

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



please ask for Sandra Hobbs
direct line 0300 300 5257
date 19 May 2011

NOTICE OF MEETING

EXECUTIVE

Date & Time

Tuesday, 31 May 2011 at 9.30 a.m.

Venue

Council Chamber, Priory House, Monks Walk, Shefford

Richard Carr
Chief Executive

To: The Chairman and Members of the EXECUTIVE: To be announced at the Council AGM on Thursday 19 May 2011.

MEMBERS OF THE PRESS AND PUBLIC ARE WELCOME TO ATTEND THIS MEETING

AGENDA

1. **Apologies for Absence**

To receive apologies for absence.

Constitutional Matters

Item	Subject	Page Nos.
2	Minutes	7 - 22

To approve as a correct record, the Minutes of the meeting of the Executive held on 15 March 2011.

3 **Members' Interests**

To receive from Members any declarations and the nature in relation to:-

- (a) personal interests in any agenda item
- (b) personal and prejudicial interests in any agenda item

4 **Chairman's Announcements**

To receive any matters of communication from the Chairman.

5 **Petitions**

To consider petitions received in accordance with the Scheme of Public Participation set out in Annex 2 of Part A4 of the Constitution:

1. to request that the Council review its decision to change the DB3 bus route and scheduling;
2. to request the Council to resume the bus service number 34 to the French's Avenue/Suncote Avenue, Salters Way Estate, Dunstable; and
3. to request the Council for a Parking Review of the Resident Parking Strategy and urge an involvement by residents in the Prince Regent Area in Dunstable as part of the consultation.

6	Public Participation		
	To respond to general questions and statements from members of the public in accordance with the Scheme of Public Participation set out in Appendix A of Part A4 of the Constitution.		
7	Forward Plan of Key Decisions	23 - 34	
	To receive the Forward Plan of Key Decisions for the period 1 June 2011 – 31 May 2012.		
	<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">Decisions</td> </tr> </table>		Decisions
Decisions			
8	Dunstable Town Centre Regeneration	35 - 46	
	To provide an update on and seeks approval of key delivery issues, including progressing the acquisition of properties to enable the refurbishment/ redevelopment and extension of the Quadrant Shopping Centre.		
9	Outcomes of the review of Transforming Teaching and Learning in Dunstable and Houghton Regis	47 - 164	
	To conclude the review of Transforming Teaching and Learning in Dunstable and Houghton Regis.		
10	The Future of Special Schooling in the South of Central Bedfordshire	165 - 190	
	To consider the informal consultation response on the future of Special Schooling in the South of Central Bedfordshire.		
11	Discontinuation of the Dyslexia Provision at Priory Middle School	191 - 212	
	To consider the responses to the statutory notice to discontinue the dyslexia provision at Priory Middle School from 1 September 2011.		
12	Commissioning of Youth and Youth Support Services	213 - 280	
	To consider the commissioning process for the delivery of Youth and Youth Support Services and recommends in the exempt Part B report of this Executive agenda the awarding of contracts to the successful applicants.		

Consultation Matters

13 **To consider the commencement of public consultation on the following matters:-**

(a) **Achieving Our Economic Potential - Consulting on the Economic Development Plan Framework and Skills for Growth** 281 - 290

To approve the Central Bedfordshire Economic Development Plan (EDP) Framework and the four priority themes.

(b) **Consultation on Central Bedfordshire's draft Approach to Road and Footway Maintenance** 291 - 334

To seek approval to consult the wider community on the draft Approach to Road and Footway Maintenance.

(c) **Replacement of and Consultation on a new Outdoor Access Improvement Plan** 335 - 344

To seek endorsement for the preparation and replacement of its Outdoor Access Improvement Plan.

14. **Exclusion of the Press and Public**

To consider whether to pass a resolution under section 100A of the Local Government Act 1972 to exclude the Press and Public from the meeting for the following items of business on the grounds that consideration of the items is likely to involve the disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Act.

EXEMPT DECISIONS

Item	Subject	Exempt Paragraph	Page Nos.
15.	Dunstable Town Centre Regeneration	3	345 - 348

To consider exempt Appendix 3.

- | | | | |
|-----|--|---|-----------|
| 16. | Commissioning of Youth and Youth Support Services | 3 | 349 - 350 |
| | To receive the exempt Appendix B. | | |
| 17. | Biggleswade A1 South Roundabout | 3 | 351 - 368 |
| | To consider the report. | | |

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CENTRAL BEDFORDSHIRE COUNCIL

At a meeting of the **EXECUTIVE** held in the Council Chamber, Priory House, Monks Walk, Shefford on Tuesday, 15 March 2011.

PRESENT

Cllr Mrs P E Turner MBE (Chairman)
Cllr R C Stay (Vice-Chairman)

Cllrs	Mrs R J Drinkwater	Cllrs	K C Matthews
	Mrs C Hegley		D McVicar
	M R Jones		T Nicols
	Mrs A M Lewis		Mrs C Turner
	S F Male		

Apologies for Absence: Cllrs B Wells

Members in Attendance:	Cllrs	R A Baker	Cllrs	D Jones
		Mrs A Barker		H J Lockey
		A R Bastable		J Murray
		P A Blaine		P Rawcliffe
		D Bowater		P Snelling
		Ms A M W Graham		B J Spurr
		Mrs D B Gurney		J Street
		P Hollick		P Williams
		J G Jamieson		J N Young

Officers in Attendance	Mr J Atkinson	Head of Legal and Democratic Services
	Mr R Carr	Chief Executive
	Mr R Ellis	Director of Customer and Shared Services
	Mr R Fox	Head of Development Plan
	Mrs E Grant	Deputy Chief Executive and Director of Children's Services
	Mrs S Hobbs	Committee Services Officer
	Mr A Lewis	Major Projects Officer
	Mrs J Ogle	Director of Social Care, Health and Housing
	Mr J Unsworth	Interim Assistant Director of Finance
	Mrs L Wade	Assistant Director Economic Growth and Regeneration

E/10/137 **Minutes**

RESOLVED

that the minutes of the meeting held on 15 February 2011 be confirmed as a correct record and signed by the Chairman.

E/10/138 **Members' Interests**

(a) **Personal Interests:-**

None.

(b) **Personal and Prejudicial Interests:-**

None.

E/10/139 **Chairman's Announcements**

The Chairman acknowledged the recent disasters that had occurred in Japan and expressed sympathy for the people suffering the impact of these.

E/10/140 **Petitions**

In accordance with the Scheme of Public Participation set out in Annex 2 of Part 4 of the Constitution, the Executive received the following petitions:-

1. The Council to remove the requirement for a multi-storey car park to be situated at the existing Asda car park from the Dunstable Town Centre Masterplan.

The Chairman acknowledged that an e-petition had been received concerning the Dunstable Town Centre Masterplan and the requirement for a multi-storey car park to be situated at the existing Asda car park. The petition contained 106 signatures. The lead petitioner was not in attendance to present the petition. The Chairman explained that this issue would be discussed under agenda item 12 'Dunstable Town Centre Final Masterplan'.

2. The Council to reconsider its plans to redeploy the current Council employed carers from the "Courts" which were facilities for frail elderly people and included Lavender, Quince, Red House and St George's Courts.

Mrs Luscombe presented an e-petition on behalf of the lead petitioner on the care arrangements at Lavender, Quince, Red House and St Georges Courts. The petition contained 123 signatures.

Mrs Luscombe commented on matters including:-

- the consultation process;
- the Equality Impact Assessment; and
- financial matters.

- 3. To request the Council to reverse its decision and allow Red House Court, Houghton Regis to continue to provide, through the caring staff who manage the accommodation, the excellent service it does now.**

Mrs Luscombe presented a paper petition on behalf of the lead petitioner on the care arrangements at Red House Court, Houghton Regis. The petition contained 119 signatures.

Mrs Luscombe commented on matters including:-

- the future impact of the changes on the residents; and
- the communication of the proposals.

The Portfolio Holder for Social Care and Health thanked Mrs Luscombe for presenting both petitions and responded that at its meeting on 24 February 2011, the Council had approved efficiency savings affecting the Courts as part of its budget for 2011/12. The Portfolio Holder explained that a panel including residents and family members would be established to discuss further care arrangements at the "Courts" and these discussions would take place before the new arrangement were implemented by October 2011.

- 4. To request the Council to consider the impact on the residents of Eversholt if the licence for the 140 bus service was not renewed at the end of March.**

The Chairman acknowledged receipt of a paper petition concerning the impact on the residents of Eversholt if the licence for the 140 bus services was not renewed at the end of March. The petition contained 39 signatures. The lead petitioner was not in attendance to present the petition.

E/10/141

Public Participation

The following statement was received in accordance with the Public Participation Scheme:

1. Mr Konstantinidis – the Council's budget

Mr Konstantinidis explained that he had attended the previous Executive meeting held on 15 February 2011 and had raised various points in relation to the Statement of Accounts. Mr Konstantinidis called for:-

- an independent review of the budget; and
- the resignation of the Portfolio Holder for Finance, Governance and People if the audited records indicated errors.

Mr Konstantinidis also commented on the Council's voting procedures.

The Portfolio Holder for Finance, Governance and People thanked Mr Konstantinidis for his comments. He explained that appropriate financial procedures were being implemented and he was confident that the errors that had occurred in the Statement of Accounts for 2009/10 would not be repeated. The Executive's budget proposals had been reviewed by the Overview and Scrutiny Committees.

E/10/142 **Child Poverty Strategy**

The Executive considered a report from the Portfolio Holder for Children's Services setting out a draft strategy to reduce child poverty and alleviate its effects in Central Bedfordshire.

The Portfolio Holder for Children's Services explained that the Children's Services Overview and Scrutiny Committee would be considering the impact of Children's Centres on children's wellbeing in due course. A query was raised by a non-Executive Member about the background information on the number of children living in poverty. The Portfolio Holder agreed to provide the relevant Member with a written response.

Reason for decision: To enable the local authority to meet its legislative duties as set out in the Child Poverty Act 2010 to publish by April 2011 and keep under review its local Child Poverty Strategy.

RESOLVED

that the Child Poverty Strategy be approved.

E/10/143 **Children and Young People's Plan**

The Executive considered a report from the Portfolio Holder for Children's Services that presented the Central Bedfordshire Children and Young People's Plan (2011-2014). Members noted that partner organisations had indicated their support for the ongoing development of partnership working within the framework for the Children's Trust and for a Children and Young People's Plan. The Plan had been refreshed following consultation with over 4,000 children, young people, parents, carers and stakeholders.

Reason for decision: To ensure that Central Bedfordshire Council meets its statutory duty as set out in the Children Act 2004 to make arrangements to promote co-operation with partners to improve the well-being of children in the authority's area.

RESOLVED

that the Central Bedfordshire Children and Young People's Plan be endorsed.

RECOMMENDED TO COUNCIL

that the Central Bedfordshire Children and Young People's Plan (2011-2014) be approved.

E/10/144 Post 16 Transport Policy

The Executive considered a report from the Portfolio Holder for Children's Services setting out the Post 16 Transport Policy for Central Bedfordshire. The Portfolio Holder recommended Option B as her preferred option which was to adopt the Policy subject to the following amendment to paragraph 26 in the Policy:

"Subsidised transport will be available for students aged 16 – 18 whose home address is more than 3 miles, but no more than 20 miles, from the school or college they are attending".

The Portfolio Holder for Children's Services advised that there was an appeal process that parents could follow including where the journey distance was longer than 20 miles.

Members noted that a further review of the policy would be carried out for implementation in 2012/13 to secure a focus on supporting the "truly vulnerable". The review would also consider the impact of the raising of the participation age from September 2013, the value of a post 16 travel pass and any new Post 16 Transport guidance issued by the Department for Education.

Reason for decision: to ensure that the Council meets its statutory obligations and that the Council adopts a fair, equitable and transparent policy to help students to access post 16 education.

RESOLVED

1. **that the draft Post 16 Transport Policy be approved, subject to the amendment of paragraph 26 so that it reads:**

"Subsidised transport will be available for students aged 16 – 18 whose home address is more than 3 miles, but no more than 20 miles, from the school or college they are attending";

2. **that the Director of Children's Services, in consultation with the Portfolio Holder for Children's Services, be delegated the authority to approve any subsequent minor variations to the Post 16 Transport Policy; and**
3. **to approve a further review of the Post 16 Transport Policy for implementation in 2012/13.**

E/10/145 **Review of Centrally Commissioned and Managed School Meals Contract**

The Executive considered a report from the Portfolio Holder for Customers, Systems and Assets which set out the outcome of the consultation process undertaken with schools in respect of the Council managed school meals service and the options for the service in the future. To address some of the concerns and issues raised during the consultation, a proposed transition support package was outlined at Appendix 2 to the report to help schools make their own arrangements for the future.

Reason for decision: To enable arrangements to be made for school meals when the current contract comes to an end in July 2011 following the contract's negotiated extension from March 2011.

RESOLVED

1. **that the extension of the current School Meals contract up to the end of the Summer Term 2011, be noted;**
2. **that the cessation of a centrally negotiated school meals contract from the end of the Summer Term 2011 be approved, and that in consequence all schools will need to make their own arrangements to provide school meals, commencing at the beginning of the new academic year (Autumn Term 2011); and**
3. **that Officers work with schools to enable a smooth transition to schools making their own arrangements for the provision of school meals.**

E/10/146 **LDF (North): Site Allocations Development Plan Document**

The Executive considered a report from the Portfolio Holder for Sustainable Development that set out the LDF (North): Site Allocations Development Plan Document (DPD). The DPD had recently been through public examination and the Inspector's report had found the DPD to be 'sound'.

In accordance with the Public Participation Procedure as set out in paragraph 2 of Annex 1 of Part A4 of the Constitution, the Chairman invited the members of the public who had registered to speak on this item to address the Committee:

- Mr Zerny was concerned that the proposed development in the DPD would blight the Georgian market town of Potton. He contended that the Potton Town Council and residents were opposed to the developments.
- Mr Belcher commented on the lack of support from Potton Town Council and residents for the proposed development for Potton and expressed his doubts about the provision of community facilities.

The Portfolio Holder for Sustainable Development explained that the DPD would provide an appropriate basis for the planning of the area over the next 15 years and would enable the Council to exercise appropriate control over development. He acknowledged the work of the Development Management Task Force and the Sustainable Communities Overview and Scrutiny Committee and pointed out that a full consultation process had been undertaken including with members of the public.

The Portfolio Holder moved the following revised recommendations, which were duly seconded:

- “1. that the Inspector’s conclusions that the Site Allocations Development Plan Document is sound be endorsed; and
2. that the Executive endorses the Inspector’s conclusions that the Site Allocations Development Plan Document is sound and recommends the plan to Council.”

Reason for decision: To ensure the Council complies with the statutory requirement to produce a Development Plan through the production of the Local Development Framework (North).

RESOLVED

that the Inspector’s conclusions that the Site Allocations Development Plan Document is sound be endorsed.

RECOMMENDED TO COUNCIL

that the Executive endorses the Inspector’s conclusions that the Site Allocations Development Plan Document is sound and recommends the plan to Council.

E/10/147

Dunstable Town Centre Final Masterplan

The Executive considered a report from the Portfolio Holder for Economic Growth, Skills and Regeneration setting out the final Dunstable Town Centre Masterplan that would be used as Interim Technical Guidance for Development Management purposes.

In accordance with the provisions of the Council’s Public Participation Procedure, the Chairman invited the members of the public who had registered to speak on this item to address the Committee:

- Mr Carrington, representative of the Dorchester Close Group, explained that he had concerns regarding the demolition of properties in Dorchester Close and the possible use of Compulsory Purchase powers
- Mrs Stear expressed her concern about the effect that the demolition of Dorchester Close and the erection of a multi-storey car park would have on her quality of life and future mobility.

The Portfolio Holder for Economic Growth, Skills and Regeneration acknowledged the e-petition to remove the requirement for a multi-storey car park at the existing Asda car park from the Dunstable Town Masterplan. The Portfolio Holder tabled a list of proposed wording changes to the Masterplan, attached at Appendix A, which included deleting the words “multi storey”.

The Portfolio Holder moved the following revised recommendations, which were duly seconded:

- “1. that the Director of Sustainable Communities, in consultation with the Portfolio Holder for Economic Growth, Skills and Regeneration, be delegated authority to make minor amendments to the wording prior to final publication of the Dunstable Town Centre Masterplan; and
2. that the Dunstable Town Centre Final Masterplan, as amended, be used as Interim Technical Guidance for Development Management purposes.”

The Portfolio Holder commented that Compulsory Purchase powers would only be used as a last resort and in the public’s interest. Members debated the Masterplan and the Portfolio Holder responded to questions from Executive and non-Executive Members in attendance.

Reason for decision: To enable the Town Centre Final Masterplan to provide a strategic lead regarding the delivery of the regeneration of Dunstable Town Centre.

RESOLVED

- 1. that the Director of Sustainable Communities, in consultation with the Portfolio Holder for Economic Growth, Skills and Regeneration, be given delegated authority to make minor amendments to the wording prior to final publication of the Dunstable Town Centre Masterplan; and**
- 2. that the Dunstable Town Centre Final Masterplan, as amended, be used as Interim Technical Guidance for Development Management purposes.**

E/10/148

Quarter 3 Budget Management Report 2010

The Executive considered a report from the Portfolio Holder for Finance, Governance and People that set out the actual spend to date and the forecast year end financial position of the Council for 2010/11, based on the information available as at 31 December 2010. Members noted that the latest revenue forecast to year end identified pressures of £1.954M over budget. This was a significant improvement of £1.297M on the quarter 2 position.

The Portfolio Holder moved a revised recommendation 3:

“that the likelihood that the year end close process would have a beneficial impact on the outturn position, be noted.”

Reason for decision: To facilitate effective financial management and planning.

RESOLVED

1. **that the improved forecast position of £1.954M over budget which was a £1.297M reduction when compared to the quarter two report and the expectation that the budget would be in balance at year end, be noted;**
2. **that the in-year management actions that had been successful in reducing forecast pressures experienced to date, be noted;**
3. **that the likelihood that the year end close process would have a beneficial impact on the outturn position, be noted; and**
4. **that the permanent compensatory efficiencies set out at Appendix A3 to the report which have been approved by the Portfolio Holder for Finance, Governance and People under delegated responsibility, be noted.**

E/10/149

Energy Contracts

The Executive considered a report from the Portfolio Holder for Finance, Governance and People that proposed that Central Bedfordshire Council should continue to use the Central Buying Consortium’s flexible energy contract for electricity and gas supplies to Council buildings and street lighting for the period 1 October 2012 – 30 September 2016.

Reason for decision: To ensure the Council procures gas and electricity supplies for Council buildings at competitive rates and according to recommended best practice for local government and to reflect the environmental and sustainability priorities of the Council.

RESOLVED

1. **that Central Bedfordshire Council continues to use the Central Buying Consortium’s flexible energy contracts for electricity and gas supplies to Council buildings for the period 2012-2016, and continues to make these contracts available for schools to use should they wish; and**
2. **that the continued procurement of electricity on a ‘green’ tariff where there is no additional cost to the Council above non-‘green’ tariffs, be endorsed.**

E/10/150 **Proposals for Services to Schools**

The Executive considered a report from the Portfolio Holder for Finance, Governance and People that set out the Services to Schools price list for the period 2011/12, together with the underpinning principle of full cost recovery for these services. The principles, costs and charges relating to the Council's "traded" services offered to schools had been the subject of a comprehensive review recently and as a result the report set out a proposed charging philosophy and pricing structure for 2011/12.

The Portfolio Holder clarified that the report had been drafted by the Overview and Scrutiny Manager who at the time had been acting as a Project Manager for Schools Support Services. He also advised Members that the Council's approved revenue budget for 2011/12 was predicated on the organisation achieving an income optimisation target of £1.25m and not £1.5m as set out in the report.

Reason for decision: To enable the Council to be clear regarding its recovery of costs policy and to have approved the Services to Schools price list for the period 2011/12.

RESOLVED

1. **to confirm the principle of full cost recovery regarding the provision of discretionary traded services to schools; and**
2. **that the Services to Schools price list for the period 2011/12, attached at Appendix A to the report, be approved.**

E/10/151 **Public Protection Statutory Service Plans 2011-2012**

The Executive considered a report from the Portfolio Holder for Safer Communities and Healthier Lifestyles that proposed the approval of the Food Law Enforcement Service Plan 2011-2012, the Age Restricted Sales Plan 2011-2012 and the Health and Safety (as a Regulator) Service Plan 2011-2012. The Council was required by Government to adopt annual service plans to guide its activity in respect of regulatory services. The Council was required to ensure that these plans were in place by 1 April 2011.

The Portfolio Holder commented that the relevant Officers had been trained appropriately.

Reason for decision: To ensure that the service continues to meet its obligations with respect to its relevant enforcement responsibilities in 2011-2012 in accordance with statutory guidance.

RESOLVED

1. **that the Food Law Enforcement Service Plan 2011-2012, attached at Appendix A to the report, be approved;**

2. that the Age Restricted Sales Plan 2011-2012, attached at Appendix B to the report, be approved;
3. that the Health and Safety (as a Regulator) Service Plan 2011-2012, attached at Appendix C to the report, be approved; and
4. that the Director of Sustainable Communities, in consultation with the Portfolio Holder for Safer Communities and Healthier Lifestyles, be authorised to make any necessary minor amendments to the Plans prior to publication.

E/10/152

Community Safety Partnership Priorities and the Community Safety Partnership Plan for 2011 - 2012

The Executive considered a report from the Portfolio Holder for Safer Communities and Healthier Lifestyles that set out the proposed Community Safety Partnership Plan for endorsement by the Executive and adoption by Council. Members acknowledged that the Plan had been endorsed by Central Bedfordshire Together Board, the Community Safety Partnership and the Sustainable Communities Overview and Scrutiny Committee. The three priorities identified for Central Bedfordshire for 2011-2012 were:

- anti-social behaviour
- reduce reoffending
- domestic abuse.

The Chairman of the Sustainable Communities Overview and Scrutiny Committee confirmed that a letter had been sent to the Secretary of State for Justice requesting that offenders be released on Mondays rather than Fridays as this would support the priority of reducing reoffending.

The Portfolio Holder for Safer Communities and Healthier Lifestyles clarified that the Safety Advisory Group did not have a statutory responsibility for the Plan.

Reason for decision: Central Bedfordshire Council was a Responsible Authority of the Community Safety Partnership under the Crime and Disorder Act 1998. The Act placed a statutory duty on the local authority to work with other responsible authorities to develop and implement a strategy for reducing crime and disorder. The Strategy must cover a district, borough or unitary area.

RESOLVED

that the Strategic Assessment of the Community Safety Partnership Priorities be endorsed.

RECOMMENDED TO COUNCIL

that the Community Safety Partnership Plan 2011-2012 be adopted.

E/10/153 **Quarter 3 Performance Report**

The Executive considered a report from the Deputy Leader that highlighted the key quarter 3 performance indicators for Central Bedfordshire Council.

It was noted that overall, performance was generally strong even though the Council had set itself challenging performance targets and was operating within a difficult financial climate. The Deputy Leader congratulated the schools in Central Bedfordshire on achieving results higher than the national average for GCSE exams.

Reason for decision: To ensure a rigorous approach to performance management across Central Bedfordshire Council.

RESOLVED

that the Quarter 3 Performance Report setting out the Council's overall performance position be noted.

E/10/154 **Central Bedfordshire Council Membership of South East Midlands Local Enterprise Partnership**

The Executive considered a report from the Leader of the Council seeking approval to the Authority becoming a formal member of the South East Midlands Local Enterprise Partnership (SEMLEP).

Reason for decision: That Central Bedfordshire Council be represented in the new proposed Local Enterprise partnership structures developed in response to the Coalition Government's Localism agenda and the ending of the regional development agencies and regional architecture.

RESOLVED

1. **that the membership and active participation of Central Bedfordshire Council in the South East Midlands Local Enterprise Partnership (SEMLEP) in the form of a company limited by guarantee, be approved; and**
2. **that the Chief Executive, in consultation with the Leader, be given delegated authority on the development and supporting activities of SEMLEP.**

E/10/155 **Forward Plan of Key Decisions**

RESOLVED

that the Forward Plan of Key Decisions for the period 1 March 2011 – 28 February 2012 be noted subject to the outcomes of the review of transforming teaching and learning in Dunstable and Houghton Regis being deferred from 5 April 2011 to 31 May 2011.

(Note: The meeting commenced at 9.30 a.m. and concluded at 1.45 p.m.)

Chairman

Dated

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Appendix A

Dunstable Town Centre Masterplan

Proposed Wording Changes

Page	Para/Figure	Proposed Wording
10	Column 2 Second para	Delete words “multi storey” before car parking
11	Figure 1.3	Key to state “New Car Parks”, deleting words “Multi Storey”
15	Column 2 First para	Delete words “Multi Storey and “(MSCPs)”
16	Column 1 Third bullet point	Delete and add new words “Additional car parking is likely to be required to deliver the quantum of development to achieve the vital step change in Dunstable’s offer. This could take the form of surface, underground or multi storey parking.”
16	Column 1 Fifth bullet point	Delete “Multi Storey”. Add wording “A green landscape buffer would help to mitigate the impact of new development on the Kingscroft Avenue residential properties”
17	Figure 2.4	Key to state “Car Park” deleting the words “Multi Storey”
18	Column 3 Second para	Delete words “decked (multi-storey)”
38	Column 1 Seventh bullet point	Delete and replace with “New car parking to provide capacity for Asda customers and the wider town centre. The car parking could be provided at surface level, underground or decked depending on the eventual development proposals that come forward.”
38	Column 2 Third bullet point	Delete “Multi Storey” and replace with “proposed”
39	Figure 4.2	Key to state “New Car Parks” deleting words “Multi Storey” Add new Key “Green Landscape Buffer” to rear of Kingscroft Avenue
40	Column 1 Third bullet point	Delete all five references to “MSCPs” and replace with “car parks”. Delete third dash and replace with “- If a multi storey car park option were to come forward, this should be no higher than ground floor plus two decks (3 floors), and be set back from the site boundary adjoining the residential properties on Kingscroft Avenue, with a landscape buffer.”

40	Column 3 Second bullet point	Delete "decked"
43	Figure 4.4	Key to state "New Car Park", delete words "Multi Storey"
44	Column 2 Third bullet point	Add "2" after "Manual for Streets"
46	Column 2 Second bullet point	Add "Eleanor Cross" after "Matthew Street"
47	Figure 4.6	Add to key words "Eleanor Cross" after "Matthew Street"
48	Final bullet point	Add "2" after "Manual for Streets"
60	Column 3 First dash	Delete and replace with "parking for Asda to be re-provided adjacent to the enlarged store."
60	Column 3 3.	Delete "MSCP" and replace with "car park"

**Central Bedfordshire Council
Forward Plan of Key Decisions
1 June 2011 to 31 May 2012**

- 1) During the period from **1 June 2011 to 31 May 2012**, Central Bedfordshire Council plans to make key decisions on the issues set out below. “Key decisions” relate to those decisions of the Executive which are likely:
 - to result in the incurring of expenditure which is, or the making of savings which are, significant (namely £200,000 or above per annum) having regard to the budget for the service or function to which the decision relates; or
 - to be significant in terms of their effects on communities living or working in an area comprising one or more wards in the area of Central Bedfordshire.
- 2) The Forward Plan is a general guide to the key decisions to be determined by the Executive and will be updated on a monthly basis. Key decisions will be taken by the Executive as a whole. The Members of the Executive are:

Executive Member

To be appointed at the Council’s AGM on 19 May 2011

3) Those items identified for decision more than one month in advance may change in forthcoming Plans. Each new Plan supersedes the previous Plan. Any person who wishes to make representations to the Executive about the matter in respect of which the decision is to be made should do so to the officer whose telephone number and e-mail address are shown in the Forward Plan. Any correspondence should be sent to the contact officer at the relevant address as shown below. General questions about the Plan such as specific dates, should be addressed to the Head of Democratic Services, Priory House, Monks Walk, Chicksands, Shefford SG17 5TQ.

4) The agendas for meetings of the Executive will be published as follows:

Meeting Date	Publication of Agenda
15 March 2011	03 March 2011
05 April 2011	24 March 2011
31 May 2011	19 May 2011
12 July 2011	30 June 2011
23 August 2011	11 August 2011
4 October 2011	22 September 2011
15 November 2011	3 November 2011
6 December 2011	24 November 2011
10 January 2012	22 December 2011
14 February 2012	2 February 2012
27 March 2012	15 March 2012
15 May 2012	3 May 2012

Central Bedfordshire Council

Forward Plan of Key Decisions for the period 1 June 2011 to 31 May 2012

Key Decisions

Date of Publication: 13.05.11

Ref No.	Issue for Key Decision by the Executive	Intended Decision	Indicative Meeting Date	Consultees and Date/Method	Documents which may be considered	Portfolio Holder and Contact officer (method of comment and closing date)
1.	Local Economic Plan -	To approve the Central Bedfordshire Local Economic Plan.	12 July 2011		Draft final Local Economic Plan	Executive Member for Sustainable Communities – Strategic Planning & Economic Development Comments by 11/06/11 to Contact Officer: James Cushing, Head of Economic Policy Email james.cushing@centralbedfordshire.gov.uk Tel: 0300 300 4984
2.	Biggleswade Town Centre Strategy and Masterplan -	To consider and formally adopt the Biggleswade town centre strategy and masterplan as a supplementary planning document.	12 July 2011	Non statutory consultation – July 2009 comprising public exhibition Non statutory consultation – 3 July to 27 August 2010, 4 public exhibitions in addition to web and print consultation methods Formal statutory consultation – Early November 2010 for a period of four to six weeks	Biggleswade town centre strategy and masterplan	Executive Member for Sustainable Communities – Strategic Planning & Economic Development Comments by 11/06/11 to Contact Officer: Liz Wade, Assistant Director Economic Growth and Regeneration Email: liz.wade@centralbedfordshire.gov.uk Tel: 0300 300 6288

Ref No.	Issue for Key Decision by the Executive	Intended Decision	Indicative Meeting Date	Consultees and Date/Method	Documents which may be considered	Portfolio Holder and Contact officer (method of comment and closing date)
3.	Award of Contract: 24/7 Community Alarm and Emergency out of hours telephone call handling service -	To award the contract.	12 July 2011		Tender report	Executive Member for Social Care, Health & Housing Comments by 11/06/11 to Contact Officer: Basil Quinn, Housing Asset Manager Performance Email: basil.quinn@centralbedfordshire.gov.uk Tel: 0300 300 5118
4.	Post 16 Transport Policy -	To approve the draft policy to be implemented from September 2012.	12 July 2011	Consultation to run between 9 May 2011 and 24 June 2011. Workshops to be held with schools, colleges, neighbouring authorities and Youth Parliament.	Report Consultation forms and feedback Draft policy Equality Impact Assessment	Executive Member for Children's Services Comments by 11/06/11 to Contact Officer: Sylvia Gibson, Interim Assistant Director, Learning and Strategic Commissioning or Ben Pearson, Head of Joint Strategic Commissioning Email: sylvia.gibson@centralbedfordshire.gov.uk Tel: 0300 300 5522 or ben.pearson@centralbedfordshire.gov.uk Tel: 0300 300 5679

Ref No.	Issue for Key Decision by the Executive	Intended Decision	Indicative Meeting Date	Consultees and Date/Method	Documents which may be considered	Portfolio Holder and Contact officer (method of comment and closing date)
5.	Business Case for Integrated Children's System Improvement -	To consider the business case for the procurement of a replacement Integrated Children's System and improvement of related processes and workflows.	12 July 2011		Report	Executive Member for Corporate Resources Comments by 11/06/11 to Contact Officer: Clive Jones, Assistant Director Customer and Systems Email: clive.jones@centralbedfordshire.gov.uk Tel: 0300 300 4168
6.	Consultation on Central Bedfordshire's draft Approach to Parking Management -	To consider the consultation on Central Bedfordshire's draft Approach to Parking Management.	12 July 2011	Members and Town and Parish Councils Exhibitions at Priory and Watling House Tuesday 6 June 2011	Draft Approach to Parking Management	Executive Member for Sustainable Communities Services Comments by 11/06/11 to Contact Officer: Basil Jackson, Assistant Director Highways & Transport Email: basil.jackson@centralbedfordshire.gov.uk Tel: 0300 300 6171
7.	Budget Management - Provisional Outturn 2010/11 -	To provide information on the budget outturn as at 31 March 2011.	12 July 2011		Report	Executive Member for Corporate Resources Comments by 11/06/11 to Contact Officer: John Unsworth, Interim Assistant Director of Finance Email: john.unsworth@centralbedfordshire.gov.uk Tel: 0300 300 6147

Ref No.	Issue for Key Decision by the Executive	Intended Decision	Indicative Meeting Date	Consultees and Date/Method	Documents which may be considered	Portfolio Holder and Contact officer (method of comment and closing date)
8.	Community Engagement Strategy -	To endorse the refresh of the Community Engagement Strategy.	23 August 2011		Report	Leader of the Council Comments by 22/07/11 to Contact Officer: Ian Porter, Assistant Director Policy, Partnerships & Performance Email: ian.porter@centralbedfordshire.gov.uk Tel: 0300 300 6529
9.	Transforming learning and our relationship with schools - Review of school places in Leighton & Linslade -	To consider the responses to the consultation on the preferred option(s) and to authorise the publication of statutory notices.	4 October 2011		Education Vision, Children and Young People's Plan, Learning Transformation Dunstable and Houghton Regis Review Protocol	Executive Member for Children's Services Comments by 03/09/11 to Contact Officer: Sylvia Gibson, Interim Assistant Director, Learning and Strategic Commissioning Email: sylvia.gibson@centralbedfordshire.gov.uk Tel: 0300 300 5598
10.	Budget Management Report - Quarter 1	To consider the quarter 1 budget management report.	4 October 2011		Report	Executive Member for Corporate Resources Comments by 03/09/11 to Contact Officer: John Unsworth, Interim Assistant Director of Finance Email: john.unsworth@centralbedfordshire.gov.uk Tel: 0300 300 6147

Ref No.	Issue for Key Decision by the Executive	Intended Decision	Indicative Meeting Date	Consultees and Date/Method	Documents which may be considered	Portfolio Holder and Contact officer (method of comment and closing date)
11.	Transforming learning and our relationship with schools - Review of school places in Leighton & Linslade -	To approve the statutory proposals and financial commitment to implement the chosen option.	15 November 2011		Education Vision, Children and Young People's Plan, Learning Transformation Dunstable and Houghton Regis Review Protocol	Executive Member for Children's Services Comments by 15/10/11 to Contact Officer: Sylvia Gibson, Interim Assistant Director, Learning and Strategic Commissioning Email: sylvia.gibson@centralbedfordshire.gov.uk Tel: 0300 300 5598
12.	Central Bedfordshire Approach to all Age Skills -	To approve Central Bedfordshire's approach to All Age Skills in order to: A: establish the priorities and actions requirement to ensure the skills challenges facing Central Bedfordshire can be met; and B: demonstrate the Council's commitment to demonstrate leadership in driving the skills agenda forward.	15 November 2011	Workshops and focus groups will be held throughout May/June with partners, stakeholders and individuals. From July – September the Council will be running a formal consultation for a minimum of 13 weeks.	Local Economic Assessment	Executive Member for Sustainable Communities – Strategic Planning and Economic Development Comments by 14/10/11 to Contact Officer: Kate McFarlane, Head of Community Regeneration & Adult Skills Email: kate.mcfarlane@centralbedfordshire.gov.uk Tel: 0300 300 5858

Ref No.	Issue for Key Decision by the Executive	Intended Decision	Indicative Meeting Date	Consultees and Date/Method	Documents which may be considered	Portfolio Holder and Contact officer (method of comment and closing date)
13.	Budget Management Report - Quarter 2	To consider the quarter 2 budget management report.	6 December 2011		Report	Executive Member for Corporate Resources Comments by 05/11/11 John Unsworth, Interim Assistant Director of Finance Email: john.unsworth@centralbedfordshire.gov.uk Tel: 0300 300 6147
14.	Review of Central Bedfordshire Council Library Service -	Approval is sought to: A: agree the Central Bedfordshire vision for the Libraries Service; and B: agree a sustainable model of future Library Service provision.	6 December 2011	Throughout May/June a series of focus groups and workshops with service users and partners and stakeholders. From July – September/October a formal consultation for a minimum of 13 weeks on the vision and potential service delivery models.	Emerging vision, core service offer and aspiration Libraries Service Review Report Outcomes from consultation process Equality Impact Assessment	Executive Member for Sustainable Communities Services Comments by 05/11/11 Kate McFarlane, Head of Community Regeneration & Adult Skills Email: kate.mcfarlane@centralbedfordshire.gov.uk Tel: 0300 300 5858

Ref No.	Issue for Key Decision by the Executive	Intended Decision	Indicative Meeting Date	Consultees and Date/Method	Documents which may be considered	Portfolio Holder and Contact officer (method of comment and closing date)
15.	Gypsy & Traveller DPD -	To recommend to Council the adoption of the Gypsy & Traveller DPD.	10 January 2012	Statutory LDF consultation process and Examination by Planning Inspector.	Gypsy & Traveller DPD (DLF North)	Executive Member for Sustainable Communities – Strategic Planning and Economic Development Comments by 09/12/11 to Contact Officer: Richard Fox, Head of Development Plan Email: richard.fox@centralbedfordshire.gov.uk Tel: 0300 300 4105
16.	Award of the Housing Responsive Maintenance and Void Repairs Contract -	To award the housing responsive maintenance and void repairs contract.	10 January 2012		Report	Executive Member for Social Care, Health & Housing Comments by 09/12/11 to Contact Officer: Basil Quinn, Housing Asset Manager Performance Email: basil.quinn@centralbedfordshire.gov.uk Tel: 0300 300 5118
17.	Community Safety Partnership Priorities and the Community Safety Partnership Plan for 2012-2013 -	To adopt the Community Safety Partnership Priorities and the Community Safety Partnership Plan for 2012-2013.	27 March 2012	Strategic Assessment & Partnership Plan will be considered at the Community Safety Partnership Executive meeting in November/December, Overview and Scrutiny Committee and the Local Strategic Partnership.	Strategic Assessment Priorities & Community Safety Partnership Plan 2012-2013	Executive Member for Sustainable Communities Services Comments by 26/02/12 to Contact Officer: Jeanette Keyte, Community Safety Manager Email: jeanette.keyte@centralbedfordshire.gov.uk Tel: 0300 300 5232

Ref No.	Issue for Key Decision by the Executive	Intended Decision	Indicative Meeting Date	Consultees and Date/Method	Documents which may be considered	Portfolio Holder and Contact officer (method of comment and closing date)
18.	Food Law Enforcement Service Plan 2012-2013, Age Restricted Sales Plan 2012-2013 and the Health and Safety (as a Regulator) Service Plan 2012-2013 -	To approve the Food Law Enforcement Service Plan 2012-2013, Age Restricted Sales Plan 2012-2013 and the Health and Safety (as a Regulator) Service Plan 2012-2013.	27 March 2012		Central Bedfordshire Enforcement Policy; FSA Framework Agreement on Local Authority Food Law Enforcement; Food Law Code of Practice (England); HSE Section 18 Standard on Enforcement	Executive Member for Sustainable Communities Services Comments by 26/02/12 to Contact Officer: Susan Childerhouse, Head of Public Protection (North) Email: susan.childerhouse@centralbedfordshire.gov.uk Tel: 0300 300 4394
19.	Budget Management Report - Quarter 3	To consider the quarter 3 budget management report.	27 March 2012		Report	Executive Member for Corporate Resources Comments by 26/02/11 to Contact Officer: John Unsworth, Interim Assistant Director of Finance Email: john.unsworth@centralbedfordshire.gov.uk Tel: 0300 300 6147

Ref No.	Issue for Key Decision by the Executive	Intended Decision	Indicative Meeting Date	Consultees and Date/Method	Documents which may be considered	Portfolio Holder and Contact officer (method of comment and closing date)
NON KEY DECISIONS						
20.	Quarter 4 Performance Report -	To highlight key Quarter 4 performance for Central Bedfordshire Council.	12 July 2011		None.	Executive Member for Corporate Resources Comments by 11/06/11 to Contact Officer: Ian Porter, Assistant Director Policy, Partnerships & Performance Email: ian.porter@centralbedfordshire.gov.uk Tel: 0300 300 6529

Postal address for Contact Officers: Central Bedfordshire Council, Priory House, Monks Walk, Chicksands, Shefford SG17 5TQ

**Central Bedfordshire Council
Forward Plan of Decisions on Key Issues**

For the Municipal Year 2011/12 the Forward Plan will be published on the fifteenth day of each month or, where the fifteenth day is not a working day, the working day immediately proceeding the fifteenth day, or in February 2012 when the plan will be published on the fourteenth day:

Date of Publication	Period of Plan
15.04.11	1 May 2011 – 30 April 2012
13.05.11	1 June 2011 – 31 May 2012
15.06.11	1 July 2011 – 30 June 2012
15.07.11	1 August 2011 – 31 July 2012
15.08.11	1 September 2011 – 31 August 2012
15.09.11	1 October 2011 – 30 September 2012
14.10.11	1 November 2011 – 31 October 2012
15.11.11	1 December 2011 – 30 November 2012
15.12.11	1 January 2012 – 31 December 2012
13.01.12	1 February 2012 – 31 January 2013
14.02.12	1 March 2012 – 28 February 2013
15.03.12	1 April 2012 – 31 March 2013

Meeting: Executive
Date: 31 May 2011
Subject: Dunstable Town Centre Regeneration
Report of: Executive Member for Sustainable Communities – Strategic Planning and Economic Development

Summary: Following the adoption in March 2011 of the Dunstable Town Centre Masterplan, this report provides an update on and seeks approval of key delivery issues, including progressing the acquisition of properties to enable the refurbishment/redevelopment and extension of the Quadrant Shopping Centre. The Masterplan was subject to a ‘statutory consultation’ process in September/October 2010, the findings of which were considered by the Sustainable Communities Overview & Scrutiny Committee in December 2010.

Advising Officer: Gary Alderson, Director of Sustainable Communities
Contact Officer: Liz Wade, Assistant Director Economic Growth, Skills and Regeneration
Public/Exempt The report is public with an Exempt Part B (Appendix 3)
Wards Affected: Dunstable wards: Icknield, Central, Watling, Northfields and Manshead
Function of: Executive
Key Decision Yes
Reason for urgency/ exemption from call-in (if appropriate) N/A

CORPORATE IMPLICATIONS

Council Priorities:

The vision of the Sustainable Communities Strategy is “To ensure Central Bedfordshire is Globally Connected, Delivering Sustainable Growth to ensure a Green, Prosperous and Ambitions Place for the Benefit of All”.

The Strategy will be delivered through two underpinning key themes of creating the conditions for economic success and community prosperity and raising standards and tackling inequality in order to deliver 26,000 new homes and 27,000 new jobs by 2026.

The implementation of the Dunstable Town Centre Masterplan and the regeneration of the town centre is a fundamental part of the Council’s key aim to manage growth effectively. The regeneration of Dunstable Town Centre (“the Town Centre”) is a critical part of the proposals to deliver sustainable growth for the area.

Financial:

The implementation of the Dunstable Town Centre Masterplan will require a variation of the Council's Capital Programme for 2011/12 – 2014/15. The cost of acquisition of a number of residential properties to allow development to proceed is defined as a major scheme as the whole life cost exceeds £500,000. This addition to the capital scheme requires Executive approval, and this report when endorsed fulfils the financial compliance requirements.

The variation to the capital programme is within the affordability budget of the Council over the medium term. The Council has sufficient borrowing capacity to meet the balance of costs after the reallocation of budgets from capital schemes nominated within the report.

The Project Manager proposes to utilise the Council's Legal and Democratic Services to undertake the necessary legal work associated with the acquisition of the properties referred in this report rather than the use of external resources as a cost saving measure.

Detailed financial information is set out in an exempt annex.

Legal:

Section 226 of the Town and Country Planning Act 1980 sets out the legislative framework for the Council to use Compulsory Purchase Powers. Under Section 226 of the Act the Council can use its compulsory purchase powers:

- if the view is held that the acquisition will facilitate the carrying out development, redevelopment or improvement on or in relation to land; or
- where the land is required for a purpose which it is necessary to achieve in the interests of the proper planning of the area.

Only the Local Planning Authority can exercise such powers as it is not possible to delegate these powers to a third party. However, it is lawful for those powers to be exercised in order to promote and facilitate a redevelopment scheme which is advocated by a third party.

The Council must have satisfied themselves that the conditions that exist meet the reasonable tests for a Compulsory Purchaser Order (CPO) to be made if required to assemble the site and for it to come forward in a timely fashion. In particular, the circumstances around the economic viability of Dunstable Town Centre add weight to the use of Compulsory Purchase Powers.

The Council must show that the use of CPO powers is necessary and proportionate to secure the Scheme. Any CPO which does not satisfy this requirement is unlikely to be a justifiable interference with individuals' property rights under the Human Rights Act 1998.

If the CPO were to be challenged by way of objection, this would result in a Public Inquiry taking place.

In the event that this initial Report to Executive obtains an “in principle” resolution, a further report may follow seeking a further resolution from the Executive which will be required to confirm approval to make a CPO in its final form. This will only occur if the acquisition of the freehold of land cannot be achieved by negotiation. A further resolution will include a copy of the Order, Order Map, Schedule of Interests and the Statement of Reasons. There is however no fixed or anticipated timescale for a further resolution stage to seek approval to make a CPO as it is hoped that this will not be necessary.

Risk Management:

The delivery of the town centre Masterplan provides key risks to the Council; in particular, failure to acquire the residential properties could risk the future regeneration of, and new investment in the Town Centre.

- Reputation: If the acquisition of key land/premises within the town centre is not managed effectively, the need for the Council to undertake difficult decisions in respect to the delivery of the Masterplan will not be understood by the local community. The issues relating to the Masterplan have already attracted a significant amount of local press coverage.
- Delivery: The redevelopment of the Quadrant shopping centre area is crucial for the delivery of the Masterplan and the wider regeneration of the town centre. Other parts of the Masterplan are dependant on achieving this key objective. It is therefore essential that the delivery of the Masterplan is managed effectively to ensure the regeneration of the town centre is achieved.

Staffing (including Trades Unions):

Not applicable.

Equalities/Human Rights:

The Town Centre has the utmost need for town centre regeneration in the Central Bedfordshire area, as measured by retail indices including vacancy levels. Dunstable serves a mixed population including the priority neighbourhoods of Downside, Tithe Farm and Parkside in Houghton Regis. Successful town centres are often a reflection of the wider well being of the communities they serve and the implementation of the masterplan proposals will ensure that the regeneration of the town centre can take place.

An Equalities Impact Assessment was carried out as part of the Masterplan process and whilst there are no outstanding issues, a number of issues were considered during this assessment including: improved access to healthcare facilities for older people by public transport or within walking distance; the accessibility of social infrastructure and community facilities for disabled people; and the location of appropriate town centre uses in specific locations which will increase accessibility for all sections of the community.

Community Safety:

The implementation of the Town Centre Final Masterplan whilst bringing substantial economic and social benefits to the town would have a significant and positive impact on community safety. The increase in businesses and residential dwellings will lead to additional pressures on local policing and support from partner agencies and the Council who deal with community safety issues including environmental crime and anti social behaviour. The Masterplan will however bring forward considerable opportunities to address some of these issues during the design and implementation/delivery stages, including any redevelopment of the Quadrant shopping centre. The Council will need to ensure that it complies with its statutory duties under Section 17 of the Crime and Disorder Act and that all plans fulfil the criteria set down for community safety within planning design guidelines

Sustainability:

The Dunstable Town Centre Masterplan will initially form part of the evidence base for the Local Development Framework (LDF) for the southern part of Central Bedfordshire. The LDF embraces sustainable development as its overarching aim and has and will continue to be subject to a sustainability appraisal. The regeneration of the Town Centre is a critical part of the proposals to deliver sustainable growth for the area.

Summary of Overview and Scrutiny Comments:

At its meeting on 14 December 2010 the Sustainable Communities Overview and Scrutiny Committee received a presentation relating to the outcomes of the statutory consultation on the Dunstable Town Centre Strategy and Masterplan prior to its endorsement by the Executive. The Committee noted the consultation responses received on the Draft Dunstable Town Centre Strategy and Masterplan and agreed the following: - **‘that the Executive be informed that it is the view of the Sustainable Communities Overview and Scrutiny Committee that the Dunstable Town Centre Strategy and Masterplan should be endorsed’**. (Minutes of meeting - Appendix 1)

RECOMMENDATIONS:

- 1. to agree to progress by private treaty negotiation the acquisition of Nos. 1-4 and Nos. 25-28 Dorchester Close and No. 45 Kingscroft Avenue, Dunstable;**
- 2. to agree to provide funding to support the residents of the above properties to assist with costs of their own independent advisor/valuer/negotiator;**
- 3. to confirm in principle that the Council would be prepared to make a Compulsory Purchase Order under the powers conferred by Section 226 (1) (a) of the Town and Country Planning Act 1990 to acquire the freehold interests of land within Dunstable Town Centre as defined on the South Bedfordshire Local Plan 2004 and as defined as an extension to the town centre in the Dunstable Town Centre Masterplan (Figure 1.2: Potential town centre boundary extension), in the event that the Council is unable to reach agreement to acquire the necessary interests by private treaty.**

4. to agree that funding for the acquisition be met as set out in the EXEMPT Part B of this report – Appendix 3.

Reason for Recommendations: *To agree the Council's approach towards the implementation of the Dunstable Town Centre Masterplan*

Executive Summary

The report seeks approval to implement the Dunstable Town Centre Masterplan through agreeing to progress by private treaty negotiation the acquisition of residential properties at Dorchester Close and Kingscroft Avenue, and seeking an 'in principle' agreement to the use of compulsory purchase powers to acquire the freehold interest of land within the Town Centre as defined in the Town Centre Masterplan. The Executive is further asked to agree the funding arrangements as set out in the Exempt Part B of this report (Appendix 3).

Background

1. The Dunstable Town Centre Masterplan was endorsed by Executive in March of this year to be used as Interim Technical Guidance for Development Management purposes. The Masterplan has been subject to public and elected members' engagement during the various stages of the masterplan process, including the 'statutory consultation' process in September/October 2010, the findings of which were considered by the Sustainable Communities Overview & Scrutiny Committee in December 2010.
2. The Masterplan focuses on a number of key elements including:
 - (a) Retail - The creation of substantial additional retail floorspace together with associated car parking, with the majority being created in the Quadrant Shopping Centre area;
 - (b) Community and Leisure - The provision of a new medical centre incorporating a new ambulance station facility, a replacement library facility and a new cinema within the new retail area;
 - (c) Housing - The potential for the creation of approximately 180 new dwellings which would predominantly deliver housing for elderly people and families;
 - (d) Public realm improvements – The provision of improvements, including proposed works to the A5 (High Streets North and South) following its detrunking, post A5 – M1 Link road. The introduction of 'shared space' concept has also been identified within the Masterplan.
3. The refurbishment/redevelopment of the Quadrant Shopping Centre is considered crucial for the delivery of the masterplan and the wider regeneration of the Town Centre. Other parts of the Masterplan are dependant on achieving this key objective.

4. To enable the creation of the increase in retail floorspace and associated car parking it would be necessary for 20 Council owned flats and 8 privately owned houses in Dorchester Close and one privately owned house in Kingscroft Avenue to be included within the redevelopment.
5. Preliminary meetings with the potential purchasers of the Quadrant Shopping Centre have indicated that the land currently occupied by Dorchester Close, both Council and privately owned, would be required as part of their emerging proposals for the redevelopment of the shopping centre.
6. Counsel's advice has been sought primarily on whether blight notice claims and/or other compensation claims that could be brought against the Council as a result of the Council's proposals in relation to the masterplanning process. Counsel has advised that the Masterplan, when endorsed as 'Interim Technical Guidance', will result in a real risk that the statutory Blight Notice provisions could be triggered, whether compulsory purchase powers are invoked at that stage or not. This would then require the Council to purchase the land at its unblighted market value.
7. In February this year, specialist consultants CBRE were appointed to advise the Council regarding the acquisition of the Dorchester Close and Kingscroft Avenue properties. CBRE have indicated that in their opinion, the acquisition of these properties would take approximately 12 months from the commencement of formal negotiations. There is the possibility that agreement could be reached earlier, however, it is more likely that the majority of the funding for acquisition purposes would not be required until 2012/13.
8. In July last year, the Council allocated a Community Development Officer from the Community Involvement Team to liaise with the residents. In early June 2011, the closure of the Community Involvement Team will be complete and it is therefore proposed that the Major Project Officer managing the Dunstable Town Centre regeneration together with the appointed specialist consultants will work with the residents and their expert advisor during the acquisition process.
9. An initial meeting has taken place between CBRE and the affected residents of Dorchester Close and the residents have indicated that in principle they are prepared to negotiate the sale of their properties to the Council as soon as possible and do not wish for the Council to use compulsory purchase powers.

Use of Compulsory Purchase Order (CPO) Powers

10. Whilst it is hoped that acquisition of the properties at Dorchester Close and Kingscroft Avenue can be achieved by private treaty negotiation, it is prudent to consider the option of having compulsory purchase powers in place, to be used only as a last resort. Government advice in respect of the use of Compulsory Purchase Orders is contained in ODPM Circular 06/2004, which states that compulsory purchase powers can contribute towards effective and efficient urban and rural regeneration, the revitalisation of communities and the promotion of business leading to improvements in quality of life.

11. CBRE have advised that in a case where, due to a number of interests, acquiring and securing possession of all properties by agreement may not be possible and in such situations it is better to commit at the outset to using compulsory purchase positively and proactively. In the absence of such a commitment, negotiations could become protracted, ending without success. This could then result in using compulsory purchase powers for properties that cannot be acquired by negotiation.
12. CBRE therefore advise that the Council should communicate its intentions at the early stages of the process and be clear on any intention to use compulsory purchase powers and to be pragmatic, transparent, honest and reasonable in its dealings with those affected. As a first stage, it is advised that the Council formally agree 'in principle' to the use of compulsory purchase powers. (Summary use of CPO - Appendix 2)
13. The Quadrant Shopping Centre has been marketed for sale since June 2010 with only one serious interest. If the ownership of the shopping centre changes, it is likely that the new owners will have plans to redevelop/refurbish the shopping centre considerably and sooner than has been indicated in the Masterplan. CBRE have advised however, that if the current interest in the acquisition of the shopping centre is not successful, the Council could consider using its compulsory purchase powers in partnership with a developer to acquire the shopping centre with the associated costs being underwritten by the developer. It therefore advises that the 'in principle' use of these powers should relate to the whole of the town centre.
14. The timing of the change of ownership of the Quadrant Shopping Centre is crucial as the existing leases of key national retailers including Next, Boots, WH Smith, Clinton Cards, Lloyds Pharmacy etc will expire within the next 18 months with a strong possibility of some of them not renewing their lease and vacating the shopping centre. Whilst informal discussions have been held with the prospective new owners regarding the importance of retaining these key retailers, they are unable to formally intervene until they have acquired the shopping centre.

Financial Issues

15. Financial information is set out in the Exempt Part B (Appendix 3) of this report by reason of part G2 paragraph 10.4 of the CBC Constitution - Category 3 'Information relating to the financial or business affairs of any particular person (including the authority holding that information)'.

Conclusions and Way Forward

16. Subject to the recommendations being accepted, CBRE would be formally instructed to carry out further negotiations with the owners of the residential properties with the aim of reaching agreement with each of them, where possible, for the acquisition of their properties.

Appendices:

Appendix 1 – Minutes of Sustainable Communities Overview & Scrutiny Committee 14
December 2010

Appendix 2 – Summary of CPO powers

Appendix 3 (EXEMPT) – Financial Issues

Background Papers:

- Dunstable Town Centre Masterplan www.dunstablemasterplan.info
- ODPM Circular 06/2004 Compulsory Purchase and the Crichel Down Rules

Location of Papers:

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

**Extracts from the Minutes of the Sustainable Communities
Overview and Scrutiny Committee held on 14 December 2010**

**SCOSC/10/56 Local Development Framework (South): Dunstable Town Centre Strategy
and Masterplan**

In accordance with the Public Participation Procedure, as set out in paragraph 2 of Annex 1 of Part A4 of the Constitution, the Chairman of the Committee invited those members of the public who had registered to speak on this item to address the Committee. Each speaker was allowed a maximum of three minutes.

Representations were received on behalf of members of the Dorchester Close Residents Action Group and residents of Dorchester Close. These speakers raised issues in relation to the uncertainty and stress of their current position and the process for serving a compulsory purchase order. It was commented that whilst residents did not want to leave their properties they were amenable to talking to the Council about a possible compromise although they would seek compensatory costs. Residents also commented on the level of communication they received from the Council. It was queried whether alternative locations had been considered for the proposed site of the multi-story car park.

Concerns were raised by a speaker on behalf of Dunstable Baptist Church in relation to the quantity and accessibility of car parking for visitors that was proposed in the masterplan in the vicinity of the church.

Two residents of Kingscroft Avenue also raised issues in relation to the proposed multi-storey car park and suggested this would result in blight to properties and increase anti-social behaviour and traffic in the area. Several questions were also raised in relation to the current location of the Asda store and information that had been requested from the Council.

In response to questions the Portfolio Holder for Sustainable Development stated that the Asda store in Dunstable meets the standards set out in the Local Plan 1995. The relocation of the Asda store was not considered as part of the masterplan exercise nor was there any case to substantiate a move of the store. Funding for the masterplan exercise was through the growth area fund and as such there was no cost to the ratepayer. Commercial partners would be sought by the Council in order to provide the funding to deliver aspects of the Masterplan, there would be minimum funding provided by the Council. The Portfolio Holder further stated that compulsory purchase orders were a last resort and they were only considered if it was in the public's interest. The Council would seek negotiation before considering serving a compulsory purchase order.

The Chairman commented that once the Overview and Scrutiny Committee had considered the Masterplan its recommendations would be considered by the Executive which would consider whether the Masterplan should be

adopted. The Committee then received a presentation from Mr T Bridgman from the consultants AECOM regarding the Town Centre Strategy and Masterplan. He outlined the proposals, consultation responses and implications for the Masterplan. It was also commented during the presentation that if proposals for a multi-story car park come forward as part of a planning application for redevelopment, any impact on adjoining properties would need to be carefully assessed, and this would be the subject of a further public consultation.

Following the presentation Members discussed the proposals in detail and raised issues in relation to a number of aspects including integrating the four quadrants of the town centre together and the concerns of residents in relation to the siting of the multi-storey car park and the properties at Dorchester Close. Members also queried issues in relation to traffic and freight movement in Dunstable and the importance of integrating the proposals for the Masterplan with the Local Transport Plan 3 and the Local Area Transport Plan for Dunstable.

In response to questions the Major Project Officer stated that the Council was appointing a specialist consultant to advise on matters relating to the acquisition of properties. Compulsory purchase of the properties at Dorchester Close would only be considered as a last resort. The officer also stated there was presently no intention to gain access to the proposed multi-storey car park from Kingscroft Avenue or Kingsway.

Officers stated that they would clarify if there were any inconsistencies between the Masterplan and the Local Transport Plan in relation to car park access. It was also commented that further communication would be undertaken with residents in the area regarding the proposals.

In summarising the discussion the Chairman commented that the turnaround in retail in Dunstable town centre needed to be reflected in the masterplan and there needed to be some elaboration on the principles of shared space.

NOTED

the consultation responses received to the draft Dunstable Town Centre Strategy and Masterplan.

RESOLVED

that the Executive be informed that it is the view of the Sustainable Communities Overview and Scrutiny Committee that the Dunstable Town Centre Strategy and Masterplan should be endorsed.

APPENDIX 2

Summary of Compulsory Purchase Order powers

1. Government Guidance to Councils and other public bodies - It should be noted that the Government believes that Compulsory Purchase Order (CPO) powers can be an important tool for local authorities and other public bodies to use as a means of assembling the land needed to help deliver social and economic change. Used properly, CPO powers can contribute towards effective and efficient urban and rural regeneration, the revitalisation of communities and the promotion of business leading to improvements in quality of life. Councils are encouraged to consider using them pro-actively wherever appropriate to ensure real gains are brought to residents and the business community without delay.

2. Certainty of site assembly - The first and most obvious benefit of the use of CPO powers is to provide certainty of site assembly. Whilst the Council will seek to acquire the freehold of private land and property by negotiated agreement if possible, the complex nature of sites in a town centre means that it is unlikely that all the required interests can be acquired by agreement. The programming of this development will be a complex task and whilst the CPO procedures can be lengthy the Council as the acquiring authority, where appropriate, can integrate the CPO procedures into the overall programme with the intention of avoiding delay and achieving the target completion date.

3. To be able to provide realistic cost estimates - The second important reason is that the CPO procedures enable the costs of the site acquisition to be dealt with under recognised procedures so that realistic estimates can be prepared from the outset. It may still be preferable to achieve negotiated settlements but in the background there will be the ability to utilise, where necessary, the compensation procedures and thus avoid having to make any ransom payments.

4. To obtain a clean title - The third major reason for the use of CPO powers is the ability to secure a 'clean title' for the development site and to avoid possible breaches of easements, restrictive covenants, rights of light, etc. Furthermore, the main advantage of obtaining a clean site through the use of compulsory purchase powers or other statutory powers, is the comfort that whilst compensation may be payable for the breach of restrictions, the remedy of an injunction to prevent or stop the development will not be available to an objector.

Meeting: Executive
Date: 31 May 2011
Subject: Outcomes of the review of Transforming Teaching and Learning in Dunstable and Houghton Regis

Report of: Executive Member for Children's Services

Summary: This report sets out the outcome of the review of school organisation in Dunstable and Houghton Regis, as informed by the Council's Education Vision. It describes the options by which the aspirations of the vision could be achieved and recommends a preferred option that reflects the latest education policy for school improvement, the increasing independence of schools from the Local Authority and the Council's responsibility as the commissioners of support for underperforming schools.

Advising Officer: Edwina Grant, Deputy Chief Executive / Director of Children's Services

Contact Officer: Sylvia Gibson, Assistant Director, Learning & Strategic Commissioning (Interim)

Public/Exempt: Public

Wards Affected: All in Dunstable and Houghton Regis

Function of: Executive

Key Decision Yes

CORPORATE IMPLICATIONS

Council Priorities:

Delivering the Council's Education Vision is of key importance in Central Bedfordshire's Strategic Plan (2009-11), particularly in educating, protecting and providing opportunities for children and young people and managing growth effectively.

Financial:

Each option has been the subject of appraisal that has considered the minimum capital and revenue cost of implementation, alongside other criteria. Financial modelling has been undertaken at a high level, based on a range of assumptions, to provide a minimum cost.

As outcomes of the review four potential options were identified in an initial high level appraisal which can be found at the conclusion of Appendix A. This sets out the main findings of the review. Of these, option 2 was discounted early in the process as a result of its high cost and the feasibility of structural change due to new legislation referred to in the legal section. This report therefore recommends option 1 and comments on other options.

Option 1 has no significant capital cost that could not be met. This option describes a situation where schools are entering partnerships, paying any capital need from their own school's devolved formula capital. However, schools may require additional support in investigating the benefits of new models of partnership and leadership, and in this instance the Council would expect to request sufficient additional revenue support from the Schools Forum. Specific revenue savings for schools arising from different partnership and other management arrangements are difficult to quantify given the range of differing models that could be adopted by schools. However, any savings would remain ring fenced to the school budget and would be available for reallocation to schools.

In implementing this proposal, the Council's Executive will receive a report on any specific proposals that might arise in future where they would be the decision maker. These proposals might include changing age ranges, adjusting intakes, enlarging premises and discontinuing schools. In these instances each report will provide financial modelling based on the specific proposal. Schools that are affected financially in terms of pupil numbers by other schools changing age ranges could not be financially compensated. It is therefore possible, as with all of the other options, that future school financial viability may be an issue for governors of some schools to consider carefully as they are considering partnerships.

Option 4 requires a minimum capital investment of £30.7M over four years to expand lower schools into primary schools and to convert an existing middle school into a new secondary school. This option has the following expenditure profile.

2012/13 - £4.5M
2013/14 - £22.3M
2014/15 - £3.4M
2015/16 - £0.5M

In the absence of any strategic capital funding from the DfE, this capital demand would have to be met by the Council utilising reserves and through borrowing. In this option, as with other options, a number of school sites would become surplus and could be subject to disposal to raise capital from September 2014 to part fund this option. However, there are significant risks associated with reliance upon this income, as outlined below in the section on Risk Management, as well as risks from legislation that allows schools to seek to become Academies to avoid structural change.

Option 3 requires a minimum capital investment of £16.2M to expand lower schools into primary schools with the following expenditure profile.

2012/13 - £3.1M
2013/14 - £12.5M
2014/15 - £0.6M

In the absence of any strategic capital funding from the DfE this capital demand would have to be met by the Council utilising reserves and through borrowing and as in Option 4 is subject to risk as outlined in the Risk Management section of the report. The same legislative opportunities for schools to seek to become Academies to avoid structural change apply.

These indicative costs have been based on DfE cost multipliers for new provision required in each of options 3 and 4. They make no allowance for addressing existing condition or suitability issues in these schools, and they assume that the overall area of each school site, particularly in playing field provision, is free from planning constraints for the proposed growth in pupil numbers and new provision.

From a desktop study, six of the current lower school sites are known to have insufficient playing field provision if they were to be expanded as primary schools on their current sites as required by options 3 and 4.

Further detailed feasibility studies would be required on each school site involved in these options to provide confidence in the capital figures quoted above and the deliverability of the required growth. Likewise, for school sites that would become surplus under option 4 the feasibility studies would also determine the potential for redevelopment and therefore the sale value of each site. This further feasibility work would cost £100k revenue for option 3 and £80k revenue for option 4 in 2011/12 which is currently unbudgeted for.

Implementation would require significant support to deliver change management plans in schools to prepare for the transitional arrangements required to move from the current to the proposed system. The Council's revenue costs associated with options 3 and 4 could therefore be significant and would largely be required throughout the implementation period of 2011/12 to 2014/15.

As with previous options, it would not be possible to compensate schools financially for reductions in pupil numbers where changes to schools age ranges may affect pupil numbers in other schools as pupil funding is formula driven.

Legal:

The Council has a duty under section 13A of the Education Act 1996 to promote high standards, ensure fair access to educational opportunity and to promote the fulfilment by every child of his/her educational potential. The Council has a statutory duty to ensure sufficient high quality school places within its area and to promote diversity and increase parental choice. These duties are to be maintained under proposals set out in the Schools White Paper "The Importance of Teaching", published in November 2010, which also refers to the Local Authority's future role in school improvement, outlined within this report.

The Local Authority, subject to appeal to the schools adjudicator, can propose, and is the decision maker for, a range of changes in maintained school provision. This includes changing age ranges, adjusting intakes, enlarging premises and discontinuing schools. Governors of Community, Voluntary and Foundation schools can also propose a range of changes to their schools and are often, but not always, the decision makers for their own schools, particularly in deciding partnership arrangements and conversion to academy status.

Under the current arrangements, the Local Authority can support community schools to make alterations to upper and lower age limits through a process of consultation and by publishing statutory proposals, a process which can be as short as three months, with final decision making within a further two months. These alterations can be proposed and published independently of the Local Authority by the Governing Bodies of Foundation and Voluntary schools and implementation supersedes any arrangements published in the admissions booklet.

However, initial consideration of the proposals must be undertaken against the factors set out in a national document called "Decision Makers' Guidance", before they are published. These include the availability of any capital funding and the sufficiency of playing field and other provision for the planned enlarged school, the effect on standards and school improvement and the need for places. The Local Authority is the decision maker for these proposals and there are various rights of appeal.

The Academies Act 2010 brought considerable freedoms for school governing bodies to consult upon and apply for Academy status. As of April 2011, a broader set of circumstances was announced whereby any school can apply for Academy status. Previous requirements restricting this opportunity to outstanding schools or failing schools have been changed. Academies can also propose changes in their provision, including the extension of their age range. The Young People's Learning Agency (YPLA) is the decision maker in this process, subject to appeal to the Schools Adjudicator, and the Local Authority is a consultee in the consultation process required by the Academy. The processes required for any specific proposal to make changes in school organisation are set in legislation and in guidance provided for decision makers. To date, the Council has not commented specifically on any proposals regarding changing of provision, except for noting the aspirations of the Governors. In future the Council will express a view in relation to the number of pupil places and the educational impact.

The guidance sets out a range of criteria that must be considered when evaluating any proposal. These criteria have been used as the basis for the appraisal of each option set out in this report to ensure consistency. If the Local Authority were minded to consult on either option 3 or 4 it would need to have undertaken this robust assessment and indicate, among other factors, its commitment to providing the capital and revenue investment required to implement either option before consultation commenced.

Risk Management:

The programme to transform learning has been subject to a risk management framework that has supported the work required to produce the Council's Education Vision and to undertake the first area review. Options arising specifically from this review have also been subject of risk assessment as outlined throughout this report.

The findings of the review, and an initial appraisal of the options arising from it, are attached at Appendix A. Appendices B and C have built on this early work through more detailed appraisal and also outline risks associated with each option. Of particular note is the policy context in which the review has been undertaken. This has changed significantly as a result of the Education Bill and the Academies Act 2010.

Option 4 proposes a number of school closures where sites would be surplus and represent potential income to part fund the required capital investment. However, it should be noted that the disposal of the sites is subject to a number of constraints and in the first instance requires Secretary of State approval under Schedule 35A (Academies), which could require the transfer of the former school site to the promoter of a Free School and S77 (disposal of Playing Fields). All of the potential surplus sites will present challenges to their redevelopment and disposal e.g. Listed buildings; conservation area status; open space requirements.

Staffing (including Trades Unions):

Staff and Trades Unions will be fully consulted on any options proposed as a result of this review where the Local Authority is the decision maker. Where the Local Authority is not the decision maker, Governing Bodies will make their own arrangements for consultation. These arrangements will not be subject to quality control by the Council although the Council may offer comment as set out in the legal section of this report.

Subject to service buy back arrangements, schools will have the support of the Council's Human Resources team where any proposals for partnerships require changes in school staff structures or to terms and conditions of employment.

Both the Church of England and Roman Catholic Diocese have been informed of this review and are represented by their Education Officers on the Children's Services Overview and Scrutiny Committee. The Church of England Diocese of St Albans neither encourages nor discourages school to convert to Academy status, leaving the decision to individual Governing Bodies but will support Schools who wish to go down this line, provided they meet certain basic requirements. The Roman Catholic Diocese has expressed a preference for Federations within the Roman Catholic school sector.

Equalities/Human Rights:

A summary of equalities issues for each option is attached in the final section of Appendix C and the latest draft of an Equalities Impact Assessment is attached at Appendix D. This will be developed further on a school by school basis to support any preferred option where the Local Authority is decision maker.

Options 3 and 4 would require the Local Authority to undertake a full and robust consultation exercise to ensure that all stakeholders are engaged in the process and have suitable opportunities to express support or to raise concerns about the proposals.

Community Safety:

Schools have an important role in working alongside a range of other agencies to ensure safety in their local communities. Schools working together in partnership are more likely than individual schools to have the capacity to engage in the wider work of the Community Safety Partnership.

Sustainability:

The findings within this report reflect the need to plan for significant growth in the Dunstable and Houghton Regis area, to reconfigure schools to reduce surplus places where they are unlikely to be affected by the planned growth, and to ensure that they are financially and educationally sustainable.

Summary of Overview and Scrutiny Comments:

- The Children's Services Overview and Scrutiny Committee will consider this report as published in the Executive Agenda on 24 May 2011. The Committee commented on these proposals at its meeting on 1 March 2011 but asked to meet again just before the Executive meeting to make any final comments. These comments will be available separately at the meeting by way of a handout.

RECOMMENDATION:

that the Executive agrees to apply Option 1 to the development of the supply of school places in the Dunstable and Houghton Regis area. This will mean a continuation of the current pattern of provision but with schools actively encouraged to engage formally in hard federations, Academy chains and/or trusts with a 0 – 19 age focus to secure good transitions and improve educational outcomes.

<i>Reason for Recommendation:</i>	<i>To ensure that the Council's Education Vision is achieved, recognising the changes in national education policy and the need to ensure the deliverability of any chosen option.</i>
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Executive Summary

The Learning Transformation Programme is an important element in the strategy for raising educational outcomes and is a key mechanism for delivering the Council's Education Vision.

Following approval of the Education Vision by the Executive, a review of schools in Dunstable and Houghton Regis, the first of four geographical areas outlined in the document, started in April 2010 to determine how school organisation could best meet the aspirations contained in the Education Vision and raise standards in the area.

The review was undertaken during a period of considerable change in education policy, as set out in the Schools White Paper "The Importance of Teaching" published in November 2010. In addition, during the review the DfE indicated a 60% reduction in education capital spending over the next four years.

Following consultation with ward members, headteachers and governors, four options for the area were drawn up. These were then reduced to two options for detailed appraisal. Of these two options, the Executive is asked to agree Option 1.

Background Information

1. In March 2009, governance and management arrangements were established following a recommendation to the Council's Shadow Executive, to guide early preparation work for the Council's potential entry into the Building Schools for the Future (BSF) programme. It was not certain that BSF funding would be available. However transforming teaching and learning, improving educational outcomes, reviewing the place of the school in the community and the standards of school buildings were recognised as important areas of focus for the Council whether or not it could eventually access substantial funding through the BSF scheme.
2. Following consultation with Head Teachers and Chairs of Governing Bodies in 2009, the Council's Education Vision was approved by the Executive on 9 March 2010. The Vision was formed around a set of core principles of educational transformation that continue to be relevant for all schools, including those that have subsequently become independent of the Local Authority as Academies.
3. As a result of the approval of the Education Vision, a review of schools in Dunstable and Houghton Regis, the first of four geographical areas outlined in the document, commenced in April 2010 to determine how school organisation could best meet the needs of the Vision. Head Teachers and Chairs of Governing Bodies worked with Council officers to undertake analysis of relevant data in the area to inform the review and eventual options arising from it. The findings of the review were reported to the Children's Services Overview and Scrutiny Committee on 1 March 2011. These findings are attached at Appendix A with the four high level options that were initially identified and described.

Education Policy Context

4. The review has been undertaken during a period of considerable change in education policy, defining a new role for the Local Authority and creating a new relationship between the Council and schools in Central Bedfordshire. Among a number of new policy areas, the Schools White Paper "The Importance of Teaching" was published in November 2010 and sets the direction for the Department for Education's (DfE) programme of school reform.
5. The Education Bill, going through the Parliamentary process at the time of writing, reaffirms and expands the Local Authority role as champion of choice with the duty to ensure that there are sufficient high quality school places in the area, to secure a wide range of education options for parents and families and to challenge schools which fail to improve. The requirement to ensure that parental preferences are reflected in strategic decisions on new provision is therefore reinforced.
6. Schools are self-managing and autonomous and therefore responsible for their own performance and improvement. The role of the local authority is to support and, where necessary, intervene should the provision and quality for children and young people be compromised.
7. Educational outcomes in Dunstable/Houghton Regis are below those of the other three areas of Central Bedfordshire (see Appendix A).

8. At Key Stage 2 in both English and Mathematics combined, 2010 outcomes for the Dunstable/Houghton Regis area for Level 4 and above were 5 per cent below the figure for Central Bedfordshire and 6 per cent below the national figure.
9. Progress between Key Stage 2 and Key Stage 4 is below average across the three Upper Schools serving this area. The percentage of pupils achieving 5 A*-C GCSE passes including English and mathematics is significantly below the Central Bedfordshire average. All Saints Academy achieved 27%, Queensbury achieved 42% and Manshead achieved 46% compared with 54.2% for Central Bedfordshire as a whole.
10. The Government has introduced new floor standards. Schools falling below the floor standards, or which are on a downward trajectory or otherwise causing concern, must be included in a School Improvement Plan required by the DfE. At Key Stage 2, schools are below the floor standard if fewer than 60% of pupils achieve level 4 in English and mathematics combined. At Key Stage 4, schools are below the floor standard if fewer than 35% of pupils achieve five GCSE A*-C grades including English and mathematics. In Dunstable/Houghton Regis All Saints Academy and Kings Houghton Middle School fall below this floor standard.
11. The school improvement challenge for the schools in this area is to:
 - raise standards and improve the pupil learning journey 0-19
 - ensure that no school is less than satisfactory
 - ensure that there are significantly more outstanding middle and upper schools with the majority good or better.

In line with the proposals in the developing legislation, Central Bedfordshire's school improvement strategy is moving away from centralised support and increasingly moving towards commissioning support from the strongest partnerships of schools or from individual schools or other providers

The success of this strategy is dependent on the extent and quality of partnerships, as collaboration across schools and settings is an important way of increasing the capacity of schools. School-to-school support provides:

- Shared governance
 - Leadership development at all levels
 - Shared professional development opportunities
 - Shared strategies to manage exclusions and attendance
 - Inclusive practices
12. In order to facilitate schools entering Federations, the Council will provide a plan that will publish data similar to that set out in the appendices to this report. School governing bodies will make their decisions against this analysis. There has been little interest in Free schools in Central Bedfordshire. If additional pupil numbers are required this will be set against the published needs analysis and major decisions, where the Council is the decision maker i.e. where schools are not Academies, will be made through the usual arrangements of a report to the Executive.

13. The Council still retains a strong role to intervene where it judges that performance in the community schools is not good enough. The education outcomes for Dunstable and Houghton Regis shows that in some schools this challenge will be required.

In addition, Central Bedfordshire Council will, where required, use the powers or levers of improvement afforded to a Local Authority (LA) i.e.

- A formal warning notice to the governing body
 - Appointment of additional governors
 - Suspension of the delegated budget
 - Proposal to the Secretary of State of the appointment of an Interim Executive Board (IEB) to replace the governing body
 - The requirement for schools(s) to collaborate with another school or FE college or to federate and/or convert to an academy.
14. An important aspect of the Government's reform programme is the introduction of University Technical Colleges (UTC) providing vocational and work based learning sponsored by Universities and Colleges with at least two specialisms. A proposal by Central Bedfordshire College to establish a UTC based on product design and manufacturing on the Kingsland Campus in Houghton Regis will bring considerable diversity to the 14–19 offer in the area for young people of all abilities. It will provide for 600 young people from Dunstable, Houghton Regis, Luton and the wider area.
15. The UTC is part of the 0-19 continuum of curriculum provision in the area and Upper schools will need to work closely with Central Bedfordshire College to ensure that the potential impact on pupil numbers is understood and that local 14-19 provision meets the requirements of young people across the local area.
16. The White Paper "The Importance of Teaching" and emergent legislation also reflect the Government's intention to expand the Academies and Free Schools programme by opening it up to all types of schools. Under the previous Government, Academies were established to replace schools in challenging circumstances with the support of sponsors. This mechanism for school improvement has continued and there is an expectation that schools that are seriously failing or which are unable to improve, are transformed through speedy conversion to Academy status.
17. In the review area, the Governing Body of Mill Vale Middle School, which has an Ofsted Notice to Improve, has indicated its intention to seek the sponsorship of Barnfield College as a new Academy. At the time of writing, the Secretary of State is considering whether to approve this conversion. Similar requests for schools in other Councils have been approved.
18. The Academies Act 2010 heralded the expansion in the Academies programme by providing schools that have achieved an Ofsted rating of outstanding, or good with outstanding features, with the opportunity to convert. Two schools in the review area have already converted to Academy status under the new regime. On 7 April 2010 the DfE announced the further expansion of the Academies programme by considering applications from any school that can make a compelling educational case for conversion.

19. As independent schools free from Local Authority control, Academies have a range of freedoms, including the ability to seek to extend their age range. In the review area, All Saints Academy is currently consulting to become an 11-18 secondary school from September 2012, reflecting its original ambition outlined in the Academy expression of interest submitted by the former school. The decision will be subject to the outcome of the consultation and the Council will have to consider its response given the impact that the proposal could have on the wider pattern of provision in the area.
20. All Saints Academy's proposal is also subject to the availability of capital funding required to provide the additional capacity. In parallel with the consultation exercise the Academy has submitted a request to the YPLA for £4.4M to fund the additional capacity. This funding is in addition to the £15M already secured for the construction of the new building for 13-18 provision. The YPLA is also the decision maker for the proposal and objections can be referred to the Schools Adjudicator.
21. The DfE has outlined a 60% reduction in education capital spending over the next four years and has stated its priority to address the condition of the current school estate and ensure that there are sufficient primary school places as a result of the increase in the national birth rate. In Central Bedfordshire this priority is brought into sharper focus with the need to manage the growth in pupil numbers expected as a result of housing development.
22. This change in emphasis also impacts on the historic focus on surplus places which still represent an inefficient use of resource but must be seen in light of the need to manage significant growth. To ensure the integration of new provision funded through S106, whether as infill development or as a result of a completely new growth area would need to be planned to follow the pattern of provision that is in existence at that time. The capital cost of new provision is calculated on a per pupil basis from the forecast yield of the new development and the final cost is therefore the same irrespective of the pattern of provision that is in existence. For infill development the choice of school to be expanded will include an assessment of locality, educational standards and leadership and management capacity to deliver an enlarged school. For standalone new provision, the Council may be required to seek new providers through a competition. This process is defined by regulation and all new schools are expected to be created as Academies.

Options for Change

23. Four options were originally drawn up. These were:

Option 1: A continuation of the current pattern of provision but with schools supported to engage formally in hard federations, Academy chains and/or trusts to secure transitions and improve outcomes.

Option 2: A two tier model of 5-11 primary schools and 11-19 secondary schools closing all Middle schools.

Option 3: A two tier model of 5-11 Primary and 11-19 Secondary schools, closing all middle schools. Each new secondary school would operate across 3 sites i.e. existing upper and two former middle school sites.

Option 4: A two tier 5-11 Primary and 11-19 model, closing all Middle schools, converting Upper schools to Secondary but limiting each new Secondary in size to the pupil capacity of the former Upper school.

24. On the 1 March 2011, the Children's Services Overview and Scrutiny Committee considered these options and agreed to recommend options 1 and 4 for further detailed work. The Committee will further consider the detail set out in this report to the Executive at its meeting on 24 May 2011 and will provide further comment for the Executive's consideration by way of a handout at the Executive meeting.
25. The results of this further appraisal of the options are attached at Appendix A. Appendix B includes a management summary of options appraisal scoring against the potential to deliver each of the educational outcomes of the review, the corporate capacity to deliver and the Council's ability to finance each option. Appendix C provides commentary for each option against the themes set out in the Decision Makers Guidance. An Equalities Impact Assessment is also attached at Appendix D.
26. Option 1 is most closely aligned with the Education Vision and developing national education policy by promoting and supporting schools to support each other through partnership arrangements or through conversion to Academy status. The Local Authority can assist these arrangements by utilising the school organisation powers that it has where maintained schools are voluntarily seeking organisational change or where it is required to act where schools are causing significant concern. In these circumstances the statutory process that controls such proposals will be required, and will be subject of separate recommendations as necessary on a case by case basis to the Council's Executive.
27. Partnership working is in evidence across the schools in Dunstable/Houghton Regis, although some of this work is at the earliest stages. As well as seeking to improve their standards, schools are also looking to work closely within their recognised pyramids, within their faith base and also with schools that cater for the same age range. Through working in partnership, schools can more effectively chart the pupil journey and ensure effective progress for their pupils.
28. Options 2, 3 and 4 are variants of a proposal to reorganise maintained schools into a two tier model of primary (5-11) and secondary (11-19) schools. These options carry significant capital requirements compared with Option 1 (see Appendix A). Furthermore, a Schools Adjudicator determination in November 2010 of a proposal to reorganise schools in the Purbeck area of Dorset summarised the historic national debate on the relative merit of three and two tier systems and pointed to the lack of conclusive evidence of a link with school performance. The Adjudicator's report stressed that educational achievement is affected by a wide range of factors, of which the quality of teaching and school leadership is probably the most important. Structural and school organisation factors are relatively less important.

29. The views of headteachers and chairs of governing bodies for schools in the review area are mixed. The consultation and initial consideration of options for the area has shown that many are in favour of a two tier system that reflects the structure of the current national curriculum and minimises transition points. However, there is also a strongly held view in support of the current system and a belief in its alignment with the social emotional development of a child's needs. Despite this difference in educational philosophy there appears now to be acknowledgement of the need to work more effectively in partnerships to share the pupil journey 0-19 and the Education vision of the Council has been embedded in school improvement work since it was agreed in 2010.

Conclusion

30. The Dunstable and Houghton Regis area is the most vulnerable in educational terms of the four review areas in Central Bedfordshire. This vulnerability also restricts the local capacity to manage change without support.
31. The Council's ability to be strategic in terms of system wide school reorganisation has largely been overtaken by the policy move to Academies that are now seen as the vehicle for school improvement. The number of Central Bedfordshire schools that have converted or are applying to do so is significant and is forecast to increase with the broadening of the qualifying criteria.
32. The financial deliverability of options 2, 3 and 4 is in significant doubt, requiring capital and revenue investment by the Council at a time of shrinking resources and low reserves. However, even if the finances were deliverable, the policy framework set out in the report shows how the outcomes would be difficult to achieve whilst individual school governing bodies can elect for Academy status and so opt out of the impact of collective decisions made on their behalf.
33. The review of the National Curriculum and the ongoing reform of vocational education with accelerated development of 14-19 University Technical Colleges and Technical Academies provide an opportunity for schools and partnerships of schools to work together more closely on models to deliver an improved 0-19 offer, whether it be through academies, trusts or federations.
34. Whilst Option 1 is a continuation of the current pattern of provision, it provides support for schools to engage formally in hard federations, academy chains and/or trusts to secure transitions from one phase of education to the next and to improve outcomes. This option might still include the closure of schools on the grounds of small school size or because they are otherwise causing concern based on data, other local intelligence or Ofsted judgement.

35. School Governors may identify financial pressures and, as set out in the financial section of the report, it should be noted that whilst Option 1 may require less strategic intervention from the Local Authority, all options will require strategic and informed support by way of good data being provided to Governors on school places planning issues. Financial pressures in schools with vacant school places in the short term could mean that partnerships between schools become perceived by some Governors as a necessity not a choice as they consider their budget structures. This is aligned with the Government consultation on National Funding Formula and schools becoming free from Local Authority control.
36. The Local Authority will need to provide consistent school improvement data across the review area to ensure that Governors can make informed choices about partnerships to improve learning outcomes across the 0 – 19 age range.
37. The Local Authority will need to work with Governors to model the educational, financial and places planning consequences of proposed partnerships, including advising Governors of less popular schools on how to undertake risk assessments on proposed mergers in to Hard Federations either across same age range schools or in vertical age range partnerships.
38. The impact of recommending a particular option on the next review in the Leighton Buzzard and Linslade area should be considered. If structural options to move to a primary/secondary age provision are not recommended as an outcome of this review, i.e. if the Executive chooses Option 1, then the Leighton Buzzard and Linslade review will be framed to focus much more on places planning within a partnerships/Academies structure and will not consider structural changes to age ranges. The resolution of the Executive arising from this report will be the starting point for discussion in that area.
39. For the above reasons it is recommended that the Executive resolves to apply Option 1 to the development of the supply of school places in the Dunstable and Houghton Regis review area.

Appendices:

- Appendix A – Report - Findings of the Dunstable and Houghton Regis Review
- Appendix B – Management summary of options appraisal scoring
- Appendix C – Detailed options appraisal
- Appendix D – Equalities Impact Assessment

Background Papers: (open to public inspection)

- 1) Building Schools for the Future (BSF) - Shadow Executive 17th March 2009
- 2) Building Schools for the Future (BSF) and Transforming Teaching and Learning in Central Bedfordshire - Overview & Scrutiny 14th July 2009
- 3) Next steps on Transforming Teaching and Learning in Central Bedfordshire – Children’s Services Overview & Scrutiny 11th August 2009
- 4) Learning Transformation Programme – Executive 15th September 2009
- 5) Learning Transformation – Central Bedfordshire’s Education Vision Executive 9th March 2010
- 6) Outcomes of the review of Transforming Teaching and Learning in Dunstable and Houghton Regis - Children’s Services Overview & Scrutiny 1st March 2011

7) “The Importance of Teaching” schools White Paper - Department for Education (DfE)

Location of papers:

All reports are available on the Council’s website or the DfE website.

Appendix A Dunstable and Houghton Regis Review findings

Review Area & Catchment Demographic

1. Dunstable and Houghton Regis are located in the south west of Central Bedfordshire. This area is bordered by Buckinghamshire on the western side, Hertfordshire to the south and to the East by Luton, all of which operate different school systems to the current 3 tier – Lower (4-9)/Middle (9-13)/Upper (13-18) system operated across the area and the majority of Central Bedfordshire.
2. There are 37 schools represented by 2 Nursery schools, 21 Lower schools, 1 Primary school, 1 4-13 Middle deemed Primary school , 6 Middle deemed Secondary schools, 3 Upper schools and 3 Special schools.
3. In terms of diversity of provision at Lower School/Primary there are:
 - 4 Voluntary Aided schools (2 Roman Catholic and 2 Church of England)
 - 2 Voluntary Controlled schools (CE)
 - 15 Community schools (including Eaton Bray Lower School which is expected to convert to Academy status from 1 April 2011)
 - 1 Academy (converted under the new regulations)

At Middle School there are:

 - 1 VA school (CE)
 - 5 Community schools

At Upper School there are:

 - 1 VA school (CE)
 - 1 Foundation school
 - 1 Academy
4. As at Spring 2010, there were 3855 Lower School aged pupils, 2838 Middle School aged pupils and 2886 Upper school aged pupils.
5. The five wards with the highest rate of child poverty in Central Beds are all in the review area, namely Manshead, Northfields, Parkside, Tithe Farm and Houghton.

Educational Standards

Early Years Foundation Stage (EYFS)

6. In addition to the 21 lower schools, 1 Primary and 1 x 4-13 school, there are two maintained Nursery Schools – Willow and Westfield and one Special School with EYFS provision within the Dunstable Houghton Regis area. There are approximately 19 Private, Voluntary and Independent (PVI) settings in receipt of Nursery Education Funding (NEF) that feed into these schools.
7. The quality of EYFS provision in Lower and Primary schools (as measured by Ofsted) for the area is very similar to the quality of provision in Central Bedfordshire overall:

% EYFS Provision in schools judged by Ofsted to be:	Dun/HR	CBC
Outstanding	29	29
Good	62	63
Satisfactory	10	8
Inadequate	0	0

8. The quality of provision in Dunstable and Houghton Regis PVI settings as measured by the Council's own Early Years Quality Improvement Support Programme (EYQISP) is far less favourable when compared with Central Bedfordshire overall. Four out of the five settings judged to be in need of intensive support (Red rating) are situated in the Dunstable and Houghton Regis area. Only five out of 19 settings in the area are judged to be in need of little support (Green rating):

% EYFS provision judged by LA EYQISP to be:	DHR	CBC
Green (Needing little support)	26	56
Amber (Needing targeted support)	53	38
Red (Needing intensive support)	21	5

9. The EYFS Profile sums up each child's learning and development achievements at the end of the EYFS. For most children this is at the end of the reception year (YR) in school.
10. The two key indicators of success in LAs are:
- The percentage of children achieving 78 points or more across the 13 assessment scales and at least a score of 6 in each of the Personal, Social and Emotional Development (PSED) and Communication, Language and Literacy (CLL) scales – Threshold Indicator;
 - The percentage inequality gap in achievement between the median score for all children and the mean score for the bottom 20 percent – Narrowing the Gap Indicator.

11. The Threshold Indicator has improved slightly over the last three years in Dunstable and Houghton Regis from 47- 48% but remains consistently below the percentage achieved by Central Bedfordshire overall and when compared nationally:

Threshold Indicator %	2008	2009	2010
Dunstable/Houghton Regis	47	46	48
Central Bedfordshire	53	53	53
National	49	52	56

12. The Narrowing the Gap Indicator has improved broadly in line with national outcomes but remains below in comparison with the Central Bedfordshire overall:

Gap Indicator %	2008	2009	2010
Dunstable/Houghton Regis	36	35	33
Central Bedfordshire	31	31	30
National	36	34	33

NB Low is Good

13. Any approach to future organisation of EYFS provision in Dunstable and Houghton Regis should therefore consider the need to improve the quality of EYFS provision and outcomes as key drivers.

Key Stage 1

14. For writing, the results for Level 2+, and Level 3 over the last three years in the Dunstable/Houghton Regis area are consistently above the national figure. However, although below the Central Bedfordshire average figure in 2008 and 2009, the results are now equal to it in 2010, showing an upward three year trend.
15. For reading the results for Level 2+, and Level 3 over the last three years in the Dunstable/Houghton Regis area are consistently above the national figure but consistently below the figure for Central Bedfordshire.
16. For mathematics, the 2010 results show Level 2+ below the Central Bedfordshire figure, but level 3 above the Central Bedfordshire figure, with both results above the national. The average point score (APS) for reading writing and maths for Dunstable/Houghton Regis area is just below the Central Bedfordshire figure but above national.

Key Stage 2

17. There are 6 middle schools, one primary school, one 4 – 13 school and 2 special schools in the Dunstable/Houghton Regis area that administer end of Key Stage 2 assessments.
18. In both English and Mathematics combined 2010 outcomes for the Dunstable/Houghton Regis area for Level 4 and above are 5 per cent below the figure for Central Bedfordshire and 6 per cent below the national figure.

19. In both English and Mathematics combined the percentage of pupils attaining Level 4 and above at the end of Key Stage 2 shows an improving 3 year trend in the Dunstable/Houghton Regis area.
20. 2010 outcomes for 2 levels of progress in English from KS1 to KS2 in the Dunstable/Houghton Regis area are 5 per cent below those for Central Bedfordshire and 11 per cent below the national figure.
21. The 2010 outcomes for 2 levels of progress in Mathematics from KS1 to KS2, in the Dunstable/Houghton Regis area are 3 per cent below those for Central Bedfordshire and 9 per cent below the national figure.
22. The 2010 APS for English and Mathematics for the Dunstable/Houghton Regis area are below Central Bedfordshire and national figure.

Key Stage 3

23. In the review area, all of the middle schools are delivering accelerated Key Stage 3 curriculum, in English, Maths and Science..
24. Up until 2009, there have been 'End of Key Stage 3' tests. However, National and LA Key Stage 3 results were not published in 2009. In 2010, Teacher Assessments at KS3 were reported, although not moderated.
25. The Council has three Upper schools that have published Key Stage 3 results in the Dunstable and Houghton Regis Area; these are Manshead CofE VA Upper School, Queensbury Upper School and Northfields Technical College (Up to 2009). Northfields Technical College became All Saints Academy in September 2009
26. The provisional 2010 KS3 results for the Council area are as follows:
27. English: 82% of pupils achieved a level 5 or above. This was above the national average (79%) for 2010. There was, however, a very significant difference between the performance of boys (76%) and girls (89%). The boys under-performed significantly at level 6 or above as well - (35%) compared to 51% for girls. Overall reported performance at level 6 was close to the national average.
28. Mathematics: 85% of pupils achieved a level 5 or more in mathematics, well above the national average of 79%. 64% of pupils achieved a level 6, well above the national average. There was no difference between the performance of boys and girls.
29. Science: 86% of students achieved a level 5 or more in science and 55% achieved a level 6 or more. Both of these figures were well above the national average (80% and 48%). There was no difference in the performance of boys and girls.

30. For the two Upper schools in Dunstable and Houghton Regis area within the Local Authority, both schools have a positive three year trend for Fischer Family Trust KS1 to KS3 CVA scores. Manshead CofE VA Upper school has moved from 92 percentile rank in 2008 to 51 in 2010, and Queensbury has moved from 85 percentile rank to 4 over the same period. Both schools also have a positive three year trend for their percentile rank for actual Key Stage 3 results, with Manshead CofE VA Upper School moving from 51 percentile rank in 2008 to 48 in 2010, and Queensbury Upper School moving from 59 percentile rank to 20 over the same period.

Key Stage 4

31. Currently progress between Key Stage 2 and Key Stage 4 is below average across the three Upper Schools serving this area (based on a measure of comparing points score of students at Key Stage 2 compared to an estimate of the percentage of students that should achieve five or more grades A* - C including English and mathematics). This comparison results in a 'Fischer Family Trust' estimate for similar students (FFT B) and an estimate for how well similar students progress in the top 25% of schools across England (FFT D).

32.

	5 + A* - C incl. E&M					5+ A*-C					
	2009 actual	Target 5+A*-C EM	FFTB from KS2	FFTD from KS2	2010 actual	2009 actual	FFTB from KS2	FFTD from KS2	2010 actual	5 A-G	TPS
All Saints Academy	24%	30%	27%	32%	29%	36%	46%	52%	51%	86%	341
Manshead	37%	54%	53%	58%	46%	60%	73%	77%	64%	97%	436
Queensbury	49%	50%	49%	54%	42%	60%	70%	75%	70%	95%	393
C. Beds	50%	56%	58%	63%	54.2%	67%	76%	80%	71.5%	94.9%	438

33. Two of the Upper Schools were below the FFT B estimate in 2010 – meaning that progress from Key Stage 2 to 4 is below average. One was at the Fischer B estimate. All three schools are also well below the national average for this measure (this gives an indication of overall attainment compared to all schools nationally). There has therefore been a general picture over the last three years of attainment being well below the national average and progress from Key Stage 2 to Key Stage 4 being below average.
34. Contextual value added data for each of the schools also shows a relative lack of progress even when contextual factors are accounted for. This measure allows statistical adjustments to be made according to the make-up of a particular cohort of students.
35. Support to raise achievement in Key Stage 2 or Key Stage 3 could also have a positive impact on achievement in Key Stage 4 in the future. Solutions could be found to offer improvement at Key Stage 3 which will in turn contribute to improvement in Key Stage 4. However improving Key Stage 4 performance needs to be seen as a shared responsibility between the schools in the review area, as agreed by the review group.

36. Any plans for re-shaping education provision will need to support improved outcomes at Key Stage 4. Some of the improvements for this group of students might be achieved by factors such as a more effective curriculum that meets students needs and allows them to achieve and progress, higher expectations and better transition (through more effective transition or fewer transition points), and more collaborative planning.

Post 16

37. Achievement in Post 16 school settings is difficult to compare as not all students go into sixth forms, which leads to different cohorts in each school. Central government uses performance tables that measure points score per student (total number of points achieved by a student averaged out for the school) and points score per entry (points score divided by the number of students on average for each school).

2009	Average points score per student	Average points score per entry
All Saints	No data (new school)	No data (new school)
Manshead	799	192
Queensbury	619	188
C.Beds College	579	198
England	721	208

Post 16 2010 results	No.of pupils	Points per student	Points per entry	KS4-5 Value Added	Lower C.I.	Upper C.I.
All Saints	20	645	206.4	999.7	971.2	1028.2
Manshead	101	816.7	189.4	987.2	971.8	1002.7
Queensbury	139	647.5	200.5	996.9	983.6	1010.3
CB College	196	654.8	217.1	100.9	989	1002
Central Beds		739.7	202.1			

38. The Council, in partnership with schools, has subscribed to the ALPs (A level Performance) methodology to evaluate progress between Key Stage 4 and post-16. This approach compares the points score achieved by students with the points achieved at A level. This information is then compared to the progress made by all students within the data-base. The process is based on the aspiration of reaching the 75th percentile (best performing schools/subject within the data base) and then each school/subject is ranked using a nine point scale (or thermometer for easy reference). This produces a challenging target for each school to aim towards. Using this approach a school that achieves 9, 8 or 7 is under-achieving. A school that achieves a 6 or upwards is performing well.

	2008	2009	2010
All Saints	n/a	7	8
Manshead	7	5	7
Queensbury	4	7	5

39. Manshead and Queensbury currently share significant amounts of post-16 provision. This gives a good economy of scale and allows a broader curriculum offer. There are some areas of improvement needed for all three schools. Using the ALPs methodology students in school sixth forms are generally falling further behind and make below average progress from Key Stage 4 (measured over a three year period). School sixth forms offer other courses as well, such as some level 2 courses and BTECs. For level 2 courses there is currently no recognised progress measure. The ALPs method includes BTECs where they are available but only if providers have given this information. A straight comparison between ALPs score, with no further evaluation, is therefore not possible.

14-19

40. In addition to the three Upper schools (13–19) in the area there is one FE College within the Dunstable/Houghton Regis area that also admits students aged 16 from a wider geographical area.
41. Central Bedfordshire College has submitted a proposal to form a University Technical College that would cover the local area including Dunstable/Houghton Regis. The UTC would be a 600 place 14–19 school that specialises in a technical/vocational curriculum. Students would register at this institution solely from the age of 14 onwards. This development, if successful, could have a significant impact on the shape of local provision and could admit students from September 2012.
42. All Saints Academy has been open since September 2009 as a replacement to Northfields Upper School which had been placed in Special Measures and was showing insufficient capacity to improve. Although it is improving the school is still at the stage of needed to consolidate some provision. This means that although the Academy is a willing partner in collaboration pre and post- 16 and has stated its interest in innovative local solutions it has not been able to engage extensively with collaboration to date.
43. The curriculum is likely to change, with the introduction of the English Baccalureate and any proposals made as a result of the Wolf review of vocational education.
44. The proportion of young people NEET (not in education, employment or training) in the Dunstable/Houghton Regis area is relatively high. The following is a breakdown of young people in the NEET Group by Ward and total 16-19 cohort in November 2010.

45.	Dunstable/Houghton Regis	Total NEET	Cohort Total	% of NEET to Cohort Total
	Caddington Hyde & Slip End	4	198	2%
	Dunstable Central	19	188	10%
	Houghton Hall	17	325	5%
	Icknield	7	385	2%
	Kensworth & Totternhoe	0	131	0%
	Manshead	25	287	9%
	Northfields	22	353	6%
	Parkside	21	265	8%
	Tithe Farm	18	305	6%
	Watling	5	424	1%
	Total	138	2861	5%

46.	Area	Total NEET	Cohort Total	% of NEET to Cohort Total
	Dunstable & Houghton Regis	138	2861	5%
	Rural Central Beds	71	4671	1.5%
	Central Beds East	54	1955	3%
	Leighton Linlade	105	1872	6%
	Total	368	11359	3%

Ofsted

47. 87% of the Lower school provision in Dunstable and Houghton Regis is rated as good or outstanding in overall effectiveness with none in an Ofsted category. 67% of middle schools and all upper schools are rated as satisfactory but with one Middle school currently in an Ofsted category.
48. All lower schools rated as good or outstanding in overall effectiveness are also rated similarly in terms of capacity to improve. At middle school 67% have good or outstanding capacity to improve, the remaining two schools are rated as satisfactory. Two Upper schools are satisfactory and All Saints Academy has good capacity to improve.
49. A full list of Ofsted ratings for schools in the review area at the time of writing can be seen at Appendix F. (At the time of validation of the data for Appendix F, and circulating it, there was one school in an Ofsted category, this has now increased to two).

Sustainability

Surplus places

50. For the purpose of this section of the report the geographical area has been divided into 4 groupings: Rural, South Dunstable, North Dunstable, and Houghton Regis. See map provided as Appendix D. Each area has the following provision:

Rural: 5 Lower Schools, 1 middle deemed primary taking ages 4-13
 South: 6 Lower, 2 Middles and 2 Upper Schools
 North: 5 Lower, 3 Middle, 1 Upper
 HRegis: 5 Lower, 1 Primary, 1 Middle

51. Across the review area, as at January 2010 there were a total of 990 surplus places at Lower school, 674 surplus middle school places and 258 surplus upper school places. **NB: Surplus places are cost drivers as each surplus place represents a cost to the education of other pupils in the Council.**
52. As at January 2010 there were eight mainstream schools with 25% or more (and at least 30 places) surplus capacity in the area. These are:

School	Net capacity	Numbers on roll	% surplus
Ardley Hill Lower	300	200	33%
Beecroft Lower	300	222	26%
Caddington Village School (Year R)	300	215	28%
Downside Lower	150	108	28%
Thornhill Lower	200	147	27%
Tithe Farm Lower	300	152	49%
Totternhoe Lower	145	69	52%
Brewers Hill Middle	480	212	56%
In addition the following schools also have considerable surpluses			
Mill Vale Middle	560	434	23%
Streetfield Middle	520	397	24%

53. At upper school level Manshead and Queensbury are at capacity and all of the surplus places in the review area relate to All Saints Academy in its current buildings. Planned new buildings will provide a 740 place upper school with a design that provides for expansion to a secondary school in line with the original expression of interest submitted to the DCSF. The Academy has submitted a request to the YPLA for additional funding to enable the school to become an 11-18 Academy.
54. These surplus places are not evenly distributed across the sectors, or indeed geographically across the area. Action is required if surpluses are to be reduced to a more manageable level (10%) across the area as a whole but some flexibility is required within the system, particularly allowing for the forecast growth in numbers in the area and to enable parental preferences to be met. This could be achieved through a reduction in the published admission numbers at a number of schools, based on their recent intakes.
55. There are a total of 4845 places at lower school level which equates to an admission number of 969 at age 4+. At middle school level the capacity of 3512 equates to 878 admission places and at upper school this equates to 750 admission places.

56. In comparison, recent admissions at 4+ have been about 800, Middle School intakes have been about 735 and Upper School intakes about 700, hence overall there are sufficient places across the area although there is still be a mismatch between the supply and demand for places.
57. The demand requires provision in the area to cater for some 27 Forms of Entry (FE), which is approximately 810 places per year, of which 23 FE (690 places) is in the immediate Dunstable and Houghton Regis area and 4 FE (120 places) is in the rural area.
58. The retention of students between year R and Year 11 in the area is poor with a historical net loss of approximately 150 students moving out of provision within the area, with slight increases in the rate of loss at the end of year 4, but also through to year 8 suggesting parental choices to move children to provision outside of the area and possibly to other authorities with two tier provision. Some of this loss is known to be as a result of a lack of Roman Catholic provision at Middle and Upper school levels.
59. The main issues arising from this analysis are:
- Lack of RC provision at Middle/Upper School
 - Overall level of excessive surplus
 - Significant surplus at individual schools
 - Mismatch between provision and need across the area as a whole
 - Specific mismatch between provision across the phases within Houghton Regis
 - Predominance of Upper school provision in the south
 - Poor retention rate in the area - overall loss of pupils from cohorts year on year
 - Need to match current provision against future need

Future need

60. The draft Core strategy for Luton and Southern Bedfordshire identifies Dunstable and Houghton Regis as a growth area. In particular, to 2026 it identifies proposed allocations of:
- North Houghton Regis extension – 5150 dwellings
Dunstable North & South area – 1655 dwellings
Houghton Regis urban area – 398 dwellings
Other Rural areas – 638 dwellings⁷⁵.
61. North Houghton Regis urban extension also proposes a further 1850 dwellings between 2026-2031.
62. The local impact of these developments will clearly be dependant upon the anticipated rates of specific developments and the actual location of some of the assumed sites. However, grouping these into the two main categories (major sites and “infill”) gives us:
- Major extension to the North of Dunstable and Houghton Regis – total 7,000 new dwellings (2011 – 2031) See map at Appendix E.

- Infill developments – total 2,691 dwellings (2011-2026)
63. Based on the “traditional” pupil place planning assumptions arising from new developments this will give rise to an additional 388 pupils/age group (12/13 Forms of Entry) of which 280 pupils/age group (9/10FE) will be generated from the allocations to the north of Houghton Regis.
64. Whilst some of this, particularly the infill/rural developments will be able to be catered for from within the existing infrastructure, thereby removing some of the current surplus, there will also be the need to consider the considerable impact the major allocations to the north of Houghton Regis/Dunstable will have in terms of existing/new provision and the known lack of school provision within this area, particularly at Middle and Upper School level.
65. Based on current intakes, the effect of this at reception age would be expected to be:
- Dunstable North & South area - Could be catered for in existing schools dependent upon location
 - Houghton Regis Urban area - Could be catered for in existing schools dependent upon location
 - North Houghton Regis Extension and Urban Extension - Additional 7.5 - 8.5FE required
 - Other rural areas - Would take up some surplus but may need extra dependent upon location.
66. It is therefore expected that overall, the need will grow to an eventual total of approximately 1163 (38FE) pupils in the area at 4+ i.e. an increase of approx 45% on current numbers.
67. If these figures were translated into the Middle and Upper Schools, this would give rise to the need for a similar increase at Middle School level i.e. extra 285 pupils (9.5FE) per year group and an extra 413 pupils (13FE) per year group at Upper School level.
68. The main issues in terms of future need are:
- The need for new schools, new sites and increased provision across all sectors to meet the growth.
 - The ability of existing schools to match the demand – i.e. the location of developments vis-à-vis existing surplus capacity
 - The potential “shift” in infrastructure needs
 - The potential that some existing schools will be “in the wrong place” to meet future need.

Parental Preferences and Catchment Data

69. A key measure of the relative popularity of each of the schools in the area can be seen by analysing the extent to which applicants for a school record it as their first preference when submitting an admission application. This can be expressed as a percentage of the school’s published admission number. An analysis of this data over the past three years is provided at Appendix H.

70. This shows the popularity of the voluntary aided schools in the area with all four lower schools averaging over 80% first preferences for the past three years. This is reflected at Middle and Upper school level with Ashton Middle and Manshead Upper attracting more than 100% on average over the past three years.
71. The analysis also illustrates the popularity of Lark Rise Academy and Eaton Bray Lower, due to convert to Academy status on the 1 April 2011, both exceeding 100% of first preferences over the past three years. St Christopher's Lower and Kings Houghton Middle have also averaged over 100% in the past three years. Caddington Village School's year 5 admission has also shown a similar figure although this is based on a very low additional intake at year 5.
72. Totternhoe, Beecroft, Tithe Farm and Downside Lower and Brewers Hill Middle have all averaged less than 50% first preferences over the past three years and are carrying considerable surplus places as outlined earlier in this report. In comparing parental preferences with Ofsted judgements and standards achieved by schools in the area there appears to be no direct correlation.
73. An analysis of catchment data indicates that many Dunstable and Houghton Regis schools are not retaining their local children and pupil choice patterns support this conclusion. Eight lower schools, for example, had more pupils in their reception classes in summer 2010 from outside of their traditional catchment area than from within the area. Similarly, four Lower schools had more catchment area pupils attending other schools within Central Bedfordshire (incl DHR) than attending the catchment area school. Whilst not as extreme, a similar picture emerges at Middle and Upper School level. This intake pattern makes it more difficult to define what is meant by each school's local community.

Recruitment and Retention

74. There are 4 schools with interim leadership or acting leadership receiving support from School Improvement in the Dunstable and H.Regis area. These are:
 - Ardley Hill Lower
 - Downside Lower
 - St Mary's Lower (Caddington)
 - Watling Lower
75. 19 of the 21 Lower school head teachers in the review area have indicated that in their local experience the current 3 tier system makes it difficult to recruit and retain good quality staff particularly at Key Stage 2 and in leadership positions due to the curtailment of the primary years education. Senior staff move to primary schools for the experience needed to enable career progression.

Early Years and Extended Services

Early Years Provision for 3 and 4 year olds in the Private Voluntary and Independent Settings (PVI's)

76. A number of early years provisions are based on school sites in dedicated use buildings, which have been funded through Sure Start Capital over the last 5-7 years. This provision is based at Thomas Whitehead Lower School, Downside Lower School, Eaton Bray Lower School, Kensworth Lower School, St.Christopher's Lower School, Studham Lower School , Totternhoe Lower School and Watling Lower School. Provision on Tithe Farm Lower and Queensbury Upper was funded from an earlier stream of New Opportunities Fund Neighbourhood Nursery Initiative Funding.
77. At present there are sufficient places to fulfil the needs amongst the three and four year olds, and the few places for two year olds which are available in Central Bedfordshire. However recent Government announcements suggest that there will be an increase in both the number of places, and the hours available for two year olds which will begin to put pressure on the existing settings, combined with potential housing growth – especially in-fill building.
78. Opportunities and challenges include:
- Provision based on a school site supports closer liaison and increasing levels of quality within the early years sector
 - There is an opportunity for improved transition.
 - It ensures that the authority can deliver on its statutory duty to deliver places for 3 & 4 year olds offering a flexible, free extended entitlement (often not available in community buildings)
 - It clearly fulfils the Education vision, offering as it does places for children from the age of 3 or sometimes even 2 as part of the 0-19 education vision.
 - One of the biggest challenges with the PVI's can be the constant change in Management, and therefore it would be beneficial to ensure that in the long term, it is easier for a school to take over the running of an early years provision in case of problems with the management
 - Enhanced opportunities to improve outcomes at Foundation Stage Profile
 - Unlikely to be sufficient future capital to continue the move onto schools sites from community buildings but if capital were available continuing this programme would be beneficial.
79. Desired/Improved outcomes include:
- Improve the quality of the settings
 - Improved transitions
 - Improved outcomes for children at end of Foundation Stage
 - More opportunities for Early Intervention
 - Reduction in levels of child and family poverty

Nursery Schools

80. There are two nursery schools within the review area. Both are on sites adjacent to lower schools. Westfield Nursery School is on a shared site with Beecroft Lower School and Willow Nursery School on a shared site with Hadrian Lower School. They are both high quality settings achieving a good and outstanding Ofsted respectively.
81. Both nursery schools had been under-occupied for some years, based on the number of places available. A recent change in funding (ahead of the introduction of the Single Funding Formula) has meant that they have become funded by numbers of occupied places rather than numbers of available places.
82. Opportunities and challenges include:
 - From April 2011 onwards the two nursery schools are likely to be challenged by the introduction of the Single Funding Formula.
 - Possible future opportunities are to consider a realignment of the management of the schools, thereby reducing costs to ensure continuing provision and available places.

Childrens Centres

83. Several Childrens Centres are positioned on school sites across the area. There are bases on Downside Lower School, Beecroft Lower School, Hawthorn Park Lower School, Tithes Farm Lower School, Slip End Lower School and Eaton Bray Lower School. They are well positioned on school sites, to be at the centre of their communities, and easily accessible for new parents and for families with children attending the lower school provision. Some outreach services are being delivered at other Lower School sites across the area.
84. Families are using the Centres increasingly, and the range and numbers of services, working with partners, are being increased all the time, as is the outreach work with harder to reach families. As numbers of families in the area grow, increasing pressure will be put on the current physical resources, meaning that more services will have to be delivered in alternative venues across the area or expansion of bases will have to be funded.
- 85.. Opportunities and challenges include:
 - The Childrens Centre management and development was in three clear phases, and once the third phase is complete it will be possible to reconfigure and consolidate aspects of management and delivery across the area
 - The challenges ahead will be to ensure that the centres are adequately funded
 - In this area with high levels of deprivation the Childrens Centres are an essential element of the Child Poverty and Early Intervention agenda.

- The buildings are clearly a significant asset to the community, and all opportunities should be taken to ensure as much community use as is practicable.

Out of School Including Extended School Services

86. Many Schools across the area offer Extended Provision, especially Childcare. Schools where there is current Out of School Provision include: Ardley Hill, Thomas Whitehead, Caddington Village, Dunstable Icknield, Downside, Eaton Bray, Hawthorn Park, Hillcrest, Lancot Lower, Kings Houghton Middle, Lark Rise, St.Christophers, St.Marys Caddington, Thornhill, Totternhoe and Watling,
87. The Childcare Sufficiency Assessment is presently being undertaken and this will identify specific requirements across the area. The last assessment did not identify many gaps in after school provision, however some clubs have subsequently closed due to lack of numbers and unsustainability. As the economy improves and more parents are able to work, provision may need to be increased.

Whilst Out of School provision does enhance outcomes in schools the main driver is economic as they enable parents to work. Therefore they are essential as part of the Child Poverty Strategy to improve the financial circumstances of families.

88. Opportunities and challenges include:
- The opportunities to increase the range of provision in schools where a need is identified but no provision presently exists
 - Ensure in recessionary times that provision stays viable or can be sustained until it becomes viable.
 - The challenge going forward is to ensure that the accommodation is available for this provision

Use of resources

Revenue cost per pupil

89. Appendix G illustrates the staffing costs (consistent financial reporting outturns 2009/10) per pupil (January 2010) for each of the schools in the review area.
90. At Lower school level the authority average staffing cost is approximately £3,480.00 per pupil.
91. In the review area there are eight lower schools with higher than average staffing costs per pupil. These are small community and voluntary controlled schools below approximately 180 places.
92. At Middle school level the authority average staffing cost is approximately £3449.00 per pupil.
93. In the review area three of the middle schools have higher than average costs. Brewers Hill Middle with 212 pupils has the highest staffing cost per pupil of any Middle school in Central Bedfordshire at £4971.00 per pupil.

94. At Upper school level the Council's sample size does not allow robust comparison although all of those within the review area are either within 2% or below the Central Bedfordshire average staffing costs of £3939.00 per pupil.
95. In undertaking analysis across all phases of gross revenue and of property costs per pupil a similar trend appears showing the high costs per pupil of small schools.
96. Co-management of small schools and the removal of surpluses elsewhere could potentially make a significant impact towards the more effective use of revenue resources in the area.

Suitability of Buildings

97. Suitability is described as how well premises meet the needs of pupils, teachers and other users, and contribute towards raising standards of education. The assessments concentrate mainly on the numbers and characteristics of each type of space with a final score (per pupil) provided to enable a comparison of one school against another.
98. Analysis of the current suitability of schools as teaching and learning environments in the review area indicates that Watling Lower, Studham VC Lower and Dunstable Icknield Lower are the least suitable and potentially represent considerable investment demand as lower schools.
99. There are significant suitability issues across the review area which any programme of school reorganisation would need to consider carefully to ensure that the situation is not worsened with alternative use of buildings or when the removal of surpluses removes flexibility in the use of the current school buildings.

Condition of Buildings

100. Analysis of the 2009/10 condition data for the schools indicates that there is a considerable maintenance backlog across the schools with an assessed need for approx £13-14m across the estate to address condition related need. This equates to an average of £1690/pupil although there are some schools where the sum is considerably higher. Notably, there are 7 schools where the average is over £2,500/pupil (Kensworth, St.Mary's RC, Thornhill and Tithe Farm Lower schools, Ashton VA and Mill Vale Middle and Queensbury Upper schools). At Ashton this represents over £1.57m, at Mill Vale £1.34m and at Queensbury in excess of £4m.

Special Needs & Inclusion

101. Lancot Lower School hosts a 6 place Lower School Provision for children with Behavioural, Emotional and Social Difficulties whose needs cannot be met in their own local provision. Children attending this provision have a statement of Special Educational Needs, although on very rare occasions and on the basis of assessed need, a child may attend Lancot Lower School provision on an assessment placement during the period of statutory assessment.

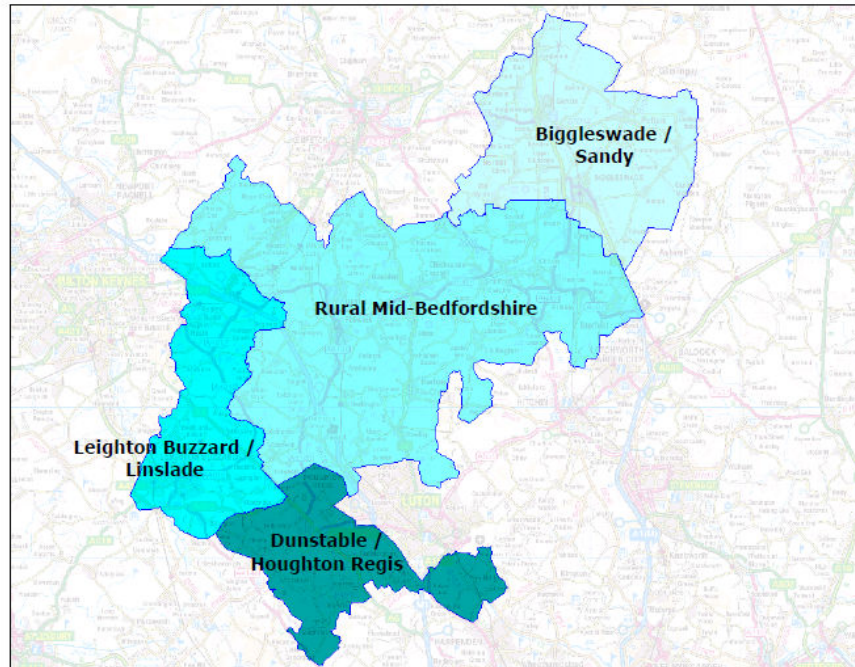
102. Streetfield Middle School and Manshead Upper School host the resourced provision for pupils with Autistic Spectrum Disorders in this area of Central Bedfordshire. Each school is funded as a 6 place provision but they can admit over numbers with agreement from the school.
103. Priory Middle School currently hosts the resourced school provision for Dyslexia. There are currently 3 pupils in the provision (1 in Year 7 and 2 in Year 8) which is funded for 7 pupils. Only one of these pupils has a statement of SEN. When the pupils leave, this arrangement completes guarantees given by the legacy Council that pupils could continue in this provision. A proposal has been made to discontinue this unit and to extend provision across all schools through training to both teachers and teaching assistants in the accredited Dyslexia training course available through University of Northampton and delivered locally.
104. Reports have been presented to the Children's Services Overview and Scrutiny Committee and the Council's Executive setting out possible options for consideration of the area special school model in the Dunstable and Houghton Regis area and for the delivery of the Pupil Referral Unit (PRU) in Central Bedfordshire, focused on the development of provision that can meet local needs in mainstream schools.
105. Expressions of interest have been received from schools in the review area as providers for the re-commissioned pupil referral unit, including those for years 9 and 10 at the Kingsland Campus in Houghton Regis. Statistically the highest need for years 7 to 11 in Central Bedfordshire is in the review area and local provision is therefore essential as an outcome of this review and of the commissioning process that will evaluate the expressions of interest.

Appendices:

Appendix A – Map -Transforming teaching and learning review areas

Appendix A

Central Bedfordshire Educational Review Areas

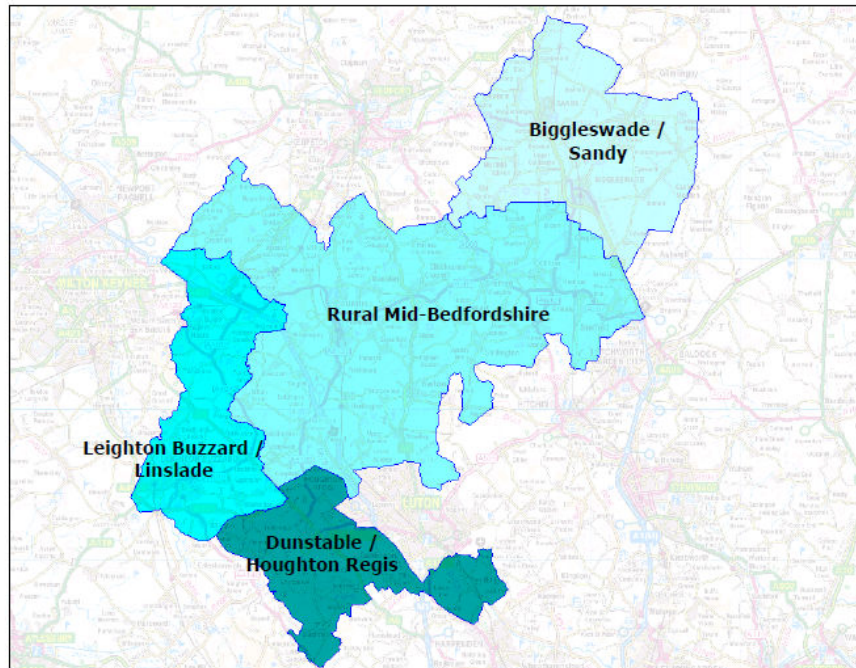


Area 1 – Dunstable and Houghton Regis

Dunstable / Houghton Regis		
Nursery		
Westfield, Willow		
Lower/Primary		
Beccoft (c); Eaton Bray (c); Lancot (c); Tottenhamhoe (c)	Caddington Village (c); Slip End (c)	St Christopher's (c); Hadrian (c)
Hawthorn Park (c); Houghton Regis (c); Tilke Farm (c); Thornhill (c)	Downside (c); Kensworth (CE VC); Studham (CE VC)	Ardley Hill (c); Dunstable Icknield (c); Lark Rise*; Watling (c)
Voluntary Aided (VA) School's operating outside of standard catchments: Ashton St Peter's (CE VA); St Mary's (Cadd) (RC VA); St Vincent's (RC VA) Thomas Whitehead (CE VA)		
Middle (deemed Secondary)		
Brewers Hill (c); Kings Houghton (c)	Streetfield (c)	Mill Vale (c); Priory (c)
Voluntary Aided (VA) School's operating outside of standard catchments: Ashton (CE VA)		
Upper		
All Saints Academy*	Manshead (CE VA)	Queensbury (f)
Special		
Glenwood (c); Hillcrest (c); Weatherfield (c)		
Total: Nursery 2, Lower/Primary 23, Middle (deemed Sec) 6, Upper 3, Special 3 - total 37		
(c) Community School; CE/RC VA - Voluntary Aided; CE/RC VC - Voluntary Controlled; f - Foundation; t - trust * Academy (non LA maintained)		

Area 2 – Leighton Buzzard and Linslade

Leighton Buzzard / Linslade	
Lower/Primary	
Mary Bassett (c); Stanbridge (c)	Clipstone Brook (c); Hockliffe (c); Leedon (c)
Greenleas (c); Linslade (c); Southcott (c)	Aspley Guise (c); Husborne Crawley (c); Ridgmont (c); Swallowfield (c); Woburn (c)
Beaudesert (c); Doverly Down (c); Heathwood (c); St George's (c)	
Voluntary Aided (VA) School's operating outside of standard catchments: Pulford (CE VA); St Leonard's (CE VA)	
Middle (deemed Secondary)	
Leighton (c); Linslade (c)	Brooklands (c); Fulbrook (c); Gilbert Inglefield (c)
Upper	
The Cedars (c)	Vandyke (c)
Special	
Oakbank (c)	
Total: Lower/Primary 19, Middle (deemed Sec) 5, Upper 2, Special 1 - total 27	
(c) Community School; CE/RC VA - Voluntary Aided; CE/RC VC - Voluntary Controlled; f - Foundation; t - trust * Academy (non LA maintained)	



Area 3 – Biggleswade and Sandy

Area 4 – Rural Mid-Bedfordshire (Amphill, Flitwick, Cranfield, Stotfold & Shefford)

Biggleswade / Sandy	
Nursery The Lawns	
Lower/Primary	
Everton (c); Potton (c); Westlingworth (CE VC)	Caldecote (CE VC); Dunton (CE VC); Lawnside (c)
Laburnum (c); Maple Tree (c); Robert Peel (c); St Swithun's (CE VC)	Southlands (c); St Andrew's (CE VC)
Moggerhanger (f)	
Voluntary Aided (VA) School's operating outside of standard catchments: John Donne (CE VA); Northill (CE VA); Sutton (CE VA)	
Middle (deemed Secondary)	
Burgoine (c)	Edward Peake (CE VC)
Sandye Place (c)	Holmead (c)
Alban (Beds Borough)	
Upper	
Sandy (c)	Stratton (c)
Special Ivel Valley (c)	
Total: Nursery 1, Lower/Primary 16, Middle (deemed Sec) 4, Upper 2, Special 1 - total 24	
(c) Community School; CE/RC VA - Voluntary Aided; CE/RC VC - Voluntary Controlled; f - Foundation; t - trust * Academy (non LA maintained)	

Rural Mid-Bedfordshire			
Nursery Arlesey			
Lower/Primary			
Greerfield (CE VC); Pulloxhill (c); Ramsay Manor (c); Sikoe (CE VC); Sundon (t); Westoning (t)	Maulden (c); The Firs (c); Russell (c)	Cranfield (CE VC)	Farfield Park (c); Gothic Mede (t); Roecroft (c); St Mary's (Stotfold) (CE VC)
Chaton (c); Eversholt (c); Harlington (c); Toddington St George (c)	Flitwick (c); Kingmoor (c); Templefield (c)	Church End (c); Houghton Conquest (c); Shelton (c); Thomas Johnson (c)	Derwent (t); Langford (t); Raynsford (CE VC)
Voluntary Aided (VA) School's operating outside of standard catchments: Al Samb (CE VA); Meppenhall (CE VA); St Mary's (Clophill) (CE VA)			
Middle (deemed Secondary)			
Amokt (t)	Alameda (c)	Manston Vale (Beds Borough)	Etonbury (t)
Parfields (t)	Woodland (c)		Henlow (CE VC)
Robert Bloomfield (t)			
Voluntary Aided (VA) School's operating outside of standard catchments: Holywell (CE VA)			
Upper			
Harlington (t)	Redborne (c)	Wootton (Beds Borough)	Samuel Whitbread (t)
Total: Nursery 1, Lower/Primary 38, Middle (deemed Sec) 8, Upper 3 - total 50			
(c) Community School; CE/RC VA - Voluntary Aided; CE/RC VC - Voluntary Controlled; f - Foundation; t - Trust * Academy (non LA maintained)			

Appendix B – Membership of the Dunstable and Houghton Regis review group

Anne Bell	Head - Willow Nursery School
Lindsey Johnson	Head - Hawthorn Park Lower School
Rebecca Baker	Head – Beecroft Lower School
Anna Kentish	Head – Kensworth Lower School
Sue Smith	Head – Slip End Lower School
Sue Teague	Head- Caddington Village School
Shirley McGinty	Head – Ashton St Peters Lower School
Mary Jo Gill	Head – Kings Houghton Middle School
Keith Scotchford	Head – Priory Middle School
Jim Parker	Head - Manshead Upper School
Shirley Crosbie	Head – Glenwood Special School
Tom Waterworth	Principal – All Saints Academy
Sue Attard	Head – Lark Rise Academy
Marion Pearce	Chair of Governors - Studham Lower School
Debra Brock	Chair of Governors – Downside Lower School
Mike Smith	Chair of Governors – Caddington Village School
Justine Abbott	Head of School Improvement
Steve Morrow	School Improvement Advisor
Rob Parsons	Head of School Organisation & Capital Planning
Keith Armstead	Senior Education Officer (Planning)
Sue Barrow	Information Manager
Jo O'Loughlin	HR Business Partner
Lisa Scott	Area Education Officer

Appendix C – Dunstable and Houghton Regis review criteria

**Dunstable and Houghton Regis
Review Group**

Setting of Criteria for the Vision – November 2010 Update.

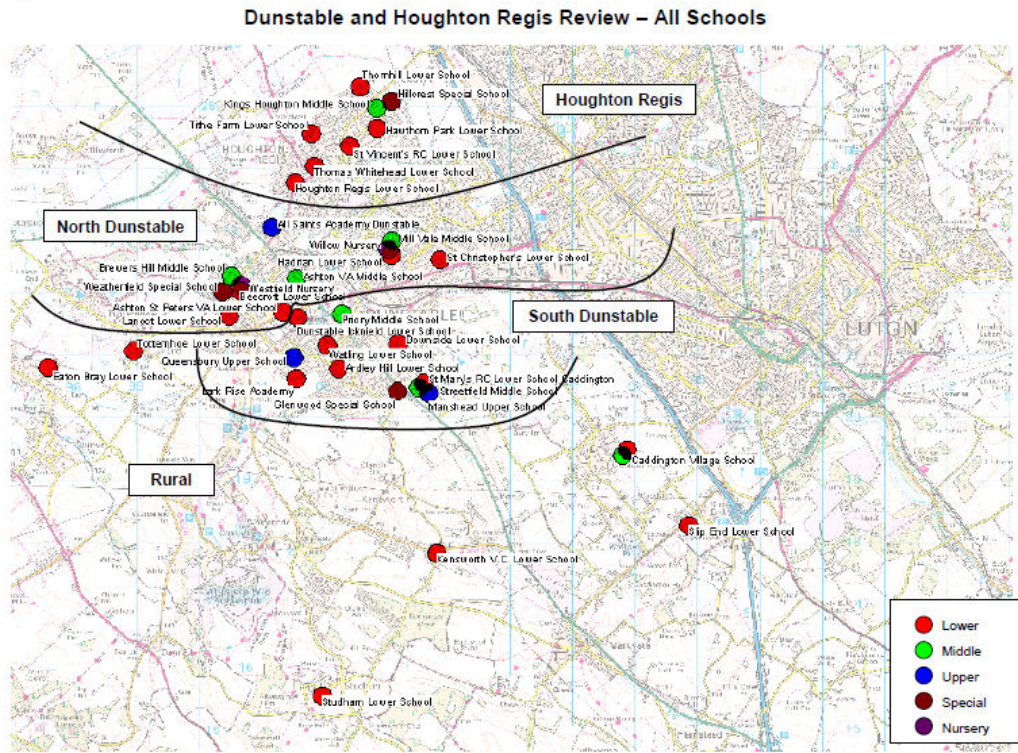
The Vision	Criteria / Principles	Possible Implications
Raising Standards & improved outcomes	<ul style="list-style-type: none"> • KS1 results at above National average. • Improved results at KS2 • Improved GCSE A-C results • Higher attainment at both GCSE and equivalent qualifications • pre-schools need to be operating to at least national average • Pre-school and schools should be the start of life long learning. 	<ul style="list-style-type: none"> • Schools working together to ensure learning journey of pupils is as smooth as possible • Agreement on sharing best practice. • How are the results improved and how do we change the structures and leadership to get the results better?
A 0-19 one phase approach	<ul style="list-style-type: none"> • Improved stay-on rates at College & FE, and decrease drop-out rates • Being able to set or recognise the best transition point for pupils • Better sharing of good practice. • Better knowledge of pedagogy across the phases • Higher outcomes at 16 and 18. • Reduce pupil mobility • A holistic, whole child approach throughout the age range. 	<ul style="list-style-type: none"> • A move to Trusts / Federations / Partnerships • New models of leadership need to be explored. • When will pupils transfer and what building stock exists to enable this to happen? • One transfer? At 11? At 13? • Quality agreed pupil information sharing across key stages / phases / services.
Based around communities	<ul style="list-style-type: none"> • Training Opportunities for staff and parents delivered locally • Pupils who are at 	<ul style="list-style-type: none"> • Closer alignment to the D / H-R review, and co-location of services • Setting up of PRU type

	<p>risk of exclusion should have access to local specialist support.</p> <ul style="list-style-type: none"> • Excluded pupils must be dealt with in their own community 	<p>facilities in Dunstable / H-R</p>
Children & family at centre	<ul style="list-style-type: none"> • Pupils being emotionally resilient to cope in school • Better engagement of D / H-R families • High quality early years intervention 	<ul style="list-style-type: none"> • Children's Centres at the heart of the schools • Alternative provision for vulnerable pupils • Changes in catchments and admissions within the area • Working closer with other partners & agencies • Faith groups within the locality being offered appropriate school places.
Locally delivered services	<ul style="list-style-type: none"> • Easier access to school improvement for curriculum areas • Close links and total alignment with the SEN review • Young mothers and pregnancy training • No child to leave their community to be educated • A definite learning journey for pupils and families • Maintain and build relationships with academies, independent schools, and third sector provision. • Access to local 'short stay' provision. 	<ul style="list-style-type: none"> • Closer alignment to the D / H-R review, and co-location of services • Local SEN provision • The development of short-stay schools
New models of leadership	<ul style="list-style-type: none"> • Increase in number of applicants, Improved retention • Governors to grasp and understand the local and national context 	<ul style="list-style-type: none"> • Building capacity within our federations etc, to keep best leaders locally • Investigation into school size and best size and viability of

	<ul style="list-style-type: none"> • Improve the quality of our leadership by attracting the very best leaders • Transparency in the discussions of quality of leadership • Improved grades at Ofsted for Middle & Upper Schools • Effective Communication of principles to a wider audience • Strengthen 3rd sector liaison. • Governors involved and engaged. • All stakeholders involved and engaged. 	<p>school size on recruitment of Heads</p> <ul style="list-style-type: none"> • Governor training and hearts and minds to be won of Governing Bodies • Make the area attractive to leaders / future leaders
<p>Reflect recent curriculum reform</p>	<ul style="list-style-type: none"> • Increase numbers with GCSE or Diploma • The 14-19 strategy to be reflected • Locally agreed curriculum which raises aspirations. • An emphasis on family and life long learning. 	<ul style="list-style-type: none"> • Improved delivery of Diplomas and non-GCSE qualifications • Curriculum reform from early years onwards • Board curriculum not just based on academic progress.

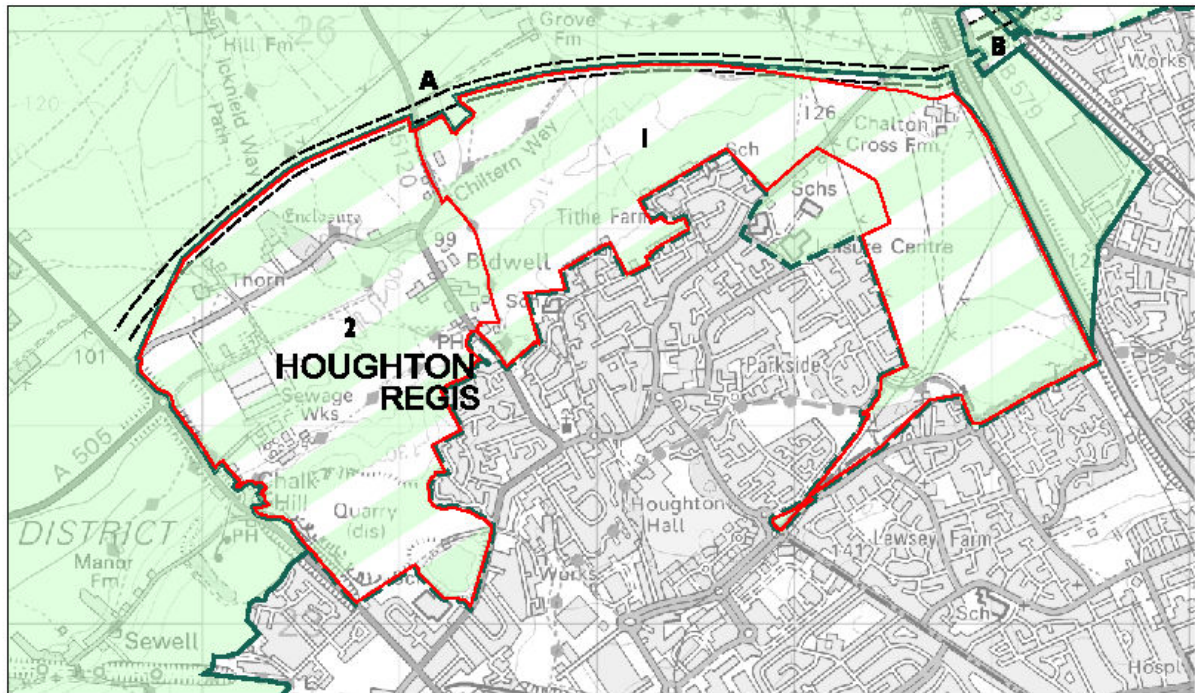
Appendix D – Map - Dunstable and Houghton Regis review area

Appendix D



Appendix E - Map North Houghton Regis growth area

NORTH HOUGHTON REGIS SSSA: PROPOSALS MAP AMENDMENT



0 0.5 1 Km



Key

- North Houghton Regis SSSA boundary
- Retained Green Belt
- Previous Extent of Green Belt
- A A5 - M1 Link Bypass Route
- B M1 - A6 Luton Northern Bypass Route

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Appendix F - Ofsted ratings for schools in the review area

Review Area	School	Phase	Inspection date	Overall effectiveness	Capacity to improve	Outcomes for ind & groups	Pupils' Behaviour	L&M	Governance	Safe guarding procedures
D/HR	<i>St Christophers - IA</i>	L	31/01/2007	2	2		1	2	2	
D/HR	<i>Ardley Hill Lower - IA</i>	L	07/02/2007	2	2		2	2	2	
D/HR	Eaton Bray Lower	L	16/10/2007	1	1		1	1	1	
D/HR	Dunstable Icknield	L	28/11/2007	2	2		2	2	2	
D/HR	Lark Rise Lower	L	13/12/2007	1	1		1	1	1	
D/HR	Thornhill Lower	L	14/04/2008	3	3		2	3	3	
D/HR	Hadrian Lower	L	24/04/2008	2	2		2	2	2	
D/HR	Ashton Middle	M	19/06/2008	3	2		2	3	3	
D/HR	Kings Houghton Middle	M	25/06/2008	2	2		2	2	2	
D/HR	Thomas Whitehead	L	15/09/2008	3	3		2	3	3	
D/HR	Hillcrest Special	S	23/09/2008	3	3		2	3	3	
D/HR	Totternhoe Lower	L	23/09/2008	2	2		1	2	2	
D/HR	Northfields/All Saints	U	07/10/2008	3	2		3	3	2	
D/HR	Manshead	U	08/10/2008	3	3		2	3	2	
D/HR	Ashton St Peters	L	11/11/2008	2	2		2	2	2	
D/HR	Beecroft Lower	L	03/12/2008	1	1		2	1	1	
D/HR	Hawthorn Park Lower	L	05/12/2008	2	2		2	2	2	
D/HR	Houghton Regis	L	10/12/2008	2	2		2	2	1	
D/HR	Streetfield Middle	M	14/01/2009	3	3		2	3	3	
D/HR	St. Vincents RC	P	10/02/2009	2	2		2	2	2	
D/HR	Queensbury	U	25/02/2009	3	3		3	3	2	
D/HR	Watling Lower	L	05/03/2009	2	2		2	2	2	
D/HR	Weatherfield Special	S	18/05/2009	2	2		2	2	3	
D/HR	St Mary's -RC (Caddington)	L	30/06/2009	3	3		1	3	2	
D/HR	Studham	L	14/10/2009	2	2	2	2	2	2	2
D/HR	Brewers Hill	M	18/11/2009	3	2	3	2	2	2	2
D/HR	Westfield	N	01/12/2009	2	1	2	2	2	2	2
D/HR	Lancot	L	26/01/2010	2	2	2	2	2	2	1
D/HR	Downside	L	03/02/2010	2	2	2	2	2	2	2
D/HR	Slip End	L	12/02/2010	1	1	1	1	1	2	2
D/HR	Caddington Village	M -P	05/03/2010	2	2	2	2	2	2	3
D/HR	Willow	N	06/05/2010	1	1	1	1	1	2	1
D/HR	Mill Vale + MI	M	07/05/2010	4	3	4	3	4	3	4
D/HR	Tithe Farm	L	20/05/2010	2	2	2	2	2	2	3
D/HR	Kensworth Lower	L	15/06/2010	2	2	2	2	2	2	2
D/HR	Glenwood Special	S	06/07/2010	1	1	1	1	1	1	1
D/HR	Priory Middle	M	22/09/2010	3	2	3	3	2	2	2

All schools

Overall Effectiveness

		Grade 1 = 6/37	16%
		Grade 1 + 2 = 25/37	68%
Grade 3 = 11/37	30%		
Grade 4 = 1/37	3%		

Capacity to Improve

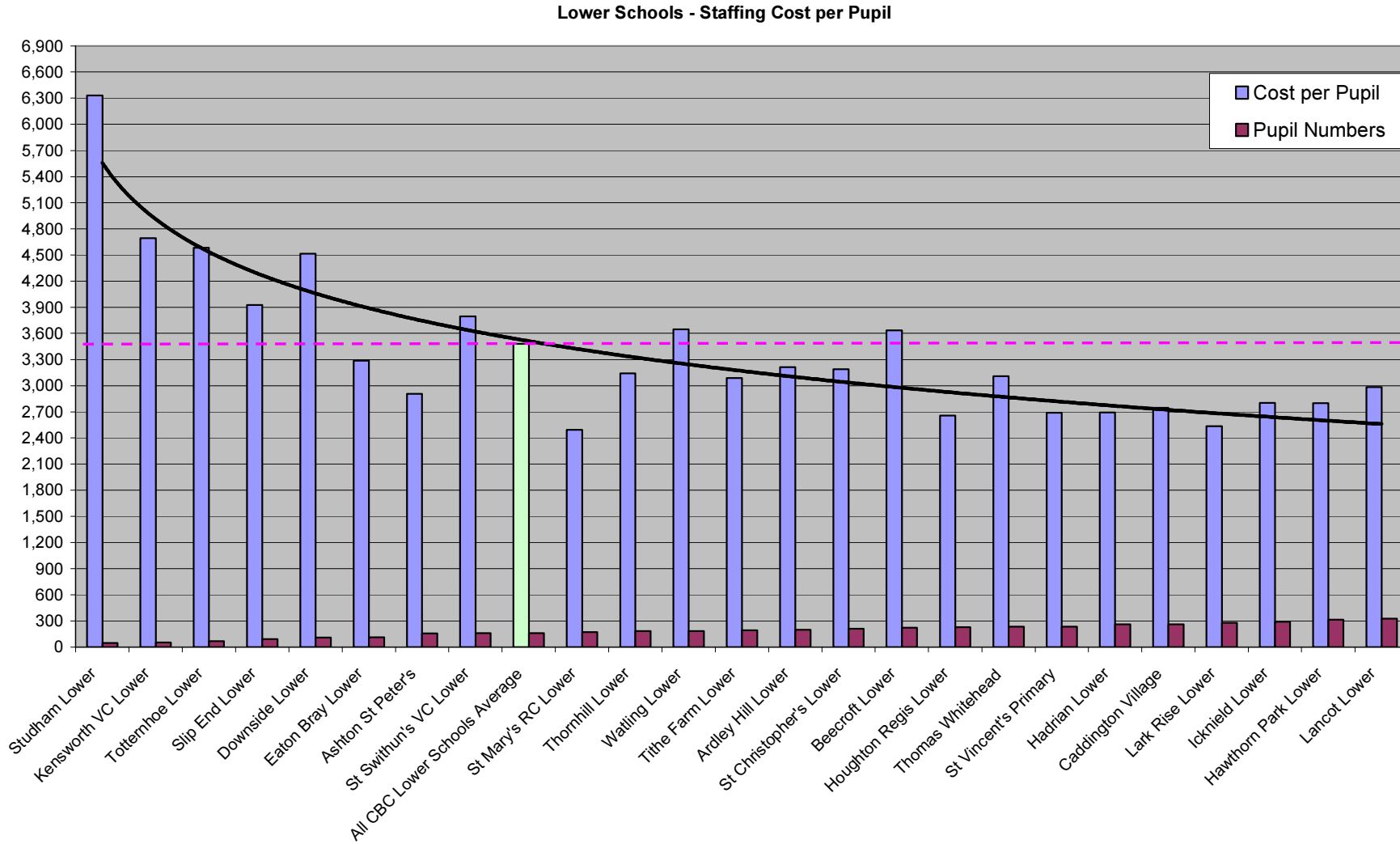
Grade 1 = 7/37	19%
Grade 1 + 2 = 29/37	78%
Grade 3 = 8/37	22%

Governance

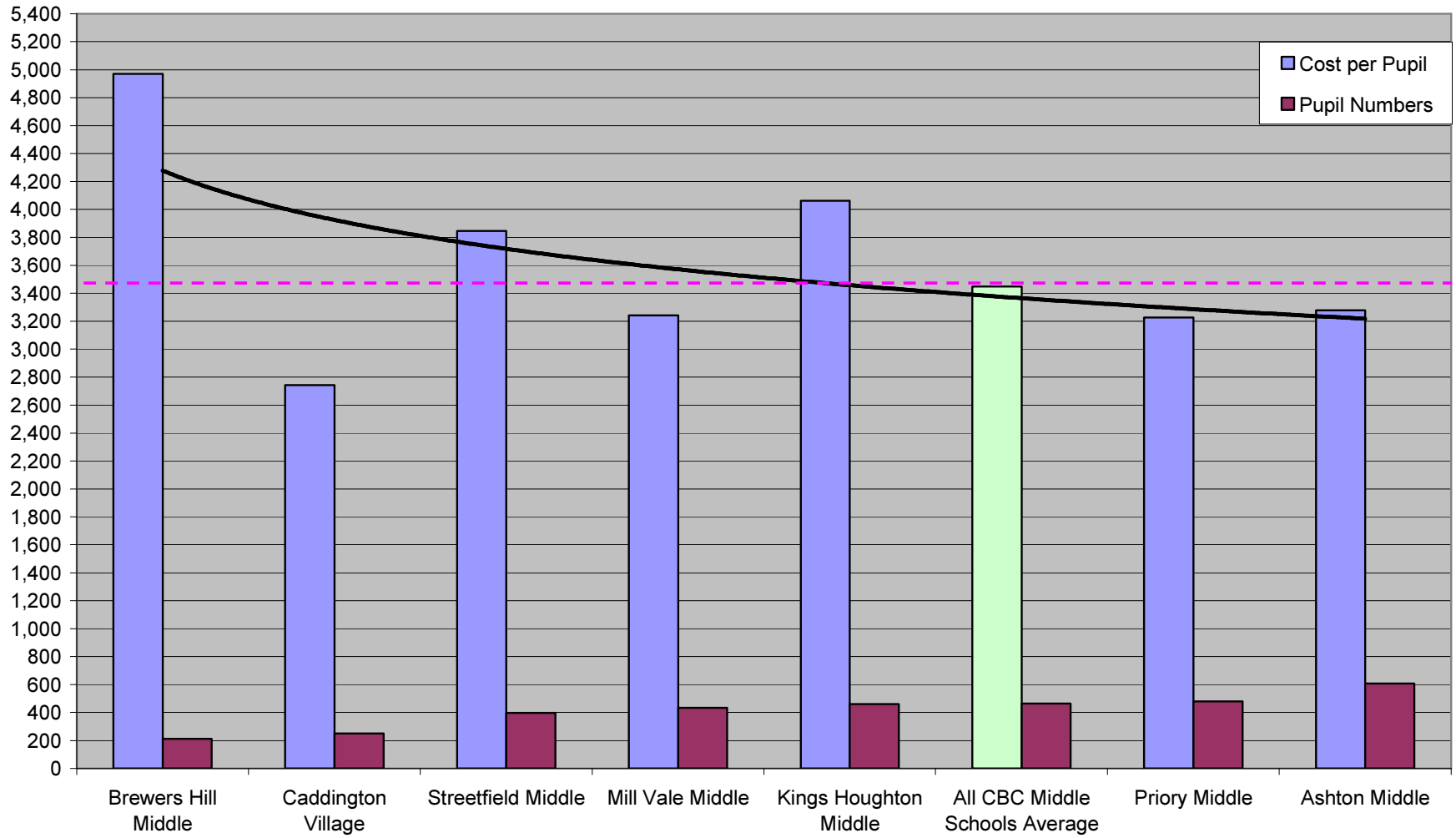
Grade 1 = 5/37	14%
Grade 1 + 2 = 30/37	81%
Grade 3 = 7/37	19%
Grade 4 = 0	

(Including Lark Rise + Northfields/All Saints - excluding Monitoring Visits)

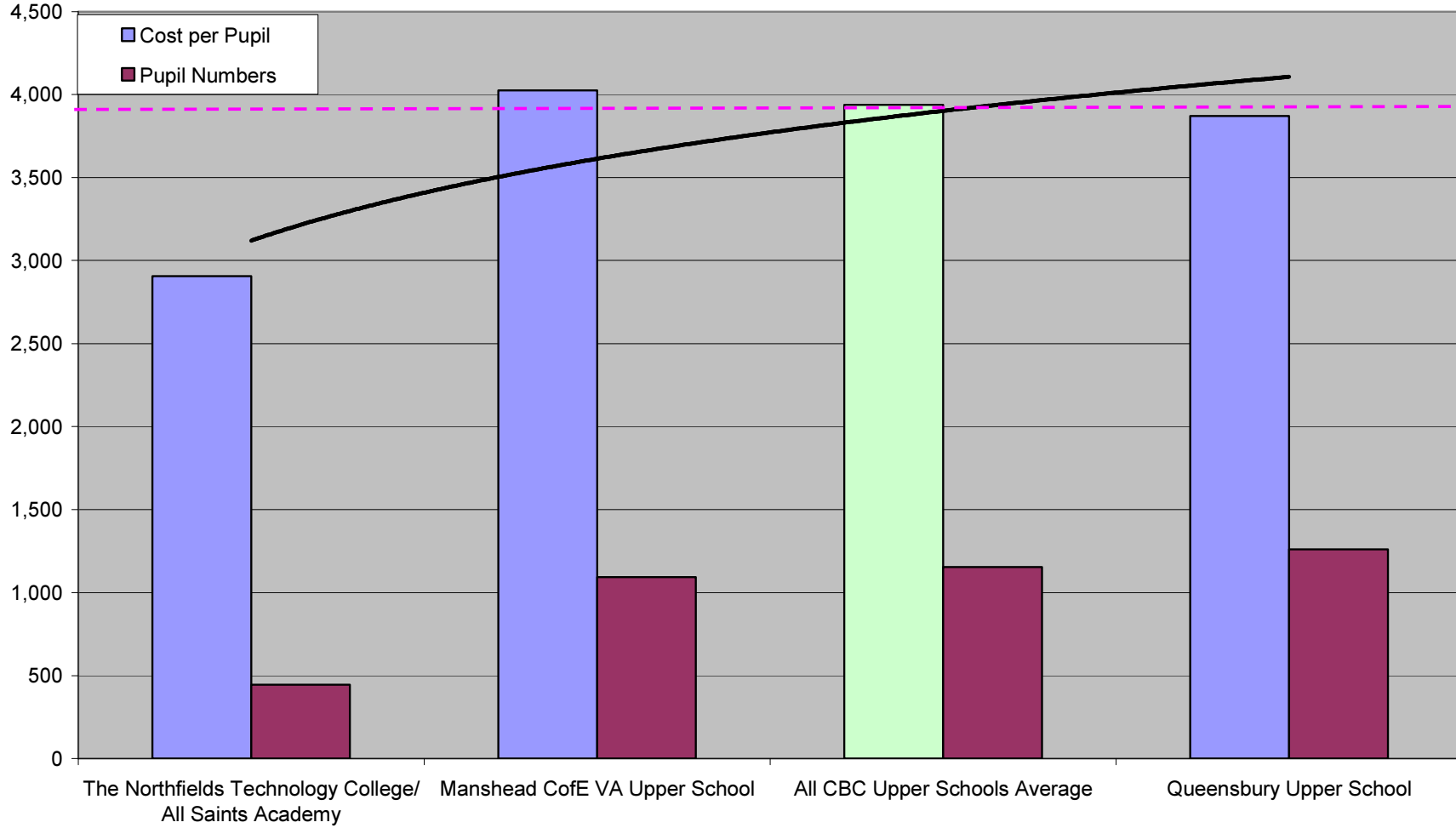
Appendix G – Staffing costs (consistent financial reporting outturns 2009/10) per pupil (January 2010) for each of the schools in the review area.



Middles - Staffing Cost per Pupil

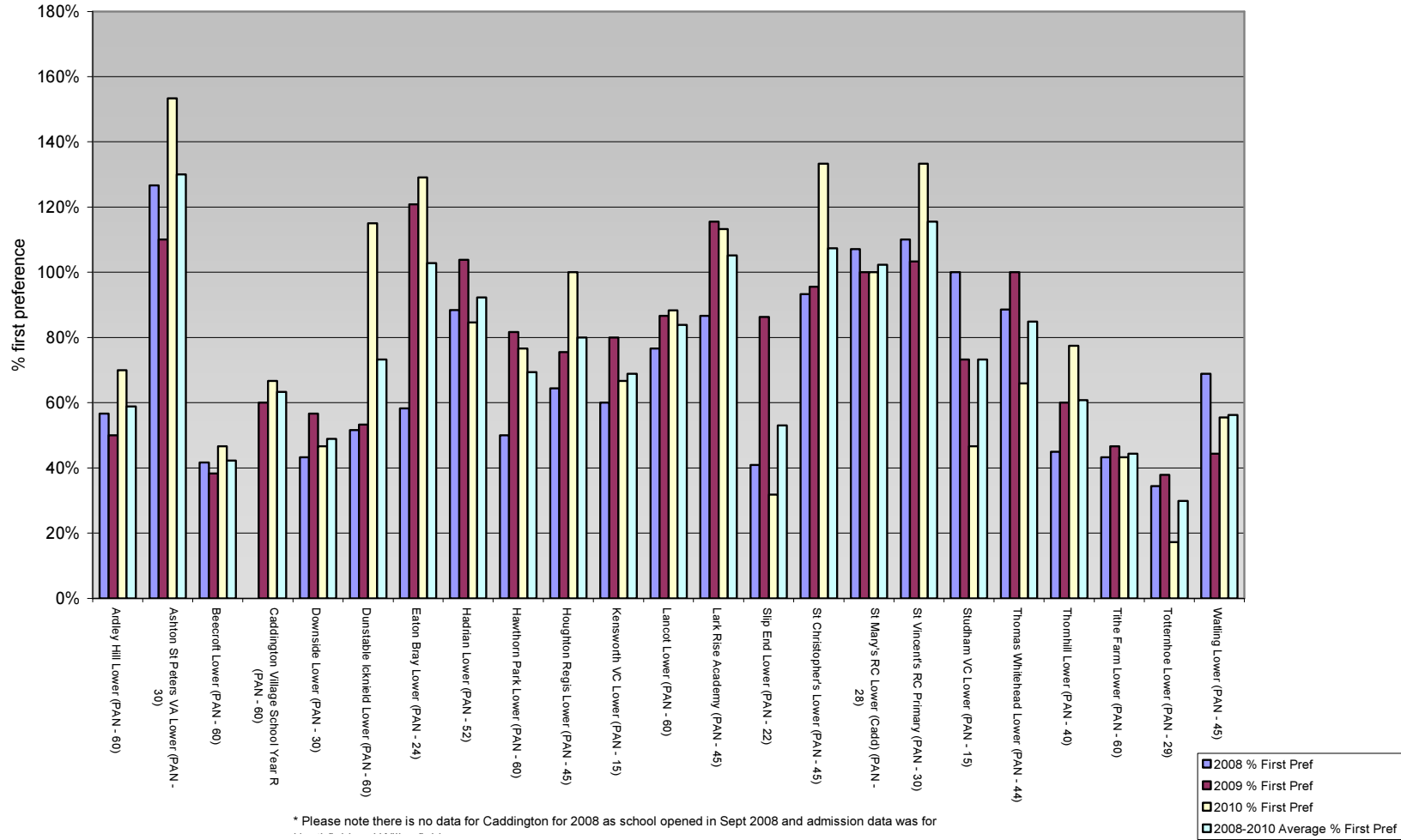


Upper Schools - Staffing Cost per Pupil

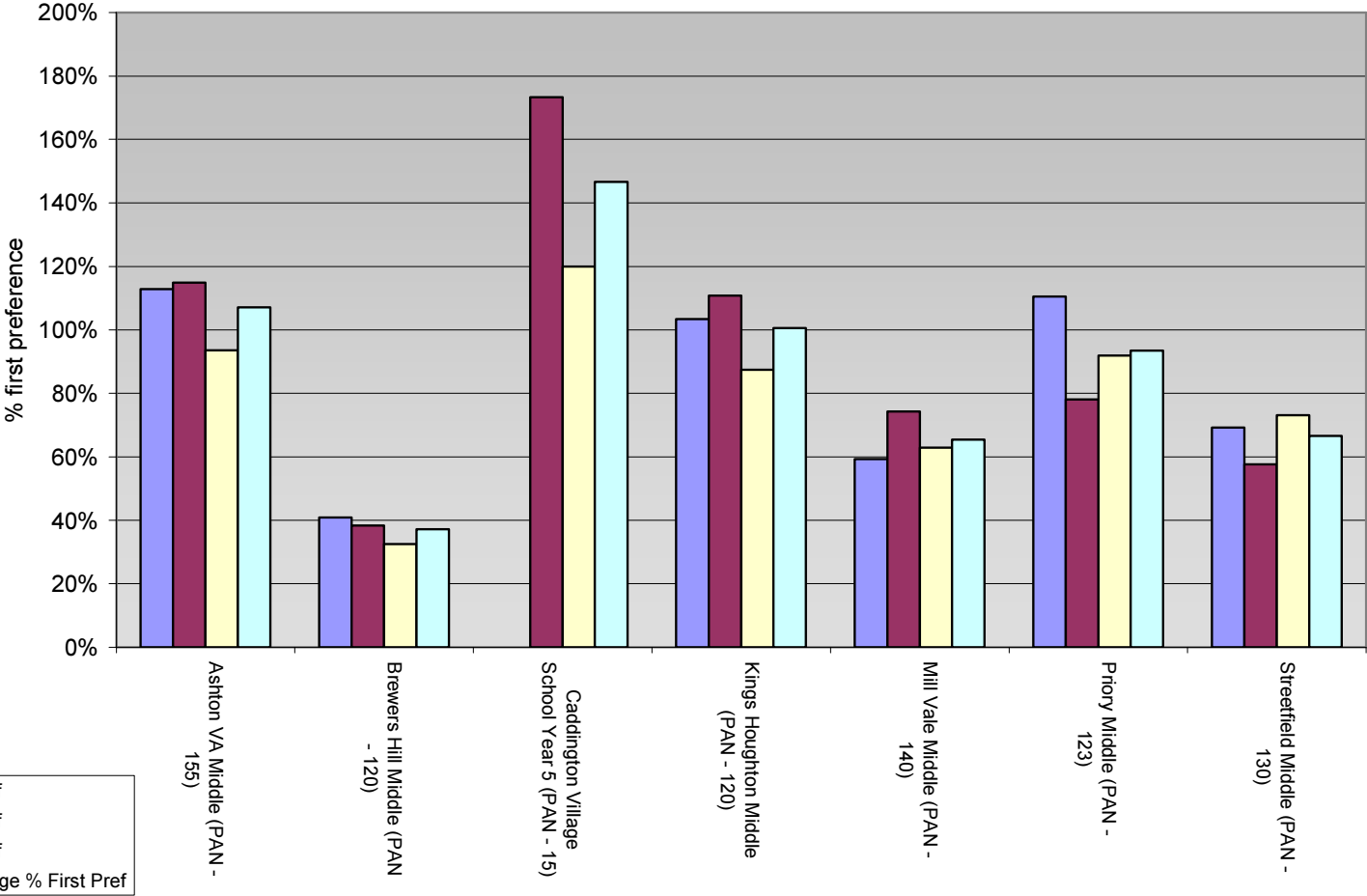


Appendix H – 2008 - 2010 first preference admissions as a percentage of schools published admission numbers

D&HR Lower Schools - first preference as % of admission number

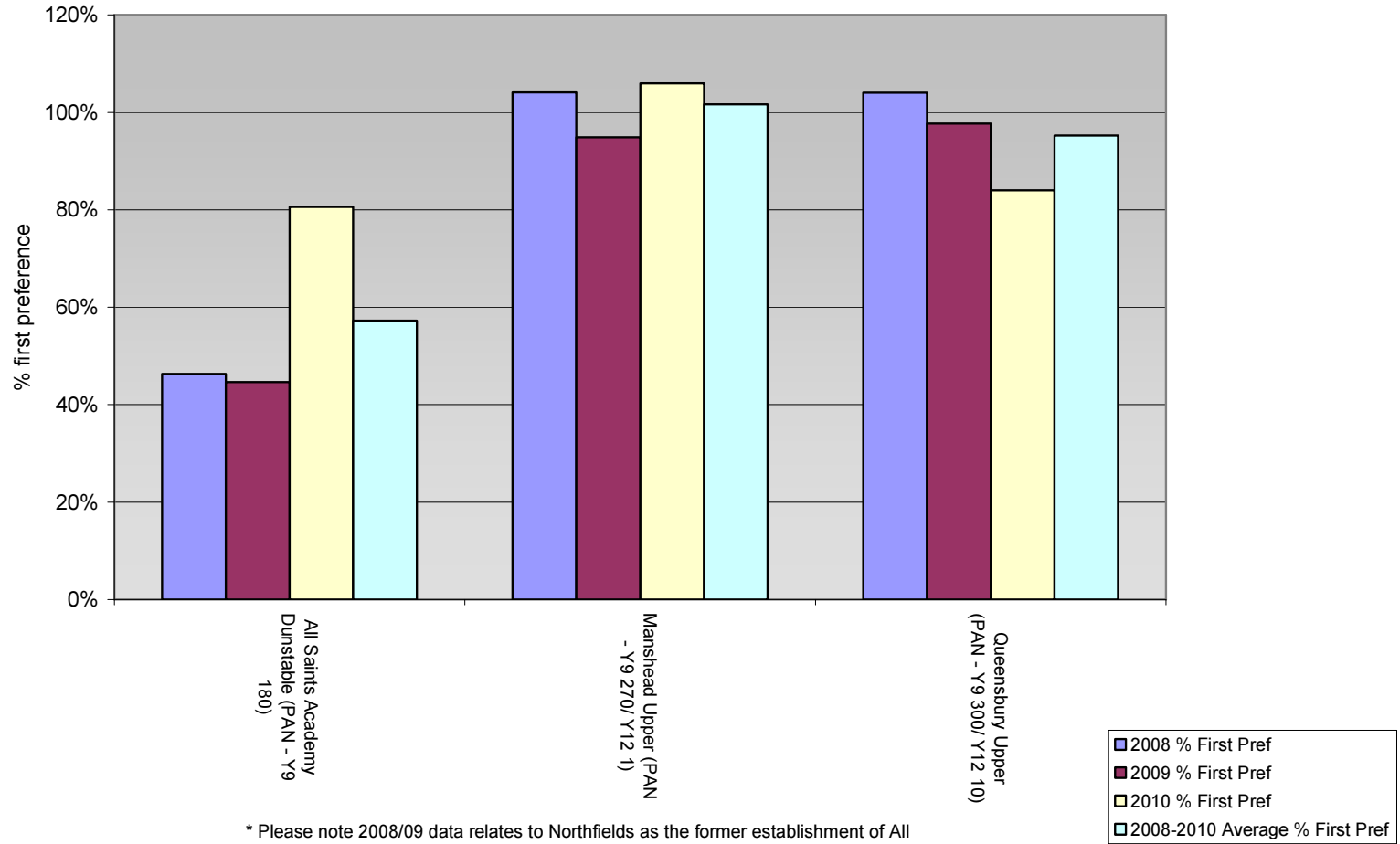


D&HR Middle Schools - first preference as % of admission number



* Please note there is no data for Caddington for 2008 as school opened in Sept 2008 and admission data was for Five

D&HR Upper Schools - first preference as % of admission number



Considerations to inform the final decision:

The following considerations and options are underpinned by the recognition that educational achievement is affected by a wide range of factors, of which the quality of teaching and school leadership is probably the most important. Structural and school organisation factors are relatively less important and changes to school structures in themselves do not guarantee improved performance. One important principal when considering any new form of structure or organisation is to take account of the potential impact on continuity and progression in learning as experienced by pupils currently passing through the 3-18 system.

- The Schools White Paper, 'The Importance of Teaching', provides an ideal opportunity for schools and the Local Authority to consider formal Federations, amalgamations, Academy chains or wider Trust arrangements.
- Dunstable and Houghton Regis will see considerable growth in school population over the next 20 years (45% increase on current numbers). Any proposals must provide for this projected increase in pupil numbers in the medium to long term.
- The outcome of the review, and the implementation of any change determined for the area, will need to ensure that all pupils and their families, particularly the most vulnerable, are not put at risk. Dunstable and Houghton Regis area currently have the highest proportion of schools in LA category of concern.
- There is a need to increase capacity for strategic leadership in order to embrace any new models of leadership.
- Models of Governance will need to be developed to lead and to be accountable for any changes. All of the options outlined will need significant change management arrangements and support funded from revenue investment. This is in addition to capital funding required to implement options 2 – 4.
- Wherever possible funded Early Years provision (2 to statutory school age) should ideally be located on lower/primary school sites and consideration should be given to the amalgamation of nursery schools where they share a school site.
- Surplus places can be managed by reducing published admission numbers based on current intakes, and maintaining mothballed accommodation which will be needed later to manage growth in the area. Surplus places have a significant cost and should be reduced to a working minimum of 3 – 5%.

- In considering the need to address current standards, performance and pupil places, an amended 3 tier structure may be an option.
- The proposal to establish a 600 place 14-19 University Technical College in the review area will significantly add to the diversity of provision and could be a catalyst for significant growth in partnership activity.
- Where sites are identified as surplus, it should be noted that the disposal of the sites is subject to a number of requirements and in the first instance requires Secretary of State's approval under Schedule 35A (Academies) and S77 (disposal of Playing Fields). Similarly some of the sites may be "captured" under the recent Localism Bill. Many of the sites will present challenges to their redevelopment e.g. Listed buildings, conservation area status, open space requirements etc.

Please note all the options below contain certain assumptions:

1. In all cases, assumed present need is based on a minimum of approx 27/28 Forms of Entry (810/840 places) at Reception age
2. No allowances have been made for the condition, suitability or type (e.g. Permanent/Temporary) of accommodation.

Dunstable and Houghton Regis – Potential Options for school organisation change
<p>Option number 1</p> <p><i>A continuation of the current 3 tier model but with schools formally engaged in hard federations, Academy chains and/or trusts. These partnerships to be developed across phases or as all through schools. This may still include the closure of schools on the grounds of small school size, minimising transitions, reducing surpluses and improved governance.</i></p>
<p>Implementation</p> <p>Manage surpluses by reducing Published Admission Numbers and mothballing accommodation on school sites until it is required with later growth in the area.</p> <p>Promote the Federation of rural schools geographically.</p> <p>No immediate capital investment required.</p> <p>When standards improve and/if current pupil loss (lower through to upper) is reversed, rebalancing provision would require an extra 2FE at Upper = £4.7M (CBC/basic need)</p>

Infill development would require expansion of existing middle and upper schools - £13M (s106)

Major growth would require new Lower, Middle and Upper Schools - £52M (S106)

Initial analysis of implications and other comments

Strengths

- Meets LA vision (in part)
- Has potential to improve continuity and progression
- Turbulence and disruption – less change, less risk
- Federated schools – may cut per pupil costs
- Joint funding of staff for working partnerships including specialist teaching and services and “back office” functions thereby improving recruitment and retention and capacity to deliver
- Meets White Paper objectives around schools autonomy
- Enables more efficient planning of places and gradual management of population growth
- Maximises existing expertise regarding Governance
- Fewer Governors required

Weaknesses

- May not raise standards (Historical data)
- Schools can choose who they federate with – which partners/ not strategic
- Viewed as not successful – from outside the LA e.g. Ofsted
- May not cut operating costs in smaller schools.
- Members/Parents perception of “no change”
- May result in continuation of additional cost of assessment moderation, data collection and analysis for Yrs 4 and Yr 8 which are non-statutory
- Need for a minimum number of pupils in order to employ sufficient staff for specialist teachers at KS3 and “primary” teachers at KS2

Option number 2

Two tier 5-11 and 11-19 (close all Middle schools)

Implementation

Manage surpluses in lower schools by reducing Published Admission Numbers (PAN)

Convert lowers to Primaries at new PAN and mothball any remaining surplus accommodation on school sites until it is required with later growth in the area.

All uppers would be expanded to secondary provision on their existing sites.

All middle school sites would become surplus but with constraints outlined earlier. Streetfield Middle, sharing a site with Manshead Upper, could become part of the new secondary provision. Would leave ability to dispose of remaining surplus middle school sites.

This option would require an immediate investment of £16.3M (CBC) to convert lowers into primaries at reduced PANs.

In addition to the primary conversion cost above, this option would require immediate investment of £29M (CBC) to extend all uppers to secondary on their current sites.

When standards improve and/if current pupil loss (lower through to upper) is reversed, rebalancing provision would require an extra 2FE at Upper = £4.7M (CBC/basic need)

Infill development would require expansion of primary and secondary schools - £20M (s106)

Maj Growth would require new primary and secondary schools - £50M (S106)

Initial analysis of implications and other comments**Strengths**

- Fits with national testing in current regime
- Provides “continuity” through expansion of existing schools
- Need less HTs, senior leaders and governors for 2 tier

- Recruitment and retention could be easier in a traditional model
- Fewer points of transfer
- It better supports parental preferences near LA boundaries

Weaknesses

- Potential very high initial capital cost (£45m) required to be funded by LA – no national programmes available to support costs e.g. BSF/PCP
- Not good for morale of current teaching staff especially at Middle Schools
- Recruitment of staff from the current model
- Would be building on the current underperforming structure at KS3 and above
- Leadership capacity needs to be able to realign to two tier structure
- Significant HR issues including redundancies, TUPE and training
- Substantial (temporary) drop of standards across all phases
- Would result in 3 very large Secondary schools at 1600-2000 places on single sites
- Creates medium/long term problems in managing growth, especially at Secondary level
- The implications for vulnerable pupils particularly those with SEN in very large establishments
- Limiting parental choice with 3 large schools

Option number 3

Two tier 5-11 Primary and 11-19 Secondary schools (close all Middle schools) Each secondary operating across 3 sites i.e existing upper and two former middle school sites

Implementation

Manage surpluses in lower schools by reducing Published Admission Numbers.

Convert lowers to primaries at new PAN and mothball any remaining surplus accommodation on school sites until it is required with later growth in the area.

This option would require an immediate investment of £16.3M (CBC) to convert lowers into primaries at reduced PANs.

Infill development would require expansion of Primary schools - £6m (S106).

Major growth would require new Primary and Secondary schools - £50m (S106)

Initial analysis of implications and other comments

Strengths

- Fits with national testing in current regime
- Need less HTs, senior leaders and governors for 2 tier
- Recruitment and retention could be easier in a traditional model
- Fewer points of transfer
- It better supports parental preferences near LA boundaries
- Large schools potentially attract high calibre staff linked to funding
- More innovative solutions of organisation across the 3 possible sites

Weaknesses

- Potential high initial capital cost (£16.3m) required to be funded by LA – no national programmes available to support costs e. BSF/PCP
- Not good for morale of current teaching staff especially at Middle Schools
- Recruitment of staff from the current model
- Builds on current underperforming structure at KS3 and above
- Leadership capacity needs to be able to realign to two tier structure
- Significant HR issues including redundancies, TUPE and training
- Substantial (temporary) drop of standards across all phases
- Transport and timetable logistics at secondary schools
- Increased potential safeguarding issues
- Inefficient use of capacity - required to enable timetable and curriculum flexibility across 3 sites

Option number 4

Two tier 5-11 Primary and 11-19, (close all Middle schools) limiting each Secondary in size to its existing capacity.

Implementation

Manage surpluses in lower schools by reducing Published Admission Numbers.

Convert lowers to primaries at new PAN and mothball any remaining surplus accommodation on school sites until it is required with later growth in the area.

This option would require an immediate investment of £16.3M (CBC) to convert lowers into primaries at reduced PANs.

In addition to primary cost above, an additional investment would be required to provide/convert a new secondary on either Kings Houghton or Mill Vale sites = £14.5M (CBC)

When standards improve and/if current pupil loss (lower through to upper) is reversed, rebalancing provision would require investment of £7M (CBC/basic need) at secondary.

Infill development would require expansion of primary and secondary schools - £20M (s106)

Major Growth would require new primary and secondary schools - £50M (S106)

Would leave ability to dispose of surplus middle sites but with constraints outlined earlier. (excluding Kings Houghton or Mill Vale, whichever used to convert to secondary)

Initial analysis of implications and other comments

Strengths

- Fits with national testing in current regime
- Need less HTs, senior leaders and governors for 2 tier
- Recruitment and retention could be easier in a traditional model
- Fewer points of transfer
- It better supports parental preferences near LA boundaries

Weaknesses

- Potential very high (£31m) initial capital cost required to be funded by LA – no national programmes available to support costs e. BSF/PCP
- Not good for morale of current teaching staff especially at Middle Schools
- Recruitment of staff from the current model
- Builds on current underperforming structure at KS3 and above
- Leadership capacity needs to be able to realign to two tier structure
- Significant HR issues including redundancies, TUPE and training

- Substantial drop of standards across all phases
- Would require capital to convert a middle school to a secondary school
- Significant “transitional” arrangements required

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Appendix B - Summary of Detailed Options Appraisal Scores (per Theme) – for options 1, 4 and 3

				Score (out of 5)			
				Option 1	Option 3	Option 4	
EDUCATIONAL TEST	1. Key Educational Principles outlined in CBC Education Vision <i>Note: This test is designed to score each shortlisted options in terms of their ability to successfully deliver outcomes set out in Education Vision</i>	Scoring Guidance Score between 5 (highest) and 0 (lowest) based upon 'Confidence' factor of delivering each of the key educational outcomes. Where evidence exists of success for similar change elsewhere, this should help increase the confidence factor (and score).	The need to raise standards and improve outcomes for young people	3	1	2	
			To ensure there is continuity of provision across the 0 to 19 age range so there is a 'one phase' approach to learning	3	2	3	
			Schools should be based around communities and their need	4	2	3	
			That what is best for children and families should be at the centre of any change	4	2	2	
			That as far as possible services should be delivered locally	4	3	3	
			New models of leadership and governance for schools should be considered	5	5	3	
			That the vision should reflect recent curriculum reform	4	4	4	
			"Educational Test" Sub Total Scores (out of 35)				27
DELIVERABILITY	2. Corporate Capacity to Deliver Score between 5 (i.e. can be delivered within existing resources) and 0 (major change required, which cannot be delivered by existing resources - needs significant external support) using following examples as a useful guide: <ul style="list-style-type: none"> • No. of schools / properties impacted • Scale of process changes required • Scale of organisational restructuring required • Scale of teams/people impacted by change • Scale of ICT changes required 	Finance Team	4	2	2		
		HR	3	1	1		
		ICT	3	3	3		
		Property & Assets	4	3	2		
		Planning & Building Control	4	3	2		
		School Improvement Team	2	2	1		
		Transport Strategy	3	2	2		
		Home to School Transport Team	4	2	3		
		Integrated Transport Unit (ITU)	4	2	3		
		Legal	4	3	3		
		Communications and Consultation	4	1	1		
		3. Ability to finance proposal	Score between 5 (highest) and 0 (lowest) based upon 'Confidence' factor of having/finding the necessary finances to fund capital and/or revenue costs	Capital Costs	4	1	0
				Revenue Costs	4	2	2
	"Deliverability" Sub Total Scores (out of 65)				47	27	25
Total Scores without weighting applied (out of 100)				74	46	45	

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Appendix C

Central Bedfordshire Learning Transformation Programme - Detailed Options Appraisal (For Dunstable and Houghton Regis)

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1 Detailed Options Appraisal Summary for 'Option 1'

1.1 High Level Overview of Option 1

This option offers a continuation of the current pattern of provision but with schools supported to formally engage in hard federations, Academy chains and/or trusts to secure transitions and improve outcomes. These partnerships are to be developed across phases or as all through schools. To support the Council's statutory responsibilities for the delivery of its School Improvement Plan this may still include the closure of schools on the grounds of small school size, minimising transitions, reducing surpluses and improved governance focussing on schools that are below a new floor standard or are otherwise causing concern based on local intelligence or Ofsted.

Implementation Considerations:

- Manage surpluses by reducing Published Admission Numbers (PANs) and mothballing accommodation on school sites until it is required with later growth in the area.
- Needs to promote the federation of rural schools geographically to tackle the considerably high cost per pupil of small schools.
- No immediate capital investment required.
- When standards improve and/if current pupil loss (lower through to upper) is reversed, rebalancing provision would require an extra 2 Forms of Entry (FE*) at Upper = £4.7M (CBC/basic need).
- Infill development requires expansion of existing Middle/Upper Schools - £13M (S106).
- Major growth would require new Lower, Middle and Upper Schools - £52M (S106).

*Note: * FE relates to the forms of entry to a school i.e. the number of classes in each year group based on a standard number of 30 pupils per class.*

Opportunities:

- Partnerships built around a common ethos and vision.
- Robust data management.
- Common curriculum (horizontally and vertically).
- Workforce development, enhanced recruitment and retention.
- Shared teaching resource and best practice.
- Could provide a common governance structure and shared resources i.e. resourced partnership development officer

- Could be developed around 5-13 and 13-19 models of provision, aligned with the development of the UTC

1.2 Summary of feedback (per theme) from the Detailed Options Appraisal Process for Option 1

Decision Makers Theme	Summary of Key Comments – for Option 1
1. Effect on Standards and School Improvement	<ul style="list-style-type: none"> • Meets LA Educational Vision (in part). • Common curriculum (horizontally and vertically). • This option also meets White Paper objectives around schools autonomy, and is in line with the direction of where education is going with the Coalition Government. • This option is the one most likely to lead to school improvement in the area, with potential to improve continuity and progression, due to minimal structure change and need to develop strong and effective relationships and federations. • However, there are no guarantees this option will lead to raising standards (historical data), as there is insufficient evidence that school structures influence school improvement but rather having good strategic leadership is the key ingredient for success (which this option aims to deliver on). • The success of this option also relies on the schools being willing and able to develop relationships / linkages to federate. However, schools can choose who they federate with (which partners), which is not strategic from a CBC perspective. • Provides an opportunity to link outstanding schools with schools in need of support, thereby helping improve diversity in the area. • Enables partnerships to be built around a common ethos and vision, providing an opportunity to have informal common governance around: <ul style="list-style-type: none"> – SEN – PRU – Back office functions – Child protection and other common policy frameworks – Staffing and expertise – Curriculum development and coordination – Peer support and challenge • Could ensure robust data management.

Decision Makers Theme	Summary of Key Comments – for Option 1
	<ul style="list-style-type: none"> • Workforce development, enhanced recruitment and retention in innovative models. • Shared teaching resource and best practice. • Reduced risk of turbulence and disruption – especially for children and families in D&HR area, where this option offers minimum disruption where instability is more likely to feature prominently in their lives. • Maximises existing expertise regarding Governance, with fewer Governors required overall. • It also enables more efficient planning of places and gradual management of population growth to meet the needs of parents/children (i.e. shaped by parents). • Builds on work already underway by some schools in the area, which have already started discussions about creating formal links/relationships to help and support each other. Provides framework to broker discussions between the other schools in the area. • As this option is a continuation of the existing structure, the proposal should have no negative impact on extended services (which will no longer be a requirement for LAs as a result of the Education Bill). In fact, there may be opportunities to use any surplus accommodation by schools and extended services rather than mothball them until increased demand for places is realised via growth. • Early Years - improved liaison on transitions between Early Years and Lower Schools/Nursery Schools resulting from the possibility to develop Federations. • This option provides framework for services to be delivered locally. • Three tier perceived as not successful – from outside the LA (e.g. Ofsted). • Without very clear communication messages about the changes/benefits linked to this option, there is a possibility that Members/Parents may have a perception of “no change”. • Any further movement of schools to academies in the area will result in the LA having reduced funds (for every school that converts) to support the schools causing concerns. This reduction in DSG funding would only be accelerated by this option, as it provides a framework to support schools switching to academies.
2. Types of Schools	<ul style="list-style-type: none"> • This option is the only one that emphasises partnerships, trusts and / or academies as a necessary part of improving standards. • Under this option, CBC would remain the freeholder of the majority of schools ensuring consistency in the condition of school buildings.

Decision Makers Theme	Summary of Key Comments – for Option 1
3. School Characteristics	<ul style="list-style-type: none"> • Structures alone do not ensure effective partnerships. • This option has synergy with the financial imperative facing schools. • This option provides a mechanism for smaller schools to develop partnerships across phases or as all through schools, in order to make them more financially viable. • In cases where existing accommodation is currently used in schools with surplus places, these could either be mothballed or used for other school-related activities. • Whilst this option does not formally involve the closure of any schools, it does not exclude the possibility especially where partnerships are developed across phases or as all through schools – where it may include the closure of schools on the grounds of small school size, minimising transitions, reducing surpluses and improving governance and facilitating partnerships. • Ensures school size for existing upper schools remains unchanged, which is a benefit as school leaders within the review area have expressed concerns that large upper schools (up to approx. 2500 in option 3) are not workable with the leadership structures currently in place. • Addresses the need for a minimum number of pupils in order to employ sufficient staff for specialist teachers at KS3 and “primary” teachers at KS2, by ensuring schools are of a sufficient size. • Retains access to extensive educational and sporting facilities at an earlier age than would be the case under option 4.
4. Need for Places	<ul style="list-style-type: none"> • Enables more efficient planning of places (including surpluses) and gradual management of population growth, by reducing Published Admission Numbers and mothballing accommodation on school sites until it is required with later growth in the area. • Also enables early planning based upon retention of the current system to manage growth via the Masterplanning process (i.e. offers more certainty for strategic planning).
5. Impact on the Community and Travel	<ul style="list-style-type: none"> • This option is the least disruptive to known travel patterns to and from schools in the area, as well as any existing community relationships. • Staff travel between school sites will depend on how any new partnerships are setup, but has the potential to result in some additional staff travel between federated/linked schools (in order to manage the school timetable).
6. Specific Age	This option has no significant impact on specific age provision.

Decision Makers Theme	Summary of Key Comments – for Option 1
Provision Issues	
7. Funding and Land	<p><u>Capital Costs:</u></p> <ul style="list-style-type: none"> • No immediate capital investment required. • However, when standards improve and/if current pupil loss (lower through to upper) is reversed, rebalancing provision would require an extra 2 FE at Upper = £4.7M (CBC/basic need). <p><u>Important Note</u> - There will be additional capital costs associated with growth, but these will apply to all of the options:</p> <ul style="list-style-type: none"> • Infill development requires expansion of existing Middle/Upper schools - £13M (S106). • Major growth would require new Lower, Middle and Upper Schools - £52M (S106). <p><u>Dedicated Schools Grant (DSG) Funding:</u></p> <p>As this option involves schools being formally engaged in federations, the Children’s Services Finance Team and the relevant schools would need to discuss and understand whether the linked schools should be treated as one governing body, as this would result in a single budget share. Any revenue savings to DSG funding resulting from this option would remain in the schools budget for redistribution to other schools.</p> <p>The specific revenue issues related to this option would include (but not limited to) the following elements:</p> <ul style="list-style-type: none"> • Dedicated resource to oversee and help broker and develop the required partnerships between schools – potential to seek support of the Schools Forum to request funding for a ‘Partnership Development Officer’ post. • Federated schools may cut ‘per pupil’ costs, leading to more efficient use of resource. • Joint funding of staff for working partnerships including specialist teaching and services and “back office” functions thereby improving recruitment and retention and capacity to deliver

Decision Makers Theme	Summary of Key Comments – for Option 1
	<ul style="list-style-type: none"> • May not cut operating costs in smaller schools. • May result in continuation of additional cost of assessment moderation, data collection and analysis for Yrs 4 and Yr 8 which are non-statutory. • Associated costs of mothballing surplus accommodation. • Associated redundancy costs – which could involve DSG funds being top-sliced. • Possible additional costs associated with inter-school transport due to new federations. • Possible safeguarding costs. • Possible teacher support costs as backfill for any school teachers needing to spend time developing the necessary Partnerships.
8. Special Education Needs (SEN) Provision	<p>A separate review is already underway for Special School provision that includes schools within the Dunstable and Houghton Regis area, so is excluded from this document for the purpose of the review.</p> <p>However, it is important to highlight that this option will not have an adverse effect on current SEN provision in the area. In fact, it could provide an opportunity to develop more robust SEN provision in mainstream schools via formal partnerships.</p>
9. Other Issues	N/A
10. Property, School and Site Specific (Local Factors)	<ul style="list-style-type: none"> • Involves minimal physical changes to sites. • Negligible impact on travelling to schools and subsequent movement of staff during the school day. • The impact of this option on the environment will depend on the current state of the buildings; however it should provide opportunities for federated/linked schools to make improvements in their energy management (e.g. joint procurement, sharing best practice etc....). • Where a hard federation is implemented a school is likely to want to re-structure. This may involve a streamlining of the leadership team and/or support staff, which may result in fewer posts available. In these cases, appropriate HR processes will need to be followed (e.g. consultation, recruitment, re-skilling, redeployment, redundancies, etc....) • There is a risk that this option will result in a faster reduction of DSG funding being directed to the LA, due to the potential of accelerated number of schools opting out of LA control to become academies. This is due to the fact that DSG funding is linked to the pupils, so every time a school opts out of LA

Decision Makers Theme	Summary of Key Comments – for Option 1
	<p>control to become an academy, the overall proportion of funding will reduce each time.</p> <ul style="list-style-type: none"> • Any changes to school organisation resulting from this option will need to take into consideration CBC transport policy as set out in the Sustainable Models of Travel to Schools and Colleges Strategy (SMoTS) section of the Local Transport Plan 2011-2026. All transport implications should be fully investigated and considered as part of the process (e.g. need to consider cycle parking provision, dropping off areas for bus users and separate pedestrian, cycle and vehicular entrances to the schools). • If any proposals involve changing the school sites, the value of land and property will need to be assessed based on published Market Rates and Values. <p>There are a number of HR considerations related with proposals that could arise from this option, including but not limited to the following:</p> <ul style="list-style-type: none"> • In most cases where a school becomes part of a Trust or an Academy the TUPE regulations would apply. HR involvement (in summary) would include: <ul style="list-style-type: none"> – Attendance at staff and union consultation meetings Support to governors, headteachers and LA in respect of the process – Preparation of due diligence information – Administration processes • HR Services are purchased by schools on annual basis and will be charged per employee from 1 April 2011 with additional charges for consultancy work. A reduced number of schools buying back the service will impact negatively on income but this would be countered in part by increased staffing in other schools should there be a need to recruit additional staff as a result of increased pupil numbers. There would be an increase in demand for consultancy services charged at £85 per hour. • The Local Authority (LA) has a role as the employer in respect of the TUPE process where a community school is becoming an Academy/ Trust. There would be no charge for consultancy in respect of ‘employer’ related work. • Where a member of staff is deployed into a post attracting a lower salary or in the case of Teachers, a lower Teaching and Learning Responsibility safeguarding/ salary protection is payable. • Staff with over two years continuous service with an organisation covered by the Redundancy Payments Modification Order would be entitled to receive a statutory redundancy payment. Schools are

Decision Makers Theme	Summary of Key Comments – for Option 1
	<p>able to determine whether they release pension for teaching staff over 55, schools are required to release pension for NJC staff aged over 55. These costs are normally capitalised so would have an impact on the in year budget and not ongoing (nb there is an ongoing administration cost from teachers pensions to be considered). Where the school is closing finance advice would be required in respect of whether costs could be charged to the budget of the closing school or would need to be met by the LA in this instance</p> <ul style="list-style-type: none"> • It is very difficult at this stage to estimate the redundancy and pension costs associated with the proposal. As this would depend on the age profile and length of service of staff within the school. For example, the capitalised pension cost for a female member of teaching staff aged 56 with 21 years service earning £30,726 would be £32,787. The statutory redundancy payment assuming that service is continuous would be in the region of £16,000.

1.3 Corporate Capacity to Deliver Option 1

This exercise relates to the ability of Services to provide support throughout the implementation phase for each of the proposals i.e. how well resourced are these teams to provide change management, communications, consultation, educational planning (workforce and curriculum development), HR and ICT development.

In summary, implementation of this option represents the least amount of additional corporate resource requirements above the current Business As Usual service delivery capacity. However, this option does not represent a nil growth in corporate demand for services supporting these associated changes. Where targeted support is required (e.g. brokering school partnerships), additional resources would be requested from the Schools Forum.

Sub Themes	Detailed Appraisal Criteria / Questions	Score (0-5) 5 - can be delivered within existing resource 0 - needs significant external resources	Service Area Response
Finance	What impact would the proposal have on the Finance Team in terms of resources, in order to support the planning and implementation of this proposal (e.g. financial modelling etc...)?	4	No immediate capital investment required. However, when standards improve and/if current pupil loss (lower through to upper) is reversed, rebalancing provision would require an extra 2 FE at Upper = £4.7M (CBC/basic need). This option offers the least amount of change (out of the options) in terms of additional finance team support needed to implement.
HR	What impact would the proposal have on the HR Team in terms of resources, in order to support the HR-related tasks involved in implementing this proposal?	3	The HR function does not currently have the resources to advise and support schools where significant school organisation changes are being proposed. Consideration would need to be given to the employment of additional temporary HR professionals, which could potentially be funded via DSG funds.
ICT	What impact would the proposal	3	The ICT Team could provide support for any

Sub Themes	Detailed Appraisal Criteria / Questions	Score (0-5) 5 - can be delivered within existing resource 0 - needs significant external resources	Service Area Response
	have on the ICT Team in terms of resources, in order to support the planning and implementation of this proposal?		required changes to infrastructure that arise from this option but this would need to be bought through a buy-back service and planned in with other ICT work.
Property & Assets	What impact would the proposal have on the Property & Assets Team in terms of resources, in order to support the planning and implementation of this proposal?	4	This option offers the least amount of change (out of the options) in terms of additional 'Property & Assets' support needed to implement. Resources would need to be planned according to the works that were required out of any chosen option.
Planning & Building Control	What impact would the proposal have on the Planning & Building Control Team in terms of resources, in order to support the planning and implementation of this proposal?	4	This option offers the least amount of change (out of the options) in terms of additional 'Planning & Building Control' support needed to implement.
School Improvement Team	What impact would the proposal have on the School Improvement Team in terms of resources, in order to support the planning and implementation of this proposal	2	The School Improvement Team currently has capacity to broker and support partnerships for those schools causing concern (only). However, there is no capacity within the current team to support the wider requirement (with this option) to broker and develop any new partnerships between schools in the area. To mitigate this, a request could be submitted to the School Forum requesting funding for a dedicated resource i.e. Partnership Development Officer type role.
Transport Strategy	What impact would the proposal have on the Sustainable Communities Transport Strategy	3	This option offers the least amount of change (out of the options) in terms of additional Sustainable Transport Team support needed to implement. In

Sub Themes	Detailed Appraisal Criteria / Questions	Score (0-5) 5 - can be delivered within existing resource 0 - needs significant external resources	Service Area Response
	Team in terms of resources, in order to support the planning and implementation of this proposal?		fact, the federation of some schools has the potential to reduce the number of Travel Strategy Plans needed in future if and when schools decide to develop these jointly.
Home to School Transport Team	What impact would the proposal have on the Children's Services Home to School Transport Team in terms of resources, in order to support the planning and implementation of this proposal?	4	Any impact would need to be considered on an individual basis.
Integrated Transport Unit (ITU)	What impact would the proposal have on the Sustainable Communities ITU in terms of resources, in order to support the planning and implementation of this proposal?	4	Any impact would need to be considered on an individual basis.
Legal	What impact would the proposal have on the Legal Team in terms of resources, in order to support the planning and implementation of this proposal?	4	This option requires little or no additional legal support over and above the existing role of the Legal Team in respect to formalising Trusts and Academies. However, the speed and volume by which schools develop formal partnerships (that may require legal support) could be accelerated, with the potential to add more pressure on the Legal Team resources.
Communications and Consultation	What impact would the proposal have on the Communications Team in terms of resources, in order to	Overall score of 4	See below for individual questions and associated scores/ responses.

Sub Themes	Detailed Appraisal Criteria / Questions	Score (0-5) 5 - can be delivered within existing resource 0 - needs significant external resources	Service Area Response
	<p>support the required communication and consultation activities involved in implementing this proposal?</p>		
	<ul style="list-style-type: none"> Is the option relevant to one/many/all schools in the area? 		All
	<ul style="list-style-type: none"> What is the scale of potential the disruption? (1-5, 5 high) 		1
	<ul style="list-style-type: none"> How complex is the option to communicate/ consult on? (1-5, 5 high) 		1
	<ul style="list-style-type: none"> Does the option require statutory consultation? If schools are being closed/ merged statutory consultation is required. 		No
	<ul style="list-style-type: none"> Is the consultation process defined in terms of process/ timescale/ stakeholders? 		No
	<ul style="list-style-type: none"> If so have time and people requirements been assessed? 		N/A
	<ul style="list-style-type: none"> Is there capacity within the communications team to continue to deliver within current project work? 		Yes
	<ul style="list-style-type: none"> What impact would this have on delivery of other work/projects? (1-5, 5 high) 		1
	<ul style="list-style-type: none"> What (if any) financial resource is available to fund any related communication/ consultation 		None budgeted in project to support comms/ consultation

Sub Themes	Detailed Appraisal Criteria / Questions	Score (0-5) 5 - can be delivered within existing resource 0 - needs significant external resources	Service Area Response
	activities? <ul style="list-style-type: none"> What funding will be required to support the communication/consultation? 		None

2 Detailed Options Appraisal Summary for 'Option 4'

2.1 High Level Overview of Option 4

This option represents a two tier 5-11 Primary and 11-19 model, closing all Middle schools, converting Upper schools to Secondary but limiting each new Secondary in size to the pupil capacity of the former Upper school.

Implementation Considerations:

- Manage surpluses in lower schools by reducing Published Admission Numbers.
- Convert lowers to primaries at new PAN and mothball any remaining surplus accommodation on school sites until it is required with later growth in the area.
- Requires immediate investment of £16.3M (CBC) to convert lowers into primaries at reduced PANs.
- In addition to primary cost above, additional investment required to provide/convert a new secondary on either Kings Houghton or Mill Vale sites = £14.5M (CBC)
- When standards improve and/if current pupil loss (lower through to upper) is reversed, rebalancing provision would require investment of £7M (CBC/basic need) at secondary.
- Infill development would require expansion of primary/secondary schools - £20M (s106)
- Major growth would require new primary and secondary schools - £50M (S106)
- Would leave ability to dispose of surplus middle sites but with constraints outlined below. (excluding Kings Houghton or Mill Vale, whichever used to convert to secondary)

Timescales and Cashflow:

- Expenditure profile (combined primary and secondary costs)

2011/12	2012/13	2013/14	2014/15	2015/16
Est. £100k rev	£4.5M	£22.3M	£3.4M	£0.5M

- Sept 2013 Lowers retain yr5, middles operate with yrs 6,7 &8, uppers as existing
- Sept 2014 Lowers retain yr6, middles close yrs7,8 &9 transfer to secondaries

- Capital receipts not realised before Sept 2014

2.2 Summary of feedback (per theme) from the Detailed Options Appraisal Process for Option 4

Decision Makers Theme	Summary of Key Comments – for Option 4
1. Effect on Standards and School Improvement	<ul style="list-style-type: none"> • Fits with the current national curriculum. • Needs less Headteachers, Senior Leaders and Governors for 2 tier model. • Fewer points of transfer. • Recruitment and retention could be easier in a traditional model; however the transition and closure of some schools (especially at Middle Schools) will not be good for the morale of current teaching staff. • If there were to be significant building on some Lower School Sites, where there was no Early Years provision it could offer the opportunity to add in this part of the 0-19 equation. • There is insufficient evidence that school structures (e.g. two tier vs. three tier) influence school improvement, which places the capital investment required for this option as high risk. Therefore, the current leadership (which does not lend itself to raising standards) will also need to improve; otherwise a restructure alone will not guarantee better outcomes. • Whilst this option fits with the national curriculum, the current DfE consultation underway might result in a move away from Key Stages and bring a focus to curriculum by year groups. If this is implemented, there is less need to move away from a three tier model, as the current three tier structure would be able to ensure continuity of education by year groups rather than the current mix of schools covering the key stages. • Builds on current underperforming structure at KS3 and above. • Leadership capacity needs to be able to realign to two tier structure. • Risk of substantial drop of standards across all phases during implementation. • For children and family networks in these areas, it could provide disruption where instability is more likely to feature prominently in their lives – change being an initial threat. Time-limited regarding coping with initial change/adjustments for vulnerable children/families. • This proposal does not directly impact on existing Early Years provision. However improved liaison is essential on transitions between Early Years and Lower Schools/Nursery Schools, and this may be

Decision Makers Theme	Summary of Key Comments – for Option 4
	more difficult when assimilating two new years of pupils is being undertaken.
2. Types of Schools	<ul style="list-style-type: none"> This would not add to the diversity of school provision that is operating in Partnerships, Trusts and/or Federations. Redevelopment of Lower to Primary schools could have potential impact on any Early Years settings or Children’s Centres based on the existing school sites.
3. School Characteristics	<ul style="list-style-type: none"> This option will involve changes to all Lower schools, along with the introduction of an additional school at Secondary level (which would be expected to be an Academy). Restricts access to extensive educational and sporting facilities at an earlier age than would be the case under option 1.
4. Need for Places	<ul style="list-style-type: none"> It better supports parental preferences near LA boundaries. Would leave ability to dispose of surplus middle sites but with constraints outlined below (excluding Kings Houghton or Mill Vale, whichever used to convert to secondary). The proposals provide an opportunity to ensure a better match between the need for places and the supply, thereby reducing surplus places to a manageable level. All displaced pupils resulting from this option would be provided for in an alternative 2 tier structures. As far as Early Years Provision and Children’s Centres are concerned the presence on a site can sometimes mean an under occupied school, and therefore closure on this basis would be a cause for considerable concern.
5. Impact on the Community and Travel	<p><u>Community:</u></p> <ul style="list-style-type: none"> This option is more likely to secure greater community involvement as there will be a greater pool of community capacity to draw on for each school (e.g. to support fundraising for school, interaction with wider communities). It therefore provides the potential to establish/coordinate a true ‘hub’ approach supporting wider family/community networks. Conversely, it reduces the diversity of community hubs currently provided by the Middle Schools, which would close under this option. Limits existing choice and/or parental preferences to existing upper schools, but increases the diversity of provision with an additional fourth Secondary School. As potentially more parents would be accessing the current Lower School sites, it would mean that

Decision Makers Theme	Summary of Key Comments – for Option 4
	<p>more of them would possibly access Children Centre Services for longer, and this would be a benefit.</p> <ul style="list-style-type: none"> • The potential environmental impact of this option depends on the amount and quality of information and support given to parents about allowing their children to walk, cycle or use a bus (public or dedicated school transport) for the journey to school. If this is done carefully there is a possibility for reducing carbon emissions. However, if this is done as a cursory effort/or of poor quality support and information only, there is a very strong likelihood that the number of journeys to schools made by private cars will increase significantly and increase carbon emissions. <p><u>Travel:</u></p> <ul style="list-style-type: none"> • Under this option, children will stay on for an additional 2 years in their Lower/Primary schools, before transfer to their new Secondary School. • This option will mean parents/pupils/staff having to significantly change travel patterns and habits, which on the plus side could (if given the right information and support) provide a great opportunity to develop sustainable travel options to pupils new school sites. • However, this option is most likely to result in increased demand on the transport network, potentially leading to increased congestion owing to pupils/parents travelling from further afield: <ul style="list-style-type: none"> – This may lead to increased CO2 emissions and poorer air quality in localised areas. In addition there may be additional pressures on the highway maintenance programme. – Increased competition for staff car parking spaces, parking on site in areas not dedicated for parking (this may have implications for emergency service access also), increased on-road parking in the areas adjacent to schools and subsequently complaints from local residents. – Significant increase to the number of car journeys made for the school run, with ‘knock-on’ consequences such as increased congestion, poorer health, poorer air quality and an increased need for road maintenance. • The possible additional transport costs incurred by non teaching staff could outweigh their level of pay and hours of work, which may reduce the financial benefits of employment.
6. Specific Age Provision Issues	<ul style="list-style-type: none"> • Matches with the majority of school systems nationally. • Fits with the current national curriculum.

Decision Makers Theme	Summary of Key Comments – for Option 4										
7. Funding and Land	<p><u>Capital Costs:</u></p> <ul style="list-style-type: none"> • High (£31M) initial capital cost required to be funded by LA – no national programmes available to support costs (e.g. BSF/PCP). • Capital receipts not realised before Sept 2014. • Included in the figure above is a requirement for an immediate investment of £16.3M (CBC) to convert lowers into primaries at reduced PANs. • In addition to primary cost, additional investment required to provide/convert a new secondary on either Kings Houghton or Mill Vale sites = £14.5M (CBC) • When standards improve and/if current pupil loss (lower through to upper) is reversed, rebalancing provision would require investment of £7M (CBC/basic need) at secondary. • Implementation Timescales and Cashflow: <ul style="list-style-type: none"> – Expenditure profile (combined primary and secondary costs) <table data-bbox="734 906 1653 976" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: center;">2011/12</th> <th style="text-align: center;">2012/13</th> <th style="text-align: center;">2013/14</th> <th style="text-align: center;">2014/15</th> <th style="text-align: center;">2015/16</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Est. £100k rev</td> <td style="text-align: center;">£4.5M</td> <td style="text-align: center;">£22.3M</td> <td style="text-align: center;">£3.4M</td> <td style="text-align: center;">£0.5M</td> </tr> </tbody> </table> <ul style="list-style-type: none"> – Sept 2013 Lowers retain yr5, middles operate with yrs 6, 7 & 8, uppers as existing – Sept 2014 Lowers retain yr6, middles close yrs7, 8 & 9 transfer to secondaries – Capital receipts not realised before Sept 2014 • Any surplus sites would be able to be identified for potential disposal to offset some of the capital costs, although the value of those sites will be dependent on wider planning considerations in terms of possible alternative use and on approval from the Secretary of State to dispose of the sites. • Our desktop study has indicated that converting lowers to primaries at new PANs is problematic with playing field provision and site areas a problem at a number of school sites. • Converting uppers to secondary at existing capacity and creating new secondary, if Kings Houghton site 	2011/12	2012/13	2013/14	2014/15	2015/16	Est. £100k rev	£4.5M	£22.3M	£3.4M	£0.5M
2011/12	2012/13	2013/14	2014/15	2015/16							
Est. £100k rev	£4.5M	£22.3M	£3.4M	£0.5M							

Decision Makers Theme	Summary of Key Comments – for Option 4
	<p>is chosen, with give rise to serious concerns over the future viability of All Saints. Recommended option would therefore be to re-use Mill Vale site as 7 FE secondary , but need to provide all weather pitch as playing field is undersized. Alternative would be to limit Mill Vale to 5FE and retain Streetfield as 2 FE (360 pupil) addition to Manshead.</p> <ul style="list-style-type: none"> Where sites would be surplus it should be noted that disposal is subject to a number of constraints and in the first instance requires Secretary of State's approval under Schedule 35A (Academies), which could require the transfer of the former school site to the promoter of a Free School and S77 (disposal of Playing Fields). All of the potential surplus sites will present challenges to their redevelopment and disposal e.g. Listed buildings, conservation area status, open space requirements. <p><u>Important Note</u> - There will be additional capital costs associated with growth, but these will apply to all of the options:</p> <ul style="list-style-type: none"> Infill development would require expansion of primary/secondary schools - £20M (s106) Major growth would require new primary and secondary schools - £50M (S106) <p>In addition, Members will need to be committed (in principle) to any required capital expenditure before they agree to enter into formal consultation on any related options.</p> <p><u>Revenue Costs:</u></p> <p>The revenue costs associated with this option would include (but not be limited to) the following elements:</p> <ul style="list-style-type: none"> Dedicated LA team (resources) required to manage the Capital Programme and oversee the Change Management process needed to successfully migrate the current three tier model to a two tier on time and within budget without disruption to staff and pupils. Associated redundancy costs – which could involve DSG funds being top-sliced. Additional costs associated with school transport. <p><u>Dedicated Schools Grant (DSG) Funding:</u></p>

Decision Makers Theme	Summary of Key Comments – for Option 4
	<ul style="list-style-type: none"> Any revenue savings to Dedicated Schools Grant (DSG) as a result of any school closures would remain in the schools budget for redistribution to other schools.
8. Special Education Needs (SEN) Provision	A separate review is already underway for Special School provision that includes schools within the Dunstable and Houghton Regis area, so is excluded from this document for the purpose of the review.
9. Other Issues	N/A
10. Property, School and Site Specific (Local Factors)	<ul style="list-style-type: none"> Insufficient site capacity at some Lower Schools, specifically playing field provision for expansion to Primary schools. This option would result in greater turbulence to staff and will require more significant HR support (e.g. consultation, recruitment, re-skilling, redeployment, redundancies, etc....). Significant “transitional” arrangements required, in terms of phased implementation of Primary and Secondary provision, pupil journeys, and new Leadership/Management structures. Site area assessments for each of the new primary and secondary schools would also be required to ensure that pupils could be properly accommodated and that standards could be met. Additional capacity would be required at the new primary and secondary schools for which capital funding would need to be found. Further property feasibility studies would be required on the proposed primary and secondary schools (approx. £100K revenue in 2011/12). <ul style="list-style-type: none"> The purpose of these feasibilities for schools intended to be expanded is to determine the sufficiency of the overall school site and playing fields and to scope any requirements related to planning consent. For schools proposed to close under this option, the feasibilities study will determine the opportunity for alternative use and private redevelopment of each site and therefore the potential value of disposal. However, there are a number of disposal issues related to the following sites: <ol style="list-style-type: none"> The Kings Houghton Community School Site may be required to relocate Hawthorn Park

Decision Makers Theme	Summary of Key Comments – for Option 4
	<p>as a primary from its current restricted site.</p> <ul style="list-style-type: none"> b) The Brewers Hill School site could be disposed but playing fields linked to Creasey Park so building footprint is only available. c) The Ashton School site could be disposed but is owned by the Diocese and the building is listed. d) The Streetfield School site shared with Manshead Upper School may be required to contribute to the new capacity of the Secondary School. e) The Priory School site could be disposed but is in a conservation area. f) The Mill Vale School site would be required for expansion as a Secondary School. g) The Caddington Village Schools site would be a Primary school in this option.

2.3 Corporate Capacity to Deliver Option 4

This exercise relates to the ability of Services to provide support throughout the implementation phase for each of the proposals i.e. how well resourced are these teams to provide change management, communications, consultation, educational planning (workforce and curriculum development), HR and ICT development.

In summary, implementation of this option represents considerable additional corporate resource requirements above Business As Usual service delivery capacity. If this option were to be the preferred option of the Local Authority (to be subject to full Public Consultation), further detailed evaluation would need to be undertaken to determine final revenue costs.

Sub Themes	Detailed Appraisal Criteria / Questions	Score (0-5) 5 - can be delivered within existing resource 0 - needs significant external resources	Service Area Response
Finance	What impact would the proposal have on the Finance Team in terms of resources, in order to support the planning and implementation of this proposal (e.g. financial modelling etc...)?	2	This option would require significant support from the Finance Team (e.g. financial remodelling of budgets, support to HR, and reviewing of existing school funding formulae).
HR	What impact would the proposal have on the HR Team in terms of resources, in order to support the HR-related tasks involved in implementing this proposal?	1	Significant HR issues including redundancies, TUPE and training. The HR function does not currently have the resources to advise and support schools in respect of this process. Consideration would need to be given to the employment of additional temporary HR professionals.
ICT	What impact would the proposal have on the ICT Team in terms of resources, in order to support the planning and implementation of this	3	The ICT Team could provide support for any required changes to infrastructure that arise from this option but this would need to be bought through a buy-back service and planned in with

Sub Themes	Detailed Appraisal Criteria / Questions	Score (0-5) 5 - can be delivered within existing resource 0 - needs significant external resources	Service Area Response
	proposal?		other ICT work.
Property & Assets	What impact would the proposal have on the Property & Assets Team in terms of resources, in order to support the planning and implementation of this proposal?	2	This option represents the greatest demand out of all of the options, in terms of additional 'Property & Assets' support needed to implement. Feasibility studies that would be required are currently unbudgeted and a designated project team would need to be established to deliver the scale of capital investment within the implementation timeframe, and to ensure the timely disposal of any surplus sites.
Planning & Building Control	What impact would the proposal have on the Planning & Building Control Team in terms of resources, in order to support the planning and implementation of this proposal?	2	Building Control is resourced sufficiently to cater for phased implementation. However, if Academies or Free Schools instigate their own building programmes there will be a need to assess resources to establish the ability to deliver the Building Control Service.
School Improvement Team	What impact would the proposal have on the School Improvement Team in terms of resources, in order to support the planning and implementation of this proposal	1	<p>The School Improvement Team currently has capacity to broker and support partnerships for those schools causing concern (only).</p> <p>There is no capacity within the current team to support this option and implement a two tier system in the area. Additional funding would be required (e.g. from the School Forum) to provide a dedicated Change Management resource/team needed to ensure a successful transition.</p>
Transport Strategy	What impact would the proposal have on the Sustainable	2	This option would require additional support from the Sustainable Transport Team to evaluate the

Sub Themes	Detailed Appraisal Criteria / Questions	Score (0-5) 5 - can be delivered within existing resource 0 - needs significant external resources	Service Area Response
	Communities Transport Strategy Team in terms of resources, in order to support the planning and implementation of this proposal?		new schools transport plans, recognising a reduction in the overall number of schools but also a change to the age of transfer.
Home to School Transport Team	What impact would the proposal have on the Children's Services Home to School Transport Team in terms of resources, in order to support the planning and implementation of this proposal?	3	Any impact would need to be considered on an individual basis.
Integrated Transport Unit (ITU)	What impact would the proposal have on the Sustainable Communities ITU in terms of resources, in order to support the planning and implementation of this proposal?	3	Any impact would need to be considered on an individual basis.
Legal	What impact would the proposal have on the Legal Team in terms of resources, in order to support the planning and implementation of this proposal?	3	As reflected in the commentary relating to HR, Property & Assets, and Communications & Consultation, this option would require additional Legal support above that currently provided within the existing team.
Communications and Consultation	What impact would the proposal have on the Communications Team in terms of resources, in order to support the required communication and consultation activities involved in implementing this proposal?	Overall score of 1 (i.e. this option will involve the most amount of change and support from the Communications	See below for individual questions/responses related to this overriding question.
	<ul style="list-style-type: none"> Is the option relevant to 		All

Sub Themes	Detailed Appraisal Criteria / Questions	Score (0-5) 5 - can be delivered within existing resource 0 - needs significant external resources	Service Area Response
	one/many/all schools in the area?	Team)	
	• What is the scale of potential the disruption? (1-5, 5 high)		5
	• How complex is the option to communicate/ consult on? (1-5, 5 high)		5
	• Does the option require statutory consultation? If schools are being closed/ merged statutory consultation is required.		Yes
	• Is the consultation process defined in terms of process/ timescale/ stakeholders?		Yes
	• If so have time and people requirements been assessed?		Yes. Timescale known. The Consultation Manager and project team will support.
	• Is there capacity within the communications team to continue to deliver within current project work?		Will mean other projects will not be supported.
	• What impact would this have on delivery of other work/projects? (1-5, 5 high)		5
	• What (if any) financial resource is available to fund any related communication/ consultation activities?		None budgeted in project to support comms/ consultation
	• What funding will be required to support the communication/ consultation?		Some to fund printing, exhibitions and meetings.

3 Detailed Options Appraisal Summary for 'Option 3'

3.1 High Level Overview of Option 3

This option represents a two tier model of 5-11 Primary and 11-19 Secondary schools, closing all middle schools. Each new secondary school would operate across 3 sites i.e. existing upper and two former middle school sites.

Implementation Considerations:

- Manage surpluses in lower schools by reducing Published Admission Numbers.
- Convert lowers to primaries at new PAN and mothball any remaining surplus accommodation on school sites until it is required with later growth in the area.
- This option would require an immediate investment of £16.3M (CBC) to convert lowers into primaries at reduced PANs.
- Infill development would require expansion of Primary schools - £6M (S106).
- Major growth would require new Primary and Secondary schools - £50M (S106).

Timescales and Cashflow:

- Expenditure profile (primary conversion costs):

2011/12	2012/13	2013/14	2014/15
Est. £80k rev	£3.1M	£12.5M	£0.6M

- Sept 2013 Lowers retain yr 5, middles operate with yrs 6, 7 &8, uppers as existing.
- Sept 2014 Lowers retain yr6, middles close yrs7, 8 & 9 transfer to secondaries.
- There will be no surplus sites available for potential disposal / capital receipt.

3.2 Summary of feedback (per theme) from the Detailed Options Appraisal Process for Option 3

Given this option is so similar to option 4, it seems more appropriate to highlight any key strengths and weaknesses that are different to option 4.

Decision Makers Theme	Summary of Key Comments – for Option 3 (over and above those captured for Option 4)
1. Effect on Standards and School Improvement	<ul style="list-style-type: none"> • Large schools potentially attract high calibre staff linked to funding. • More innovative curriculum solutions can be delivered across each secondary's 3 sites. • Risk of substantial drop of standards across all phases during implementation. • Transport and timetable logistics problematic at secondary schools. • Inefficient use of capacity - required to enable timetable and curriculum flexibility across 3 sites.
2. Types of Schools	As per option 4.
3. School Characteristics	<ul style="list-style-type: none"> • In addition to the changes to all Lower Schools, this option would create three new Secondary Schools based upon current Upper School leadership and each operating across three sites. • Increases current pupil capacity of each Upper School. • Retains access to extensive educational and sporting facilities (on former middle school sites) than would be the case under option 4.
4. Need for Places	As per option 4.
5. Impact on the Community and Travel	<p><u>Community:</u></p> <ul style="list-style-type: none"> • As with option 4, this option is more likely to secure greater community involvement as there will be a greater pool of community capacity per school to draw on (e.g. to support fundraising for school, interaction with wider communities). It therefore provides the potential to establish/coordinate a true 'hub' approach supporting wider family/community networks. However, it also retains the diversity of community hubs currently provided by the Middle Schools, which would involve keeping these existing

Decision Makers Theme	Summary of Key Comments – for Option 3 (over and above those captured for Option 4)
	<p>sites under this option.</p> <ul style="list-style-type: none"> • Extends choice and/or parental preferences to enlarged existing upper schools, but does not increase the diversity of provision in the area. <p><u>Travel:</u></p> <ul style="list-style-type: none"> • As per option 4, but also the eventual transfer to their former Middle School site or Upper School site will be reliant upon the curriculum model adopted by the new Secondary School.
6. Specific Age Provision Issues	As per option 4.
7. Funding and Land	<ul style="list-style-type: none"> • Infill development would require expansion of Primary schools - £6M (S106), compared with £20M (S106) associated with the expansion of primary and secondary for option 4. • This option does not provide any sites for potential disposal / capital receipts.
8. Special Education Needs (SEN) Provision	A separate review is already underway for Special School provision that includes schools within the Dunstable and Houghton Regis area, so is excluded from this document for the purpose of the review.
9. Other Issues	N/A
10. Property, School and Site Specific (Local Factors)	<ul style="list-style-type: none"> • Provides management challenges of staff resources (e.g. transport, timetable management across multiple sites). • Increased potential safeguarding issues with pupils transferring between sites during the school day.

3.3 Corporate Capacity to Deliver Option 3

The requirement for corporate capacity to deliver this option was very similar to option 4, with the exception of:

- Property & Assets – will have less new capacity required at Secondary level and fewer feasibility studies to carry out in relation to potential sites for disposal.
- Planning & Building Control – less involvement required in terms of feasibilities of potential sites for disposal.

As with option 4, the implementation of this option represents considerable additional corporate resource requirements above current Business As Usual service delivery capacity. If this option were to be the preferred option of the LA (to be subject to full Public Consultation), further detailed evaluation would need to be undertaken to determine final revenue costs.

4 High Level Equality Impact Assessment of Options

4.1 Equality Implications for Option 1

Pros:

- This option meets White Paper objectives around schools autonomy, and is line with evolving education policy of the Coalition Government.
- For children and family networks in these areas, this option offers a reduced risk of turbulence and disruption where instability is more likely to feature prominently in their lives.
- This option is most likely to lead to school improvement in the area – due to minimal structure change and need to develop strong and effective relationships and federations.
- Provides an opportunity to link outstanding schools with schools in need of support, thereby helping improve diversity in the area.
- Enables partnerships to be built around a common ethos and vision., providing an opportunity to have informal common governance around:
 - SEN
 - PRU
 - Back office functions
 - Child protection and other common policy frameworks
 - Staffing and expertise
 - Curriculum development and coordination
 - Peer support and challenge
- Enables the potential for common curriculum development (horizontally and vertically)
- It also enables more efficient planning of places and gradual management of population growth to meet the needs of parents/children (i.e. shaped by parents).
- Builds on work already underway by some schools in the area, which have already started discussions about creating formal links/relationships to help and support each other. Provides framework to broker discussions between the other schools in the area.
- As this option is a continuation of the existing structure, the proposal should have no negative impact on extended services (which will no longer be a requirement for LAs as a result of the Education Bill). In fact, there may be opportunities to use any

surplus accommodation by schools and extended services rather than mothball them until increased demand for places is realised via growth.

- Early Years - improved liaison on transitions between Early Years and Lower Schools/Nursery Schools resulting from the possibility to develop federations.
- This option provides a framework for services to be delivered locally.
- Ensures school size for existing upper schools remains unchanged, which is a benefit as school leaders within the review area have expressed concerns that large upper schools (up to approx. 2500) are not workable with the leadership structures currently in place.
- Addresses the need for a minimum number of pupils in order to employ sufficient staff for specialist teachers at KS3 and “primary” teachers at KS2, by ensuring schools are of a sufficient size

Cons:

- May not raise standards (Historical data), as there is insufficient evidence that school structures influence school improvement (e.g. two tier Vs three tier) but rather having good strategic leadership is the key ingredient for success.
- Success of this option relies on the schools being willing and able to develop relationships / linkages to federate.
- Status quo means limited school facilitated resource enhancing community support networks towards facilitating education/learning attendance.
- Involvement in parent/teacher organisations remains minimum until wider federation approaches influence school’s approaches to involving a broader catchment of families – will it do this?
- Whilst this option does not formally involve the closure of any schools, it does not exclude the possibility especially where partnerships are developed across phases or as all through schools – where it may include the closure of schools on the grounds of small school size, minimising transitions, reducing surpluses and improving governance and facilitating partnerships.

Other Issues to Consider:

- Option will not impact on the provision of Early Years and Children’s Centres on existing sites.
- In cases where existing accommodation is currently used in schools with surplus places, these could either be mothballed or used for other school-related activities.
- This option is the one that is closest to retaining existing known travel patterns to and from schools in the area, as well as any existing community relationships. Staff travel between school sites will depend on how any new partnerships are setup, but has the potential to result in some additional staff travel between federated/linked schools (in order to build and maintain partnerships).

- Where a hard federation is implemented a school is likely to want to re-structure. This may involve a streamlining of the leadership team and/or support staff, which may result in fewer posts available. In these cases, appropriate HR processes will need to be followed (e.g. consultation, recruitment, re-skilling, redeployment, redundancies, etc....)

4.2 Equality Implications for Options 4

Pros:

- Fits with the current national curriculum.
- Staff recruitment and retention could be easier in a traditional model
- Fewer points of transfer for pupils
- If there were to be significant building on some Lower School Sites, where there was no Early Years provision it could provide an opportunity to add in this part of the 0-19 continuum.
- Linking (Social Capital / Community Cohesion) – greater scale/role for school facilitated resource input enhancing community support networks towards facilitating education/learning attendance. Potential to establish/coordinate a true ‘hub’ approach supporting wider family/community networks.
- Community Strength – more likely to secure involvement in parent/teacher organisations - greater pool of community capacity to draw on to support fundraising for school and interaction with wider communities. Need to prevent exclusion of those less likely to take-up this activity.
- As potentially more parents would be accessing the current Lower School sites, it would mean that more of them would possibly access Children Centre Services for longer, and this would be a benefit.

Cons:

- Whilst this option fits with the current national curriculum, there is a DfE consultation underway that might move away from Key Stages and focus on curriculum by year groups. If this is implemented, there is less need to move away from a three tier model, as the current three tier structure would be able to ensure continuity of education by year groups rather than the current mix of schools covering the key stages.
- Need less Headteachers, Senior Leaders and Governors for 2 tier .
- Not good for morale of current teaching staff especially at Middle Schools.
- Leadership capacity needs to be able to realign to two tier structure.
- Risk of substantial drop of standards across all phases during implementation

- For children and family networks in these areas, this option could provide disruption where instability is more likely to feature prominently in their lives – change being an initial threat. Time-limited regarding coping with initial change/adjustments for vulnerable children/families.
- This proposal does not directly impact on existing Early Years provision. However improved liaison is essential on transitions between Early Years and Lower Schools/Nursery Schools, and this may be more difficult when assimilating two new years of pupils is being undertaken.
- As far as Early Years Provision and Children’s Centres are concerned the presence on a site can sometimes mean an under occupied school, and therefore closure on this basis would be a cause for considerable concern.
- Employment - for non teaching staff the possible additional transport costs could outweighing level of pay and hours of work, may remove the financial benefits of employment.

Other Issues to Consider:

- Options should not impact on the provision of Early Years and Children’s Centres on existing sites, however if current lower schools were to expand it could put the site as a whole under pressure, which could in turn put pressure on the presence of these provisions. It would be important to take this into account when undertaking site assessments. On the other hand if there were to be significant building on some Lower School Sites, where there was no Early Years provision it could offer the opportunity to add in this part of the 0-19 equation
- Relationships building is important if the combined catchment areas demonstrate aspects of exclusion/prejudice as identified above
- Maintaining/re-establishing/strengthening connections & networks potential to ensure services and their ability to respond to needs over a wider area. Thought to be given to facilitating off school/outreach utilising wider facilities/venue networks.
- Significant HR issues including redundancies, TUPE and training.
- The management of a re-deployment register - It would be important to ensure as far as possible that schools and academies in the area are ‘signed up’ to the redeployment process. Local Management of Schools prevents the LA from requiring schools to take on redeployed staff from other schools. As a result, the current redeployment policy offers one off sums of money as an incentive to other schools accepting re-deployees. This policy may need to be reviewed in light of current budget constraints.

Equality Implications for Options 3 (over and above option 4)

Given option 3 is so similar to option 4, this section of the report will highlight any key equality implications that are different to option 4.

Pros:

- Large schools potentially attract high calibre staff linked to funding.
- More innovative curriculum solutions can be delivered across each new secondary's 3 sites
- In addition to the changes to all Lower Schools, this option would create three new Secondary Schools based upon current Upper Schools but each operating across three sites. Therefore, this option increases current capacity of each Upper School.
- As with option 4, this option is more likely to secure greater community involvement as there will be a greater pool of community capacity to draw on (e.g. to support fundraising for school, interaction with wider communities). It therefore provides the potential to establish/coordinate a true 'hub' approach supporting wider family/community networks. However, it retains the diversity of community hubs currently provided by the Middle Schools, which would involve keeping these existing sites under this option.
- Extends choice and/or parental preferences to enlarged existing upper schools.
- Retains access to extensive educational and sporting facilities (on former middle school sites) than would be the case under option 4.

Cons:

- Risk of substantial drop of standards across all phases during implementation
- This option does not increase the diversity of provision in the area.
- Provides management challenges of staff resources (e.g. transport, timetable management across multiple sites).
- Inefficient use of capacity - required to enable timetable and curriculum flexibility across 3 sites.
- Increased potential safeguarding issues with pupils transferring between sites during the school day.

Other Issues to Consider:

- The travel implications are similar to option 4, but also the eventual transfer to their former Middle School site or Upper School site will be reliant upon the curriculum model adopted by the new Secondary School.

4.3 General Equality Issues to consider for All options

- This review area has the highest level of schools in Ofsted category or LA schools causing concern and is most vulnerable to the negative impact of change.
- Access to support and learning facilities is key for addressing whole family approach in supporting the Every Child Matters principles – These facilities do not need to be located on the school site, but if they were and joined together in common leadership and management, this could result in improved outcomes for children and families within the area.
- School partnerships created around priority neighbourhoods have a higher potential for supporting and managing vulnerable children and families than could be the case with individual schools.
- Communities in these areas have a strong sense of identity often built through shared social experience such as ‘post code blight’ and ‘reputation’ prejudice. Academies and/or Partnerships must facilitate open catchment and equality of opportunity.
- Denominationally-sensitive opportunities for prayer/worship will need future proofing to be considered with regard to expected housing growth (e.g. rooms available to facilitate broader requirements).

Appendix D



Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

Title of the Assessment:	Learning Transformation Programme - Detailed Options Appraisal (For Dunstable and Houghton Regis)	Date of Assessment:	07/04/2011
Responsible Officer Name:	Rob Parsons	Extension Number:	75572
Title:	Head of Schools Organisation and Capital Planning		
Email:	Rob.parsons@centralbedfordshire.gov.uk		

Stage 1 – Aims and Objectives

1.1) What are the objectives of the service review / reorganisation?

Central Bedfordshire Council has set out in the Education Vision that it wants every child in Central Bedfordshire to enjoy their childhood and have the best possible start in life, to do well at school, make friends and build strong relationships with their family. By the age of 19 every young person should have the knowledge, skills and qualifications that will give them the best chance of success, so that they are prepared to take their full place in society as happy, healthy, contributing and confident citizens. The Council will encourage high participation in both Further and Higher Education. Central Bedfordshire believes the best vehicle for raising standards is through the 0-19 journey, with a structure that reflects this. Education and training should suit the local area and the needs of the young people and the community.

There are 138 maintained schools in Central Bedfordshire which are organised in a three-tier system (lower, middle, upper). They are divided between four geographical areas:

- Dunstable and Houghton Regis
- Leighton and Linslade
- Sandy and Biggleswade
- Rural Mid-Bedfordshire (Flitwick, Ampthill, Shefford, Stotfold, Cranfield)

In terms of areas of improvement, these geographical locations have been prioritised in the above order based on social and economic indicators and pupil performance.

Area reviews are being prepared for the four geographical areas within Central Bedfordshire to determine how school organisation in each area can best meet the aspirations set out in the Vision. The aim is to follow the timescales as set out below:

- Dunstable and Houghton Regis April 2010 to March 2011
- Leighton and Linslade April 2011 to March 2012
- Sandy and Biggleswade April 2012 to March 2013
- Rural Central Bedfordshire April 2013 to March 2014

The Education Vision recommends the identification of local solutions driven by the principle of a one phase approach 0 to 19. These local solutions will be developed by schools working together in strong, governed partnerships to develop the best arrangements within their community and family of schools. Such partnerships should seek to remove barriers to progress and improvement, particularly at transition points between schools and key stages. If schools work in the spirit of partnership, some of the concerns about conditions of service and equity raised by the trade union should be alleviated.

Dunstable and Houghton Regis – Potential Options for school organisation change

Option number 1 - A continuation of the current pattern of provision but with schools supported to formally engage in hard federations, Academy chains and/or trusts to secure transitions and improve outcomes. These partnerships are to be developed across phases or as all through schools. To support the Council's statutory responsibilities for the delivery of its School Improvement Plan this may still include the closure of schools on the grounds of small

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school size, minimising transitions, reducing surpluses and improved governance focussing on schools that are below a new floor standard or are otherwise causing concern based on local intelligence or Ofsted.

Option number 2 - Two tier 5-11 and 11-19 (close all Middle schools)

Option number 3 Two tier 5-11 Primary and 11-19 Secondary schools (close all Middle schools) Each secondary operating across 3 sites i.e existing upper and two former middle school sites

Option number 4 - Two tier 5-11 Primary and 11-19, (close all Middle schools) limiting each Secondary in size to its existing capacity.

See Appendix 1 for summary of strengths and weaknesses from an equality perspective.

1.2) What needs is it designed to meet?

Central Bedfordshire is home to 252,000 people. 49,200 of children are under 16 (19.3% of the population); 26,800 (10.5%) are aged 16-24. By 2021, it is forecast that there will be about 2,000 more children aged under 16.

Education results for Central Bedfordshire are similar to the England average but below statistical neighbours at both GCSE and Key-Stage 2. However, there is a difference in performance across Central Bedfordshire, with children in the south performing less well than in the other areas. More than 80 different languages are spoken at home by children and young people in Central Bedfordshire schools. Children from Indian, Pakistani and Bangladeshi families achieve the same as other children. Children from the travelling community do not achieve as well and more are excluded from school. Most services for the youngest children, including child minders, non-domestic childcare providers and nursery schools are judged good by Ofsted. Children are helped to achieve well and enjoy what they do. Good performance continues into primary (mostly lower) schools where a high proportion of schools ensure that children learn well. However, less than half of middle and upper schools and less than a half of school sixth forms are judged to be good by Ofsted, which is below both similar authorities and national averages. In five of the six special schools provision is at least good, pupils enjoy their education and they learn well.

The percentage of school leavers going on to higher education is above the regional and national average but the numbers of young people going on to higher education are low in Tithe Farm (8 per cent), Parkside (10 per cent), Biggleswade Stratton (12 per cent) and Sandy Pinnacle (13 per cent) compared to the England average of 24 per cent. The percentage of young people not in employment, education or training (NEET) is better than the regional and national average.

Forecasts for 2010 onwards show an increase in primary school numbers by about 200-300 pupils (1-1.5%) per annum to 2014. The net effect of this is an overall growth in numbers between 2010 and 2014 of about 140-150 pupils (0.4 -0.5%) per annum. This will not be evenly spread and there will be differential areas of growth and decline, particularly related to the impact and timing of new housing developments.

In addition to meeting the anticipated growth in pupil places, there are challenges in improving the condition of existing school buildings within Central Bedfordshire.

1.3) What outcomes will be delivered?

Success will be based on a range of indicators, which will include the following:

- At least 86% of young people achieve 2 levels of progress Key Stage 1-2 in English, and 89% in Maths (NI 93 & 94)
- 82.3% of children achieve at least 78 points across all six areas of learning at Early Years

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Foundation Stage (NI 72)

- 56% achieve five or more A-C grades at GCSE or equivalent, including English and Maths (NI 75)
- No schools with fewer than 55% of pupils achieving Level 4 or above in English and Maths at KS2 (NI 76)
- No schools with fewer than 30% of pupils achieving A-C including English and Maths at GCSE (NI 78)

1.4) Which other strategies or policies support this?

Service Delivery Related:

Children and Young People’s Plan, Education Vision, Child Poverty Strategy

Employment Related:

The Managing Change Policy which includes the Voluntary Severance Scheme and Redeployment Policy to help mitigate against the consequences of compulsory redundancy

1.5) In which ways does this support Central Bedfordshire’s intention to tackle inequalities and deliver services to vulnerable people?

Service Delivery Related:

A wealth of evidence (summarised in the First Triennial Equality Review 2010) shows that education is a key determinant of life chances. As well as being a right in itself, education is an enabling right, allowing individuals to develop the skills, capacity and confidence to secure other rights and economic opportunities. Education – related inequalities have an impact over the life-span, not just in childhood. Differences in participation in education persist throughout life. Adults with more prior education are much more likely to access learning opportunities in later life.

Employment Related:

When an employee is facing reorganisation / compulsory redundancy, they have a series of entitlements that their employer, must address. These apply to part-time staff in exactly the same way as they do to full-time staff. No employee can be made redundant on the grounds of their gender (including transsexual people), race, religion or belief, sexual orientation, age or because they are pregnant or disabled.

Managers must

- assess which skills and roles the business really needs for the future
- Set out in writing to all those affected that the organisation is reorganising structures and some posts may be at risk of redundancy. Explaining why redundancies are being contemplated and the selection process being used. This process should be seen as a discussion and consultation stage and the language used needs to reflect this by highlighting that this is still a proposal rather than a foregone conclusion and that alternative ideas will be considered
- use consistent, objective and fair criteria when allocating employees to new roles
- try to find suitable alternative employment to anyone you are proposing to make redundant (even if it does not prove possible)
- give adequate notice: between one and 12 weeks, depending on how long the employee in question has been employed
- Provide a lump sum redundancy payment: the amount will depend on their age, length of employment and their current weekly wage
- allow those being made redundant a reasonable amount of paid leave to search for a new job or to organise training that will help them get a new job

The CBC Managing Change Policy sets out the selection criteria for new roles or redundancy which will be based on fair criteria which takes equality employment legislation fully into account

1.6) Is it possible that this could damage relations amongst different communities or contribute to inequality by treating some members of the community less favourably such as people from

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black and minority ethnic communities, disabled people, women, or lesbian, gay, bisexual and transgender communities?

Service Delivery Related:

Educational achievement is affected by a wide range of factors, of which the quality of teaching and school leadership is probably the most important. Structural and school organisation factors are relatively less important and changes to school structures in themselves do not guarantee improved performance. One important principal when considering any new form of structure or organisation is to take account of the potential impact on continuity and progression in learning as experienced by pupils currently passing through the 3-18 system.

The outcome of the review, and the implementation of any change determined for the area, will need to ensure that all pupils and their families, particularly the most vulnerable, are not put at risk. Dunstable and Houghton Regis area currently have the highest proportion of schools in LA category of concern.

Employment Related:

There is a potential difficulty if people who are part time or have childcare responsibilities are asked to move locations in that it could have an adverse impact on their work life balance and the level of take home pay. New work locations must also be accessible to disabled people. Special equipment must also transfer with staff.

Stage 2 - Consideration of Relevant Data & Research			
Equality checklist issues to be considered			
Awareness	Appropriateness	Accessibility	Partnership - working
Take Up levels	Adverse Outcomes	Staff Training Needs	Contracts & monitoring
2) What sources of evidence and key facts will be used to inform the assessment?			
Each item ticked below must be evidenced			
Internal desktop research			
	Place survey / Customer satisfaction data	√	Demographic Profiles – Census & ONS
√	Local Needs Analysis	√	Service Monitoring / Performance Information
	Other local research		
Third party guidance and examples			
√	National / Regional Research	√	Analysis of service outcomes for different groups
√	Best Practice / Guidance	√	Benchmarking with other organisations
√	Inspection Reports		
Public consultation related activities			
√	Consultation with Service Users	√	Consultation with Community / Voluntary Sector
√	Consultation with Staff	√	Customer Feedback / Complaints
	Data about the physical environment e.g. housing market, employment, education and training provision, transport, spatial planning and public spaces		
Consulting Members, stakeholders and specialists			
√	Elected Members	√	Expert views of stakeholders representing diverse groups
√	Specialist staff / service expertise		
<i>Please bear in mind that whilst sections of the community will have common interests and concerns, views and issues vary within groups. E.g. women have differing needs and concerns depending on age, ethnic origin, disability etc</i>			
Lack of local knowledge or data is not a justification for assuming there is not a negative impact on some groups of people. Further research may be required.			
2.1) Existing Data and Consultation Findings:			
- Age:			

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Service Delivery Related: Not applicable currently under equality law

Employment Related:

National Research:

- Younger people often meet assumptions that they don't have relevant skills or experience. (Employers Forum on Age)
- Older workers can experience restricted access to the workplace by enforced or incentivised retirement. (Government Equalities Office (GEO))
- 62% of over fifties feel they have been turned down for a job because they are considered to old, compared with 5% of people in their thirties. (GEO)

Consultation with Employees has highlighted the following issues:

- Disability:

Service Delivery Related:

National Research:

- Early education provision for disabled children is poor. One study of childcare providers found that just 50% of day nurseries & only 40% of playgroups were able to offer facilities for children with impairments.
- Eight out of ten children with learning disabilities have been bullied at school and six out of ten have been physically hurt.
- Disabled young people are at particularly high risk of being NEET between the ages of 16 and 19.
- For pupils with SEN (both without a statement and those with a statement of SEN), 15.4 percent achieved a good level of development. This compares to 55.5 percent for those pupils with no identified SEN
- 8.5% of pupils with a statement of special educational needs gained five or more GCSE grades A*-C, compared with 65.9% of other pupils
- At age 16, 68% of disabled young people are in full time education, compared with 72% of non disabled pupils.

Issues:

- Disabled pupils are often excluded from certain subjects, faced with low expectations and assumptions and often not given genuine choices.
- There is a low awareness of making reasonable adjustments amongst staff and governors.
- Disabled pupils experience inconsistencies in the provision of support and curriculum resources. For example, good deployment of teaching assistants can be the critical factor in inclusive learning.

Interventions to consider:

- Effective differentiation, intervention, & encouraging self-advocacy, are key hallmarks of effective curriculum delivery for disabled pupils.
- Teacher training and continuing professional development should promote disability equality and inclusion.
- More research into the effectiveness of assessment processes for disabled learners in England, especially in relation to access to qualifications.

Note: The Equality Impact Assessment (EIA) will be developed further following the report to Executive (31 May 2011) and clarity has been sought on the preferred option of the Local Authority to include local data related to:

- Disability and Attainment; and
- Bullying

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

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Employment Related:

National Research:

- Disabled people are more than twice as likely to be out of work as non disabled people. (Family Resources Survey - 2006/07)
- Only one in two disabled people are likely to be in employment compared with four in five non disabled people. (Government Equalities Office)
- Disabled people make 2.5 times more job applications than non disabled people, yet receive fewer job offers. (Employers Forum on Disability)

Consultation with Employees has highlighted the following issues

- Carers:

Service Delivery Related:

National Research:

- 27% of all young carers of secondary school-age are experiencing some problems attending school, and the equivalent proportion of young carers of primary school age is 13%.
- Young carers need better support in order to go to school, have time off, etc

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Employment Related:

National Research:

- There are currently over three million working carers in the UK. Work is important for well-being, income and to keep social contacts.
- Between 46% and 62% of carers are not getting adequate services to help them work
- Only just over half (56%) felt their employer was carer-friendly and supportive

Consultation with Employees has highlighted the following issues:

- Gender Reassignment:

Service Delivery Related:

National Research:

- Transgendered young people are more likely to experience bullying and social exclusion

Local Research:

- Many felt isolated, particularly when they were younger and thought they were the only one
- Many knew something was different about them from as early as 5 years, these feelings intensified in puberty.
- Many said they were quiet, had low self esteem, did not mix well with others, were self-conscious and were picked on because of these traits

Employment Related:

National Research:

- Trans people are more likely than others to experience difficulty in finding work or retaining it if their background becomes known to others. High numbers report feeling obliged to change jobs because of workplace harassment and abuse. (EHRC) They have been found to be in jobs that are below their skills and educational capacity and appear more likely to work in lower-paid and insecure employment in the public sector, or to be self-employed

Consultation with Employees has highlighted the following issues:

- Pregnancy and Maternity:

Service Delivery Related:

National Research:

- Children born to teenage mothers have 60% higher rates of infant mortality and are at increased

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risk of low birth weight, which has implications for the child's long-term health;

- Teenage parents and their children are at increased risk of living in poverty
- Teenage mothers are three times more likely to suffer post-natal depression than older mothers and experience poor mental health for up to three years after the birth;

Local Research:

- There are 65 teenage parents in Central Bedfordshire and 25% of those are in learning. 64.3% of teenage parents are NEET

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Employment Related:

National Research:

- There is one factor that above all leads to women's inequality in the labour market – becoming mothers
- A survey of 122 recruitment agencies revealed that more than 70% had been asked by clients to avoid hiring pregnant women or those of childbearing age. (Women and Work Commission)

Consultation with Employees has highlighted the following issues:

- Race

Service Delivery Related:

National Research:

- Some groups are far less likely to use pre-school education: - Poor White families and Pakistani heritage families.
- Just 77% of 3 & 4 year old ethnic minority children use early years provision, compared to nearly 87% of white children
- 53.5 percent of pupils whose first language is English achieve a good level of development, compared with 41.9 of pupils for whom English is an additional language.
- The lowest attaining groups at KS4 were Traveller of Irish Heritage pupils and Gypsy/Roma pupils, where respectively 9.2 and 9.1 percent of pupils achieved 5 or more A*-C grade GCSEs or equivalent including English and mathematics
- Other than the ethnic groups with very small number of pupils, the lowest achieving were Black Caribbean, Pakistani, Other Black and pupils from a Mixed White and Black Caribbean background
- The risk of permanent exclusion is much higher for pupils from some ethnic minority groups, especially Traveller of Irish Heritage pupils
- The evidence base on ethnicity suggests that young people from some ethnic minority groups may also be at greater risk of being NEET.

Issues:

- African Caribbean pupils and pupils from mixed white and Caribbean backgrounds are more likely to be identified as having special educational needs (SEN) and are over-represented among the behavioural, emotional and social difficulties categories.
- Pakistani and Bangladeshi pupils are under-represented in identification of Speech and Language difficulties.
- Black and Minority Ethnic pupils are generally under-represented on the national register for Gifted and Talented pupils.
- Mixed White and Black Caribbean pupils, Black Caribbean pupils and Black Other pupils have a much higher rate of exclusion than average. Families have an "overwhelming perception" that unfair and inconsistent behaviour management in school is a significant problem.
- In 2004-05, there were 40 permanent and 3,390 fixed period exclusions from schools for racist abuse.
- White British and Mixed Heritage pupils appear to have the least positive attitudes towards school, school work and lessons.

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Gypsy and Travellers

- Gypsy and Traveller learners are over-represented in permanent and fixed period exclusions pre-16.
- Travellers of Irish heritage and Gypsy or Roma pupils are over-represented among many categories of SEN.
- *"The vast majority of Traveller pupils linger on the periphery of the education system". (Ofsted)*
Many are not registered at secondary school

Barriers to learning:

- enforced mobility and interrupted learning;
- consistent experiences of racist harassment and bullying; Gypsy and Traveller children experience racist abuse on a daily basis (e.g. "dirty pikey") at school and in other settings, from children and adults in the settled community, making them reluctant to attend.
- excessive exclusions linked to these experiences and to inadequate school responses;
- the lack of validation of Gypsy and Traveller culture;
- the limited relevance of the curriculum;
- cultural barriers between home and school;
- teachers' low expectations; and
- the impact of national targets on readiness to admit Travellers

Interventions to consider:

- 'Cultural competence and an understanding of the pernicious effects of institutional and individual racism are pre-requisites for beginning to meet the needs of minority ethnic children and families. In developing appropriate interventions, it is crucial that the workforce is adequately trained and skilled in meeting the needs of diverse groups.'
- Include equality issues in initial teacher training & continuing professional development & commission high quality trainers and facilitators
- Ensure that the profile of the workforce reflects the national / local demographic picture across all equality strands at all levels and grades

Local Research :

- In terms of school absence, Central Bedfordshire's figures suggest that this is better than the national average and with the exception of pupils of Black Origin, better than the regional averages too.
- 22.2% of 'Any other Black Background', 11.4% 'Any other ethnic group' and 11.1% of 'White and Black African' young people are recorded as NEET. These figures must be treated with some caution however because of the low figures involved and a large percentage of the cohort whose ethnicity is unrecorded or not given. However, it is evident from the figures that if young people are from a black background, they are more likely to be NEET in Central Bedfordshire than young people from other ethnicities.

Note: The Equality Impact Assessment (EIA) will be developed further following the report to Executive (31 May 2011) and clarity has been sought on the preferred option of the Local Authority to include local data related to:

- Ethnicity
- Racist incidents

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Employment Related:

- Overall black and minority ethnic people are more likely to be unemployed, irrespective of their qualifications, place of residence, sex or age. They are less likely to hold senior management positions. (Equality Review (ER))
- Recent experiments show clear evidence of discrimination in whether people are offered employment opportunities, with interviews depending on the apparent ethnicity in their

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CVs.(National Equality Panel)

Consultation with Employees has highlighted the following issues:

- Religion or Belief:

Service Delivery Related:

National Research:

- Research shows that, in all measures of GCSE attainment, Hindu boys and girls perform most highly on average:
- Hindu girls achieve almost 2 GCSE grades A*-C more than Christian girls, and over 2 GCSE grades A*-C more than Muslim girls.
- Girls tend to do better than boys for all religious groups, and the gender gap is similar across religious groups.
- With 8 passes each, Indian Hindu and Indian Sikh girls have one more pass at A*-C than Indian Muslim girls, and two more than Pakistani Muslim girls (who achieve 6 passes). This difference is slightly more pronounced in the case of boys.
- Within Christians, it is Black African girls who have the highest number of GCSE/GNVQ passes at A*-C on average (7 passes) while, for boys, it is White Christians who outperform others with 6 passes

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Employment Related:

National Research:

- Only 61% of Muslim men have jobs compared to 80% of Christian men and 82% of Hindu men. (Government Equalities Office)
- There is emerging evidence that Indian and White Muslims experience employment disadvantage when compared to Indian and White Christians. (Equality Review)

Consultation with Employees has highlighted the following issues:

- Sex:

Service Delivery Related:

National Research:

- Boys are behind girls by age 6. The average girl is out-performing the average boy by 10% across KS3 and KS4 and A Level.
- At age 11, the average boy is nine months behind in development of oracy skills, 12 months behind in literacy and 6 month behind in numeracy.
- Skills needed by both boys and girls are to be flexible, imaginative, have drive and the ability to be a positive member of a team. Less able boys are virtually unemployable because they lack interest, drive, enthusiasm and social skills.

Behaviour & Learning Styles:

- Early years reading is seen by boys as a female activity. Books used often don't interest boys.
- Boys prefer role-play, practical investigations, the use of IT and audio-visual aids.
- An average Y7 girl will spend 40 minutes on a homework task, the average boy will spend 12 minutes.
- The concentration span of girls is 4 times greater than that of boys.
- Boys believe school work should be done at school. They are not prepared to draft and redraft assignments.
- Boys have unrealistic expectations compared to actual performance.
- Lower motivation leads to less time being spent on the task in hand, so less learning takes place.
- Boys tend to be more disruptive in class than girls. Girls disaffect passively. The "fighting" behaviour of working class boys is a means of asserting masculinity. Boys seem to feel that demonstrating their disregard for study increases their status with their peers.

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- Boys are four times as likely as girls to be identified as having a behavioural, emotional and social difficulty and are nine times as likely as girls to be identified with autistic spectrum disorder.
- Boys are more likely than girls to attend special schools,
- Boys are nine times as likely as girls to be identified with autistic spectrum disorder;
- Only 18% of poor white British boys achieve 5 or more GCSE passes
- Boys account for 80% of permanent exclusions and 75% of fixed term exclusions.
- Disaffected adolescent boys are confused about their future. They lack positive role models and face poor employment prospects.
- About 30% per cent of all young people aged 16 are 'low achievers', in the sense they have few if any valuable qualifications.
- More than three-quarters of them are categorised as 'White British', and boys outnumber girls by three to two.
- White British students, both boys and girls, are more likely than young people from other backgrounds to persist in low achievement:
- If they start school in the lowest categories of achievement they are more likely than others to be still there at the end of secondary school
- More young men than young women are NEET.

Subject Choice:

- Girls are more likely to take arts, languages and humanities and boys to take geography, physical education and information technology.
- At 16+: the most popular subject for girls is English but for boys it is maths.
- Sociology, psychology, media studies and art and design and are amongst the ten most popular choices for girls but not boys.
- Physics, business studies, geography and physical education are in the top ten for boys but not girls.
- Girls are achieving better results than boys but they are still being steered towards choices that lead to low paid, low status jobs.

Interventions to consider:

- Challenging gender stereotypes in subject choice and careers advice: Gender stereotyping not only prevents some boys engaging with schools, it also limits girls' and boys' ability to pursue their interest and talents.
- Boys respond to encouragement and recognition of effort but some are embarrassed in class. It is a 'laddish' trait to need to feel good and have that sense of self-esteem regularly reinforced.
- White boys from poor backgrounds may need the sort of special support that has been provided for ethnic minority groups in schools through programmes such as "Aiming High" and the Ethnic Minority Achievement Grant scheme.

Local Research:

- In Central Bedfordshire 6.2% of girls and 5.3% of boys are NEET (Source: Central Bedfordshire Performance Data July 2010).

Key Stage 3

The provisional 2010 KS3 results for the Council area are as follows:

- English: 82% of pupils achieved a level 5 or above. This was above the national average (79%) for 2010. There was, however, a very significant difference between the performance of boys (76%) and girls (89%). The boys underperformed significantly at level 6 or above as well - (35%) compared to 51% for girls

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Employment Related:

National Research:

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- Lack of childcare often prevents women, and some men, from accessing employment opportunities
- Finding affordable childcare and a job with flexible working arrangements is critical
- 38% of mothers and 11% of fathers have left a job or been unable to take one due to caring responsibilities
- The Equality Review highlighted that one of the most significant issues to address to resolve this inequality is the development of policies to help mothers and fathers to balance paid work and caring between them, at the same time as fulfilling their obligations to their employers
- The vast majority of people employed in local government are women (70%) but most are concentrated in lower paid and part-time jobs. (EOC)
- Women are still under-represented in the higher paid jobs within occupations – the “glass ceiling” effect. (GEO)
- The majority of teachers in nursery and primary schools are female (84%) and this pattern is increasing.
- The gender split at secondary is more even, with 56% of teachers being female. But men are more likely to get promoted to headship.

Consultation with Employees has highlighted the following issues:

- Sexual Orientation:

Service Delivery Related:

National Research:

- Lesbian and gay young people are more likely to leave school at 16, despite achieving 6 GCSEs at Grade C.
- 98% of young gay people hear the frequent use of homophobic language (“that’ so gay”, “poof”, “dyke”, “rug muncher”, “queer” “bender”)
- 50% of teachers fail to respond to the use of homophobic language.
- 30% of lesbian and gay pupils report that adults are responsible for homophobic incidents in their schools
- One third of young lesbian, gay, bisexual or Transgender young people have self harmed”
- 6/10 lesbian and gay school children experience homophobic bullying and half of those contemplate killing themselves as a result
- Over three in five young lesbian and gay people feel that there is neither an adult at home nor at school who they can talk to about being gay.
- Children in England who report being bullied did 15% worse at GCSE and were twice as likely not to be in education, employment or training at age 16

Note: The Equality Impact Assessment (EIA) will be developed further following the report to Executive (31 May 2011) and clarity has been sought on the preferred option of the Local Authority to include local data related to:

- Bullying

Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Employment Related:

National Research:

- Even though employers and public bodies have a responsibility to protect lesbian and gay people from discrimination, lesbian and gay people still encounter prejudice in their day-to-day lives.
- Nearly one in five lesbian and gay people (almost 350,000 employees in Britain) have experienced homophobic bullying in the workplace during the last five years
- Among those who have experienced bullying, a quarter have been bullied by their manager, half by people in their own team and nearly a third have been bullied by people junior to them.

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(Stonewall)

Consultation with Employees has highlighted the following issues:

- Other: e.g. Poverty / Social Class / Deprivation, Looked After Children, Offenders, Cohesion, Marriage and Civil Partnership

Service Delivery Related:

- **Looked-after children** in England have a low educational performance, with just 15% getting 5 GCSEs A*-C.
- Looked-after children remain 4 times as likely to be permanently excluded from school as their peers;
- 4 times as likely to be unemployed at the end of Year 11; and
- 10 times as likely to have a statement of Special Educational Needs (SEN).

Intervention: Home Learning Environment (HLE) & Pre-School Provision:

- Success at school can be significantly increased according to what families do for under-5s in the home, and experience of pre-school education.
- Children's later achievement in language, reading and number ability improves if they attend good pre-school provision.
- The most important factors associated with a poor HLE are having:
 - English as an additional language and
 - having three or more siblings
- Contributory factors include having a mother with a low level of education, early developmental problems, and living in an area of high deprivation.

Children with these characteristics are at significantly greater risk of under-achievement before they have even entered school

- **Children who grow up in poverty** are less likely to get qualifications or go on to higher education and are more likely to become young parents. People with low levels of educational achievement can expect to be less employable, therefore poorer, therefore less healthy and probably less likely to participate in civic activity. The kinds of people who are less likely to be employed are also more likely to be involved in crime, to have shorter life-spans and to have less fulfilling family lives. Whole families can be locked into cycles of deprivation
- Teenage parents and their children are at increased risk of living in poverty.
- Babies with professional or managerial parents develop better and faster than those whose parents are in unskilled or semi-skilled manual occupations.
- By age 6, low-achieving children from more advantaged homes will out-perform initially high-achieving children from less advantaged homes.
- Poverty is strongly associated with low achievement and significantly more so for white British pupils.

Local:

- Three of Central Bedfordshire lower super output areas (LSOAs) are in the top 10% most deprived regionally and a further six are in the top 20% most deprived regionally. None of Central Bedfordshire's 154 LSOAs is in the top 20% nationally.
- In comparing upper schools against the local, regional and national averages for 2008/09, 4 schools stood out as underperforming (although it was evident that some of these were showing improvements). These schools were all located in the areas of highest deprivation in the authority. Manshead Upper, Northfields Upper (which was closed and re-opened in January 2009 as All Saints Academy), Sandy Upper and Stratton Upper
- A number of middle schools are significantly above national average in terms of overall absence and persistent absence levels, these include, Brewers Hill (Dunstable), Brooklands (Leighton Buzzard), Edward Peake (Biggleswade), Kings Houghton (Dunstable), Leighton Middle (Leighton Buzzard), Mill Vale (Dunstable), Priory Middle (Dunstable), Sandye Place (Sandy) and Streetfield (Dunstable). All of these schools feed into the upper schools listed above

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Consultation with pupils, parents, carers and other stakeholders has highlighted the following issues:

Employment Related:

Consultation with Employees has highlighted the following issues:

2.2) To what extent are vulnerable groups experiencing poorer outcomes compared to the population or workforce as a whole?

Service Delivery Related: Please see Appendix 2 for further details

Educational Standards

Early Years Foundation Stage (EYFS)

- The quality of EYFS provision in Lower and Primary schools (as measured by Ofsted) for the area is very similar to the quality of provision in Central Bedfordshire overall
- The quality of provision in Dunstable and Houghton Regis PVI settings as measured by the Council's own Early Years Quality Improvement Support Programme (EYQISP) is far less favourable when compared with Central Bedfordshire overall. Four out of the five settings judged to be in need of intensive support (Red rating) are situated in the Dunstable and Houghton Regis area. Only five out of 19 settings in the area are judged to be in need of little support
- The EYFS Profile sums up each child's learning and development achievements at the end of the EYFS. The Threshold Indicator has improved slightly over the last three years in Dunstable and Houghton Regis from 47- 48% but remains consistently below the percentage achieved by Central Bedfordshire overall and when compared nationally

Key Stage 1

- For writing, the results for Level 2+, and Level 3 over the last three years in the Dunstable/Houghton Regis area are consistently above the national figure. However, although below the Central Bedfordshire average figure in 2008 and 2009, the results are now equal to it in 2010, showing an upward three year trend.
- For reading the results for Level 2+, and Level 3 over the last three years in the Dunstable/Houghton Regis area are consistently above the national figure but consistently below the figure for Central Bedfordshire.
- For mathematics, the 2010 results show Level 2+ below the Central Bedfordshire figure, but level 3 above the Central Bedfordshire figure, with both results above the national. The average point score (APS) for reading writing and maths for Dunstable/Houghton Regis area is just below the Central Bedfordshire figure but above national.

Key Stage 2

- In both English and Mathematics combined 2010 outcomes for the Dunstable/Houghton Regis area for Level 4 and above are 5 per cent below the figure for Central Bedfordshire and 6 per cent below the national figure.
- In both English and Mathematics combined the percentage of pupils attaining Level 4 and above at the end of Key Stage 2 shows an improving 3 year trend in the Dunstable/Houghton Regis area.
- 2010 outcomes for 2 levels of progress in English from KS1 to KS2 in the Dunstable/Houghton Regis area are 5 per cent below those for Central Bedfordshire and 11 per cent below the national figure.
- The 2010 outcomes for 2 levels of progress in Mathematics from KS1 to KS2, in the Dunstable/Houghton Regis area are 3 per cent below those for Central Bedfordshire and 9 per cent below the national figure.
- The 2010 APS for English and Mathematics for the Dunstable/Houghton Regis area are below Central Bedfordshire and national figure.

Key Stage 3

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Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

The provisional 2010 KS3 results for the Council area are as follows:

- English: 82% of pupils achieved a level 5 or above. This was above the national average (79%) for 2010. There was, however, a very significant difference between the performance of boys (76%) and girls (89%). The boys underperformed significantly at level 6 or above as well - (35%) compared to 51% for girls. Overall reported performance at level 6 was close to the national average.
- Mathematics: 85% of pupils achieved a level 5 or more in mathematics, well above the national average of 79%. 64% of pupils achieved a level 6, well above the national average. There was no difference between the performance of boys and girls.
- Science: 86% of students achieved a level 5 or more in science and 55% achieved a level 6 or more. Both of these figures were well above the national average (80% and 48%). There was no difference in the performance of boys and girls.

Key Stage 4

- Currently progress between Key Stage 2 and Key Stage 4 is below average across the three Upper Schools serving this area (based on a measure of comparing points score of students at Key Stage 2 compared to an estimate of the percentage of students that should achieve five or more grades A* - C including English and mathematics).

Post 16

- students in school sixth forms are generally falling further behind and make below average progress from Key Stage 4
- The proportion of young people NEET (not in education, employment or training) in the Dunstable/Houghton Regis area is relatively high.

Employment Related:

2.3) Are there areas where more information may be needed?

Service Delivery Related:

As the review proposals are consulted on and implemented efforts must be made to ensure that the views of parents / carers / pupils are considered and addressed where possible

Employment Related

As the review proposals are consulted on and implemented efforts must be made to ensure that the views of employees are considered and addressed where possible

2.4) Are there any gaps in data or consultation findings?

Service Delivery Related:

See above

Employment Related

The consultation process will only commence following any future recommendations to Executive where the Local Authority is the decision maker.

2.5) What action will be taken to obtain this information?

Service Delivery Related:

Any future recommendations to Executive will be supported by a Consultation plan.

Employment Related

Letters would be issued to employees impacted by any proposed changes included within any future recommendations to Executive.

2.6) To what extent do current procedures and working practices address the above issues and



Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template
help to promote equality of opportunity?

Service Delivery Related:

Children's Centres

Several Childrens Centres are positioned on school sites across the area. There are bases on Downside Lower School, Beecroft Lower School, Hawthorn Park Lower School, Tithe Farm Lower School, Slip End Lower School and Eaton Bray Lower School. They are well positioned on school sites, to be at the centre of their communities, and easily accessible for new parents and for families with children attending the lower school provision. Some outreach services are being delivered at other Lower School sites across the area. Families are using the Centres increasingly, and the range and numbers of services, working with partners, are being increased all the time, as is the outreach work with harder to reach families. As numbers of families in the area grow, increasing pressure will be put on the current physical resources, meaning that more services will have to be delivered in alternative venues across the area or expansion of bases will have to be funded.

In this area with high levels of deprivation the Childrens Centres are an essential element of the Child Poverty and Early Intervention agenda. The buildings are clearly a significant asset to the community, and all opportunities should be taken to ensure as much community use as is practicable.

Out of School Including Extended School Services

Many Schools across the area offer Extended Provision, especially Childcare. Whilst Out of School provision does enhance outcomes in schools the main driver is economic as they enable parents to work. Therefore they are essential as part of the Child Poverty Strategy to improve the financial circumstances of families

Special Needs & Inclusion

Lancot Lower School hosts a 6 place Lower School Provision for children with Behavioural, Emotional and Social Difficulties whose needs cannot be met in their own local provision. Children attending this provision have a statement of Special Educational Needs, although on very rare occasions and on the basis of assessed need, a child may attend Lancot Lower School provision on an assessment placement during the period of statutory assessment.

Streetfield Middle School and Manshead Upper School host the resourced provision for pupils with Autistic Spectrum Disorders in this area of Central Bedfordshire. Each school is funded as a 6 place provision but they can admit over numbers with agreement from the school.

Priory Middle School currently hosts the resourced school provision for Dyslexia. There are currently 3 pupils in the provision (1 in Year 7 and 2 in Year 8) which is funded for 7 pupils. Only one of these pupils has a statement of SEN. When the pupils leave, this arrangement completes guarantees given by the legacy Council that pupils could continue in this provision. A proposal has been made to discontinue this unit and to extend provision across all schools through training to both teachers and teaching assistants in the accredited Dyslexia training course available through University of Northampton and delivered locally.

Reports have been presented to the Children's Services Overview and Scrutiny Committee and the Council's Executive setting out possible options for consideration of the area special school model in the Dunstable and Houghton Regis area and for the delivery of the Pupil Referral Unit (PRU) in Central Bedfordshire, focused on the development of provision that can meet local needs in mainstream schools.

Expressions of interest have been received from schools in the review area as providers for the re-commissioned pupil referral unit, including those for years 9 and 10 at the Kingsland Campus in Houghton Regis. Statistically the highest need for years 7 to 11 in Central Bedfordshire is in the review area and local provision is therefore essential as an outcome of this review and of the commissioning

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Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

process that will evaluate the expressions of interest.

Consultation and Engagement Processes:

Headteachers and Chairs of Governing Bodies for schools in the Dunstable and Houghton Regis area were invited with a range of other local stakeholders, to attend a meeting in May 2010 to discuss the aims of the review, its timescale and the approach that the review would take. This detail was provided in a Protocol which schools were invited to comment upon and which was subsequently adopted.

In June 2010, schools were invited to comment on the key data sets that would inform the review. Schools were also asked to nominate representatives to a review group to undertake and oversee the early analysis necessary for the review.

The analysis of data was grouped under six themes:

- Review area and catchment demographic
- Educational Standards
- Sustainability
- Early Years and Extended services
- Use of resources
- SEN and Inclusion

A workshop was undertaken in October 2010 with all Headteachers and chairs of governing bodies invited and this meeting determined specific local objectives for each of the seven guiding principles of the Education Vision. These objectives provide the educational test against which any proposals for changes in school organisation will initially be evaluated.

A summary of the data and analysis reported to the Review Group has been published in January to head teachers and chairs of governing bodies of all schools in the review area to seek their views on the Review Group's work and on the relative value and challenges of a long list of examples of possible changes in school organisation identified by the review group and by Council officers. Stakeholders were also invited to submit any other options, not previously identified, for evaluation

The Education Vision is driven by seven guiding principles with the Dunstable and Houghton Regis Review Group identifying key criteria / principles which are summarised below:

1) The need to raise standards and improve outcomes for young people.

Higher attainment at both GCSE and equivalent qualifications
Pre-school and schools should be the start of life long learning

2) To ensure there is continuity of provision across the 0 to 19 age range so there is a 'one phase' approach to learning.

Improved stay-on rates at College & FE, and decrease drop-out rates
A holistic, whole child approach

3) Schools should be based around communities and their needs.

Training Opportunities for staff and parents delivered locally
Pupils who are at risk of exclusion should have access to local specialist support.
Excluded pupils must be dealt with in their own community

4) That what is best for children and families should be at the centre of any change.

Pupils being emotionally resilient to cope in school
Better engagement of D / H-R families
High quality early years intervention

5) That as far as possible services should be delivered locally.

Easier access to school improvement for curriculum areas
Close links and total alignment with the SEN review
Young mothers and pregnancy training
No child to leave their community to be educated

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A definite learning journey for pupils and families

6) New models of leadership and governance for schools should be considered.

Improve the quality of our leadership by attracting the very best leaders

Strengthen 3rd sector liaison.

All stakeholders involved and engaged

7) That the vision should reflect recent curriculum reform.

Increase numbers with GCSE or Diploma

An emphasis on family and life long learning.

Head teachers, chairs of governing bodies and ward councillors have also attended a meeting in February to discuss the outcomes of the review group's work.

A number of options have already been submitted by local schools for discussion and debate. Both of the Academies in the area have contributed to this process

The value of the development of specialist collaborations across schools has also been recognised with examples including the sharing of SENCOs, child protection, behavioural support, education psychologists and speech and language support with dedicated staff covering these functions across a small cluster of schools to help create best practice. Back office functions, i.e. finance and administration, could also serve a number of schools.

The process requires the detailed appraisal of each option in terms of the following themes and criteria:

- Educational – the ability to deliver the aspirations of the Council's Education Vision, as defined in the guiding principles and local objectives.
- Financial – Capital and revenue modelling, including forecast impacts on Dedicated Schools Grant, requirements for capital expenditure and options for funding sources.
- Community - impact on social/community cohesion, regeneration, community use and rural locations, and potential environmental impact.
- Property – Site values, construction costs, alternative uses of surplus property, potential to reduce the carbon emissions arising from schools
- Corporate capacity to deliver - Support required for the process of consultation, implementation and change management, including workforce, curriculum and ICT development.
- School and site specific - Impact on specific schools, on school staff affected by the proposals, any contractual commitments i.e. facilities management, third party users. Impact on travel times/distances to nearest schools.
- Equalities - Equalities Impact Assessment to determine the impact of the proposed change on compliance with equality legislation

Any future recommendations to Executive will be supported by a Consultation plan (for parents and pupils).

Employment Related

Any future recommendations to Executive will be supported by a Consultation plan (for staff).

The Equality Impact Assessment (EIA) will be developed further following the report to Executive (31 May 2011) and clarity has been sought on the preferred option of the Local Authority.

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Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

Stage 3 – Assessing Positive & Negative Impacts			
Equality checklist issues to be considered			
Awareness	Appropriateness	Accessibility	Partnership - working
Take Up levels	Adverse Outcomes	Staff Training Needs	Contracts & monitoring
Analysis of Impacts	Impact?	Summary of impacts and reasons for this	
3.1) Age		Service Delivery Related: Employment Related:	
3.2) Disability			
3.3) Carers			
3.4) Gender Reassignment			
3.5) Pregnancy & Maternity			
3.6) Race			
3.7) Religion / Belief			
3.8) Sex			
3.9) Sexual Orientation			
3.10) Other <i>e.g. Poverty / Social Class / Deprivation, Looked After Children, Offenders, Cohesion, Marriage and Civil Partnership</i>			

Stage 4 – Conclusions, Recommendations and Action Planning		
4.1) What are the main conclusions from the assessment? Service Delivery Related: Employment Related: The council has in place a range of policies to guide managers when reviewing service structures. It is important to monitor that these are applied in practice and that the views and concerns of staff are properly considered.		
4.2) What are the priority recommendations and actions? Service Delivery Related: Employment Related: Ensure that; <ul style="list-style-type: none"> - the views of staff are considered and addressed where possible - follow fair and transparent recruitment procedures - Adopt flexible working practices where relevant - Support staff at risk of redundancy 		
4.3) What changes will be made to address any adverse impacts that have been identified? Service Delivery Related: Employment Related:		
4.4) Are there any budgetary implications? Check the Business Case		
4.5) Actions to be Taken:		
Action	Date	Priority

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Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

Stage 5 - Quality Assurance & Scrutiny:

Checking that all the relevant issues have been identified

5.1) What methods have been used to gain feedback on the main issues raised in the assessment?

√ The Corporate Policy Advisor (Equality & Diversity) for comment & decision re further scrutiny

Step 2:

5.2) Has a member of the senior management team been notified of the outcome of the assessment?

Stage 6 – Monitoring Future Impact

6.1) How will implementation of the actions be monitored?

Service Delivery Related:

Employment Related:

The views of staff during the process will be formally collated and monitored.

The results of all Service Restructure Equality Impact Assessments should be made accessible to the team.

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Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

Appendix 1

Strengths and Weaknesses of Options from an Equality Perspective

Option number 1 - A continuation of the current 3 tier model but with schools formally engaged in hard federations, Academy chains and/or trusts. These partnerships to be developed across phases or as all through schools. This may still include the closure of schools on the grounds of small school size, minimising transitions, reducing surpluses and improved governance.

Strengths

- This option also meets White Paper objectives around schools autonomy, and is line with the direction of where education is going with the Coalition Government.
- For children and family networks in these areas, this option offers a reduced risk of turbulence and disruption where instability is more likely to feature prominently in their lives.
- This option is the one most likely to lead to school improvement in the area – due to minimal structure change and need to develop strong and effective relationships and federations.
- Provides an opportunity to link outstanding schools with schools in need of support, thereby helping improve diversity in the area.
- Enables partnerships to be built around a common ethos and vision., providing an opportunity to have informal common governance around:
 - SEN
 - PRU
 - Back office functions
 - Child protection and other common policy frameworks
 - Staffing and expertise
 - Curriculum development and coordination
 - Peer support and challenge
- Common curriculum (horizontally and vertically)
- It also enables more efficient planning of places and gradual management of population growth to meet the needs of parents/children (i.e. shaped by parents).
- Builds on work already underway by some schools in the area, which have already started discussions about creating formal links/relationships to help and support each other. Provides framework to broker discussions between the other schools in the area.
- As this option is a continuation of the existing structure, the proposal should have no negative impact on extended services (which will no longer be a requirement for LAs as a result of the Education Bill). In fact, there may be opportunities to use any surplus accommodation by schools and extended services rather than mothball them until increased demand for places is realised via growth.
- Early Years - improved liaison on transitions between Early Years and Lower Schools/Nursery Schools resulting from the possibility to develop federations.
- This option provides framework for services to be delivered locally.
- Ensures school size for existing upper schools remains unchanged, which is a benefit as school leaders within the review area have expressed concerns that large upper schools (up to approx. 2500) are not workable with the leadership structures currently in place.
- Addresses the need for a minimum number of pupils in order to employ sufficient staff for specialist teachers at KS3 and “primary” teachers at KS2, by ensuring schools are of a sufficient size

Weaknesses

- May not raise standards (Historical data), as there is insufficient evidence that school structures influence school improvement (e.g. two tier Vs three tier) but rather having good strategic leadership is the key ingredient for success.
- Success of this option relies on the schools being willing and able to develop relationships / linkages to federate.



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- Status quo means limited school facilitated resource enhancing community support networks towards facilitating education/learning attendance.
- Involvement in parent/teacher organisations remains minimum until wider federation approaches influence school's approaches to involving a broader catchment of families – will it do this?
- Whilst this option does not formally involve the closure of any schools, it does not exclude the possibility especially where partnerships are developed across phases or as all through schools – where it may include the closure of schools on the grounds of small school size, minimising transitions, reducing surpluses and improving governance and facilitating partnerships.

Other Issues to Consider:

- Option will not impact on the provision of early years and children's centres on existing sites.
- In cases where existing accommodation is currently used in schools with surplus places, these could either be mothballed or used for other school-related activities.
- This option is the one that is closest to retaining existing known travel patterns to and from schools in the area, as well as any existing community relationships. Staff travel between school sites will depend on how any new partnerships are setup, but has the potential to result in some additional staff travel between federated/linked schools (in order to build and maintain partnerships).
- Where a hard federation is implemented a school is likely to want to re-structure. This may involve a streamlining of the leadership team and/or support staff, which may result in fewer posts available. In these cases, appropriate HR processes will need to be followed (e.g. consultation, recruitment, re-skilling, redeployment, redundancies, etc....)

Option number 4 - Two tier 5-11 Primary and 11-19, (close all Middle schools) limiting each Secondary in size to its existing capacity.

Strengths

- Fits with the current national curriculum.
- Recruitment and retention could be easier in a traditional model
- Fewer points of transfer
- If there were to be significant building on some Lower School Sites, where there was no Early Years provision it could offer the opportunity to add in this part of the 0-19 equation.
- Linking (Social Capital / Community Cohesion) – greater scale/role for school facilitated resource input enhancing community support networks towards facilitating education/learning attendance. Potential to establish/coordinate a true 'hub' approach supporting wider family/community networks.
- Community Strength – more likely to secure involvement in parent/teach organisations - greater pool of community capacity to draw on to support fundraising for school and interaction with wider communities. Need to prevent exclusion of those less likely to take-up this activity.
- As potentially more parents would be accessing the current Lower School sites, it would mean that more of them would possibly access Children Centre Services, and this would be a benefit.

Weaknesses

- Whilst this option fits with the current national curriculum, there is a consultation underway that might move away from Key Stages and focus on curriculum by year groups. If this is implemented, there is less need to move away from a three tier model, as the current three

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Central Bedfordshire Schools Service Restructure Equality Impact Assessment Template

tier structure would be able to ensure continuity of education by year groups rather than the current mix of schools covering the key stages.

- Need less Headteachers, Senior Leaders and Governors for 2 tier .
- Not good for morale of current teaching staff especially at Middle Schools.
- Leadership capacity needs to be able to realign to two tier structure.
- Substantial drop of standards across all phases.
- For children and family networks in these areas, this option could provide disruption where instability is more likely to feature prominently in their lives – change being an initial threat. Time-limited regarding coping with initial change/adjustments for vulnerable children/families.
- This proposal does not directly impact on existing Early Years provision. However improved liaison is essential on transitions between Early Years and Lower Schools/Nursery Schools, and this may be more difficult when assimilating two new years of pupils is being undertaken.
- As far as Early Years Provision and Children’s Centres are concerned the presence on a site can sometimes mean an under occupied school, and therefore closure on this basis would be a cause for considerable concern.
- Employment - for non teaching staff the possible additional transport costs could outweighing level of pay and hours of work, may remove the financial benefits of employment.

Other Issues to Consider:

- Options should not impact on the provision of early years and children’s centres on existing sites, however if current lower schools were to expand it could put the site as a whole under pressure, which could in turn put pressure on the presence of these provisions. It would be important to take this into account when doing site assessments. On the other hand if there were to be significant building on some Lower School Sites, where there was no early years provision it could offer the opportunity to add in this part of the 0-19 equation
- Relationships building is important if the combined catchment areas demonstrate aspects of exclusion/prejudice as identified above
- Maintaining/re-establishing/strengthening connections & networks potential to ensure services and their ability to respond to needs over a wider area. Thought to be given to facilitating off school/outreach utilising wider facilities/venue networks.
- Significant HR issues including redundancies, TUPE and training.
- The management of a re-deployment register - It would be important to ensure as far as possible that schools and academies in the area are ‘signed up’ to the redeployment process. Local Management of Schools prevents the LA from requiring schools to take on redeployed staff from other schools. As a result, the current redeployment policy offers one off sums of money as an incentive to other schools accepting re-deployees. This policy may need to be reviewed in light of current budget constraints.
- Advice on training should be sought from School Improvement colleagues

Option number 3 Two tier 5-11 Primary and 11-19 Secondary schools (close all Middle schools)
Each secondary operating across 3 sites i.e. existing upper and two former middle school sites

Given option 3 is so similar to option 4, this section of the report will highlight any key equality implications that are different to option 4:

Strengths

- Large schools potentially attract high calibre staff linked to funding.
- More innovative solutions of organisation across the 3 possible sites.
- In addition to the changes to all Lower Schools, this option would create three new Secondary Schools based upon current Upper Schools but each operating across three sites. Therefore, this option increases current capacity of each Upper School.

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- As with option 4, this option is more likely to secure greater community involvement as there will be a greater pool of community capacity to draw on (e.g. to support fundraising for school, interaction with wider communities). It therefore provides the potential to establish/coordinate a true 'hub' approach supporting wider family/community networks. However, it retains the diversity of community hubs currently provided by the Middle Schools, which would involve keeping these existing sites under this option.
- Extends choice and/or parental preferences to enlarged existing upper schools.

Weaknesses

- Substantial (temporary) drop of standards across all phases.
- This option does not increase the diversity of provision in the area.
- Provides management challenges of staff resources (e.g. transport, timetable management across multiple sites).
- Inefficient use of capacity - required to enable timetable and curriculum flexibility across 3 sites.
- Increased potential safeguarding issues with pupils transferring between sites during the school day.

Other Issues to Consider:

- The travel implications are similar to option 4, but also the eventual transfer to their former Middle School site or Upper School site will be reliant upon the curriculum model adopted by the new Secondary School.

General Equality Issues to consider for All options

- This review area has the highest level of schools in Ofsted category or LA schools causing concern, therefore will have a low number of schools able to convert to academy voluntarily, but is most vulnerable to the negative impact of change.
- Access to support and learning facilities is key for addressing whole family approach in supporting the Every Child Matters principles – These facilities do not need to be located on the school site, but if they were and joined together in common leadership and management, this could result in improved outcomes for children and families within the area.
- School partnerships created around priority neighbourhoods have a higher potential for supporting and managing vulnerable children and families than could be the case with individual schools.
- Communities in these areas have a strong sense of identity often built through shared social experience such as 'post code blight' and 'reputation' prejudice. Academies and/or Partnerships must facilitate open catchment and equality of opportunity.
- Denominationally-sensitive opportunities for prayer/worship will need future proofing to be considered with regard to expected housing growth – e.g. rooms available to facilitate broader requirements

Appendix 2



S:\Business Transformation\Policy

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Meeting: Executive
Date: 31 May 2011
Subject: The Future of Special Schooling in the South of Central Bedfordshire

Report of: Executive Member for Children's Services

Summary: The report summarises the responses to the consultation on the future of special schooling that was initiated by the Executive at its meeting on the 11 January 2011 and proposes that the Executive agrees to publish statutory notices for the merger of Hillcrest, Weatherfield and Glenwood special schools.

Advising Officer: Edwina Grant, Deputy Chief Executive/Director of Children's Services,
Contact Officer: Sylvia Gibson, Interim Assistant Director, Learning and Strategic Commissioning
Public/Exempt: Public
Wards Affected: All
Function of: Executive
Key Decision Yes
Reason for urgency/ exemption from call-in (if appropriate) N/A

CORPORATE IMPLICATIONS

Council Priorities:

The provision of effective and efficient local services for Special Education Needs forms a key element in delivering the Central Bedfordshire Children's Services Education Vision. It aligns with priorities and programmes on Early Intervention and on transforming learning and the Council's relationship with schools. It will support cross cutting responsibilities for Health.

The proposal relates to the Council's Key Priority:

Educating, protecting and providing opportunities for children and young people.

Financial:

The proposed merger would secure sustainable, efficient and effective delivery of special schooling in the south of Central Bedfordshire. The most significant medium to long-term financial impact will be in reduction of 'Out of Authority' and agency provision for Central Bedfordshire children.

The proposed model of Area Special School, alongside that already available at Ivel Valley School and Maythorn in Biggleswade, would provide an opportunity to bring back to local provision pupils who are currently in out of Authority placements. It would also negate the possibility of other pupils with similar needs being placed out of Authority in the future.

The proposal could deliver savings of up to £197,032. This would be the potential saving in the “lump sum” element of 2 of the schools’ budgets. However, there will need to be an alteration to the lump sum of the new school’s delegated school formula in consultation with the Schools Forum to reflect the increased size and split site nature of the proposal. A proportion of these savings could contribute to any revisions to the funding formula. It should be noted that this is ring-fenced schools grant.

Should the proposal be agreed, then an accessibility audit will be carried out on the Weatherfield Site, and the School’s Accessibility Funding will be identified to support any changes required to ensure the site is accessible to pupils who might require access to it.

Subject to the Council’s Asset Management Policy and in the future consideration could be given to the disposal of one site and possible future use of capital finance to extend the buildings on another site to create a school on two sites.

Legal:

Any change to the statutory operation of a school or designated provision within a school requires formal consultation on published proposals in accordance with Section 19(1) of the Education and Inspections Act 2006. A decision has to be made by the Council within two months of the end of this consultation period.

Should the Executive make a decision to make a change to any or all of the schools, each school will require publication of a Statutory Notice outlining the proposed changes for a period of 6 weeks. These statutory notices can be linked, and should be published during term time.

If statutory notices are published in June 2011, this would allow for a 2012 start for the new school.

The responses to the Statutory Notices will form the basis of a further report to the Executive in August to enable a final decision to be made.

Additionally, parents may seek to challenge the position of the council on individual cases by application to the SEN and Disability Tribunal (SENDIST).

Risk Management:

The SEN “Improvement Test” which is a professionally based quality test, has been applied against the proposed changes (Appendix A).

Were the Council to make no decision it may be at risk of failing in its duty to provide an efficient education for children and young people with special educational needs, which could result in damage to the Council’s reputation.

Staffing (including Trades Unions):

Council officers have attended meetings with staff and Trade Unions at all 3 schools during the consultation process. The proposed changes to a larger school could allow for better career progression for all staff than is available in a small school.

If the proposed merger is agreed, the headteacher appointment process would need to be initiated, and subsequently staff and professional associations would be engaged in a consultation on a new staffing structure.

Equalities/Human Rights:

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.

This statutory duty includes requirements to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Take steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encourage people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

If the proposed merger is agreed then the Council should ensure that the next stage of publishing a statutory notice is fully accessible. As set out in the section on Risk Management, The SEN "Improvement Test" has been applied against the proposed changes and forms the basis of an ongoing Equality Impact Assessment.

Community Safety:

None

Sustainability:

Any capital development that is required to implement the proposed merger will maximise energy efficiency and sustainability.

Summary of Overview and Scrutiny Comments:

- At its meeting of the 23 November 2010, the Children's Services Overview and Scrutiny Committee stated that their preferred option for the delivery of Area Special Schooling in Dunstable / Houghton Regis was to merge Glenwood, Hillcrest and Weatherfield schools through the closure of two and the prescribed alteration of one across all three sites initially or the closure of all three schools and the opening of one new school across three or two sites.

- At their meeting of the 21 December 2010, they reconfirmed this recommendation. However, the Scrutiny Committee asked that they be given the opportunity to see the outcome of the informal consultation to consider whether or not they wish to review this recommendation before the Executive took a decision to publish any statutory notices required. The Scrutiny Committee were mindful that to ensure a September publication of notices that the Executive needed to consider the recommendations to publish any statutory notices at their meeting on 31 May 2011 at the latest, therefore they agreed that the Children's Services Scrutiny Committee that is operating in May 2011 may need to be asked to have a special meeting and if necessary verbal recommendations be passed to the Executive to meet this deadline. The Scrutiny Committee will meet on 24 May to offer comment on this published report. Timescales are challenging as the aim is to publish statutory notices by September 2011 to enable the school to plan for a 2012 start if the proposal goes to the next stage.

RECOMMENDATION:

- 1. that the Executive agree to the publication of Statutory Proposals to merge Hillcrest, Weatherfield and Glenwood special schools to become a single area special school across the existing 3 sites through the expansion of Glenwood School and the closure of Hillcrest School and Weatherfield School.**

Reason for Recommendation: So that the Council discharges its duty to secure special school provision in an efficient way and which meets the needs of children and young people with complex needs.

Executive Summary

The report summarises the responses to the consultation, and addresses the concerns raised by respondents. It makes a recommendation as to the next steps in the process.

Background

1. On 6 June 2008, the Central Bedfordshire Transition Task Force considered and adopted the recommendations of the Review of Special Needs carried out by the legacy Council. This included the recommendation to develop Area Special Schools in the Central Bedfordshire area.
2. In March 2009, the Schools Forum agreed the changes to the funding formula for special schools in order to target funding appropriately to the increasingly complex needs of the pupils. The Review of Special Needs identified that mainstream schools had developed their knowledge and expertise in meeting a broader range of needs, and an increasing number of parents had chosen mainstream education for their child, even when they met the admissions guidance for a special school.

3. On 23 June 2009, the Executive agreed to initiate a consultation on the options for the future of special schooling in the East of Central Bedfordshire. On 8 December 2009 the Executive considered the responses to the consultation and supported the proposed merger of Hitchmead and Sunnyside schools to create an Area Special School. Statutory proposals led to the decision to cease to maintain Hitchmead Foundation Special School from 31 August 2010.
4. Related proposals to make a prescribed alteration to Sunnyside Community Special School to become an Area Special School for pupils with complex needs aged 3-19 across the two existing sites from 1 September 2010 were approved by the Executive on 8 April 2010.
5. On 1 September 2010 the new Ivel Valley Area Special School opened across the two sites.
6. In March 2010, the Executive agreed the Education Vision for Central Bedfordshire, with specific reference to Inclusion and Special Needs. This included reducing out-of-authority specialist placements by re-allocating resources to make provision to meet needs locally; developing the concept of Area Special Schools with a broader role for delivering services to mainstream schools; championing the needs of all pupils (including underperforming and vulnerable groups); and supporting federations, trusts and partnerships in developing locally delivered targeted services to support prevention, early identification and effective interventions.
7. At its meeting on the 11 January 2011 the Executive made the following decisions:
 - a. that consultation commence on the preferred option for the delivery of Area Special Schooling in Dunstable/Houghton Regis, that being to merge Glenwood, Hillcrest and Weatherfield Schools either through the closure of two and the prescribed alteration of one across all three sites initially or the closure of three schools and the opening of one new school across three or two sites;
 - b. that, subject to the outcome of the consultation, a recommendation be put to a future meeting of the Executive for statutory publication of the proposed merger.
8. This report sets out the responses to the consultation carried out in February/March 2011 regarding the proposal for the development of the agreed model of Area Special School for the South of Central Bedfordshire. The consultation document is provided as Appendix B.

Summary of responses to the Consultation

9. The consultation was initiated on 14 February 2011 and ended on 25 March 2011. A pre consultation meeting was held with Trade Unions. 4 staff meetings were held with staff and Trade Unions (1 in each school, plus an additional meeting at Glenwood for Midday Supervisors). 3 public meetings were held (2 in Dunstable and 1 in Leighton Buzzard). These were attended by approximately 150 people, although a number of people attended more than 1 meeting. A summary of the questions raised and comments made, and the responses to these are available as background papers.
10. Some respondents sent a letter as well as responding via the questionnaire. 23 of these were from pupils at Weatherfield School. These are available as background papers.
11. It should be noted that the majority of responses to consultations of this nature tend to be from people who are not in support of the proposed changes and this is the case for this consultation. People who agree to the proposals do not tend to respond in the same numbers. 33% of the responses received through the questionnaires were from people with a connection to Weatherfield School, 19% with a connection to Glenwood School, and 10% with a connection to Hillcrest School. The majority of those respondents associated with Weatherfield School do not support the proposal. The tables of numbers of responses are attached as Appendix C
12. Responses generally demonstrate support for the status quo, which demonstrates the high value people place on our special schools. However, this would not provide a sustainable model for the future and is not a position supported by the special school headteachers.
13. The pupil consultation was carried out by the Central Bedfordshire Children's Participation Development Officer and Bedford Creative Arts and involved pupils across the schools, 47 from Glenwood, 43 from Hillcrest, and 81 from Weatherfield. This is available as background papers.
14. In order to avoid confusion for the pupils, the activities focused on the facilities at the schools. The pupils took photos of facilities at the schools so that they were later able to identify what facilities and resources they liked in the schools, even if they did not know the buildings.
15. The level of understanding regarding the consultation varied in each school, and so the activities were sensitive to the school's advice regarding the needs of the pupils. Most of the responses therefore relate to the current situation, and only Weatherfield responses relate to their understanding of the proposed merger. The pupils who responded clearly valued and enjoyed their school, and most were interested in accessing the resources available at the other schools.

Summary of points raised and responses to these

16. That the Council should have consulted on other options

The Executive considered other options at their meeting on 11 January 2011, and on the basis of information within the report regarding the advantages and disadvantages of these, made the decision to consult on the option to merge the 3 schools as an Area Special School

17. Should the option of merging only Glenwood and Hillcrest as an Area Special School be considered at this point in time the concern is that Weatherfield could become non-viable in the future. Weatherfield staff, parents and governors would have missed the opportunity to influence the development of the Area Special School model. The general view from the majority of respondents from the Severe Learning Difficulties (SLD) sector was that they would support the merger of 2 or 3 schools, as long as class sizes remain small, staff ratios are appropriate, and Autistic Spectrum Disorders (ASD) provision remains for all ages

18. 1 respondent put forward a suggestion of 2 Area Special Schools, one for ambulant, and 1 for non ambulant pupils or those with more complex needs. This could create difficulty with admissions as the schools are in such close proximity and it would be difficult to separate the needs of pupils in this way. The current profile of the 3 schools shows that the majority of pupils have a range of complex needs, and there are very few pupils who just have moderate learning difficulties and no other need.

19. A suggestion was made to link the schools more closely through a federation of partnership. This would not resolve the issues identified as part of the proposal, and would not deliver the model of an Area Special School.

20. That the proposal means that the MLD school will close down and current facilities will be lost

There are no plans to close any of the sites in the short or medium term. Current facilities would be available to the pupils at all of the schools. Should the resources become available in the future to develop a one site or two site school, serious consideration would be given to maintaining access to the appropriate resources that meet the needs and aspirations of the current and future pupil population.

21. That the Council should not change what is working well

The research demonstrates the educational benefits of an Area Special School as set out in the consultation document. The success of any school is dependent on the strong leadership of the school and the specialist knowledge of the staff working within it, which the proposed model will provide.

22. Most respondents agreed that some change was necessary, but some responded that only Glenwood and Hillcrest should merge as an Area Special School.
23. The proposed model provides for a sustainable model of special schooling into the future. Concern remains that if this proposal is not implemented, one school could become non-viable very quickly.
24. If only Glenwood and Hillcrest schools merge as an Area Special School, and Weatherfield remains as it is, the concern would be that the remaining school could become non-viable in the future. Currently, a small number of pupils transfer each year from Glenwood to Weatherfield. If only Glenwood and Hillcrest merged as an Area Special School, these pupils are likely to remain in that school. Due to the existing specialist expertise in Autism at Glenwood and Hillcrest Schools, the recommendation would be that this merged school would provide the specialist resource for those pupils with moderate learning difficulties and Autism who require a specialist provision outside of the Council and therefore at rechargeable costs like that currently accessed at Grange School in Kempston.
25. Any proposed change is naturally worrying for the pupils, parents and staff. Experience shows that, despite any reassurances given, these concerns remain until the positive impact can be demonstrated. Communication throughout any change is crucial. Should the proposal be implemented, the staff who know the pupils best are well placed to reassure the pupils and their parents that in practical terms, what they experience will not be dissimilar to the offer they are currently used to.
26. **That the size of school and classes, and mix of pupils would not be in the interests of the pupils**

Special school staff have significant experience and expertise in identifying the needs of the pupils, and putting together an individualised programme that meets the specific needs of any pupils that are admitted. The feedback from staff at Ivel Valley School and from other schools of a similar type has been that this has not been an issue.
27. As is already the case in the schools at present, the leadership team of the school would be responsible for organising the class groups and determining how the staff are allocated to meet the needs of the pupils. Account is taken on the skills and expertise of particular staff when planning this. The funding model for special schools is based on providing sufficient levels of resources to provide the staffing ratios required to meet the needs of the mix of pupils.

28. Some concerns were raised regarding children being in one school from 3 – 19, although other respondents saw this as an advantage for continuity and progression. Age groups would be managed within distinctive groups and areas that provide the appropriate resources to meet the curriculum and individual needs of these pupils. How this is organised would be a decision of the leadership team of the proposed school.
29. There are significant advantages to the pupils in having opportunities to come together in different ways, including the development of academic, social and emotional skills. Feedback from staff at Ivel Valley who attended the staff meeting at one of the schools reaffirmed this.
30. Opportunities have been offered to staff from all of the schools to visit the other sites and see the range of needs that all 3 schools currently successfully meet.
31. **The role of the head teacher**
- Concerns were raised regarding the ability of a head teacher in a large school to know all of the pupils, and be able to actively ensure high quality provision across all 3 sites. One respondent suggested that there could be two joint headteachers. The Governing Body is responsible for securing appropriate leadership for a school, and the Local Authority would provide advice, and support any proposals for leadership of the school that would ensure its success within the resources available.
32. The Head teacher and governing body would need to put in place a leadership/management structure that took into account the number of sites and range of needs of the pupils. Although this would not be the responsibility of the Local Authority, the Local Authority would be able to advise on effective management structures based on the experience of other similar schools. Any proposed staffing structure would have to go through appropriate consultation with staff and Trade Unions.
33. A suggestion was made that should the proposal go ahead, then the Head teacher should be appointed prior to the date of implementation to ensure that the transition is managed carefully, taking account of the needs and concerns of the pupils, parents and staff. The Local Authority will seek to act on this suggestion as such an arrangement would mitigate against concerns that any transition might lead to less favourable provision for those pupils in the schools at that time.
34. **Morale of staff**
- Concerns were raised that staff morale could be affected by the proposals, resulting in good staff leaving.

35. The skills of the staff are required in this proposal to ensure that the mix of expertise is available both now and into the future. The proposed model provides opportunities for staff development and career progression.
36. If the proposal is agreed to progress to the next stage of consultation, regular and consistent communication between the Local Authority and the schools, and within the schools themselves will need to be ensured.

37. **Pupils with Moderate learning Difficulties (MLD) may be put back in to mainstream schools or fail in mainstream schools**

The proposal does not suggest the reintegration of pupils with MLD back into mainstream. The proposal recognises that the needs of the pupils at Weatherfield have become more complex, but that pupils with moderate learning difficulties but no additional needs are now in mainstream schools in most cases. Pupils currently within the schools can remain as part of the proposed merged school.

38. The admissions guidance has been implemented in its current form for many years. It is applied flexibly and takes account of the complete needs of the pupils. If pupils' needs meet this guidance, they will continue to be placed in a special school.

39. **Concerns that the proposals are about making savings**

The main basis for the proposal is to ensure long term sustainability of good quality special school provision. The current and anticipated size of one school makes it increasingly difficult for it to offer the appropriate breadth of curriculum. It is recognised that while there are potential savings in the lump sum element of the schools' budgets, the use of this would need to be reviewed in consultation with the Schools Forum in the light of the changed size of the school and the number of sites.

40. **The impact of the SEN Green Paper**

Central Bedfordshire continues to see special schools as an important part of a continuum of provision, both in themselves and as part of their broader role in outreach support to mainstream schools, which is consistent with current Government thinking.

Additional Information

41. It was stressed that the children who attend both schools require consistency, and that whatever decision is taken by the Council, any disruption to pupils, families and staff should be minimised, and action taken to ensure that any changes do not impact on the quality of education and provision. It is planned that a transition group be formed consisting of representatives from all 3 schools and officers of the Local Authority to manage the process of change.

Conclusion

42. In the light of the educational and longer term economic benefits of the proposed merger of the 3 schools, it is recommended that the Executive agrees to publish statutory notices to merge the 3 schools across all 3 sites initially. Having taken into account all of the views expressed through the consultation, the recommendation is that the proposal will enable establishment of sustainable special schooling in the future.
43. Respondents' views were that this should be achieved through the expansion of one school and not the closure of all schools, as it was felt that this would delay the proposal and create longer term uncertainty for families and staff, and could result in good staff leaving.
44. It is therefore recommended that this is achieved through the expansion of Glenwood School into a newly named Area Special School, which will require linked notices to be published for the discontinuation of Weatherfield and Hillcrest Schools. The Instrument of Governance will need to be reviewed to take account of the proposed increased in numbers.

The reasons for this are:

- Glenwood is categorised by Ofsted as an Outstanding School and is the only one of the three schools to be so designated.
 - Glenwood already coordinates the Outreach provision in this area of Central Bedfordshire
 - Staff, parents and Governors have been positive about the proposal and have an interest in ensuring its success.
45. This recommended course of action is consistent with the proposals set out in the Vision for Transforming Learning in Central Bedfordshire, which includes the development of Area Special Schools as part of an SEN/Inclusion Strategy.
46. Following this consultation and any final decision made by the Executive, consideration will be given in the future to bringing the merged school onto 2 sites with retention/development of the specialist resources valued by the pupils, parents and staff as soon as the capital resources allow and subject to the Council's Asset Management Policy.

Appendices:

Appendix A: SEN Improvement Test

Appendix B: Consultation Document

Appendix C: Consultation Questionnaire Response Figures

Background Papers: (open to public inspection)

January 2011 Executive Report

Consultation written responses

Notes from public meetings

Children's consultation and DVD

Location of papers: Priory House, Chicksands

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Appendix A

SEN Improvement Test

(from 'Planning and Developing Special Educational Provision – A Guide for Local Authorities and Other Proposers – DSCF 2007)

Introduction

This document provides a guide to Local Authorities and other proposers of new special educational provision and all those responsible for making decisions about the organisation of special educational provision.

This guidance requires that when proposals are developed for reorganising or altering SEN provision LAs and/or other proposers will need to show how they will improve on current arrangements. The SEN Improvement Test sets out a number of factors that local authorities and other decision makers should consider when determining statutory proposals to reorganise SEN provision.

Within the context of any review or reorganisation of SEN provision LAs should be endeavouring to ensure equity and fairness across the authority. LAs and other decision makers need to appreciate that making changes to historic patterns of provision can be difficult to achieve as they may lead to a perceived reduction in the range of type of provision in one school or locality whilst ideally contributing to a greater and more appropriate range of provision across the authority or region. It should also be recognised that maintaining unnecessary provision may lead to unreasonable public expenditure which does not represent value for money. Reorganisation can, of course, release funding which can be used to invest in more effective provision.

Under the 'key factors' below we have set out how these have been taken into account.

Key factors

Details of the specific educational benefits that will flow from the proposals in terms of:

- a) *improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy*
- The proposal brings together a range of specialist expertise which will broaden the curriculum for all pupils.
 - There would be increased access to a diverse range of specialist resources for pupils across all 3 sites as appropriate to need and age.
 - Improved access to the facilities in all 3 schools will be supported, and an accessibility audit will be completed in line with the LAs Accessibility Strategy.
 - For those pupils currently attending Weatherfield School for whom it is appropriate, there would be access to school-based provision post

- b) *improved access to specialist staff, both education and other professionals, including any external support and/or outreach services*
- Due to the existing expertise at Glenwood and Hillcrest schools in meeting the needs of children with Autistic Spectrum Disorders (ASD) which is internationally recognised, this proposal could provide the provision currently lacking in Central Bedfordshire for pupils with Moderate Learning Difficulties and ASD.
 - This would provide a centre for professionals from Health and other services to support provision for children with complex needs.
 - The size and designation of the school would provide a model for leadership that would support the growth of future leaders in special education.
 - The proposal could provide an integrated model for coordinating specialist peripatetic services and outreach to support the most vulnerable children wherever they receive education as part of an extended role for special schools. Glenwood School is already the identified lead school for provision of outreach in this area.
 - This proposal alongside the development of our support services could provide focussed professional development for all staff working with our most vulnerable pupils 0 – 19 and post 19 that supports continuity and progression and aids transition into the next stage of their lives

c) *improved access to suitable accommodation*

The increased access to space and resources for all groups of pupils will improve the access to suitable accommodation for all pupils.

d) *improved supply of suitable places*

The proposal will provide places for pupils with complex needs in this area of Central Bedfordshire.

LAs should also:

- i. *obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible*
- The proposal was considered as part of a public consultation February/March 2011. These views will be considered by the Executive at their meeting on 31 May 2011.
- ii. *clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools should confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum.*

The pupils will continue to utilise the current sites but will also have access to resources currently provided through the other schools as appropriate to age and need. All pupils will have a place.

- iii. *specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children*

Transport arrangements will continue to be provided as set out in the Central Bedfordshire Transport Policy.

- iv. *specify how the proposals will be funded and the planned staffing arrangements that will be put in place.*

The funding for the proposals is set out in the Executive report. Subject to a decision being taken following publication of Statutory Notices, the schools will initiate a consultation on a staffing structure with staff and professional associations that ensures the needs of the pupils continue to be met.

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Consultation on the Future of Special Schooling in the South of Central Bedfordshire

February 14 – March 25 2011

Closing date for responses 12 noon, March 25 2011



1. Why is Central Bedfordshire consulting with you?

This consultation has been initiated as the next stage of the delivery of the agreed model of Area Special Schools in Central Bedfordshire. It will enable all interested parties to express their views on the development of the delivery of special schooling in the South of Central Bedfordshire. Your responses will help inform the Council's decision-making on the best way to proceed that ensures that we develop special school provision that will meet the needs of children who require it in the South of Central Bedfordshire.

2. What are we consulting on?

We are consulting on the proposal to merge Glenwood, Hillcrest and Weatherfield Special Schools. We are planning to continue to use all 3 sites initially. Merger can be achieved in two ways, either through the expansion of 1 school and the closure of 2 schools or the closure of all 3 schools and the opening of 1 "new" school. If it was proposed to close all 3 schools it is expected that it would then be necessary to undertake a "competition", which means inviting anyone who might be interested (which may include the Local Authority) to propose to open the "new" school.

3. Background

On 29 January 2008, the Executive of Bedfordshire County Council considered a report on Bedfordshire's Special Educational Needs (SEN) Review, which recommended a number of actions that needed to be taken to improve provision for SEN across the county. These recommendations arose from consultation meetings in 2007 with parents/carers, schools and other agencies, as well as analysis of key information.

On 6 June 2008, the Central Bedfordshire Transition Task Force considered and adopted the recommendations of the Review of Special Needs carried out by the former Bedfordshire County Council. This included the recommendation to develop Area Special Schools in the Central Bedfordshire area.

In March 2009, the Schools Forum agreed the changes to the funding formula for special schools in order to target funding appropriately to the increasingly complex needs of the pupils. It was recognised that the needs of children now attending the MLD schools were becoming more complex. The Review of Special Needs identified that mainstream schools had developed their knowledge and expertise in meeting a broader range of needs, and an increasing number of parents have chosen mainstream education for their child, even when they met the admissions guidance for a special school.

On 23 June 2009, the Executive agreed to initiate a consultation on the options for the future of special schooling in the East of Central Bedfordshire. On 8 December 2009 the Executive considered the responses to the consultation and supported the proposed merger of Hitchmead and Sunnyside schools to create

an Area Special School for pupils aged between 3 and 19 across the two existing sites. On 8 April 2010 the Executive made the final decision to proceed with the merger, and on 1 September 2010 the newly named Ivel Valley Area Special School opened across the two sites.

In March 2010, the Executive agreed the Education Vision for Central Bedfordshire, with specific reference to Inclusion and Special Needs. This included reducing out-of-authority specialist placements by re-allocating resources to make provision to meet needs locally; developing the concept of Area Special Schools with a broader role for delivering services to mainstream schools.

Headteachers of the special schools in this area have been working with officers to consider the advantages and disadvantages of possible options and these were presented in the report to the Executive.

In their meeting on 11 January 2011 the Executive considered the advantages and disadvantages of 3 options and made a decision to consult on one option as a preferred option.

4. What is an Area Special School?

Area Special Schools will provide local high quality education for the growing population of children with severe and complex needs from early years to post 16, and support mainstream schools to become more inclusive by developing and improving their capacity, through advice, support and training. We see these schools as an important part of local service delivery and at the heart of a co-ordinated multi-agency network of services that will deliver more flexible provision for young people with special educational needs and their families.

Area Special Schools offer the benefits brought about by concentrating and co-ordinating expertise and specialist resources within a single organisation. They are well placed to provide 'extended' services to support pupils with SEN and their families.

5. What were the other options that were considered before the consultation?

a. Keeping all 3 schools the same as they are now

All of the special school headteachers are in agreement that the three schools remaining as they are is not an option.

b. To merge Glenwood and Hillcrest into an all age Area Special School and retain Weatherfield as a school for pupils with moderate learning difficulties (MLD)

- It would not achieve the aim of moving away from separately designated schools for pupils with severe learning difficulties (SLD) and moderate

learning difficulties (MLD) to the agreed model of an Area Special School

- This would not provide an equitable model across Central Bedfordshire.
- It would not resolve the lack of post 16 provision for pupils with MLD who could not have their needs met in other post 16 provision locally.
- It could create difficulties with admissions as some pupils could meet the admissions guidance for both an Area Special School and an MLD School.
- The continued viability of a stand alone MLD school would be an issue.

While the head teachers and Governors of Glenwood and Hillcrest Schools are in support of the proposal to merge all 3 special schools, they are in agreement that if this does not proceed they would wish to come together as 1 school under 1 leadership team.

6. Who is being consulted?

Central Bedfordshire is keen to make this consultation as broad as possible and so would encourage anybody with an interest to respond. Parents, staff, local community groups, other schools, local residents, professional associations, appropriate Members of Parliament and any other interested parties are all welcome and encouraged to participate and contribute to this process. Public meetings have been arranged as set out below where you can hear more information and ask questions.

Central Bedfordshire acknowledges the requirement to consult with all recognised professional associations/unions as well as staff groups, and they will all be included in the formal consultation process.

- The dates for the **staff meetings** are:

Weatherfield School: Tuesday 15 February
Hillcrest School: Wednesday 16 February
Glenwood School: Thursday 17 February

- The dates for the **public meetings** are:

Dunstable Fire Station: 1st March 2011, 7.00pm and
7th March 2011, 1.30pm
The Cedars Upper School, Leighton Buzzard: 2nd March 2011, 7.00pm

These venues only hold a restricted number of people so please contact Customer Services on 0300 300 8304 or on customer.services@centralbedfordshire.gov.uk and let us know which meeting you would like to attend. We will run further meetings if required.

7. What are the previous and current numbers of pupils at the schools?

All schools have children on their roll who live outside Central Bedfordshire. The current numbers are as follows, but projected figures depend on any further request for changes in placement, further new admissions or additional leavers. Children can be admitted to a special school at any point in a year and so numbers can increase throughout the year. This is particularly the case for Glenwood school.

Glenwood: 74 including (2 Luton and 1 Bedford Borough)
 Hillcrest: 64 (including 9 Luton and 1 Bedford Borough)
 Weatherfield: 93 (including 4 Luton, 1 Bucks, 1 Bedford Borough and 2 Herts)

Total: 231

Glenwood

PUPIL NOS	Jan 06	Jan 07	Jan 08	Jan 09	Jan 10	Jan 11
TOTAL	62	61	70	72	78	74

Potential numbers for Glenwood for September 2011 are currently 66.

Hillcrest

PUPIL NOS	Jan 06	Jan 07	Jan 08	Jan 09	Jan 10	Jan 11
TOTAL	91	87	84	79	72	64

Potential numbers for Hillcrest for September 2011 are currently 60.

Weatherfield

PUPIL NOS	Jan 06	Jan 07	Jan 08	Jan 09	Jan 10	Jan 11
TOTAL	136	122	106	98	93	93

Potential numbers for Weatherfield for September 2011 are currently 86

27 Central Bedfordshire pupils are currently attending Grange School (MLD), 31 attending St John's School (SLD/PMLD) and 29 attending Ridgeway School for children with physical disabilities, all in Bedford Borough. There are smaller numbers of pupils attending other Authority Special Schools in surrounding Authorities.

We recognise the increase in children with more complex needs in our special schools. We also recognise that some parents are choosing their local

mainstream schools and that these schools are successfully meeting their children's needs.

8. What might the advantages and disadvantages be?

The Council and the headteachers from the 3 schools involved have suggested some advantages and disadvantages of this option, and would welcome your views on these and any further advantages and disadvantages or issues that you feel arise from this. We have attached a form to help you with your response.

Advantages

- This would bring together the skills, knowledge and expertise of the 3 schools which would enrich the teaching, learning and curriculum for all of the pupils.
- This would achieve the agreed model of an Area Special School, and is likely to provide the best basis for long term sustainability and high quality provision.
- This would be consistent with the Members' decision regarding Ivel Valley Area Special School and provide an equivalent model to that in the east of Central Bedfordshire.
- Due to the existing expertise at Glenwood and Hillcrest schools, this would provide the specialist Autistic Spectrum Disorder (ASD) provision currently lacking for Central Bedfordshire pupils with MLD and complex ASD. Currently pupils who are assessed as requiring this type of provision travel to a Bedford Borough School.
- For those pupils currently attending Weatherfield School for whom it is appropriate, there would be access to school-based post 16 provision.
- There would be increased access to a diverse range of specialist resources for all pupils across the 3 sites as appropriate to need and age.
- This would provide a substantive centre for professionals from health and other services to support future provision for children with complex needs.
- The size and type of the school would have a model for leadership that would provide for the growth of future leaders in SEN
- The size of the school would provide an economy of scale that would support recruitment and retention of high quality staff, and provide career development
- It would put the school in a strong position for considering the future development as a Teaching School
- This could provide an integrated model for coordinating specialist peripatetic services and outreach to support the most vulnerable children wherever they are receiving education as part of an extended role for

special schools. Glenwood School is already the school identified for Outreach in this area of Central Bedfordshire.

- This would provide focussed professional development for all staff working with the most vulnerable children 0-19 and post 19 that supports continuity and progression and aids transition into the next stage of their lives.
- Subject to the Council's Asset Management Policy, future consideration could be given to the disposal of one site and a possible future use of capital finance to extend the buildings on another site to create a two sited school (primary/secondary). That would reflect the model in the East of the County.

Disadvantages

- More objections are possible from parent groups and governing bodies if one or more of the schools are not in agreement with this, or if the intent of this option is misunderstood.
- Closing 2 of the 3 schools and expanding 1 or closing all 3 schools and opening as one may invoke more opposition if the intent is misunderstood.
- Closing all 3 schools and opening as 1 through "competition" could delay the process, and therefore create uncertainty for pupils, parents and staff for longer.

9. The process

There is a period of 6 weeks, during which you are asked to express your views. The Council will consider responses to the consultation at its Executive Meeting on 31 May 2011. If after this consultation it is decided by the Council to take forward a proposal that requires publishing a statutory notice, there will be a further period of six weeks, during which there is an opportunity for further views to be expressed in writing to the Council.

10. How to express your views

We want to receive your views on this matter as fully as possible. You can do this by completing the attached response form to the consultation document, by attending the public meeting detailed in section 6 and you will be given a response form there, or by responding on the Central Bedfordshire website www.centralbedfordshire.gov.uk/surveys/SpecialSchools/south.htm by **12 noon on 25 March**. Points raised at the meetings will be reported back as part of the process. If you would rather provide your feedback verbally, then please contact Customer Services on 0300 300 8304 so arrangements can be made.

**Please return your completed form to one of the schools or by post to:
Special School Consultation
FREEPOST RSJS-GBBZ-SRZT
Central Bedfordshire Council**

**Priory House
Monks Walk
Chicksands
Shefford SG17 5TQ**

Appendix C

Table of responses to the Consultation

The table below shows the numbers and percentages of responses received using the questionnaire and their interest in the consultation. Some of these were group responses.

	Frequency	Percent
Parent of a child at Weatherfield School	45	21
Employee of Weatherfield School	19	9
Parent of a child at Glenwood School	19	9
Employee of Glenwood School	18	8
Local resident	14	7
Parent of a child at Hillcrest School	13	6
Governor of Weatherfield School	7	3
Parent of a child at another school	7	3
Employee of another School	6	3
Employee of Hillcrest School	6	3
Governor of Glenwood School	5	2
Governor of another School	1	1
Governor of Hillcrest School	1	1
Other	55	25
Total	216	100
Missing	1	1
Total	217	100

The table below shows the responses to the proposal

	Frequency	Percent
Strongly agree	27	12
Agree	20	9
Nether agree nor disagree	18	8
Disagree	19	9
Strongly disagree	132	61
Total	216	100
Missing	1	1
Total	217	100
Agree	22%	
Disagree	70%	

Level of agreement or disagreement with merger proposal by interest in consultation (Q2 by Q3)

	Strongly agree	Agree	Nether agree nor disagree	Disagree	Strongly disagree	Total
Parent of a child at Glenwood School	4 21%	9 47%	2 11%	3 16%	1 5%	19 100%
Parent of a child at Hillcrest School	1 8%	1 8%	4 31%	3 23%	4 31%	13 100%
Parent of a child at Weatherfield School	0 0%	1 2%	1 2%	4 9%	39 87%	45 100%
Parent of a child at another school	1 14%	0 0%	0 0%	1 14%	5 71%	7 100%
Employee of Glenwood School	6 33%	5 28%	5 28%	1 6%	1 6%	18 100%
Employee of Hillcrest School	1 17%	2 33%	2 33%	0 0%	1 17%	6 100%
Employee of Weatherfield School	0 0%	0 0%	0 0%	1 5%	18 95%	19 100%
Employee of another School	2 33%	1 17%	0 0%	0 0%	3 50%	6 100%
Local resident	1 7%	0 0%	2 14%	4 29%	7 50%	14 100%

	Strongly agree	Agree	Nether agree nor disagree	Disagree	Strongly disagree	Total
Parents overall	6 7%	11 13%	7 8%	11 13%	49 58%	84 100%
Employees overall	9 18%	8 16%	7 14%	2 4%	23 47%	49 100%

Meeting: Executive
Date: 31 May 2011
Subject: Discontinuation of the Dyslexia Provision at Priory Middle School
Report of: Executive Member for Children's Services
Summary: The report sets out the responses to the statutory notice to discontinue the dyslexia provision at Priory Middle School from 1 September 2011.

Advising Officer: Edwina Grant, Deputy Chief Executive / Director of Children's Services
Contact Officer: Sylvia Gibson: Interim Assistant Director, Learning and Strategic Commissioning
Public/Exempt: Public
Wards Affected: All
Function of: Executive
Key Decision: Yes
Reason for urgency/ exemption from call-in (if appropriate): N/A

CORPORATE IMPLICATIONS

Council Priorities:

The provision of effective and efficient local services for Special Education Needs forms a key element in the Central Bedfordshire Children's Services. It aligns with priorities and programmes on Early Intervention and on transforming learning and transforming the Council's relationship with schools.

The proposal relates to the Council's Key Priority:

- Educating, protecting and providing opportunities for children and young people.

Financial:

Discontinuation of the dyslexia provision will deliver a full year saving of £57,960. In 2011/2012 it will deliver a saving of £33,810. This is ring-fenced schools grant and so should the decision be made to discontinue the provision, the Schools Forum will need to make a decision as to its future use. The recommendation would be that it should be used to release Council budgets that are funding special educational needs provision that could be funded by Direct Schools Grant for which there is a budget pressure.

Legal:

Statutory notices were published for a 6 week period (28 February to 8 April) in accordance with Section 19(1) of the Education and Inspections Act 2006 to make a prescribed alteration to Priory Community Middle School, Dunstable from 1 September 2011. A decision has to be made by the Council within two months of the end of the consultation period.

Risk Management:

All schools have had access to professional development and training in proven models of literacy intervention.

Staffing (including Trades Unions):

All staffing issues have been resolved and redundancy does not apply.

Equalities/Human Rights:

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.

This statutory duty includes requirements to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Take steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encourage people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

As part of the development of this proposal an Equality Impact Assessment has been undertaken. This has highlighted that the Council has provided accredited and non-accredited opportunities for training and guidance on proven models of literacy intervention. Schools are responsible for ensuring that their staff receive appropriate training and support to meet the needs of pupils with literacy difficulties. The Council signposts schools to appropriate resources to support them in this area.

Community Safety:

N/A

Sustainability:

The development of local provision to meet local need, matched to analysis and understanding of the changing demographic, is the best way to ensure sustainability.

RECOMMENDATION:

that the dyslexia provision at Priory Middle School be discontinued from 1 September 2011.

Reason for Recommendations: Only one response was received to the Statutory Notice. All schools are responsible for meeting the needs of pupils with Dyslexia and literacy difficulties.

Introduction

1. At the meeting on 11 January 2011, the Executive made the decision to commence statutory consultation on the discontinuation of the dyslexia provision at Priory Middle School.
2. This paper outlines the responses to the publication of statutory notices in February 2011, which set out the proposal for the discontinuation of the dyslexia provision at Priory Middle School to take effect from 1 September 2011.

Background and Context

2. Central Bedfordshire has 1 middle school provision for Dyslexia based at Priory Middle School. There are currently 3 pupils in the provision at Priory Middle School, two of whom leave in July 2011. The provision is funded for 7 pupils.
3. Provision is already being made across all schools. The Council has offered training to both teachers and teaching assistants in delivering proven models of literacy intervention, as well as the Diploma and Certificate in Assessing and Teaching Learners with Specific Learning Difficulties (Dyslexia) available through University of Northampton and delivered locally. This course has been running for over 7 years, and was subsidised by the Council but is now funded by Central Government.
4. Statutory Notices were published between 28 February and 8 April 2011 (attached as Appendix A). Details of the prescribed alteration to the school were available as part of this process (attached as Appendix B). 1 response was received from the Governing Body of Priory Middle School (attached as Appendix C).

Responses to the Statutory Notice

5. Only 1 response was received to this consultation. This came from the Governing Body of Priory Middle School who raised concerns that children would suffer as a consequence of the proposal. These concerns have been addressed in this report.

6. The legacy Council and subsequently Central Bedfordshire Council have supported the training for teachers and support staff in proven models of literacy intervention, and in accessing the accredited Diploma and Certificate in Assessing and Teaching Learners with Specific Learning Difficulties (Dyslexia). Schools use the support of these and other specialist staff in identifying and supporting meeting the needs of children with these difficulties, using proven specialist interventions.
7. It is recognised that the school has benefited from the expertise provided by the specialist teacher in the provision. Similarly, other schools would say that they have benefitted from the expertise provided by staff that have accessed the training provided by the Council. The Council has continued to work in partnership with University College Northampton to deliver this course locally.
8. There is only 1 pupil previously identified as needing this provision who will be at the school from September 2011. Reassurances have been given to continue to provide support to this pupil in line with his assessed needs.
9. All schools are responsible for ensuring that they provide appropriate interventions to close the gap between pupils with literacy difficulties and Dyslexia and their peers. Schools are able to access expertise from other schools if they require it. The Council will signpost schools to this expertise where appropriate.

Conclusion

10. The recommendation to discontinue the specialist provision for Dyslexia at Priory Middle School is consistent with Council priorities. There are children with literacy difficulties in all schools, and they already receive support through their own school. The Council will continue to signpost appropriate training and support for teachers in the area of dyslexia in line with their responsibilities.

Appendices: Appendix A: Statutory Notice
Appendix B: Prescribed Alterations Document
Appendix C: Response letter

Appendix A

Priory Community Middle School: Proposed discontinuation of Dyslexia provision

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Central Bedfordshire Council intends to make a prescribed alteration to Priory Community Middle School, Britain Street, Dunstable, Bedfordshire, LU5 4JA from 01 September 2011.

It is proposed that the current provision for pupils with Dyslexia at Priory Middle School, which presently caters for 3 pupils and from September 2011 will cater for 1 pupil, be discontinued. The remaining pupil will continue to be supported according to the pupil's assessed needs, and this arrangement will complete guarantees given by the legacy Council that pupils could continue in this provision.

Provision is made across all schools and the Council has offered training to both teachers and teaching assistants in the accredited Dyslexia training course available through the University of Northampton and delivered locally. This course is now funded by Central Government.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Katie Rigg, Principal Assistant (School Places), Children's Services, Central Bedfordshire Council, High Street North, Dunstable, Beds, LU6 1LF, telephone 0300 300 5575. It can also be viewed on the website:

<http://www.centralbedfordshire.gov.uk/council-and-democracy/consultations/>

Within six weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to Edwina Grant, Deputy Chief Executive and Director of Children's Services, Central Bedfordshire Council, High Street North, Dunstable, Beds, LU6 1LF.

Edwina Grant
Deputy Chief Executive and Director of Children's Services

Publication date: 28 February 2011

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Appendix B

PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal

Extract of Part 1 of Schedule 3 and Part 1 of Schedule 5 to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended):

In respect of a Governing Body Proposal: School and governing body's details

1. The name, address and category of the school for which the governing body are publishing the proposals.

n/a

In respect of an LEA Proposal: School and local education authority details

1. The name, address and category of the school.

Priory Community Middle School, Britain Street, Dunstable, Bedfordshire, LU5 4JA.
Central Bedfordshire Council, Priory House, Monks Walk, Chicksands, Shefford, SG17 5TQ.

Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and 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.

1st September 2011

Objections and comments

3. A statement explaining the procedure for making representations, including —
- (a) the date prescribed in accordance with paragraph 29 of Schedule 3 (GB proposals)/Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and

- (b) the address of the authority to which objections or comments should be sent.

Within six weeks from the date of publication of this proposal (i.e. 11 April 2011), any person may object to or make comments on the proposal by sending them to Edwina Grant, Deputy Chief Executive and Director of Children's Services, Central Bedfordshire Council, High Street North, Dunstable, Beds, LU6 1LF.

Alteration description

4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

It is proposed that the current provision for pupils with Dyslexia at Priory Middle School, which presently caters for 3 pupils, be discontinued. 2 of these pupils leave in July 2011, and the remaining pupil will continue to be supported according to the pupil's assessed needs. This arrangement will complete guarantees given by the legacy Council that pupils could continue receiving provision until they leave the school.

School capacity

- 5.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 (GB proposals)/paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —

- (a) details of 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;

The current capacity of the school is 492. The proposal is to discontinue the current dyslexia provision at the school, which will not affect the number on roll or capacity.

- (b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

The current admission number of the school is 123 at year 5. The proposal does not intend to alter this number.

- (c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

n/a

- (d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

n/a

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 of Schedule 2 (GB proposals) /paragraphs 1, 2, 8, 18 and 19 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

Number on roll as at January 2011 is 479.

Implementation

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

n/a

Additional Site

7.—(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

n/a

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

n/a

Changes in boarding arrangements

8.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- (a) the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

n/a

- (b) the arrangements for safeguarding the welfare of children at the school;

n/a

- (c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

n/a

- (d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

n/a

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- (a) the number of pupils for whom boarding provision will be removed if the proposals are approved; and

n/a

- (b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

n/a

Transfer to new site

9. Where the proposals are to transfer a school to a new site the following information—

- (a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

n/a

- (b) the distance between the proposed and current site;

n/a

- (c) the reason for the choice of proposed site;

n/a

- (d) the accessibility of the proposed site or sites;

n/a

- (e) the proposed arrangements for transport of pupils to the school on its new site; and

n/a

- (f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

n/a

Objectives

10. The objectives of the proposals.

The overall objective has been to ensure that there is suitable provision for all pupils with these

types of needs in their local schools as opposed to separate provision which may be outside of their local community. The legacy Council agreed to support continuation of placement of those pupils currently in the provision if the parents wanted it. There have been no new placements over the last 3 years. With effect from 1st September 2011 there will not be a need to maintain this provision, and so it is proposed that it be discontinued.

Consultation

11. Evidence of the consultation before the proposals were published including—
- (a) a list of persons who were consulted;
 - (b) minutes of all public consultation meetings;
 - (c) the views of the persons consulted;
 - (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
 - (e) copies of all consultation documents and a statement on how these documents were made available.

As part of the legacy Council's review of SEN, parents, schools and other stakeholders, including health professionals, were consulted on future provision of SEN. As a consequence of this, additional financial resources were given to all schools to enable them to meet the needs of these pupils locally. Officers have met with the headteacher and specialist teacher within the provision throughout the process. The headteacher has discussed the proposal with Governors and members of staff. The school has explored the possible commissioning of the specialist teacher's expertise to other schools. In accordance with regulations, the school is issuing notice to the member of staff who may be affected by this change and is consulting with their professional association.

Project costs

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

n/a

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

n/a

Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

n/a

Early years provision

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

- (a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

n/a

- (b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

n/a

- (c) evidence of parental demand for additional provision of early years provision;

n/a

- (d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

n/a

- (e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

n/a

Changes to sixth form provision

16. (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (i) improve the educational or training achievements;
- (ii) increase participation in education or training; and
- (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

n/a

(b) A statement as to how the new places will fit within the 16-19 organisation in an area;

n/a

(c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

n/a

(d) The proposed number of sixth form places to be provided.

n/a

17. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

n/a

Special educational needs

18. Where the proposals are to establish or change provision for special educational needs—

- (a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

n/a

- (b) any additional specialist features will be provided;

n/a

- (c) the proposed numbers of pupils for which the provision is to be made;

n/a

- (d) details of how the provision will be funded;

n/a

- (e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

n/a

- (f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

n/a

- (g) the location of the provision if it is not to be established on the existing site of the school;

n/a

- (h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

n/a

- (i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

n/a

19. Where the proposals are to discontinue provision for special educational needs—

- (a) details of alternative provision for pupils for whom the provision is currently made;

Provision is now made across all schools and children with these types of needs are able to be supported appropriately in their local community. The Council has offered training to both teachers and teaching assistants on proven models of successful literacy intervention, including the accredited Dyslexia training course available through the University of Northampton and delivered locally. This course is now funded by Central Government.

- (b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

2006/07 - 6 pupils, 2007/08 - 6 pupils, 2008/09 - 6 pupils, 2009/10 - 4 pupils, 2010/11 - 3 pupils, 2011/12 - 1 pupil, 2012/13 – 0 pupils.

- (c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

Provision for pupils with literacy difficulties, including dyslexia is provided at all schools within Central Bedfordshire through the allocation of funding to meet high incidence special educational needs, so all pupils' needs should be able to be met within the Authority.

- (d) a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

All schools are able to provide to meet these needs.

20. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- (c) improved access to suitable accommodation; and
- (d) improved supply of suitable places.

See 19 above. Schools have Disability Equality Schemes that set out how they will meet the needs of all of their pupils.

Sex of pupils

21. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single sex-education in the area;

n/a

- (b) evidence of local demand for single-sex education; and

n/a

- (c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

n/a

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and

n/a

- (b) evidence of local demand for single-sex education.

n/a

Extended services

23. If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

n/a

Need or demand for additional places

24. If the proposals involve adding places—

- (a) a statement and supporting evidence of the need or demand for the particular places in the area;

n/a

- (b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

n/a

- (c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

n/a

25. If the proposals involve removing places—

- (a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

n/a

- (b) a statement on the local capacity to accommodate displaced pupils.

n/a

Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

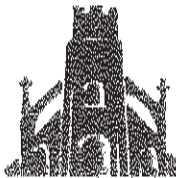
(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

n/a

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Priory Middle School

Britain Street Dunstable Bedfordshire LU5 4JA

Tel: 01582 661158 / 667580 Fax: 01582 472359

Email: priorymiddle@schools.bedfordshire.gov.uk

www.priorymiddle.org.uk

Headteacher: Keith Scotchford

31st March 2011

Central Bedfordshire Council
High Street North
Dunstable
Beds. LU6 1LF

For the attention of Edwina Grant, Deputy Chief Executive and Director of Children's Services

RE: Priory Middle School Dyslexia Provision

I am writing on behalf of the Governing Body of Priory Middle School concerning the proposed closure of our Dyslexia Provision.

Whilst understanding the rationale for the closure and the need to re-assess funding priorities in this difficult financial climate, we wish to express our dismay and displeasure that we may lose this excellent facility at our school. As you will be aware, Priory's Dyslexia provision has been a beacon of excellence for many years in the south of the County (now Central Bedfordshire).

Over the years, numerous children (and parents) have benefited from the provision co-ordinator's expertise and the excellent resources at her disposal. Targeted support and intervention programmes have transformed the learning of pupils based in the provision allowing them access to many curriculum areas. These children have been able to fully integrate within the school and make good rates of academic, social and personal progress. We are seriously concerned that future groups of children will suffer as a result of this ill-advised proposal. We believe that to deny these children the opportunity of specialist intervention could be considered discriminatory.

Mrs Hodgson, who has successfully led our provision for many years has been a superb asset for our school and has successfully supported the wider development and management of SEN. Recent Ofsted reports praise the quality of guidance and support for pupils with SEN. This invaluable resource will be lost forever (to the detriment of countless pupils and their families).

We respectfully urge you to reconsider this proposal and reinstate the funding required to maintain this wonderful facility.

Yours sincerely,

Mrs Anne Cavendish
Chair of Governors

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Meeting: Executive
Date: 31 May 2011
Subject: Commissioning of Youth and Youth Support Services
Report of: Executive Member for Children's Services
Summary: The report outlines the commissioning process for the delivery of Youth and Youth Support Services and recommends in the exempt Part B report of this Executive agenda the awarding of contracts to the successful applicants.

Advising Officer: Edwina Grant, Deputy Chief Executive and Director of Children's Services

Contact Officer: Sylvia Gibson, Interim Assistant Director, Learning & Strategic Commissioning

Public/Exempt: Public with Exempt Part B set out in Appendix B

Wards Affected: All

Function of: Executive

Key Decision Yes

**Reason for urgency/
exemption from call-in
(if appropriate)** N/A

CORPORATE IMPLICATIONS

Council Priorities:

The proposal relates to the Council's Key Priority:

Educating, protecting and providing opportunities for children and young people. The proposal also relates to the provision of effective and efficient local services and is linked to programmes for early intervention and prevention and the Council's poverty strategy.

Financial:

As a result of £1.89M savings agreed by the Full Council on 24 February 2011, the Council withdrew from funding the Youth Service through core council budgets. The Connexions Service was withdrawn as a result of efficiency savings having previously been funded through the Area Based Grant. This has resulted in Children's Services identifying different funding streams and delivery models to provide Youth and Youth Support Services.

The commission for Youth and Youth Support Services is funded through the Early Intervention Grant and does not impact on core council funding. £512,000 per year for the next two financial years has been allocated from the Early Intervention Grant to commission Youth and Youth Support Services.

To fulfil equal opportunities in employment there will be pressure on this budget in the first quarter of the year as staff will not be issued consequent redundancy notices until the recruitment processes to provide staff for this commission are complete.

Legal:

There is a legal framework of entitlement for a service of information to young people, and the offer of opportunities for young people (Youth Offer) is enshrined in the Education Act 1996 as amended by the Education and Inspections Act 2006. The delivery model and level of provision is a matter for Council discretion. This could be a signposting service to voluntary groups as well as/or instead of in-house provision. Legislation requires that the Local Authority must consult with young people about the activities and the provision of information and must publish information about activities.

Risk Management:

The Council will need to ensure that there is smooth transition from in-house delivery to a fully commissioned model. A core element of the youth service work has been retained until early June to ensure that Youth and Youth Support Services continue to function.

Staffing (including Trades Unions):

Disaggregation of staff has been the subject of full consultation including with trade Unions and has been undertaken in accordance with Central Bedfordshire Council procedures and best practice.

Equalities/Human Rights:

An equality impact assessment was completed as a part of the efficiency savings decisions relating to the Connexions and Youth Services. The commissioned services will target vulnerable young people.

Community Safety:

The commissioning of youth and youth support services will positively impact on, and support the reduction of, anti social behaviour.

Sustainability:

As part of the service specification, providers have to identify how they will secure additional funding to supplement the Early Intervention Grant and identify what service could be available when the Early Intervention Grant is no longer allocated.

Summary of Overview and Scrutiny Comments:

- The Overview and Scrutiny Committee received reports on the proposed Remodelling of Youth and Youth Support services on the 23 and 30 November 2010. The Committee recommended to the Executive that whilst reluctantly acknowledging the need to support the remodelling of services to young people, the Overview & Scrutiny Committee urged the Executive to adopt a two phase approach to the proposal, as originally outlined in early budget consultation documents. However, the Council agreed the full budget saving for 2011/12 as outlined in later budget documents.

RECOMMENDATION:

that the Executive agrees the award of contract(s) for Youth and Youth Support services as set out in the exempt Part B of this report.

<i>Reason for Recommendation:</i>	To enable the implementation of high quality and targeted youth and youth support services to be delivered in line with the Council's decision to remodel Youth Services.
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Executive Summary

The report sets out the proposed arrangements for the provision of youth and youth support services and provides information on the service specification and tender process. The Executive is asked to agree the award of the contracts as set out in the exempt Part B of this report. The contracts will run until 31 March 2013.

Background

1. As a result of £1.89M savings agreed by the Full Council on 24 February 2011, alternative funding streams and delivery models have been identified to provide Youth and Youth Support Services until 31 March 2013.
2. Following meetings with elected members, partners and potential providers on 2 March 2011, and a further meeting with partners and potential providers on the 9 March, the Youth and Youth Support Services Specification was finalised. On 13 March 2011, expressions of interest were invited to provide Youth and Youth Support Services across Central Bedfordshire. 60 organisations attended the two partnership events.
3. Seven separate service specifications were established and many of the providers registered interest in tendering for the total package.
4. The timescale for this work has been developed to ensure that a Youth Support Service presence continues and that there is no break in services to young people, particularly through the summer months when young people are not in school.

5. Applications for tender closed on the 3 May 2011. Following a rigorous selection process it is recommended that contracts are awarded as set out in the exempt Part B report.

Conclusion and Next Steps

6. The organisation(s) recommended to provide Youth and Youth Support Services across Central Bedfordshire have undergone a competitive and rigorous tendering process in line with the Council Procurement Policy. Following the agreement of the Executive, contracts will be awarded to ensure a prompt and effective start to the delivery of provision.
7. Quality assurance measures and performance management arrangements will be put in place to ensure the effective delivery of provision.

Appendices:

Appendix A – Specification for Youth and Youth Support Services

Appendix B (EXEMPT) – Approval for Contract Award

Background Papers: (open to public inspection)

None...



Appendix A

Request for Quotation
for
Youth Services
for
Central Bedfordshire
Council

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1. RFQ Process

Following on from receipt of your completed PQQ (Prequalification Questionnaire), Central Bedfordshire Council wishes to invite you to provide a quotation one, any or all of the following community services:

- YS1 – Youth Support Services – Leighton Buzzard
- YS2 – Youth Support Services – Sandy and Biggleswade
- YS3 – Youth Support Services – Arlesey, Shefford & Stotfold
- YS4 – Youth Support Services – Dunstable & Houghton Regis
- YS5 – Youth Support Services – Volunteering
- YS6 – Youth Support Services – Arts, Music and Dance
- YS7 – Youth Support Services – Outdoor Education / Activities
- YS8 – All Services in One Package

In relation to this contract, the provider(s) will be expected to provide high quality Youth Support Services in order to help young people with their direct needs as well as to assist them with their personal and social development enabling them to make informed decisions that will set them on the path of adulthood and future success.

Please check this document, particularly the specification and if any pages are missing, duplicated or the printing is indistinct, please notify us at once as the Council will accept no liability for such errors or omissions.

All items in the Pricing Schedule should be costed accordingly. Our Payment terms are 30 days from receipt of invoice.

It is important for the proper comparison of quotations that no unauthorised alterations have been made to the quotation documents. Quotations containing unauthorised alterations or qualifications may be rejected. If you consider that changes are necessary, your proposals for such changes must be submitted at once for consideration and if they are approved, they will be circulated to all other potential providers.

Bids shall remain open for acceptance for a minimum of ninety days. The Council expects to decide award of contract within thirty days of the closing date for submission of quotations.

The Council is not bound to accept any quotation or make any award from this Invitation to Quote. The contract will be awarded on the basis of the “Most Economically Advantageous Quotation” based on the criteria as set out below and

the Council's financial approval. Acceptance of the quote by the Council shall be in writing and on the Council's terms and conditions as detailed below.

Weighting criteria: Resources/Quality = 80 % Costs = 20 %

All quotations submitted must be bona fide and without canvassing or soliciting any member or employee of Central Bedfordshire Council or fixing the rates with another provider. You should also declare if you have a family or close friend who works for the Council or is a member of the Council.

The completed quotation documents are to be returned sealed in an unmarked envelope directly to Linda Sharpstone, Category Review Manager, by no later than 12.30pm on Tuesday 3rd May 2011 . Quotations received after that time will be discounted.

Please post your responses to:

Linda Sharpstone
Category Review Manager
Central Bedfordshire Council
Technology House
239 Ampthill Road
Bedford
MK42 9BD

Action	Date
Submit RFQ to approved providers	30 th March 2011
Providers acknowledge receipt of Quotation Invitation and intention to respond	1 st April 2011
Responses returned to Procurement by	3 rd May 2011
Evaluation and short-listing	4 th May 2011
Provider Presentations/Interviews	11 th +12 th May 2011
Contract Award	1 st June 2011
Service commencement	To be agreed

Please note that time-scales may deviate from those listed above and are for guideline purposes only except for the return date of your response to this RFQ.

Please acknowledge receipt of this letter and enclosures by email and confirm that you are able to submit a quotation in accordance with these instructions and timescales above. If, for any reason you are unable to do so, please confirm that you are declining to tender on this occasion.

The Council will provide as much support and information as it can to help guide you through the quotation process. If there is anything you are not sure of or need clarification on, then please do not hesitate to ask. We will supply copies of all questions asked together with our response to all providers to ensure a fair and consistent approach to all. Please note that any questions should be sent by email to Linda.sharpstone@centralbedfordshire.gov.uk by no later than Friday 22nd April 2011.

We will be short-listing from the initial phase of this tender. This will be based on the highest scores on the tender submission. It is intended that those shortlisted suppliers will be invited to present their responses to the evaluation panel

Please keep 11th and 12th May 2011 free for impending presentations.

If providers are shortlisted to the presentation stage the weighting percentage for Financial will remain the same (20%) The Resources/Quality element will be pro-rata and adjusted to allow 20% for the presentation stage i.e. Provider achieving maximum scores of 20% Financial and 80% Quality will be adjusted to 20% Financial, 60% Quality, and 20% related to the presentation and software demonstration.

2. Introduction

The service will contribute to the objectives and outcomes prioritised in the Children and Young Peoples Plan, focusing on:

- Helping children and young people achieve more and transforming relationships with schools.
- Protecting children and keeping them safe.
- Reducing child poverty and improving early intervention and prevention.
- Targeting the most deprived areas and vulnerable groups to improve children's emotional and physical health.

Young people need high quality support services to help them with their direct needs as well as to assist them with their personal and social development enabling them to make informed decisions that will set them on the path of adulthood and future success.

High quality youth support services are based on:

- Quality support for young people.
- Listening to young people so they can influence decisions made at various levels.
- A wide range of personal and social development opportunities.
- Preventing disaffection and social exclusion.
- Well planned activities focusing on outcomes that meet young people's needs and priorities.

Youth work is helping young people learn about themselves and others through informal educational activities that are both fun and challenging. All activities contribute to at least one of the priorities outlined within The Children and Young People's Plan.

Good youth work begins with looking at young people's situations and develops a response based on their needs. The relationship between a young person and youth support services is voluntary and, as such, activities have to be available when young people want them and are able to access them. The aim is to give young people opportunities to make informed choices in a safe environment and gain qualifications through a personalised curriculum.

We want young people to access the support and opportunities they need to:

- Succeed in education and continue, where appropriate, participating in learning until the age of 18 or to have secured employment, training or Apprenticeships.
- Make informed choices about their lives and be prepared for a successful transition into economically active adulthood.
- Raise their aspirations and fulfil their potential.
- Overcome barriers that may prevent them from progression.
- Secure appropriate accredited qualifications which support young people's progression into education, employment or training through their involvement and experience of youth support services.
- Influence decisions that impact on their lives.

3. Aims

- This service is designed to provide support and opportunities to young people through youth centres, detached work, project based work, schools and colleges and other appropriate centres.
- To contact and engage with vulnerable and NEET young people in order to support them with coping and meeting their needs and overcoming any barriers preventing them from positive progression.
- Provide accurate, up to date, objective information about personal and lifestyle issues, learning and career opportunities, progression routes, choices, where to find help and advice, and how to access it.
- Develop young people's personal and social skills through a range of high quality opportunities.

- For partners to enhance the resources allocated by the Council and work towards securing funding to ensure the sustainability of the service.

4. Objectives

- To deliver the opportunities for young people to meet with other young people in a safe space and experience new opportunities, both on and off site, which are enjoyable and enable them to achieve against positive life goals.
- To develop targeted initiatives with groups of young people sharing similar experiences through their situation, delivering a range of positive activities and experiences and providing sign posting and key work support for those young people who feel ready to access universal / mainstream services.
- To work closely with a wide range of partners, including those in the voluntary and community sectors, to develop a shared vision for reducing disengagement by young people.
- Promote opportunities to gain accredited qualifications and relevant skills for employment, including literacy and numeracy.
- To take full responsibility for the management of youth centres, ensuring they are accessible to a diverse range of groups to run youth provision and provision that supports the needs of the wider community, in line with the principles of 'Big Society'.
- To deliver activities that focus on positive behavior change for young people who have been identified as having emotional or behavioral difficulties, communication difficulties or are deemed at risk of drug use, alcohol misuse, teenage pregnancy or sexually transmitted infection.
- To deliver projects that promote young people's understanding of their citizenship, political, religious and cultural history and promote tolerance of difference.
- Establish measures to identify those at risk early.
- Provision of support for young people who are identified as being likely to find the transition from middle to upper school and /or upper school to further education challenging.
- Support young people in producing and completing the appropriate forms and action plans to secure their benefit and or housing entitlement.
- Support young people who are NEET to secure a successful and relevant transition into education, employment or training.
- To provide information and support that young people need to make well informed and realistic decisions about their lives.

- To develop a coordinated approach to gathering and sharing information to ensure that support focuses on specific schools, wards or groups of young people likely to be at risk.
- To ensure close involvement of young people in developing, reviewing and revising programmes to ensure that provision is carefully matched to their needs.
- Focus on giving early support to the young people most affected by factors that are most often associated with disengagement from education, training and employment so that the effects might be countered.
- Promote and engage young people in volunteering, ensuring their contribution and experience is meaningful, valued and accredited.
- Good collaboration between key workers from different agencies such as schools, police, youth offending and health, contribute to complementary and integrated services that meet the full range of young people's needs.

5. Outputs, Outcomes & Resources

Area	Output – Minimum requirements	Outcomes- Minimum requirements per year	Resource
YS1. Leighton Buzzard	<p>Management of Leighton Buzzard Youth Centre (including responsibility for running costs)</p> <p>3 Evenings per week youth provision – target age 12-18 through youth centres, detached work, project based work, and other appropriate methods. One of the youth work sessions to take place on Friday evenings</p> <p>School holiday provision – positive activities</p> <p>Needs led day time provision</p> <p>Recruit and train adult</p>	<p>Have contact with 950 different young people aged 12 -18 from the Leighton Buzzard area</p> <p>Actively engage with 600 different young people aged 12 -18 in Leighton Buzzard</p> <p>Recorded Outcomes: 300 young people aged 12-18 participating in youth work should receive a Recorded Outcome</p> <p>Accredited Outcomes: 95 young people aged 12-18 participating in youth work should receive</p>	<p>Seconded Qualified Youth Worker x 1 fte</p> <p>In addition bids not to exceed £40,000 per year (Finances may be pro-rata subject to start dates)</p> <p>Resource allocation comprises of the following:</p> <ul style="list-style-type: none"> • Centre running costs • Management fee • Allocation to recruit sessional staff • Volunteer

Area	Output – Minimum requirements	Outcomes- Minimum requirements per year	Resource
	<p>volunteers</p> <p>Making centre accessible for other provider groups to run provision</p> <p>Work with schools and relevant partners to focus on giving early support to the young people disengaged from education and or wider society</p> <p>Establish accredited volunteering opportunities for young people</p> <p>Support the work of the Youth Parliament in the area as required</p> <p>Partners to demonstrate how they have enhanced the resources allocated by the Council and worked towards securing sustainable funding post the initial Early Intervention Grant</p>	<p>an Accredited Outcome</p> <p>150 of the participants to have been engaged from vulnerable young people</p> <p>50 young people to have undertaken volunteering training</p> <p>Partners to have secured sustainable funding post the initial Early Intervention Grant</p> <p>Recruited and sustained adult volunteers</p>	<p>support costs</p> <ul style="list-style-type: none"> Nominal equipment / activity costs
YS2. Sandy & Biggleswade	<p>Management of Sandy Youth Centre (including responsibility for running costs)</p> <p>Management of Biggleswade Youth Centre (including responsibility for running costs)</p> <p>3 Evenings per week youth provision in both areas including one</p>	<p>Have contact with 1800 different young people aged 12-18 from the Sandy and Biggleswade area</p> <p>Actively engage with 1200 different young people aged 12-18 from the Sandy and Biggleswade area</p> <p>Recorded Outcomes: 600 young people</p>	<p>Seconded Qualified Youth Worker x 1 fte</p> <p>In addition bids not to exceed £55,000 per year (Finances may be pro-rata subject to start dates)</p> <p>Resource allocation comprises of the</p>

Area	Output – Minimum requirements	Outcomes- Minimum requirements per year	Resource
	<p>session to take place on Friday evenings – target age 12-18 through youth centres, detached work, project based work, and other appropriate methods</p> <p>School holiday provision – positive activities (in both areas)</p> <p>Needs led day time provision</p> <p>Recruit and train adult volunteers</p> <p>Making both centres accessible for other provider groups to run provision</p> <p>Work with schools and relevant partners to focus on giving early support to the young people disengaged from education and or wider society</p> <p>Support the work of the Youth Parliament in the area as required</p> <p>Establish accredited volunteering opportunities for young people</p> <p>Partners to demonstrate how they have enhanced the resources allocated by the Council and worked towards securing sustainable funding post</p>	<p>aged 12 -18 participating in youth work should receive a Recorded Outcome</p> <p>Accredited Outcomes: 190 young people aged 12 -18 participating in youth work should receive an Accredited Outcome</p> <p>300 of the participants to have been engaged from vulnerable young people</p> <p>100 young people to have undertaken volunteering training</p> <p>Partners to have secured sustainable funding post the initial Early Intervention Grant</p> <p>Recruited and sustained adult volunteers</p>	<p>following:</p> <ul style="list-style-type: none"> • Centre running costs • Management fee • Allocation to recruit sessional staff • Volunteer support costs • Nominal equipment / activity costs

Area	Output – Minimum requirements	Outcomes- Minimum requirements per year	Resource
	the initial Early Intervention Grant		
YS3. Arlesey Shefford & Stotfold	<p>Management of Arlesey Youth Centre (including responsibility for running costs)</p> <p>3 Evenings per week youth provision – target age 12-18 through youth centres, detached work, project based work, and other appropriate methods.</p> <p>One of the youth work sessions to take place on Friday evenings</p> <p>School holiday provision – positive activities</p> <p>Needs led day time provision</p> <p>Recruit and train adult volunteers</p> <p>Making centre accessible for other provider groups to run provision</p> <p>Work with schools and relevant partners to focus on giving early support to the young people disengaged from education and or wider society</p> <p>Support the work of the Youth Parliament in the area as required</p> <p>Establish accredited</p>	<p>Have contact with 950 different young people aged 12 -18 from the Arlesey, Shefford and Stotfold areas</p> <p>Actively engage with 600 different young people aged 12 -18 from the Arlesey, Shefford and Stotfold areas</p> <p>Recorded Outcomes: 300 young people aged 12-18 participating in youth work should receive a Recorded Outcome</p> <p>Accredited Outcomes: 95 young people aged 12-18 participating in youth work should receive an Accredited Outcome</p> <p>150 of the participants to have been engaged from vulnerable young people</p> <p>50 young people to have undertaken volunteering training</p> <p>Partners to have secured sustainable funding post the</p>	<p>Seconded Qualified Youth Worker x 1 fte</p> <p>In addition bids not to exceed £40,000 per year (Finances may be pro-rata subject to start dates)</p> <p>Resource allocation comprises of the following:</p> <ul style="list-style-type: none"> • Centre running costs • Management fee • Allocation to recruit sessional staff • Volunteer support costs • Nominal equipment / activity costs

Area	Output – Minimum requirements	Outcomes- Minimum requirements per year	Resource
	<p>volunteering opportunities for young people</p> <p>Partners to demonstrate how they have enhanced the resources allocated by the Council and worked towards securing sustainable funding post the initial Early Intervention Grant</p>	<p>initial Early Intervention Grant</p> <p>Recruited and sustained adult volunteers</p>	
<p>YS4. Dunstable and Houghton Regis</p>	<p>Management of Bedford Square Community Centre (including responsibility for running costs)</p> <p>3 Evenings per week youth provision – target age 12-18 in Houghton Regis through youth centres, detached work, project based work, and other appropriate methods. One of the youth work sessions to take place on Friday evenings</p> <p>Making the Bedford Square Community Centre accessible for other provider groups to run provision</p> <p>3 Evenings a week youth provision – target age 12-18 in Dunstable through youth centres, detached work, project based work, and other</p>	<p>Have contact with 1800 young people aged 12-18 from Dunstable and Houghton Regis area</p> <p>Actively engage with 1200 different young people aged 12-18 from the Dunstable and Houghton Regis area</p> <p>Recorded Outcomes: 600 young people aged 12-18 participating in youth work should receive a Recorded Outcome</p> <p>Accredited Outcomes: 190 young people aged 12-18 participating in youth work should receive an Accredited Outcome</p> <p>500 of the</p>	<p>Seconded Qualified Youth Worker x 1 fte</p> <p>In addition bids not to exceed £75,000 per year (Finances may be pro-rata subject to start dates)</p> <p>Resource allocation comprises of the following:</p> <ul style="list-style-type: none"> • Centre running costs (Bedford Square Youth Centre) • Management fee • Allocation to recruit sessional staff • Volunteer support costs • Nominal equipment / activity costs

Area	Output – Minimum requirements	Outcomes- Minimum requirements per year	Resource
	<p>appropriate methods. Including running of Friday night football provision (currently run at Pro Zone, Dunstable Leisure Centre)</p> <p>School holiday provision – positive activities in both areas</p> <p>Needs led day time provision in both areas</p> <p>Recruit and train adult volunteers in both areas</p> <p>Work with schools and relevant partners to focus on giving early support to the young people disengaged from education and or wider society</p> <p>Support the work of the Youth Parliament in the area as required</p> <p>Establish accredited volunteering opportunities for young people in both areas</p> <p>Partners to demonstrate how they have enhanced the resources allocated by the Council and worked towards securing sustainable funding post the initial Early Intervention Grant</p>	<p>participants to have been engaged from vulnerable young people</p> <p>100 young people to have undertaken volunteering training</p> <p>Partners to have secured sustainable funding post the initial Early Intervention Grant</p>	

Area	Output – Minimum requirements	Outcomes – Minimum requirements per year	Resource
YS5. Volunteering	<p>Establish and coordinate an accredited volunteering programme for young people built on the framework of Millennium Volunteers and 'V'</p> <p>Partners to demonstrate how they have enhanced the resources allocated by the Council and worked towards securing sustainable funding post the initial Early Intervention Grant</p>	<p>250 young people to have completed a recognised and accredited volunteering award</p> <p>Partners to have secured sustainable funding post the initial Early Intervention Grant</p>	<p>Bids not to exceed £45k per year (Finances may be pro-rata subject to start dates)</p> <p>Resource allocation comprises of the following:</p> <ul style="list-style-type: none"> • Management fee • Volunteer support costs <p>Please note that this area does not include a youth worker. If the organisation appoints their own staff they do not need to be JNC qualified Youth Workers</p>

Area	Output – Minimum requirements	Outcomes – Minimum requirements per year	Resource
<p>YS6. Innovation Arts, Music, Dance</p>	<p>Provide innovative and creative opportunities for young people through the Arts including music and dance</p> <p>Partners to demonstrate how they have enhanced the resources allocated by the Council and worked towards securing sustainable funding post the initial Early Intervention Grant</p>	<p>1 major event per year</p> <p>20 workshops across designated areas</p> <p>300 different young people aged 12-18 to have participated in creative and high standard arts, music, dance related workshops / major event – demonstrably leading to skills development and raising self esteem</p> <p>Recorded Outcomes: 180 of the participants should receive a Recorded Outcome</p> <p>(Young people to be recruited from youth groups or referral agencies and not school groups)</p>	<p>Bids not to exceed £25k per year (Finances may be pro-rata subject to start dates)</p> <p>Resource allocation comprises of the following:</p> <ul style="list-style-type: none"> • Management fee • Staffing / Instructor costs • Costs to cover major event <p>Please note that this area does not include a youth worker. If the organisation appoints their own staff they do not need to be JNC qualified Youth Workers</p>

Area	Output – Minimum requirements	Outcomes – Minimum requirements per year	Resource
YS7. Innovation Outdoor Education / Activities	<p>Provide innovative and creative opportunities for young people through Outdoor Education / Activities</p> <p>Partners to demonstrate how they have enhanced the resources allocated by the Council and worked towards securing sustainable funding post the initial Early Intervention Grant</p>	<p>20 days of outdoor education provision</p> <p>300 different young people aged 12-18 to have participated in creative and high standard outdoor education activities demonstrably leading to skills development and raising self esteem</p> <p>Recorded Outcomes: 180 of the participants should receive a Recorded Outcome</p> <p>(Young people to be recruited from youth groups or referral agencies and not school groups)</p>	<p>Bids not to exceed £15k per year</p> <p>Resource allocation comprises of the following:</p> <ul style="list-style-type: none"> • Management fee • Staffing / Instructor costs <p>Please note that this area does not include a youth worker. If the organisation appoints their own staff they do not need to be JNC qualified Youth Workers</p>

6. Purpose of this Agreement

For the purpose of this agreement, the service should target vulnerable young people at most risk of becoming NEET and or disengaged from school, college or wider society including:

- Those with low levels of literacy and numeracy
- Those whose attendance at school is poor
- Those whose unsatisfactory behaviour leads to, or puts them at risk of, exclusion
- Those who are or at risk of becoming homeless
- Looked after children
- Young people with a learning difficulty and/or disability
- Teenage parents and pregnant teenagers

- Young carers
- Those with health problems, especially mental health problems
- Young people from disadvantaged or challenging family backgrounds
- Those with complex social and emotional needs
- Young people at risk of offending
- Those who are leaving a custodial establishment
- Those, especially males, from low-income families where there is a tradition of adults not participating in employment, training or further and/or higher education
- In some areas, young people from particular minority ethnic backgrounds.

7. Principles of Agreement

For the purpose of this agreement the following principles should be followed:

- Youth support services should be recognised and trusted by young people, have convenient entry points from which young people may be signposted or referred to the services they need, and be open at times and in places which suit needs especially in evenings and at weekends. Opportunities are:
 - Educative - learning opportunities providing information and skills development.
 - Participative - playing an active role in their own / and their community's development.
 - Empowering - understanding and acting upon issues that affect their lives
 - Equality of opportunity - enabling and encouraging all young people to access services, to celebrate diversity and to understand and challenge all forms of oppression.
 - Frontline staff should have the skills, appropriate qualifications and knowledge to engage with vulnerable young people and quickly and effectively identify young people's needs. They should have the skills and knowledge either to address the needs of young people or to signpost or to refer them to suitable alternative provision. The lead youth worker should be JNC qualified.
 - Anybody employed by, or on behalf of, the organisation (including volunteers, apprentices, etc) must have a fully enhanced CRB clearance before working with young people.
 - Links between different youth support services should be clear from the young person's perspective. Where necessary, young people should be supported in their transition between services.
 - Youth support services should be targeted to the needs of young people, and be informed by social and economic priorities at local, regional and national levels.
 - The range of provision should reflect the diversity of young people's needs.
 - Services should reflect young people's present and future needs.

8. Representation and Meetings

- To liaise and provide information for the Council's Commissioning team and any other relevant agencies as directed by the council.
- Provide written reports in advance of the regular SLA review meetings.
- Attend meetings with members of the Commissioning team to share information and move forward the development of services.

9. Performance Management and Monitoring

- The Provider will provide the council with the monitoring and evaluation information required as set out in the Performance Management Framework in order to meet the objectives of the Contract.
- The provider will provide quarterly statistical reports to evidence the activity outlined in the agreement.
- The provider will meet with the nominated officer from the authority every quarter to review performance against targets, agree on actions for improvement, and change service focus. This too will be an opportunity to discuss any issues or concerns about the service.
- Provide a financial position statement outlining expenditure in line with the delivery element of the contract at the end of Quarter 2 & Quarter 4.
- The lead Youth Worker to attend relevant external inspection meetings.
- Council seconded Youth Workers will undertake appraisals every six months through the Council in addition to any appraisal systems established by the provider.
- Council seconded Youth Workers will attend quarterly meetings with the Youth Services Commissioning team to ensure they are briefed about local and national developments in line with good work force development practice.

10. Funding

The funding is via the Early Intervention Grant and will run to 31st March 2013

11. Financial Management

- The provider will invoice the council for 40% of the total amount of annual funding at the start of the agreement followed by 3 quarterly amounts on, 1st September, 1st December and 1st March in year one and the by 4 quarterly amounts for the second year on 1st April, 1st July, 1st October, 1st January.
- A discussion will take place where significant slippage on spending occurs. Depending on the outcome, this may result in slippage being re-profiled for use for

other services or slippage being drawn back to CBC to commission additional services.

12. Non-performance

The provider may be considered to be not performing if performance monitoring information is not being submitted or submitted late on more than one occasion.

If the provider is deemed to be not performing, then initially there will be written notification from the Commissioning Manager as part of the performance monitoring process which will set out an acceptable level of improvement to be achieved and a timescale (usually 2 months).

If the provider fails to achieve the improvement in the given timescale in the first instance, the Commissioning Manager will meet with the provider and agree an action plan for improvement.

If, following two notifications of the failure to comply, the provider does not meet the required level of performance; the matter can be taken to the Children's Trust Executive Commissioning Board where termination of the contract can be considered.

13. Pathways, Assessment & Joint Working

The provider will work in partnership with other agencies to develop protocols for effective signposting and where appropriate, referral and joint working arrangements.

The provider will review formal agreements on a regular and timely basis with Commissioners to ensure they allow young people efficient and timely access to the service.

14. Referral Process

- The provider will work in partnership with other agencies (within a Think Family framework) to develop protocols for effective signposting and referral criteria.
- Process will be supported by the Commissioning Service and will be developed in the context of local arrangements with the CAF and CAF manager.

15. Joint Working & Partnership Arrangements

- Providers will develop and agree formal arrangements in respect of joint working with partner agencies.

16. Performance Management Framework 2011/2013

- Reduced numbers of young people not in education, employment or training.
- Narrowing of achievement gaps for vulnerable young people
- Prevent young people from getting involved in crime and reduce re-offending rates
- Increase educational attainment for young people unlikely to succeed in a school environment

- Develop vulnerable young people's aspirations, self esteem and self belief
- Number of Contacts as specified
- Number of young people actively engaged as specified
- Recorded Outcomes: as specified
- Accredited Outcomes: as specified

Schedule 1: Performance Management Framework

Performance Indicators and targets are annual and will be pro rata in the current financial year in line with the contract start data.

Performance Indicators	Evidence required	Targets set	By when
<p>Performance reports (All)</p>	<p>How the programme has contributed to the following indicators:</p> <p>NI117 16 to 18 year olds not in employment, education or training</p> <p>Work or student status of young people at engagement start</p> <p>Progress made in relation to improving employability or education prospects</p> <p>Data in regards to young people worked with, including name, address, gender, ethnicity etc</p>		<p>Quarterly + Annual report</p> <p>Data to be sent monthly</p>
<p>Activities YS1</p>	<p>Numbers of young people the provider has had contact with</p> <p>Numbers of young people actively engaged in Youth</p>	<p>Have contact with 950 different young people aged 12 -18 from the Leighton Buzzard area</p> <p>Actively engage with 600 different young people aged 12 -18</p>	<p>Quarterly + Annual report</p> <p>Data to be sent monthly</p>

	<p>provision</p> <p>Number of individual young people that have gained a Recorded Outcome</p> <p>Number of individual young people that have gained an Accredited Outcome</p> <p>Number of young people who have undertaken volunteer training</p> <p>Progress made in relation to young people's personal development as a result of attending youth provision</p> <p>Data in regards to young people worked with, including name, address, gender, ethnicity etc</p>	<p>in Leighton Buzzard. 150 of the participants to have been engaged from vulnerable young people</p> <p>Recorded Outcomes: 300 young people aged 12-18 participating in youth work should receive a Recorded Outcome</p> <p>Accredited Outcomes: 95 young people aged 12-18 participating in youth work should receive an Accredited Outcome</p> <p>50 young people to have undertaken volunteering training</p> <p>Portfolio or other demonstrable evidence</p>	
<p>Activities YS2</p>	<p>Numbers of young people the provider has had contact with</p>	<p>Have contact with 1800 different young people aged 12-18 from the Sandy and Biggleswade area</p>	<p>Quarterly + Annual report</p> <p>Data to be sent monthly</p>

	<p>Numbers of young people actively engaged in Youth provision</p> <p>Number of individual young people that have gained a Recorded Outcome</p> <p>Number of individual young people that have gained an Accredited Outcome</p> <p>Number of young people who have undertaken volunteer training</p> <p>Progress made in relation to young people's personal development as a result of attending youth provision</p> <p>Data in regards to young people worked with, including name, address, gender,</p>	<p>Actively engage with 1200 different young people aged 12-18 from the Sandy and Biggleswade area. 300 of the participants to have been engaged from vulnerable young people</p> <p>Recorded Outcomes: 600 young people aged 12 -18 participating in youth work should receive a Recorded Outcome</p> <p>Accredited Outcomes: 190 young people aged 12 -18 participating in youth work should receive an Accredited Outcome</p> <p>100 young people to have undertaken volunteering training</p> <p>Portfolio or other demonstrable evidence</p>	
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	ethnicity etc		
Activities YS3	<p>Numbers of young people the provider has had contact with</p> <p>Numbers of young people actively engaged in Youth provision</p> <p>Number of individual young people that have gained a Recorded Outcome</p> <p>Number of individual young people that have gained an Accredited Outcome</p> <p>Number of young people who have undertaken volunteer training</p> <p>Progress made in relation to young people's personal development as a result of attending youth provision</p>	<p>Have contact with 950 different young people aged 12 -18 from the Arlesey, Shefford and Stotfold areas</p> <p>Actively engage with 600 different young people aged 12 -18 from the Arlesey, Shefford and Stotfold areas. 150 of the participants to have been engaged from vulnerable young people</p> <p>Recorded Outcomes: 300 young people aged 12-18 participating in youth work should receive a Recorded Outcome</p> <p>Accredited Outcomes: 95 young people aged 12-18 participating in youth work should receive an Accredited Outcome</p> <p>50 young people to have undertaken volunteering training</p> <p>Portfolio or other demonstrable evidence</p>	<p>Quarterly + Annual report</p> <p>Data to be sent monthly</p>

	Data in regards to young people worked with, including name, address, gender, ethnicity etc		
Activities YS4	<p>Numbers of young people the provider has had contact with</p> <p>Numbers of young people actively engaged in Youth provision</p> <p>Number of individual young people that have gained a Recorded Outcome</p> <p>Number of individual young people that have gained an Accredited Outcome</p> <p>Number of young people who have undertaken volunteer training</p> <p>Progress made in relation to young</p>	<p>Have contact with 1800 young people aged 12-18 from Dunstable and Houghton Regis area</p> <p>Actively engage with 1200 different young people aged 12-18 from the Dunstable and Houghton Regis area. 500 of the participants to have been engaged from vulnerable young people</p> <p>Recorded Outcomes: 600 young people aged 12-18 participating in youth work should receive a Recorded Outcome</p> <p>Accredited Outcomes: 190 young people aged 12-18 participating in youth work should receive an Accredited Outcome</p> <p>100 young people to have undertaken volunteering training</p> <p>Portfolio or other demonstrable</p>	<p>Quarterly + Annual report</p> <p>Data to be sent monthly</p>

	<p>people's personal development as a result of attending youth provision</p> <p>Data in regards to young people worked with, including name, address, gender, ethnicity etc</p>	<p>evidence</p>	
<p>Activities YS5</p>	<p>Numbers of young people the provider has had contact with</p> <p>Numbers of young people actively engaged Volunteering</p> <p>Number of individual young people that have gained a Recorded Outcome</p> <p>Number of individual young people that have gained an Accredited Outcome</p> <p>Number of young people who have undertaken volunteer training</p> <p>Progress made in relation to young people's personal development as a result of attending youth provision</p> <p>Data in regards to</p>	<p>250 young people to have completed a recognised and accredited volunteering award</p>	

	young people worked with, including name, address, gender, ethnicity etc		
Activities YS6	<p>Numbers of young people the provider has had contact with</p> <p>Numbers of young people actively engaged in Youth provision</p> <p>Number of individual young people that have gained a Recorded Outcome</p> <p>Number of individual young people that have gained an Accredited Outcome</p> <p>Number of young people who have undertaken volunteer training</p> <p>Progress made in relation to young people's personal development as a result of attending youth provision</p> <p>Data in regards to young people worked with, including name,</p>	<p>300 different young people aged 12-18 to have participated in creative and high standard arts, music, dance related workshops / major event – demonstrably leading to skills development and raising self esteem</p> <p>Recorded Outcomes: 180 of the participants should receive a Recorded Outcome</p> <p>1 major event per year</p> <p>20 workshops across designated areas</p> <p>(Young people to be recruited from youth groups or referral agencies and not school groups)</p>	

	address, gender, ethnicity etc		
Activities YS7	<p>Numbers of young people the provider has had contact with</p> <p>Numbers of young people actively engaged in Youth provision</p> <p>Number of individual young people that have gained a Recorded Outcome</p> <p>Number of individual young people that have gained an Accredited Outcome</p> <p>Number of young people who have undertaken volunteer training</p> <p>Progress made in relation to young people's personal development as a result of attending youth provision</p> <p>Data in regards to young people worked with, including name, address, gender, ethnicity etc</p>	<p>20 days of outdoor education provision</p> <p>300 different young people aged 12-18 to have participated in creative and high standard outdoor education activities demonstrably leading to skills development and raising self esteem</p> <p>Recorded Outcomes: 180 of the participants should receive a Recorded Outcome</p> <p>(Young people to be recruited from youth groups or referral agencies and not school groups)</p>	

<p>Safeguarding (All)</p>	<p>Every member of staff (including volunteers) have a fully enhanced CRB clearance</p>		<p>Quarterly</p>
<p>Resources (All)</p>	<p>How the provider has secured and enhanced the initial allocated resource</p> <p>Has the provider secured funding to sustain youth provision post the SLA period</p>		<p>Quarterly + Annual report</p>

Schedule 2: Provider Questionnaire

Please complete the following Quality Information and the Pricing Schedule attached in order that your Quotation may be assessed. Please note that failure to provide the required information requested may lead to your quotation being rejected. If there is an “R” after the points it indicates that there is also a ‘Pass / Fail’ threshold to that question and providers will be rejected if they do not meet the minimum requirement. Thresholds are typically set at 30%.

During the evaluation process you may be asked to provide supplementary information or be asked to attend an interview at Technology House in Bedford to discuss your tender in more detail.

1.	Basic Details of your Organisation
1.1	Name of the organisation in whose name the tender would be submitted:
1.2	Contact name for enquiries about this bid:
1.3	Contact position (Job Title):
1.4	Address: Post Code:
1.5	Telephone number:
1.6	Fax number:
1.7	e-Mail address:

2.	Youth Support Services	
2.1	5pts	Facilities – Specify where provision in Dunstable will take place? (This question is only applicable to YS4 & YS8 applicants.)
2.2	5pts	How will you ensure that the designated Youth Centre (s) is accessible to other user groups? (This question is only applicable to YS1,YS2, YS3, YS4 & YS8 applicants.)
2.3	10pts	How will you meet the objectives of the specification set, particularly address how you will contact and engage with vulnerable and NEET young people in order to support them with coping and meeting their needs and overcoming barriers preventing them from positive progressions. .
2.4	10pts	What experience do you have in accrediting young people's achievements? Please provide demonstrable evidence of achievement in accrediting young people's achievement over the last three years? (This question is only applicable to YS1,YS2, YS3, YS4, YS5 & YS8 applicants.)
2.5	10pts	What quality assurance processes will you put in place and how will these inform practice and policy?
2.6	5pts	How will you collate management information and ensure it is available and

		accurate to send to the Council on a regular basis?
2.7	5pts	How will you record and evidence young people's learning and achievements?
2.8	5pts	What experience and knowledge do you have of different youth work delivery models? (This question is only applicable to YS1,YS2, YS3, YS4 & YS8 applicants.)
2.9	5pts	How will you establish the needs of young people? (This question is only applicable to YS1,YS2, YS3, YS4 & YS8 applicants.)
2.10	10pts	What role will young people play in addition to being participants and beneficiaries of service provision?
2.11	15pts	How will you provide innovative and creative opportunities for young people through the Arts including music and dance across Central Bedfordshire? (This question is only applicable to YS6 & YS8 applicants.)

2.12	15pts	How will you provide innovative and creative opportunities for young people through the Outdoor Education activities across Central Bedfordshire? (This question is only applicable to YS7 & YS8 applicants.)
2.13	10pts	How will you develop accredited volunteering opportunities for young people across Central Bedfordshire? (This question is only applicable to YS1, YS2, YS3, YS4, YS5 & YS8 applicants.)
2.14	5pts	What are your plans for recruiting and training adult volunteers?
2.15	5pts	What partnerships will you develop and how will these benefit young people?
2.16	10pts	How will you enhance the resources allocated by the Council?
2.17	5pts	What creativity and innovation will you bring to youth provision?



Schedule 3: Pricing Schedule

This preamble forms part of the Pricing Schedule. The provider, where applicable should visit the area to satisfy themselves as to the local conditions, the full extent and character of the operation, the supply and conditions affecting labour and all other factors which could affect the execution of the contract generally, as no claims on the ground of lack of knowledge will be entertained.

- (a) The provider is to read the preambles in conjunction with the Pricing Schedules and all other contract documents.
- (b) The provider is notified that all quantities/number/figures given are approximate and given for guidance purposes only. No claim from the provider will be entertained by the Council for any mistakes in the information given.
- (c) The Provider shall price all items.
- (d) The rates to be inserted in the Pricing Schedule for works are to be the full inclusive costs. Labour rates must include all overheads, supervisory and administrative costs, together with an element of profit. Vehicle rates, if applicable, must also include all maintenance, insurance, taxation, running and fuel costs. No additions to these rates will be allowed other than in accordance with the method of review detailed in the Conditions of Contract.
- (e) The prices and/or rates stated in this Pricing Schedule constitute the only reimbursement and profit to the company for providing the services. The prices are deemed to cover all costs, expenses and profit incurred directly or indirectly by the provider in providing the works, supplies or services.
- (f) The price quoted will be benchmarked against the original quote and recorded throughout the life of the agreement as a KPI (Key Performance Indicator). This will be part of our annual efficiency contract review.
- (g) All administration costs including overheads, printing, posting, copyright etc; are included within the prices quoted below.
- (h) The actual price to be paid will be a product of the rates detailed in this document. All work shall be authorised in advance in writing by the Council's authorised officer.
- (i) All sums payable by or to the Council or the provider are exclusive of Value Added Tax ("VAT"). Where VAT is chargeable on such sums, the payer shall pay, upon production of a valid VAT invoice by the payee, such VAT shall be in addition to such sums

PRICING SCHEDULE – FOR THE PROVISION OF YOUTH SUPPORT SERVICES

Please provide a detailed structure of how the service will be delivered including a breakdown of all costs. If you are providing costs for more than one service, please price these individually under each reference, i.e. YS1, YS2 etc. Please also illustrate how you will combine these services, and what financial savings/efficiencies will be made.

For costing range, please refer to section 5 – Outputs, Outcomes and Resources for further information.

- YS1 - Youth Support Services – Leighton Buzzard.
- YS2 - Youth Support Services – Sandy and Biggleswade
- YS3 - Youth Support Services – Arlesey, Shefford & Stotfold
- YS4 - Youth Support Services – Dunstable & Houghton Regis
- YS5 - Youth Support Services – Volunteering
- YS6 - Youth Support Services – Arts Music Dance
- YS7 - Youth Support Services – Outdoor Education / Activities
- YS8 - All Services in one package

Please provide annual pricing.

<u>Service</u>	<u>YS1 – Cost</u>	<u>YS2 – Cost</u>	<u>YS3 – Cost</u>	<u>YS4 – Cost</u>	<u>YS5 – Cost</u>	<u>YS6 – Cost</u>	<u>YS7 – Cost</u>
<u>Staffing</u>							
<u>Premises</u>							
<u>Training</u>							
<u>Transport</u>							
Any other costs required to successfully deliver this service not included in the above. Procurement.							
TOTAL COST							

Schedule 4: Contact, Participation, Recorded Outcomes & Accreditation

Contact means:

- The youth worker has had enough of a contact with the young person to know the name and face of the young person and is consciously building a relationship with them and informing them about provision for example:
 - A young person attends an event or youth centre to find out more information, but as yet not engaged with provision
 - The youth worker has engaged with a class in school informing them about a specific issue or generally introducing themselves or informing them about the local youth centre
 - A young person may seek information or advice, but at this stage it is only an enquiry and the worker has not undertaken any meaningful work

Participation means:

- The youth worker(s) has an ongoing relationship with the young person, and the young person is involved with and attends youth work sessions and activities on a regular basis and is participating in a youth work curriculum in some way,

or

- The young person takes part in a "concentrated experience" - a piece of focused work such as a residential event or project. The engagement must be meaningful and not just passive attendance

Recorded Outcomes are:

A recorded outcome is achieved when a young person has made progress in an area of their life as a result of the support they have received through their involvement in youth work. Recorded outcomes will be specific to the young person and will reflect their particular circumstances. So, what counts as a recorded outcome for one young person may not be the same for another.

Examples of recorded outcomes include:

- A young person returning to school as a result of the support and guidance received from a youth worker.
- As a result of support and guidance given by a youth worker, the young person has accessed specialist support services e.g. drug and alcohol services, housing or family planning and has acted on advice given
- A young person has learnt a new skill or gained specific knowledge about a subject area relevant to them as a result of participating in youth provision

Is this a recorded outcome:

Jill attended her youth club twice a week for a year. At school, Jill is deemed to have poor academic skills and has been identified as having poor numeracy skills as well as having low self esteem. She has done quite a lot at the youth club and has taken on responsibility for running the coffee bar as well as becoming a member of the youth club management committee. In recent weeks, Jill has learnt how to 'stock take' and how to keep records for sales and receipts of the coffee bar.

Recorded outcome = Yes – you can produce evidence of building up confidence, taking responsibility for coffee bar, learning new skill.

- Jack has been involved in a 'virtual babies programme at the youth centre. Over the last four weeks, Jack has learnt how to change a nappy, how to carry a baby safely, learnt about contraception and how to use a condom, and how to manage a budget.

Recorded outcomes = Yes – you can produce evidence of new skills and knowledge.

- Joe has attended the youth club twice a week for the past six weeks. You have general discussions with Joe. Joe is actively involved in the club activities and spends a lot of time playing pool and surfing the net.

Recorded outcome = No. There is no evidence of Joe developing new skills or enhancing his skills or learning as a result of attending the youth centre. He should only be classed as a participant.

Accredited Outcomes

Young people access a range of opportunities through their youth work programmes. Involvement in programmes such as, youth forums, issue based work, project work, exchange programmes and outdoor education provide opportunities for them to learn and develop from their experiences.

Many of the young people we work with are already involved in programmes that offer ways of capturing the learning and benefits gained. These include schemes such as the Duke of Edinburgh Award's and the Youth Achievement Awards, both of which are examples of **Accredited Learning**,

There are a wide range of national schemes available to accredit young people's informal learning. These include:

- Duke of Edinburgh's Award

- ASDAN
- Youth Achievement Awards
- AQA
- John Muir Award
- St. John's Ambulance First Aid Awards
- Junior Sports Leader Awards
- Community Sports leader Award
- Sport's Council Awards

An Accredited award can be achieved by completing a full award or a specific section, level or module.

Attendance certificates or taster sessions are not counted as accreditations. Accredited awards must have passed the standards set by the appropriate Awarding Body as a recognised standard. If in doubt ask us and we will clarify the position.

Schedule 5: Frequently Asked Questions

1.	Management of Youth Centres	
	If there is income generation who owns it	Income generation will be owned by the providing agency. It will need to be transparent and where possible used to further develop, enhance or sustain the youth provision
	Recommended guidelines for charging	Managing organisations will be required to make the allocated centre available to groups as follows: Honour existing arrangements Free or nominal charge on cost recovery basis to non profit making youth and community groups providing a service to the local community The Managing organisation will be permitted to make the Youth centre available to other organisations on an income generating basis to invest back into the service.
	Would members of the public who hire the buildings through the managing organisation be expected to have public liability insurance?	It will be the management organisation's responsibility to ensure that any hire arrangements they book are suitably covered and have sufficient insurance cover.
	Will the lease on youth centre be extended if the provider secures funding after 31 March 2013 to continue with youth work provision	It is very likely that the lease of the building will be increased if funding is secured to sustain provision post March 2013
	What will be the arrangements for building costs	The authority will either recharge the managing organisation for running costs or have bills transferred to their names. See example lease
	Details of the building costs	See attached
	Example of a lease	See attached

	What will the provider be responsible for, e.g. insurance, fire and risk assessments	Whilst buildings are insured by the Local Authority, Fire and risk assessments will be the responsibility of the managing organisation
2.	Targets	
	<ul style="list-style-type: none"> ▪ Definitions of Contact, Participation, Recorded Outcomes and Accreditation 	See attached
	<ul style="list-style-type: none"> ▪ Accreditations – are we expecting organisations to continue using the accreditations we currently use ▪ What will be put in place to gather information ▪ Young people below the age of 12 cannot be included as part of the target 	Managing organisations can use any accrediting body. The Council will run a training session on Accreditation post contract awards Managing agents can work with young people aged under 12, however these will not count towards targets
	<ul style="list-style-type: none"> ▪ Expectations regarding the frequency to engage with individual young people 	There is no stipulated frequency to engage with individual young people – This needs to be needs led.
	<ul style="list-style-type: none"> ▪ What will be put in place to gather information 	Managing organisations can create their own systems to gather information; however they must be able to provide this to the council in a user friendly format. A training session on Information required will take place post contract award
3.	Seconded Youth Worker	
	Clarify the cost of the youth worker (including on costs) are in addition to the bid funding (what about other expenses (e.g. travel).	<p>The range provided for bids is in addition to the Seconded Youth Worker. The Managing organisation will be responsible for other expenses such as travel etc.</p> <p>The successful provider for areas 1 to 4 will have to take the youth worker. If a youth worker resigns the pro rata costs of the youth worker will be paid to the organisation so they can recruit a replacement youth worker.</p>
	Supervision and development of youth	The Council will undertake a 6

	<p>worker. Who undertakes career development/staff appraisals?</p>	<p>monthly Personal Development Reviews. We will hold quarterly practice sharing meetings with the youth workers.</p> <p>The managing organisation will be responsible for management and supervision of staff</p>
	<p>Youth workers are expected to keep updated on current issues and legislation affecting young people</p>	<p>We will hold quarterly practice sharing meetings with the youth workers and ensure they are informed about current issues and legislation affecting young people.</p> <p>Youth workers also have a professional responsibility to keep themselves informed</p>
	<p>Confirm hours and holiday entitlement of the youth worker</p>	<p>Youth workers work a 37 hour a week with an expectation that they work regular evenings, weekend where appropriate and undertake residential. As part of the national JNC terms and conditions, Youth workers are compensated for the unsociable hours by having good holiday entitlement – depending on length of service this for some staff equates to 35 days a year.</p>
	<p>Level and type of support from the youth services commissioning team (including relation to signposting yp to the new provision).</p>	<p>The Commissioning team will provide a range of services including:</p> <ul style="list-style-type: none"> Quality Assurance Quarterly meetings for Youth workers Training where relevant Distribution of information Support the central work of the Youth Parliament and Young inspector initiatives. <p>At times the team may run programme for young people in response to local and national initiatives, however, this will not duplicate work undertaken in areas.</p> <p>The Core team will also be able to provide guidance and advice on a</p>

		<p>wide range of issues.</p> <p>In addition to Youth Work staff the core team will also include: The following: 2 members of staff specialising in providing Information, Advice and Guidance to vulnerable young people in relation to them securing employment, education or training - prioritising 16-18 year olds. 2 Members of staff prioritising work with vulnerable young people with special needs to remove barriers to their learning and employment and gain access to personal and social development opportunities.</p>
4.	Clarification around provision	
	<ul style="list-style-type: none"> ▪ Are providers able to choose own provision. Do they have to continue existing provision? 	<p>Providers can choose to run new provision in line with needs of young people. There is no obligation to run existing sessions, however, communication on this with young people will be critical</p>
	<ul style="list-style-type: none"> ▪ Clarification around outdoor activities - does this include sports, urban arts? 	<p>We are open to innovative ideas. Providers can include a variety of forms of outdoor education / activities</p>
	<ul style="list-style-type: none"> ▪ Clarify how the thematic proposals will operate – no double counting of yp 	<p>Thematic areas will target as many different young people as possible. Although there will be at times some overlap, we expect the thematic provider to keep this at a minimum and check out with us any issues that need clarification.</p> <p>We do expect young people to take advantage of attending a youth centre as well possibly attending activities provided by other providers. We are not looking for the thematic providers to contact the youth centre providers as an 'easy option' of meeting targets.</p>

5	Cost of CRBs	
	<ul style="list-style-type: none"> ▪ Who is responsible for CRB checks 	<ul style="list-style-type: none"> ▪ The provider is responsible for ensuring that anyone employed by, or behalf of, the organisation must have a fully enhanced CRB clearance before working with young people. The provider is responsible for covering all costs associated with obtaining CRB clearances. A CRB check will be issued "free of charge" if the person applying for the check satisfies The Police Act 1997 (Criminal Records) Regulations 2002 definition of a volunteer. <p><i>"volunteer" means a person engaged in an activity which involves spending time, unpaid (except for travel and other approved out-of-pocket expenses), doing something which aims to benefit some third party other than or in addition to a close relative.</i></p> <p>If you are applying for volunteer CRB checks through an Umbrella organisation there may be an administration charge.</p> <p>The Council will cover the costs of renewing CRB's for seconded youth workers</p>

Schedule 6: Youth Centre Details

1. Arlesey Youth Centre

Address

High Street
Arlesey
Beds
SG15 6SN

Location

A purpose built youth centre located within Arlesey Community Centre which was refurbished in 2009.

Details

Single storey comprising of:

Hall/Gym with stage

Meeting Room

IT Suite with 6 computers

Office

Modern Kitchen

Chill out area

Male and female toilets

Disabled toilet

Cleaners Cupboard

Outdoor sports yard

All doors and windows are covered by external roller shutters

Door entry system and an intruder alarm

Fire alarm and smoke detectors

Limited parking at the front of the building and additional parking at the rear of the building.

Disabled parking space and flat access to the centre

Costs

The majority of the bills are paid centrally by Central Bedfordshire Council and are apportioned out at the end of the financial year.

Arlesey	09/10	10/11
Rates	4,365	
Electricity	707	
Water Rates	657	
Cleaning	To be	
	confirmed	
Grounds maintenance	230	
SE Security	380	570
PPL	319	148
PRS	38	90

Sanitary bins	144	216
TV licence	143	146

*Costs quoted do not include VAT

Regular Lettings

Christian Family Care use the Centre on a regular basis for activities. They also use the Centre as an admin base and have use of a large storage cupboard. At the moment they are not charged.

2. Bedford Square Community Centre

Address

Tithe Farm Road
Houghton Regis
LU5 5ES

Location

Part of the Bedford Square Community Centre complex which includes the Library and Health Centre.

Details

Two storey comprising of:

Ground floor

Entrance hall
One to One meeting room
Activity Room with coffee making facilities
Hall/Gym leading to a meeting room with coffee making facilities
Male and female toilets
Disabled toilet
6 store cupboards
2 sets of stairs
Lift

First floor

Large office/meeting room leading to a
Small office/meeting room
Office

Security

All doors and windows are covered by wire mesh
Door entry system and an intruder alarm
Fire alarm and smoke detectors
Limited parking at the rear with a permit
Disabled parking at the rear
Security company is on site from 8.00am to 8.00pm

There is a cleaning contract with MCS Cleaning

The Security Company is on site from 7.00am to 8.00pm Monday to Saturday

Costs

The utility bills, business rates, cleaning and security are paid centrally by Central Bedfordshire Council and apportioned at the end of the financial year.

We are currently reviewing the cleaning contract for the Centre.

Regular Letting Charges

	CBC Services	Community Groups	Profit Making Organisations
Main Hall	Free of Charge	£10 per session	£10 an hour
Other Rooms	Free of charge	£5 per session	£5 an hour

3. Biggleswade Youth Centre

Address

Mead End
Biggleswade
Beds
SG18 8JU

Location

A purpose built youth centre located in the grounds of Holmemead Middle School.

Details

Single storey comprising of:

Hall/Gym

Class Room

IT Suite with 7 computers

Small front office

Office

Open Kitchen/Coffee Bar

Small coffee bar storage cupboard

Cleaners cupboard

Large storage cupboard

Male and female toilets

Disabled toilet

Small courtyard

Most doors and windows are covered by external roller shutters

Door entry system and an intruder alarm

Fire alarm and smoke detectors

Limited parking

Disabled parking space and flat access to the centre

Costs

Biggleswade	09/10	10/11
Income	-3,194	-6,443
Gas	1,170	1,973
Electricity	776	710
Grounds maintenance	233	233
Refuse	145	145
SE Security	0	470
PPL	193	156
PRS	151	151
Sanitary bins	144	144
TV licence	143	146

*Costs quoted do not include VAT

	Irregular User – Organisations	Regular User – Organisations	Irregular User – voluntary groups	Regular User – voluntary groups
Main Hall	£30 an hour	£20 an hour	£10 an hour	£5 an hour
IT suite	£30 an hour	£20 an hour	£10 an hour	£5 an hour
Class Room	£15 an hour	£10 an hour	£5 an hour	£2.50 an hour

Regular Lettings at Biggleswade Youth Centre

Day/Time	Morning	Afternoon	Evening
Monday	*Barnfield College Adult with Disabilities Education (Term Time Only) (Pay regular organisation rate)	*Barnfield College Adult with Disabilities Education (Term Time Only)	Monday Night Voluntary Group 18.00 to 20.00 (£5 an hour)
Tuesday	Job Centre Plus 09.00 – 17.00 (No charge)	Job Centre Plus 09.00 – 17.00 (No charge)	'G' Group 18.30-20.30 (fortnightly) (No charge) Spurgeons Young Carers Gp 18.00-20.0 (Monthly) (No charge) Central Bedfordshire Parenting 18.15-21.30 (in blocks) (No charge)
Wednesday	*Barnfield College Adult with Disabilities Education (Term Time Only) 09.30 to 15.15	*Barnfield College Adult with Disabilities Education (Term Time Only) Siblings Project 15.00 to 18.00 (Once a month) (No charge)	19.00 – 21.30 Kamakazi Magazine 13-19 year olds (No charge)
Thursday	*Barnfield College Adult with Disabilities	*Barnfield College Adult with	

	Education (Term Time Only) 09.15 to 15.15	Disabilities Education (Term Time Only) (Poppies Project 15:30 to 19:00) (No charge)	
Friday	Biggleswade Babes (Voluntary Group) 10.00 – 12.00 (£5 an hour)		
Saturday			
Sunday			

Barnfield College - Last date on the booking forms is 17.06.11
Used as a polling station during elections

4. Leighton Buzzard Youth Centre

Address

Vandyke Road
Leighton Buzzard
Beds
LU7 3FU

Location

A purpose built youth centre located, next to Gilbert Inglefield Middle School, which was refurbished in summer 2009.

Details

Single storey comprising of:
Hall with a ramp leading from the Activity Area
Large Activity Area
Meeting Room
IT Suite with 8 computers
2 Offices
Two small storage cupboards
Modern Kitchen
Male and female toilets
Disabled toilet
Cleaners cupboard
Outdoor sports yard
Garage

External roller shutters cover the door in the back office, window of the meeting room, the front office and kitchen window. There is a gated shutter on the window in the sports hall.

Door entry system and an intruder alarm
Fire alarm and smoke detectors
Limited parking at the front of the building
Disabled parking space and ramped access to the centre

Costs

Leighton Buzzard	09/10	10/11
Rates	4,608	4,608
Gas	1,004	1,899
Electricity	1,406	2,506
Water	407	1,380
Contract cleaning	4,840	5,096
Grounds maintenance	263	263
Refuse	439	426
SE Security (Maintenance)	455	255
Arena Security (Key Holding Service)	0	325
PPL	378	285

PRS	40	173
Sanitary bins	385	395
TV licence	143	146

*Costs quoted do not include VAT

Regular Lettings

There are currently no hire charges for voluntary/community groups who use the Centre.

The Cleaning contract is an external contract and can be cancelled

Day/Time	Morning	Afternoon	Evening
Monday	Gilbert Middle School 10.00-11.00am Sports Hall	Sorted Counselling Service 3.30 – 5.00pm Activity room	
Tuesday			FAB – Chums 6.30 – 9.30pm Monthly
Wednesday			Autism Beds 6.30 -9.30pm 3 times per month Young Carers 6.30-9.30 Monthly
Thursday	Gilbert Middle School 10.00-11.00am Sports Hall		
Friday			
Saturday	Parenting Support Team 9.30-4.30 Some Saturdays		
Sunday	Central Bedfordshire Home support group 10 -12	Central Beds Home Support Group Funky Buzzards 12-4.30pm	

5. Sandy Youth Centre

Address

Park Road
Sandy
Beds
SG19 1JB

Location

A purpose built youth centre which is attached to the gym of Sandye Place Middle School. Entry to the Youth Centre is via a side gate in the school fence (green) which backs onto Swansholme Gardens. (If using a sat nav use post code SG19 1HL.) There is no on site parking.

Details

Single storey comprising of:

Hall

Office/Meeting Room

Small Meeting Room

3 Offices

IT Suite with 7 computers

Open Kitchen/Coffee Bar

Male and female toilets

Disabled toilet accessed via a flight of 3 steps. There is an electric lift for these 3 steps.

Cleaners Cupboard

Door entry system (no alarm)

Fire alarm which is attached to the school fire alarm

Flat access to the centre

Costs

Sandy	09/10	10/11
Income	-290	-691
Refuse Collection	296	296
PPL	263	274
PRS	29	562
Sanitary bins	144	144
TV licence	143	146

*Costs quoted do not include VAT

Lettings

At the moment the only rooms which are let out are the hall and IT suite, which are charged as follows:

	Irregular User – Organisations	Regular User – Organisations	Irregular User – voluntary groups	Regular User – voluntary groups
Main Hall	£30 an hour	£20 an hour	£10 an hour	£5 an hour

IT suite	£30 an hour	£20 an hour	£10 an hour	£5 an hour

Regular Lettings at Sandy Youth Centre

Day/Time	Morning	Afternoon	Evening
Monday	Youth Matters Alternative Curriculum 10.00 – 15.00 (No charge – joint project)		
Tuesday			18.30-20.30 Tuesday Night Group (Voluntary Organisation) (No charge)
Wednesday			
Thursday			18.00-19.30 2 nd Sandy Brownies (£5 an hour) 19.30-21.15 1 st Sandy Guides (£5 an hour)
Friday			
Saturday	Disability Group 10.00-13.00 (No charge)		
Sunday			

Schedule 7: Sample Heads of Terms

PROPOSED LEASE OF YOUTH CENTRE TO AN OUTSOURCED YOUTH CENTRE SERVICE PROVIDER IN ACCORDANCE WITH A SERVICE LEVEL AGREEMENT

SUBJECT TO CONTRACT. WITHOUT PREJUDICE. SUBJECT TO FORMAL APPROVAL

1. Lessor/Landlord:

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

2. Lessee/Tenant:

[Successful bidding Youth Service provider].

3. Demised Area:

All that building known as _____ Youth Centre shown edged red on the attached Lease Plan [ref _____] dated [_____]. (The Lease Plan).

4. Date of Commencement:

On completion. (Tender contracts understood to be intended to commence on 01/06/11).

5. Term:

From the Date of Commencement until 31/03/2013.

6. Permitted Use:

To use the Demised Area only for the provision of Youth and Community services and activities.

7. Rent:

£1.00 per annum, if demanded. (In lieu of providing Youth Centre services on behalf of the Landlord).

8. Rent Reviews:

The rent will not be reviewed during the Term of the lease, provided that the Lessee continues to provide Youth Centre services in accordance with the SLA.

9. Termination:

Central Bedfordshire Council

Technology House
239 Ampthill Road
Bedford MK42 9BD

Telephone 0300 300 8000

Email customer.services@centralbedfordshire.gov.uk

www.centralbedfordshire.gov.uk

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The lease shall determine immediately in the event of non performance by the Lessee or if the terms of the lease or SLA are materially breached.

10. Repairs and Maintenance:

The Lessee will keep the Demised Area in a good and tenable state of cleanliness and safety and will repair and maintain it to a condition no worse than at the commencement of the lease as evidenced in a photographic record of condition [to be prepared]. The Lessee will at their own cost remedy any deliberate damage howsoever caused.

11. Running Costs & Outgoings:

The Lessee will be responsible for arranging and meeting the costs of all utilities, services, business rates etc. directly attributable to the Demised Area.

The Lessee will pay a service charge for any services provided by the Lessor that are not directly attributable to the Demised Area, including but not limited to; [the cost of external repairs and maintenance and in the shared areas, cleaning of the shared areas, security, building insurance premium, grounds maintenance etc.]. The service charge will be apportioned between all users of the Demised Premises/Site according to floor area occupied.

The Lessee will be responsible for any other outgoings due in respect of the Demised Area.

12. Rights Granted:

The Lessee will be granted rights of access on foot (in common with the Lessor) over the areas coloured yellow on the Lease Plan.

The Lessee will be granted rights of access with a motor vehicle (in common with the Lessor) over the area coloured brown on the Lease Plan.

The Lessee will be granted the right to park [x] motor vehicles in the area hatched brown on the Lease Plan, on a first come first served basis.

13. Rights Reserved:

The Lessor reserves the following rights... [_____].

14. Right of Inspection & Entry:

The Tenant will permit the Landlord, its servants, agents, workmen and others at all reasonable times (upon prior written notice, except in emergency) to view and stating the condition thereof the Landlord may serve notice in writing for any defects found and the Tenant will confirm to undertake such remedial work as required.

15. Insurance:

The Lessee will insure the Demised Area for its full reinstatement value.

OR

The Lessor will insure the Demised Area against such perils as fire, lightning, explosion and impact from aircraft, subject to payment by the Lessee of the proportionate cost of the premium.

The Lessee is to insure its own contents and equipment.

The Lessee is to hold Public Liability Insurance to a minimum level of £10,000,000 per claim with a reputable insurer.

16. Indemnity:

The Lessee is to indemnify the Lessor against all liability claims and all other claims arising as a result or in connection with any activity (authorised or not), or in connection with any breach or negligence.

17. Alienation:

The Lessee is not permitted to assign or to sub-let or part with possession of any part or the whole of the Demised Area.

The Lessee will be required to make the Demised Area available to groups specified in the SLA at nil cost.

The Lessee will be required to make the Demised Area available to groups specified in the SLA for a nominal charge or cost recovery basis.

The Lessee will be permitted to make the Demised Area available to other Youth and Community groups on an income generating basis to invest back into the service.

18. Alterations and Additions:

No alterations or additions are to be made to the Demised Area or the site without the written consent of the Lessor.

19. Reinstatement:

The Lessee will be expected to vacate the Demised Area in a condition no worse than at the commencement of the lease, as evidenced in a photographic schedule of condition, with any damage made good at the expense of the Lessee.

20. Statutory Requirements:

The Lessee is to ensure that now and in the future the Demised Area complies with and has all necessary legislation, consent and licences from the relevant statutory bodies and will produce to the Lessor whenever requested any or all details of such consents and licences obtained, together with any condition or stipulation held with the same.

21. Nuisance:

The Lessee shall not cause or allow any disturbance or nuisance to other users of the site, the Lessor, the Lessor's contractors or the general public.

22. VAT:

The Landlord reserves the right to charge VAT on all rents and monies payable under the Lease.

23. Security:

The Lessee is to ensure that the Demised Area is kept secure when unoccupied and that the intruder alarm is in good working order and properly maintained and serviced.

24. Security of Tenure:

The Lease will be contracted out of the security of tenure provisions of Sections 24-28 of the Landlord and Tenant Act 1954 Part 2.

25. Professional Fees:

Each party will meet its own legal costs and professional surveyor's fees incurred in completing the lease.

26. Signs:

The Lessee will not erect any signs on the demised area without the prior written permission of the Lessor.

27. Additional Terms:

The Lease is subject to any other terms that the Council's Legal Representatives consider it is appropriate to include.

Schedule 8: Central Bedfordshire Terms and Conditions

STANDARD TERMS FOR THE SUPPLY OF GOODS, SERVICES AND WORKS

The Contract shall be constituted by and comprise only the Contract Documents; no terms or conditions put forward by the Provider (including terms relating to hire, lease or loan) shall form part of the Contract unless signed by both parties. In the event of conflict, the Order, Terms and Purchaser Specification prevails. Any supply made in response to the Order shall be taken as conclusive acceptance of this term and any inconsistent or additional terms accompanying the supply shall be deleted and ignored.

1 DEFINITIONS AND INTERPRETATION

- 1.1 The words in parenthesis and/or quotation marks on the front of this Quote or on the Order describe or identify as appropriate the following or preceding words or matters and have the same meaning throughout these Terms.
- 1.2 The headings to the Terms shall not affect their interpretation. The singular includes the plural; one gender includes all others.

2 THE SUPPLY OF GOODS, SERVICES OR WORKS - QUALITY STANDARDS

- 2.1 The Supply shall be to the reasonable satisfaction of the Authorised Officer and shall without limitation conform with and fulfil in all respects:-
 - the Contract Documents
 - any variation of the Contract agreed in writing by the parties
 - the requirements of any relevant UK or EC statute, order, regulation, directives, standard, code of practice or bye-law from time to time in force which is relevant to the Supply
 - any recommendation or representation made by the Provider
 - professional standards which might reasonably be expected of the Provider
- 2.2 Unless otherwise agreed in writing, neither performance nor functionality of any part of the Supply will be impeded by entry into the European monetary union.
- 2.3 The Goods, Services or works should be both fit for purpose and of merchantable quality. They should match both the specification given by the provider and any request made by the council that the provider has agreed to.
- 2.4 In the supply of ICT hardware and software, or other goods of a similar nature, that requires testing and approval after commissioning. No Payment will be made until approval sign off has been given by the councils appropriate authorised commissioning officer

3 THE CONTRACT PRICE AND INVOICING

- 3.1 The Payment Date defines how the Contract Price is payable. The Purchaser shall make payment, provided the Supply complies with the Contract, within 30 days after receipt of an invoice submitted on or after a Payment Date.

4 DELIVERY AND TIME FOR PERFORMANCE

- 4.1 Time shall be of the essence. The Authorised Officer must be notified and his consent obtained to any extension of time.
- 4.2 Access to Purchaser premises, facilities or storage by the Provider shall comply with the reasonable requirements of the Purchaser and shall be at the Provider's risk. 4.3 If either party is unable to make or accept the Supply, through
 - strike, lockout by employees, war or civil commotion
 - cessation or serious interruption of land, sea or air communications or power supplies
 - exceptionally adverse weather, fire or other unavoidable cause it shall immediately notify the other party and then, the disabled party may decline to make or accept the Supply. The Purchaser shall notify the Provider within 30 days of the end of that period whether it requires the Supply to be recommenced, varied or cancelled (without further liability to either party). Where the Supply is recommenced the Contract shall be varied to extend the time for completion or delivery of the Supply by the period of disability.
- 4.4 At the completion of the Supply the Provider shall remove all materials from the Site (unless otherwise instructed) and permanently reinstate any damaged areas or surfaces and leave the Site in a clean condition ready for occupation.

5 PROPERTY RISK AND ACCEPTANCE

- 5.1 Without prejudice to any of the rights or remedies of the Purchaser (including those under Clause 7), property and risk in any Goods shall pass to the Purchaser on delivery or when the Authorised Officer notifies acceptance in writing where the Goods are to be subject to testing, whichever shall be the later.

6 DESPATCH OF GOODS AND DAMAGE IN TRANSIT

- 6.1 The Provider shall free of charge and as quickly as possible either repair or replace (as the Purchaser shall elect) Goods which fail to arrive or arrive damaged.

7 INSPECTION AND REJECTION

- 7.1 The Provider shall assist the Purchaser or his authorised representatives (free of charge) to make any inspections or tests the Purchaser may reasonably require of the Supply at any time prior to acceptance.
- 7.2 The Purchaser may suspend the Supply in whole or in part without paying compensation if the Authorised Officer is reasonably of the opinion that the Provider is in breach of Clause 10.
- 7.3 The Purchaser may reject the Supply in whole or in part before acceptance if it is not completely in accordance with the Contract or becomes so during any Guarantee Period (including without limitation any slight or minor variation) and in such circumstances may, without prejudice to other rights or remedies:-

- have the Supply repaired, re-done or replaced by the Provider with a supply which complies in all respects with the requirements of the Contract
- require a refund from the Provider
- make a reasonable deduction from the Contract Price determined by the Authorised Officer.

8 LABELLING AND PACKAGING

- 8.1 The contents shall be clearly marked. All containers of hazardous goods (and all relevant documents) shall bear prominent and adequate warnings. Product Data Sheets required by the Control of Substances Hazardous to Health Regulations 1988 and the Chemicals (Hazard Information and Packaging) Regulations 1993 must be provided (in a form suitable for photocopying).
- 8.2 All packaging materials will be considered non-returnable.

9 INTELLECTUAL PROPERTY RIGHTS AND CONFIDENTIALITY

- 9.1 The Supply shall not infringe the intellectual property rights of any third party.
- 9.2 All rights (including without limitation ownership and copyright) in any specifications, information, instructions, plans, drawings, patterns, models, designs or other material furnished to or made available to the Provider by the Purchaser or obtained by the Provider in connection with the Contract shall remain vested solely in the Purchaser and shall be kept confidential.
- 9.3 Where the Contractor has access to information about people, it shall ensure that in making the Supply, the provisions of the Data Protection Act 1998 are observed (and also Purchasers' data protection requirements notified to the Provider).
- 9.4 This clause shall apply both during the Contract and after its termination.
- 9.5 The intellectual property rights (including without limitation copyright) in any thing arising out of the Supply shall vest in the Purchaser.

10 HEALTH AND SAFETY

- 10.1 Without prejudice to the generality of Clause 2.1 the Provider in making the Supply shall have full regard to safety of persons who may be affected in any way and shall comply with the requirements of the Health and Safety at Work Act 1974 and its subordinate regulatory framework, and of any other Acts pertaining to the health and safety of persons.
- 10.2 The Provider shall conduct all necessary tests and examinations prior to delivery of the Supply to ensure that the Supply is designed, constructed and delivered so as to be safe and without risk to the health or safety of persons using them. The Provider shall give the Purchaser adequate information about the use for which the Supply has been designed and has been tested and about any conditions necessary to ensure that when put to use the Supply will be safe and without risk to health.
- 10.3 Throughout the progress of any Works, the Provider shall keep the Site in an orderly state and shall provide and maintain at its own cost all lights, guards, fencing and warning signs for the protection of the Works and the safety and convenience of the public and others.

11 INDEMNITY AND INSURANCE

- 11.1 Without prejudice to any rights or remedies of the Purchaser (including those under Clause 7) the Provider shall indemnify the Purchaser against all matters of any kind arising in contract, tort, statute or otherwise directly or indirectly out of the wrongful act, default, breach of contract or negligence of the Provider, its sub-contractors, employees or agents in the course of or in connection with the Contract. Without prejudice to the generality of the foregoing this indemnity shall extend to (and not be limited) in respect of death or injury to persons, damage to property, prevention of corruption, the infringement of intellectual property rights, health and safety, race relations, data protection and Ombudsman investigations. Public Indemnity insurance £5 million per incident.
- 11.2 The Provider shall effect, with a reputable company, public and employer's liability and other insurances necessary to cover the risks contemplated by the Contract and shall at the request of the Purchaser produce the relevant policy or policies together with receipts or other evidence of payment of the latest premium due thereunder. Public liability cover of at least £10 million per incident shall be obtained, unless agreed otherwise with the Authorised Officer. Where the Supply is a supply of consultancy services the Provider shall maintain professional indemnity insurance during the Contract period and for 6 years afterwards to cover its liability to the Purchaser under the Contract.

12 RACIAL DISCRIMINATION, OMBUDSMAN INVESTIGATIONS AND HUMAN RIGHTS

- 12.1 The Provider shall not unlawfully discriminate within the meaning and scope of the provisions of Race Relations Act 1976, Sex Discrimination Act 1975, and the Disability Discrimination Act 1995 or any statutory modification or re-enactment thereof relating to discrimination in the provision of services to the public or in employment or contravene the Human Rights Act 1999. The Provider shall to the extent relevant to the delivery of the Supply comply with the Purchaser's equal opportunities policies, which may be consulted. The Provider shall take all reasonable steps to secure the observance of these provisions by all servants, employees or agents of the Provider and all sub-contractors employed in the execution of the Contract.
- 12.2 If either the Purchaser's internal or external auditors or if the Commissioner for Local Administration (the Ombudsman) shall wish to investigate the Contract, then the Provider shall provide such information, access and co-operation as those persons may reasonably require.

13 PREVENTION OF CORRUPTION

- 13.1 The Purchaser may terminate the Contract and recover all its loss if the Provider, its employees or anyone acting on the Provider's behalf do any of the following things:
- offer, give or agree to give to anyone any inducement or reward in respect of this or any other Purchaser contract (even if the Provider does not know what has been done); or
 - commit an offence under the Prevention of Corruption Act 1889 to 1916 or under Section 117(2) of the Local Government Act 1972; or

- commit any fraud in connection with this or any other Purchaser contract whether alone or in conjunction with Council members or employees.

14 TERMINATION

- 14.1 The Purchaser may also by notice in writing terminate the Contract in whole or in part (and enter upon and expel the Contractor from any premises or site to which he has been given access) if any of the events specified in Clause 14.2 occur. No period of notice shall be required but the notice shall state the date on which it is to take effect.
- 14.2 The events referred to in Clause 14.1 are:-
- 14.2.1 the Provider has failed to make the Supply within the time specified in the Contract
- 14.2.2 the Provider has breached the Contract in a way which the Purchaser reasonably regards as irremediable, which may include, without limitation, repeated and/or persistent remediable breaches of the Contract
- 14.2.3 the Purchaser has given the Provider at least one month's notice to remedy a breach of contract which can be remedied and the Provider has failed to do so
- 14.2.4 the Provider has without reasonable cause failed to proceed diligently with or wholly suspends performance of any Services or Works
- 14.2.5 the Provider shall have a receiver appointed over all or substantial part of his or its assets or (if an individual) be declared bankrupt or (if a company) shall go into liquidation or have an administrator appointed to manage its affairs.
- 14.3 In the event of termination of the Contract or rejection under Clause 7, the Purchaser may engage another contractor to make the Supply and the Provider shall be liable to pay the Purchaser as a debt any extra cost that the Purchaser incurs in so doing in excess of the Contract Price.

15 ASSIGNMENT AND SUB-CONTRACTING

- 15.1 The Provider shall not without the written consent of the Authorised Officer assign or sub-contract the benefit or burden of the whole or any part of the Contract. No sub-contracting by the Provider shall in any way relieve the Provider of any of its responsibilities under the Contract.

16 PURCHASE OUTSIDE THE CONTRACT AND THIRD PARTIES

- 16.1 The Purchaser shall have the right to employ a person other than the Provider to make supplies of the same type as is contemplated by the Contract if it shall in its absolute discretion think fit to do so.
- 16.2 The Contract shall not confer any benefit on any third party.

17 NOTICES

- 17.1 Any notice about the Contract may be sent by hand or by ordinary, registered or recorded delivery post or transmitted by facsimile transmission or other means of telecommunications resulting in the receipt of written communication in permanent form and if so sent or transmitted to the address of the party shown on the Contract, or to such other address as the party has notified to the other, shall be deemed effectively given on the day when in the ordinary course of the means of transmission it would be first be received by the addressee in normal business hours.

18 GOVERNING LAW

- 18.1 These Conditions shall be governed by and construed in accordance with English law and the Provider hereby irrevocably submits to the exclusive jurisdiction of the English courts.

19 CONTRACT REVIEW

- 19.1 This contract is subject to continual review and as part of the process Central Bedfordshire Council will review the works, good and services required. Should the need for that service be no longer required, either by the demand being transferred to another body (i.e another Town or Parish council etc) or that we wish to discontinuing supplying that demand, then we reserve the right to withdraw those works, goods and services from the contract. This removal will be undertaken giving 30 days notice and the costs for those services will be deducted from the overall contract value. Central Bedfordshire council will not be liable for any addition costs attributed to the removal of those services.
- 19.2 We at Central Bedfordshire Council expect our providers to work with us to constantly improve their service and create efficiencies for the future. Therefore we will conduct annual reviews to monitor progress on; Communication, Customer Satisfaction, Product Rationalisation, Environment, Equalities, Improvements to service, Innovation, Price and Quality standards. This review will not only focus on achievements made in these areas from the previous year, but also ideas and proposals for the following year. Both the provider and an authorised officer from the council will sign off all reviews. Should there be an inflationary clause in a long-running contract, no payment will be made against that clause until after the review has taken place.

Meeting: Executive
Date: 31 May 2011
Subject: Achieving Our Economic Potential – Consulting on the Economic Development Plan Framework and Skills for Growth

Report of: Executive Member for Sustainable Communities - Strategic Planning and Economic Development

Summary: The report outlines the proposed approach to fully engage with partners and stakeholders in developing the Central Bedfordshire Economic Development Plan (EDP) Framework around four priority themes. This includes directing a new skills development approach (Skills for Growth) to drive economic growth across the area.

Advising Officer: Gary Alderson, Director of Sustainable Communities
Contact Officer: Liz Wade, Assistant Director Economic Growth Skills and Regeneration
Public/Exempt: Public
Wards Affected: All
Function of: Executive/Council
Key Decision No
Reason for urgency/ exemption from call-in (if appropriate) None

CORPORATE IMPLICATIONS

Council Priorities:

The vision of the Sustainable Communities Strategy is “To ensure Central Bedfordshire is Globally Connected, Delivering Sustainable Growth to ensure a Green, Prosperous and Ambitious Place for the Benefit of All”.

The Strategy will be delivered through two underpinning key themes of creating the conditions for economic success and community prosperity and raising standards and tackling inequality in order to deliver 26,000 new homes and 27,000 new jobs by 2026.

The EDP will underpin the delivery of the vision and along with our approach to Skills for Growth will contribute to all of the other identified corporate priorities.

Financial:

The development of the EDP and the costs of consultations will be met through the 2011/12 Economic Development, Skills and Regeneration budget.

Legal:

Although there are no statutory requirements for the Council to take forward these pieces of work, both are key to enabling Central Bedfordshire achieve its true economic potential. The Council will be able to demonstrate its leadership and enabling ethos on the economic development and skills agendas under Section 2 of the Local Government Act 2000 to promote or improve the economic well-being of its area.

Risk Management:

Potential risks relate to the buy in and take up of the Economic Development Plan. Early engagement with officers and key partners and adherence to project management principles in producing the plan is vital.

Staffing (including Trades Unions):

None at this time

Equalities/Human Rights:

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

In developing the EDP and our approach to Skills for Growth, the Council must ensure that decisions are made in such a way as to minimise unfairness, and that there is not a disproportionately negative effect on people from protected groups.

An Equalities Impact Assessment will be undertaken on both the EDP and the Skills for Growth Strategy. Findings from the Local Economic Assessment on Equalities and target groups will inform these.

Community Safety:

None at this time

Sustainability:

Fundamentally matching employment with the needs of our growing resident population is directly addressing the longer term sustainability of Central Bedfordshire.

Summary of Overview and Scrutiny Comments:

- The views of the Sustainable Communities Overview and Scrutiny Committee will be sought before Executive is asked to approve the full EDP and Skills for Growth Strategy.

RECOMMENDATIONS:

1. that the Executive approves the EDP Framework and the four priority themes;

2. that the Executive endorses the development of a Central Bedfordshire approach to Skills for Growth to identify and agree the priorities and actions required to ensure that the skills challenges facing Central Bedfordshire can be addressed;
3. that the Executive endorses the proposed consultation approach to ensure effective internal and external engagement and considers the draft EDP including the Skills for Growth plan at a future meeting prior to full Council approval; and
4. that the views of Overview and Scrutiny are invited to inform the Executive's final decision on these matters.

Reason for Recommendations: To ensure that this corporate priority is led by the Executive on behalf of full Council and wider area in response to the need to achieving job growth (27,000 jobs by 2026) in Central Bedfordshire In realising our full economic potential.

Integral to this the first Central Bedfordshire approach to all age skills called 'Skills for Growth' that seeks to shape and influence the skills needs of individuals, employers to meet the growing economic needs. This is in line with the Government's expectation of Local Authorities increasingly leading and influencing the commissioning of local skills and training providers to meet those needs as a key regeneration and economic driver for our economy

Executive Summary

Executive consideration is sought on the proposed framework for the EDP for Central Bedfordshire, the development of our approach to Skills for Growth and the proposed consultation approach. The framework for the EDP is shown in Appendix A.

The EDP framework builds on the Local Economic Assessment and other core policies of the Council which set out the high level priorities for delivering the proposed 27,000 additional jobs in Central Bedfordshire between 2011 and 2026. The framework is based around four priority themes:

- Business growth and resilience
- Land & Premises
- Into Work
- Skills for Growth

In addition to these four priority themes it is proposed that a fundamental shift in the way the Council acts to support jobs and business growth is needed, a shift towards an enabling open for business culture.

Comprehensive engagement with internal and external stakeholders and partners will be critical in ensuring that Central Bedfordshire identifies the right priorities and achieves consensus around these priorities.

Economic Development Plan

1. The EDP builds upon the published Local Economic Assessment (LEA). The framework and its proposed four priority themes directly link to the evidenced needs to drive economic growth from the assessment findings. The plan would be developed through further consultation and engagement setting out in more detail how the conditions will be created to deliver the 27,000 additional new jobs by 2026.
2. The framework for the EDP is shown in Appendix A. The four priority themes are:
 - (a) Support business resilience and growth, with a particular focus on high growth businesses (Business Growth & Resilience).
 - (b) Provide a range of high quality employment land and premises together with regenerating our town centres and rural communities (Land & Premises).
 - (c) Enable people to play a full and active role in the Central Bedfordshire economy (Enabling Into Work).
 - (d) Increase our supply of skilled people (Skills for Growth).
3. Against each of the priority themes a detailed delivery plan will be established as part of the consultation process as an annex to the agreed EDP. This will capture detailed actions the Council and our partners will contribute towards addressing the agreed key theme priorities and provide a point for monitoring and updating our progress.
4. Critically, underpinning the four themes is the need for the whole Council to develop an enabling ethos that is focused on delivering the economic outcomes for the area. Only in this way can we deliver the step change in economic performance we strive to achieve and build a reputation that this is a Council and area that is open for business.

EDP Priority Themes

5. **Business Growth & Resilience**

The Council plans to achieve the economic potential of 27,000 new jobs by supporting private sector enterprise, including new businesses, starting up, existing business thriving and growing or attracting new inward investment into the area. To address this it is proposed to improve the way that the Council engages with businesses. We will facilitate business growth by 'making it easy', including streamlining cross-Council service information and delivery, responding to the needs of businesses and encouraging them to engage more fully with support providers to release their own potential. When considering new inward investment and developer interest, an enabling culture will mean working with the commercial sector to identify what they need and find ways to make it happen. Businesses are being asked to identify what barriers they face for growth/survival. We propose to work through business intermediaries to address their needs.

6. **Land & Premises**

Business growth is reliant on the availability of a range and choice of land and premises. Businesses require efficient infrastructure to support their activities and productivity. To address this, proposals include ensuring that planning policies continue to be flexible, responsive and supportive of sustainable growth in both urban and rural communities. Development and delivery of town centre master plans will be key to attracting new investment and jobs, as will the continued need to improve Central Bedfordshire's key business infrastructure, including utilities and broadband needs. We will seek to ensure that the Council is at the forefront of emerging infrastructure delivery models and opportunities, working across the Council to engage with utilities and infrastructure providers to influence local delivery. In some cases the Council will need to consider taking an enabling role through the use of its own assets to facilitate further private sector investment. The EDP will seek to stimulate high level conversations on how the Council balances the need for receipts with the longer term economic needs.

7. **Into Work**

Achieving Central Bedfordshire's full economic potential requires harnessing the skills and abilities of people who are not currently able to participate in the economy. Current proposals for activity include supporting individuals into employment through routes such as self employment, employment, volunteering, Social Enterprise and training. Help will be targeted towards groups identified as in most need, including young people not in employment, education or training (NEETs), people aged over 50, women, ethnic groups and deprived areas of Central Bedfordshire. There will be close alignment to tackling poverty, both through the need to promote and produce financial planning capacity and availability, but also critically through joint working through the Family intervention work of the Council and our partners. Priority will increasingly be focused on influencing the recently appointed DWP (Department for Work and Pensions) Work Program Prime Contractors and external partners to deliver services needed locally.

Skills for Growth

8. Investment in skills is critical to the recovery and long term success of the UK economy (Skills for Growth, BIS, January 2011). Access and provision of the highest possible quality for training and development opportunities in Central Bedfordshire underpins our own economic success.
9. National policies have changed significantly the direction for public funding in supporting this agenda. There is a greater emphasis on the private sector and individuals having to pay for services. A greater role for local authorities is expected to evaluate and influence local provision to ensure local needs are being met.

Specific changes include the following:

- (a) Expanding the number of adult apprenticeships.

- (b) Funding for 19-24 year olds to undertake the first level 2 or 3 qualifications.
 - (c) Basic skills help for those who left school without basic reading, writing and arithmetic.
 - (d) Loans for those aged 24+ to access level 3 or higher qualifications from 2013/14.
 - (e) £50m public funds to stimulate innovative employer led sector initiatives.
 - (f) Help for people seeking work or to access labour market relevant training.
 - (g) Train to Gain replaced with help for SME's to train low skilled staff.
10. In this context Skills for Growth will set out for the first time how Central Bedfordshire will step up to meet the skills challenge and will shape a coherent programme of work to take forward. Skills for Growth will set out the skills priorities for the area, the actions required to achieve these priorities, how we can enhance partnership working, and clarify the changing role of the Council and partners in delivering these priorities.
11. In Central Bedfordshire Skills for Growth will contribute to other objectives, including:
- (a) improved linkages between early years, schools, further education, higher education, community learning and work based learning to seek a seamless pathway through education, into and through work;
 - (b) providing information and ensuring awareness of and access to Next Step provision, and in future to the All Age Career Service, to ensure professional guidance and careers advice is available to all;
 - (c) linking into and influencing other strategies, activities and funding to ensure provision meets the needs of local people and the local economy, including future growth sectors. This includes the Strategy for Learners aged 14-19, Learning Transformation, the Child Poverty Strategy, and the Children and Young Peoples Plan; and
 - (d) providing clarity on the role and activities of the local authority and others in the public, private, voluntary and community sectors, in improving skills locally.
12. Skills for Growth will develop an associated Apprenticeships Action Plan. This will set out a commitment to increasing the number of apprenticeships in Central Bedfordshire and will outline the actions required to meet this ambition.

Engagement and Consultation

13. Subject to Executive approval, the EDP Framework will be used to start a consultation and engagement process with external stakeholders, such as the Chamber of Commerce, Job Centre Plus, Business Ambassadors (*leading local businesses, entrepreneurs and business representative organisations covering a range of sectors from across Central Bedfordshire*), the voluntary and community sector, higher and further education institutions and the public, on the vision for the area to achieve its economic potential, the priority themes and enabling culture and importantly supporting activities. This engagement will be through workshops, specific events, regular meetings and one to one discussions to build consensus on the Plan and gather partners' contributions to the delivery against the agreed priorities. The development of our approach to Skills for Growth will work alongside the EDP Framework consultation and will be under-pinned by a series of focus groups to discuss in detail specific skills issues facing individuals, providers and businesses.
14. It is proposed that a 13 week consultation (June to September 2011) will be undertaken. This will be through the approach outlined above and via the Council website.
15. To reflect the corporate priority and cross cutting nature of economic growth, an early briefing for all Members of the Council has been scheduled.
16. It is recommended that the views of Overview and Scrutiny are sought on the approach being taken to create the conditions for economic growth and stimulate debate on the emerging thematic priorities. The final draft Plan will be presented to Executive following the closure of the 13 week consultation period in October, leading to adoption by full Council in November 2011 as part of the recommended/discretionary plans of the Council's constitutional policy framework.

Appendices:

Appendix A – (Economic Development Plan Framework)

Background Papers: (open to public inspection)

Local Economic Assessment:

Location of papers: <http://www.centralbedfordshire.gov.uk/business/regeneration-economic-growth/local-economic-assessment.aspx>

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Achieving Our Economic Potential Economic Development Plan Framework

27,000 Additional Jobs by 2026

Go Partners

1,800+ per year and 500 more than now

DEVELOPERS

INVESTORS

HCA

DFT

BIS

Treasury

DCLG

DEFRA

DCMS

TSB

DFE

BIS

DWP

JC+

PCT/
NHS

DCLG

EU

LEARNERS

Self Service

Listening

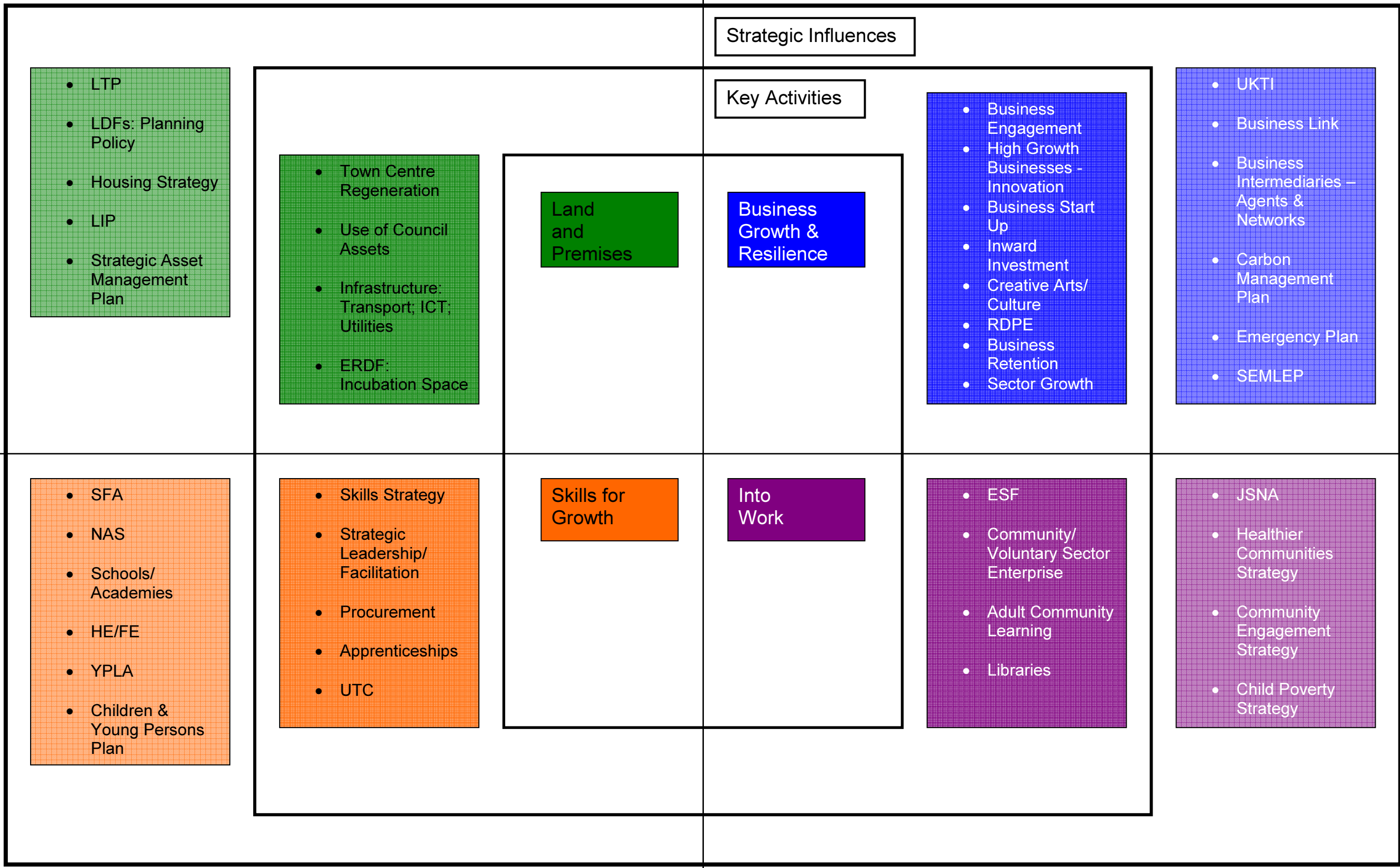
Flexibility

Reducing Red Tape

Key Messages

EARNERS

Enabling Ethos



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Meeting: Executive
Date: 31 May 2011
Subject: Consultation on Central Bedfordshire's draft Approach to Road and Footway Maintenance
Report of: Executive Member for Sustainable Communities - Services
Summary: This report seeks Executive approval to consult the wider community on the draft Approach to Road and Footway Maintenance.

Advising Officer: Gary Alderson – Director, Sustainable Communities
Contact Officer: Basil Jackson – Assistant Director, Highways and Transport
Public/Exempt: Public
Wards Affected: All
Function of: Executive
Key Decision No
**Reason for urgency/
exemption from call-in
(if appropriate)** N/A

CORPORATE IMPLICATIONS

Council Priorities:

The Central Bedfordshire priorities supported in this paper are:

- Creating safer communities.
- Managing growth effectively.

Central Bedfordshire's vision is to be "globally connected, delivering sustainable growth to ensure a green, prosperous and ambitious place for the benefit of all". The context for this is growth, including 27,000 new jobs and 26,000 new homes by 2026. Our focus is to deliver a highly attractive, well-connected prime location for businesses, and ensure that a choice of transport is available to take people to employment, education, healthcare, shops. The upkeep of roads and footways is an integral part of realising the economic vitality of our town and village centres.

Financial:

In common with other local authorities, the available budget for road and footway maintenance under the Comprehensive Spending Review 2010 is insufficient to provide a maintenance programme which would deliver the lowest whole life cost of the highway asset.

The implication for Central Bedfordshire is that in comparison with other authorities, the Council may move from being a top quartile performer into a lower quartile. Where users have enjoyed well maintained local road and footway networks in the past there may be observable deterioration in standards.

The Council has a revenue budget of £6.6 million and a capital budget of £8.3 million to maintain 1315km of road, 21000 street lights and 348 bridges. The Authority will also be implementing 32 Integrated Schemes (e.g. road safety, bus priority etc) during 2011/12.

The draft approach explains the maintenance challenges facing Central Bedfordshire as a highway authority and examines the options for a sustainable approach to road and footway maintenance. The consultation needs to draw out the implications of change in network conditions against a standard of safety which the Council is bound to operate by.

Legal:

The Highways Act 1980 requires highway authorities to maintain public highways to keep them open for public access and to remove obstructions which may affect the use and safety of the highway.

A failure by the highway authority to maintain a public highway can be subject to legal action for enforcement and, if the state of repair of a highway is a contributory factor in a road traffic crash, this can result in a claim for damages against the highway authority. It is therefore important for the Council to have effective arrangements in place to maintain the highway network for which it is responsible.

Risk Management:

The programme of work coming out of the proposed consultation process will be managed through our framework contractor, Amey. The company has appropriate staff resources both within this contract, as well as resources that can be called upon from outside of the contract, to manage any programme we require.

Staffing (including Trades Unions):

N/A

Equalities/Human Rights:

Public authorities have a statutory duty to promote equality of opportunity, eliminate unlawful discrimination and to foster good relations in respect of nine protected characteristics; age disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.. When developing the highways programme, consideration must be given to developing well designed and well managed streets that don't act as barriers to movement. The needs of different street users, must be carefully balanced including the needs of disabled and visually impaired people in particular. Disabled people place a high priority on the provision of dropped kerbs and accessible pedestrian crossings. An accessible highway network is crucial for allowing equality of opportunity. An Equality Impact Assessment will be developed to ascertain the adverse impacts these proposals may have on different groups of people.

Community Safety:

Section 17 of the Crime and Disorder Act 1998 the Council places a statutory duty on the Council: without prejudice to any other obligation imposed on it, it shall be the duty of each authority to exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent, crime and disorder in its area. The provision of safe, well-designed, and accessible and walking and cycling routes helps to promote reassurance for people accessing these facilities and with good design supports a reduction in the potential for crime and disorder.

Sustainability:

The effective maintenance of our highway network is a key part of accommodating Central Bedfordshire’s growth agenda and ensuring that we are “open for business”. A good, well-connected public transport network encourages patronage and provides the alternative to travel locally without using without using the private car.

RECOMMENDATION:

that the Executive approve the proposal to consult the wider community on the attached draft Approach to Road and Footway Maintenance, including seeking the views of Overview & Scrutiny, before reporting back to a future Executive meeting.

Reason for Recommendation(s): To involve the community in developing a draft approach for the maintenance of roads and footways.

Executive Summary

The draft approach explains the maintenance challenges facing highway authorities and examines the options for a sustainable approach to road and footway maintenance. Any adopted approach will depend on the desired outcome and this may include providing for growth, maximising public satisfaction, obtaining least cost or any combination of these.

Background

1. Over the last 100 years the local and national highway networks have expanded enormously to cope with the demand for an ever increasing volume of heavy vehicles necessary for economic growth. Over the same period however, existing roads have not had the investment necessary to bring them up to the construction standards necessary to cope with the stresses of modern traffic and frequently fail under the weight of traffic, particularly in exceptionally wet, dry or cold conditions.

Issues

2. Ideally, the maintenance regime for local roads should ensure that all maintenance is planned and ad hoc maintenance is the exception rather than the rule. This would provide the least whole life cost for a well maintained road and reflects practice on the national trunk and motorway network where revenue expenditure on potholes and patches is minimal.

3. Given that there are insufficient capital funds to provide the ideal level of maintenance, then roads will deteriorate and revenue expenditure will increase, resulting in a combination of higher whole life costs and lower quality road surfaces.
4. In the current economic climate it necessary to develop an approach for maintenance which provides best value with the available budget. This could be, for example, to allow some roads to deteriorate so that the strategic roads in the road network may be maintained more efficiently. Alternatively, the maintenance budget could be spread evenly across a wider network with an acceptance that the condition of roads, particularly strategic roads, will be lower.

Conclusion

5. The draft approach explains the maintenance challenges facing highway authorities and examines the options for a sustainable approach to road and footway maintenance. Any adopted approach will depend on the desired outcome and this may include providing for growth, maximising public satisfaction, obtaining least cost or any combination of these.
6. Member and public acceptance of changes to the Council's approach to maintenance are key if the Council is to ensure that acceptable outcomes can be implemented. This report therefore seeks approval to consult the wider community on the alternative approaches set out in the attached draft. Consultation will take place with ward members, parish councils and stakeholder groups, including the voluntary sector over a 13 week period. Exhibitions will be held at key locations around the district during the consultation period, including Priory House and Watling House. A report of the findings and any draft recommendations will be brought to the relevant Overview & Scrutiny Committee for their advice before a report is brought to Executive for decision.

Appendices:

Appendix A - Draft Approach to the Maintenance of Roads and Footways

Background Papers: (open to public inspection)

None

Appendix A



Approach to Delivering a Sustainable Highway Network 2011



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EXECUTIVE SUMMARY

The majority of our local highway has generally evolved over time. For a typical length of carriageway various structural strengthening, surfacing or repair treatments have been undertaken over the years. This has resulted in a highway network which is variable both in terms of thickness and types of construction materials. Consequently, these pavements are significantly different from designed highways such as motorways, trunk roads, and estate roads built post Second World War, which perform in a stable and long life manner. In comparison, the local evolved highways are much thinner and more susceptible to structural changes resulting from increased traffic loading and sub grade moisture conditions.

Road surface materials have varying life expectancies dependant upon the timings of the maintenance treatment, volume of traffic (especially HGVs) and the treatments appropriateness in dealing with any underlying problems.

Roads deteriorate due to traffic usage, weather conditions and the need for utility companies to lay and maintain their equipment. These factors can cause cracks and holes to appear on the surface, a loss of skid resistance and uneven, undulating surfaces, which affect ride quality, and increased stress on the road which accelerates deterioration.

The highway network provides essential infrastructure to support all other functions. Central Bedfordshire's highways provide links for industry and the economy, emergency services, and schools and leisure to name but a few. If this infrastructure is not prepared or maintained with the effects of climate change in mind, the impacts could be severe.

A new road is normally designed to last 40 years, with most major maintenance interventions designed to last around 20 years which normally take the form of deep inlays resurfacing or overlay surfacing. Minor treatments such as slurry sealing or surface dressing are used to seal the road surface to prevent the ingress of water into the road structure. Ingress of water leads to long term to failure of the pavement layers (N.B. Pavement is the engineering term referring to the carriageway and pedestrian areas, comprising the surface and sub-layers). Sealing the road surface also has the effect of restoring skid resistance in wet conditions. These types of treatments normally last around 8 to 10 years and would be applied around 2/3 of the way through the design life of the pavement.

Road surfaces normally fail in two ways:

- The binder begins to oxidise and harden and when this occurs, water and "freeze-thaw" action causes de-bonding of the aggregate, so stones are lost from the surface. If this is left untreated, potholes will start to develop.
- Surface cracks allow water to enter into the lower pavement layers and if untreated these layers will deteriorate and ultimately fail leading to costly reconstruction.

The most cost effective way of maintaining roads is to make sure that treatments are undertaken at the correct time in the life cycle of the road minimising the life cycle costs. As this report will demonstrate capital maintenance is far more cost effective than carrying out ad hoc repairs. The ideal time to intervene is when signs of the above become evident from our routine surveys. The normal treatment would be to apply a surface dressing on rural roads or a surface course inlay on a busy urban road.

It is therefore important to make sure that treatments are undertaken at the correct time in the life cycle of the pavement to minimise the life cycle costs. The ideal time to intervene is when signs

of the above become evident from our routine surveys. The normal treatment would be to apply a surface dressing on rural roads or a surface course inlay on a busy urban road.

If a road is allowed to deteriorate beyond this point, potholes will occur ever more frequently. These are expensive to repair at approximately £50 each and do not contribute to remedying the underlying problem. Over a short time of say 6 months, many potholes will re-appear which adds to the reactive maintenance budget. Increases in third party claims for damages to motor vehicles which are costly to defend are also much more likely. If a road is left to deteriorate to a point where the surface layer and the underlying layers have failed this will require costly reconstruction. The average costs of the various treatments on all categories of road, excluding traffic management costs are;

▪ Patching and surface dressing (at the appropriate time)	£5.00 m ²
▪ Resurfacing	£15.00 m ²
▪ Deep inlay	£30.00 m ²
▪ Reconstruction	£90.00 m ²

During the period 2005 -2009 the former Bedfordshire County Council made significant investment in the highway network. At the time that road network within Central Bedfordshire was handed over to the newly formed council in 2009 the classified (A, B and C) roads had been brought up to top quartile nationally while the unclassified road network and footways were in decline. There was also a considerable backlog in maintenance relating to street lighting and other highways structures.

Since its formation the Council has provided the following funding for structural maintenance

- 2009/10 £7.32m
- 2010/11 £5.486m and
- 2011/12 £3.857m

In setting the budget for 2011/12 it was reluctantly accepted that the whole of the road network would decline throughout the year and that the classified road network would drop to median from top quartile. It was acknowledged that funding would need to be increased in future years to prevent further decline. It was also accepted that the proportion of the revenue budget used to repair dangerous defects would increase during 2011/12 reducing the amount that could be spent on small preventative maintenance works.

Life cycle plans showing the costs of maintaining the network in Central Bedfordshire are given towards the end of this report. These have been developed to show the relationship between capital and revenue expenditure on the highway. These life cycle plans demonstrate that ad hoc revenue expenditure on the highway represents poor value for money and shows how best value for money can be achieved by carrying out capital maintenance at the optimum time.

The life cycle plans show how maintaining roads to an optimum level where capital maintenance is carried out when required costs less than half that of maintaining roads on an ad hoc basis.

In the current economic climate it is necessary to develop an approach for maintenance which provides best value with the available budget. This could be to allow some roads to deteriorate so that the strategic road may be maintained more efficiently. Alternatively the maintenance budget could be spread evenly across a wider network with an acceptance that the condition of the roads, particularly strategic roads, will be lower.

This report enables the council to take the first steps in consulting the wider public on the standards and priorities for highway maintenance in Central Bedfordshire.

INTRODUCTION

A Brief History of Asphalt and Roads

Asphalt

Asphalt in road building can be recorded back as far as 625 B.C. The ancient Greeks were also familiar with asphalt. The word asphalt comes from the Greek "asphaltos," meaning "secure."

Asphalt occurs naturally in both asphalt lakes and in rock asphalt (a mixture of sand, limestone and asphalt). Apparently even the infant Moses' basket was waterproofed with asphalt!!

Roads



The first road builders of any significance in Western Europe were the Romans, who saw the ability to move quickly as essential for both military and civil reasons. It is from the Romans that the term 'highway' comes as all their roads were elevated 1m above the local level of the land. The standards set by the Romans in terms of durability far exceeded anything achieved after the fall of the empire.

After the fall of the Roman Empire the road system fell into a state of disrepair and by the end of the middle ages, there was in effect no road system in the country.

In 1555 an Act of Parliament was passed imposing a duty on all parishes to maintain its roads. Lack of resources meant that the first major roads known as turnpikes were not established until the latter part of the seventeenth century. The first section was known as the Great North Road and has since become the A1 trunk road which of course passes through Central Bedfordshire. –

In latter years the production of refined petroleum asphalt outstripped the use of natural asphalt. As automobiles grew in popularity, the demand for more and better roads led to innovations in both producing and laying asphalt. Steps toward mechanization included mechanical spreaders for the first machine-laid asphalt.

In recent years the national energy crisis underscored the need for conservation of natural resources. Since that time, an increasing amount of recycled asphalt has been incorporated in road surfacing. In Central Bedfordshire to date we are recycling around 75% of previously used road surfacing materials, however this does not mean that we are saving money or are able to resurface more roads with the available budgets.

It should be noted that recycling generally costs more than providing new material as the old material needs transporting away from, and back to, the site together with quite complicated treatment processes to enable it to be reused as effectively a new material. For this reason only a limited amount of this type of treatment has been carried out, allowing the Council to satisfy requirements for a particular national indicator.

TYPES OF MODERN ROAD RESURFACING MATERIALS

Materials

The structure of a road comprises several layers and asphalt is widely used to form the structural layers, or courses. At the surface there are many traffic braking, accelerating and turning manoeuvres and consequently any surfacing material has to be capable of absorbing these forces in addition to working in harmony with the underlying pavement

Different mixes of bitumen and aggregate are used to produce the main types of asphalt as detailed below.

The table below indicates the various road surfacing treatments commonly in use across Central Bedfordshire and across the country, together with their general properties.

Material	Initial Cost / m ²	Life Expectancy Durability (Years)	Benefits	Dis-benefits
Hot Rolled Asphalt (HRA)	£9	20	<ul style="list-style-type: none"> • Adds strength • Can be planed • Can be surface dressed • Highly resistant to pot-holing / fretting 	<ul style="list-style-type: none"> • Relatively noisy • Offers nothing in spray reduction • Lack of experienced operatives
Stone Mastic Asphalt (SMA)	£8	10	<ul style="list-style-type: none"> • Quiet surface • Quick to lay • Spray reduction 	<ul style="list-style-type: none"> • Half life expectancy of HRA but similar cost • Can't predict failure • Prone to de-bonding / fretting / pot-holing • Poor early-file skid resistance
Thin Surfacing	£6	6	<ul style="list-style-type: none"> • Cost effective in pre-longing pavement life • Improves ride quality • Quick to lay 	<ul style="list-style-type: none"> • Not suitable in highly stressed areas • Unpredictable failure mode
Surface Dressing & Slurry Seals	£3	8	<ul style="list-style-type: none"> • Very cost effective in prolonging pavement life • Restores skid resistance and surface texture 	<ul style="list-style-type: none"> • Noisy • No structural improvement

Hot Rolled Asphalt (HRA)

Hot rolled asphalt has been used in the UK for nearly 100 years and is the most common surface on the country's road network. High polished-stone-value (a measure of skid resistance) chippings have helped to make the UK network the safest in the EU. This material is the recommended solution to use in all locations except those where road surface noise will create a particular issue for the community.

Stone Mastic Asphalt (SMA)

Developed in Germany and Scandinavia, stone mastic asphalt is now widely used in the UK. However experience across the country shows that its life expectancy has not been a great as originally envisaged. Therefore this material is the recommended solution only in the more urban densely populated areas where road surface noise will create issues for the community.

Thin Surfacing

Thin surfacing represents one of the most significant developments in asphalt in recent years. As the name suggests, this applied in thin layers, usually between 20-40mm, compared with traditional wearing course thicknesses of around 30-50mm, and provide good surface texture and high-quality riding surfaces. They have important cost benefits as they are quick to lay thus cutting maintenance programme times. In addition, they contribute significantly to the reduction of spray and traffic noise. Thin surfacing is favoured for use in mainly in urban areas. The striking features are the relatively low levels of noise generated by traffic together with good surface regularity which gives good ride quality. A further advantage is the speed of laying that may reduce the period during which the road needs to be closed.

Slurry Sealing and Surface Dressing

Slurry surfacing is the generic term for surfacing materials which are mixed on site in the form of a slurry and are then screeded out to form a new surface. The thinnest options are sometimes called slurry seals and the thicker ones are usually called microasphalts. The main ingredients are graded aggregates and bitumen emulsion which is often polymer modified. Other minor constituents, used for modifying the mix for different substrates or different weather conditions are water, cement, and fibres.

Surface dressing is basically the spraying of a thin film, (e.g.1.5mm.), of bituminous binder on the road surface followed immediately by an application, at a suitable rate, of correct size and type chippings. It could prolong the life of a road by over 10 years and is excellent value for money at a cost of under 30 pence per square metre per year. That is up to three to four times cheaper than alternative ways of maintaining a road. It plays an important part in reducing skidding accidents and restoring texture depth, particularly on fast stretches of road.

These treatments add nothing to the structure strength of the road. They are recommended for use on the more rural road network, and where practicable in the more urban environments, when the strength of the road is assured.

STATE OF THE NATION

WEATHER AND CLIMATE

February 2009 was described as the worst winter in three decades, but was surpassed by the icy conditions and heavy snowfalls of December 2009, January and February 2010. The extreme weather has again highlighted the fragility of the road network with extensive pothole damage being caused by the freeze-thaw cycle. The highway condition surveys carried out in summer 2010 show that some roads which previously would only have required minor treatments now require full, more expensive, structural repair.



In 2007 there was extensive flooding in the UK which claimed 13 lives and devastated parts of the country. There was further flooding in 2009. On both occasions roads and bridges were damaged however the road network in Bedfordshire was not badly affected. The Flood and Water Management Bill 2010 made local authorities responsible for taking a stronger overall lead on flooding within their areas.

Emerging Central Government legislation makes local authorities responsible for the management of flood risk from all sources. For the first time, local authorities are accountable for the coordination of all relevant organisations to prevent or reduce the impact of regional flooding. Due to the increasing number and frequency of high - profile flood events in recent years, national concern over this hazard has been growing. There has been significant consideration of drainage recently in connection with major flooding.

Drainage is extremely important within the maintenance strategy and assumes that the subgrade is properly drained by a system that keeps it free of water for the life of the road. ie the system must be maintained on a regular basis. If the drainage fails the life of a road can be more than halved and indeed nearly 100% of all failures of a road structure include water as the main or a significant contributor cause.

To summarise, the likely and current impacts of climate change on highways are:

- Increased incidents of flooding with increased need for incident response, highway repair from surface damage and repair/replacement of older bridges/structures.
- Intense heat from hotter summers causing melting of road surfaces, followed by severe flash flooding of parched soils.
- Extreme cold winters giving rise to freeze-thaw damage such as pothole damage to road surfaces and cracks in bridges and structures, leading to increased essential repair costs.
- Increasing statutory requirements to reduce carbon and energy usage, driving the need for investment in more efficient buildings, materials and logistical assets.

Utility Company Road Openings

Within Central Bedfordshire there are just over 8000 utility openings each year and approximately 2 million road openings in total in England and Wales. These works are necessary for the maintenance of utility equipment and the provision of new services. However, there are concerns about the quality of reinstatements and it is estimated nationally that repairs to poor utility works consumes 13% of the road maintenance budget.

To identify defects each local authority can carry out sample inspections of 10% of utility works at the following stages

- work in progress
- 6 months after work has been completed
- prior to end of the two year guarantee period.

In addition, within Central Bedfordshire routine inspections are carried out on utility works within the district. In 2009/10 316 utility trench failures were identified during routine inspections and a further 322 failures in 2010/11. In these cases the utility companies were forced to remedy the defects identified where previously these repairs may have been funded from the council's revenue budget.



Road User Compensation Claims

There are large differences in the average amounts paid by each authority, with the highest being paid in London. Amey and the CBC Risk Management Team have to spend enough time to robustly defend these claims and generally we are getting better at dealing with them and the amounts being paid out should be reducing.

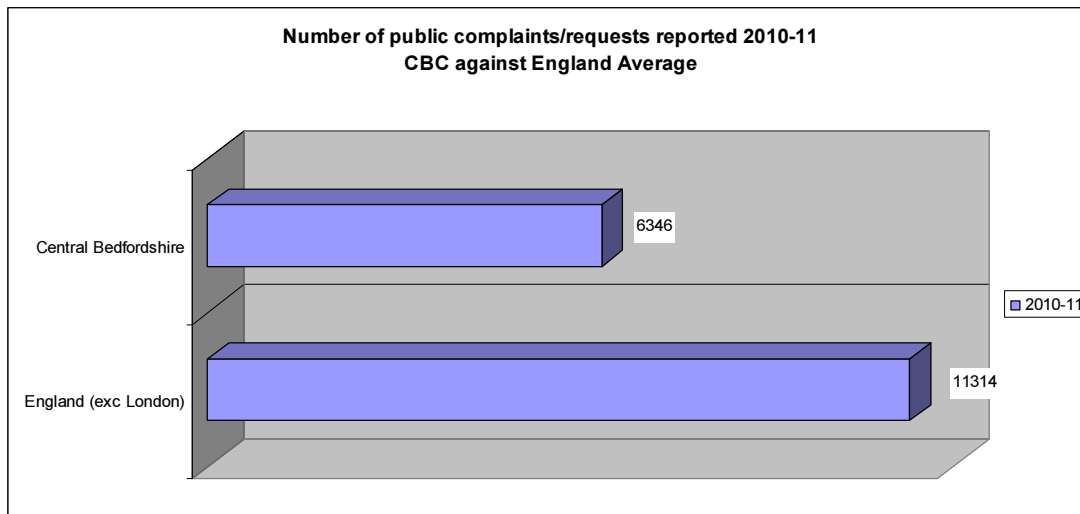
However, due to adverse weather conditions and the effects of climate change we have to expect there will be an increase in the number of claims as a direct reflection of the winter weather impacts.

As well as the cost of damages, significant time is spent assisting the local authority to provide records to aid the defence of these claims and carry out necessary site visits to ascertain the validity of the claim.

Public Reporting

A high number of faults are now also being reported by the public as more local authorities now have an electronic or web based system to report potholes and other highways faults.

The average number of complaints/reports received from the public to each local authority in the past year is over 11,000 in England (excluding London).

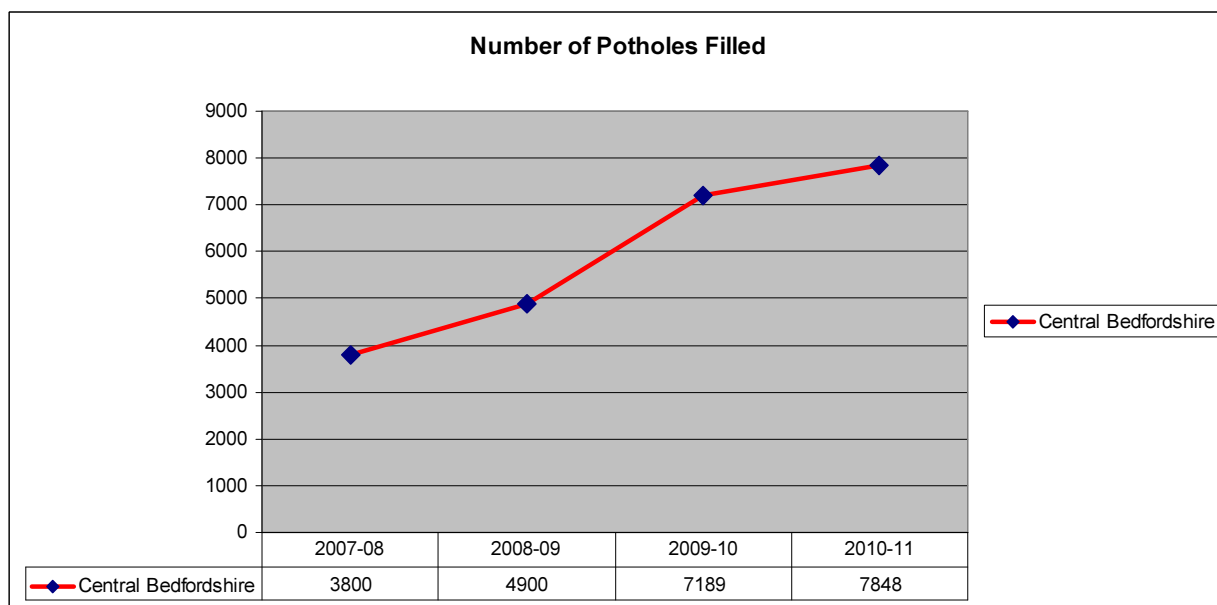


N.B. It should be noted that Central Bedfordshire is a small authority compared with the national average, so an indication of lower than average public complaints / requests for service should be viewed with caution.

Potholes

The average number of potholes filled by authorities in England during 2010/11 represents a 59% increase compared to the previous year 2009/10 which in itself was 42% higher than in 2008/09.

These large increases indicate the severity of the damage caused by the weather at the start of 2010. With the average cost of filling in a pothole approximately £50, it cost Central Bedfordshire nearly £400k to fill in the 7848 potholes in 2010/11.



It is also important to note the cost for some pothole repairs on high speed roads can be anything between £500 and £1000 where there is a considerable extra cost to provide traffic management or lane closures.

HOW ROADS FAIL

There are six distress features that form the basis of condition evaluation for the existing road and these are as follows:

Oxidisation

Oxidisation of the surface results in a dull or burnt appearance due to the degradation of the exposed hydrocarbon binder. This can result in wrinkle cracks and the road surface has a tired appearance since the binder component has reached the end of its ductile life. The depth of distress is probably not great unless the oxidisation is well advanced or other deeper seated distress factors are also present.

Fretting

Fretting of the aggregate and/or matrix from the pavement surface occurs when the bond between binder and aggregate reaches a critical point. The mechanisms which cause this to occur are complex and frequently interactive but are likely to be triggered by environmental factors. Rapid failure can occur with water pressure and suction effects on the surface resulting from the passage of vehicle tyres. In a matrix dominated material, such as HRA, this process occurs slowly as these materials are generally impermeable and environmental intrusion is very limited, but in aggregate dominated materials, such as NTS, once the lateral support of one particle is lost, fretting can occur swiftly and progressively.

Cracking

Once water has entered a road pavement, damage is initially caused by hydraulic pressure, i.e. vehicles passing over the road pavement impart considerable sudden pressure on the water, this pressure forces the water further into the road fabric and breaks it up, this process can be very rapid once it begins.

Water that has entered the road pavement and is subject to the process of freezing and thawing during the winter also brings about the swift failure of the road pavement.

Eventually the water will descend to the subgrade layer below the road pavement and weaken this layer thus lowering the CBR (or the strength of the subgrade) which the road pavement design was based upon, and deep seated failure of the road will begin.

The four main attributes to cracking are as follows:

Thermal expansion

Cracking due to thermal expansion and contraction is created by horizontal movements in the pavement base. When coupled with forces from traffic loading, cracks in the base will progress into the asphalt pavement surface.

Traffic Loading

Cracking is predominantly in the form of longitudinal cracking. Shear horizontal forces induced in the wheel paths cause high tensile stresses and strains at the pavement surface, perpendicular to the direction of traffic loading. Strains are mainly observed along the edges of the wheel paths and propagate in the longitudinal direction of the pavement.

Material Fatigue

Cracking is seen as a series of interconnected cracks and is created by high tensile stresses and strains which propagate to the pavement surface in the form of longitudinal or transverse cracking. Cracks which are initiated top-down are associated with the bending and shearing of motion of traffic loading and an aged pavement (weakened asphalt binder). After repeated loading the cracks connect and form patterned cracking.

Moisture Damage

Moisture is widely recognised as the leading factor behind the premature deterioration of asphalt pavement structures, it is reasonable to assume that moisture damage constitutes the basis for pavement distress and pothole formation. Stripping is a process associated with asphaltic pavements subject to excess water content and weakening of the pavement structure.

Wheel Track Rutting

This is where, during hot weather, the surface course bituminous mixture in the vehicle wheel tracks softens and is pushed to each side of the actual track of the vehicle wheel when meeting resistance from the stable binder course material beneath the surface course (wearing course), with rutting you actually have a depression in the wheel track and a hump each side. This is more prevalent on high speed heavy vehicle routes such as motorways and trunk roads.

Surface texture

This is a key safety feature for high speed skid resistance. Any texture loss or gain will only occur within the existing surface layer and is a defect which can be corrected relatively easily with a single layer solution.

CURRENT APPROACH TO THE MAINTENANCE OF ROADS WITHIN CBC

CBC is responsible for maintaining approximately 1400 km of roads and uses a number of methods to do this. Minor repairs such as potholes are repaired throughout the year when they come to our attention.

Along with this we have a data led Structural Maintenance programme where we carry out resurfacing treatments such as Surface Dressing, Patching / Haunching and Resurfacing.

Major maintenance is undertaken where there are problems in the underlying road structure. Our highway maintenance budget for 2011-2012 is just less than 4 million pounds and so there is a need to prioritise the work carefully to ensure that we use these limited funds effectively.

Each year we survey the road network to establish the condition of the carriageway and footways using a range of visual and machine based surveys. These surveys are used to monitor performance (National Indicators) and produce effective structural maintenance programmes.

Survey types include:

- SCANNER – on the A, B and C network. This is a machine survey that measures:



Rutting
Cracking
Longitudinal profile (ride quality)
Transverse profile (including edge failure)
Surface texture

- Coarse Visual Inspections CVI – on the unclassified network. These surveys are carried out from a slow moving vehicle. The following defects being recorded:

Rutting
Cracking
Edge deterioration
Fretting and potholing

- Skid resistance of the main roads is measured using a Sideway-force Coefficient Routine Investigation Machines SCRIM machine on the A, B and C network only.



Each section of road is assigned an investigatory level dependent on its geometry. Sections below investigatory level are investigated against accident records and those with significant 'wet' accident numbers have warning signs erected and are prioritised and added to the maintenance program.

- Deflectograph (structural survey) – Limited use in assessing through a machine based survey whether the structure of the road has failed and at what state.

Based on the results of the above surveys an assessment is carried out by a pavement engineer and each scheme is given an engineers priority.

Other factors are also taken into consideration such as:

- Customer call volume

- Social inclusion (vulnerable users)
- Road usage
- Annual reactive spend
- LTP requirements
- Accident statistics

Each of these is given a weighting and a prioritised list of schemes is produced. The three year structural maintenance programme is then formed in a priority order taking in to account Central Bedfordshire's priorities, for example Local Transport Plan 3. The first year schemes are tied in to the available budget. The following year, schemes next on the list are re-prioritised along with any new sites that require attention based on the results of the next years surveys and the above mentioned factors. In effect we have a three year rolling programme of structural maintenance schemes.

Maintenance covers a wide range of possibilities ranging from a minimum intervention of 'patch and make do' to a significant structural overlay, or on rare occasions, total reconstruction. Different treatments have different properties and the choice will depend on the required final outcome. Availability of finance should not be part of the initial decision making process. If insufficient funds are available and a lower level of maintenance is carried out than is justified technically then the fact should be recorded and the site monitored to determine, for future use, the cost effectiveness of the reduced maintenance.

Case example - A507 Hitchin Road Roundabout

A maintenance need at this location was identified in December 2007 as part of a targeted programme to resurface roundabout circulatory areas.

The initial budget need for this scheme at the time was £71,000 however funding was not made available until the 2010 / 2011 financial year. The scheme was finally built in May 2010 and the final out-turn cost was £141.5k. This extra cost was due to the further deterioration on this roundabout since 2007.

In 2007 the planned treatment was for a 50mm inlay to the circulatory area. However, delaying the works to 2010 resulted in a deeper intervention (110mm) in isolated sections due to accelerated deterioration over the winter period.

In the period between December 2007 and May 2010 Central Bedfordshire Council received 62 complaints regarding the surface condition on this roundabout which led to spending nearly £5000 reactively repairing category 1 safety defects. There were also many potential insurance claims and one claim that was successfully repudiated.

THE FUTURE MAINTENANCE APPROACH OF ROADS WITHIN CBC

ASSET MANAGEMENT PLAN

The standard process of managing the highway network is changing from a simple, need based approach to a much longer term asset management approach. Central Bedfordshire has the following lengths of the various classes of highway

- Urban A or B road 48.6km
- Rural A or B road 173.4km
- Urban C road 85.8km
- Rural C road 226.9km
- Urban UC road 608.8km
- Rural UC road 171.6km

Central Bedfordshire's highway assets represent an investment of £6.5 billion making it one of Central Bedfordshire's most valuable assets. Maintaining this asset requires both routine and planned activities, such as filling potholes through to major structural maintenance.

It is important to note that Government advocates an asset management approach to maintaining a highway authority's infrastructure. Of late, the development of asset life cycle plans which will obviously link in to a financial need are recognised.

The main advantage of an asset management approach is that the cost of maintenance is calculated on a whole life basis so that the maintenance option which maximises the asset value with the lowest total expenditure over the life of the pavement can be determined.

An asset valuation for roads and footways has already been required by DoT and our submission for 2010 is attached at Appendix A

Central Bedfordshire already has an initial Transport Asset Management Plan (TAMP) developed by Amey in 2006. This has been updated to 2011 as part of the process for LTP3 development. This TAMP does not currently differentiate between what is classed as an evolved road and a designed road.

EVOLVED ROADS

An evolved road is one that originally started its life as basically a dirt road, connecting communities before the advent of mechanised vehicles. Since then has received layers of various surfacing materials, none to a formal expected design life, and suffers more and more from the stresses of traffic usage and weather. These types of road are not ideally suited to heavy goods vehicles as the roads have limited structural strength.

DESIGNED ROADS

A designed road is one that was built to recognised life expectancies. These tend to be restricted to the new roads that have been built over the last 20 or 30 years such as bypasses, urban estate roads serving developments, and where we have reconstructed full depth, existing evolved roads to a designed thickness.

It is important to note that if all roads were of a designed nature, then there would be substantial cost savings to the authority over time in reactive maintenance costs.

A designed road is more than adequate for usage by heavy goods vehicles.

MAINTENANCE STRATEGIES

The main aim of pavement management is to determine and implement the best possible maintenance strategies to ensure adequate network levels of safety at the lowest possible life cycle costs. Essential maintenance can be justified on the grounds of safety but preventative maintenance can be more difficult to justify. This is despite the fact that preventative maintenance can reduce the amount of essential work required in the future.

In the Department for Transport Design & Maintenance Guidance for Local Authority Roads on Whole Life Costing for Local Highway Authorities there are three typical maintenance strategies that should be considered and these are as follows.

Do Nothing – A commonly used but rather unsuitable term as all highways authorities have a duty of care to maintain the network to a safe standard. Under this strategy we undertake reactive repairs on safety defects reported by members of the public and through routine highways inspections. These are superficial repairs and would possibly be temporary only and frequent visits are likely. Such repairs do not stop the asset from declining and the costs of the maintenance are high due to Central Bedfordshire Councils duty to repair Category 1 safety defects. The risk of personal injury claims is increased resulting in further legal consequences.

Do Minimum – This approach sets out to do the minimal amount of routine maintenance work to keep the asset safe and serviceable. Works will normally be restricted to the repair of Category 1 defects. However the repairs will normally be of a permanent nature although again they add no real value to the asset. This approach will be limited to isolated permanent repair of potholes and small patching works.

Do Something – This involves Central Bedfordshire Council providing capital expenditure as well as routine expenditure. Works will include wholesale replacement or major repair of an asset to a level that will enhance its long term durability and minimise future routine maintenance.

Options have been evaluated later in this report.

MAINTENANCE STRATEGY EXAMPLES – LIFE CYCLE PLANS

In the following options, structural maintenance treatments are identified as being capital funded and are shown in **RED**, whereas routine maintenance is revenue funded and are shown in **BLUE**. This is compliance with government rules on funding.

Various assumptions have been made in the formulation of the following options which follows DfT guidance in the formulation of life cycle plans. The main assumption is that in all four examples it is assumed that all roads are in a prime condition at the outset of the life cycle

Life Cycle Plan 1 – Bringing A and B up to a design standard with capital funding, plus optimum capital funded treatments on rest of network

This option provides for bringing all A and B roads up to a design standard, and keeping them at that standard, in order to make them adequate over the full 20 year life cycle for use by heavy goods vehicles.

It also provides for undertaking maintenance treatments on the C and UC road network at the optimum time to preserve these roads in a safe state commensurate with traffic usage.

Expected benefits

- Road network in top quartile condition
- A and B road network suitable for freight transport in to the future
- Low level of third party claims to CBC
- Very high CBC reputation
- Very high public perception

Expected dis-benefits

- Large annual capital funding requirement

Costs

- £19.5m capital per annum
- £0.77m revenue per annum

Timescales

- 20 year life cycle

Risks

- Sustainment of funding through 20 year life cycle

Life Cycle Plan 2 – Capital treatments at right time resulting in minimal revenue reactive maintenance

This option provides for undertaking maintenance treatments on the total road network at the optimum time to preserve the overall asset value over the full 20 year life cycle.

Expected benefits

- Top quartile and improving nationally with regards to NIs
- Whole road network being maintained with correct treatments at right time
- Low level of third party claims to CBC
- Increased CBC reputation
- High public perception

Expected dis-benefits

- Increased annual capital funding requirement than at present

Costs

- £14.2m capital per annum
- £0.95m revenue per annum

Timescales

- 20 year life cycle

Risks

- Sustainment of funding through 20 year life cycle

Life Cycle Plan 3 – Revenue funded reactive maintenance with capital funded treatments at critical time

This option provides for undertaking maintenance treatments on the total road network when the road is failing structurally. Therefore there is a higher reliance on routine reactive maintenance in order to preserve the overall asset value over the 20 year life cycle. This is broadly in line with capital expenditure this year 2011/12, however the revenue expenditure this year is only £1.88m.

Expected benefits

- Nil

Expected dis-benefits

- Depreciating network asset value and NI indicator positions.
- Higher level of third party claims to CBC
- Lower CBC reputation
- Lower public perception

Costs

- £4.5m capital per annum
- £3.33m revenue per annum

Timescales

- 20 year life cycle

Risks

- CBC reputation
- Potential for large third party claims

Life Cycle Plan 4 - Revenue reactive maintenance only with no capital funded resurfacing / surface dressing

This option relies solely on routine reactive maintenance

Expected benefits

- Nil

Expected dis-benefits

- Massive annual revenue funding requirement
- Depreciating network asset value and NI indicator positions.
- High level of third party claims to CBC
- Low CBC reputation
- Low public perception

Costs

- £0m capital per annum
- £33m revenue per annum

Timescales

- 20 year life cycle

Risks

- Massive reputational issues for CBC
- Large third party claims

Life Cycle Plan 1 – Bringing A and B up to a design standard with capital funding, plus optimum capital funded treatments on rest of network

	Unit	Urban A or B Road	Rural A or B Road	Urban C road	Rural C Road	Urban UC road	Rural UC Road
Design life	Years	20	20	20	20	20	20
Treatment 1 type		Reconstruct	Reconstruct	35mm inlay	SD 10-6mm racked in plus patching 5% of area	35mm inlay	SD 10mm plus patching 5% of area
Treatment 1 life	Years	20	20	15	8	18	10
Treatment 1 Cost m2	£ / m2	£150.00	£100.00	£20.00	£4.50	£17.50	£3.50
Treatment 1 cost per annum	£ / m2 / year	£7.50	£5.00	£1.33	£0.56	£0.97	£0.35
Treatment 2 type				35mm inlay	SD 10-6mm racked in plus patching 5% of area	Slurry seal plus 1% patch of area	SD 10mm plus patching 5% of area
Treatment 2 Life	Years			12	8	10	10
Treatment 2 Cost m2	£ / m2			£20.00	£4.50	£4.50	£3.50
Treatment 2 cost per annum	£ / m2 / year			£1.67	£0.56	£0.45	£0.35
Annual Reactive maintenance costs /m2	£ / m2	£0.00	£0.00	£0.10	£0.15	£0.10	£0.15
Length of network m	m	48600	173400	85800	226900	608800	171600
Average width of network m	m	8.7	8.1	7.5	6.1	6	5.2
Capital annual cost	£ / year	£3,171,150	£7,022,700	£1,930,500	£1,557,101	£5,195,093	£624,624
Revenue annual cost	£ / year	£0	£0	£64,350	£207,614	£365,280	£133,848
Capital Annual Total	£ / year	£19,501,169					
Revenue Annual Total	£ / year	£771,092					

Life Cycle Plan 2 – Capital treatments at right time resulting in minimal revenue reactive maintenance

	Unit	Urban A or B Road	Rural A or B Road	Urban C road	Rural C Road	Urban UC road	Rural UC Road
Design life	Years	20	20	20	20	20	20
Treatment 1 type		50mm inlay	50mm inlay	35mm inlay	SD 10-6mm racked in plus patching 5% of area	35mm inlay	SD 10mm plus patching 5% of area
Treatment 1 life	Years	12	12	15	8	18	10
Treatment 1 Cost m2	£ / m2	£24.50	£22.00	£20.00	£4.50	£17.50	£3.50
Treatment 1 cost per annum	£ / m2 / year	£2.04	£1.83	£1.33	£0.56	£0.97	£0.35
Treatment 2 type		50mm inlay	Premium SD 10-6mm racked in plus patching 1% or area	35mm inlay	SD 10-6mm racked in plus patching 5% of area	Slurry seal plus 1% patch of area	SD 10mm plus patching 5% of area
Treatment 2 Life	Years	12	12	12	8	10	10
Treatment 2 Cost m2	£ / m2	£24.50	£6.00	£20.00	£4.50	£4.50	£3.50
Treatment 2 cost per annum	£ / m2 / year	£1.67	£0.50	£1.67	£0.56	£0.45	£0.35
Annual Reactive maintenance costs /m2	£ / m2	£0.10	£0.10	£0.10	£0.15	£0.10	£0.15
Length of network m	m	48600	173400	85800	226900	608800	171600
Average width of network m	m	8.7	8.1	7.5	6.1	6	5.2
Capital annual cost	£ / year	£1,567,958	£3,277,260	£1,930,500	£1,557,101	£5,195,093	£624,624
Revenue annual cost	£ / year	£42,282	£140,454	£64,350	£207,614	£365,280	£133,848
Capital Annual Total	£ / year	£14,152,536					
Revenue Annual Total	£ / year	£953,828					

Life Cycle Plan 3 – Revenue funded reactive maintenance with capital funded treatments at critical time

	Unit	Urban A or B Road	Rural A or B Road	Urban C road	Rural C Road	Urban UC road	Rural UC Road
Design life	Years	20	20	20	20	20	20
Treatment 1 type		50mm inlay	50mm inlay	35mm inlay	SD 10-6mm raked in plus patching 5% of area	Slurry Seal plus patching 1% of area	SD 10mm plus patching 5% of area
Treatment 1 life	Years	20	20	20	20	20	20
Treatment 1 Cost m2	£ / m2	£24.50	£24.50	£20.00	£4.50	£6.50	£3.50
Treatment 1 cost per annum	£ / m2 / year	£1.23	£1.23	£1.00	£0.23	£0.33	£0.18
Treatment 2 type							
Treatment 2 Life	Years						
Treatment 2 Cost m2	£ / m2						
Treatment 2 cost per annum	£ / m2 / year	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
Annual Reactive maintenance costs /m2	£ / m2	£1.50	£2.00	£1.75	£2.50	£1.75	£2.50
Length of network m	m	48600	173400	85800	226900	608800	171600
Average width of network m	m	8.7	8.1	7.5	6.1	6	5.2
Capital annual cost	£ / year	£517,955	£1,720,562	£643,500	£311,420	£1,187,160	£156,156
Revenue annual cost	£ / year	£634,230	£2,809,080	£1,126,125	£3,460,225	£6,392,400	£2,230,800
Capital Annual Total	£ / year	£4,536,752					
Revenue Annual Total	£ / year	£16,652,860					

Life Cycle Plan 4 - Revenue reactive maintenance only with no capital funded resurfacing / surface dressing

	Unit	Urban A or B Road	Rural A or B Road	Urban C road	Rural C Road	Urban UC road	Rural UC Road
Design life							
Treatment 1 type							
Treatment 1 life							
Treatment 1 Cost m2	£ / m2						
Treatment 1 cost per annum	£ / m2 / year	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
Treatment 2 type							
Treatment 2 Life	Years						
Treatment 2 Cost m2	£ / m2						
Treatment 2 cost per annum	£ / m2 / year	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
Annual Reactive maintenance costs /m2	£ / m2	£3.00	£4.00	£3.50	£5.00	£3.50	£5.00
Length of network m	m	48600	173400	85800	226900	608800	171600
Average width of network m	m	8.7	8.1	7.5	6.1	6	5.2
Capital annual cost	£ / year	£0	£0	£0	£0	£0	£0
Revenue annual cost	£ / year	£1,268,460	£5,618,160	£2,252,250	£6,920,450	£12,784,800	£4,461,600
Capital Annual Total	£ / year	£0					
Revenue Annual Total	£ / year	£33,305,720					

PROPOSALS TO MITIGATE ANY FUNDING GAPS BETWEEN LIFE CYCLE PLANS AND ACTUAL BUDGETS

Length of carriageway network

There are lengths of carriageway across Central Bedfordshire that could be considered unnecessary for public use. There is an opportunity in stopping up such roads, thereby reducing the amount of road network requiring maintenance.

A proposal is attached at Appendix B.

Creating a hierarchy of roads where only minimal maintenance is undertaken

Some roads in the more remote rural areas of Central Bedfordshire are only lightly or infrequently used by traffic and another route may be available albeit creating a slightly longer diversion.

There is an opportunity in only undertaking emergency safety repairs on such roads.

A proposal is attached at Appendix C.

OPTIONS BASED ON INDICATIVE LIFE CYCLE PLANS

Having demonstrated that capital maintenance at the right time represents best value for money, it is recommended that a pro-active approach needs to be maintained. This means that road repair takes place before or when the condition intervention level is reached. In the context of a road scheme this could be when the road is classified as being in the 'Amber' condition category (as defined by UKPMS).

As shown in the Life Cycle Plans the most cost effective way of maintaining the roads in Central Bedfordshire would be to adopt Life Cycle Plan 2 below.

Life Cycle Plan 2 – Capital treatments at right time resulting in minimal revenue reactive maintenance

	Unit	Urban A or B Road	Rural A or B Road	Urban C road	Rural C Road	Urban UC road	Rural UC Road
Design life	Years	20	20	20	20	20	20
Treatment 1 type		50mm inlay	50mm inlay	35mm inlay	SD 10-6mm racked in plus patching 5% of area	35mm inlay	SD 10mm plus patching 5% of area
Treatment 1 life	Years	12	12	15	8	18	10
Treatment 1 Cost m2	£ / m2	£24.50	£22.00	£20.00	£4.50	£17.50	£3.50
Treatment 1 cost per annum	£ / m2 / year	£2.04	£1.83	£1.33	£0.56	£0.97	£0.35
Treatment 2 type		50mm inlay	Premium SD 10-6mm racked in plus patching 1% or area	35mm inlay	SD 10-6mm racked in plus patching 5% of area	Slurry seal plus 1% patch of area	SD 10mm plus patching 5% of area
Treatment 2 Life	Years	12	12	12	8	10	10
Treatment 2 Cost m2	£ / m2	£24.50	£6.00	£20.00	£4.50	£4.50	£3.50
Treatment 2 cost per annum	£ / m2 / year	£1.67	£0.50	£1.67	£0.56	£0.45	£0.35
Annual Reactive maintenance costs /m2	£ / m2	£0.10	£0.10	£0.10	£0.15	£0.10	£0.15
Length of network m	m	48600	173400	85800	226900	608800	171600
Average width of network m	m	8.7	8.1	7.5	6.1	6	5.2
Capital annual cost	£ / year	£1,567,958	£3,277,260	£1,930,500	£1,557,101	£5,195,093	£624,624
Revenue annual cost	£ / year	£42,282	£140,454	£64,350	£207,614	£365,280	£133,848
Capital Annual Total	£ / year	£14,152,536					
Revenue Annual Total	£ / year	£953,828					

Alternative lower cost options have been prepared to show what can be achieved from different levels of expenditure, including where lightly trafficked roads can be considered for downgrading or stopping up. Appendix B identifies an initial trawl of road that the Council may wish to consider, although this is not exhaustive and if the Council is interested in this option, it is recommended that a more detailed assessment is made across the road network in Central Bedfordshire.

Carriageway and Footway Gross Replacement Cost (GRC)
to be used where footway lengths are not assessed separately from R199B lengths

Notes for users
The spreadsheet uses HAMFIG default widths and rates, by inserting lengths of carriageway from your inventory the GRC is calculated
1. The R199B lengths to be inserted into the yellow boxes
2. If a know length of dual carriageways is included within the R199B length - add this length to the R199B length to allow for the second carriageway
3. The 'HAMFIG default' rates should not be varied, however default widths may be altered if inventory data is available
4. The rates are for a complete construction
Carriageways - include all elements associated with the area of the carriageway and an allowance for footways associated with the road hierarchy
Linear items - includes for kerbs, drainage, road traffic signs and line marking associated with that road hierarchy
5. Fees for design, supervision and others associated with the construction element are included within the HAMFIG default rates
6. The GRC figure calculated has to be adjusted by inserting the 'Regional Factor' into the summary

Notice for compilers - ONLY use this sheet if FOOTWAY HIERARCHY lengths are not known - if they are known then the sheet using R199B carriageway lengths must be used

Quantities shown are for indication purposes only

INVENTORY DATA
To be completed by compiler

CARRIAGEWAY		FOOTWAY
Road Classification	R199B Length (Km)	
M Urban	1,000	Included within R199B length if Footway hierarchy data not available
A Urban	392,030	
A Rural	364,510	
B Urban	265,790	
B Rural	159,260	
C Urban	327,450	
C Rural	350,760	
U/C Urban	2,715,800	
U/C Rural	687,200	
TOTALS	5,263,800	

Regional factors	
Northern Region	94.7
Yorkshire and Humberside Region	95.7
East Midlands Region	94.7
East Anglia Region	94.1
South East Region (excl Greater London)	107.8
London	
Outer London boroughs	116.6
Inner London boroughs	124.5
Central London boroughs	131.4
South West Region	98.3
West Midlands Region	95.4
North West Region	93.9
Wales generally	97.3
Cardiff	98.3
Scotland generally	102.0
Scottish Isles	135.7
Edinburgh city	105.8
Glasgow city	106.5

CALCULATIONS
Default values - for better local information on widths and areas these can be over-written
HAMFIG default rates should not be over-written without ensuring that there is an audit trail related to the calculation of any replacement rates

CARRIAGEWAY				FOOTWAY	Linear items	
Carriageway Width HAMFIG Default (m)	Calculated Area (m ²)	GRC Rate HAMFIG Default value (£/m ²)	GRC Value (£)		GRC Rate HAMFIG Default value (£/m)	GRC Value (£)
10.8	10,800	160.91	1,737,828	Included within R199B length if Footway hierarchy data not available	715.13	715,130
8.7	3,410,661	158.39	540,207,846		604.60	237,022,931
8.0	2,916,080	112.85	329,079,628		457.98	166,938,290
7.2	1,913,688	151.72	290,344,743		554.47	147,372,581
5.2	828,152	100.16	82,947,704		255.15	40,635,189
7.2	2,357,640	133.80	315,452,232		482.58	158,020,821
5.2	1,823,952	79.92	145,770,244		217.98	76,458,665
6.4	17,381,120	129.71	2,254,505,075		352.39	957,020,762
3.8	2,611,360	74.87	195,499,968		166.08	114,131,196
33,253,453			4,155,545,268			

SUMMARY	
Carriageway	4,155,545,268
Footway	with c'way
Linear items	1,898,315,565
Total of above	6,053,860,833
Regional Factor	
insert Region and factor from table	
Region	South East 107.8
Carriageway and Footway Gross Replacement Cost	6,526,061,978

Version - HAMFIG-2010/03
Scottish Isles added

Appendix B

INTRODUCTION

In a review of the highway asset it is considered that there is a potential to secure year on year savings through assessing whether parts of the network are essential for public use. The parts of the network considered are roads that;

- Carry very low volumes of traffic and where there are adequate alternative routes to use
- Are no through roads and serve only a limited number of properties, in particular where they serve only a farm business.

BACKGROUND

The road network in Central Bedfordshire has been reviewed on a broad basis to assess which roads fall in the above two categories.

The results of this broad review are as follows, although a more detailed in depth review may identify further roads.

Parish	Road Name	From	To	Length	Approx Annual Cost £ of Maint. Ideal Spend (see below)	Approx Annual Cost £ of Maint. Actual Spend (see below)	Initial Proposals (Will need site visits to confirm or otherwise)
Maulden	Moor End	Outer boundary of last property	End of public highway	480	3720	586	Downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Has been recently surface dressed. Leads to Right of Way (RoW)
Houghton Conquest	Chapel End	Outer boundary of last property	End of public highway	200	1550	244	Downgrade status to to Bridleways Open to All Traffic (BOAT) or bridleway. Leads to Right of Way (RoW)
Steppingley	Preston Lane	Whole length	Whole length	100	775	122	Downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Leads to Right of Way (RoW)
Salford	Mill Lane	Outer boundary of last property	End of public highway	130	1008	159	Downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Leads to Right of Way (RoW)
Cranfield	Wood End Road	Outer boundary of last property	End of public highway	400	3100	488	Revert to landowner if land both sides is owned by same person, if not then downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Only serves Wood End Farm at end. Does not lead to Right of Way (RoW)
Cranfield	Stilliters Farm Road	Whole length	Whole length	170	1318	207	Revert to landowner if land both sides is owned by same person, if not then downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Only serves Stilliters Farm Adjacent to Cranfield Airport. Does not lead to Right of Way (RoW)

Cranfield	Merchant Lane	Whole length	Whole length	250	1938	305	Revert to landowner if land both sides is owned by same person, if not then downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Only serves one property, not a farm. Does not lead to Right of Way (RoW)
Old Warden	Unnamed	Bedford Road	Keepers Warren	2050	15888	2501	Serves 2 properties, so probably not possible to stop up, but to downgrade
Tempsford	Station Road	Railway Crossing	End of public highway - two separate forks	1050	8138	1281	Each fork serves a building. Downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Leads to RoW
Sandy	Sand Lane	Brickhill Road	Swaden	760	5890	927	Accessed through narrow railway underbridge. Serves 1 property, so probably not possible to stop up, but to downgrade
Pulloxhill	Highambury Lane	Church Road	End of public highway	1000	7750	1220	Downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Leads to Right of Way (RoW)
Pulloxhill	Blackhill Lane	Highambury Lane	End of public highway	140	1085	171	Serves 3 or 4 properties, so probably not possible to stop up, but to downgrade
Clifton	Church St	Clifton Farm	End of public highway	550	4263	671	Downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. No properties involved. Leads to Right of Way (RoW)
Henlow	Middlefield Lane	A6001	End of public highway	110	853	134	Serves 2 or 3 properties, so probably not possible to stop up, but to downgrade as leads to Right of Way (RoW)
Greenfield	Hermitage Lane	High St, Greenfield	End of public highway	550	4263	671	
Westoning	Sampshill Rd	Junction with Bunyan Road	End of public highway	1800	13950	2196	Serves 3 or 4 properties, so probably not possible to stop up, but to downgrade as leads to Right of Way (RoW)s
Harlington	The Bottoms	Whole length	Whole length	2000	15500	2440	Used as a cut through from Sundon Road to Harlington Road. Adjacent landowners are probably different so not easy to stop up.
Tingrith	Wood End	First right angle bend mid way along whole length	End of public highway	600	4650	732	Downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Leads to Right of Way (RoW)
Battlesden	UC192	Hill Farm	Battlesden Village		0	0	This is part of a loop road serving Battlesden Village. Stopping this up would leave one end serving Battlesden Farm only, other end serving the hamlet. Adjacent landowners are probably different so not easy to stop up.
Eversholt	Brook End	Whole length	Whole length	170	1318	207	Serves 3 or 4 properties, so probably not possible to stop up, but to downgrade
Potsgrove	Sheep Lane	A4012	End of public highway		0	0	Downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Leads to Right of Way (RoW)

Ridgmont	Beckerings Park Road	Whole length	Whole length	500	3875	610	Downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Leads to Right of Way (RoW)
Ridgmont	Segenhoe Maor	Eversholt Road	End of public highway	350	2713	427	Serves a number of properties, so probably not possible to stop up, but to downgrade
Kensworth	Land Park Lane	Orchard Estate	End of public highway		0	0	Downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Leads to Right of Way (RoW)
Kensworth	Hollicks Lane	Hollicks Lane Farm	Church End, Kensworth	700	5425	854	This is part of a through road linking Kensworth to Church End, Kensworth although there is an alternative route via The Lynch. Stopping this up would leave one end serving Hollicks Lane Farm only from Kensworth. Adjacent landowners are probably different so not easy to stop up.
Kensworth	Isle of White Lane	B4541	Kensworth Quarry Entrance	100	775	122	This is a Parish Council request as tarrfic parks in this narrow lane to avoid parking charges at the NT visitor centre on the downs. Would need turning head at Quarry entrance
Studham	Studham Lane	Chequers Cottages	Residential Home	660			This length of road is already gated and has reverted to a quiet lane. No real need to formally stop up.
Tebworth	The Lane	Outer boundary of last property	End of public highway	1200	9300	1464	Downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Leads to Right of Way (RoW)
Sharpenhoe	Harlington Service Road	Whole length	Whole length	150	1163	183	In effect a layby, serving 5 properties, difficult to stop up unless agreement is with all 5, not all have direct frontages, so agreement to revert highway to adjoining landowners difficult. Not really feasible to downgrade.
Hyde	Farrs Lane (part)	Hyde Lane	County boundary	220	1705	268	This is part of a through road linking Peters Green to Chiltern Green although there is an alternative route via Peters Green itself. Road runs along county boudary with Herts, so they should be consulted. Adjacent landowners are probably different so not easy to stop up.
Hockliffe	Church End	Outer boundary of last property	End of public highway at Ground Farm	530	4108	647	Downgrade status to Bridleways Open to All Traffic (BOAT) or bridleway. Leads to Right of Way (RoW)
				TOTAL	126015.5	19227.2	

COST OF MAINTAINING THIS NETWORK

1. Ideal notional spend

In assessing the costs of maintaining this network is considered that they only receive a low level of maintenance per kilometre, as detailed below;

Emergency repairs	£2-50p per metre per annum
Surface dressing	£17-50p per metre every 7 years
Resurfacing	£55-00p per metre every 20 years

This equates to an annual expenditure of £7-75p per metre of stopped up / declassified road

Given the total length of the road network currently under consideration, this could equate to an annual saving to CBC of £122k

2. Actual spend

09/10 spend on 830kms of unclassified roads £1,014,000

This equates to an annual expenditure of £1-22p per metre of stopped up / declassified road

Given the total length of the road network currently under consideration, this could equate to an annual saving to CBC of £20k

PROPOSED PROCESS TO STOP UP / DECLASSIFY NETWORK

It is considered sensible to approach each prospective stopping up / reclassification on an individual basis but as part of an overall project. There after to gain the greatest benefit with regard to prospective cost savings to consider the longest length roads as a priority.

CBC

1. Initial commission to Bedfordshire Highways to manage project.

Bedfordshire Highways

2. Review existing schedule of possible roads to stop up / declassify to ensure completeness across the network
3. Finalise schedule
4. Prioritise schedule in a longest length per road
5. Agree with CBC final draft schedule

CBC

6. Agree with Bedfordshire Highways detailed project brief and costs to enable following process

Bedfordshire Highways

7. Consult with respective town / parish councils
8. Agree with CBC any revised schedule and priorities
9. Undertake Land Registry search to obtain adjoining landowners
10. Consult with utility companies to seek approval for them to enter in to agreements with adjoining landowners and estimate of costs for doing so
11. Consult with adjoining landowners and if agreement can be reached then agree physical works necessary to achieve objective.
12. Agree revised schedule with respect to stop up / declassify
13. Undertake cost benefit analysis of up front costs necessary to achieve annual savings and payback period thereon.

CBC

14. Agree final schedule for implementation
15. Undertake CBC legal process with respect to individual roads

Bedfordshire Highways

16. Complete stopping up / reclassification process

RISKS IN SUCH AN APPROACH

- Objections from affected properties in that they would be responsible for maintenance when stopped up.
- Stopped up highway would revert to adjoining landowners if land under highway has been registered at the Land Registry. If not then adjoining landowners would need to register land.
- If there are utility services under any public highway proposed to be stopped up, then there will be a need for the utility to negotiate a way leave with the proposed owner in order to continue to access their property. Utility could require their plant to be moved so as to remain in the public highway which could preclude any stopping up on cost grounds.

Appendix C

INTRODUCTION

In a review of the highway asset it is considered that there is a potential to secure year on year savings through assessing whether parts of the network are barely essential for public use. The parts of the network considered are roads that;

- Carry very low volumes of traffic and where there are adequate alternative routes to use.

BACKGROUND

The road network in Central Bedfordshire has been reviewed on a broad basis to assess which roads fall in the above category.

The results of this review are as follows, although a more detailed in-depth review may identify further roads.

Parish	Road Name	From	To	Length	Approx Annual Cost £ of Maint. Actual Spend (see below)	Initial Proposals (Will need site visits to confirm or otherwise)
Lidlington	Thrupp End	Sheeptick End	Old A421	1200	1500	
Lidlington	Boughton End Lane	A507	High St	1500	1900	
Aspley Guise	Salford Rd	Railway Station	Cranfield Rd	1200	1500	
Eversholt	Froxfield	Tyrells End	Woburn Park	1100	1400	
Flitton	Silsoe Rd	End of houses Wardhedges	Sand Rd	1100	1400	
Clophill	Great Lane	Haynes Church End	High St	6000	7200	
Clophill	Warren Farm Rd	A507	A6	2000	2500	

Meppershall	Campton Rd	Campton	Meppershall	2000	2500	
Sandy	Drovers Rd	A603	Thorncote Green	1000	1300	
Heath and Reach	Overend Green Lane 3 legs	Woburn Rd	Eastern Way	4000	5000	
Heath and Reach	Sandhouse Lane	A5	Woburn Rd	400	500	
Toddington	Long Lane	Tingrith	Toddington	3500	4300	
Tebworth	Chalgrave Rd	A5120	Tebworth	2000	2500	
Hockliffe	Woodcock Lane	A4012	End	700	1000	
Stanbridge	Billington Rd	Leighton Rd	A505	1000	1500	
Totternhoe	C228	A505	Totternhoe	1200	1600	
Eaton Bray	Doolittle Lane	Dunstable Rd	Harling Rd	2500	3000	
Kensworth	Spratts Lane	Church End	Common Rd	1000	1500	
Kensworth	Dovehouse Lane	Common Rd	Buckwood Lane	1500	2000	
				TOTAL	44100	

COST OF MAINTAINING THIS NETWORK

3. Actual spend

09/10 spend on 830kms of unclassified roads £1,014,000

This equates to an annual expenditure of £1-22p per metre of stopped up / declassified road

Given the total length of the road network currently under consideration, this could equate to an annual saving to CBC of £44k

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Meeting: Executive

Date: 31 May 2011

Subject: Replacement of and Consultation on a new Outdoor Access Improvement Plan

Report of: Executive Member for Sustainable Communities - Strategic Planning and Economic Development

Summary: This paper seeks to gain endorsement from Executive for the preparation and replacement of its Outdoor Access Improvement Plan.

Advising Officer: Gary Alderson (Director of Sustainable Communities)

Contact Officer: Paul Cook (Head of Transport Strategy & Countryside Access)

Public/Exempt: Public

Wards Affected: All

Function of: Council

Key Decision Yes

Reason for urgency/ exemption from call-in (if appropriate) Not applicable

CORPORATE IMPLICATIONS

Council Priorities:

<p>The Outdoor Access Improvement Plan is an important document that will help deliver the Council's priorities and the Sustainable Community Strategy in the following ways:</p>

<p><i>Supporting and Caring for an Ageing Population:</i></p>

<p>Many of our access and conservation volunteers are retired and older people. Through our continued management and development of volunteering opportunities such as the 'friends of parks' and 'P3 - People Projects Partnership schemes' we promote opportunities for people to get involved in their local community, encouraging the empowerment of people and increased ownership and engagement with local green spaces and the natural environment. In addition our 'access for all' initiative develops paths for the less mobile providing wheelchair access to facilities which in the past have been inaccessible.</p>

Educating, protecting and providing opportunities for children and young people:

Well utilised green spaces provide an education resource; this is being demonstrated through providing sustainable transport routes to schools and amenities and promoting school visits to country parks, such as Dunstable Downs and Stockgrove Country Park, and through the delivery of the Forest Schools programme on some of our wooded sites. The Youth Parliament are involved in the management of the Council's sites, and this helps ensure that Children and Young People are involved in decisions and that our sites and access provision are designed to fit their needs. Through our site management partners, training schemes in landscaping and the environment management industry, are being implemented on our green spaces, these develop skills and work experience providing linkage with further volunteering and employment opportunities.

Managing growth effectively:

Increasing opportunities for our existing and future populations to access and engage with green spaces and the countryside of Central Bedfordshire is an important part of our growth agenda and a critical element of 'Place Making': many of the Council's sites are identified within the local development frameworks as being vital to the delivery of sustainable growth in the area.

Master planning of green spaces affected by population growth is being undertaken with community involvement. This will ensure that our spaces meet public needs and minimise impact on vulnerable habitats whilst contributing to wider Green Infrastructure and the range of facilities of Central Bedfordshire.

Creating Safer Communities:

Well managed green spaces will promote public confidence, increase the frequency and number of visits to the countryside and provide a sense of ownership. New green space's incorporated into the design of communities will be safe and secure following 'by design principles'.

Promoting Healthier Lifestyles:

Public rights of way and green space increase opportunities for people to exercise through the exploration the landscapes of Central Bedfordshire, promoting low cost active recreational opportunities, for walkers, runners, cyclists and the general public. The continued support and development of the 'Central Bedfordshire Health Walks Partnership – Simply Walking' will continue to provide active recreation, coaching and social walks, this volunteer delivered programme encourages people to 'simply walking your way to health' and is looking to proactively target the over 60's and those at risk of obesity and diabetes.

Nurturing a sense of pride and belonging:

This is supported through our work with the third sector and direct public engagement on a variety of initiatives. Through the management of our volunteering schemes we actively promote community participation and the development of local pride enabling local ownership, action and decision making.

Caring for a green and clean environment:

This is supported through encouraging and improving access to new and existing green spaces within and close to the growth areas, (e.g. Rushmere Park) providing a range of walking and cycling opportunities (e.g. Circular walks and the Dunstable Downs Multi user path and Totternhoe Greenway), enabling active lifestyles and protecting and raising awareness of biodiversity.

Financial:

The 5-year Outdoor Access Improvement Plan 2012-2017 provides essential information for the service to input into the Council's Medium Term Financial Plan. The service has experienced revenue and capital budget constraints as the Council has worked to balance its budget. Given the tight funding arrangements over the medium term it is important that the consultation draws out local community, visitor and investor preferences for green space and attractions. The revised plan needs to consider the options for managing portfolio of assets, operating costs and income streams. The prospect of new acquisitions (including possible bequests), extensions and divestments need to be explored. More immediately the service needs to contribute to the budgetary targets for the Directorate in 2012/13 and 2013/14 for which ideas are being explored.

Legal:

It is a statutory duty under the Countryside and Rights of Way Act 2000 (section 60) to publish and review, at least every ten years, a 'Rights of Way Improvement Plan' (ROWIP). The existing document which was produced by the former county council on runs until 2011, a second plan is required to complete the 10 year requirement. The Outdoor Access Improvement Plan is the way in which Central Bedfordshire Council proposes to meet this statutory duty.

The Statutory Guidance requires authorities to develop proposals to improve and manage their networks to meet the [present and likely future] needs of the public, looking at ways in which they can benefit health, transport, recreation, tourism and other local economic needs and to *develop their strategies within the context of their other relevant plans and strategies - including healthy living, leisure, recreation, sport, tourism, economic regeneration, transport, planning and community strategies – so that they 'influence' these areas of responsibility. It also explicitly requires assessment of opportunities for exercise and other forms of 'open area recreation and enjoyment of the area'*.

Risk Management:

Failure to publish this statutory plan may result in legal challenge and will impact on the development of other linking strategies and plans and the ability to develop long term proposals to meet housing growth and to maximise planning gain opportunity and external funding streams.

Staffing (including Trades Unions):

No direct implications.

Equalities/Human Rights:

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.

An Equalities Impact Assessment will be undertaken to ensure that the plan satisfies the legal obligations required of the council and in part actively enables greater equalities and access to facilities. The provision of low cost recreational facilities to the wider public will help promote equal access to facilities.

Community Safety:

The good management and design of green spaces, promotes the concept of safety and security increasing public confidence and increases the frequency and number of visits. The development of this plan will seek to incorporate 'safer by design principles' into the management of our existing sites and the development of green spaces in our new communities.

Sustainability:

Our green spaces will be managed in such a way as to both enable people to access and understand the environment as well as meeting the requirements of species such as birds, butterflies, amphibians and small mammals, as well as plants like orchids to thrive on our sites.

Our green spaces have many benefits including the provision of shade provided by trees, having a cooling effect on the surrounding environment and its ability to slow down the movement of water from heavy rainfall reducing peak flows and cutting the risk of flooding. Green spaces allow water to filter down and replenish groundwater. In addition, our land resource, particularly the woodlands, help balance the Council's negative activities identified in carbon auditing.

The plan will promote green space close to where people live, with the aim of reducing vehicular movements and related pollution. Additionally the sustainable management of our woodlands and green spaces will support the council in providing positive measures that could be offset against the councils own carbon emissions.

Summary of Overview and Scrutiny Comments:

The views of Overview and Scrutiny will be sought before the final plan is submitted to the Executive for approval. Overview and Scrutiny Committee deliberations will be informed by the results of public and stakeholder consultations.

RECOMMENDATIONS:

1. that the Executive approves the process set out in this report to replace the existing Outdoor Access Improvement Plan with an updated policy document for Central Bedfordshire to run for 5 years as from the 2012 to the 2017; and
2. that the views of the relevant Overview and Scrutiny Committee are sought, prior to a further report to Executive for decision later in the year.

Executive Summary

This report gives the background to the replacement and updating of the Outdoor Access Improvement Plan (OAIP) and explains the processes necessary to achieve the implementation of this 2nd phase of our statutory requirement.

The up-dated plan will form the guiding principles that will act as the cornerstone of green space and access management for Central Bedfordshire for the period 2012 - 2017, up-dating and replacing the existing Outdoor Access Improvement Plan 2006 – 2011.

The development of the second 5 year Action Plan is seen as the opportunity to revise and tailor the OAIP more specifically to Central Bedfordshire's priorities, values and geographical area, integrating with the *Sustainable Communities Strategy*, the Local Development Framework, Local Transport Plan and wider suite of new policies and strategies.

The management of green spaces and access to the wider countryside is a central element of 'Place Making', ensuring that Central Bedfordshire is seen as a green and pleasant place to live and work. This plan will have a key role in facilitating the Big Society helping people and communities to both explore and understand our varied landscapes and become involved in its management, increasing volunteering and generating an increased sense of ownership and pride.

Background

1. The Countryside and Rights of Way Act 2000 gave Local Authorities a statutory duty to publish and review, at least every ten years, a 'Rights of Way Improvement Plan'. The aim of the Plan is to create greater access to the countryside for social and economic benefits, and to protect the environment.
2. The 2006 Outdoor Access Improvement Plan (OAIP), produced by former County Council, included a 5 year action plan and looked holistically at access to the countryside including the use of green spaces acting as introductory gateways to the wider landscape by use of public rights of way.
3. Following Local Government Reorganisation, the existing OAIP was transferred as an adopted policy to Central Bedfordshire Council, as one of the two succeeding unitary authorities.

4. The Statutory Guidance requires authorities to *develop proposals to improve and manage their networks to meet the [present and likely future] needs of the public, looking at ways in which they can benefit health, transport, recreation, tourism and other local economic needs and to develop their strategies within the context of their other relevant plans and strategies - including healthy living, leisure, recreation, sport, tourism, economic regeneration, transport, planning and community strategies – so that they ‘influence’ these areas of responsibility. It also explicitly requires assessment of opportunities for exercise and other forms of ‘open area recreation and enjoyment of the area’.*
5. The OAIP is linked closely with the local transport plan (LTP); with linkages have been made within the Cycling and Walking Strategy of Central Bedfordshire’s recently adopted LTP3. These Strategies identify the need for further development of walking and cycling and sets out strongly the benefits of creating an effective and sustainable transport system - reduced congestion and improved accessibility, a more attractive image and reputation for the area (supporting local businesses and economic growth), and benefits to health and community cohesion.

Plan Principles

6. Following Best Practice published by Natural England, it is proposed that the new plan will again look holistically at countryside access and the inter-relationships between people, green spaces and linear access such as rights of way and permissive paths.

The principle behind this is that most countryside users participate in an activity, such as dog walking, rambling or cycling and they are less concerned about whether they are exercising a statutory right by using a right of way.

By considering all forms of access, ranging from doorstep green to country parks and from rights of way on the urban fringe to paths which promote health and enable access to our special landscapes, we are able to ensure that we cater for all needs and provides a Plan which provides comprehensive guiding principles which are integrated with the Sustainable Community Strategy and provides a key role in supporting the Local Development Framework and the Local Transport Plan.

7. Core to the process of developing an improvement plan is the understanding of the needs of existing users and the anticipated needs of future users. To achieve this we will use the extensive data gathered from the previous surveys and update this with data gathered over 2009 and 2010, this will provide the plan with clear steer towards its priorities.

8. The up-dated plan will identify the links between the management of green space and countryside access and the work and priorities of the wider authority.

The quality and value of green space, landscapes and volunteer involvement, link too many of the authority's strategies and plans, the new OAIP will look to support these linkages and prioritise outputs to support delivery.

There will be specific linkage to:

- Planning and managing for growth
- Health and increasing physical activity
- Greater local involvement in the management of countryside access
- Volunteering and active participation
- Developing a strong rural economy
- Transport
- Increasing opportunities for learning

9. It is proposed that the Action Plan for the next 5 year period will predominantly focus on improving service delivery and improving the management of our existing assets, but with a track record of successful winning external funding it is critical that the plan identifies projects and themes that can be targeting for fundraising.

The outputs will be prioritised dependent on the availability of funding. Actions will identify what can be achieved through existing resource levels and identify areas which will only be achievable through *the awarding of additional capital funding*, the winning of external funding or through new ways of working and partnerships.

10. The action plan proposes identifying a small number of flagship projects, these projects will be a key focus over the 5 year delivery period of the plan. For example, these project look to address:

- Deal with fragmentation of our networks
- The quality of access close to our urban fringe and growth areas
- Contributing to the delivery of Green Infrastructure
- Working closely with communities on the management of green spaces and the linear network
- Improving the rights of way 'ease of use' performance

11. It is proposed that the revised action plan will be divided into 3 themes based on the functional management of the Countryside Access as detailed below:
- Rights of Way and landscape access
 - Management of the Definitive Map and Statement
 - Order processing and management
 - Bridge and large structure
 - Enhancing networks close to where people live and in areas of high landscape significance
 - Seasonal management
 - Enforcement
 - Improving ease of access
 - Management of defect reports
 - Countryside Sites
 - Green spaces, woodlands and nature reserves
 - Country Parks
 - Common Land
 - Village Greens
 - Open Access Land
 - Development of local council countryside site management partnerships.
 - Community Engagement and empowerment:
 - Developing local involvement through in the main managing our existing and developing new P3 (people, projects, partnerships) schemes and our friends of countryside sites programmes
 - Developing and enhancing the Bedfordshire Health Walks partnership 'simply walking'
 - Supporting audience engagement and widening, through promotion and events
12. This plan is critical in focusing the priorities for the council's Countryside Access Service. Over the last 10 years the financial resources available to the service have been significantly reduced. Between 2002 and 2009 the rights of way budget was reduced by over 24% resulting in a decline in the national audited 'ease of use' performance indicator for rights of way. In 2010/11 the Countryside Access budget was reduced by £183,000 and in 2011/12 by £154,000 amounting to a further 18% reduction in the total budget for service, reflecting the difficult financial position of the authority. Given these increasingly limited resources, it is vital that the work of the service is focused on its priorities both statutory day to day work and development schemes, developing new cost effective working methods and maximising opportunities to upwardly gear local authority funding by winning external resource where possible. The plan will play a key role in achieving this.

Consultation

13. The Countryside and Rights of Way Act 2000 requires highway authorities to set up Local Access Forums to help steer the improvement plan process. Following the creation of the unitary authority of Central Bedfordshire Council a new Local Access Forum was established for Central Bedfordshire and Luton area. Its members are local people with a balance of interests in the countryside, including recreational users, land managers and those with interests in nature conservation, heritage, business, health, transport and access for the less able. This is a highly successful forum which is a great example of the 'Big Society' at work in Central Bedfordshire

A sub group of this forum has been established to have regular input into the plans development. We will work with this forum to help guide the development of the up-dated plan and to adopt the final version and review annually reports monitoring its delivery.

14. On completion of the consultation draft, a stakeholder and parish council consultation will be undertaken to seek views on the draft plan and its proposed actions. It is expected that this will be a 13 week consultation process, including attendance at public exhibitions, talks, presentations and other consultation opportunities. Feedback will be enabling through the receipt of both internet response and full written formats, in response to feedback the plan will be reviewed and finalised.
15. It is proposed that the Draft Outdoor Access Improvement Plan will be taken to the relevant Overview and Scrutiny Committee for their comments before returning to Executive for decision.

Next Steps and Timeline

16. The next steps in developing the plan are as follows:
- Review and assessment of outputs from 2006 – 2011 OAIP and identification of items to be carried forward. (completed by end of May 2011)
 - The drawing together of a key issues, including assessment from public surveys and national trends and issues related to the management of infrastructure and service delivery. (complete by end of June 2011)
 - Completion of a draft plan and the preparation of consultation process (to be complete by Mid August 2011)
 - Consultation Period (September > November 2011)
 - Plan Adoption (January 2012)

Conclusions

17. A high quality Outdoor Access Improvement Plan will play a key role in helping to deliver the Sustainable Communities Strategy and the Council's key priorities. The up-dating and replacement of the Plan will set out how the council will promote the use of its countryside to support economic growth, promote volunteering and healthy activity as well as improving the quality of life of all its local residents.

Appendices:

None

Location of papers:

The former plan 2006-2011 is located on Central Bedfordshire Council's web site:

http://www.centralbedfordshire.gov.uk/environment-and-planning/Countryside/access_land/default.aspx

Related Legislation:

<http://www.legislation.gov.uk/ukpga/2000/37/part/II/crossheading/rights-of-way-improvement-plans>

Statutory Guidance for the production of improvement Plans

<http://archive.defra.gov.uk/rural/documents/countryside/prow/rowip.pdf>

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