Ashton offer this opportunity to mainstream children. There are children that do not have learning difficulties but who do not want to lose that extra caring 'family approach' touch. Close Ashton and you let down 450-500 children in this area- you let down the community and you close the door on diversity. Jan Mead

I am so unhappy to hear that Ashton might close. My daughter loves the school and is thriving there. She is on the gifted and talented register for 7 subjects including English and Science. The staff there are outstanding and so passionate in their teaching. I couldn't have wished for a better school for her. My son, who is currently in year 10, also attended the school and he has noticing but happy memories about his time there. The education he received there was also second to none. Please rethink the proposal to close the school.

I believe that Central Bedfordshire Council orchestrated the move to a two tier system in Dunstable by driving the lower schools to add year 5/6 and the upper schools to add year 7/8. These lower and upper schools are now struggling themselves trying to keep or gain in sufficient numbers what were middle school pupils. CBC itself has created, at least in the short term, under subscription in middle schools because of this. What appears to be significant numbers of North West Dunstable and Village pupils are now travelling by school bus from their homes to the 3 tier system in Leighton Buzzard! So you have to ask why people do this? It's primarily because of the uncertainty caused by CBC in Dunstable and of course because the 3 tier system is a good system! I feel what is happening is frankly a ridiculous strategic short term approach led by CBC and most likely Leighton Buzzard will be next once CBC instigate phase 2 of their 2 to 3 tier plan. It's been clear for a number of years they CBC have wanted this to happen and they seem to have found a way to try and do it in what could be said to be a very underhand way, ultimately at the expense of our children, be they in lower, middle or upper schools.



<p>Quite shameful.</p>
<p>I don't understand why this can't be the church secondary school to follow on from Ashton St Peter's Primary. I know Manshead is supposed to be a church school but in reality it has very little to do with the church and being a church attendee is not even high on it's admissions policy. Ashton Middle has strong links with the church and Dunstable needs a secondary school like this. I also don't understand how you have the ability to close a church (VA) school. Surely the Synod should have the final say in this matter!</p>
<p>I fully support the proposal to close Ashton Middle School. The changing nature of education in the town means that there is no need for middle school provision. The much reduced student numbers will mean that the school cannot provide a coherent curriculum that meets the needs of its pupils. The school should close as it is not educationally or financially viable.</p>
<p>I have a son and daughter at the school who are both doing well at the school. I love the fact that the teachers are so passionate and know my children. They encourage them to do well and are setting them up to do well in the future. There isn't an alternative school that I feel will give them the same benefits.</p>
<p>Most of the school in dunstable are already above average class sizes why would close schools to put more pressure on these schools.</p>
<p>Not sure if there is any point in objecting because no matter how many people objected already, whatever their opinions, views or reasons as to why we want the school, you and the powers that be were going to close it anyway, i think it is outrageous, why spend all the time asking people, having meetings and wasting time when you know all along that this school along with the other middle schools were going to close no matter what we, the people of the town, the tax payers, the parents want, we'll who the hell are We</p>
<p>Objecting to the closure of a good well run and well established faith school. However keen for the same reasons for the school to be allowed to run as a secondary school. I have a daughter in year five who is not only thriving here but excelling here! Had it not been for the potential upheaval my daughter in year 4 would have been joining her sister at Ashton. So using projected statistics I feel is biased and somewhat manipulative in terms if reasoning for closure. If the proposal to open as a secondary succeeds, I will not hesitate to send my other daughters to Ashton in year 7. I am pretty certain that other parents at their lower school feel the same. It is too good a school to lose over politics and property prices.</p>
<p>On behalf of the Full Governing Body we support the closure of Ashton Middle School. We do not yet see that Ashton Middle have demonstrated how such a small secondary school will have the specialist teachers and facilities to offer a comprehensive curriculum across the full ability range.</p>
<p>Please allow the fantastic teaching in this school to continue</p>
<p>The quality of Ashton's teaching, and what they have to offer our children is not up to scratch. The two-tier system is of much greater effect and I fully support the proposed closure of all three of these schools.</p>

The school should now accept the help of the LA and allow for a managed closure which will mean that the pupils currently there will have the best chance possible to have a good education, rather than the staff wasting precious time and resources chasing after something that won't realistically happen. It is much better educationally for children to be in primary / secondary settings, particularly when you look at the very short timescale that a Y9 pupil has to settle into a new school and then pick their GCSE options, all within a few months.

The school with the current management structure is not capable of providing the required level of education. The proposed school will be too small to deliver the broad range of education required by a secondary school

Too many schools doing their own thing in an uncoordinated way and Ashton is continually changing the goalposts just to keep a school in place rather than anything else.

Where are the kids going to go to school this leaves only a couple of middle school

whilst i understand it is not viable as a middle school, i would hope that the council would work with the school to allow it to change its age range and stay open in some capacity

With the volume of spare school places in the town and the movement of many Lower Schools to Primary status, I feel that the position of Ashton Middle is no longer tenable. Equally, the poor reputation of the school combined with it's weak management in recent years (how many different models for the school have they now consulted on?!) make me feel that it is no longerviable under any circumstances.

This page is intentionally left blank

Appendix **J**

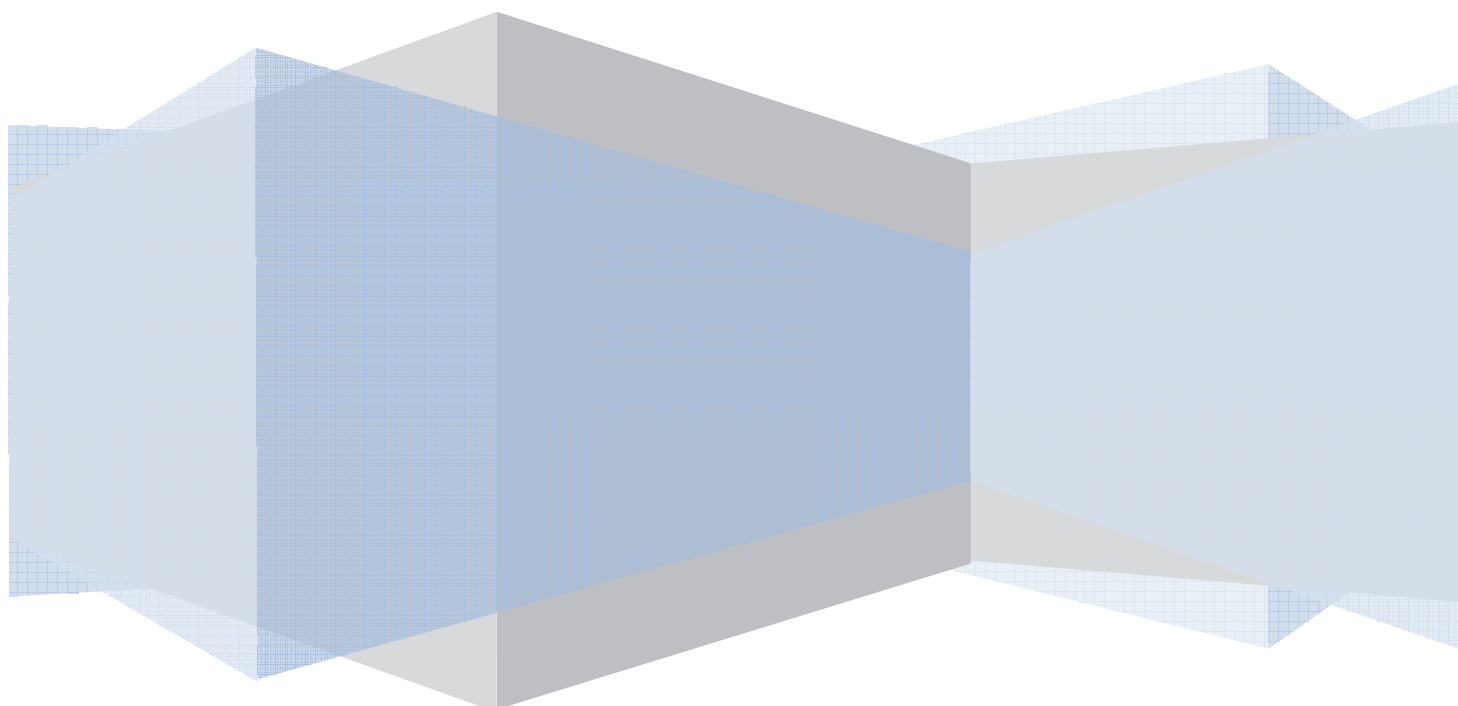
# Frances Ashton C of E VA Secondary School

*"Seeing each child as an individual"*

## Business Plan - June 2014

Prepared by Governors, staff and parents of

Ashton C of E VA Middle School



## Contents

<b>The Frances Ashton C of E Secondary School.....</b>	<b>3</b>
1. Curriculum .....	4
2. Demand .....	6
3. Small school viability .....	8
4. Financial viability .....	10
5. Standards.....	12
Appendix 1– Curriculum – ability to deliver – resources and qualified staff. ....	13
Appendix 2 – Demand – results of survey, long term viability. ....	23
Appendix 3 – Small school viability – what do our case studies tell us?.....	24
Appendix 4 - Financial viability .....	28
Appendix 5 – Standards.....	37
Appendix 6 – Comments from our parents.....	38
Appendix 7 - Strive Achieve Succeed (SAS) Group .....	42
Appendix 8 - Statement of intent from Central Bedfordshire College, Dunstable.....	44

## The Frances Ashton C of E Secondary School

*“Seeing each child as an individual”*

The Ashton Foundation, which dates back to 1726, established an educational institution based on the teachings and principles of the Church of England. Since then the school has had several guises, boarding school, middle school and now the proposed Frances Ashton C of E Secondary School.

We recognise that there are already three large secondary schools in Dunstable providing a good range of study options. Manshead, Queensbury and All Saints each have a distinctive character, appealing to different students.

The Frances Ashton Secondary School would give parents a fourth choice, one which is currently not available to students, a small, faith-based, Church of England school in the centre of Dunstable.

Research, Leonard et al (2001), suggests that small schools do have an inherent predisposition towards effectiveness because they display:

- A positive, caring, interpersonal school climate;
- Greater community support and respect for the schools;
- More opportunities for student participation and leadership development and consequently fewer discipline problems;
- A more tightly linked community that facilitates the development of clearly articulated purposes and goals.<sup>1</sup>

We recognise that the existing large secondary schools also display many of these characteristics, but we believe that a small secondary school would be particularly well placed to increase student participation with more opportunities for leadership development (bullet point 3 above). This will impact on students of all abilities. Our experience as a middle school has shown us the incredible capacity that pupils have when given responsibilities; in a smaller secondary school there will be more of these opportunities than in a larger one. We have shown that this not only increases student confidence but also impacts on progress in the classroom.

Larger secondary schools can almost certainly offer a wider range of subjects and choices, but our proposal still offers a broad curriculum which will be attractive for the many families who will warm to the other positive characteristics which a smaller, faith based school can offer.

Manshead provides a faith-based secondary education in the South of Dunstable. However, many parents have told us that they would like the option of a faith-based education in the centre of Dunstable, so that students in the North of the town do not have to travel so far.

A small school is also able to adapt more easily to the needs of its students year on year. We anticipate building on our already successful SAS (Strive Achieve Succeed) group,<sup>2</sup> which provides individualised programmes for students with a range of needs; this is in addition to the excellent Special Education Needs (SEN) support offered.

**In conclusion, the Frances Ashton C of E Secondary School would increase parental choice by providing a small scale, faith-based education in the centre of Dunstable which is more accessible and:**

- **Provides greater opportunities for student participation and leadership.**
- **Is more accessible to those in the North of the town.**
- **Is able to be flexible and innovative in meeting the needs of all students, whatever their support requirements.**
- **Is a positive, caring, interpersonal school climate.**

<sup>1</sup> Leonard L, Leonard P and Sackney L (2001) Confronting Assumptions about the Benefits of Small Schools. Educational Management Administration & Leadership, Vol 29, No. 1 79-96 (2001)

<sup>2</sup> See Appendix 7

## 1. Curriculum – ability to deliver

- Ashton Middle School is well-equipped in terms of resources, equipment and staff expertise to fulfil the requirements of and deliver a curriculum up to and including GCSE. **See Appendix 1**
- **Appendix 1** has been collated and written by our current Heads of Department (HODs) and indicates confidence and a high skill level.
- Current HODs clearly understand the requirements of GCSE courses and recognise where improvements to facilities or training are required. <sup>3</sup>

Staff are well-qualified; the majority of HODs have had secondary experience within the last four years.<sup>4</sup> Heads of English and mathematics have had experience of teaching to A-level within the last 6 months and the new head of mathematics is currently a GCSE marker.

- Staff are creative and innovative in suggesting solutions to issues such as linking with local sports clubs. Conversations are currently underway negotiating and considering options, and using new technology in science.
- We are currently in discussion with Priory Academy and the Headteacher has agreed to discuss with their Governors the possibility of linking the two schools so that we can support each other in delivering an exciting curriculum for both our schools.
- Tentative links have also been made with local universities who are interested in liaising with us.
- We have approached Central Bedfordshire College to discuss work-based and technical courses.
- OFSTED, Social Services and local community groups such as Jigsaw, have consistently ‘highly-commended’ our work with vulnerable pupils. We believe that the nurturing environment we provide for these pupils will also lead to higher levels of progress and success at Key Stage 4 (KS4). We are confident of this due to the highly successful SAS (Strive Achieve Succeed) group<sup>5</sup>, which has enabled pupils who arrived at Ashton with very low or even non-existent literacy and numeracy skills to make rapid progress and successfully access the normal curriculum. This is being expanded to include Key Stage 3 (KS3) pupils in September 2014.

---

<sup>3</sup> See Appendix 1

<sup>4</sup> See Appendix 1

<sup>5</sup> See Appendix 7



Discussions are currently taking place with:

1. **Central Bedfordshire College**, to establish a pathway for our pupils moving forward post GCSE. In addition the Principal has indicated that he is keen for us to work together to create a 14 – 16 joint provision. See Appendix 8 for statement of intent from the College
2. **Priory Academy** to discuss the possibility of sharing specialisms.
3. **Dunstable leisure centre** to discuss use of facilities for GCSE sport.
4. **Dunstablians rugby club** – use of the field.
5. **Fairfield secondary school** in Hereford, considering ways in which we could link with this highly successful small secondary school.
6. **Beds FA** - with regards to community use of our Astro Turf, we are awaiting a call back from them as recommended by The FA.

Conversations have already begun with these institutions and are ongoing at the time of writing (June 2014).

Possible further discussions with:

1. **University of Bedfordshire** to discuss becoming a teacher training school, ensuring we are at the edge of new thinking in education.
2. **Local businesses** to establish work-experience options.

We have outlined a possible curriculum in Appendix 1; however, this may change subject to the outcome of the above discussions.

## 2. Demand – results of survey, long term viability in terms of future pupils

The survey was distributed to all lower and primary schools in Dunstable and Luton and to our own parents via the website and Facebook page. Due to time constraints this was only live for 7 days.

- Survey results showed us overwhelming support from local parents.<sup>6</sup>
- 122 parents responded to our survey of which 80.33% (98) said they would consider the Frances Ashton Secondary school for their child.
- 83.4% (100) said that they would consider a small secondary school of between 450 and 500 pupils.
- 80.17% (97) said a faith school was important or very important to them.
- Our survey demonstrates that, although parents may not qualify for admission based on faith admissions criteria, many still value, and desire, a faith-based education.
- Although pupil numbers have been turbulent since the CBC proposal to close the school, our survey had found that a Frances Ashton C of E Secondary School would attract more pupils, being a smaller secondary school; furthermore it will also reduce the transport costs for parents by providing more choice locally.
- Projected increase in housing developments, not only in Central Bedfordshire but also in Luton, will increase numbers in Nursery and Primary level coming through.
- A number of pupils attracted to Frances Ashton C of E Secondary School would be from out of county, particularly from Luton, where the secondary schools are very large and are becoming full. Frances Ashton C of E Secondary School will be able to offer that smaller school option for parents when considering secondary schools, which are often very daunting and overwhelming for some pupils. **We currently have 32 pupils who travel to us from Luton.**

---

<sup>6</sup> See Appendix 6 for Parent's comments re our proposal.

FRANCES ASHTON C OF E SECONDARY SCHOOL

**Appendix 2** gives full details and break-down of our survey in terms of year groups, demonstrating demand over time, and an extrapolation of how this would look had more parents responded in terms of our future viability.

- We believe that our central location is also crucial. Our survey tells us that there would be a demand for a faith school in the centre of Dunstable, serving the needs of children in the North of the town who may not wish to travel to Manshead located in the South of the town.

A central school would also be desirable in terms of reducing travel time and its associated benefits in promoting sustainable travel within Dunstable. Following sponsorship from 'The Hub'<sup>7</sup> we have recently upgraded and expanded the facilities for the safe and secure storage of bicycles and scooters.

---

<sup>7</sup> <http://www.cbtravelchoices.co.uk/index.php/the-hub>

### 3. Small school viability – what do our case studies tell us?

- Our research clearly shows us that a small secondary school with the numbers that we are proposing is viable and desirable. <http://www.fairfield.hereford.sch.uk/>
- Fairfield is one of the top state schools in the country<sup>8</sup>
- Fairfield school in Hereford is an outstanding secondary school with 415 pupils **Appendix 3** gives more detail about their curriculum, staffing and funding. <http://www.fairfield.hereford.sch.uk/>
- Fairfield has a PAN of 90, exactly the same as we propose.
- In addition to a broad and balanced curriculum, Fairfield offers students a large number of school clubs and trips, an area we at Ashton particularly excel in<sup>9</sup>: “The school provides a good range of out-of-hours activities, trips and visits away”<sup>10</sup> OFSTED 2013
- Fairfield have been graded as Outstanding by OFSTED in their last two inspections and have excellent examination results.
- Fairfield has slightly fewer full-time equivalent teaching staff than the numbers we propose once fully functioning. Fairfield proves that with the right teaching staff, a varied and effective curriculum can be successfully designed that enables all pupils to achieve beyond expectations.
- We have already had some very helpful, in-depth conversations with Fairfield and see no reason why links could not be developed further in the future; for example as they offer animal care, is there the possibility of linking with them to offer our students short courses or residential training? We are keen and eager to have the opportunity to innovate and do something unique in Dunstable.
- <http://www.fairfield.hereford.sch.uk/Prospectus-13-14.pdf> Find their prospectus here.

Other evidence:

- “We believe that ‘human scale’ learning environments foster the positive relationships that enable teachers to know their students well and make possible a more holistic approach to learning that engages the whole person. For many young people a ‘human scale’ learning environment can also make the difference between success and failure. We aim to develop inquiring, knowledgeable and caring young people who help to create a better, more peaceful and environmentally sustainable world through intercultural understanding and respect.” Andrew Hutchinson OBE, Executive Principal of Parkside School Cambridge.
- The only significant research into performance and school size in England (Spielhofer et al, 2002) found that the best results were obtained in medium-sized schools. However, they cautioned that **“the observed impact of school size, although statistically significant, is quite small.”**<sup>11</sup>

<sup>8</sup> <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=116944>

<sup>9</sup> [www.ashtonmiddleschool.co.uk](http://www.ashtonmiddleschool.co.uk)

<sup>10</sup> <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

FRANCES ASHTON C OF E SECONDARY SCHOOL

- “Whatever the reason, it is important to bear in mind that the impact of school size, although significant, is relatively small compared to the effect of other pupil and school level variables. In terms of average GCSE scores, the difference between schools of optimum size and the very smallest or largest school, **was no more than 0.15 of a grade.**” NFER, 2002<sup>12</sup>

Leonard et al (2001) suggested that small schools do have an inherent predisposition towards effectiveness because they display:

- A positive, caring, interpersonal school climate;
- Greater community support and respect for the schools;
- More opportunities for student participation and leadership development and consequently fewer discipline problems;
- A more professional community;
- A more tightly linked community that facilitates the development of clearly articulated purposes and goals.<sup>13</sup>
- An overview of studies in the USA and UK did indicate that this issue is not as simple as we may have been led to believe. For example, although overall student attainment appears to rise with school size, to a certain point, “**...it is also the case that formal exams represent only a fairly narrow picture of the learning outcomes that education aims to develop. So any conclusions that increasing school size may have beneficial ‘effects’ on attainment should be interpreted very cautiously indeed.**”<sup>14</sup>
- “...the relationship between school size and outcomes is not as straightforward as has been presented in the literature and ... most current research measures the relationships between schools of different sizes, rather than the impact of a single school changing its size.”<sup>15</sup>
- This issue is far from straightforward and evidence is inconclusive in terms of overall outcomes.

<sup>11</sup> S Spielhofer T, O'Donnell L, Benton T, Schagen S and Schagen I (2002) The Impact of School Size and Single-Sex Education on Performance LGA Research Report 33.

<sup>12</sup> NFER “Impact of school size and single sex education on attainment” 2002

<sup>13</sup> Leonard L, Leonard P and Sackney L (2001) Confronting Assumptions about the Benefits of Small Schools. Educational Management Administration & Leadership, Vol 29, No. 1 79-96 (2001)

<sup>14</sup> Garrett Z, Newman M, Elbourne D, Bradley S, Noden P, Taylor J, West A (2004) Secondary School Size: A Systematic Review.

<sup>15</sup> Garrett Z, Newman M, Elbourne D, Bradley S, Noden P, Taylor J, West A (2004) Secondary School Size: A Systematic Review.

#### 4. Financial viability

We have explored all possible outcomes and Appendix 4 gives three possible budgets:

- A best case scenario. See Appendix 4 page 29
- A worst case scenario. See Appendix 4 page 31
- The most likely scenario, which falls between the two. See Appendix 4 page 35

The most likely scenario shows that we have a robust plan which, despite short term challenges due to the deficit which we currently face, indicates that we will be running a **balanced budget by 2018**, even with the additional costs associated with setting up our secondary school.

- **Appendix 4** shows the projections for the next five years, and gives explanatory notes showing the assumptions which have been made.
- Our survey results, **Appendix 2**, give us a high degree of confidence that we will be at or very near to our Pupil Admission Number (PAN) once the school becomes a secondary school, which will ensure that the figures quoted are robust.
- Account has been taken of exam entries and setting-up costs.
- Fairfield school is proof that it is possible to run a highly successful, financially viable secondary school with a PAN of approximately 90 pupils. See **Appendix 3**
- Ashton’s staffing structure and expenditure compares favourably with that of Fairfield, and indeed with the LA median.<sup>16 17</sup>

The following table shows spend per pupil. Clearly Fairfield’s spend is higher than ours, due to older pupils and examination requirements. However, this gives a high degree of confidence that a small secondary school can be financially as well as academically viable.

	Fairfield	Ashton
	2012-13	2012-13
Teaching staff and Education support staff expenditure	3497	3175
Supply staff	78	254*
Back office (incl. Staff costs)	460	297
Energy	106	134
<b>Total expenditure</b>	<b>5254</b>	<b>4514</b>

\* Unusually high due to unexpected serious illness and pregnancy

<sup>16</sup> <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=109714>

<sup>17</sup> <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=116944>

FRANCES ASHTON C OF E SECONDARY SCHOOL

**Forecast Balances Best Case Scenario**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
In Year Surplus / (Deficit)	(372,099)	60,145	119,600	511,526	516,908
Surplus / (Deficit) Brought Forward	(48,954)	(421,053)	(360,908)	(241,308)	270,218
Cumulative Surplus / (Deficit) Carried Forward	(421,053)	(360,908)	(241,308)	270,218	787,126
Revenue CFwd as a % of Budget Share	(28)	(20)	(13)	12	35

**Forecast Balances Most Likely Scenario**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
In Year Surplus / (Deficit)	(372,099)	41,344	66,214	455,144	470,264
Surplus / (Deficit) Brought Forward	(48,954)	(421,053)	(379,710)	(313,496)	141,649
Cumulative Surplus / (Deficit) Carried Forward	(421,053)	(379,710)	(313,496)	141,649	611,913
Revenue CFwd as a % of Budget Share	(28)	(21)	(17)	6	27

**Forecast Balances Worst Case Scenario**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
In Year Surplus / (Deficit)	(372,099)	(495,169)	(113,322)	624,284	629,666
Surplus / (Deficit) Brought Forward	(48,954)	(421,053)	(916,222)	(1,029,545)	(405,261)
Cumulative Surplus / (Deficit) Carried Forward	(421,053)	(916,222)	(1,029,545)	(405,261)	224,405
Revenue CFwd as a % of Budget Share	(28)	(79)	(70)	(18)	10



## 5. Standards

### ➤ Progress for pupils whilst at Ashton is good

*The following are quotes from our OFSTED inspection Dec 2013 <sup>18</sup>*

- Progress in mathematics accelerates in Key Stage 3. Last year's Year 8 pupils made almost as much progress across Years 7 and 8 as expected nationally across Years 7 to 9.
- Pupils currently in Years 6 and 8 are on track to attain better standards in English and mathematics this year. Standards and progress in other subjects are a little inconsistent, though good in many, and improving due to the more challenging targets set for progress.
- The school is using the pupil premium funding in a wide range of ways, including additional teaching support and one-to-one tuition. Consequently, the gap between pupils eligible for the pupil premium and others is narrowing.
- Well-targeted support from teaching assistants and good partnership work between them and subject teachers mean that pupils with special educational needs are well supported. Consequently, these pupils are making good progress.

*The following are quotes from our monitoring visit May 2014 <sup>19</sup>*

- Progress has accelerated particularly quickly in Year 5 and Year 8; a significant proportion of pupils in both year groups, including the more-able, **are working at a level above that expected for their age.**
- Effective teaching has started to close gaps in knowledge and understanding.
- You and your senior leaders have set ambitious and appropriate priorities, based upon a thorough assessment of the school's strengths and areas for improvement. Your colleagues have responded positively, swiftly, and with determination.
- Subject leaders are actively involved in monitoring the quality of work in their areas; they offer timely support and, where necessary, challenge, where standards are not high enough.

<sup>18</sup> <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

<sup>19</sup> <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

**Appendix 1– Curriculum – ability to deliver – resources and qualified staff.**

We have made contact with Priory Academy, a school in Dunstable which has recently gained agreement from the Secretary of State to become a small secondary school. We are currently discussing the possibility of working closely with them to deliver some aspects of the curriculum. The Headteacher has agreed to discuss this with their Governing body and we are hopeful of a positive outcome.

Discussions are also in progress with Dunstable Leisure Centre, Dunstablians rugby club, nearby universities, Central Bedfordshire College and Fairfield School, Herefordshire to explore links and collaboration. (These discussions were taking place at the time of writing.)

Subject	Staffing	Facilities
English	The current Head of English was appointed in January 2014 from a very successful secondary school, with an outstanding English department. She has very recent experience of teaching to A level.	<p>The English department will deliver two GCSE courses: English and English Literature. The Secretary of State has made the double award statutory in recent months. The external examination fees will be a significant aspect of the school’s budget, this has been budgeted for in the relevant years. Exam boards provide schools with some hard copies of examination papers but supplementing is standard.</p> <ul style="list-style-type: none"> <li>• GCSE set texts: approx. 4 books per pupil @ £6 each.</li> <li>• Photocopying of Controlled assessment material (in colour) = 6 x Controlled Assessments.</li> <li>• Staff training: Much of the training delivered by exam boards is free; however when significant numbers of people need to be trained it is preferable to buy in the training: £400 approx for a one-day session.</li> <li>• Subject knowledge, as well as course structures and requirements, will need to be addressed specifically.</li> </ul>

FRANCES ASHTON C OF E SECONDARY SCHOOL

<p>Mathematics</p>	<p>A new head of mathematics has been appointed for September. Until April this year he was teaching to A level and is currently a GCSE marker.</p>	<p>On top of the usual costs (such as exercise books, graph paper, subscribing to MYMATHS) there will be extra costs of new text books.</p> <p>The first year the department would need “Frameworking Maths book Year 9” @ £16.50 per pupil (or at least one between two).</p> <p>The following year “New GCSE maths book” @ £9.99 per pupil. (These are published in two levels “Foundation” and “Higher”).</p> <p>The next year “New GCSE maths book2” @ £9.99 per pupil. (These are published also in two levels “Foundation” and “Higher”).</p> <p>If we do not purchase new text books the alternative is to photocopy worksheets, which I believe will cost more than £9.99 per pupil.</p> <p>As we have no past GCSE papers currently in school these will need to be downloaded and photocopied. The cost of this has been calculated by the reprographic department.</p>
<p>Modern Foreign Languages</p>	<p>The two language teachers in post for September 2014 both have languages degrees and can offer French and German. Both have substantial experience in secondary education at GCSE and A level.</p>	<p>The current infra-structure and provision of specialist teachers within the French department would facilitate the proposed introduction of running successful GCSE courses with minimal requirement for financial investment.</p> <p>The current accommodation is acceptable and internet provision through interactive whiteboards, laptops and ICT suites provides opportunities to deliver authentic foreign language material. Resources for current GCSE syllabuses, mark schemes, examiners’ reports, schemes of work and examination board contacts are available online to us. The department would, however, need low level investment to select and purchase GCSE course text books, audio materials, and internet packages at the point of commencement of the course, but no major financial adaptation to the school is required to run a successful examination course in this subject. The introduction of an additional second modern foreign language at GCSE level could also be considered without need for much additional budget.</p>

FRANCES ASHTON C OF E SECONDARY SCHOOL

<p>Science</p>	<p>The current Head of science, appointed in November 2013, holds a PhD and has taught both GCSE and A-Level. All staff in the department have taught to at least GCSE standard.</p>	<p>Our science department already provides high quality science education for Key Stage 2 and 3. We can, with minor alterations to our current laboratory spaces, provide facilities that are suitable for provision of the Key Stage 4 National curriculum. Specifically, the two existing fume hoods in our two designated science laboratory require a full service before re-commissioning for use. However, our mobile fume hood would enable adequate access to a safe working environment to allow effective teaching of the chemistry-related aspects of the curriculum.</p> <p>In order to offer GCSE and BTEC Science we would need to invest in KS4 textbooks to support the curriculum.</p> <p>An innovative approach to the curriculum by the incorporation of everyday technologies i.e. mobile phones will reduce the burden of cumbersome equipment whilst equipping students with the interpretative skills necessary for meet the challenges of a modern scientific investigation.</p>
<p>Design and Technology (DT)</p>	<p>We are currently advertising for a new Head of Department for DT, and the GCSE options offered would be based on the knowledge/subject expertise of whoever is appointed. However, we have laid out in bullet form key requirements, which give an overview.</p>	<p>Current facilities include a laser cutter and 3D printer.</p> <p>We aim to offer one food, one textile and one resistant materials option. The final choice will be based on the expertise of the HOD appointed and selected from the following options:</p> <ul style="list-style-type: none"> <li>• GCSE food technology - this is very design-based and would be possible within the current room. However lots of schools do not offer this because of its design nature (lots of pupils don't like it and therefore don't choose it, and don't get good results).</li> <li>• GCSE catering - this is much more practical and would require some modifications to the food room. Pupils would have to cater for a large function (Year 8 prom?). Possibility of using the well-equipped school kitchen for this.</li> <li>• GCSE textiles - some basic equipment would be needed (e.g. overlocker, pattern cutting table) but this would be viable.</li> <li>• GCSE product design or resistant materials - we would need to re-think the configuration and layout of rooms; we have one room which could easily be adapted, and an update of equipment (sander, saws. Pupils would also have to be able to use CAD/CAM.</li> </ul>

FRANCES ASHTON C OF E SECONDARY SCHOOL

<p>Music</p>	<p>Our department is able to provide GCSE Music at a high standard as both staff have taught the subject before, to GCSE, and the HOD has recent A level experience. Both specialist teachers have excellent subject knowledge on all aspects of the course.</p>	<p>As a highly successful department within the school, offering extensive extra-curricular opportunities, we would aim to build upon our established foundation. We have discussed and looked at the requirements for the course/s and believe we are able to deliver it successfully with the resources we already have.</p> <p>However, when funding becomes available, we would need to purchase software and equipment to enhance and update our subject.</p>
<p>Physical Education (PE)</p>	<p>All staff are secondary trained and have the expertise to teach the PE curriculum to GCSE level. We have a gym and dance specialist and a games specialist which would cover the activities that would be required.</p>	<p>With regard to our current facilities, we realise we would need to make provision, using some other facilities in the local area to enable this subject to be offered to GCSE level. We are situated very close (within walking distance) to Dunstable Leisure centre, which has a full size astro-turf pitch, sports hall, swimming pool and gymnasium, we are currently in negotiation to establish what would be possible, but are confident that this would provide a huge range of options and opportunities for our students. We also have links with Dunstablians rugby club and have access to West Parade playing fields; all of which would be helpful in delivering the practical aspects of the GCSE syllabus. (similar models already exist in Luton where Lea Manor Academy share the Active Luton sport facilities)</p> <p>With regard to the theory side of the GCSE, all our staff are PE specialists and we would be confident in delivering this side of the syllabus in our current available classrooms.</p>
<p>Art</p>	<p>The head of art is a young, relatively recently trained graduate who spent a significant amount of time in secondary schools whilst training, teaching to A level.</p>	<p>Running a successful art and design department at GCSE level would be viable, providing the following steps were taken:</p> <ul style="list-style-type: none"> <li>• Another room to be allocated as a printmaking/ clay room, with the necessary equipment (e.g. a potter's wheel, benches and stools, printing screens, inks, etc.). We already have a functioning kiln.</li> <li>• Research station in the art room for pupils to carry out independent research.</li> </ul>

FRANCES ASHTON C OF E SECONDARY SCHOOL

<p>Computing</p>	<p>The staffing levels should be fine for the first few years of the proposed change to secondary phase. However in Years 10 and 11, pupils will be doing three hours per week (per class) on GCSE and one hour per week of core ICT, depending on the number of pupils that choose ICT. A second member of teaching staff would need to be added to the department/drafted in from elsewhere in the school. This is one area a new member of staff will probably be appointed in the earlier years as a secondary school.</p>	<p>The facilities at Ashton for ICT/Computing/Computer Science to be taught to GCSE Level are better than some secondary schools. The large ICT suite would benefit from having some storage space for portfolios of work to be stored in. Some computer software may need to be purchased.</p> <p>Depending on the number of classes taking the KS4 courses, there may need to be an additional ICT suite or the development of facilities in another classroom.</p>
<p>Humanities</p>	<p>The head of history, geography and religious education (RE) all have secondary experience, having taught to GCSE or 'A' level. In the case of RE and geography, this is within the last three years.</p>	<p>Routine annual expenditure can be largely offset by loss of KS2. However there would be an initial outlay for textbooks, test papers, software, and other media.</p> <p>Professional development to facilitate transition to GCSE courses due to changes to the GCSE curriculum over recent years will require access to relevant training and resources.</p>
<p>Drama</p>	<p>The current Drama teacher had recent experience of teaching to 'A' level along with ongoing experience running a drama school at the weekend</p>	<p>Current facilities have already been used to produce 'A' level standard performances. We would need to enhance the lighting, sound and staging facilities in the long run but in the short term the current facilities will suffice. We are already in the process of bidding for grants for this purpose.</p>

FRANCES ASHTON C OF E SECONDARY SCHOOL

**Staff qualifications and experience**

This table is an anonymised breakdown of the experience and qualifications of our current teaching staff

	Qualification	Teaching qualification	Secondary trained	Recent secondary experience to at least GCSE level (last 4 yrs)	
1	BA(HONS)	PGCE	Y		HOD
2	B.Ed	GTP	MID		
3	BA(HONS)	PGCE	Y		
4	BSC	PGCE	Y		HOD
5	BA	PGCE	Y	y	HOD
6	BA(HONS)	PGCE	Y		
7	B.SC	PCGE	Y		
8	BSC (HONS)	PGCE	Y		
9	BED(HONS)	PGCE	Y		
10	BHUM(HONS)	PGCE	Y		
11	BA (HONS)	PGCE	Y	y	HOD
12	BA(HONS)	PGCE	Y	y	HOD
13	BA(HONS)	PGCE	Y		
14	MA	PGCE	Y		HOD
15	PhD	GTP	Y	y	HOD
16	BA	PGCE	Y	y	HOD
17	BED(HONS)	PGCE	Y		
18	Bmus(hons)	PGCE	Y	y	HOD
19	BA	GTP	MID	y	HOD
20	BED (HONS)	PGCE	Y		
21	BA	PGCE	Y		
22	BA(HONS)	PGCE	Y		
23	BSC(HONS)	PGCE	Y	y	
24	BSC(HONS)	PGCE	Y	y	HOD
25	B.SC	PGCE	y	y	HOD

Data may vary from original percentages quoted due to recent staff changes.



FRANCES ASHTON C OF E SECONDARY SCHOOL

The following table shows staff expertise against current subjects taught at Ashton Middle. Many teachers have expertise in other areas; these areas will be explored further when creating the new curriculum. Not all of the teaching staff have GCSE experience in these areas; however, all departments have at least one teacher with experience to GCSE level or above.

Each subject has at least one teacher with recent experience of teaching to GCSE level. Many also have experience of teaching to 'A' level.

The following table indicates the spread of expertise amongst the current staff,

	No of Staff with expertise in teaching each subject.
English	6
Maths	4
Science	5
MFL	3
RE	2
PE	4
DT	2
Art	1
Music	2
ICT	1
Geography	5
History	4
Drama	1

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 can be run with 33 teaching staff.

### Possible Key Stage 4 Curriculum

This section 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.

In Year 10 and Year 11, 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 two 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 Language 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 students 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 three options due to the possibility of early 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 could 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. Additional courses may be offered, such as a BTEC, depending on demand and staff expertise at the time. Recent conversations with the Principal of Central Bedfordshire College indicates that this option could involve a wider range of subjects than originally predicted.**

#### **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 and we will forge links with local colleges.

FRANCES ASHTON C OF E SECONDARY SCHOOL

We will also continue to build relationships with local universities and further education establishments with the intention of providing accelerated learning opportunities for our more-able students. We would aim to develop taster days or courses at universities along with the possibility of early entry to Central Bedfordshire College, the taking of certain examinations a year early to allow further options to be taken and, maybe in the future, the possibility of developing an Ebacc course.

**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 eight subjects. From 2016, the floor standard will be based on schools' results on the Progress 8 measure. Our proposed curriculum enables us to meet the requirements of the new National Curriculum.

**Appendix 2 – Demand – results of survey, long term viability.**

	Would choose Frances Ashton C of E secondary school. %	Would send child to a school with 450 - 500 pupils. %	Faith school important or very important %	No of responses in each year group
Reception	80	80	80	5
Year 1	87	87	87	8
Year 2	92	92	92	13
Year 3	93	93	93	15
Year 4	81	68	77	22
Year 5	87	87	74	31
Year 6	77	77	77	9
Other	86	71	86	7

Totals vary from the 122 who took the survey due to some questions being unanswered; this also affects overall percentages.

Whilst the number in each cohort is small, if these numbers were extrapolated then we would be vastly oversubscribed in each year group.

To fill our 90 places we would need between 11 and 12 % of the cohort to choose Frances Ashton Secondary School – based on the LA’s figures of 800 school places needed per year group in Dunstable. Our survey indicates between 77% and 93% would choose Frances Ashton secondary school and between 68% and 93% would choose a small secondary school.

Between 74% and 93% of parents surveyed think that a faith school is important or very important.

### **Appendix 3 – Small school viability – what do our case studies tell us?**

#### **Viability of Small Secondary School Model**

Currently, of the 6542 secondary schools in England, approximately 8% (540) are small secondary schools with less than 600 pupils on roll and of these over 150 have between 400 and 550 pupils aged 11 to 16 years. Similar to their larger counterparts, small secondary schools display widely varying levels of attainment. When analysing the performance of these schools for pupils achieving five or more GCSEs at grades A\*-C including English and Mathematics by end of KS4 in 2013, the findings show that:

- pupil attainment of 75%-100% is achieved in 3.2 % of schools
- pupil attainment of 50% - 74% is achieved in 58.1% of schools
- pupil attainment of 26% - 49% is achieved in 37.4 % of schools
- pupil attainment of 0% - 25% is achieved in 1.3% of schools

Table 1 shows the workforce comparison of nine small schools rated “Outstanding or Good” by Ofsted.

#### **Curriculum**

Despite the commonly held view that small schools cannot offer a broad and varied curriculum, many small schools offer, on average, 18 subjects, which include the core subjects of English, Mathematics, Science, Humanities, ICT, a Modern Foreign Language and PE. Additional options include Media Studies, Photography, Psychology and a number of BTEC subjects. With a teaching workforce consisting of 31 to 48 teachers these schools provide the pupils with a rich, engaging and nurturing learning environment. An outline of the curriculum offered by eight small secondary schools is shown in Table 2.

#### ***Case Study: Fairfield High School, Peterchurch, Herefordshire***

Fairfield High School is an “Outstanding” comprehensive secondary school with 415 pupils on roll aged between 11-16 years old. The 33 staff members, led by an inspirational headteacher, consistently provide pupils with educational challenge that enables them to make progress above the national expectation, particularly in English, mathematics and science. Their most recent Ofsted report (October 2013) report states that:

“Students receive an outstanding education at Fairfield High School. This includes their personal development as well as their academic achievement.”

“Teachers are thorough professionals, eager to improve their performance through sharing good practice and undertaking training. They have high expectations of students, as seen in the challenging targets they set them.”

FRANCES ASHTON C OF E SECONDARY SCHOOL

“One parent spoke for many others when commenting: ‘I am proud to say that my children go to Fairfield’.”

Ofsted October 2013

“Fairfield High is one school in Herefordshire's Golden Valley pyramid of five schools, the four primaries sending pupils on to Fairfield at 11+. The OFSTED inspectors report it is a highly inclusive school. That is a comment affirming social strength at the heart of the educational process. The school knows its pupils very well and has high expectations. As a result, there is significant value added. The five schools regularly meet and share ideas, working closely together from time to time on particular projects”.

National Association for Small Schools



**Table 1: Workforce comparison of nine Small Secondary Schools.  
All schools listed are rated Good or Outstanding by OFSTED.**

	England - national (secondary state-funded)	Newport Girls' High School	Charter Academy	Fairfield High School	Chesterton Community Sports College	Chiltern Edge Community School	Thomas Kynett College	St Francis Xavier School	The Lacon Childe School	Priority Academy
<b>Ofsted Rating</b>		<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>
Pupils on Roll		437	424	415	566	535	481	463	534	462
Age Range		11-18	11-18	11-16	11-16	11-16	11-16	11-16	11-16	9-16
Headcount of all teachers in a school	<b>228864</b>	32	48	<b>33</b>	36	41	39	30	36	28
Headcount of all teaching assistants in a school	<b>69301</b>	1	19	<b>14</b>	14	14	14	7	24	15
Headcount of all support (exc. auxillary) staff in a school	<b>88470</b>	11	21	<b>11</b>	13	20	19	11	15	15
Full-time equivalent number of all teachers in a school	<b>212156.6</b>	26.4	46.2	<b>27.6</b>	36	35.5	36.1	26.3	32.5	27.3
Full-time equivalent number of all teaching assistants in a school	<b>53870.3</b>	1	18.1	<b>8.9</b>	13.4	9.8	9.7	4.9	14.3	10.3
Full-time equivalent number of all support (exc. auxillary) staff in a school	<b>72905.1</b>	7.6	20.6	<b>9.2</b>	11.8	13.4	16.9	7.3	9.7	9.8
Ratio of pupils to teachers in a school	<b>15.5</b>	16.6	9.9	<b>15.7</b>	16.2	15.3	14.4	17.6	16.4	18.2
Average gross salary of all full-time qualified teachers in a school	<b>38513</b>	38275	35960	<b>37510</b>	39305	40699	38188	35842	39147	33999
Pupil to teacher ratio		13.66	8.8333	<b>12.576</b>	15.722	13.04878	12.33333	15.43	14.83	16.5
		14:1	9:1	<b>13:1</b>	16:1	13:1	12:1	16:1	15:1	16:1

FRANCES ASHTON C OF E SECONDARY SCHOOL

**Table 2: Curriculum comparison of eight Small Secondary Schools.**

Subjects	Newport Girls' High School	Charter Academy	Fairfield	Chesterton Community Sports College	Chiltern Edge Community School	Thomas Kynvett College	St Francis Xavier School	The Lacon Childre School
English	1	1	1	1	1	3	1	1
Maths	1	1	1	1	1	1	1	1
Science	1	1	1	1	1	3	1	1
ICT	1		1	1		1	1	1
PSHCE	1		1	1				
PE	1		1	1	1	1	1	
RE	1	1		1	1	1	1	1
History	1	1	1	1	1	1	1	1
Geography	1	1	1	1	1	1	1	1
Drama			1	1	1	1		1
French	1		1	1	1		1	1
German	1			1	1		1	1
Spanish		1	1	1	1	1	1	
Art	1	1	1	1	1	1	1	1
Environmental Science			1					
Humanities			1					
Design & Technology			1					
Animal Care			1					
Engineering			1	1				
Construction			1					
Food Tech			1	1	1		1	1
Graphic Tech				1	1	1	1	1
Resistant Materials			1	1	1	1	1	1
Textiles Technology			1		1	1	1	1
Music	1		1	1	1	1	1	1
Photography								
BTEC Science				1				
Performing Arts					1	1	1	1
Health And Social Care						1		
PE						1		
Media Studies	1			1				
Film Studies		1						
BTEC Travel and Tourism		1						
BTEC Dance					1			
Statistics		1		1				
Classics		1						
English Literature				1				
Psychology				1				
Dance				1				
<b>Total KS4 subjects offered</b>	<b>14</b>	<b>12</b>	<b>22</b>	<b>25</b>	<b>19</b>	<b>22</b>	<b>18</b>	<b>17</b>

## Appendix 4 - Financial viability

### **Salient points applicable to all scenarios**

- All staffing figures quoted include a 1% annual salary increase and any increments due. Occupancy costs increase and learning resources also increase due to the need to provide new text books for the GCSE curriculum which will start in September 2016
- The staffing has been arranged so that supply costs are negligible or non-existent; however, a contingency is included for unforeseen circumstances.
- All main building works have been dealt with, separate grants have been and will be applied for, from external sources, should there be a need, including any upgrade work required in early years to enable teaching of GCSE courses. However, there is a contingency for small works to ensure the school remains compliant.
- Learning resources will be reviewed annually. Additional resources will be required from September 2016 and have been budgeted for.
- Exam fees have been factored in although there is already an element of this in E19.
- The school anticipates increasing its income by hiring out buildings; this has not been included in the budget and could see the deficit being reduced earlier than predicted.

Since the middle of March, when appointed, our business manager has acquired over £7000 of additional income for the school.

Financial expenditure at Ashton compares favourably with Fairfield, indicating that it is financially viable to run a successful small secondary school.

See comments below each budget for comments which are specific to that scenario.

FRANCES ASHTON C OF E SECONDARY SCHOOL

**A. BEST CASE SCENARIO – School will be full from September 2015**

I/E Group	Description	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Revenue</b>						
<b>Income</b>						
I01 - I04 / I14	Individual School Budget	1,503,891	1,767,259	1,812,739	2,226,329	2,239,229
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
<b>Total Income:</b>		<b>1,795,661</b>	<b>2,084,909</b>	<b>2,141,939</b>	<b>2,567,529</b>	<b>2,595,429</b>
<b>Expenditure</b>						
E01 - E02 / E26	Staff Costs - Teaching	1,337,982	1,192,300	1,201,528	1,233,054	1,255,573
E03 - E07	Staff Costs - Support	608,518	595,703	582,051	582,189	582,189
E08 - E11	Other Employment Costs	4,000	5,000	5,000	5,000	5,000
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
<b>Total Expenditure:</b>		<b>2,167,760</b>	<b>2,024,764</b>	<b>2,022,339</b>	<b>2,056,003</b>	<b>2,078,521</b>
<b>In Year Surp/(Def):</b>		<b>-372,099</b>	<b>60,145</b>	<b>119,600</b>	<b>511,526</b>	<b>516,908</b>
<b>Surp/(Def) B/Fwds:</b>		<b>-48,954</b>	<b>-421,053</b>	<b>-360,908</b>	<b>-241,308</b>	<b>270,218</b>
<b>Cumulative C/Fwds:</b>		<b>-421,053</b>	<b>-360,908</b>	<b>-241,308</b>	<b>270,218</b>	<b>787,126</b>

**2014/15** Includes known reduction in staffing and guaranteed formula funding income, due to reduction in funding of £400,775 following consultation document.

**2015/16** Staffing less as a result of redundancies in Aug 14.

**2016/17** Additional staffing. Pupil numbers as 15/16

**2017/18 & 2018/19** Additional staffing and Year 11 intake.

**NB SEE NEXT PAGE FOR PUPIL NUMBERS**

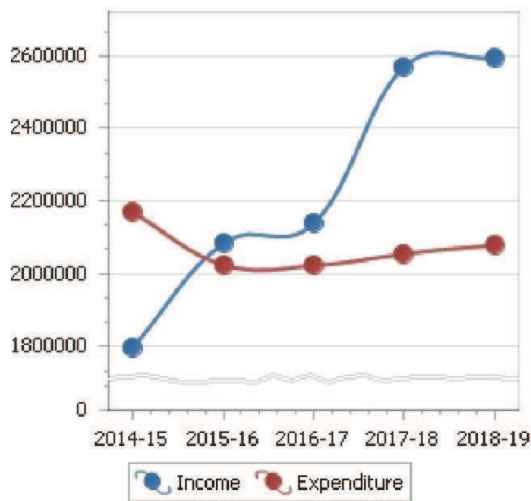
FRANCES ASHTON C OF E SECONDARY SCHOOL

Pupil Numbers - Best Case scenario 14/15

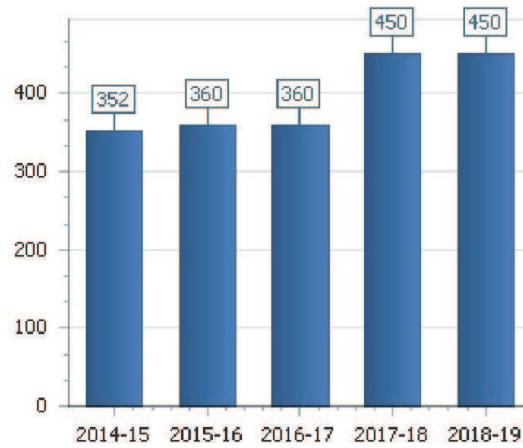
Age Group	Year	2014-15	2015-16	2016-17	2017-18	2018-19
10	Year 5	85	0	0	0	0
11	Year 6	85	90	0	0	0
12	Year 7	91	90	90	90	90
13	Year 8	91	90	90	90	90
14	Year 9	0	90	90	90	90
15	Year 10	0	0	90	90	90
	Year 11	0	0	0	90	90
Total:		352	360	360	450	450

703201 ASHTON MIDDLE - Budget Dashboard

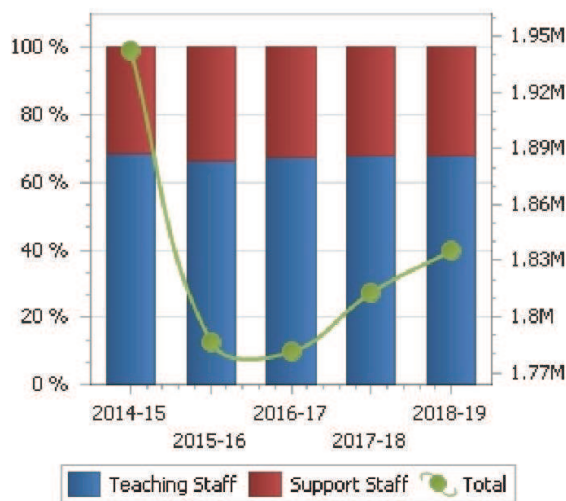
Income/Expenditure



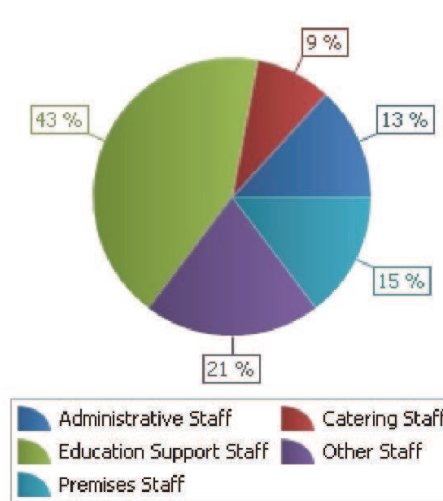
Pupil Numbers



Staffing Costs



Support Staff Analysis



FRANCES ASHTON C OF E SECONDARY SCHOOL

**B. MOST LIKELY SCENARIO – School full from September 2016**

I/E Group	Description	2014-15	2015-16	2016-17	2017-18	2018-19		
<b>Revenue</b>								
<b>Income</b>								
I01 - I04 / I14	Individual School Budget	1,503,891	1,767,259	1,812,739	2,226,329	2,239,229		
I05	Pupil Premium	119,410	115,610	120,600	130,600	140,600		
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		
<b>Total Income:</b>		<b>1,795,661</b>	<b>2,074,919</b>	<b>2,126,939</b>	<b>2,552,529</b>	<b>2,580,429</b>		
<b>Expenditure</b>								
E01 - E02 / E26	Staff Costs - Teaching	1,337,982	1,215,581	1,264,720	1,299,241	1,312,021		
E03 - E07	Staff Costs - Support	608,518	581,234	557,245	557,383	557,383		
E08 - E11	Other Employment Costs	4,000	5,000	5,000	5,000	5,000		
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		
<b>Total Expenditure:</b>		<b>2,167,760</b>	<b>2,033,575</b>	<b>2,060,725</b>	<b>2,097,385</b>	<b>2,110,165</b>		
<b>In Year Surp/(Def):</b>		<b>-372,099</b>	<b>41,344</b>	<b>66,214</b>	<b>455,144</b>	<b>470,264</b>		
<b>Surp/(Def) B/Fwds:</b>		<b>-48,954</b>	<b>-421,053</b>	<b>-379,710</b>	<b>-313,496</b>	<b>141,648</b>		
<b>Cumulative C/Fwds:</b>		<b>-421,053</b>	<b>-379,710</b>	<b>-313,496</b>	<b>141,648</b>	<b>611,913</b>		

2014/15 Includes known reduction in staffing and guaranteed formula funding income, due to reduction in funding of £400,775 following consultation document.

2015/16 Staffing less as a result of redundancies in Aug 14, although increase in staff from Sept 2015.

2016/17 Additional staffing.

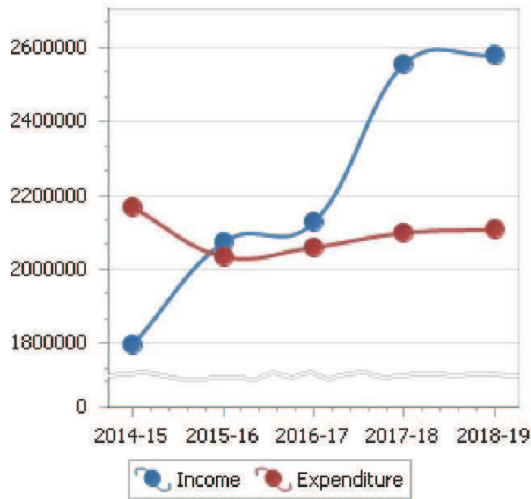
2017/18 & 2018/19 Additional staffing and Year 11 intake.

**NB SEE ATTACHED FOR PUPIL NUMBERS**

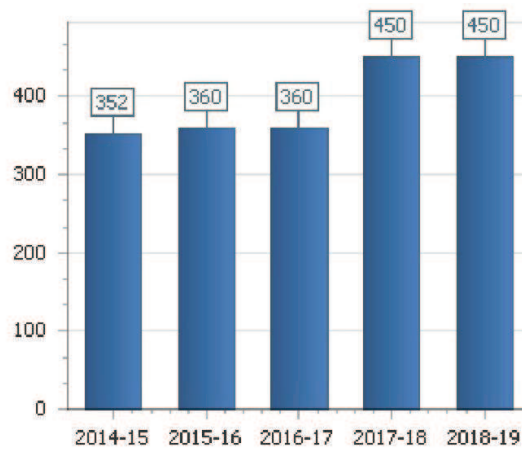
FRANCES ASHTON C OF E SECONDARY SCHOOL

Age Group	Year	2014-15	2015-16	2016-17	2017-18	2018-19
10	Year 5	85	0	0	0	0
11	Year 6	85	90	0	0	0
12	Year 7	91	90	90	90	90
13	Year 8	91	60	90	90	90
14	Year 9	0	90	90	90	90
15	Year 10	0	0	90	90	90
	Year 11	0	0	0	90	90
Total:		352	330	360	450	450

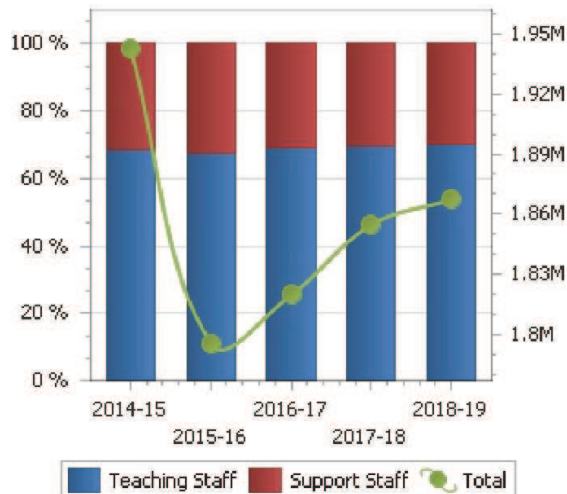
Income/Expenditure



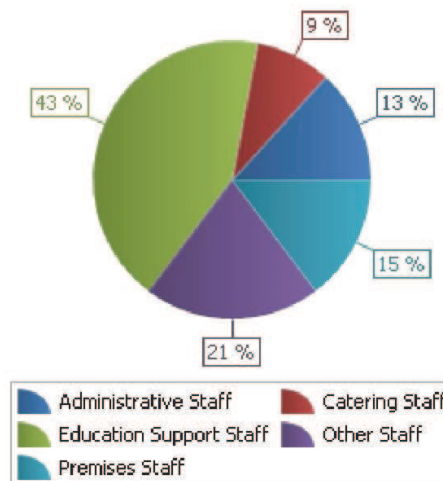
Pupil Numbers



Staffing Costs



Support Staff Analysis





**April 2014 – April 2015**

April to August we have staffing costs of £892.811 for 5/12s of the budget

September to Mar 2015 we have staffing costs of £1,015,689 for 7/12s of the budget, a monthly reduction, this is due to three voluntary redundancies and a further reduction of seven staff due to a number of teaching and non-teaching staff who are leaving for other reasons and will not be replaced.

Other costs remain the same, are predictable, especially as we are half way through the year, and have been budgeted for. So the figures quoted are robust.

Income from school budget, pupil premium and other grants are also known factors.

% expenditure on staffing 92%

**April 2015 – April 2016**

This will be the first year, from September, when we will have Year 9 pupils and no Year 5 pupils, meaning that our income from pupils will increase due to their age. We also anticipate an additional income to account for the underpayment in 2014-2015. These two factors account for the increase in total income.

Expenditure decreases as we do not anticipate increasing our staffing until September 2016; however, we have budgeted for a slight increase in teaching staff should we need to employ additional staff once the GCSE curriculum is finalised. Two additional teaching staff have been budgeted for.

All staffing figures quoted include a 1% annual salary increase and any increments due. Occupancy costs increase and learning resources also increase due to the need to provide new text books for the GCSE curriculum which will start in September 2016. Information from Heads of Department indicate that the budgeted amount would be sufficient to cover set up costs.

% expenditure on staffing 86%

**April 2016 – April 2017**

Income this year appears to decrease, in fact it increases. This because in 2015-2016 an amount was added in recompense for the previous years' underpayment. Staffing will be increased by another one or maybe two teachers, depending on curriculum requirements. Staffing figures quoted include a 1% annual salary increase

The result of these two factors means that there would be a slight increase in the deficit.

% expenditure on staffing 82%

**April 2017 – April 2018**

Income increases due to more pupils in school, other grants have also been increased to take account of predicted increases.

FRANCES ASHTON C OF E SECONDARY SCHOOL

Expenditure increases slightly and more additional funding is added to learning resources to account for exam entries, however, the deficit is significantly reduced. Staffing figures quoted include a 1% annual salary increase.

% expenditure on staffing 73%

**April 2018 – April 2019**

By this stage we will be a fully functioning secondary school with a surplus budget. Staffing figures quoted include a 1% annual salary increase.

% expenditure on staffing 72%

FRANCES ASHTON C OF E SECONDARY SCHOOL

**C. WORST CASE SCENARIO – School full from September 2017**

I/E Group	Description	2014-15	2015-16	2016-17	2017-18	2018-19		
<b>Revenue</b>								
<b>Income</b>								
I01 - I04 / I14	Individual School Budget	1,503,891	1,156,499	1,467,059	2,226,329	2,239,229		
I05	Pupil Premium	119,410	103,610	115,610	125,610	135,610		
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		
<b>Total Income:</b>		<b>1,795,661</b>	<b>1,452,159</b>	<b>1,776,269</b>	<b>2,547,539</b>	<b>2,575,439</b>		
<b>Expenditure</b>								
E01 - E02 / E26	Staff Costs - Teaching	1,337,982	1,139,673	1,111,310	1,142,836	1,165,354		
E03 - E07	Staff Costs - Support	608,518	570,895	539,522	539,660	539,660		
E08 - E11	Other Employment Costs	4,000	5,000	5,000	5,000	5,000		
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		
<b>Total Expenditure:</b>		<b>2,167,760</b>	<b>1,947,328</b>	<b>1,889,591</b>	<b>1,923,255</b>	<b>1,945,774</b>		
<b>In Year Surp/(Def):</b>		<b>-372,099</b>	<b>-495,169</b>	<b>-113,322</b>	<b>624,284</b>	<b>629,665</b>		
<b>Surp/(Def) B/Fwds:</b>		<b>-48,954</b>	<b>-421,053</b>	<b>-916,222</b>	<b>-1,029,545</b>	<b>-405,261</b>		
<b>Cumulative C/Fwds:</b>		<b>-421,053</b>	<b>-916,222</b>	<b>-1,029,545</b>	<b>-405,261</b>	<b>224,405</b>		

**2014/15 Includes known reduction in staffing and guaranteed formula funding income, due to reduction in funding of £400,775 following consultation document.**

**2015/16 Staffing is less as a result of reduction in pupil numbers - 220 in total. Pupil Premium is also reduced.**

**2016/17 Additional staffing as pupil numbers increase**

**2017/18 & 2018/19 Additional staffing - increasing pupil numbers**

FRANCES ASHTON C OF E SECONDARY SCHOOL

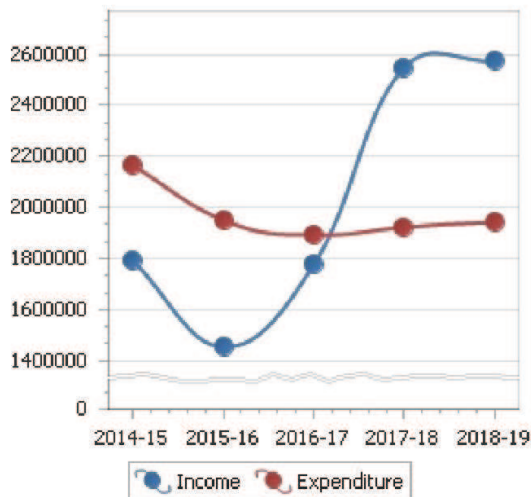
Age Group	Year	2014-15	2015-16	2016-17	2017-18	2018-19
10	Year 5	85	0	0	0	0
11	Year 6	85	100	0	0	0
12	Year 7	91	40	100	90	90
13	Year 8	91	40	60	90	90
14	Year 9	0	40	60	90	90
15	Year 10	0	0	60	90	90
	Year 11	0	0	0	90	90
Total:		352	220	280	450	450

**703201 ASHTON MIDDLE - Budget Dashboard**

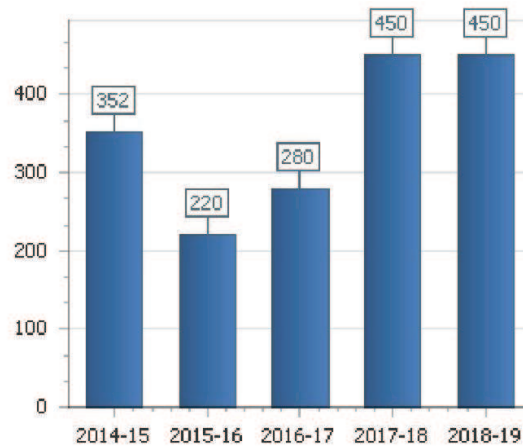
Scenario: Worst Case scenario 14/15

Date: 24/06/2014

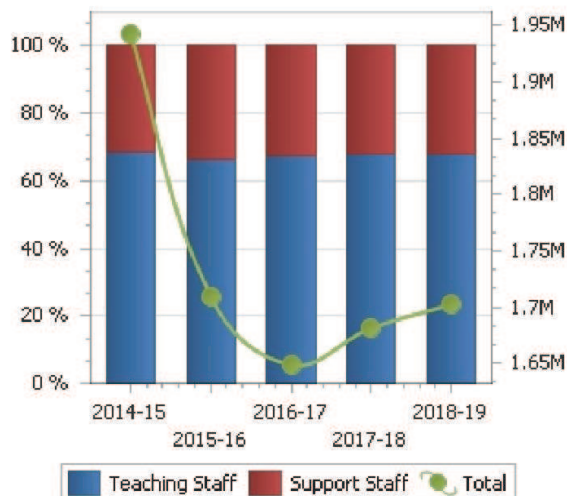
**Income/Expenditure**



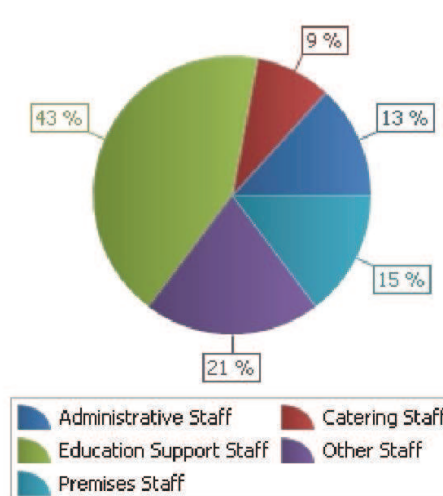
**Pupil Numbers**



**Staffing Costs**



**Support Staff Analysis**



## Appendix 5 – Standards

Rigorous analysis of data has ensured that where pupils are not making sufficient progress, they are identified and effective interventions have taken place. The impact of the strategies employed can be seen in our recent OFSTED reports, which acknowledge good progress and high attainment.

For 2013-2014 we set an aspirational target of 6 points progress per year, per pupil, per subject.

This was recognised, by both our OFSTED inspection in December 2013 and our monitoring visit in May 2014, as having had an impact on expectations and achievement.

Data analysis in March indicated that the majority of departments will achieve an APS progress of between 5 and 6 points:

- “Progress has accelerated particularly quickly in Year 5 and Year 8; a significant proportion of pupils in both year groups, including the more-able, are working at a level above that expected for their age.”<sup>20</sup>
- “You and your senior leaders have set ambitious and appropriate priorities, based upon a thorough assessment of the school’s strengths and areas for improvement.”<sup>21</sup>

Official documents showing progress from KS1 – KS2 appear to indicate that we are making insufficient progress with pupils eligible for the Pupil Premium Grant; however, analysis of progress whilst at Ashton shows a different picture and, again, this was recognised by OFSTED in December 2013 and the HMI monitoring visit in May 2014. Both reports indicated that the steps we are taking are having an impact in narrowing the gaps.

This comment was listed as one of the strengths of the school:

- “The extra funding for potentially disadvantaged pupils is having a positive impact in accelerating the progress of eligible pupils.”<sup>22</sup>

The following is in the body of the document:

- Overall, the progress being made by eligible pupils is increasingly good, especially in writing in Key Stage 2.<sup>23</sup>

<sup>20</sup> Monitoring report May 2014 - <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

<sup>21</sup> Monitoring report May 2014 - <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

<sup>22</sup> OFSTED report December 2013 <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

<sup>23</sup> OFSTED report December 2013 – Page 4 bullet point 8 - <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

## Appendix 6 – Comments from our parents

Through the recent consultation, our parents have actively and clearly articulated their views. Here are just a few:

- Having a smaller secondary school based in a very central location would benefit, especially, those students whose needs are best met from being offered more individual strategies, support or challenges that may otherwise be lost in a bigger school. This **allows a greater choice for parents**, in both location and size of school, and also where **faith is important**. *Parent*
- We **strongly welcome this change** as we have been extremely happy with Ashton for the past four years and would have loved our daughter to continue there. Ashton has **offered a good education** in a loving Christian environment. Please do not close this school. *Parent*
- Ashton Middle School **has proven itself** to be a proactive school and **listening to the needs of the parents** in the community and this has been shown by the drive to change to a secondary school. The school has been part of the life in Dunstable and the surrounding towns since 1887. In my opinion, the school should continue to educate our children to year 11. *Parent*
- My daughter has flourished since starting at Ashton. She is now in year 6. I would really like her to complete her school career at Ashton as I believe they really do **see each child as an individual** and cater to their individual needs. *Parent*
- Another secondary age range school in the area would be an excellent idea, **providing parents with more choice** and helping to keep future numbers at other Dunstable schools more manageable. *Parent*

FRANCES ASHTON C OF E SECONDARY SCHOOL

Additional comments included in our recent survey  
(All comments have been included)

Would you consider the possibility of your child attending the Frances Ashton Secondary School from the age of 11? - Comments	We propose a school of between 450 and 500 pupils. Would a smaller secondary school appeal to you? - Comments	How important is it for your child to attend a faith based school? - Comments
Most definitely, the other options are totally lacking.	This is one main reason I would choose to stay.	A good school that teaches ethics and responsibility is required.
ITS THE BEST IN MY AREA	Some children are overwhelmed so this would be perfect	Ashton Middle is amazing in all aspects of behaviour and teaching and learning
Fabulous school would love my child to go there for secondary education. Small is sometimes better.	I am still undecided.	VERY (MORALS BASED)
daughter already there would definitely leave her there until she is 16, the school is definitely a choice that most parents would make who are already there.	This is too small to attract the required range of teachers to effectively teach all of the subjects	An actively Christian school which without doubt offers Christian teaching, prayer etc. like Ashton lower.
church school & location	EASY TO MANAGE AND TEACH	Ashton does not promote enough faith based teaching
Perfect location. It has provided all of my children with an outstanding education in the past. I have one child at Ashton now and one I would like to start in September 2016	I am not impressed by huge choice offered by larger schools.	It is so important to have a faith based secondary school after attending our faith based primary
My son attends Studham School; pupils will still be leaving Studham at the age of 9 therefore where would he go between the ages of 9 and 11? I want as little disruption as possible to his school life, so this option may not be plausible.	Not necessarily.	I want my child to learn more of the Christian faith.
On behaviour and poor leadership and teaching grounds	I would really value the teaching staff knowing my child and understanding her needs.	We have Manshead in town already though!
We would love this school to stay open as a school, it is much loved and much needed in Dunstable, we would choose it without a doubt	Possibly. It depends on what you offer e.g. specialist ed in the arts or sport etc.	As a worshipping Christian I appreciate the underlying ethos.



FRANCES ASHTON C OF E SECONDARY SCHOOL

Maybe, if it suited my child's needs.	My daughter would be just as happy as she is now whatever the size, the staff are excellent and her grades have flown since September could not fault anything.	The school offers a broad view and understanding of all cultures.
Under no circumstances would I consider sending my child to Ashton Middle School!	such a size of school would but not Ashton Middle as per Q1	There has to be an option in Dunstable for Christian families to send their children to a good school where they can learn good values
My first child is now 12 and about to transfer to an upper - so too late for him, although we may consider it for our second child.	I would not mind either, as long as the school ensured that there were adequate resoucrs / teachers pre child and the same high standard were applied to match Ashton St.Peters	I have always found faith schools more loving and caring and the smaller the better.
Yes his older brother goes there	My daughter currently attends a small faith based lower school . We have found this has been a fantastic start to her education and would love her next school to provide a similar experience .	I chose this school because of its faith-based education. My faith is important to me, and I wanted this to be reinforced at their school.
My daughter is very keen to go to Ashton , many of her friends older siblings have attended and have nothing but positive comments about teachers and how they have and are enjoying being part of the school .	This appears to be an average size.	I have always found Ashton to be a caring school, perfectly suited to being a small faith based secondary school.
The management of the school is weak and the teachers are not capable of treating the current 11 year olds in a mature way and spend time lecturing them	Yes children will benefit from smaller classes	
The current school is brilliant if they had done this already I would leave my child in there but it will be 1 year too late for him	As long as there was a good range of subjects to choose from, taught by specialist teachers, ideally in smaller class numbers.	
Faith is hugely important to us and there is no other proper local provision	it will be way too crowed and not enough space for that amount of students	

FRANCES ASHTON C OF E SECONDARY SCHOOL

<p>Important for my child to attend a good church of England school</p>	<p>Children are more likely to have the support and help they need in a smaller school. There will be more opportunities for each child.</p>	
<p>My son would benefit greatly by staying at Ashton</p>	<p>Will enable a more individual approach to the children, Also very suitable for children who may struggle to settle in larger schools.</p>	
<p>If you can put together a good structure for this to go ahead i will not rule this out of my options. I need to know my child will get everything every other school has to offer.</p>	<p>Maybe a little bigger, perhaps 120 per year to allow for a wider range of subjects offered.</p>	
<p>I have been unimpressed with the communication between myself and the school. As part of the final few critical education years my child has left I want to feel confident that parental involvement would be valued. I can't see this will change in the future.</p>		
<p>I am happy with the school at the moment and would welcome the opportunity for my child to continue her education there. She has done well so far and I would like this to continue.</p>		

## Appendix 7 - Strive Achieve Succeed (SAS) Group

### Rationale

Some children arrive at Ashton unable to access the full curriculum due to poor literacy and numeracy skills. There are many possible reasons for this including:

- poor progress since starting school,
- a child who has English as an Additional Language (EAL),
- prolonged absence
- poor self-esteem.

It became obvious that placing these children in a normal classroom setting for all of their lessons did not lead to sufficient progress and they were falling further behind. Some of these children were eligible for the Pupil Premium Grant and this was used to fund part of this programme.

### Staffing

There is dedicated area managed full time by a teaching assistant (SAS manager). She manages the timetables and liaises with subject teachers to ensure pupils' work is in line with the schemes of work being taught. The children are then taught by teachers who have specific lessons allocated on their timetable, or, if the child has specific SEN needs, in accordance with their Individual Education Plan (IEP).

### Programme

Each child has an individualised programme designed to accelerate progress and enable them to return to a normal timetable as soon as possible. Children are not expected to remain in the group all year; the intention is for accelerated progress to take place. The timescales for this vary and are adapted depending on the child. The SAS manager liaises with subject leaders, in particular the Head of English and Head of Mathematics, to provide a staged reintegration which may include the SAS manager supporting the child in class for a while or work provided by HODs to be completed in the SAS group before a full return to class. This means that the child feels confident when in a full class setting.

### Impact

Some children remained in the group for a few weeks, others for a term, some still access the SAS programme for part of the week. However, in each case there has been a quantifiable and rapid increase in progress. This progress is evident in reading scores and levels obtained. In addition subjective opinions from parents and teachers support the view that this is successful in increasing confidence and participation in lessons.

Year 5	Year 6
<p><i>8 pupils have accessed this provision for <b>reading skills</b>.</i></p> <p>Pupil 1 made one year's progress in reading and comprehension in 5 months.</p> <p>Pupil 2 made 18 months progress in reading and 13 months progress in 4 months.</p>	<p><i>4 pupils have accessed the SAS group for <b>reading</b>.</i></p> <p>Each of these children have made accelerated progress which exceeds that expected, mostly due to improved comprehension skills.</p>

FRANCES ASHTON C OF E SECONDARY SCHOOL

<p>The remainder of the pupils have speech difficulties, behaviour issues or self-esteem problems. In most cases these pupils are now accessing the curriculum and making good progress. One child is still a concern due to his complex issues and continues to access SAS.</p> <p><i>6 pupils accessed the provision for <b>writing</b> and made an amazing average progress of 3.5 points between April and June.</i></p> <p><i>7 pupils accessed SAS for <b>numeracy skills</b> and made an average progress of 2 points in one term.</i></p>	<p><i>3 pupils have accessed SAS <b>for writing</b> and made an average points score progress of 2.7 over a term.</i></p> <p><i>6 pupils accessed the SAS group <b>for numeracy skills</b>. 3 pupils made an average progress of 2.7 points progress in one term. The remainder have consolidated and developed further confidence in mathematics.</i></p>
---	--

As the children were able to return to class other pupils were identified who may benefit from the setting. Although the programme was originally targeted at pupils in Year 5, it has been extended to include Year 6 pupils who needed one-to-one help or who arrived during the year.

**The future**

Next year we are extending the programme to include KS3 pupils, some of whom may have similar problems due to behaviour or medical issues or who have just arrived at the school, possibly from abroad. **This programme will be a key feature of the Frances Ashton C of E Secondary School.** We are looking forward to extending and developing it according the needs of our students.

Appendix 8 - Statement of intent from Central Bedfordshire College, Dunstable.



23<sup>rd</sup> June 2014

To whom it may concern,

I have met with senior staff at Ashton Middle School to discuss their proposal to become the Frances Ashton C of E Secondary School, catering for students between the ages of 11 and 16. I am of the opinion that, should Ashton Middle School be successful in their application, a joint provision between Central Bedfordshire College and the proposed Frances Ashton C of E Secondary School would be beneficial for students in Dunstable and the surrounding area.

As such, Central Bedfordshire College would be interested in providing a joint provision, from the age of 14, and liaising with the Frances Ashton C of E Secondary School to ensure that provision for 16+ meets the needs of students in the school. Such a provision could include work based courses such as hairdressing, beauty and mechanical engineering, in our newly relocated facility on Dunstable Road.

Moving forward, Central Bedfordshire College would be very interested in sponsoring the Aston Middle School to achieve Secondary School status.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Ali Hadawi'.

Ali Hadawi  
Principal and Chief Executive of Central Bedfordshire College

**PROPOSALS FOR PRESCRIBED ALTERATIONS**

**NB It is important that this document is read in conjunction with the attached business plan, headline information and appendices. which contains additional, more detailed, information.**

**1 - Name of Proposer**

(Local Education Authority or Governing Body)

Ashton C of E VA Middle School Governing Body

**2 - School Name**

Ashton C of E Middle School

**3 - School Address**

High Street North  
Dunstable  
Bedfordshire  
LU6 1NH

**4 - Description of proposed prescribed alteration**

The proposal is to change the age range of Ashton Church of England Voluntary Aided Middle School from a 9 – 13 years Middle school to an 11 – 16 years secondary school. We also propose to change the name of the school to The Frances Ashton C of E VA Secondary School.

**5 - The date on which the proposals are planned to be implemented -** If they are to be implemented in stages, a description of what is planned for each stage and the number of stages intended and the dates of each stage

Implementation to take place in September 2015

Four stages of implementation

- September 2014 - Year 5 pupils admitted to Ashton Middle School for the last time.
- September 2015 - Year 8 pupils stay on into YR 9 (School now Yrs 6-9)
- September 2016 - Year 9 pupils stay on into YR 10 (school now Yrs 7-10)
- September 2017 - Year 10 pupils stay on into Yr 11. The school is now a fully functioning 11 – 16 school.

The school will welcome any pupils into any of the existing year groups, providing the school does not exceed their admission number of 90 pupils per year group.

**6 – Consideration of consultation and representation period** - evidence of demand for the proposed alteration, including details of consultation(s) carried out, meetings held and responses received.

We have undertaken extensive consultation with all key stakeholders and, as a result, we know that our proposal meets with widespread agreement.

We held two main evenings: one for stakeholders (96 attended) and one for staff (71 attended).

The following were consulted:

- Chairs of Governors for all Central Bedfordshire schools & academies
- Head Teachers of all Central Bedfordshire schools & academies
- Central Bedfordshire Council officers within Children’s Services
- Dunstable PCC
- Ashton Schools Foundation
- Houghton Regis Ward members
- Dunstable Ward members
- All Central Bedfordshire Council ward members
- Ashton Middle School parents/carers
- Ashton Middle School staff
- Ashton Middle School governors
- Houghton Regis Town Council
- Dunstable Town Council
- Local MPs
- Trade unions
- General public

Andrew Selous MP said **“I know how popular Church schools are with parents locally as many are hugely oversubscribed. I would support giving more parents the opportunity for a Church school education for their children in the north of Dunstable.”**

All applicable statutory requirements in relation to the proposals to consult were complied with.

**RESULTS OF CONSULTATION TO  
CHANGE TO SECONDARY SCHOOL**

	<b>No. of respondents</b>	<b>% responses</b>	<b>% responses excluding neither agree nor disagree</b>
<b>In favour</b>	122	84.72%	93.13%
<b>Neither agree nor disagree</b>	13	9.03%	
<b>Disagree</b>	9	6.25%	6.87%
	144		131

A list of the overwhelmingly positive responses was included in the consultation document and a sample included in the attached business plan.

We have had a letter stating some concern over our interpretation of the Foundations response to our consultation document. The Foundation suggested that their decision would, as with everybody else, be based on viability. As we had already completed our business plan and are quite confident about our viability, we placed their response in our Agree section. However, it was pointed out that they are very keen to hold the “middle line” in this situation – which we fully understand.

The letter raised concerns around the following issues:

**1. Financial viability**

**See Appendix 4 of our Business Plan for further details.**

Primary source of income is the capitation and the Business Manager has used a realistic but conservative estimate of pupil numbers to build our proposed budget. As well as driving up numbers through marketing activity, our newly appointed Business Manager also has great experience in raising revenue from grants. Since starting in March 2014 she has already re-negotiated some terms and has sourced grants for music and general expenditure, so far totalling approximately £7000, and refined all current practices to ensure best value is achieved.

Other Income opportunities – leasing out buildings

**2. Cost of building maintenance**

- There are additional costs and responsibilities that come with keeping a beautiful, grade II listed building alive.
- This has always been the case and we have managed to maintain our buildings to a high standard by effective housekeeping and the right investments. For example in 2013 we upgraded our boiler system and removed the pollution from the front of the school.
- Over the last three years we have spent £54,230 on building repairs and maintenance, this averages out at £18,076.66 per year which is easily manageable within our projected budget. However, £49,742 of the total was



spent on one off long term repairs such as replacing the boilers, new carpeting, roof repairs etc. These will not need to be done for many years. Our 5 year electrical testing is due, this costs approximately £3000 and has been included in the budget.

- 2015 – 17 as the budget allows – to support our outstanding teachers in delivering an outstanding education we will upgrade the science laboratories and develop the gymnasium, hall and language facilities. In the interim, these areas will be more than adequate.
- **See appendix 4 of our Business Plan for further details.**

### **3. Ability to provide a full secondary curriculum**

Given staffing levels listed above we are able to provide a full, innovative and reactive curriculum based on the needs and desires of parents and pupils. **See appendix 1 of our Business Plan for more information.**

### **4. The need for additional places in the secondary sector in Dunstable**

*“I know how popular Church schools are with parents locally as many are hugely over-subscribed. I would support giving more parents the opportunity for a Church school education for their children in the north of Dunstable.”*

Response by Andrew Selous MP when discussing proposals to convert Ashton Middle School to Frances Ashton C of E Secondary School.

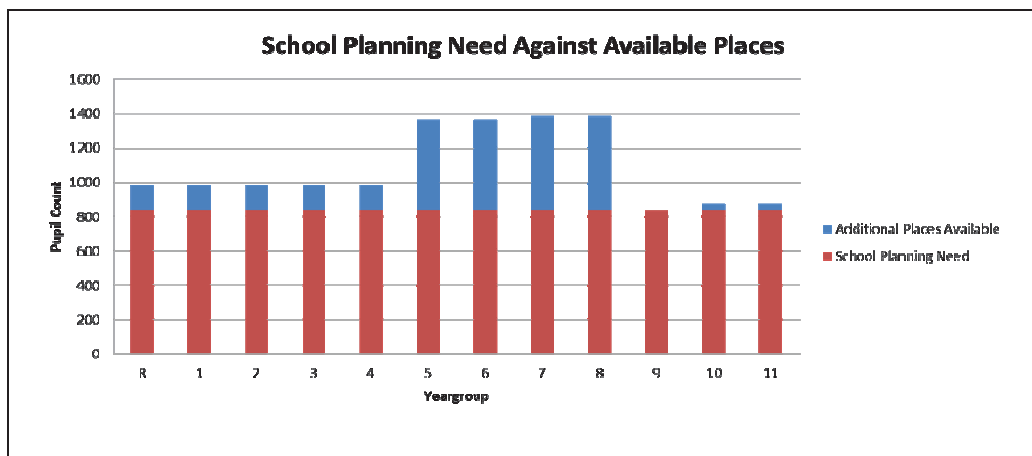
The risk of there being too few secondary places is a reality if parents wish their child to be educated in a faith school, as the one other faith school is continually over-subscribed, their website on 1st April states that “We are already heavily over-subscribed for Year 9 entry.”

It is widely recognised how important having a choice of faith education is to the voters in Dunstable.

Both the Children's Services of Central Bedfordshire Council and Ashton recognise that there is a risk that there will not be enough secondary school places in Dunstable in years 9, 10 and 11.

The following graph was presented by Rob Parsons at the consultation evening to close Ashton and other middle schools, should this happen there will be no surplus places between years 7 and 9 and a very small number between years 10 and 11. Our business plan demonstrates that, should we become a secondary school we would provide a similar surplus for the secondary age range as that seen as desirable for primary schools, ensuring parental choice.

**See appendix 2 of our Business Plan for details of our survey results.**



**7 – Education standards and diversity of provision** - the effect that this proposal would have on other schools, academies and educational institutions within the area and also on the local community

**See appendices 1 and 5 of our Business Plan for further details**

Our curriculum is, and always has been, broad, balanced and innovative. We are confident to try new initiatives and exploring alternatives for our pupils. This year we have initiated three major curriculum changes, see our business plan for details.

This bold, innovative approach would be continued and developed further in an 11 – 16 school and the small nature of the school would mean that we could respond to the needs of our pupils, developing the curriculum to ensure that all pupils make good progress and are ready for the workplace. We have plans to support our vulnerable pupils and extend our more able providing them with new and exciting challenges. See Appendix 1

The school believes that continuing to offer access to a full curriculum provided by specialist teachers in specialist areas, from the age of 11, will provide our pupils with the skills and subject knowledge to enhance their learning to ensure consistent progress is made. Links are being established with Central Bedfordshire College, local universities and sports facilities ensuring we would be able to continue to provide the broad and balanced curriculum we have always offered.

We have proved (OFSTED 2013) that progress is **good** for the years our pupils are with us. Intervention is effective and consistent and pupils enjoy learning. We believe that this will lead to good or better progress at KS4.

Our work with vulnerable pupils has been consistently highly commended by OFSTED and by our local community e.g. Jigsaw and Social Services etc.

We also believe that the nurturing environment we provide for these pupils will also lead to higher levels of progress and success at KS4.

In year 8 our pupils are already competing and performing at the highest levels and we have committed staff, experienced in delivering GCSE's, who will continue to facilitate this achievement up to year 11 and beyond. Over recent years we have prepared year 8 students for GCSE level work in both maths and French, indicating that our staff are confident and competent to deliver to GCSE level.

"Progress in mathematics accelerates in Key Stage 3. Last year's year 8 pupils made almost as much progress across years 7 and 8 as expected nationally across years 7 to 9" OFSTED 2013.

Music and drama are also very strong, with pupils being offered a wide range of extra curricular activities, whilst being stretched to produce GCSE and 'A' level standard performances.

We believe that our conversion to a secondary faith school would not have a negative impact on other schools in the area due to the figures quotes by CBC – see graph in section 6. The other secondary faith school is already reporting that year 9 is heavily oversubscribed this year, this is clearly an option parents are choosing and our conversion to secondary will help to meet this demand. Future plans for additional housing in the north of the town will also put additional pressure on school places in the long term. OFSTED stated that the Governing Body were and are confident and continued to move the school forward.

## **8 – Demand**

Demand for secondary faith provision has already been shown, see section 7, and the local MP recognises that church school are a popular option for parents.

Our own consultation has also demonstrated clear demand from stakeholders – see figures in section 6 and full responses in our consultation document. There is a representative sample of comments in our business plan.

Our survey of parents of lower school age children in Dunstable and Luton showed a high level of interest in the Frances Ashton C of E Secondary School.

It is not our intention to provide the same facilities and options as other secondary schools in Dunstable, we recognise the strengths of existing secondary provision, however, our research indicates that there is the demand for additional choice.

The Frances Ashton C of E Secondary School would increase parental choice by provide a small, faith, based education in the centre of Dunstable which:

- Provides greater opportunities for student participation and leadership.
- Is more accessible to those in the North of the town.
- Is able to be flexible and innovative in meeting the needs of all students, whatever their support requirements. See Business Plan for further explanation of how we would be different.

**See introduction and appendix 2 of our Business Plan for further details.**

**9 – School size** - details of the number of pupils in school at the date of publication of this proposal, the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration

**See Appendix 3 of our Business Plan for further details about the desirability of a small school.**

There are 475 pupils at the school at the time of the publication of the proposal.

Following discussions with a variety of stakeholders, we aim to achieve three form entry for Year 7 by September 2015, to offer the Frances Ashton Church of England Voluntary Aided Secondary School as an additional secondary provision in Dunstable.

We consulted with relevant parties, including the LA, who recommended we increase admission numbers for 2015 in Year 6 to 90, matching our proposed PAN. Indeed, further discussions and surveys since our original proposal indicate our numbers may be higher in years 8 and 9 due students transferring from larger schools or from the surrounding towns such as Luton.

	Sept 2014	Sept 2015	Sept 2016	Sept 2017	Sept 2018	Sept 2019
Year 5	60					
Year 6	100	90				
Year 7	50	90	90	90	90	90
Year 8	100	50+	90	90	90	90
Year 9		80+	60+	90	90	90
Year 10			80+	60+	90	90
Year 11				80+	60+	90
Total	310	310+	320+	410	420+	450

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

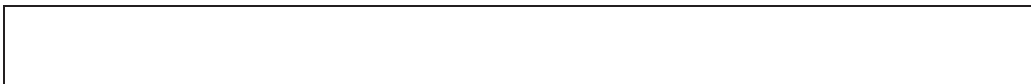
The current admission arrangements fully comply with the admissions code, any amendment the Governors wish to make would be fully compliant with any regulations in place at the time. Initially we expect the admission criteria to remain the same, as the age range changes we will amend accordingly.

### 11 – National Curriculum

**See Appendix 1 of our Business Plan for details.**

Our leadership team and our enthusiastic and innovative staff will adapt as the needs of our pupils and the desires of our parents dictate, and we will design and develop a curriculum that delivers outstanding educational standards and keeps the needs of our children at the heart of everything we do. In order to achieve this we are talking with a range of providers including:

- Central Bedfordshire College who are eager to discuss a joint provision 14 – 16 and pathways for our students moving forwards 16+,
- Dunstable leisure Centre,
- Dunstablians Rugby Club,
- Priory Academy to explore the possibility of sharing expertise and facilities.



### 12 – Equal opportunity issues

The Frances Ashton C of E Secondary School will be open to all students, regardless of race, religion or gender. Students will have equal access to the options available and there will provision for those who require additional support to enable them to access the curriculum, and reach their full potential.

### 13 – Community cohesion

- Ashton Middle School is situated in the heart of Dunstable town centre, the heart of Dunstable’s history and the heart of Dunstable’s community
- In 1726, the Ashton Foundation established an educational institution based on the teachings and principles of the Church of England.
- Our current building is a well maintained, grade II listed building which dates back to 1888.
- For centuries, Ashton has worked with the parents and children of Dunstable and provided education as a boarding school, grammar school and middle school.
- We are again proposing to reflect the wishes of the local community by changing our age range and continuing **Ashton’s evolution** in becoming **The Frances Ashton C of E VA Secondary School**.
- Former pupils include **Mike Bannister** ( pilot of the last commercial Concorde Flight ), **Gary Cooper** ( Hollywood Actor ), **Geoffrey Moore CBE** ( Vauxhall Motor’s Chairman ), **Norman Morris** ( Professor who revolutionised maternity care in the UK ), **Khawaja Nazimuddin** ( Pakistan’s 2nd Prime Minister in the 1950’s ) and **Kevin McCloud** ( TV Presenter – Grand Designs)

Contribution to the community through sport, music and charity events is a strength of the school. (Success in music exams, performance in the community, outstanding achievement in local and county sporting events).

The percentage of vulnerable/FSM/SEN pupils contributing to the above is high, all our extra-curricular activities are inclusive. This is the expectation of our school. We take every opportunity to work with any school in our local community and beyond.

### 14 – Travel and accessibility

There will be no significant changes to travel or accessibility as the overall number of pupils will not change. The school has recently been part of the Sustrans programme and has upgraded the provision for pupils wishing to cycle to school. We will continue to work with all relevant authorities to ensure that we continue to encourage sustainable transport where possible.

### 15 – Capital

No additional land or buildings are required.

**16 – School premises and playing fields**

We have a playing field at West Parade and astro-turf facilities on the school grounds, ensuring sufficient space for all legal requirements regarding outdoor space to be met. See current discussions being undertaken with local institutions in Appendix 1.

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

NA