

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



**please ask for** Bernard Carter  
**direct line** 0300 300 4175  
**date** 16 February 2012

## NOTICE OF MEETING

### CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE

Date & Time

**Tuesday, 28 February 2012 10.00 a.m.**

Venue at

**Council Chamber, Priory House, Monks Walk, Shefford**

Richard Carr  
**Chief Executive**

To: The Chairman and Members of the CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE:

Cllrs Mrs D B Gurney (Chairman), N B Costin (Vice-Chairman), P N Aldis, D Bowater, Mrs S Clark, A L Dodwell, P Hollick, K Janes, I A MacKilligan and R B Pepworth

[Named Substitutes:

P A Duckett, Mrs S A Goodchild, Ms C Maudlin, A Shadbolt and N J Sheppard]

Co-optees: Mrs Beattie (Parent Governor), Ms Copley (Parent Governor), Ms Image (Roman Catholic Diocese), Mr Landman (Parent Governor) and Mr Reynolds (Church of England Diocese)

All other Members of the Council - on request

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

# AGENDA

1. **Apologies for Absence**

Apologies for absence and notification of substitute members

2. **Minutes**

To approve as a correct record the Minutes of the meeting of the Children's Services Overview and Scrutiny Committee held on 17 January 2012 and to note actions taken since that meeting.

3. **Members' Interests**

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

- (a) personal interests in any agenda item
- (b) personal and prejudicial interests in any agenda item
- (c) any political whip in relation to any agenda item.

4. **Chairman's Announcements and Communications**

To receive any announcements from the Chairman and any matters of communication.

5. **Petitions**

To receive petitions from members of the public in accordance with the Public Participation Procedure as set out in Annex 2 of Part A4 of the Constitution.

6. **Questions, Statements or Deputations**

To receive any questions, statements or deputations from members of the public in accordance with the Public Participation Procedure as set out in Annex 1 of part A4 of the Constitution.

7. **Call-In**

To consider any decision of the Executive referred to this Committee for review in accordance with Procedure Rule 10.10 of Part D2.

8. **Requested Items**

To consider any items referred to the Committee at the request of a Member under Procedure Rule 3.1 of Part D2 of the Constitution.

## Reports

<b>Item</b>	<b>Subject</b>	<b>Page Nos.</b>
9	<b>Executive Member Update</b>  To receive a brief verbal update from the Executive Member for Children's Services.	*
10	<b>All Age Skills Strategy</b>  To consider the draft All Age Skills Strategy.	* 11 - 50
11	<b>2011 Test and Examination Results</b>  The report presents the 2011 test and examination results for Central Bedfordshire.	* 51 - 62
12	<b>School Organisation Plan: New School Places Programme 2011/12 - 2016/17</b>  The report presents the proposed rolling programme to provide new school places in Central Bedfordshire 2012/13 to 2016/17.	* 63 - 148
13	<b>Work Programme 2011 - 2012 &amp; Executive Forward Plan</b>  The report provides Members with details of the currently drafted Committee work programme and the latest Executive Forward Plan.	* 149 - 170

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**CENTRAL BEDFORDSHIRE COUNCIL**

At a meeting of the **CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE** held in Room 15, Priory House, Monks Walk, Shefford on Tuesday, 17 January 2012

**PRESENT**

Cllr N B Costin (Vice-Chairman, in the Chair)

Councillors:	P N Aldis D Bowater Mrs S Clark A L Dodwell	Councillors:	P Hollick K Janes R B Pepworth
Parental Co-optees:	S Beattie H Copley D Landman		
Church of England Co-optee:			
Roman Catholic Co-optee:			
Apologies for Absence:	Cllrs	Mrs D B Gurney (Chairman) I A MacKilligan  J Reynolds Mrs F Image	
Substitutes:	Cllrs	A Shadbolt	
Members in Attendance:	Cllrs	A D Brown  Mrs S A Goodchild M A G Versallion	Deputy Executive Member for Children's Services  Executive Member for Children's Services
Officers in Attendance:	Mr B Carter  Mrs E Grant  Mrs M Scott		Corporate Policy & Scrutiny Manager Deputy Chief Executive/Director of Children's Services Director of Public Health

CS/11/84 **Minutes**

**RESOLVED**

**That the minutes of the meeting of the Children's Services Overview and Scrutiny Committee held on 15 December 2011 be confirmed and signed by the Chairman as a correct record.**

CS/11/85 **Members' Interests**

(a) **Personal Interests:-**

Cllr N Costin.

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

None.

CS/11/86 **Chairman's Announcements and Communications**

The Chairman made no announcements.

CS/11/87 **Petitions**

No petitions were received from members of the public in accordance with the Public Participation Procedure as set out in Part D2 of the Constitution.

CS/11/88 **Questions, Statements or Deputations**

No questions, statements or deputations were received from members of the public in accordance with the Public Participation Procedure as set out in Annex 1 of Part A4 of the Constitution.

CS/11/89 **Call-In**

The Panel was advised that no decisions of the Executive had been referred to the Panel under the Call-in Procedures set out in Appendix "A" to Rule No. S18 of the Overview and Scrutiny Procedure Rules.

CS/11/90 **Requested Items**

No items were referred to the Committee for consideration at the request of a Member under Procedure Rule 3.1 of Part D2 of the Constitution.

CS/11/91 **Children's Health**

The Director of Public Health delivered a presentation, which provided the Committee with an overview of children's health in Central Bedfordshire. Specifically, the presentation covered:-

- A summary of key statistics including a child health profile;
- Deprivation in Central Bedfordshire;
- The association between learning & development, behaviour and health;
- Breastfeeding;
- Healthy weight;
- Under 18 conceptions;
- Mental health;
- Child poverty;

- Early intervention and prevention; and
- What the NHS Bedfordshire, the Council and other partners are doing to address the above issues.

Members of the Committee raised a number of queries during the presentation regarding the following issues, which were addressed by the Executive Member and officers in attendance:-

- The health and wellbeing of Looked After Children and the need for effective and co-ordinated partnership working;
- What the Council and its partners were doing to tackle child poverty, particularly as the economic climate would almost certainly increase it. In this respect, the Director confirmed that child poverty had been recognised within the Children & Young People's Plan as an important issue which required attention. She also acknowledged that it was an issue not just for her directorate but for every other service area, partner and agency. The Director further informed the Committee that the Chairman of the Local Safeguarding Children Board had recently mentioned the need to undertake some research into the impact of proposed benefit changes on child poverty.
- The impact of homelessness (which seemed relatively significant in Central Bedfordshire, based on 2008 DCLG data) on children's health and education. In this respect, the Executive Member undertook to check current data and report back to the Committee in due course.
- The ability and capacity of Children's Centres to improve children's health. In this respect, the Director confirmed that the recent reconfiguration of Children's Centres would be a catalyst for improving outcomes, supported by better communication, better use of data and targeted funding.
- The need to encourage/empower parents, particularly in areas of deprivation. In this respect, the Director referred to the use of Parent Partnerships and the pilot programme of Payment by Results, which the Council was monitoring with interest.
- The importance of early intervention and prevention not only to ensure every child is given the best possible start in life but to reduce health inequalities in later life. In this respect, the Executive Member made reference to the recently formed shadow Health & Wellbeing Board, whose key focus was on early intervention and targeting families with multiple problems.

In conclusion, the Committee thanked the Director of Public Health for a most informative and interesting presentation, and requested that an electronic copy be circulated to Members, together with a glossary of terms and further diagrammatical information regarding the relationships between the various partners and agencies involved in children's health.

**RECOMMENDATION:**

**That the report be noted.**

CS/11/92 **Executive Member Update**

The Executive Member for Children's Services provided the Committee with an update on current activities pertaining to his portfolio, which covered the following issues:-

- The new Education Act 2011, specifically the repeal of the requirement to give 24 hours notice of detention and the power of teachers to now search pupils;
- The current status of Academy Orders granted (8 Upper, 17 Middle and 16 Lower schools, covering over 50% of the school population);
- Traded services to schools and the proposed withdrawal of certain of those services;
- The four Age Range applications in the Houghton Regis area; and
- Latest Key Stage 2 results, which were not as good as they should be when compared to peer authorities. The Executive Member assured the Committee that improvement was the foremost priority both politically and professionally and Members noted that a presentation on educational attainment was due to be received by the Committee at its next meeting.

The Committee thanked the Executive Member for his update and agreed that updates should continue to be provided at future meetings. During discussion, Members also raised two other issues, namely the recent statement by the Chief Inspector of Schools regarding a proposed change to the classification of schools performing at a "satisfactory" level to "requiring improvement", and the imminent School Governors forum. With regard to the forum, the Executive Member confirmed that it was his intention to raise the issue of effective scrutiny of school performance by governors.

CS/11/93 **Quarter 2 Performance Monitoring**

The Executive Member for Children's Services presented the Quarter 2 Performance report, which highlighted performance within the Children's Services directorate for the second quarter of 2011/12. In doing so, he wished to thank the Director and her team for the hard work thus far in achieving good performance across many of the key directorate indicators despite increasing workloads.

Members of the Committee discussed the contents of the report in detail and raised the following key issues:

- Concern over the fall in performance regarding the percentage of initial assessments undertaken within 10 working days of referral. The Director explained that this quarter's performance reflected a national change in the way this indicator was measured and it was anticipated that performance would be on target by year end; and
- Concern over a fall in standards in the current year regarding Key Stage 2 results. As mentioned earlier in the meeting, the Executive Member reiterated his assurance to the Committee that improvement was the foremost priority both politically and professionally. He further confirmed



that actions to improve performance were ongoing and included a conference for middle schools to focus on good practice and a programme of support targeted at those pupils at risk of not achieving Level 4 in English and/or Mathematics;

**RECOMMENDATION:**

**That the report be noted.**

CS/11/94

**Alternative Future Provision of the Pupil Referral Unit**

The Executive Member for Children's Services presented his report, which summarised work completed to date regarding future provision of the Pupil Referral Unit (PRU) and identified proposals for alternative models of service delivery.

Members of the Committee discussed the contents of the report in detail and raised a number of queries regarding the funding and operation of a free school PRU, which were addressed by the Executive Member and officers in attendance.

Members of the Committee welcomed the proposals and agreed that the Deputy Chief Executive/Director of Children's Services (in consultation with the Executive Member) should support schools in establishing a free school PRU (and relevant commission for medical needs) whilst at the same time maintaining existing arrangements until such new provision had been established.

**RECOMMENDATION:**

**That the recommendations contained within the draft Executive report regarding the establishment of a free school PRU (and a commission for medical needs) whilst at the same time maintaining existing arrangements until such new provision had been established, be fully endorsed by the Children's Services Overview and Scrutiny Committee.**

CS/11/95

**Work Programme 2011 - 2012 & Executive Forward Plan**

The Committee considered its current Work Programme and the latest Executive Forward Plan.

With regard to the impact of homelessness and benefit reforms on children's health and education (discussed in minute CS/11/91 above), the Committee agreed to receive a further report on the subject at its November meeting.

**RECOMMENDATION:**

**That the Children's Services OSC Work Programme be noted with the addition of a report to the November 2012 meeting regarding the impact of homelessness and benefit reforms on children's health and education.**

(Note: The meeting commenced at 10.00 a.m. and concluded at 12.00 p.m.)

Chairman .....

Dated .....

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**Meeting:** Children's Services Overview and Scrutiny Committee  
**Date:** 28 February 2012  
**Subject:** Central Bedfordshire All Age Skills Strategy  
**Report of:** Cllr Ken Matthews, Executive Member for Sustainable Communities - Strategic Planning and Economic Development

**Summary:** Attached as appendix A is a draft Executive report (March 2012) which presents the Central Bedfordshire All Age Skills Strategy for consideration and seeks approval of the role of the Council in supporting the delivery of the strategy. The Committee is asked to comment on the draft Executive report.

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**Advising Officer:** Gary Alderson, Director of Sustainable Communities  
**Contact Officer:** Kate McFarlane, Head of Community Regeneration and Adult Skills  
Liz Wade, Assistant Director, Economic Growth, Regeneration and Skills

**Public/Exempt:** Public  
**Wards Affected:** All  
**Function of:** Council

<b>CORPORATE IMPLICATIONS</b>
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<b>Council Priorities:</b>
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1. 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 All Age Skills Strategy will underpin the Economic Development Plan (EDP) themes by supporting business to grow and thrive, getting our residents into work and increasing the supply of our skilled people. It will also support the implementation of the 2012/13 Economic Development Plan priorities of youth unemployment and employer engagement. The strategy will build on the educating, protecting and providing opportunities for Children and Young People as stated in the Children and Young People’s Plan.

The All Age Skills Strategy supports the emerging Central Bedfordshire Council targets for the medium term by:

- Enhancing Central Bedfordshire as a place, through increased jobs
- Improving educational attainment
- Promoting health and well being and protecting the vulnerable
- Offering value for money by maximizing the impact of Council Skills investments

**Financial:**

2. The development of the All Age Skills Strategy and the costs of consultations have been met through the 2011/12 Economic Development, Skills and Regeneration budget. Future activities in delivering the strategy will be funded through a mixture of direct support through the Council’s existing budgets, re-aligning partners’ core budgets, seeking to maximise private sector funding and leverage of external funding.
3. The Council is in receipt of significant external grants to support the delivery of skills activity and into work activity including Skills Funding Agency (SFA) allocation of £1.6M in 2011/12, European Social Fund (ESF) 2007-2013 co-financing programme of £4.4M, and Department for Education and Skills. Each grant scheme has its own allocation criteria and the Council will need to recognise the possibility of changes in the future to funding streams and associated activities.
4. As the All Age Skills Strategy outlines three priorities there will be a need to optimise the level of resourcing amongst the three areas. The medium term outlook for the economy is for relatively low growth and the implication is that governmental funding may remain uncertain, less than demand or targeted to specific purposes. The Council and its partners will need to remain alert to funding opportunities, and to continue to enhance its reputation for successful delivery so as to remain at the forefront of accessing funds. The success of executing the All Age Skills Strategy is highly reliant on accessing external funds and influencing and organising the various partners and delivery agents. There is some risk that funding restrictions over the medium term may impede the delivery of aspects of the All Age Skills Strategy.

**Legal:**

5. There are no statutory requirements for the Council to produce an All Age Skills Strategy. However, the Council will be able to demonstrate its leadership and being open for business 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.
6. Within the 2008 Education and Skills Act, the Council has a statutory duty to secure sufficient suitable education and training opportunities to meet the reasonable needs of young people in the Council area. This includes all young people up to the age of 18 by 2015 as defined within the Raising of the Participation Age.

**Risk Management:**

7. Risk of doing nothing: Would perpetuate the disconnect between the needs of the economy, employers and aspirations of our residents. There has been a significant level of skills partner engagement to date and lack of progress moving forward could reflect negatively on the Council as the organisation who has led the work to date
8. Failure: Risk of failure to deliver the priorities identified in the All Age Skills Strategy due to lack of engagement of employers, skills partners unwilling to move to taking a more central role in driving the agenda forward in the future.

**Staffing (including Trades Unions):**

9. No implications are directly raised by the adoption of this policy. However, the priorities, and implementation of this strategy will shape the further review of direct services provided by the Council. This could result in there being future staffing implications. In these circumstances the Council is required to undertake consultation with our recognised Trade Unions and affected employees and will be taken forward in accordance with the Central Bedfordshire Council's Managing Change policy.

**Equalities/Human Rights:**

10. 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.
11. In developing the All Age Skills Strategy the findings from the Local Economic Assessment on equalities considerations and target groups have been utilised to inform key priorities. A full thirteen week public consultation process has been implemented to maximise engagement with the development of the strategy as has a series of workshops, focus groups and meetings with individuals, providers, stakeholders and employers.

12. A comprehensive Equality Impact Assessment has been completed. The target groups identified within the Local Economic Assessment and the Equality Impact Assessment as requiring additional support to access the labour market and develop their skills are: 18-24 year olds and over 50s, disabled people and ethnic minorities, especially gypsies and travellers. These groups have been prioritised within priority 3 of the strategy “Raising Individuals Aspirations and Achievements” which proposes to promote the benefits of learning to individuals of all ages, promote the opportunities available and to support the provision of opportunities that are appropriate to the needs of particular groups and areas.

**Public Health**

13. There is a strong relationship between skills and employment and health and wellbeing. Those who are more highly skilled are more likely to secure employment and to enjoy higher standards of living, contributing to better physical and mental health. Concurrently, poor health and disability can contribute to lower attainment and economic inactivity. The All Age Skills Strategy recognises the need to support individuals for whom health issues and disabilities represent a barrier to accessing learning opportunities.

**Community Safety:**

14. Access to skills, training and employment are key factors in preventing offending behaviour and breaking historic patterns of offending for individuals and within families. The Council has a statutory duty to do all that it reasonably can to prevent crime and disorder in its area. The All Age Skills Strategy, particularly in relation to the priority around raising individuals’ aspiration and achievements by working with partners such as Youth Offending Services, Bedfordshire Probation Trust, Integrated Youth Support Services and Community Safety Teams, will help to fulfil this duty.

**Sustainability:**

15. Fundamentally matching employment with the needs of our growing resident population is directly addressing the longer term sustainability of Central Bedfordshire by reducing out commuting. The All Age Skills Strategy is aligned to the Economic Development Plan which fits with the Council’s Climate Change Strategy.

**Procurement:**

16. Where necessary the services required to support this strategy will be exposed to competition in accordance with the procurement procedure rules 2012.
17. Any engagement with partner organisations or external service providers will be formalised through an appropriate agreement (prepared in accordance with the procurement toolkit) which contains a statement of requirements (or specification), a set of contract terms and conditions, performance metrics and remuneration arrangements.

**RECOMMENDATION(S):**

**The Committee is asked to:-**

- 1. To recommend to the Executive the adoption of the All Age Skills Strategy together with any comment the committee would like to make on the draft Executive report.**

**Appendices:**

Appendix A – Draft Executive Report – 27 March 2012 – Central Bedfordshire All Age Skills Strategy

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**Meeting:** Executive  
**Date:** 27 March 2012  
**Subject:** Central Bedfordshire All Age Skills Strategy  
**Report of:** Cllr Ken Matthews, Executive Member for Sustainable Communities - Strategic Planning and Economic Development  
**Summary:** The report presents the All Age Skills Strategy for consideration and proposes that the executive approve the role of the Council in supporting the delivery of the strategy.

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**Advising Officer:** Gary Alderson, Director of Sustainable Communities  
**Contact Officers:** Kate McFarlane, Head of Community Regeneration and Adult Skills  
Liz Wade, Assistant Director, Economic Growth, Regeneration and Skills  
**Public/Exempt:** Public  
**Wards Affected:** All  
**Function of:** Executive  
**Key Decision** Yes  
**Reason for urgency/ exemption from call-in (if appropriate)** N/A

<b>CORPORATE IMPLICATIONS</b>
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<b>Council Priorities:</b>
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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.

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The All Age Skills Strategy supports the emerging political priorities for the medium term by:

- Enhancing Central Bedfordshire as a place, through increased jobs
- Improving educational attainment
- Promoting health and well being and protecting the vulnerable
- Offering value for money by maximizing the impact of Council skills investments

**Financial:**

1. The development of the All Age Skills Strategy and the costs of consultations have been met through the 2011/12 Economic Development, Skills and Regeneration budget. Future activities in delivering the strategy will be funded through a mixture of direct support through the Council’s existing budgets, re-aligning partners’ core budgets, seeking to maximise private sector funding and leverage of external funding.
2. The Council is in receipt of significant external grants to support the delivery of skills activity and into work activity including Skills Funding Agency (SFA) allocation of £1.6M in 2011/12, European Social Fund (ESF) 2007-2013 co-financing programme of £4.4M, and Department for Education and Skills. Each grant scheme has its own allocation criteria and the Council will need to recognise the possibility of changes in the future to funding streams and associated activities.
3. As the All Age Skills Strategy outlines three priorities there will be a need to optimise the level of resourcing amongst the three areas. The medium term outlook for the economy is for relatively low growth and the implication is that governmental funding may remain uncertain, less than demand or targeted to specific purposes. The Council and its partners will need to remain alert to funding opportunities, and to continue to enhance its reputation for successful delivery so as to remain at the forefront of accessing funds. The success of executing the All Age Skills Strategy is highly reliant on accessing external funds and influencing and organising the various partners and delivery agents. There is some risk that funding restrictions over the medium term may impede the delivery of aspects of the All Age Skills Strategy.

**Legal:**

4. There are no statutory requirements for the Council to produce an All Age Skills Strategy. However, the Council will be able to demonstrate its leadership and being open for business 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.
5. Within the 2008 Education and Skills Act, the Council has a statutory duty to secure sufficient suitable education and training opportunities to meet the reasonable needs of young people in the Council area. This includes all young people up to the age of 18 by 2015 as defined within the Raising of the Participation Age.

**Risk Management:**

6. Risk of doing nothing: Would perpetuate the disconnect between the needs of the economy, employers and aspirations of our residents. There has been a significant level of skills partner engagement to date and lack of progress moving forward could reflect negatively on the Council as the organisation who has led the work to date
7. Failure: Risk of failure to deliver the priorities identified in the All Age Skills Strategy due to lack of engagement of employers, skills partners unwilling to move to taking a more central role in driving the agenda forward in the future.

**Staffing (including Trades Unions):**

8. No implications are directly raised by the adoption of this policy. However, the priorities, and implementation of this strategy will shape the further review of direct services provided by the Council. This could result in there being future staffing implications. In these circumstances the Council is required to undertake consultation with our recognised Trade Unions and affected employees and will be taken forward in accordance with Central Bedfordshire Council's Managing Change policy.

**Equalities/Human Rights:**

9. 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.
10. In developing the All Age Skills Strategy the findings from the Local Economic Assessment on equalities considerations and target groups have been utilised to inform key priorities. A full thirteen week public consultation process has been implemented to maximise engagement with the development of the strategy as has a series of workshops, focus groups and meetings with individuals, providers, stakeholders and employers.

11. A comprehensive Equality Impact Assessment has been completed. The target groups identified within the Local Economic Assessment and the Equality Impact Assessment as requiring additional support to access the labour market and develop their skills are: 18-24 year olds and over 50s, disabled people and ethnic minorities, especially gypsies and travellers. These groups have been prioritised within priority 3 of the strategy “Raising Individuals Aspirations and Achievements” which proposes to Promote the benefits of learning to individuals of all ages, promote the opportunities available and to support the provision of opportunities that are appropriate to the needs of particular groups and areas.

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**Community Safety:**

13. Access to skills, training and employment are key factors in preventing offending behaviour and breaking historic patterns of offending for individuals and within families. The Council has a statutory duty to do all that it reasonably can to prevent crime and disorder in its area. The All Age Skills Strategy, particularly in relation to the priority around raising individuals’ aspirations and achievements by working with partners such as Youth Offending Services, Bedfordshire Probation Trust, Integrated Youth Support Services and Community Safety Teams, will help to fulfil this duty.

**Sustainability:**

14. Fundamentally matching employment with the needs of our growing resident population is directly addressing the longer term sustainability of Central Bedfordshire by reducing out commuting. The All Age Skills Strategy is aligned to the Economic Development Plan which fits with the Council’s Climate Change Strategy.

**Procurement:**

15. Where necessary the services required to support this strategy will be exposed to competition in accordance with the procurement procedure rules.
16. Any engagement with partner organisations or external service providers will be formalised through an appropriate agreement (prepared in accordance with the procurement toolkit) which contains a statement of requirements (or specification), a set of contract terms and conditions, performance metrics and remuneration arrangements.

**Overview and Scrutiny:**

17. The draft All Age Skills Strategy and role of the Local Authority in supporting its delivery has been considered at the 28 February 2012 Children's Services Overview and Scrutiny Committee joined by the members of the Sustainable Communities Overview and Scrutiny Committee.

**RECOMMENDATION(S):**

**The Executive is asked to:**

1. **Approve the Central Bedfordshire All Age Skills Strategy as an integrated part of delivery against the Council's Economic Development Plan.**

*Reason for Recommendation(s): To put in place a Central Bedfordshire wide All Age Skills Strategy that sets the strategic direction for the Council and its partners in addressing the skills needs of employers and individuals and aims to better align local provision to meet those needs in order to enhance Central Bedfordshire as a place to live and work.*

**Executive Summary**

18. The All Age Skills Strategy provides the strategic direction for the Council and its partners in addressing skills needs across Central Bedfordshire. The strategy has a critical role to play in delivering the EDP themes of supporting business to grow and thrive, getting our residents into work and increasing the supply of our skilled people. It sets out the ways in which Central Bedfordshire skills partners will work with individuals, businesses and the wider economy.
19. It has been developed as a way to better integrate the skills that employers and the Central Bedfordshire economy need now and in the future, with the provision of local providers. It aims also to meet the needs of individuals and local communities. Whilst the Council has led the development of the strategy to date, it has done so by working together with employers, providers, individuals and stakeholders through a formal thirteen week consultation period including a series of stakeholder workshops, focus groups with individuals and interviews with employers. The council has a role to play in delivering the strategy but it is clear in many cases that the actions needed and leadership required will not be our responsibility but the Council will actively support and facilitate partners to achieve the strategic priorities.

**All Age Skills Strategy**

20. The All Age Skills Strategy, attached at Appendix A contains three high level priorities around working together, developing the current and future workforce and raising individuals' aspirations and achievements. The priorities are underpinned by key actions for all skills partners.
21. **All Age Skills Priorities and Actions**  
The three high level priorities contained within the strategy are:

- (a) Priority 1: Working Together : Enhance partnership working and improve the availability and dissemination of local labour market intelligence

Key actions:

- Build employer ownership of the skills agenda through ongoing dialogue with employers about skills in order to promote how skills can improve competitiveness, to understand what is needed, provide support to navigate skills training options and drive up quality of provision.
- Develop an effective skills partnership by bringing together an employer led skills forum

- (b) Priority 2: Developing the Future and Current Workforce : Increasing the proportion of the workforce with recognised skills and supporting access to academic and vocational opportunities

Key actions:

- Ensure that Central Bedfordshire businesses can improve their competitiveness through investment in workforce skills by encouraging businesses to invest in upskilling their workforce through promoting examples of successful outcomes
- Promote the value and awareness of academic and vocational qualifications to employers and current and future workforce by building on employer-learning provider relationships
- Encourage training providers to respond to the future skills requirements of employers by sharing and providing local business information to inform future provision

- (c) Priority 3: Raising Individual Aspiration and Achievements: Promote and raise awareness of the support and opportunities locally available for our residents of all ages and the importance of gaining appropriate skills in achieving those ambitions

Key actions:

- Support careers advice to incorporate local labour market intelligence to better equip young people and adults to make better informed decisions
- Promote the benefits of learning to individuals of all ages and promote the opportunities available through local case studies and role models
- Support the provision of opportunities that are appropriate to the needs of particular groups and areas through a better match job of vacancies with job seekers
- Support the development of employability skills, through training, work placements, volunteering and enterprise by encouraging local employers and educational establishments to strengthen focus on preparation for the workplace

22. **The role of Partners**

Central Bedfordshire Council is committed to working with all partners to strengthen the links and understanding between local employers and providers to ensure that a stream of appropriately skilled people is able to progress in and through employment across our area. The Council will seek to encourage local employers or providers to step forward to lead a dialogue that will establish new ways to better meet those needs against the priorities set out in this strategy. This will benefit the Central Bedfordshire economy, businesses, people and communities. In developing the strategy the consultation and recent conversations suggest that this approach by the Council to bring employers and providers closer is welcomed by skills partners and business representatives. Offers to lead, contribute and to build on existing local good practice and emerging models are being received.

23. **The Central Bedfordshire Council Contribution**

As the largest employer in the area hundreds of Council staff are engaged in the delivery, commissioning or policy development around enhancing the skills of business, residents and Council as an organisation. This wide range of provision includes professional workforce development in education, Adult Social Care and Housing and other professional service disciplines; family learning; apprenticeships; those Not in Education, Employment or Training (NEETs); helping those that have specific learning needs and disabilities to progress into employment; informal learning; statutory education provision; and equipping volunteers and community members to engage in providing better public services and contributing to the place they live. Leading to thousands of our residents and our staff being trained each year. Rarely brought together, this contribution to the general workforce skill levels across our area is significant and could be better focussed and promoted.

24. **Working within the Council**

We will review, better co-ordinate and promote the range of skills activity we deliver to maximise the impact of our skills investments to include the current Economic Development Plan priorities.

Specifically by September 2013:

- (i) Target funded skills provision to those with the lowest skills and furthest from the labour market by utilising robust local intelligence. In 2012/13 the priority as stated in the EDP will be unemployed 16 – 24 yr olds
- (ii) Support and deliver workforce development activities to key sectors, such as adult social care and children's workforce, including increased focus on apprenticeships
- (iii) Enable a cross council approach to working with local providers to inform future provision based on the needs of employers
- (iv) Develop progression routes from statutory education and training into higher education or employment in line with the Council and partners' plans for the increasing school leaving age

**Working Outside the Council**

25. Over the next two years we will support the development of a collaborative employer engagement framework across the skills partnership area to encourage greater engagement with our businesses in shaping local provision. Increasing shared understanding of both opportunities and workforce needs now and in the future. Specifically by April 2014:
- (i) Facilitate the integration of local employers with providers to establish new ways of joint working to drive forward the skills agenda and increase local prosperity
  - (ii) Roll out a Central Bedfordshire wide employer engagement framework that builds relationships with key employers and provides a mechanism to gather and impart data and share information to assist the new All Age Career Service and influence skills agencies
  - (iii) We will extend the strategy approach beyond the Central Bedfordshire Council area to other south East Midland Local Enterprise Partnership (SEMLEP) partners recognising the economic geography and the need to join up and seek benefits for business across a wider area as well as achieving local authority efficiencies through collaboration
  - (iv) To make the case to employers and individuals, including through intermediaries, on the need to invest in skills, use case studies and local role models

### **Measuring Success**

26. It is proposed to monitor the success of the strategy on an annual basis using the following core indicators as part of an annual review of the Local Economic Assessment to inform future years' delivery plans. The key measures of success, which will be supported by a wider basket of indicators, are:
- (a) Reduced level of reported business skills gaps and shortages
  - (b) To maintain the employment rate of Central Bedfordshire, so that it is 5% higher than the national average
  - (c) To be in the top 50% nationally of Key Stage 4 results for (1 measure) 5 A\*-C, including English and Maths GCSE by 2014
  - (d) % of working age people with level 2, 3, 4 qualifications

### **Consultation**

27. The All Age Skills Strategy, at Appendix A has been developed through a series of external stakeholder workshops attended by 60 people, over 100 individuals participating in a number of focus groups or interviews and business interviews with 20 employers.
28. The full findings from the workshops and focus groups are available online at <http://www.centralbedfordshire.gov.uk/learning/adult-learning/all-age-skills-strategy.aspx> and can be summarised as:



- (a) Businesses have to be at the heart of delivering the Strategy with a coordinated and commercially valuable skills improvement offer, based on up to date local labour market intelligence, to ensure that businesses “buy-in” to the local skills
- (b) The need to support aspirations to generate demand for skills improvement
- (c) Continued support for the principles of the All Age Skills Strategy and enthusiasm to support its implementation with a focus on partnership working
- (d) Need to roll out best practice across all provision to be better co-ordinated and focused in a common direction
- (e) The importance and challenge of effective business engagement is key to delivering the strategy
- (f) A key focus for the strategy should be on schools and young people

**Appendices:**

Appendix A – Central Bedfordshire All Age Skills Strategy

**Background Papers:** (open to public inspection) -  
All Age Skills Strategy Equality Impact Assessment  
Local Economic Assessment  
Business Survey 2011  
Consultation Reports

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# **Central Bedfordshire All Age Skills Strategy**

Draft – 14 February 2012



## Forward

In an increasingly competitive world, skills have a critical role to play. Individuals require skills to enable them to secure and progress in employment; businesses need a skilled workforce to stimulate productivity and encourage competitiveness and innovation; and collectively skills are required to support the local economy to compete nationally and internationally, with the ability to exploit times of economic prosperity and to withstand the negative effects of economic downturns.

Here in Central Bedfordshire the Council believes we need to develop a strategy to deliver a flexible and mobile workforce, that meets the needs of employers, is able to respond rapidly to environmental shifts and will enable Central Bedfordshire to achieve its full economic potential. The All Age Skills Strategy sets out the high level priorities and actions needed to make this happen, and critically how we need to work together.

The strategy supports the Council's medium term priorities from 2012 which include:

- Maintaining the employment rate of Central Bedfordshire, so that it is 5% higher than the national average (currently 72.6%)
- Demonstrating the Council's aspiration to be in the top 50% nationally of Key Stage 4 results for (1 measure) 5 X A\*-C, including English and Maths GCSE by 2014
- Limiting the number of young people who are not in education, employment or training (NEETs)

Whilst Central Bedfordshire Council has led the development of the strategy, we are doing so in partnership and believe it provides a platform to grow and expand the strong partnership working base we have in Central Bedfordshire. All partners will need to work differently to successfully deliver the skills priorities for the area and, ultimately, create a skilled workforce to fuel economic growth in Central Bedfordshire.

The strategy has a critical role to play in delivering the Economic Development Plan (EDP). The EDP affirms the Council's commitment to support sustainable economic growth in Central Bedfordshire to enable private and voluntary and community sectors to invest and grow and support our residents to be able to benefit from new economic growth by increasing our supply of skilled people, supporting businesses to grow and thrive and

getting our residents into work.

We recognise that having an All Age Skills Strategy is not the end of the journey, but rather we are at the beginning. Delivering the priorities will not be easy, there are no magic answers or quick fix solutions but we believe by working differently and with businesses at the heart of what do, we can make a real difference and we relish that challenge.

Cllr Ken Matthews

**Executive Member for Sustainable Communities – Strategic Planning and Economic Development, Central Bedfordshire Council**

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## Why an All Age Skills Strategy?

Skills are vital to our future and at the heart of successfully growing the local economy to deliver sustainable growth, build stronger communities and promote social mobility. Skills are critical to employers in all sectors and a highly skilled workforce will facilitate the growth of existing businesses, increase the attractiveness of the area to inward investors, generating job creation and fuelling local economic growth. Central Bedfordshire has an economy of £4.2B (Local Economic Assessment, 2011) and over 11,000 businesses. There is over £500M invested in school, further and higher education in the institutions serving the local population. This strategy aims to develop greater integration to connect skills provision to business needs for the benefit of the economy and community.

There is a growing acceptance that despite significant public sector investment in vocational skills in the UK, training has too often been designed around qualifications and the needs of public funding streams rather than the needs of the UK economy and what employers believe will improve their competitiveness.

“For adults, better skills and economically valuable qualifications are a route to achieving better jobs, career progression and higher incomes to support their families. Better skills are the key to greater social mobility, ensuring that individuals can get on because of their talent and hard work, and not just because of their background. For employers, a more highly-skilled workforce is a route to achieving higher productivity and, in the private sector, greater competitiveness and profitability” *World Class Skills: Implementing the Leitch Review of Skills in England, July 2007*

The All Age Skills Strategy will direct how Central Bedfordshire will step up to meet the skills challenge. Delivering the strategy will not be easy. We recognise that today's standards are not good enough for tomorrow. Average is no longer good enough; for Central Bedfordshire to have a competitive advantage, the area needs to be exceeding national averages, and needs to be performing as well as, if not better, than the best performing areas. Building on what we are already doing, the development of the strategy offers the opportunity to set this in motion. This needs to be a collective effort with an integrated solution. More than ever, the solution requires a better collective understanding of the needs of employers and partners working to encourage greater ownership and investment in skills by employers.

We do not need a new set of initiatives. Instead we need to transform the way in which the skills system works for employer-led training. We must create the space for employers to step up and work within their supply chains and business clusters, together with employees, colleges and training providers, to develop the skills they need, framed within a skills agenda which is employer, rather than government owned. Greater employer ownership means greater responsibility. We need a single market for skills development into which employers and employees are prepared to make a greater contribution for higher quality training.

*UKCES, Employer Ownership of Skills: Securing a sustainable partnership for the long term, December 2011*

Employer ownership of skills development can only be encouraged by all partners changing the way they work. We need to build on the good practice examples where local training organisations are working closely with employers and develop better ways of listening to employers and guiding them through the available support.

In most cases, this will not be the direct responsibility of Central Bedfordshire Council to deliver, but we wish to improve the co-ordination and effectiveness of this dialogue between the employers and providers and ensure our residents are best placed and informed to progress in and through employment and increase the well being and prosperity of our residents.



## The Challenge

At the heart of the All Age Skills Strategy is how, in partnership we bring together the skills that businesses and the Central Bedfordshire economy need now and in the future with provision delivered by local providers that must also meet the needs of individuals and local communities.

'...in order to build an internationally competitive economy, the future employment and skills system will need to invest as much effort on raising employer ambition, on stimulating demand, as it does on enhancing skills supply. In this way, we can create a **'virtuous circle'** of skills development, between the skills available and the skills required. *UKCES*

*Ambition 2020: World Class Skills and Jobs for the UK, Wath-upon-Deerne: UK Commission for Employment and Skills, May 2009.*

Central to this will be how partners in Central Bedfordshire integrate and work with employers to better understand their needs and help them navigate the complex skills system to meet these needs. Providers will not only be judged and funded on the quality of the learning experience but how well this fits with employer's skills demand and is success in securing long term employment for the trainee. Effective communication between employers and partners is central to this and will strengthen providers position in the market for learning by becoming a credible voice for employer demand, helping them compete on the basis of quality and innovation rather than volumes and funding priorities.

This in turn will help improve labour market information (LMI) for Central Bedfordshire residents to support their learning choices with real-time knowledge on the skills and aptitudes that employers value.

It will support businesses to grow and innovate, individuals to improve their employment or employment prospects and grow the economy of Central Bedfordshire through an integrated skills approach.

## National and Local Picture

The focus of this strategy is upon a new approach to skills in Central Bedfordshire. However, Central Bedfordshire cannot be viewed in isolation. National strategies and policies have implications on the funding available and the allocation of this, and also on the way in which the local authority and other organisations operate. Similarly, there are a number of local strategies that will influence the All Age Skills Strategy, such as the 2011 Economic Development Plan, Children and Young People's Plan 2011-14, Child Poverty Strategy and Transport Strategy.

The actions set out in this strategy are in line with skills policy at a national level and aim at integrating skills provision in Central Bedfordshire. The key national strategic drivers can be summarised as follows:

**Deregulation and simplification** – with a move away from centralised control, individuals, employers and communities are expected to have greater influence in shaping services to meet their needs, with providers given increased flexibility to respond to these needs. Both the Academies Act 2010 and the Education Bill 2011 offer greater freedoms for schools and colleges, whilst the national skills strategy, '*Skills for Sustainable Growth*', proposes simplified funding structures for colleges and training providers.

**Changes in funding** – whilst some funding will remain for lower level qualifications, and for those on active benefits, *Skills for Sustainable Growth* places emphasis on individuals and employers to finance their own training and skills development. Similarly, following the 2010 Browne Review, the level of university tuition fees is to increase. There is a national focus on apprenticeships – increasing the number, with an emphasis on higher level apprenticeships and more access to apprenticeship opportunities for those from under-represented groups.

**Work with employers on vocational skills** – the 2011 Wolf Review found weaknesses in the provision of vocational education, highlighting the need for employers to be involved in defining vocational qualifications and for more to be done on helping young people gain employment skills and work based experience. More recently, UKCES has set out a vision to embed employer ownership at the heart of vocational training and encourage greater involvement of employers in skills partnerships with employees, trade unions, colleges and training providers.

**Economic recovery** - the Central Bedfordshire economy is performing better than the national average but it is still weak. Unemployment has hit a fifteen year high with particularly high levels of youth unemployment recorded. Nationally the government is seeing re-skilling and up-skilling as a response to the down turn for both individuals and businesses. Central Bedfordshire wishes to keep ahead of this response.

**Raising Participation Age** – The Government is raising the participation age so that all young people at 18 or under have to be in full time education or with an accredited training and work programme by 2015. This will refocus efforts on young people who are not currently in employment, education or training.

**Benefits Reform** – the changes to the benefits system are expected to increase the numbers of people seeking work as incapacity and disability benefits are withdrawn or reduced. This will bring additional pressures to the skills infrastructure.

## Developing the Strategy

The development of the strategy has been led by Central Bedfordshire Council working in partnership with a range of businesses, employer representative groups, providers, stakeholders, networks, the voluntary and community sector and individuals. In summer 2011, three workshops were held with external stakeholders. Additionally, just over 100 individuals participated in a number of focus groups or interviews with a range of adults including people out of work, older people, low skilled and people with disabilities. Young people in years 10,11, and 12 and those Not in Education, Employment or Training (NEET), post NEET and looked-after children were also included. The business interviews with 20 employers provided views on employability, apprenticeships and the importance of skills to businesses, particularly within the current economic climate.

The full findings are detailed in a consultation report produced by Public Perspectives. The consultation identified two key findings:

- businesses have to be at the heart of the Strategy to generate a co-ordinated and commercially valuable skills improvement offer, based on up to date local labour market intelligence
- the need to support aspirations to generate demand for skills improvement

The formal consultation ran between August and October 2011. This was followed by a workshop with Central Bedfordshire partners to confirm the priorities and consider actions.

This workshop identified a number of findings:

- Support for the principles of an All Age Skills Strategy with support for integrated implementation
- All provision to be better co-ordinated and focused in a common direction
- Effective business engagement remains key to delivering the strategy
- Co-ordination with schools and young people should be an early focus

## The Priorities

### **Priority 1: Working Together**

#### **Enhance integrated working and improve the availability and dissemination of local labour market intelligence**

We have an opportunity to build on the relationships that already exist and the positive attitude and support shown for the development of the All Age Skills Strategy. We now need to take this to a new level.

The local authority needs to look at how it works with partners and its role in meeting the priorities contained within the strategy. This is a chance for the local authority to develop its role as an enabler, bringing together partners to ensure that the skills needs of employers, individuals and the growing economy are understood and met, and to enhance its role as an influencer of strategy and funding. This is an opportunity for the local authority, as an employer, to lead by example. The jobs and skills challenges facing Central Bedfordshire are significant, and can only be achieved by a marked change in how the local authority thinks and works, and how all partners work together.

We should look at the way local intelligence is collected and shared. We need effective integrated mechanisms for identifying the needs of both existing employers and the businesses of the future. This information needs to be shared to inform the planning of provision and to support more informed decision making. At present, although significant intelligence exists, it is not always specific, up to date, accessible or available to all providers.

It is crucial that this integrated intelligence takes into account changes in the delivery of careers advice. The introduction of a National Careers Service, from April 2012, offers an opportunity to explore the role of labour market intelligence, how this is shared with careers advisors and the ease with which this can be interpreted. With its focus on the over 19s, there is also a challenge around how young people receive advice, the quality of the advice they receive through schools and how young people not in education access advice.

There is a changing national economic development landscape and particularly the establishment of Local Enterprise Partnerships (LEPs). These have a business chair and a

high level skills remit and in Central Bedfordshire Council's case, the South East Midlands LEP (SEMLEP) is seeking to support the growth of high advanced technologies and precision engineering which have high specialist skills demands and need to be factored into the future governance structures. Central Bedfordshire as a key partner in SEMLEP will consider how best the LEP can help the implementation against this strategy and how it might contribute across the wider geography of SEMLEP.

## **Areas of Activity Focus**

### **1. Building employer ownership**

More effective employer engagement is central to the improvement of skills in Central Bedfordshire. This is being built through effective on-going relationships with employers to:

- Encourage businesses to discuss their growth and skills needs and aspirations
- Provide support to find the most appropriate solution for their needs or work jointly with them to create a solution to their needs;
- Improve the quality of the learning system as a whole by building on those areas with good employer engagement.

Two way dialogue with business will become the norm for skills providers and partners. In order to achieve this it will be essential that businesses, particularly small and medium sized enterprises find it is easier to engage in the complex, ever changing and often confusing picture of what is available locally and how skills may improve their business. Easy and simple is our goal.

We will look to promote channels for sharing this information with training providers, encouraging improved and shared working amongst provider networks to enable employer needs to be met efficiently. Meeting the needs of employers effectively will encourage their investment in skills and grow the market for vocational skills in Central Bedfordshire.

We will utilize existing mechanisms, such as the Bedfordshire and Luton Business Survey, information available through other networks and existing work being undertaken by partners. It will be important to ensure that employers can be referred from any skills partner through developing communication and mutual trust. A key part of this process will be to segment the employer market – to understand and expect that not all businesses will

wish to engage in all aspects of this process, while others may be sufficiently interested and willing to act as skills champions or strategic partners in the development of Central Bedfordshire learning infrastructure.

## **2. Develop an effective employer led skills partnership**

One of the initial activities will be to scope and develop an effective skills partnership by bringing together an employer led skills forum involving a range of organizations with roles in delivering the skills agenda. Leadership will be key. This will look to build on existing provider networks and partnerships, but early conversations will explore appropriate models and communication approaches.

The skills partnership will have a fundamental role to play in directing the implementation and evaluation of the All Age Skills Strategy. It will shape and influence the range of activities that will help achieve the strategy's ambitions. The partnership will also have a crucial role in facilitating the sharing and use of intelligence. We will look at how online and social media can be utilized to support the partnership, facilitate the sharing of information and make it easier for skills partners to learn of opportunities.

### **Priority 2: Developing the Current and Future Workforce**

**Increasing the proportion of the workforce with recognized skills, and supporting access to academic and vocational opportunities**

In order to meet the current and future needs of employers, it is essential that the workforce has the required skills and qualifications. We recognise that these skills and qualifications can be obtained in a number of ways, through academic study, vocational opportunities, work based learning and apprenticeships.

Overall, Central Bedfordshire performs well in respect of qualifications with the proportion of the resident working age population qualified to Level 4 above regional and national averages. However, this is below the benchmark level for our statistical neighbours, with some areas significantly outperforming Central Bedfordshire.

The Children and Young People's Plan highlights some of the key attainment issues for children and young people. As with skills in general, performance compares well but there

is room for improvement: at Key Stage 1 performance is above the national and statistical neighbour averages, but improvements in Key Stage 2 performance have been far greater nationally than locally. While performance at Key Stage 4 is above the national average improving, Central Bedfordshire lags its statistical neighbours.

Within Central Bedfordshire, the growth in the number of apprenticeship starts is slower than in many other local authorities. There is still significant room for improvement across both the private and public sectors in Central Bedfordshire.

The recession is having a significant impact on the amount invested in work related training with fewer than a third of employers funding off the job training in 2011 compared to 37% in 2010<sup>1</sup>. SMEs are finding it particularly hard to secure the resources to invest in workforce development.

National research has shown significant discrepancies in the amount of training received by employees with different levels of qualifications. Those without a Level 2 qualification, for example, receive on average one fifth of the amount of training received by a graduate employee. With little training, the chances of progressing in employment are limited.

At the same time, research has consistently demonstrated that UK productivity would benefit most from investment in intermediate Level 3 qualifications and technical skills. Almost a quarter of employers reported skills shortages and skill gaps in the 2011 Bedfordshire and Luton Business Survey, primarily in technical, practical or job specific skills.

## **Areas of Activity Focus**

### **1. Ensure that Central Bedfordshire businesses can improve their competitiveness through investment in workforce skills**

In order to improve competitiveness, employers need to invest in the skills of their workforce. We recognise that as a skills partnership, we have to make the case to employers on the need to invest time and resources in developing the skills of their workforce, enhancing understanding of how skills can improve competitiveness and awareness of how to source high quality workforce development.

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<sup>1</sup> Bedfordshire and Luton Business Survey



We recognise that the importance of skills to a business is entwined with the nature of the business itself. Where appropriate, we will be encouraging employers to utilise the knowledge and resources available from the area's high quality educational institutions.

The starting point will be to build on existing good practice employer-learning provider relationships.

## **2. Promote the value and awareness of academic and vocational opportunities to employers and current and future workforce**

With approximately 80% of the workforce of 2020 already having left compulsory education, there is a need for a focus upon training and developing those already in employment.

With a move away from state funded training, there will be a need to convince both employers and their employees of the advantages of training and the benefits of investing their own time and finances. For employers, the advantages of training could be promoted in a number of ways. This includes through a skills brokerage models, the use of business skills champions, training and support with workforce development planning, leadership and management support, or investigating the possibility of financial incentives for businesses to invest in training. The over-riding principal should be that employers' learning needs are rooted in their business needs with a clear perspective on why any investment in training will impact on their competitiveness.

As part of a coherent skills partnership approach and building on current business relationships, learning providers need to develop closer relationships with employers and seek to encourage employer representatives on vocational curriculum boards to ensure that their courses are up-to-date and relevant to current business practice, ensure that employers offer apprenticeships, work placement opportunities and are involved graduation process and in alumni networking events.

For employees, there is a need to address perceptions, promoting the message that learning is a pathway to employment and income and does not cease when employment begins, articulating the advantages that can arise from up skilling, and encouraging employees to take the initiative in requesting training from their employer. Learning providers can use this to enhance their information, advice and guidance services to individual learners, on what qualifications employers' value and wider career pathway planning which links to activity under Priority 3 below.

Thought will also be given to how employers and employees are made aware of provision and the information that is available to them. This will include academically focused learning (including learning at foundation level), work based learning, apprenticeships or pre-apprenticeships. Again, this will involve the use of appropriate labour market intelligence, and skills partnership working with provider networks and the National Careers Service.

### **3. Encourage training providers to respond to the future skills requirements of employers**

As the flexibilities held by training providers increase, there is a need for the local learning infrastructure to anticipate new developments in the learning market. For example, small firms have for many years struggled to access courses delivered in a traditional format and there remains a need to develop modular delivery to reach those employers. With over 85% of Central Bedfordshire Council businesses being less than 10 employees this is a critical local issue.

As more employers invest in training and see the benefits arising from this then the market for training will grow. Poor performance by one is likely to lead to the employer not training rather than switching to another supplier so it is in the interests of all providers that the quality of the training on offer is high and the messages about training are coherent and integrated.

Employers often work through trusted suppliers and so skills brokerages can work well when one provider manages the input of other (specialist) providers as necessary. The skills partnership will encourage more collaborative arrangements, while retaining their competitive edge and specialism. The key to successful delivery will be coherent and positive communication, flexible responses with high quality delivery.

Consideration will also be given to targeting employers in those sectors where future growth is anticipated or can be supported. Again, the mechanisms for engaging with employers and identifying their particular skills needs will be crucial and embedded within skills partnership business engagement activity. This may be taken forward within the umbrella of the Local Enterprise Partnership.

**Priority 3: Raising Individuals' Aspirations and Achievements**

**Promote and raise awareness of the support and opportunities locally available for our residents of all ages for skills development and the importance of gaining appropriate skills in achieving those ambitions**

Whilst the importance of skills is at the heart of the All Age Skills Strategy, this importance is not necessarily identified by all. For many, skills development and training may be a low priority; this may be because they are not aware of the advantages that can accrue from training, they are unaware of the opportunities available, or due to barriers to learning.

*“too few adults possess the skills to succeed in tomorrow’s labour market, or the motivation, confidence and opportunity to gain them” UK Commission for Employment and Skills. Towards Ambition 2020:skills, jobs, growth. (October 2009)*

The overall figures for Central Bedfordshire conceal a range of geographic and demographic variations in qualifications and attainment. Unsurprisingly, there is a strong correlation between qualification levels and employment prospects. Those with no qualifications are less likely to be in employment, whilst those with low qualification levels are likely to be concentrated in low skilled, low paid employment. The statistics also show that there are groups of young people who are less likely to perform well educationally, in particular boys, some ethnic minorities, children in care and children on free school meals.

The traditional view is that low aspirations among many young people, particularly those from more deprived backgrounds fundamentally affect their chances in securing qualifications and then entry into progression pathways such as further learning or employment. However, recent research suggests that while the capacity of the individual to navigate a path between education and training made a difference to the individual’s ability to secure employment, a key factor in this journey was that their career aspirations were out of line with their qualifications<sup>2</sup>. Around two in five young people aspired to careers requiring higher educational qualifications than they were expected to achieve.

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<sup>2</sup> Yates, S., Harris, A., Sabates, R. and Staff, J., *Early Occupational Aspirations and Fractured Transitions: A Study of Entry into 'NEET' Status in the UK*,( *Journal of Social Policy*, October 2010)

The importance of better information, advice and guidance that is focused on the needs and capacity of the individual learner is vital if we are to ensure effective use of the market for learning. We aim to inform aspirations at an early stage at a point when young people still have time to meet these challenges if they really want to secure their career of choice. This needs to be fully informed by an up-to-date employers' perspective but we also need to ensure that we time the interventions to make maximum effect.

This is also the case in terms of the gender stereotyping of young people's occupational choices limiting the skill shortages and inequality of opportunity and income. Work experience at school that deliberately sets out to challenge these stereotypes has widely been seen as a necessary first step and breaking up traditional experiences and ideas about the workplace and its demands. Without this, girls who consistently outperform boys throughout education fail to maintain this advantage in career status and pay. Again, the evidence suggests that to challenge such stereotypes early intervention is necessary from around Year 7<sup>3</sup>.

The strategy also recognises that the barriers to learning include disability and seeks to continue supporting the relevant skills development for people who may remain further from employment but for whom a pathway towards employment can still be developed. Training that supports health and social care often provides connections to wider training provision and aspirations and is included within this Skills Strategy.

## **Areas of Activity Focus**

### **1. Support careers advice to incorporate local labour market intelligence**

The Education Act 2011 requires schools to provide independent careers guidance to all pupils, but repealed the requirement to provide a programme of careers education. Taking into account this change, along with changes to Connexions, and the National Careers Service focus on the over 19s, careers advice needs to be an area of focus within the skills partnership. There are very clear links to the actions in Priorities 1 and 2 that aim to build employer ownership and involvement in learning in Central Bedfordshire and in such a way that this knowledge can be fully reflected in careers advice.

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<sup>3</sup> Ofsted *Girls' Career Aspirations (April 2011)*

We will work with partners, including the 14-19 Strategy Group, to influence impartial careers advice in schools, to ensure that this incorporates intelligence on current and future employment opportunities and the skills required to access these. This should include exposing young people to employers and their employment requirements and opportunities from early in their education. This information needs to be delivered sufficiently early so that young people have the tools to help them decide what they would like to do in future and so what sort of learning pathway do they want to follow. The provision of information and support for other professionals who may be responsible for giving advice, particularly to young people, for example, social workers supporting young people leaving care. This may include mentors, for example from businesses, to offer specific information, acting as role models and inspiring young people.

Attention will also be given to establishing links with the National Careers Service, National Apprenticeship Service, SEMLEP and its partners, so that everyone has access to information and advice that is relevant and incorporates labour market intelligence.

## **2. Promote the benefits of learning to individuals of all ages and promote the opportunities available**

There is a need to showcase the benefits of learning to individuals, and to provide information, advice and guidance on the training opportunities available and the outcomes that can be expected from undertaking such training. It is essential to provide information, advice and guidance that allows learners to make an informed choice – whether a young person wanting to choose a career or an employee wishing to switch to a more rewarding career.

We will explore collaboration opportunities with partners ensuring that we tailor our consistent messages and recognise that channels of communication, that will engage young people, may not be appropriate for those who are already employed.

All learning providers need to consider how their tutors might best respond if one of their learners asks “how do I go about getting a job in this sector?” New approaches should be considered that use career matrices and pathways that are no longer based on single employers or even single sectors but give individuals an indication of how to progress when the labour market no longer provides the opportunity to do this within one firm or sector.

We recognise that individuals may seek information, advice and guidance from a number of sources and in a number of formats. Through partnership working with children's centres, schools, family learning and the community and voluntary sector we will ensure that learning is promoted and information, advice and guidance available to individuals of all ages. We will also explore the potential for Community Learning Champions who could act as advocates for learning locally. This activity will closely align with priorities identified within the Child Poverty strategy and DWP Get Britain Working programmes.

### **3. Support the provision of opportunities that are appropriate to the needs of particular groups and areas**

It must be recognised that a one size fits all approach is not appropriate. A targeted, tailored approach is therefore required to meet the specific needs of groups including those with disabilities, including learning disabilities, and BME groups, including Gypsy and Traveller communities. These groups are vulnerable to exclusion in an approach focussed on growth. Additionally, given the concentration of low achievement in particular geographic areas, consideration should be given to focusing activity in these areas.

Thought also needs to be given to the accessibility of learning opportunities. The Economic Development Plan acknowledges that a lack of available and affordable transport is a barrier to accessing training opportunities, and proposes access planning through the Local Transport Plan and supporting schemes such as Wheels to Work.

### **4. Support the development of employability skills, through training, work placements, volunteering and enterprise**

There are two main target groups for this activity; those still in education and those of working age who are not in employment.

For those not in employment, the skills partnership will work closely with providers of the Work Programme and with JobCentre Plus, to ensure that support is maximised locally. This could include through Get Britain Working measures, including supporting the further development of work clubs and enterprise clubs, and the take up of the New Enterprise Allowance. Externally funded (European Social Fund) schemes focusing on pre-enterprise, volunteering and work limiting illness, will continue to be utilised.

For those still in education, the skills partnership will work with the 14-19 Strategy Group to

encourage schools to continue with work experience, support improved linkages between schools and businesses, to incorporate enterprise education into the curriculum and through the provision of labour market intelligence, encourage schools to support those skills necessary for employment, including self employment. The Youth Contract will provide a platform for developing work experience and skills development and will allow Central Bedfordshire to build on the successful experience gained through the Future Jobs Fund.

## Implementing the Strategy

The Central Bedfordshire All Age has been produced by Central Bedfordshire Council on behalf of the skills partners in the area.

Central Bedfordshire Council is committed to working with all partners to strengthen the links and understanding between local employers and providers to ensure that a stream of appropriately skilled people are able to progress in and through employment across our area. The Council will seek to encourage local employers or providers to step forward to lead a dialogue that will establish new ways to better meets those needs against the priorities set out in this strategy. This will benefit the Central Bedfordshire economy, businesses, people and communities. The consultation and recent conversations suggest that this approach by the Council to bring employers and providers closer is welcomed by skills partners and business representatives. Offers to lead, contribute and to build on existing local good practice and emerging models are being received.

The Council do not seek to lead the partnership but do commit to progressing a number of key actions:

- Facilitate the integration of local employers with providers to establish new ways of joint working to drive forward the skills agenda and increase local prosperity
- Roll out a Central Bedfordshire wide employer engagement framework that builds relationships with key employers and provides a mechanism to gather and impart data and share information
- Make the case to employers, including through intermediaries on the need to invest in skills through case studies and local role models

- Support and deliver workforce development activities to key sectors such adult social care and children's workforce including increased focus on apprenticeships
- Enable a cross council approach to working with local providers to inform future provision based on the needs of employers
- Target skills provision to those with the lowest skills and furthest from the labour market by utilising robust local intelligence. In 2012/13 the priority as stated in the EDP will be unemployed 16 – 24 yr olds
- Review the priorities, focus and delivery of the Adult Skills & Community Learning Service (ASCL) in order to deliver efficiencies and re-focus on delivering All Age priorities
- Promote the opportunities and benefits of learning to individuals through case studies and positive role models fully utilising corporate Council communication channels
- Ensure the new national All Age Careers Service incorporates local labour market intelligence and all learning opportunities
- Influence providers and agencies on this skills agenda
- We will extend the strategy approach beyond the Central Bedfordshire Council area to other SEMLEP partners recognising the economic geography and the need to join up and seek benefits for business across a wider area as well as achieving local authority efficiencies through collaboration
- Ensure a coherence with the Council and partners plans to meet the Raising Participation Age by developing progression routes from statutory education and training into higher education or employment



## Monitoring Progress

It will be important to quantify the impact that the Strategy, the integrated approach and its accompanying actions are having on skills and the local economy. The skills partnership will aim to develop an evaluation framework to really understand the outcomes from the strategy and how interventions are delivering change or not. The following indicators will be monitored annually. There will be four high level outcomes that are sought with a supporting basket of measures:

- Reduced level of reported business skills gaps and shortages
- To maintain the employment rate of Central Bedfordshire, so that it is 5% higher than the national average
- to be in the top 50% nationally of Key Stage 4 results for (1 measure) 5 X A\*-C, including English and Maths GCSE by 2014
- % of working age people with level 2, 3, 4 qualifications

Supporting basket of measures may include:

- Number of people in apprenticeships
- % of people in the Private Sector who have received job related training
- % of business investing in training
- % of college and university graduates gaining employment on qualification
- Satisfaction rates with skills provision by business

Some of these are the key indicators with the Sustainable Community Strategy and overall performance against them will be published annually as part of the annual review of the Local Economic Assessment and in regular online bulletins.

**For more information on the All Age Skills Strategy please contact:**

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or

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**Meeting:** Children's Services Overview and Scrutiny Committee  
**Date:** 28 February 2012  
**Subject:** 2011 Test and Examination Results  
**Report of:** Cllr Mark Versallion , Executive Member for Children's Services  
**Summary:** The report presents the 2011 test and examination results for Central Bedfordshire.

**Advising Officer:** Edwina Grant, Deputy Chief Executive/Director of Children's Services  
**Contact Officer:** Pete Dudley, Assistant Director, Learning, Commissioning & Partnerships  
**Public/Exempt:** Public  
**Wards Affected:** All  
**Function of:** Council

<b>CORPORATE IMPLICATIONS</b>
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<b>Council Priorities:</b>
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- |   |
|---|
| 1. The report supports the Council to deliver the following priority:   |
| <ul style="list-style-type: none"> <li>• Educating, protecting and providing opportunities for children and young people</li> </ul>   |
| <b>Financial:</b>   |
| 2. The improvement actions identified in the report will be funded from existing resources.   |
| <b>Legal:</b>   |
| 3. The Council has a duty under 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.  |
| <b>Risk Management:</b>   |
| 4. Key risks in failing to deliver the improvement actions centre on children and young people not achieving as well as they could and ultimately not accessing employment, training or further education. There is a risk of reputational damage to the Council in being perceived as not providing a good quality education for young people. Risk management is a key part of delivery planning. |
| <b>Staffing (including Trades Unions):</b>  |
| 5. Not applicable.  |

**Equalities/Human Rights:**

6. Public authorities have a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and 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. Strategic actions for improvement will include the identification of children and young people in relation to the relevant protected characteristics who are not achieving, who are excluded or who are in vulnerable circumstances

**Community Safety:**

7. Not applicable.

**Sustainability:**

8. Not applicable.

**Procurement:**

9. Not applicable.

**RECOMMENDATION(S):**

**The Committee is asked to:-**

1. Consider and comment on the 2011 test and examination results for Central Bedfordshire and on the actions to support improvement.

**Background**

1. This report provides a summary of the performance of Central Bedfordshire schools in the 2011 national tests and. Progress at the end of each key stage is judged against previous performance, national performance and the performance of Central Bedfordshire's statistical neighbours group<sup>1</sup>.

**Early Years Foundation Stage**

2. The Early Years Foundation Stage Profile sums up each child's learning and development at the end of the Early Years Foundation Stage. For most children this is at the end of the Reception year in school.

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<sup>1</sup> Bracknell Forest, Cheshire East, Essex, Hampshire Hertfordshire, Leicestershire, Solihull, South Gloucestershire, Warwickshire, West Berkshire

3. The percentage of children achieving a good level of development at the end of the Early Years Foundation Stage (**The Threshold Indicator**) in 2011 was 56% compared with 59% nationally and 59% compared with our statistical neighbours. This is an increase of 3% since 2010. As the improvement is in line with both the National and Statistical Neighbour average increase, Central Bedfordshire's relative position has not changed, and Central Bedfordshire is still ranked 9 out of 11 councils.

<b>The Threshold Indicator</b>			
	2009	2010	2011
Central Bedfordshire	53	53	56
Statistical Neighbours	53	56	59
National	52	56	59

4. Reducing the inequality gap in achievement between the outcomes for all children and for the bottom 20% (**The Narrowing the Gap Indicator**) has reduced by over 2% to 27.8% compared with 31.3% nationally and 29.9% for our Statistical Neighbours. The improvement for our statistical neighbours was just 0.7%. Central Bedfordshire is ranked 5 out of 11 councils and is ranked in the upper quartile nationally.

<b>The Narrowing the Gap Indicator</b>			
	2009	2010	2011
Central Bedfordshire	30.8	30.1	27.8
Statistical Neighbours	31.7	30.6	29.9
National	33.9	32.7	31.3

### Key Stage 1

#### 5. **Level 2+ Reading**

The percentage of pupils attaining Level 2 and above in reading fell marginally from 90% in 2009 and 2010 to 89% in 2011. Statistical neighbours' results remained static at 88% as did national results at 85%. Central Bedfordshire results are 1% above the figure for statistical neighbours and 4% above the national figure.

<b>Reading % Level 2+</b>			
	2009	2010	2011
Central Bedfordshire	90	90	89
Statistical Neighbours	88	88	88
National	84	85	85

6. **Level 2+ Writing**

The percentage of pupils achieving level 2 or above in writing fell by 1% to 87% having increased by 1% in 2010. The percentage of pupils attaining Level 2 and above in writing has fluctuated slightly over the last three years compared with a static figure for statistical neighbours and in terms of national results. Central Bedfordshire is now 3% above the figure for statistical neighbours and 6% above the national figure.

<b>Writing % Level 2+</b>			
	2009	2010	2011
Central Bedfordshire	87	88	87
Statistical Neighbours	84	84	84
National	81	81	81

7. **Level 2+ Mathematics**

The percentage of pupils achieving level 2 or above in mathematics has decreased by 1% to 93% compared with a 1% improvement for statistical neighbours and nationally. Central Bedfordshire is 1% above the figure for statistical neighbours and 3% above the national figure.

<b>Mathematics Level 2+</b>			
	2009	2010	2011
Central Bedfordshire	94	94	93
Statistical Neighbours	92	91	92
National	89	89	90

8. **Level 3+ Reading**

The percentage of pupils attaining Level 3 and above in reading fell from 35% in the past two years to 33% this year. Results for statistical neighbours remained static at 31% as did the outcomes for the national group at 26%. Central Bedfordshire is 2% above the figure for statistical neighbours and 7% above the national figure.

<b>Reading Level % 3+</b>			
	2009	2010	2011
Central Bedfordshire	35	35	33
Statistical Neighbours	32	31	31
National	26	26	26

9. **Level 3+ Writing**

The percentage of pupils attaining Level 3 and above in writing has remained static over the past three years. The percentage for statistical neighbours has remained static over the past two years whilst the national figure showed a 1% increase on results from 2010. Central Bedfordshire remains 5% above the figure for statistical neighbours and 7% above the national figure.

<b>Writing % Level 3+</b>			
	2009	2010	2011
Central Bedfordshire	20	20	20
Statistical Neighbours	16	15	15
National	12	12	13

10. **Level 3+ Mathematics**

The percentage of pupils attaining Level 3+ and above in mathematics has fallen by 1% since 2010. The figure for statistical neighbours mirrored that for 2010 and the national figure also remained static. Central Bedfordshire is now 2% above the figure for statistical neighbours and 7% above the national figure.

<b>Mathematics Level 3+</b>			
	2009	2010	2011
Central Bedfordshire	29	28	27
Statistical Neighbours	26	25	25
National	21	20	20

**Key Stage 2**

11. **Percentage Achieving Level 4+ in English and Mathematics**

Results declined in 2011 by 7% to 66%. This was influenced significantly by Robert Bloomfield Academy not taking the SATs and the DfE publishing figures which included this school. This worsened the result by around 5%. The national average remained static at 74%. This means that the performance gap between Central Bedfordshire and the national percentage figure for this indicator has changed from 1% below the national figure to 8% below national. The figure for statistical neighbours remained static at 76%, with Central Bedfordshire 10% below this percentage and ranked last.

<b>English and Mathematics % Level 4+</b>			
	2009	2010	2011
Central Bedfordshire	73	73	66
Statistical Neighbours	75	76	76
National	72	74	74

12. **Percentage Achieving Level 4+ in English**

74% of pupils attained level 4 or above in English. The percentage of pupils attaining Level 4 and above in English has declined by 7% compared with 2010, although this was influenced significantly by Robert Bloomfield not completing SATs. Central Bedfordshire is now 10% below statistical neighbours. There was an improvement of 1 per cent nationally this year. Results for Central Bedfordshire are 8% below the national figure.

<b>English % Level 4+</b>			
	2009	2010	2011
Central Bedfordshire	82	81	74
Statistical Neighbours	83	82	84
National	80	81	82

13. **Percentage Achieving Level 4+ in Mathematics**

72% of pupils attained level 4 or above in mathematics. The percentage of pupils attaining Level 4 and above in mathematics fell by 7% compared with 2010. This figure was again influenced significantly by the one school which did not complete the SATs. The figure for statistical neighbours remained static at 82%. The gap between statistical neighbours and Central Bedfordshire has increased to 10% for reasons already noted. The national figure remained static at 80% with Central Bedfordshire 8% below the national figure.

<b>Mathematics % Level 4+</b>			
	2009	2010	2011
Central Bedfordshire	79	79	72
Statistical Neighbours	81	82	82
National	79	80	80



14. **Percentage Achieving Level 5+ in English**

25% of pupils attained level 5 or above in English. This outcome was influenced adversely by Robert Bloomfield school not completing SATs. The percentage of pupils attaining Level 5 and above in English fell by 6% compared with 2010. The figure for statistical neighbours fell by 3%. Central Bedfordshire is now 7% below the figure for statistical neighbours. The national figure fell by 4% with results for Central Bedfordshire 4% below the national figure.

<b>Percentage English Level 5+</b>			
	2009	2010	2011
Central Bedfordshire	27	31	25
Statistical Neighbours	31	35	32
National	29	33	29

15. **Percentage Achieving Level 5+ Mathematics**

30% of pupils attained level 5 or above in mathematics. This percentage has declined by 4% compared with 2010, with the impact of Robert Bloomfield not completing SATs again being reflected here. The figure for statistical neighbours increased by 1% in 2011. Central Bedfordshire is now 8% below the figure for statistical neighbours. There was an increase of 2% nationally, with results for Central Bedfordshire now being 5% below the national figure.

<b>Mathematics Level % 5+</b>			
	2009	2010	2011
Central Bedfordshire	36	34	30
Statistical Neighbours	37	37	38
National	35	33	35

16. **Two Levels of Progress in English**

The percentage of pupils achieving two levels of progress from KS1 to KS2 in English fell by 3% compared with 2010. The figure for statistical neighbours remained static at 83% as did the national figure at 84%. The gap between Central Bedfordshire and both statistical neighbours and national has increased this year. Central Bedfordshire is now 9% below statistical neighbours and 10% below national.

<b>English % 2 Levels Progress</b>			
	2009	2010	2011
Central Bedfordshire	73	77	74
Statistical Neighbours	82	83	83
National	81	83	84

17. **Two Levels of Progress in Mathematics**

The percentage of pupils achieving 2 levels of progress from KS1 to KS2 in mathematics fell by 1% compared with 2010. The figure for statistical neighbours remained static at 82% while the national figure improved by 1%. The gap between Central Bedfordshire and statistical neighbours increased to 7%. The gap between Central Bedfordshire and national increased by 2% to 8%.

<b>Mathematics % 2 Levels Progress</b>			
	2009	2010	2011
Central Bedfordshire	75	76	75
Statistical Neighbours	81	82	82
National	80	82	83

18. **Schools below the Floor Standard**

Two schools are below the Government's floor standard of 60% of Key Stage 2 pupils achieving level 4 in English and Mathematics and two levels of progress in English and in Mathematics between the end of Key Stage 1 and the end of Key Stage 2):

- Kings Houghton Middle School(39%)
- Streetfield Middle School (58%)

Streetfield Middle School has made satisfactory progress. An academy sponsor is being sought for Kings Houghton Middle School. Both schools are the subject of a support and challenge programme.

**Key Stage 4**

19. **Percentage Achieving 5 A\*-C including English and Mathematics**

Central Bedfordshire's performance in the proportion of students achieving five or more GCSE grades at A\* - C including English and mathematics improved by 5.2% this year, rising from 54.2% in 2010 to 59.4% in 2011 and placing Central Bedfordshire above the national average. National results increased by 5.5% to 58.9%, and therefore the rise in performance locally was matched by all schools nationally. However, the national increase of 5% is affected by the inclusion of IGCSEs not included in previous years. The national improvement of schools similar to those in Central Bedfordshire i.e. excluding independent schools was just 3.1%. This shows a greater improvement in Central Bedfordshire schools than in similar schools.

20. The gap between Central Bedfordshire and statistical neighbours has narrowed to 1.5%. This means that in 2011 Central Bedfordshire's performance rose at a faster rate than our statistical neighbours. Central Bedfordshire is now ranked 8 out of 11, an improvement from 11 out of 11 in 2010.

<b>% 5 A*-C including English and mathematics</b>			
	2009	2010	2011
Central Bedfordshire	50.0	54.2	59.4
Statistical Neighbours	54.2	58.6	60.9
National	49.8	53.4	58.9

21. **Percentage Achieving the English Baccalaureate**

The English Baccalaureate was introduced as a performance measure in the 2010 performance tables. It is not a qualification in itself. The measure recognises where pupils have secured a C grade or better across a core of academic subjects – English, mathematics, history or geography, the sciences and a language. 12% of students achieved this measure in Central Bedfordshire schools, placing Central Bedfordshire below the national and statistical neighbours average of 17.6%. Schools are still making adjustments to the curriculum to respond to this new requirement.

<b>Percentage Achieving the English Baccalaureate</b>		
	2010	2011
Central Bedfordshire	10.6	12.3
Statistical Neighbours	17.7	17.6
National	15.6	17.6

22. **Percentage Achieving 5 A\*- G**

The percentage achieving 5 A\*-G grades in 2011 was 95.2%. This is above the national average and slightly below the average for statistical neighbours.

% 5 A*-G Grades			
	2009	2010	2011
Central Bedfordshire	94.0	95.0	95.2
Statistical Neighbours	94.7	95.5	95.9
National	92.3	92.8	93.5

23. **Post 16**

This section refers to students in school sixth forms only. Analysis of headline data for school sixth-forms is complex because not all students are in post-16 education and a significant number who continue with their learning attend an FE College rather than a school sixth form. This makes generalisations about the school population difficult because a school sixth form only includes a proportion of the students who continue with education and the profile of the sixth form may not compare directly with a previous year.

24. National benchmarks currently refer to the number of points achieved by a student (reflecting the total number of subjects studied) and points per entry (reflecting how well a student did on average in all their subjects). National data sets include all providers (FE Colleges and Independent Schools).

25. The provisional 2011 results for Central Bedfordshire school sixth forms show an average total points score per candidate of 750.3, which places Central Bedfordshire above the national average of 745.9 and above the average of 745.6 for statistical neighbours, placing Central Bedfordshire fourth out of eleven. The points score per entry for Central Bedfordshire of 207.2 places Central Bedfordshire below the national average of 216.2 and below that for statistical neighbours of 214.19, placing Central Bedfordshire 9 out of 11. Both measures represent an improvement compared with 2010.

26. In Central Bedfordshire 97.3% of students in the sixth form achieved two or more passes equivalent to an A level. This was above the national average of 94% and above the average of 94.4% for our statistical neighbours, placing us in second position.

**Action to Support Improvement**

27. At Key Stage 2 a targeted intervention programme has been developed for all non-academy middle schools and schools with Year 6 pupils where pupils have been identified as at risk of not achieving their challenging targets and/or two levels progress from the end of KS1. This programme aims to raise Key Stage 2 standards in 2012.

28. The responsibility for improving Key Stage 2 standards in academies rests with the governing body of the Academy or the sponsor (in the case of a Sponsored Academy). It is expected that during the current academic year, 16 of the 25 middle schools and schools with Year 6 pupils will become academies. However, Central Bedfordshire is working in partnership with its academies to raise standards, and all academies were invited to a conference focusing on raising standards at Key Stage 2.
29. Schools below the Government's floor standard (60% of Key Stage 2 pupils achieving level 4 in English and Mathematics and two levels of progress in English and in Mathematics between the end of Key Stage 1 and the end of Key Stage 2) have been involved in an intensive programme of support and challenge. In addition, there is a programme of work with those schools identified as requiring intervention following inspection or otherwise causing concern.
30. At Key Stage 4 the focus for activities in 2011/12 has shifted significantly as schools have become Academies. During this academic year the majority of students will have been taught in Academies and Central Bedfordshire will have little direct input into school improvement. However, the Council maintains a key strategic leadership role and continues to develop its partnership with academies to ensure a focus on raising standards at Key Stage 4.
31. Improvement activities with maintained schools are focused around:
- a) Continued support for improved teaching and learning through a programme of activities brokered through the Council to develop data, improve active teaching strategies and ensure that schools work collaboratively to share practice.
  - b) Brokering and commissioning support from Local Leaders in Education (LLE) and Teaching Schools where required.
  - c) Targeted activities and intervention with priority schools – those in OfSTED categories, with satisfactory capacity or at risk through leadership issues.
33. **Post 16**
- The Council has worked closely with schools to provide a focused approach to data and target setting. This has included
- a) The provision of early data for schools to target their actions and a set of self-review materials
  - b) Supported reviews in priority schools
  - c) The purchase of externally benchmarked data to support schools in their analysis of progress mid-year

d) Support for heads of Sixth Form through CPD and other activities

Evidence shows that there has been a good overall impact of these strategies and that this year real progress has been evident

34. The focus for activities in 2011/12 has shifted significantly as schools have become Academies because the responsibility for improvement rests with the governing body of the Academy or the sponsor (in the case of a Sponsored Academy). During this academic year the majority of students will have been taught in Academies and the Council will have little direct input in school improvement, although it will still be a key strategic partner. Activities are focused around the following:

a) The Council has enabled schools to carry on with a post-16 data analysis project which will support early target setting and analysis for 2011/12.

c) The Council has helped schools to set up a Heads of Sixth Form forum.

d) The Council will provide information and brokerage on good performance so that schools can develop their own support and intelligence on effective practice.

**Appendices:**

None

**Background papers and their location:** (open to public inspection)

None

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**Meeting:** Overview and Scrutiny  
**Date:** 28 February 2012  
**Subject:** New School Places Programme 2012/13 – 2016/17  
**Report of:** Cllr Mark Versallion, Executive Member for Children’s Services.  
**Summary:** Attached at Appendix A is a draft Executive Report, together with appendices, on the proposed rolling programme to provide new school places in Central Bedfordshire 2012/13 to 2016/17. The Committee is asked to note the content and make comment on the report. Appendix E is missing from the draft Executive report. This will be an exempt report that will go Executive in March.

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**Advising Officer:** Edwina Grant Deputy Chief Executive/Director of Children’s Services.  
**Contact Officer:** Pete Dudley, Assistant Director for Learning, Commissioning and Partnerships  
**Public/Exempt:** Public.  
**Wards Affected:** All  
**Function of:** Executive

## **CORPORATE IMPLICATIONS**

### **Council Priorities:**

In providing new school places for growing communities this report supports the following Central Bedfordshire Council’s strategic priorities:

Educating, protecting and providing opportunities for children and young people  
Managing growth effectively

### **Financial:**

This programme reflects an estimated total capital investment in new school places over the period 2012/13 to 2016/17 of £93M. This is funded by developer contributions and Basic Need grant income from the Department for Education (DfE). The programme also reflects a significant capital contribution, on current planning assumptions, that the Council would be required to provide from its own resources of approximately £8M and £12.5M in 2014/15 and 2015/16 respectively. The programme established by this report also combines the Etonbury Middle capital project, currently listed as a named scheme in the Councils capital programme 2012/13 to 2015/16.

The figures in this programme differ from those within the Council’s current capital programme 2012/13 to 2015/16, approved by Council on the 14<sup>th</sup> February 2012, as a result of reduced income in Government grant over this period and the addition of Section 106 income both of which have now been mapped to provide an indicative cashflow for the programme as outlined in Appendix C. The potential impact on the Council’s capital programme and the proposed mechanisms for managing and mitigating this are outlined in the report.

The DfE allocations to the programme based on 2012/13 allocations, could amount to approx £37m. This is in addition to the current S106 planning obligations outlined in the report. It is important that this is drawn together into a single capital pot in order to deliver the requirements of the Council over the next 5 years. The delivery of sufficient school places is a statutory function of the Council. This must also be a clear and transparent process which will fulfill the likely requirements of the DfE in terms of the drawing up of a Local Investment Plan for education capital expected from 2012 onwards.

### **Legal:**

Section 14 of the Education Act 1996 places a duty on Councils to secure sufficient and suitable school places to provide for 5 – 16 year old statutory aged children in its area. The Education and Inspections Act 2006 gives Councils a strategic role as commissioners, but not providers, of school places to promote parental choice, diversity, high standards, the fulfilment of every child's educational potential and fair access to educational opportunity.

In terms of new or expanded school provision, requirements of the decision making process including full public consultation and the requirement to invite sponsors to establish new Academies or for the Council to hold competitions is set out by the DfE regulations. Details of options, processes and decision makers are set out in this report.

The main legislation governing school organisation is found in sections 7-32 of the Education and Inspections Act 2006, The School Organisation (Establishment and Discontinuance of Schools) (England Regulations 2007 and the School Organisation (Prescribed Alterations to Mainstream Schools) (England) Regulations 2007. This legislation relating to new school provision has most recently been amended by the Education Act 2011.

### **Risk Management:**

This programme of commissioning new school places and related investment of capital, implements the identified need in the previously published school organisation plan and mitigates the risk on the Council of failing in its statutory duty to provide sufficient school places. Key risks include:

- Failure to discharge legal and statutory duties/guidance.
- Failure to deliver the Council's strategic priorities
- Reputational risks associated with the non delivery of required school places.
- Financial risks, including;
- Non realisation of anticipated Section 106 monies and anticipated levels of government grant.
- Non realisation of in reduction in programme costs (referred to in para 93).

Without a formal process of strategic planning in place there is a risk that the DfE will not approve future allocations of Basic Need Funding to the Council. There is also a risk that S106 monies will not be able to be properly planned in order to achieve the spend of funds in an appropriate and timely manner.

### **Staffing (including Trades Unions):**

Staff and Trades Unions will be consulted on any options proposed as a result of this programme where the Council is the decision maker. Where the Council 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 a consultee.



Aside from the Council's statutory responsibilities as employer and subject to service buy back arrangements, schools will have the support of the Council's Human Resources team where any proposals 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 programme and are represented by their Education Officers on the Children's Services Overview and Scrutiny Committee.

**Equalities/Human Rights:**

The commissioning and decision making processes set out within this report include an evaluation on a project by project basis of any equalities and human rights issues that might arise from proposals to expand existing or to create new schools.

**Community Safety:**

The Council has a statutory duty to consider community safety implications in undertaking its delivery of core services. The community safety impact and the opportunity to reduce crime and disorder, by working in partnership with schools, will be considered in conjunction with the Council's duty to secure sufficient and suitable school places to provide for 5 – 16 year old statutory aged children.

**Sustainability:**

Whilst there may be additional costs in order to meet sustainability objectives for new build and/or expansion of existing schools, these will be contained within the costs identified for each individual project within the programme. These measures would contribute to reduced running costs through better energy and resource efficiency, and therefore limit the CRC burden on the Council and the school, alongside creating a better learning environment for the pupils.

**RECOMMENDATION:**

- 1. The Children's Services Overview and Scrutiny Committee are asked to note the content of the report and its appendices and make comment.**

Appendices:

Appendix A – Executive Report – New School Places 2012/13 to 2016/17

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**Meeting:** Executive

**Date:** 27 March 2012

**Subject:** New School Places Programme 2012/13 – 2016/17

**Report of:** Cllr Mark Versallion , Executive Member for Children’s Services

**Summary:** The report proposes a five year investment programme, subject to annual refresh, of new school places to fulfil the Council's statutory duty regarding sufficiency of school places and to implement the identified need in the previously published school organisation plan.

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

**Contact Officer:** Pete Dudley, Assistant Director for Learning, Commissioning and Partnerships

**Public/Exempt:** Public

**Wards Affected:** All

**Function of:** Executive

**Key Decision** Yes

<b>CORPORATE IMPLICATIONS</b>	
<b>Council Priorities:</b>	
In providing new school places for growing communities this report supports the following Central Bedfordshire Council’s strategic priorities:	
Educating, protecting and providing opportunities for children and young people Managing growth effectively	
<b>Financial:</b>	
1.	This programme reflects an estimated total capital investment in new school places over the period 2012/13 to 2016/17 of £93M. This is funded by developer contributions and Basic Need grant income from the Department for Education (DfE). The programme also reflects a significant capital contribution, on current planning assumptions, that the Council would be required to provide from its own resources of approximately £8M and £12.5M in 2014/15 and 2015/16 respectively. The programme established by this report also combines the Etonbury Middle capital project, currently listed as a named scheme in the Councils capital programme 2012/13 to 2015/16.
2.	The figures in this programme differ from those within the Council’s current capital programme 2012/13 to 2015/16, approved by Council on the 14 <sup>th</sup> February 2012, as a result of reduced income in Government grant over this period and the addition of Section 106 income both of which have now been mapped to provide an indicative cashflow for the programme as outlined in Appendix C. The potential impact on the Council’s capital programme and the proposed mechanisms for managing and mitigating this are outlined in the report.

3. The DfE allocations to the programme based on 2012/13 allocations, could amount to approx £37m. This is in addition to the current S106 planning obligations outlined in the report. It is important that this is drawn together into a single capital pot in order to deliver the requirements of the Council over the next 5 years. The delivery of sufficient school places is a statutory function of the Council. This must also be a clear and transparent process which will fulfill the likely requirements of the DfE in terms of the drawing up of a Local Investment Plan for education capital expected from 2012 onwards.

**Legal:**

4. Section 14 of the Education Act 1996 places a duty on Councils to secure sufficient and suitable school places to provide for 5 – 16 year old statutory aged children in its area. The Education and Inspections Act 2006 gives Councils a strategic role as commissioners, but not providers, of school places to promote parental choice, diversity, high standards, the fulfilment of every child's educational potential and fair access to educational opportunity.
5. In terms of new or expanded school provision, requirements of the decision making process including full public consultation and the requirement to invite sponsors to establish new Academies or for the Council to hold competitions is set out by the DfE regulations. Details of options, processes and decision makers are set out in this report.
6. The main legislation governing school organisation is found in sections 7-32 of the Education and Inspections Act 2006, The School Organisation (Establishment and Discontinuance of Schools) (England Regulations 2007 and the School Organisation (Prescribed Alterations to Mainstream Schools) (England) Regulations 2007. This legislation relating to new school provision has most recently been amended by the Education Act 2011.

**Risk Management:**

7. This programme of commissioning new school places and related investment of capital, implements the identified need in the previously published school organisation plan (see appendix A) and mitigates the risk on the Council of failing in its statutory duty to provide sufficient school places. Key risks include:
  - Failure to discharge legal and statutory duties/guidance.
  - Failure to deliver the Council's strategic priorities
  - Reputational risks associated with the non delivery of required school places.
  - Financial risks, including;
  - Non realisation of anticipated Section 106 monies and anticipated levels of government grant.
  - Non realisation of in reduction in programme costs (referred to in para 93).
8. Without a formal process of strategic planning in place there is a risk that the DfE will not approve future allocations of Basic Need Funding to the Council. There is also a risk that S106 monies will not be able to be properly planned in order to achieve the spend of funds in an appropriate and timely manner.
9. The commissioning of each scheme identified within the programme will include risk assessment and management criteria to ensure these are clear to decision makers. Contract and construction risks will be overseen through the project management of the agreed projects.

**Staffing (including Trades Unions):**

10. Staff and Trades Unions will be consulted on any options proposed as a result of this programme where the Council is the decision maker. Where the Council 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 a consultee.
11. Aside from the Council's statutory responsibilities as employer and subject to service buy back arrangements, schools will have the support of the Council's Human Resources team where any proposals require changes in school staff structures or to terms and conditions of employment.
12. Both the Church of England and Roman Catholic Diocese have been informed of this programme and are represented by their Education Officers on the Children's Services Overview and Scrutiny Committee.
13. Whilst there are no immediate human resource implications for the Council resulting from this programme, there are issues which will need to be considered both within Children's Services and corporately particularly in the Property and Assets Team in terms of the capacity to deliver. This will need to be subject to further consideration when setting the needs identified in the plan against current resources, particularly where options for future organizational structure are being considered.

**Equalities/Human Rights:**

14. The commissioning and decision making processes set out within this report include an evaluation on a project by project basis of any equalities and human rights issues that might arise from proposals to expand existing or to create new schools.

**Community Safety:**

15. The Council has a statutory duty to consider community safety implications in undertaking its delivery of core services. The community safety impact and the opportunity to reduce crime and disorder, by working in partnership with schools, will be considered in conjunction with the Council's duty to secure sufficient and suitable school places to provide for 5 – 16 year old statutory aged children.

**Sustainability:**

16. Whilst there may be additional costs in order to meet sustainability objectives for new build and/or expansion of existing schools, these will be contained within the costs identified for each individual project within the programme. These measures would contribute to reduced running costs through better energy and resource efficiency, and therefore limit the CRC burden on the Council and the school, alongside creating a better learning environment for the pupils.

**Procurement:**

17. The programme of capital investment outlined in this report requires significant engagement with the Council's Procurement Team to ensure that value for money is secured and a range of potential procurement routes are considered, including the use of national frameworks that already exist and have been used on major capital projects in Central Bedfordshire including the current All Saints Academy scheme.

**Overview and Scrutiny:**

18. The Children's Services Overview and Scrutiny Committee considered this report on 28 February 2012. Comments made by the Committee will be available separately at the meeting of the Executive by way of a handout.

#### **RECOMMENDATIONS:**

The Executive is asked to:

1. **Approve the rolling Capital programme for New School Places as set out in this report, noting the required amendments to the Council's approved Capital Programme 2012/13 to 2015/16.**
2. **Approve the commencement of informal consultation and the publication of statutory notices for the proposals to expand Fairfield Park Lower and Shefford Lower School, as outlined in Appendix D, and the Leighton Buzzard Lower School named in the exempt report attached at Appendix E.**
3. **Agree that the Transforming Learning reviews for the Sandy and Biggleswade area and rural mid Bedfordshire area, planned to commence in April 2012 and April 2013 respectively, do not now go ahead and that places planning takes place across the whole geographical area of Central Bedfordshire as required by the annual refresh of the School Organisation Plan.**
4. **Approve the new Education Vision at Appendix F.**

*Reason for*

*Recommendations: So that the implementation of the programme can commence.*

#### **Executive Summary**

19. This report details the Council's statutory obligations to ensure sufficient school places in Central Bedfordshire. It builds on the work undertaken within the published school organisation plan which identified the demographic pressures that have an influence on the local supply of school places and the need for new provision in Central Bedfordshire.
20. The report summarises the processes of pupil place planning and the major influence of housing growth in Central Bedfordshire. The report explains the sources of capital at the Council's disposal for meeting the challenge of new places.
21. The Council's role as commissioner of new school places is explained as are the options for providing new places as expansions to existing schools or by establishing new stand alone provision. The Council's role as decision maker for some of these options is clarified and delegated authority for decision making is sought.
22. Design standards for new provision are proposed and the responsibility for procurement and for overseeing the delivery, review and refresh of the programme are suggested.
23. The indicative programme is provided as Appendix C. to the report. Appendix D is a separate report relating to a new site for lower school provision in Leighton Buzzard, Fairfield Lower school and Shefford Lower School where the Executive is asked to approve the commencement of consultation on expanding existing schools.

#### **Introduction**

24. Section 14 of the Education Act 1996 placed a duty on Local Authorities to secure sufficient and suitable school places to provide for 5 – 16 year old statutory aged children in its area. The Education and Inspections Act 2006 also gave Councils a strategic role as commissioners, but not providers, of school places to promote parental choice, diversity, high standards, the fulfillment of every child's educational potential and fair access to educational opportunity.
25. To fulfill these obligations the Council's first School Organisation Plan was published in September 2011, setting out the current extent of provision and the challenges of local demographic change in the period 2011-16 arising from changes in birth rates, housing developments and proposals by neighbouring authorities. The Plan is attached as Appendix A.
26. The Official Statistical Release issued in July 2011 by the Department for Education provided national projections for the number of pupils in schools. In summary the findings were:
- Overall pupil numbers (aged up to and including 15) in state-funded schools began to increase in 2011 and are projected to continue.
  - Numbers in maintained nursery and state-funded primary schools started increasing in 2010 and are expected to continue rising. By 2017, numbers are projected to reach levels last seen in the late 1970s.
  - By 2015, pupil numbers in maintained nursery and state-funded primary schools are projected to increase by 9%. The number of pupils aged 5 to 6 will increase by 10%. For pupils aged 7 to 10, an 8% increase is projected over the same period.
  - State-funded secondary school rolls of pupils aged up to and including 15 have been in decline since 2004 and are expected to decline further until around 2016, when the increases in primary pupil numbers will start to flow through.
27. In Central Bedfordshire this national picture in changing birth rate feeding into the education system is mirrored, although the impact of housing growth is the predominant factor that will drive the demand for new school places in a number of specific locations and at all phases across the Council's area.
28. An average of 2,000 new homes are expected to be completed each year over the next ten years in Central Bedfordshire. Therefore, the forecasts of growth in pupil numbers in Central Bedfordshire show an increase in numbers each year both as a result of the naturally changing demographics with an increase in pre-school numbers and the impact of the housing growth. At post 16, school populations are also increasing as a result of higher student numbers staying on into school based sixth forms.

### **School Places Planning and Capital funding**

29. The School Organisation Plan is subject to annual review and is refreshed with pupil level annual school census data, area health authority statistics on pre-school children, housing occupancy predictions and other influences on the local supply of school places across four planning areas which subdivide Central Bedfordshire. A map of these planning areas is provided at Appendix B.
30. The School Organisation Plan establishes a clear overview of the forecast change in pupil numbers over the next five years, and provides the basis for the development of a programme of capital investment in major projects which is represented by this report, to provide new school places in the areas of demand where new schools or significant expansions of existing schools are required.

31. The annual refresh and review of area health authority data also enables the assessment of demand in the pre-school population identifying temporary or more sustained increases in pupil numbers forecast to come through to specific schools.
32. Where there is a demand for additional places at any phase the Council utilises its rolling capital programme of temporary accommodation or applies developer contributions where appropriate in a range of minor capital projects typically with a value of less than £100k. This cyclical process of review, assess and invest in minor projects is outside the scope of this report.
33. Ongoing liaison meetings are held throughout the year between schools in each of the four planning areas with Children's Services staff, ensuring that there is an appropriate flow of information and opportunity to influence and develop options for managing growth. This regularly requires focussed discussions with individual schools via headteachers on options for local management of increasing pupil numbers. This will often involve families of schools and school Trusts that are actively working in partnership to achieve a common goal. Options can therefore be considered that ensure continuity of education provision 0-19 years.

### **Place Planning and Transforming Learning area reviews**

34. The adoption of Central Bedfordshire's Education Vision by the Council's Executive in March 2010 committed the Council to undertake four area reviews to determine how school organisation in each area could best meet the aspirations set out in the Vision. The Vision has now been renewed and refreshed and is attached at Appendix F.
35. The first of the Area Reviews in Dunstable and Houghton Regis concluded with four options, three of which reflected proposals to implement structural change to a two tier system. The fourth option, which was recommended and approved by the Council's Executive in May 2011, reflected 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.
36. Implementation of this recommendation is now driven through targetted work with schools to promote, and facilitate partnership arrangements between schools that create school to school support and collaboration or more formally by supporting schools through conversion to Academy status. There are two formal mechanisms through which the Council currently assists such arrangements. The first is by utilising the school organisation powers that it has to assist in situations where maintained schools are voluntarily seeking organisational change. The second is when it is required to act under its intervention power when a maintained school is causing significant concern in order to broker a link with a successful school or academy partner in order to effect lasting improvement.
37. In accepting this recommendation for the Dunstable and Houghton Regis area on 31 May 2011, the impact on the strategic scope of the next review, then planned and now underway in the Leighton Buzzard and Linslade area, was outlined for Executive. As a result the Leighton Buzzard and Linslade review has been framed to focus much more on places planning within a partnerships/Academies structure and has not considered structural changes to age ranges.



38. Headteachers and Governors of schools have agreed that realising the Council's Education Vision, both 2010 and refreshed in general terms, if the revised Vision at Appendix F is agreed, will require significant collaboration between them to establish effective, governed partnerships which are driven by the need to improve outcomes and raise achievement for all young people within the community. Children's Services staff, as commissioners of places and school support, on behalf of the Council, provide support to schools in these discussions and also with regard to the potential for the intelligent use of data and the overarching need to raise standards.
39. The Council is increasingly managing the impact of school driven proposals to convert to Academy status, proposals to change age ranges and also evaluating Government decisions such as the establishment of the UTC that also impact on this work. From a place planning perspective the existing local liaison meetings in each of the planning areas are now therefore largely fulfilling the refocussed purpose of the Transforming Learning reviews and in accordance with the Executive decision on 31 May 2011, the reviews will continue to be driven on a school places planning basis.
40. It is therefore proposed that the Transforming Learning reviews for the Sandy and Biggleswade area and rural mid Bedfordshire area, planned to commence in April 2012 and April 2013 respectively, do not now go ahead and that places planning takes place across the whole geographical area of Central Bedfordshire as required by the annual refresh of the School Organisation Plan.

#### **Planning Obligations**

41. The School Organisation Plan is the Council's key evidence base for seeking developer contributions where new permanent school places (and sites) are required as a consequence of new housing developments. The Council has a presumption that developer contributions will be sought towards the cost of the new provision secured through planning agreements or unilateral undertakings under S106 of the Town and Country Planning Act 1990.
42. Over the next five years, based on current predictions of the rate of housing growth, Central Bedfordshire is expected to receive approximately £62M in S106 contributions towards the cost of major projects outlined in this report. In addition, the Council will secure new sites or additional land to extend playing field provision in thirteen locations.
43. The approach to negotiation and calculation of contribution, based on the expected pupil product from new housing is outlined in the Council's Planning Obligations Supplementary Planning Documents. A pupil yield of *4 children per year group per 100 houses* is assumed as the broad basis for assessing contributions. The resulting pupil product is multiplied by a DfE cost multiplier per pupil place for new build at specific phases, with a weighting for local build costs in our area, to give the total contribution.

44. It should be noted that Section 106 (S106) income cannot be relied upon to cover the full capital cost of new provision. This is for a number of reasons including:
- the DfE cost multipliers used in Central Bedfordshire are based on part primary school and part secondary, there are no specific DfE figures for middle schools.
  - the DfE multipliers are now a couple of years out of date although they are the best we can use as an objective measure.
  - they are also based on average costs and therefore exclude any abnormalities or other extraneous factors
  - the requested S106 is based on the actual numbers that would be expected from a development, which rarely reflects the equivalent of a school in organisational terms i.e 4FE Middle (480 places) reflecting an additional cost over and above the figures derived from the development itself (400 places)
  - the S106 when negotiated, is based on "current" figures, although these would be expected to be linked to an appropriate index in order to inflation proof them.
45. Planning obligations are sought for mainstream education, early years education and childcare and Children's Centres where evidence can show additional demand, above current capacity or sufficiency of provision, as a result of new housing.
46. The Council's internal process for monitoring and spending planning obligations is set out in Planning Obligations Guidance, published by the Council.

### **Government Grant**

47. The DfE currently makes annual allocations of Basic Need grant to Councils to support the capital requirement for providing new pupil places at any publicly funded schools, including voluntary-aided schools and academies (including at existing or new Free Schools) where they face pressures caused by demographic growth. Announcements are usually made in the autumn each year.
48. In 2011-12, the allocation to Central Bedfordshire of £9.8M was based entirely on pupil growth as forecast in the 2010 School Capacity collection, an annual return made by the Council to the DfE. £2M of this income was allocated as a contribution towards the project budget to build a new, enlarged Roecroft Lower School in Stotfold, required as a result of local demographic growth, freeing the Council from a previous commitment to fund the contribution from its own resources in 2011/12.
49. In November 2011 a further £730k was allocated to Central Bedfordshire as one of a number of Local Authorities expected to experience the greatest need in managing the shortfall in pupil places.
50. For 2012-13, the allocation to Central Bedfordshire was a reduced sum of £5.8M based on a new methodology including elements of both predicted growth and calculated shortfall against capacity. The DfE are currently reviewing this allocation methodology for 2013/14 onwards but based on current allocations, and extended across the five year span of this report also beyond the current Spending Review Period, Central Bedfordshire could expect to receive £37M in Basic Need grant.
51. Aside from Basic Need, Central Government only now provides capital to address priority condition related issues in schools. Schools Capital Maintenance for Community, Voluntary Controlled, Foundation and Trust schools is allocated to the Council on an annual basis with Voluntary Aided schools and Academies funded through separate mechanisms.

### **Other capital funding sources**

52. The allocations by Central Government of devolved formula capital to schools has reduced very considerably, by approximately 80% over the past year, largely removing the potential for schools to invest in additional accommodation where they may previously have chosen to do so. This capital funding will however enable schools to make purchases of ICT equipment and to address priority maintenance and health and safety issues but realistically nothing more.
53. Those Academies which are currently considering options for the investment of considerable revenue funding that they have been allocated under the current Academy funding regime have indicated a willingness to work with the Council to consider options for expenditure, including alignment with the projects that are represented by this report.
54. The Council ultimately holds the statutory obligation to provide sufficient school places and may need to make resources available from its own capital programme if project costs cannot be held within the overall budget as estimated in this report. Potential mitigations are outlined later in this report, as are the range of assumptions built into the indicative programme set out in Appendix C.
55. The day to day running costs of new and expanded provision is met through separate revenue funding which is made available to each school as part of the dedicated schools grant.

#### **Early Years Education and Childcare**

56. The Childcare Act 2006 places a duty on Councils to secure sufficient childcare in its area, for parents who need it to access training, study or work, for children 0-14 years old, up to 18 for children with a disability. Fulfilment of this duty is overseen by Children's Services staff through a Sufficiency Assessment undertaken every 3 years, most recently in March 2011. This is currently being supplemented through an exercise to map the impact of the announcement of the new entitlement to free nursery and childcare places for disadvantaged two year olds, to be introduced from September 2013 and expanded in 2014.
57. The DfE are currently considering the potential capital requirements on Local Authorities of fulfilling this extended entitlement. Central Bedfordshire also requires developer contributions to be made towards new and expanded early years education and day care provision for 3+ year olds where housing development places additional demand in an area without surplus places.
58. The duty to secure sufficient childcare provision places the Council in the role of commissioner of these places. Provision in Central Bedfordshire is operated in a range of private, voluntary, independent and school settings.
59. Early Years Education and Childcare provision is currently outside of the scope of the major investment programme represented by this report but where capital finance is available, and sufficiency assessments support the need for new places, opportunities will be taken to provide early years facilities on school sites. For any project, on any scale of capital investment, officers will first of all consider how new provision will integrate with existing education provision, childcare services and other services for young children and their families.

#### **Post 16**

60. The Education Act 1996 requires Local Authorities to secure sufficient suitable education and training provision for all young people aged 16-18 in their area. In commissioning these places the Council work with providers in the 14-19 Strategy Group including schools, FE colleges and other providers.
61. The Young Peoples Learning Agency (YPLA) currently administers capital funding through an annual bidding process to create or expand accommodation for new learners aged 16 to 19 in local areas, arising from increases in the local population or increases in participation due to the engagement of young people who were not in education, employment or training (NEET). Academies, maintained schools and sixth form colleges are eligible for this funding which for 2012/13 provides a national budget of £44M. The local share is not yet known.
62. From the summer of 2013 the Education and Skills Act 2008 places a duty on all young people to participate in education or training until the age of 17, rising to 18 from 2015. The YPLA will therefore also consider exceptional cases in which demographic growth has resulted in overcrowding resulting from this pressure. Providers of post 16 accommodation for pupils with learning difficulties and/or disabilities who require local provision including that in further education colleges will also be eligible to bid for capital to support growth in local LLD/D provision.
63. For 2012-13, the YPLA will be inviting all local authorities to identify the numbers of young people aged 16 to 19 in their areas that fit these definitions, and the most appropriate providers to accommodate predicted growth. Academies, sixth form colleges of which Central Bedfordshire does not have provision, and further education colleges will be able to submit independent proposals if not supported by local authorities.
64. Opportunities will be taken where they exist, to align required investment in Post 16 provision with investment within this programme on new or expanding school sites.

### **Special School Provision**

65. Whilst this is not currently set out in the School Organisation Plan, the Council monitors demand for special school places in maintained and non maintained settings in Central Bedfordshire and this process ensures that there continues to be sufficient and appropriate high quality places for all children requiring a special school place or additional support in a mainstreamed setting in Central Bedfordshire. Demographic change clearly also impacts on Special Educational Needs (SEN) provision as will the forthcoming SEN White Paper which will advocate for a new approach to the assessment of special educational needs and increase parental choice for schools.
66. In Summer 2012, officers will address and consider the challenges of demographic growth of numbers of pupils with Special Educational Needs and in consultation with elected Members, the changing national policy on SEN provision (outlined in the current Green Paper 'Support and Aspiration: a new approach to special educational needs and disability'). Any necessary changes to the SEN provision will be proposed to Executive at that time.

### **Commissioners of places and option appraisals**

67. Central Bedfordshire is the strategic commissioner of school places, but is not the service provider, a role that fits with the increasing diversification and autonomy within the school system. New school places are provided either by expanding existing provision or by establishing new schools.

68. In many instances new school places are commissioned through expansion of existing catchment schools. This expansion may include additional sites and/or playing field provision, where it is required and can be secured, in addition to changes to the built form of the school.
69. The scale of new housing development in Central Bedfordshire requires a significant number of new sites to be provided. Options for configuring provision on new sites can include the establishment of new schools, opportunities to enlarge and relocate existing schools, and can enable the expansion of successful and popular schools across both current and new sites.
70. The potential to expand existing successful and popular schools across two or more sites is not limited to those within the existing phase of the planned new provision and can offer opportunities for 5-13, 13-19 or “all through schools”, 3 – 19 if they develop through Trusts or Academies.
71. In evaluating options for sponsors of provision on new sites the Council will have regard to a number of key principles including its statutory obligations to promote parental choice, diversity, high standards, the fulfilment of every child’s educational potential and fair access to educational opportunity and also:
- The need to manage forecast growth in pupil numbers in the local area
  - The need to provide local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel
  - The need to create schools that are of sufficient size to be financially and educationally viable
  - The ability to support the expansion of local popular and successful schools
  - The potential to further promote and support robust partnerships and learning communities
  - The ambition to achieve a single phase of education 0-19
72. It will also have regard to the principles for transforming learning that form the core of the Council’s Education Vision. These widely shared principles are now seen in the context of the enhanced complexity created by increased numbers of academies, academy chain partners and school self-determination.

### **Commissioning New Schools**

73. The Council, as the commissioner of school places, is able to propose, and is the decision maker for expansions to existing community, voluntary controlled, voluntary aided, foundation and trust schools. There are tensions in expanding popular and successful schools where new places are needed in the immediate area but where surplus places may also exist in other schools nearby. Where proposals are made to expand popular and successful schools the statutory guidance for decision makers is clear that there should be a presumption of approval.
74. Where the Council seeks to commission new school places by the expansion of an existing Academy, it will invite the Academy to publish proposals which are ultimately decided upon by the DfE.
75. Where the Council seeks to establish a new school, Section 37 of the Education Act 2011 requires Local Authorities to seek proposals from promoters for the establishment of an Academy or Free School. The Secretary of State is the decision maker for any proposals received and in the absence of any coming forward from sponsors he may require the Council as the Local Authority to hold a competition to establish providers of a new foundation or voluntary school, as is currently the process.

76. Guidance and regulations related to this new legislation has yet to be published.
77. The Council is responsible for the commissioning of new school places, for commissioning early feasibility studies where required and for evaluating options for new provision. The Council must adhere to the legal processes set out in regulation and statutory guidance where the Local Authority is decision maker.
78. Appendix D outlines the rationale for the expansion and increase in capacity of Fairfield Park Lower School, Shefford Lower school and a Leighton Buzzard Lower School as the preferred provider for the new lower school provision at Pratts Quarry, Kestrel Way in Leighton Buzzard. In relation to the Pratts Quarry site, the evaluation of proposals made by three local Leighton Buzzard schools is outlined in the exempt report attached at Appendix E, as is the name of the Lower School proposed to be provider for the new site.
79. The Council is decision maker for these three proposals and the outcome of the consultation process will be reported to the Council's Executive in due course when a report will be drafted seeking the determination of the expansion proposals.
80. In commissioning new school places a report will be provided for approval to the Council's Executive on each of the projects outlined within the programme to provide a recommendation on the chosen option proposed to be taken forward in consultation i.e. expansion of a catchment school or Academy, expansion of an existing school or Academy to include a new site or the establishment of a new school.

#### **Design standards & procurement**

81. The National independent Review of Education Capital, led by Sebastian James (Group Operations Director of Dixons Retail plc), was published by the Department for Education on 8 April 2011. It was asked to review, in the context of the Government's deficit reduction plans and emerging policy the Department's existing capital expenditure and make recommendations on the future delivery models for capital investment.
82. The recommendations arising from the review which are being brought forward by the DfE in further consultations include:
  - the need to review the regulations and guidance on school premises
  - the potential for Central Government procurement of significant local capital projects above an as yet undefined value
  - the notional allocation of all education capital for the Local Authority area in a single pot allowing local prioritisation between responsible bodies and between potentially competing demands of the need to provide new places and the need to address priority condition related issues
  - the use of standardised designs for school buildings
83. When further clarity is bought to the outcome of these consultations, the potential implementation of these recommendations, and the impact on this programme, a further report, if required, will be provided to the Council's Executive.
84. The vast majority of maintained primary and secondary schools in England are built to the standards established by the non-statutory DfE Building Bulletin briefing standards 99 (BB 99) and Building Bulletin 98 (BB 98) introduced in 2004. In essence the publications give minimum sizes, types and number of spaces that should be provided in maintained schools.

85. In Central Bedfordshire these standards have been adapted to provide specific space and suitability standards for each phase in our three tier education system. They also support negotiations with developers which are currently based on the per pupil cost of new provision, based upon the appropriate Building Bulletin standards, which is the regulatory guidance.
86. Suitability surveys have been conducted of all of our schools to determine how well the existing premises meet the needs of pupils, teachers and other users. The assessments concentrate mainly on the numbers and characteristics of each type of internal and external space. While there is no specific focus of Central Government grant to address these issues in isolation, where capital investment is planned for the expansion of existing schools the suitability of the current school is a key input to the process of defining a brief for feasibility studies to be undertaken.
87. Likewise where significant new education infrastructure is being planned, opportunities will be considered to join up with other services including leisure and those that provide other benefits to the wider community, where affordable. This will also include early years education and childcare provision where required and where funding is available.
88. This need to integrate with local infrastructure planning will be enabled through the work of the local Place Making Groups where detail on the planned programme to provide new school places is shared, and through the Council's Corporate Asset procedures which will scrutinise investment proposals to ensure that they are technically deliverable, that the procurement routes to construction are appropriate and that opportunities to join up with other Council services have been considered.
89. Children's Services staff are responsible for guiding the early stage of each project with schools and sponsors through initial brief, feasibility and on to design ensuring that the scheme stays within its indicative budget but also remains focussed on providing the additional school places required.
90. Of those schemes in the programme, feasibility studies have already been commissioned on Etonbury Academy, Shefford Lower School, Fairfield Lower School and the Pratts Quarry site for lower school provision in Leighton Buzzard. Early design work has also commenced on Shefford Lower Schools and Fairfield Lower School to ensure the anticipated need for additional places can be achieved. Children's Services officers are working with Redborne School (Academy) and Vandyke Academy to dovetail the future need for additional places in this programme with projects planned and funded by the schools to make significant additions to their existing buildings. Regarding the Pratts Quarry site, bids were requested from good or outstanding schools. This was to fit in with existing provision and in order to address the places need within the Capital available. Therefore, a Lower School is planned. Flexibility has been left on the site should a consultation to become a Primary School be considered in the future, if and when the school has the Capital available and it wishes to do so.
91. The Council's Property and Assets Team support the process and are primarily responsible for the procurement and project management of resulting contracts where the Council holds the responsibility for the build. Procurement by schools where they are able to prove the ability and capacity to manage the contract, may be appropriate.

### **Programme and governance**

92. Appendix C sets out the draft programme of major schemes for new school places 2012/13 to 2016/17. It indicates the location of planned new or expanded provision, the scale of new places that each will provide and the current planned implementation date for each. It sets out the indicative budget for each scheme, the cash flow and sources of funding.

93. It is important to note that the programme does not illustrate the separate commissioning and legal processes outlined earlier in this report that are required to enable the expansion of existing schools or the establishment of new provision. Ideally these processes would be complete or at least running in parallel with the early feasibility work and complete by the time that detailed design work is underway.
94. The programme has been built on a range of assumptions which require annual review including:
- the commencement of development on related LDF sites i.e North Houghton Regis
  - the rate of housing development in many areas, therefore the required date for the additional or new provision and the trigger points for s106 income
  - the continued level of Basic Need allocations as income to the Council, based on 12/13
  - the need to integrate new schools with the existing pattern of provision, therefore the reference to new lower or middle schools
  - the project costs, which are based on the additional/new floor areas required for the planned provision, including inflation, fees, furniture and equipment
95. The costs for each project are based on a typical floor area for the new or enlarged school, but a feasibility study would "fine tune" the requirements. The figures in the spreadsheet can also be refined through the design development process and fine-tuning of the actual requirements.
96. The costs are also based on stand-alone provision whereas many of the projects are integrating growth with existing and even where new standalone is indicated there would be benefits of scale and sharing of some costs where provision is linked i.e. 5-13, rather than separate lower and middle.
97. A key challenge at this point is the reduction of programme costs to minimise or remove the potential impact on the Council's inevitable requirement to contribute to any shortfall in funding.
98. The required implementation timeframe has been carefully evaluated with costs of the early phases of the programme. However all schemes would benefit from feasibility studies at a sufficiently early stage to enable greater clarity to be brought to the programme, particularly given the ability to split feasibility and design work from the eventual procurement of the construction phase.
99. Capital expenditure within the programme will be subject to the Council's Code of Financial Governance and approval for expenditure to commission early feasibility studies and design work for projects within this rolling programme will be sought from the Executive Member for Children's Services, in consultation with the Deputy Chief Executive/Director of Children's Services as per Sec 4.10.7 of the Council's constitution. Likewise, the tendering and approval process for awarding construction contracts will be in accordance with the Council's Code of Procurement Guidance and the thresholds indicated in section 5.1 of the Council's constitution.
100. Opportunities will be taken to capitalise salary costs wherever appropriate for those engaged directly in this programme. Future models for delivering the Council's Property and Asset management function will need to be configured to ensure the continued deliverability of this programme.

## Conclusion



101. The planning and provision of new school places is one of the key challenges for the Council in managing growth and providing quality infrastructure for its new communities. This challenge must be managed in partnership with schools, many of which are now independent of the Council and with whom it shares a new relationship.
102. The planning, management and scrutiny arrangements outlined in this report will ensure the timely delivery of the programme, ensuring limited resources are targeted where most needed and allocated to ensure value for money, maximising opportunities to join up with other infrastructure planning where possible.

**Appendices:**

Appendix A – Central Bedfordshire’s School Organisation Plan

Appendix B – Map of Planning Areas

Appendix C – Indicative programme New School Places 2012 – 2017

Appendix D – Request to commence informal consultation and the publication of statutory notices regarding expansions of Fairfield Lower, Shefford Lower and a Leighton Buzzard Lower school named in the exempt report at Appendix E.

Appendix E – Exempt report on the evaluation of potential providers for the new lower school provision at Pratts Quarry in south Leighton Buzzard

Appendix F – Education Vision

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# Central Bedfordshire Council

## School Organisation Plan

2011-2016

## **PART 1: INTRODUCTION**

### 1. The Planning of School Places in Central Bedfordshire

The 1944 Education Act established the statutory responsibility of each Local Authority to ensure the provision of sufficient and suitable places for pupils within its area.

The Plan which follows is Central Bedfordshire Council's first School Organisation Plan and covers the period 2011 to 2016. It sets out the current level of mainstream school provision across the Council and identifies those areas where change may be necessary over the next five years as a result of changing demography and new housing developments. This time-frame is consistent with the recently approved Local development Framework which covers the North of Central Bedfordshire and the emerging Core Strategy for the South of the area, although these may be subject to change as a consequence of the current Planning consultation.

It should be noted therefore that the current plan does not include reference to 0-4 year old provision (or nursery schools), nor Post 16 provision unless this is provided in a school sixth form setting. Similarly the plan does not include provision which is made within Special school settings or Unit provision attached to mainstream schools.

No Authority can decide or propose strategic changes over the supply and organisation of school places without establishing a core set of key principles on which to base its actions or consideration of proposals by others. As a new Authority in 2009, the Council worked with its schools to produce its Education Vision for Central Bedfordshire which was adopted by the Council's Executive in March 2010. The Vision is set out in Part 2 of the plan.

The Education Vision also proposed that a series of reviews of provision should take place across the Council commencing with Dunstable and Houghton Regis in 2010, followed by Leighton and Linslade, Biggleswade and Sandy and finally Rural Mid-Bedfordshire. A map of the review areas and the schools concerned is set out at Appendix A of this plan. In order to support the reviews and provide a level of consistency, this school organisation plan is also set out into these four Education Review Areas and, where appropriate, this is further broken down into Planning Areas based on the main Upper school which serves the particular area.

(Note: The development at Wixams is not currently included in the plan since it is assumed that pupils from the development will be catered for within the Bedford Borough group of schools.)

Part 3 of the Plan provides an overview of demographic change in pupil numbers in the Council's area with a commentary on the anticipated levels of extra housing during the period and highlights some of the specific issues expected to arise as a consequence.

## PART 2: EDUCATION VISION FOR CENTRAL BEDFORDSHIRE

### Summary

The Education Vision for Central Bedfordshire has been developed following extensive consultations with headteachers, chairs of governors, elected members and others. It is underpinned by the principle of schools working together in strong governed partnerships to improve outcomes for all young people from 0-19 by developing the best approaches within their community and family of schools. The approach and subsequent work to be done is designed to put in place the conditions so that a good rate of educational progress will be maintained for young people, particularly at transition points between key stages and current phases of schooling.

The Vision, as approved by the Council's Executive in March 2010, outlines seven key principles which underpin it particularly in developing school provision which is continuous and which meets the needs of children, families and communities. Improved continuity for learners must also be developed to address how transitions between key stages and phases of learning are planned for so that educational progress does not dip at these points.

The principles are:

- The need to raise education standards and outcomes across all key stages and taking account of contextual added value, i.e. how much improvement a school can make for each pupil whilst they are at that school.
- Continuity of education provision across the pupil age ranges of 0 – 19 Years.
- That learning should take place in schools based around the community.
- That what is best for children and families should be at the centre of any change.
- That as far as possible services should be delivered locally.
- That the strategy should take account of new models of leadership, e.g. Schools Trusts, executive headships, work across school boundaries.
- That the strategy should reflect curriculum reform.

In particular, 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.

Realising the vision will require significant collaboration between schools to establish effective, governed partnerships which are driven by the need to improve outcomes and raise achievement for all young people within the community. Many schools have already carried out initial work to evaluate how well they are doing across their community and to identify what needs to improve and how this can be achieved together. Schools and communities will wish to determine the best way forward for improving collaboration. They will require support in understanding the benefits of different ways of working in partnerships.

In terms of next steps, it was also recognised that further work is now needed with parents and carer young people, educational practitioners and key partners in developing local models to fulfil this vision including undertaking area reviews of provision to determine how school organisation in each area can best meet the aspirations of the Vision. Area reviews were set out as 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

A full copy of the Education Vision for Central Bedfordshire can be found at:

[http://www.learning.centralbedfordshire.gov.uk/myportal/custom/files\\_uploaded/uploaded\\_resources\\_74/120310 - Education Vision.pdf](http://www.learning.centralbedfordshire.gov.uk/myportal/custom/files_uploaded/uploaded_resources_74/120310_-_Education_Vision.pdf)

In particular in terms of School organisation, the Education Vision acknowledges that;

- There are a number of factors which have influenced the character of schools across the area. In supporting its schools, the Council also needs to take into account changing circumstances and will work in partnership with all schools, the local community, Dioceses and other interested parties when reviewing provision within an area.
- The Council has confirmed its commitment to a comprehensive system of education as the best means of providing educational opportunities for all its pupils and recognises, supports and encourages the diverse range and ethos of comprehensive schools within the area.
- The majority of schools are based on a three tier system of education
- The Council comprises only co-educational schools
- Schools should be encouraged to support, co-operate and partner with each other to sustain an efficient and effective system of education.

### **PART 3: DEMOGRAPHIC CHANGE AND SCHOOL PROVISION**

This part sets out by education review areas, the expected changes in pupil numbers and compares these with school capacities to assess the extent to which surpluses or deficits exist. Where stated, these changes take into account the known or anticipated new housing developments within a given area. These are then assessed to indicate specific issues which are expected to arise over the plan period and action which is expected to need to be taken to ensure the continuing sufficiency of school places. This includes reference to where new schools (and sites) may be required to meet future need.

However, given the nature of the forecasts which are across the whole of the particular Planning area, there may be some cases where there will be a continuing surplus or shortfall in places at some individual schools although this may not be reflected across the wider area.

Where new permanent school places (and sites) are required as a consequence of new housing developments, the Council has a presumption that developer contributions will be sought towards the cost of the new provision secured through planning agreements under S106 of the Town and Country Planning Act 1990.

Thereafter, the Council may need to supplement these contributions from any capital funding it may receive from the Department for Education or make available from its own capital programme.

The Plan will be used to prioritise where the funding will be required. The day to day running costs will be met through separate revenue funding which is made available to each school.

As at January 2011, there were a total of 128 mainstream schools (excluding nurseries) catering for a school population of just over 37,000 pupils aged 4+ to 18+.

Nationally, until recently there has been a decline in the primary school aged population which had begun to reflect in the secondary aged population as a result of natural changes in birth rates. This is also reflected in Central Bedfordshire where lower school numbers have been falling, but have now begun to rise, again in line with national expectations, and secondary numbers would naturally have been expected to continue to fall slightly to 2014.

However, Central Bedfordshire is identified as a growth area in terms of housing with an average of 2,000 new homes expected to be completed each year over the next ten years. Hence, the forecasts in the plan show an increase in numbers each year both as a result of the naturally changing demographics with an increase in pre-school numbers and the impact of the housing growth. At post 16, there has also been an increase as a result of higher student numbers staying on into school based sixth forms.

This is reflected in many of the data sets for each of the 4 geographical areas where there is also reference to the need to plan for longer time frames since many of the proposed developments will span this and future school organisation plan periods.

Note: in terms of the status of schools in the plan, these were correct as at April 2011. Since then, in line with national policy, a number of schools have opted to change their status and become Academies. By January 2012, the Council expects that around 43 % of pupils will be accommodated in Academies.

There are also proposals for a Free school and for two University Technical colleges within the area which would be in addition to existing provision, but the outcome of these applications is currently unknown.

AUGUST 2011

If you have any queries on this plan, please contact:

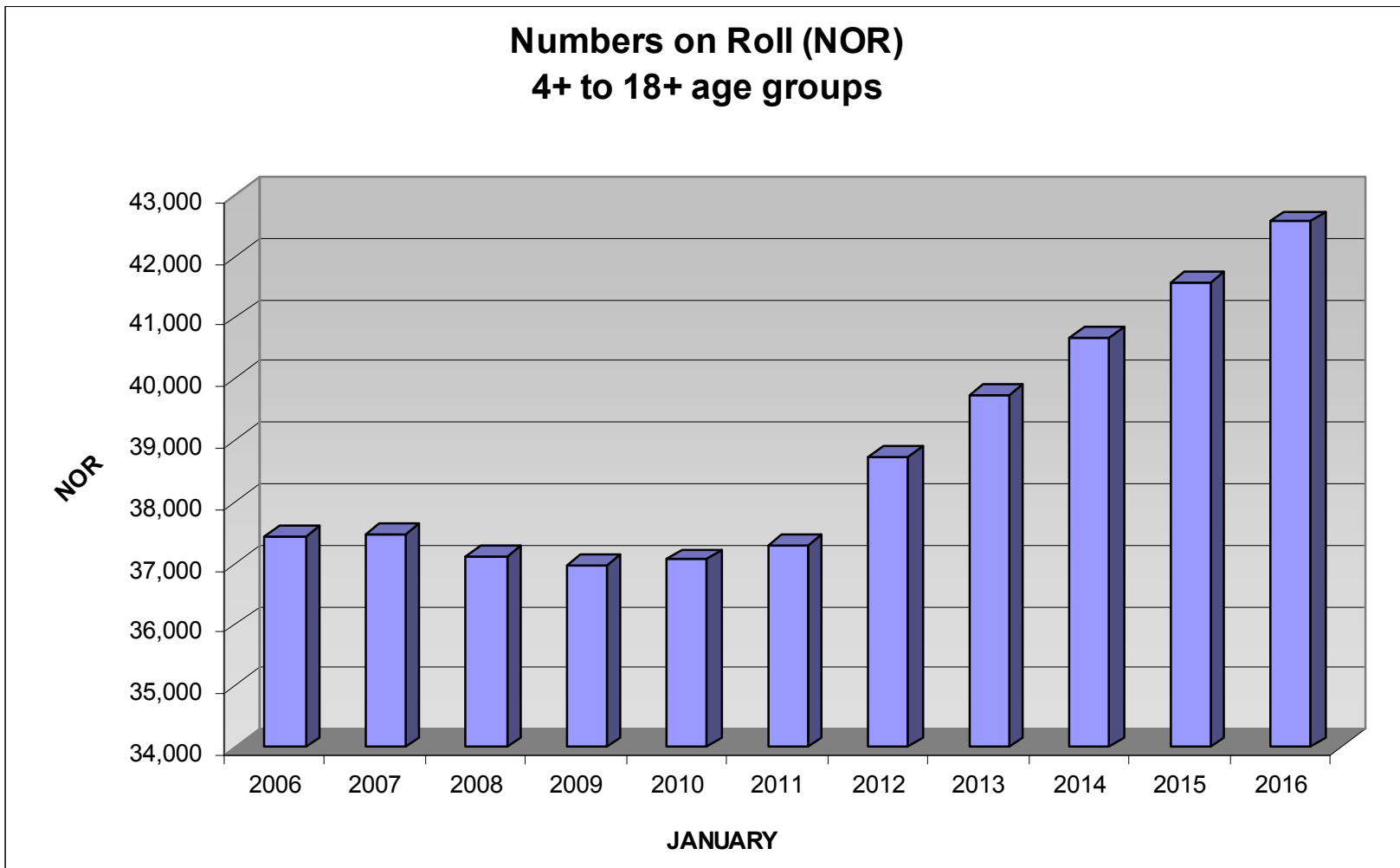
School Organisation and Capital Planning Team  
Childrens Services  
Watling House  
Dunstable  
LU6 1LF

Tel: 0300 300 5575

e-mail [sue.barrow@centralbedfordshire.gov.uk](mailto:sue.barrow@centralbedfordshire.gov.uk)

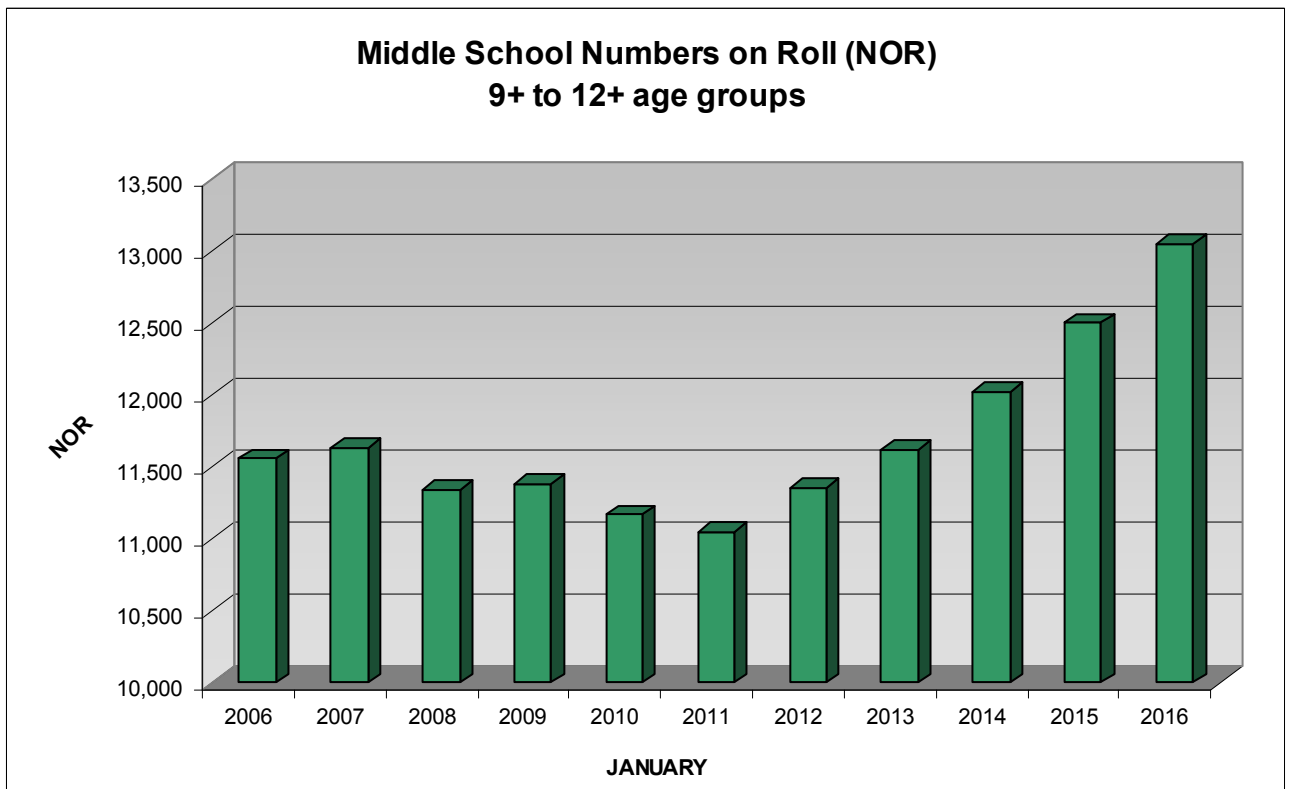
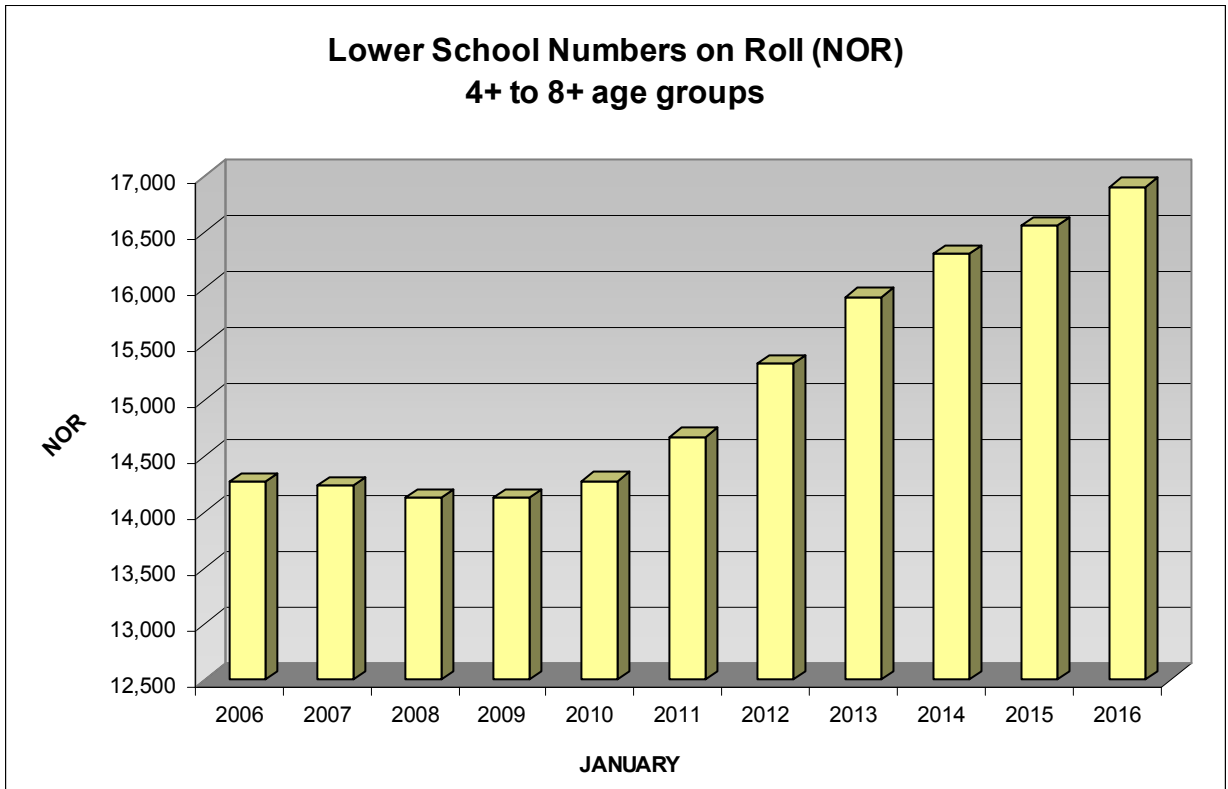
CENTRAL BEDFORDSHIRE ACTUAL AND ESTIMATED JANUARY SCHOOL POPULATION

4+ TO 18+



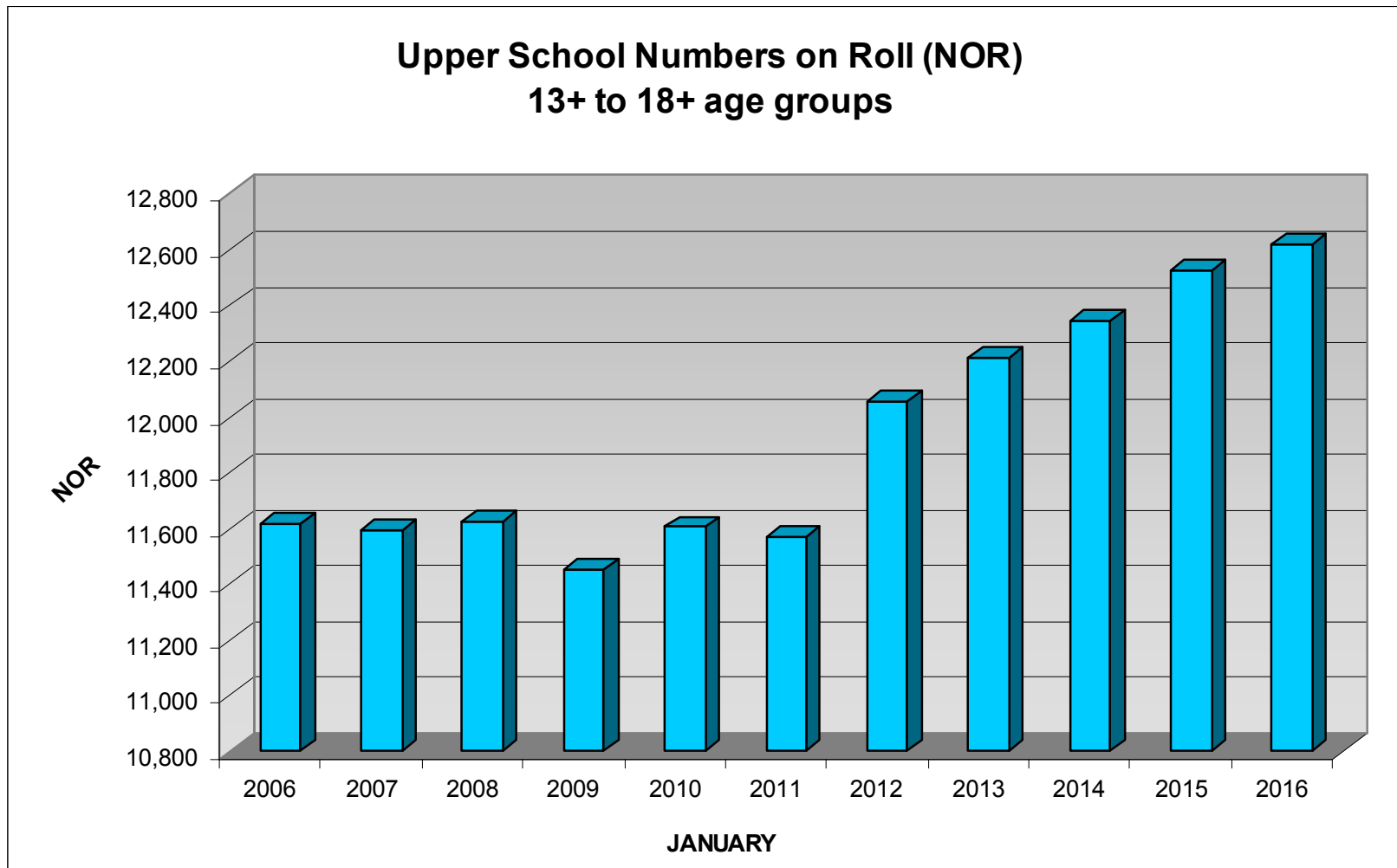


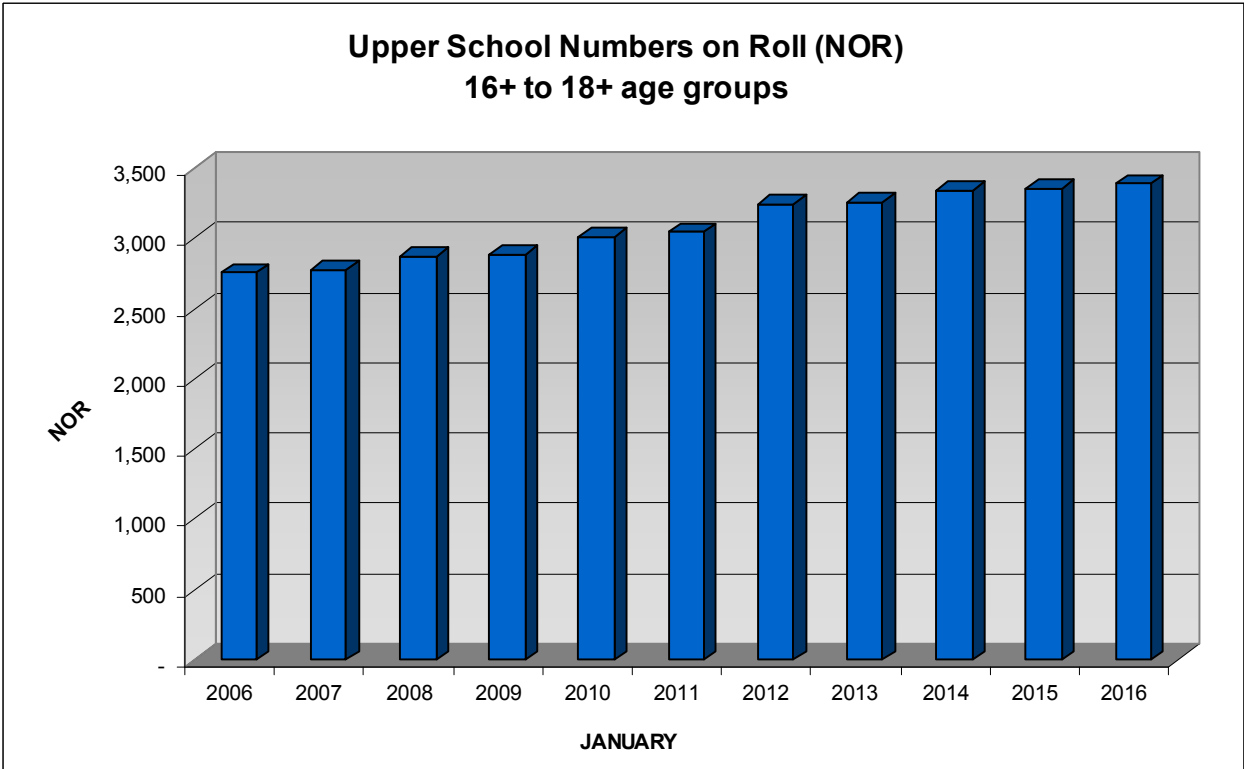
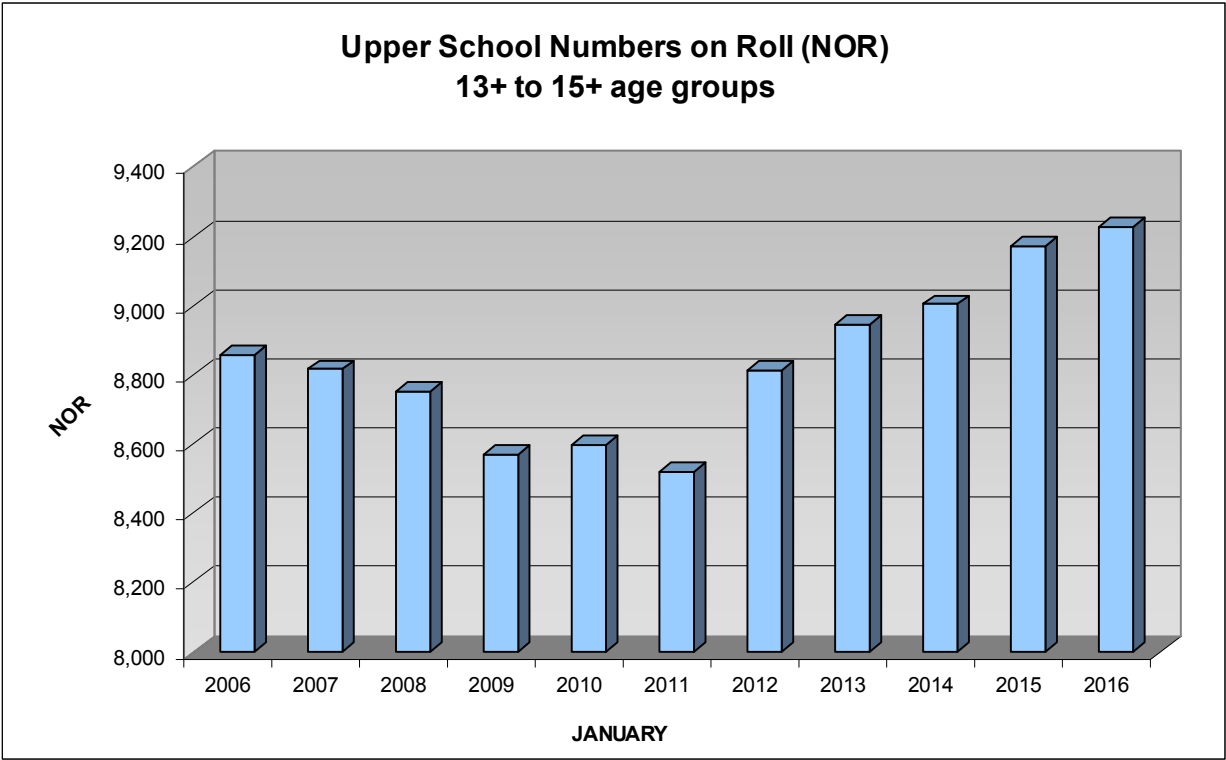
**4+ TO 8+ (LOWER) / 9+ TO 12+ (MIDDLE)**



CENTRAL BEDFORDSHIRE ACTUAL AND ESTIMATED JANUARY SCHOOL POPULATION

13+ TO 18+





# DEMOGRAPHIC INFORMATION FOR MAINSTREAM SCHOOLS – BY PLANNING AREA

## EDUCATION REVIEW AREA: DUNSTABLE & HOUGHTON REGIS

### PLANNING AREA: DUNSTABLE & HOUGHTON REGIS

Numbers on Roll (NOR) and Net Capacity Assessments (NCA) correct as at January 2011.

Status of School's (Sta): Community (C); Foundation (F); Voluntary Aided (VA); Voluntary Controlled (VC); Academy (A). Denominations of School's (Den): Church of England (CE); Roman Catholic (RC).

Figures exclude children attending Designated Nursery Units and Designated Special Units attached to School's.

LOWER														
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011					Total	NCA	Surplus Places (NCA-Places NOR)	Surplus Places %	
					4+	5+	6+	7+	8+					
2192	Ardley Hill Lower	C		4-9	49	44	46	45	41	225	300	75	25.00%	
5202	Ashton St Peters VA Lower	VA	CE	4-9	30	30	31	31	33	155	150			
2040	Beecroft Lower	C		4-9	48	43	47	50	35	223	300	77	25.67%	
3353	Caddington Village School*	C		4-13	42	42	42	54	42	222	300	78	26.00%	
2285	Downside Lower	C		4-9	17	27	17	17	19	97	150	53	35.33%	
2038	Dunstable Icknield Lower*	C		4-9	60	48	48	49	44	249	300	51	17.00%	
2042	Eaton Bray Lower	A		4-9	28	33	20	16	14	111	120	9	7.50%	
2168	Hadrian Lower	C		4-9	59	56	57	50	52	274	260			
2209	Hawthorn Park Lower*	C		4-9	50	58	61	47	54	270	300	30	10.00%	
2058	Houghton Regis Lower*	C		4-9	46	36	31	40	41	194	225	31	13.78%	
3010	Kensworth VC Lower	VC	CE	4-9	13	12	12	8	7	52	75	23	30.67%	
2193	Lancot Lower*	C		4-9	60	60	60	49	49	278	300	22	7.33%	
2217	Lark Rise Academy*	A		4-9	43	45	44	39	47	218	225	7	3.11%	
2032	Slip End Lower	C		4-9	12	22	19	13	14	80	110	30	27.27%	
2149	St Christopher's Lower	C		4-9	45	44	39	44	38	210	225	15	6.67%	
3346	St Mary's RC Lower (Caddington)*	VA	RC	4-9	25	27	26	23	21	122	134	12	8.96%	
3348	St Vincent's RC Lower*	VA	RC	4-11	28	29	30	28	29	144	150	6	4.00%	
3015	Studham VC Lower	VC	CE	4-9	6	9	8	10	6	39	75	36	48.00%	
5200	Thomas Whitehead Lower*	VA	CE	4-9	36	43	36	43	38	196	210	14	6.67%	
2166	Thornhill Lower*	C		4-9	37	23	23	29	35	147	180	33	18.33%	
2279	Tithe Farm Lower*	C		4-9	27	31	29	30	24	141	240	99	41.25%	
2137	Totterhoe Lower	C		4-9	9	11	9	16	16	61	145	84	57.93%	
2152	Watling Lower	C		4-9	35	29	35	38	41	178	225	47	20.89%	
					<b>Totals</b>	<b>805</b>	<b>802</b>	<b>770</b>	<b>769</b>	<b>740</b>	<b>3886</b>	<b>4699</b>	<b>832</b>	<b>17.71%</b>
					* Designated Nursery Unit attached to School									
					<b>Lower Forecast Totals</b>	<b>4+</b>	<b>5+</b>	<b>6+</b>	<b>7+</b>	<b>8+</b>	<b>Total</b>	<b>Surplus Places (NCA-Places NOR)</b>	<b>Surplus Places %</b>	
						2012	784	823	825	797	794	4021	678	14.44%
						2013	881	804	843	845	817	4188	511	10.87%
						2014	868	905	828	867	869	4335	365	7.76%
						2015	886	891	928	851	890	4447	252	5.36%
						2016	923	908	913	950	873	4567	132	2.81%

**MIDDLE**

DFE No.	School Name	Sta	Den	Age	NOR Jan 2011				Total	NCA	Surplus	
					9+	10+	11+	12+			Places (NCA-Places % NOR)	Places %
5410	Ashton VA Middle	VA	CE	9-13	151	153	155	155	614	620	6	0.97%
4046	Brewers Hill Middle	C		9-13	36	58	53	33	180	480	300	62.50%
3353	Caddington Village School	C		4-13	66	75	56	57	254	300	46	15.33%
4088	Kings Houghton Middle	C		9-13	114	115	119	110	458	480	22	4.58%
4056	Mill Vale Middle	C		9-13	91	111	95	96	393	563	170	30.20%
4007	Priory Middle	C		9-13	122	114	123	123	482	492	10	2.03%
3348	St Vincent's RC Lower	VA	RC	4-11	23	27			50	60	10	16.67%
4093	Streetfield Middle	C		9-13	106	81	104	101	392	515	123	23.88%
<b>Totals</b>					<b>709</b>	<b>734</b>	<b>705</b>	<b>675</b>	<b>2823</b>	<b>3510</b>	<b>687</b>	<b>19.57%</b>
<b>Middle Forecast Totals</b>					<b>9+</b>	<b>10+</b>	<b>11+</b>	<b>12+</b>	<b>Total</b>	<b>Surplus Places (NCA-Places % NOR)</b>		
					<b>2012</b>	724	730	729	729	<b>2910</b>	600	17.09%
					<b>2013</b>	774	744	726	749	<b>2992</b>	518	14.77%
					<b>2014</b>	801	798	738	750	<b>3085</b>	425	12.11%
					<b>2015</b>	850	824	792	761	<b>3228</b>	282	8.04%
					<b>2016</b>	870	872	815	814	<b>3371</b>	139	3.96%

**UPPER**

DFE No.	School Name	Sta	Den	Age	NOR Jan 2011						Total	NCA	Surplus	
					13+	14+	15+	16+	17+	18+			Places (NCA-Places % NOR)	Places %
6905	All Saints Academy Dunstable**	A		13-18	158	141	134	52	32	7	524	800	276	34.50%
5401	Manshead Upper	VA	CE	13-18	269	263	273	156	117	12	1090	1083		
5400	Queensbury Upper	F		13-18	269	284	297	160	146	20	1176	1267	91	7.18%
<b>Totals</b>					<b>696</b>	<b>688</b>	<b>704</b>	<b>368</b>	<b>295</b>	<b>39</b>	<b>2790</b>	<b>3150</b>	<b>367</b>	<b>11.65%</b>
<b>Upper Forecast Totals</b>					<b>13+</b>	<b>14+</b>	<b>15+</b>	<b>16+</b>	<b>17+</b>	<b>18+</b>	<b>Total</b>	<b>Surplus Places (NCA-Places % NOR)</b>		
					<b>2012</b>	664	720	714	390	331	<b>2817</b>	333	10.57%	
					<b>2013</b>	719	684	740	394	326	<b>2863</b>	287	9.12%	
					<b>2014</b>	743	743	708	408	327	<b>2928</b>	222	7.05%	
					<b>2015</b>	744	766	766	396	333	<b>3006</b>	144	4.58%	
					<b>2016</b>	753	766	788	429	317	<b>3053</b>	97	3.08%	

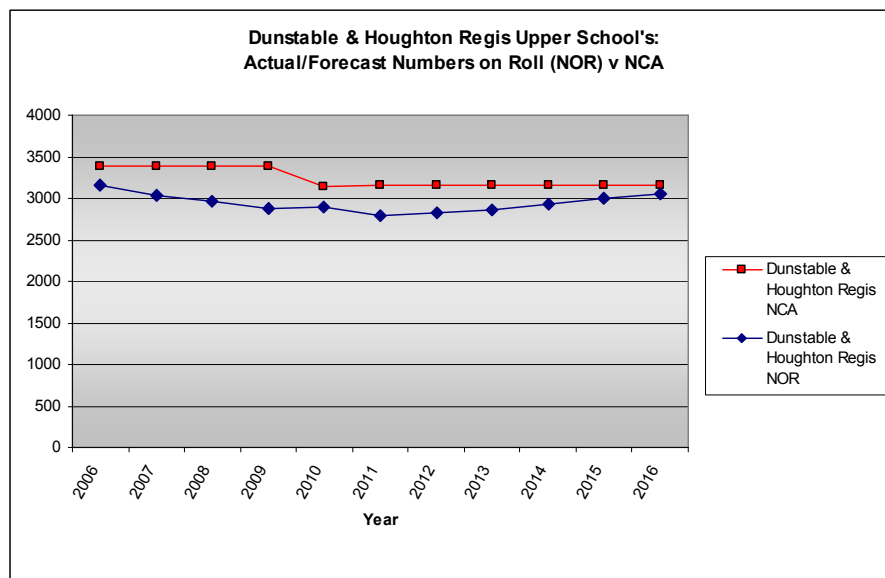
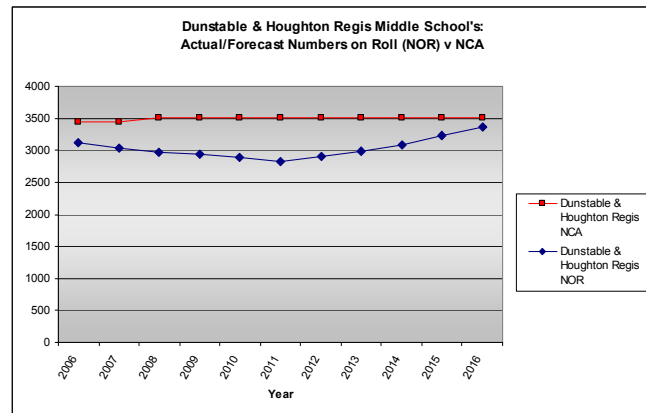
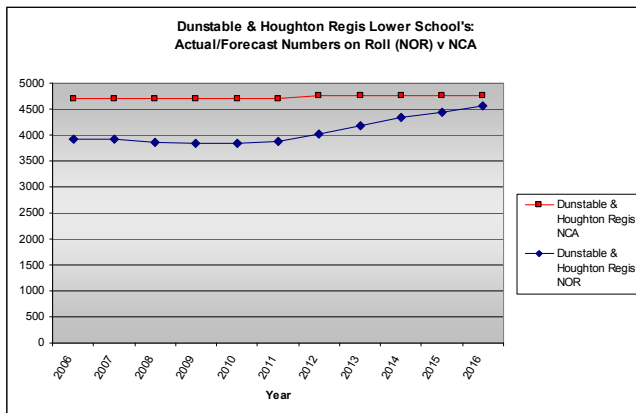
\*\* NCA based on size of School pending completion of proposed alteration works

**AREA CONCLUSIONS**

EDUCATION REVIEW AREA: DUNSTABLE & HOUGHTON REGIS

PLANNING AREA: DUNSTABLE & HOUGHTON REGIS

TYPE OF SYSTEM: THREE-TIER



**HOUSING:**

There is a housing allocation of approximately **2,800** new dwellings for the period up to **2016** for the Dunstable & Houghton Regis area. 1,150 of these dwellings will be provided as part of the North Houghton Regis Urban Extension and a further 1,650 will be provided through existing commitments and allocated sites across the wider Dunstable & Houghton Regis area.

Beyond 2016, an additional 5,982 dwellings will be provided up to the end of the plan period to 2026. 4,000 of these dwellings will be provided by the North Houghton Regis Urban Extension and 1,800 by the North Luton Urban Extension. The remaining 182 will be provided through existing commitments and allocated sites across the wider Dunstable & Houghton Regis area. These dwellings are **not** included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.

The remaining 1,850 and 1,750 dwellings within the North Houghton Regis, and North Luton Urban Extensions respectively will be built out up to 2031. These dwellings are **not** included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.

In addition to the above, a further 1000 dwellings are allocated across urban areas and 638 in other rural areas under the Core Strategy for Southern Central Bedfordshire. This covers Dunstable, Houghton Regis and Leighton Linlade but the split of this growth isn't known at present as sites have not yet been identified. In terms of the growth in 'other rural areas', the Core Strategy identifies the larger villages of Barton-le-Clay, Toddington, Caddington, Slip End, Eaton Bray, Heath and Reach and Hockliffe as most likely to accommodate this growth although it doesn't rule out other locations. These dwellings are **not** included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.

#### SPECIFIC ISSUES:

In accordance with the Education Vision for Central Bedfordshire, a review of school provision in the Dunstable and Houghton Regis area was carried out in 201/11, following which the Council's Executive agreed to support a continuation of the current pattern of provision in the area, 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.

The additional need for places generated by the existing commitments and allocated sites (1650 dwellings) will be expected to be met through use of existing capacity supplemented where necessary by the expansion of existing schools.

The North Houghton Regis urban extension will require new school provision to be secured as part of the development. Overall, this will be expected to generate a requirement for an additional 9/10 Forms of entry (270/300 extra pupil places per age group) to meet the demand from the whole 7,000 dwellings over the period to 2031. This is the equivalent of 4 new lower schools, 2 new Middle Schools and a new upper school, although the exact timing and final form of provision will need to be subject to further analysis in order to match the anticipated rate of development.

The proposed North Luton Urban extension will also require new school provision to be secured as part of the development. Overall, this will be expected to generate a requirement for an additional 5/6 Forms of entry (160/180 extra pupil places per age group) to meet the demand from the whole 4,000 dwellings over the period to 2031. The exact timing and final form of provision will need to be subject to further analysis in order to match the anticipated rate of development. Additionally, given its location, discussion should take place with neighbouring Authority Luton to consider how best this new provision might be configured.

The need generated by the additional 1638 allocations proposed under the Core Strategy for Southern Central Bedfordshire across the wider Urban and Rural areas will need to be considered as and when they come forward, but any new provision which is required as a consequence of the developments will be expected to be met by them and secured under formal legal agreements.

## EDUCATION REVIEW AREA: LEIGHTON BUZZARD & LINSLADE

### PLANNING AREA: LEIGHTON BUZZARD & LINSLADE

Numbers on Roll (NOR) and Net Capacity Assessments (NCA) correct as at January 2011.

Status of School's (Sta): Community (C); Foundation (F); Voluntary Aided (VA); Voluntary Controlled (VC); Academy (A). Denominations of School's (Den): Church of England (CE); Roman Catholic (RC).  
 Figures exclude children attending Designated Nursery Units and Designated Special Units attached to School's.

LOWER														
DFE No.	School Name	Sta	Den	Age	NOR Jan 2011					Total	NCA	Surplus Places (NCA-Places % NOR)	Surplus Places (NCA-Places % NOR)	
					4+	5+	6+	7+	8+					
2002	Aspley Guise Lower	C		4-9	27	27	28	27	24	133	135	2	1.48%	
2067	Beaudesert Lower	C		4-9	46	46	46	37	40	215	276	61	22.10%	
2201	Clipstone Brook Lower*	C		4-9	37	35	33	29	35	169	225	56	24.89%	
2189	Doverly Down Lower	C		4-9	30	30	30	30	28	148	150	2	1.33%	
2289	Greenleas Lower*	C		4-9	52	57	54	50	47	260	285	25	8.77%	
2184	Heathwood Lower	C		4-9	30	30	30	25	25	140	150	10	6.67%	
2218	Hockliffe Lower	C		4-9	12	15	14	8	6	55	75	20	26.67%	
2059	Husborne Crawley Lower	C		4-9	12	6	12	12	11	53	60	7	11.67%	
2177	Leedon Lower	C		4-9	60	59	57	51	52	279	300	21	7.00%	
2188	Linslade Lower*	C		4-9	44	42	39	43	34	202	225	23	10.22%	
2176	Mary Bassett Lower	C		4-9	49	31	22	24	19	145	150	5	3.33%	
3313	Pulford VA Lower	VA	CE	4-9	31	30	30	29	31	151	150			
2118	Ridgmont Lower	C		4-9	10	6	6	7	8	37	75	38	50.67%	
2203	Southcott Lower	C		4-9	60	60	53	59	60	292	300	8	2.67%	
2069	St George's Lower	C		4-9	14	19	15	8	14	70	150	80	53.33%	
3310	St Leonard's VA Lower	VA	CE	4-9	23	22	15	19	17	96	110	14	12.73%	
2125	Stanbridge Lower	C		4-9	22	13	13	20	14	82	117	35	29.91%	
2003	Swallowfield Lower	C		4-9	59	52	46	53	46	256	287	31	10.80%	
2143	Woburn Lower	C		4-9	11	9	5	8	7	40	60	20	33.33%	
				<b>Totals</b>	<b>629</b>	<b>589</b>	<b>548</b>	<b>539</b>	<b>518</b>	<b>2823</b>	<b>3280</b>	<b>458</b>	<b>13.96%</b>	
* Designated Nursery Unit attached to School														
				<b>Lower Forecast Totals</b>	<b>4+</b>	<b>5+</b>	<b>6+</b>	<b>7+</b>	<b>8+</b>	<b>Total</b>		<b>Surplus Places (NCA-Places % NOR)</b>	<b>Surplus Places (NCA-Places % NOR)</b>	
					<b>2012</b>	669	601	611	569	560	<b>3009</b>		271	8.27%
					<b>2013</b>	698	685	617	627	585	<b>3211</b>		69	2.10%
					<b>2014</b>	657	719	706	638	648	<b>3368</b>			
					<b>2015</b>	636	678	740	727	659	<b>3438</b>			
					<b>2016</b>	716	665	707	769	756	<b>3613</b>			



<b>MIDDLE</b>												
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011				Total	NCA	Surplus	
					9+	10+	11+	12+			Places (NCA- Places % NOR)	Places %
4038	Brooklands Middle	C		9-13	57	70	72	60	259	600	341	56.83%
4043	Fulbrook Middle	C		9-13	102	107	66	72	347	440	93	21.14%
4073	Gilbert Inglefield Middle	C		9-13	129	113	129	134	505	560	55	9.82%
4120	Leighton Middle	C		9-13	119	119	114	110	462	478	16	3.35%
4077	Linslade Middle	C		9-13	150	149	147	149	595	600	5	0.83%
				<b>Totals</b>	<b>557</b>	<b>558</b>	<b>528</b>	<b>525</b>	<b>2168</b>	<b>2678</b>	<b>510</b>	<b>19.04%</b>
				<b>Middle Forecast Totals</b>	<b>9+</b>	<b>10+</b>	<b>11+</b>	<b>12+</b>	<b>Total</b>		<b>Surplus</b>	<b>Surplus</b>
											<b>Places (NCA- Places % NOR)</b>	<b>Places %</b>
				<b>2012</b>	594	576	581	548	<b>2298</b>		380	14.19%
				<b>2013</b>	623	610	592	597	<b>2421</b>		257	9.59%
				<b>2014</b>	655	644	631	613	<b>2543</b>		135	5.03%
				<b>2015</b>	721	676	665	652	<b>2712</b>			
				<b>2016</b>	739	750	705	694	<b>2888</b>			

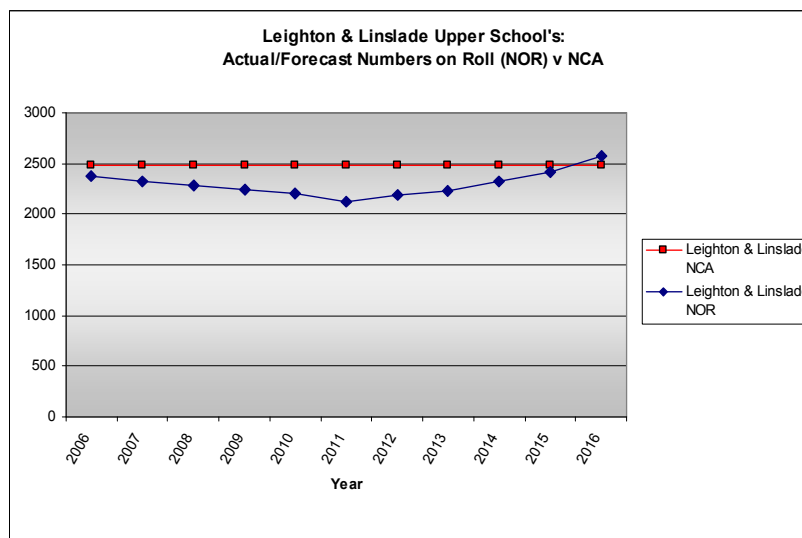
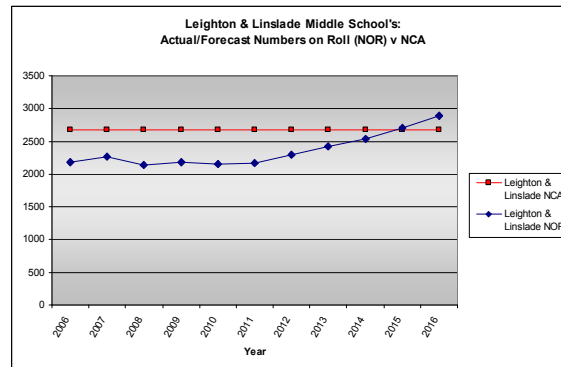
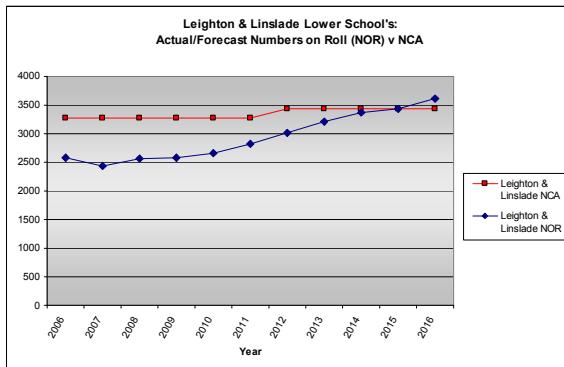
<b>UPPER</b>														
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011						Total	NCA	Surplus	
					13+	14+	15+	16+	17+	18+			Places (NCA- Places % NOR)	Places %
4011	Cedars Upper	C		13-18	315	313	305	161	143	3	1240	1345	105	7.81%
4096	Vandyke Upper	C		13-18	201	223	237	120	92	17	890	1136	246	21.65%
				<b>Totals</b>	<b>516</b>	<b>536</b>	<b>542</b>	<b>281</b>	<b>235</b>	<b>20</b>	<b>2130</b>	<b>2481</b>	<b>351</b>	<b>14.15%</b>
				<b>Upper Forecast Totals</b>	<b>13+</b>	<b>14+</b>	<b>15+</b>	<b>16+</b>	<b>17+</b>	<b>18+</b>	<b>Total</b>		<b>Surplus</b>	<b>Surplus</b>
													<b>Places (NCA- Places % NOR)</b>	<b>Places %</b>
				<b>2012</b>	535	541	557	311	253		<b>2196</b>		285	11.49%
				<b>2013</b>	548	551	557	311	267		<b>2233</b>		248	9.99%
				<b>2014</b>	601	569	572	316	265		<b>2323</b>		158	6.36%
				<b>2015</b>	617	622	590	325	264		<b>2417</b>		64	2.58%
				<b>2016</b>	663	646	651	344	271		<b>2575</b>			

**AREA CONCLUSIONS**

EDUCATION REVIEW AREA: LEIGHTON BUZZARD & LINSLADE

PLANNING AREA: LEIGHTON BUZZARD & LINSLADE

TYPE OF SYSTEM: THREE-TIER



**HOUSING:**

There is a housing allocation of approximately **2,776** new dwellings for the period up to **2016** for the Leighton Buzzard & Linslade area. 850 of these dwellings will be provided as part of the East Leighton Linslade Urban Extension and a further 1,926 will be provided through existing commitments and allocated sites across the wider Leighton & Linslade area.

Beyond 2016, an additional 2,306 dwellings will be provided up to the end of the plan period to 2026. 1,650 of these dwellings will be provided by the East Leighton Linslade and the remaining 656 will be provided through existing commitments and allocated sites across the wider Leighton & Linslade area. These dwellings are **not** included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.

In addition to the above, a further 1000 dwellings are allocated across urban areas and 638 in other rural areas under the Core Strategy for Southern Central Bedfordshire. This covers Dunstable, Houghton Regis and Leighton Linslade but the split of this growth isn't known at present as sites have not yet been identified. In terms of the growth in 'other rural areas', the Core Strategy identifies the larger villages of Barton-le-Clay, Toddington, Caddington, Slip End, Eaton Bray, Heath and Reach and Hockliffe as most likely to accommodate this growth although it doesn't rule out other locations. These dwellings are **not** included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.

SPECIFIC ISSUES:

In accordance with the Education Vision for Central Bedfordshire, a review of school provision in the Leighton Buzzard and Linslade area is currently underway, the outcome of which is expected to be reported in late 2011/early 2012. This may impact upon the form and type of provision required to meet the need within this Plan period.

The additional need for places generated by the existing commitments and allocated sites (1926 dwellings) will, for the most part, be expected to be met through use of existing capacity supplemented where necessary by the expansion of existing schools, including the need for new lower school provision to serve the southern part of Leighton Buzzard for which a site (and contributions) have been secured through previous legal agreements.

The East Leighton Buzzard extension will require new school provision to be secured as part of the development. Overall, this will be expected to generate a requirement for an additional approx 4 forms of entry (120 extra pupil places per age group) to meet the demand from the whole 2500 dwellings over the period to 2026. This is the equivalent of 2 new lower schools, 1 new Middle Schools and the expansion of the existing Vandyke upper school and site, although the exact timing and final form of provision will need to be subject to further analysis in order to match the anticipated rate of development.

The need generated by the additional 1638 allocations proposed under the Core Strategy for Southern Central Bedfordshire across the wider Urban and Rural areas will need to be considered as and when they come forward, but any new provision which is required as a consequence of the developments will be expected to be met by them and secured under formal legal agreements.

There are also proposals (subject to a planning appeal) for up to 1,000 additional dwellings under the West Linslade Urban Extension. As the majority of the site (with the exception of access) is located within the Aylesbury Vale District, education provision has been regarded by the developers as the responsibility of Buckinghamshire County Council which has confirmed that it would anticipate making extra provision should the proposals go ahead. Central Bedfordshire Council have made it clear that there will be little to no surplus capacity at any of the nearby School's in Central Bedfordshire to accommodate pupils from this development due to extensive growth within Leighton Buzzard and Linslade itself.

Separately, within the period covered by this plan, proposals are expected to come forward for the development of the Strategic Reserve Areas within the South Eastern part of Milton Keynes, adjacent to Woburn Sands and for the further development of the area known as Nampak. Both are located within the boundary of Milton Keynes and it is expected that additional/new primary and secondary school places will be required to serve these areas. This may impact upon the current cross-border arrangements in the area which may in turn impact on Swallowfield Lower, and Fullbrook Middle schools. This will need to be kept under review.

## EDUCATION REVIEW AREA: BIGGLESWADE & SANDY

### PLANNING AREA: BIGGLESWADE

Numbers on Roll (NOR) and Net Capacity Assessments (NCA) correct as at January 2011.

Status of School's (Sta): Community (C); Foundation (F); Voluntary Aided (VA); Voluntary Controlled (VC); Academy (A). Denominations of School's (Den): Church of England (CE); Roman Catholic (RC).

Figures exclude children attending Designated Nursery Units and Designated Special Units attached to School's.

<b>LOWER</b>													
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011					Total	NCA	Surplus Places (NCA Places % NOR)	Surplus Places %
					4+	5+	6+	7+	8+				
3003	Caldecote Lower	VC	CE	4-9	15	15	14	11	8	63	120	57	47.50%
3006	Dunton VC Lower	VC	CE	4-9	12	10	11	12	12	57	60	3	5.00%
2153	Lawnside Lower	C		4-9	44	55	47	55	48	249	300	51	17.00%
3323	Northill VA Lower	VA	CE	4-9	15	14	15	13	12	69	75	6	8.00%
2210	Southlands Lower	C		4-9	59	47	56	57	45	264	300	36	12.00%
3001	St Andrew's VC Lower	VC	CE	4-9	90	57	72	74	68	361	450	89	19.78%
				<b>Totals</b>	<b>235</b>	<b>198</b>	<b>215</b>	<b>222</b>	<b>193</b>	<b>1063</b>	<b>1305</b>	<b>242</b>	<b>18.54%</b>
				<b>Lower Forecast Totals</b>	<b>4+</b>	<b>5+</b>	<b>6+</b>	<b>7+</b>	<b>8+</b>	<b>Total</b>		<b>Surplus Places (NCA Places % NOR)</b>	<b>Surplus Places %</b>
					<b>2012</b>	232	252	208	232	235	<b>1158</b>	147	11.29%
					<b>2013</b>	233	240	260	216	240	<b>1188</b>	117	8.95%
					<b>2014</b>	263	241	248	268	224	<b>1245</b>	60	4.60%
					<b>2015</b>	257	271	249	256	276	<b>1310</b>		
					<b>2016</b>	269	266	280	258	265	<b>1338</b>		

<b>MIDDLE</b>												
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011				Total	NCA	Surplus	
					9+	10+	11+	12+			Places (NCA)	Places % (NOR)
4502	Edward Peake Middle	VC	CE	9-13	66	85	106	90	347	439	92	20.96%
4006	Holmemead Middle	C		9-13	120	122	108	134	484	560	76	13.57%
<b>Totals</b>					<b>186</b>	<b>207</b>	<b>214</b>	<b>224</b>	<b>831</b>	<b>999</b>	<b>168</b>	<b>16.82%</b>
<b>Middle Forecast Totals</b>					<b>9+</b>	<b>10+</b>	<b>11+</b>	<b>12+</b>	<b>Total</b>	<b>Surplus</b>		
										<b>Places (NCA)</b>		
										<b>Places % (NOR)</b>		
<b>2012</b>					194	198	228	228	<b>847</b>		152	15.22%
<b>2013</b>					230	202	206	236	<b>873</b>		126	12.58%
<b>2014</b>					238	238	210	214	<b>901</b>		98	9.83%
<b>2015</b>					230	246	246	218	<b>941</b>		58	5.85%
<b>2016</b>					262	239	255	255	<b>1011</b>			

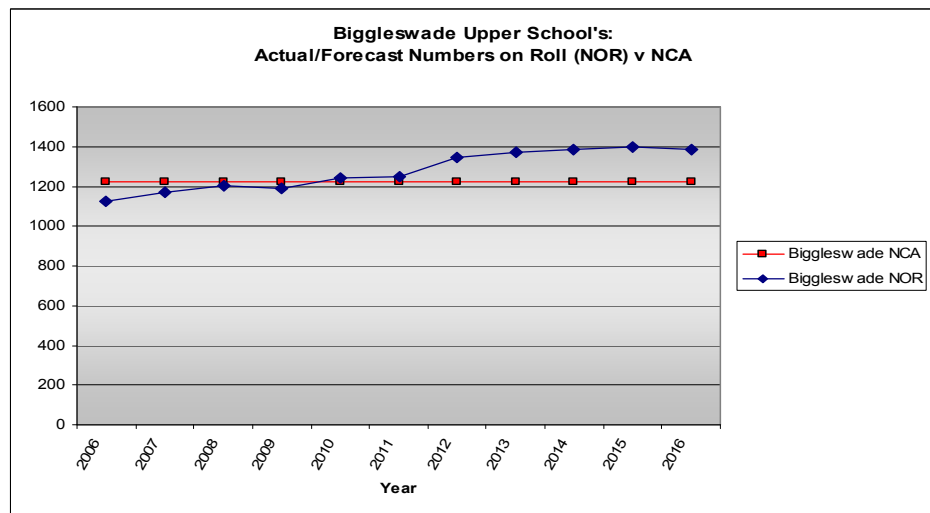
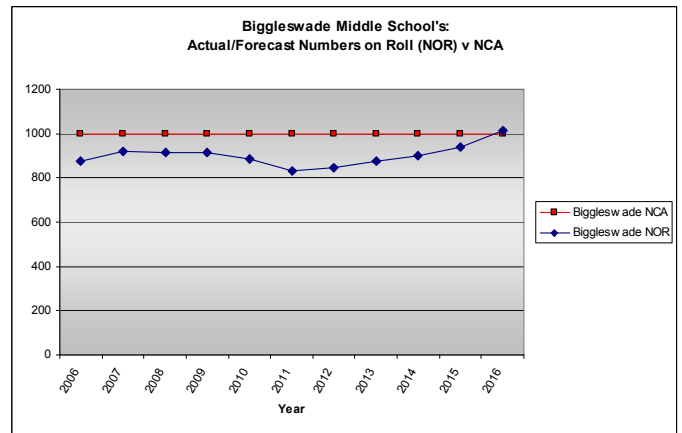
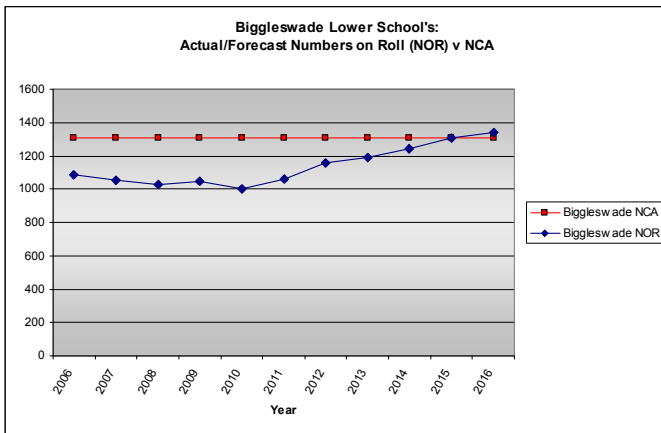
<b>UPPER</b>														
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011						Total	NCA	Surplus	
					13+	14+	15+	16+	17+	18+			Places (NCA)	Places % (NOR)
4005	Stratton Upper	C		13-18	304	296	296	201	129	24	1250	1221		
<b>Upper Forecast Totals</b>					<b>13+</b>	<b>14+</b>	<b>15+</b>	<b>16+</b>	<b>17+</b>	<b>18+</b>	<b>Total</b>	<b>Surplus</b>		
												<b>Places (NCA)</b>		
												<b>Places % (NOR)</b>		
<b>2012</b>					316	322	315	206	189		<b>1348</b>			
<b>2013</b>					322	324	330	213	184		<b>1372</b>			
<b>2014</b>					313	330	332	223	188		<b>1387</b>			
<b>2015</b>					321	321	338	225	195		<b>1401</b>			
<b>2016</b>					306	330	330	223	194		<b>1383</b>			

**AREA CONCLUSIONS**

EDUCATION REVIEW AREA: BIGGLESWADE & SANDY

PLANNING AREA: BIGGLESWADE

TYPE OF SYSTEM: THREE-TIER



**HOUSING:**

There is a housing allocation of approximately **1,077** new dwellings for the period up to **2016** for the Biggleswade area. 1,039 of these dwellings will be provided as part of the Land East of Biggleswade development and the balance will be provided through other existing commitments and allocated sites in the Town.

Beyond 2016, an additional 1,061 dwellings will be provided by the Land East of Biggleswade development up to the end of the plan period to 2021. These dwellings are **not** included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.

A further 330 dwellings are proposed for Biggleswade under the newly adopted LDF for North Central Bedfordshire towards the end of the plan period when existing commitments are nearing completion and a minimum of 15 dwellings at Land off Boot Lane, Dunton. These dwellings are **not** included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.

SPECIFIC ISSUES:

In accordance with the Education Vision for Central Bedfordshire, a review of school provision in the Biggleswade and Sandy areas is due to commence in 2012, the outcome of which is expected to be reported in late 2012/early 2013. This may impact upon the form and type of provision required to meet the need within this Plan period.

The additional need for places generated by the existing commitments and allocated sites will, for the most part, be expected to be met through use of existing capacity, supplemented where necessary by the expansion of existing schools.

The Land East of Biggleswade development extension will require new school provision to be secured as part of the development. Overall, this will be expected to generate a requirement for an additional approx 3 Forms of entry (90 extra pupil places per age group) to meet the demand from the whole 2150 dwellings over the period to 2021. In addition to the existing capacity, this will require new Lower School provision for which a site has been secured under an existing legal agreement and the expansion of provision (and site) at Edward Peake Middle and the expansion of Upper School provision. The exact timing and final form of provision will need to be subject to further analysis in order to match the anticipated rate of development.

Similarly, a further analysis of need will be undertaken as and when the additional 345 homes come forward towards the end of the Plan period.

## EDUCATION REVIEW AREA: BIGGLESWADE & SANDY

### PLANNING AREA: SANDY

Numbers on Roll (NOR) and Net Capacity Assessments (NCA) correct as at January 2011.

Status of School's (Sta): Community (C); Foundation (F); Voluntary Aided (VA); Voluntary Controlled (VC); Academy (A). Denominations of School's (Den): Church of England (CE); Roman Catholic (RC).

Figures exclude children attending Designated Nursery Units and Designated Special Units attached to School's.

LOWER														
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011					Total	NCA	Surplus		
					4+	5+	6+	7+	8+			Places (NCA)	Places % (NOR)	
2047	Everton Lower	C		4-9	7	10	13	8	6	44	49	5	10.20%	
3302	John Donne VA Lower*	VA	CE	4-9	16	16	15	15	10	72	90	18	20.00%	
2119	Laburnum Lower*	C		4-9	27	30	20	30	16	123	150	27	18.00%	
2001	Maple Tree Lower*	C		4-9	36	33	38	35	39	181	225	44	19.56%	
5204	Moggerhanger Lower	F		4-9	16	6	12	15	9	58	75	17	22.67%	
2117	Potton Lower	C		4-9	59	47	42	45	42	235	298	63	21.14%	
2202	Robert Peel Lower*	C		4-9	51	46	59	56	43	255	300	45	15.00%	
3012	St Swithun's VC Lower*	VC	CE	4-9	22	27	32	25	23	129	150	21	14.00%	
3331	Sutton VA Lower	VA	CE	4-9	7	12	14	14	10	57	75	18	24.00%	
3017	Wrestlingworth Lower	VC	CE	4-9	10	12	10	8	11	51	65	14	21.54%	
					<b>Totals</b>	<b>251</b>	<b>239</b>	<b>255</b>	<b>251</b>	<b>209</b>	<b>1205</b>	<b>1477</b>	<b>272</b>	<b>18.42%</b>
					* Designated Nursery Unit attached to School									
					<b>Lower Forecast Totals</b>	<b>4+</b>	<b>5+</b>	<b>6+</b>	<b>7+</b>	<b>8+</b>	<b>Total</b>	<b>Surplus</b>		
												<b>Places (NCA)</b>	<b>Places % (NOR)</b>	
					<b>2012</b>	233	249	239	252	251	<b>1223</b>	254	17.21%	
					<b>2013</b>	240	233	249	239	252	<b>1212</b>	265	17.96%	
					<b>2014</b>	232	240	233	249	239	<b>1192</b>	285	19.31%	
					<b>2015</b>	243	232	240	233	249	<b>1196</b>	281	19.04%	
					<b>2016</b>	238	243	232	240	233	<b>1185</b>	292	19.78%	



<b>MIDDLE</b>												
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011				Total	NCA	Surplus	
					9+	10+	11+	12+			Places (NCA- Places % NOR)	Places %
4092	Burgoyne Middle	C		9-13	73	61	71	68	273	360	87	24.17%
4033	Sandye Place Middle	A		9-13	129	109	120	121	479	600	121	20.17%
<b>Totals</b>					<b>202</b>	<b>170</b>	<b>191</b>	<b>189</b>	<b>752</b>	<b>960</b>	<b>208</b>	<b>21.67%</b>
<b>Middle Forecast Totals</b>					<b>9+</b>	<b>10+</b>	<b>11+</b>	<b>12+</b>	<b>Total</b>	<b>Surplus Places (NCA- Places % NOR)</b>		
					<b>2012</b>	173	202	172	194	<b>740</b>	220	22.91%
					<b>2013</b>	202	173	202	172	<b>748</b>	212	22.08%
					<b>2014</b>	201	202	173	202	<b>777</b>	183	19.06%
					<b>2015</b>	186	201	202	173	<b>761</b>	199	20.73%
					<b>2016</b>	208	186	201	202	<b>796</b>	164	17.08%

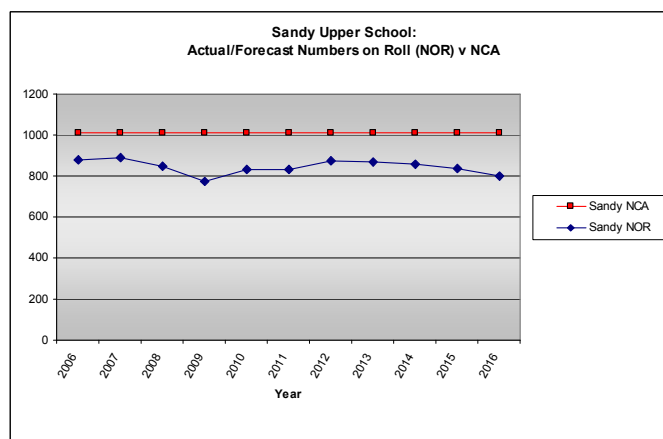
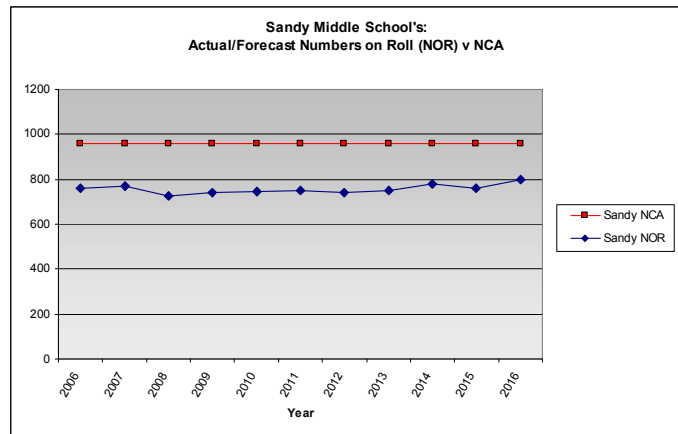
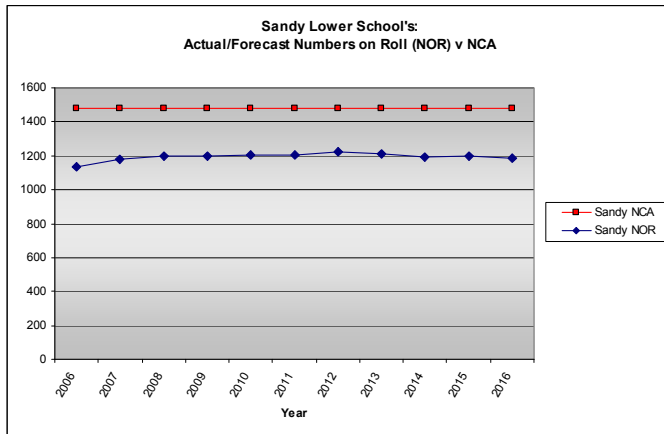
<b>UPPER</b>														
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011						Total	NCA	Surplus	
					13+	14+	15+	16+	17+	18+			Places (NCA- Places % NOR)	Places %
4078	Sandy Upper	C		13-18	243	234	176	112	68	0	833	1009	176	17.44%
<b>Upper Forecast Totals</b>					<b>13+</b>	<b>14+</b>	<b>15+</b>	<b>16+</b>	<b>17+</b>	<b>18+</b>	<b>Total</b>	<b>Surplus Places (NCA- Places % NOR)</b>		
					<b>2012</b>	226	241	234	85	91	<b>876</b>	133	13.18%	
					<b>2013</b>	222	226	241	113	65	<b>866</b>	143	14.17%	
					<b>2014</b>	210	222	226	116	87	<b>860</b>	149	14.76%	
					<b>2015</b>	210	210	222	109	89	<b>839</b>	170	16.84%	
					<b>2016</b>	192	210	210	107	84	<b>802</b>	207	20.51%	

**AREA CONCLUSIONS**

EDUCATION REVIEW AREA: BIGGLESWADE & SANDY

PLANNING AREA: SANDY

TYPE OF SYSTEM: THREE-TIER



**HOUSING:**

There is a housing allocation of approximately **19** new dwellings for the period up to **2016** for the Sandy area.

A further 110 dwellings are proposed in Sandy under the adopted LDF for North Central Bedfordshire, with a further 36 in Blunham, 15 in Everton, 17 in Moggerhanger and up to 250 in Potton. These dwellings are **not** included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.

**SPECIFIC ISSUES:**

In accordance with the Education Vision for Central Bedfordshire, a review of school provision in the Biggleswade and Sandy areas is due to commence in 2012, the outcome of which is expected to be reported in late 2012/early 2013. This may impact upon the form and type of provision required to meet the need within this Plan period.

Most of the allocations and current developments will be expected to be provided by the existing schools where there is forecast to be sufficient spare capacity to meet the need generated by the developments. However, there may be a need for extra Lower School places to be provided to meet the need generated by the 250 house allocation in Potton.

## EDUCATION REVIEW AREA: RURAL MID-BEDFORDSHIRE

### PLANNING AREA: HARLINGTON

Numbers on Roll (NOR) and Net Capacity Assessments (NCA) correct as at January 2011.

Status of School's (Sta): Community (C); Foundation (F); Voluntary Aided (VA); Voluntary Controlled (VC); Academy (A). Denominations of School's (Den): Church of England (CE); Roman Catholic (RC).

Figures exclude children attending Designated Nursery Units and Designated Special Units attached to School's.

LOWER															
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011					Total	NCA	Surplus Places (NCA-Places % NOR)	Surplus Places %		
					4+	5+	6+	7+	8+						
2136	Chalton Lower	C		4-9	14	8	14	6	5	47	75	28	37.33%		
2046	Eversholt Lower	C		4-9	15	15	15	15	15	75	75				
3007	Greenfield VC Lower	VC	CE	4-9	30	24	26	22	26	128	125				
2180	Harlington Lower	C		4-9	20	23	26	19	30	118	150	32	21.33%		
2154	Pulloxhill Lower	C		4-9	11	12	8	10	10	51	60	9	15.00%		
2282	Ramsey Manor Lower	C		4-9	45	56	53	60	60	274	290	16	5.52%		
3013	Silsoe VC Lower	VC	CE	4-9	24	22	29	24	17	116	135	19	14.07%		
3307	St Mary's VA Lower (Clop)	VA	CE	4-9	31	19	27	27	27	131	135	4	2.96%		
5203	Sundon Lower*	F		4-9	9	11	17	10	7	54	75	21	28.00%		
3016	Toddington St George VC Lower*	VC	CE	4-9	53	57	76	56	60	302	300				
5201	Westoning Lower	F		4-9	27	23	29	27	19	125	135	10	7.41%		
					<b>Totals</b>	<b>279</b>	<b>270</b>	<b>320</b>	<b>276</b>	<b>276</b>	<b>1421</b>	<b>1555</b>	<b>139</b>	<b>8.94%</b>	
	* Designated Nursery Unit attached to School														
					<b>Lower Forecast Totals</b>	<b>4+</b>	<b>5+</b>	<b>6+</b>	<b>7+</b>	<b>8+</b>	<b>Total</b>		<b>Surplus Places (NCA-Places % NOR)</b>	<b>Surplus Places %</b>	
						<b>2012</b>	254	277	274	319	278	<b>1402</b>		153	9.84%
						<b>2013</b>	267	257	280	277	322	<b>1405</b>		150	9.63%
						<b>2014</b>	237	271	261	284	281	<b>1334</b>		221	14.23%
						<b>2015</b>	231	240	274	264	287	<b>1294</b>		261	16.80%
						<b>2016</b>	253	234	243	277	267	<b>1272</b>		283	18.21%

<b>MIDDLE</b>												
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011				Total	NCA	Surplus Places (NCA NOR)	Surplus Places %
					9+	10+	11+	12+				
4040	Arnold Middle	F		9-13	105	127	143	129	504	601	97	16.14%
4054	Parkfields Middle	F		9-13	115	118	121	112	466	454		
<b>Totals</b>					<b>220</b>	<b>245</b>	<b>264</b>	<b>241</b>	<b>970</b>	<b>1055</b>	<b>97</b>	<b>9.19%</b>
<b>Middle Forecast Totals</b>					<b>9+</b>	<b>10+</b>	<b>11+</b>	<b>12+</b>	<b>Total</b>	<b>Surplus Places (NCA NOR)</b>		
					<b>2012</b>	231	223	248	269	<b>971</b>	84	7.96%
					<b>2013</b>	238	234	226	251	<b>951</b>	104	9.88%
					<b>2014</b>	246	242	238	230	<b>956</b>	99	9.40%
					<b>2015</b>	279	249	245	241	<b>1012</b>	43	4.05%
					<b>2016</b>	260	282	252	248	<b>1040</b>	15	1.40%

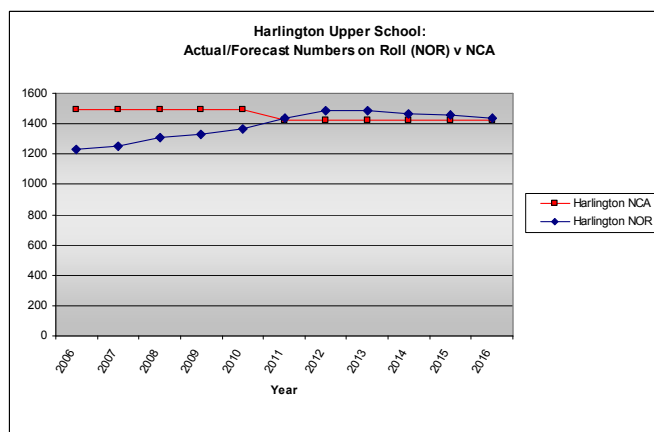
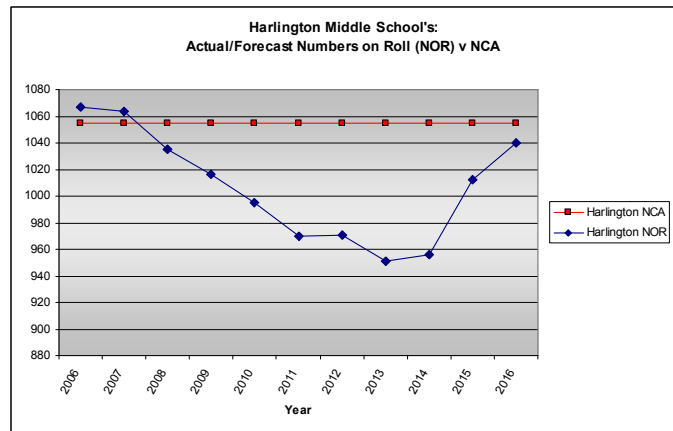
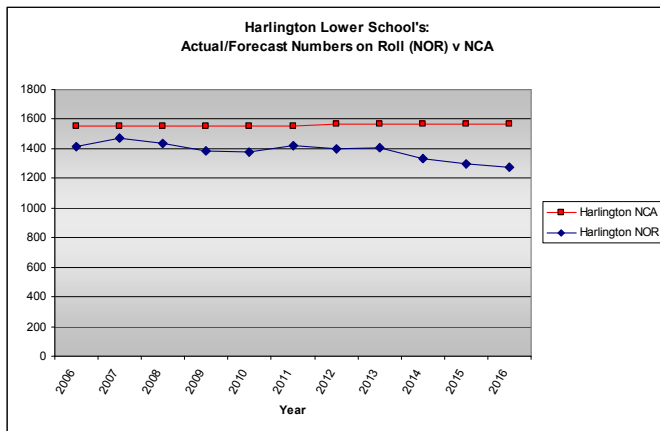
<b>UPPER</b>														
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011						Total	NCA	Surplus Places (NCA NOR)	Surplus Places %
					13+	14+	15+	16+	17+	18+				
4083	Harlington Upper	F		13-18	347	343	340	244	155	8	1437	1421		
<b>Upper Forecast Totals</b>					<b>13+</b>	<b>14+</b>	<b>15+</b>	<b>16+</b>	<b>17+</b>	<b>18+</b>	<b>Total</b>	<b>Surplus Places (NCA NOR)</b>		
					<b>2012</b>	344	352	350	231	210	<b>1487</b>			
					<b>2013</b>	348	347	355	237	197	<b>1485</b>			
					<b>2014</b>	321	352	351	240	201	<b>1465</b>			
					<b>2015</b>	340	324	355	237	203	<b>1457</b>			
					<b>2016</b>	327	343	327	239	200	<b>1434</b>			

**AREA CONCLUSIONS**

EDUCATION REVIEW AREA: RURAL MID-BEDFORDSHIRE

PLANNING AREA: HARLINGTON

TYPE OF SYSTEM: THREE-TIER



**HOUSING:**

There is a housing allocation of approximately **417** new dwellings for the period up to **2016** for the Harlington area. 305 of these dwellings will be provided on the vacated Cranfield University Campus in the village of Silsoe and a further 112 on other smaller sites in the village and the surrounding area.

Beyond 2016, an additional 75 dwellings will be provided by the Cranfield University Campus site in Silsoe up to the end of the plan period to 2021. These dwellings are **not** included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.

A further 16 dwellings are proposed at Clophill under the adopted LDF for North Central Bedfordshire. These dwellings are **not** included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.

**SPECIFIC ISSUES:**

In accordance with the Education Vision for Central Bedfordshire, a review of school provision in the Rural Mid-Bedfordshire area is due to commence in 2013, the outcome of which is expected to be reported in late 2013/early 2014. This may impact upon the form and type of provision required to meet the need within this Plan period.

The majority of new housing is proposed to be on the vacated Cranfield University site in Silsoe. This will place pressure on the existing lower school whereby an additional Lower School site has been secured in the new

development through a legal agreement and which, subject to further discussion, would also allow the existing school to be relocated. Similarly, there will be pressure on places at Harlington Upper School which may therefore require extra places to be provided to meet future demand.

## EDUCATION REVIEW AREA: RURAL MID-BEDFORDSHIRE

### PLANNING AREA: REDBORNE

Numbers on Roll (NOR) and Net Capacity Assessments (NCA) correct as at January 2011.

Status of School's (Sta): Community (C); Foundation (F); Voluntary Aided (VA); Voluntary Controlled (VC); Academy (A). Denominations of School's (Den): Church of England (CE); Roman Catholic (RC).

Figures exclude children attending Designated Nursery Units and Designated Special Units attached to School's.

LOWER														
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011					Total	NCA	Surplus Places (NCA: Places % NOR)		
					4+	5+	6+	7+	8+			Surplus Places	Surplus %	
2049	Flitwick Lower	C		4-9	53	59	53	40	42	247	300	53	17.67%	
2174	Kingsmoor Lower	C		4-9	26	28	26	31	40	151	225	74	32.89%	
2112	Maulden Lower	C		4-9	29	24	29	33	31	146	150	4	2.67%	
2146	Russell Lower	C		4-9	36	43	32	37	53	201	270	69	25.56%	
2213	Templefield Lower*	C		4-9	56	57	51	53	41	258	300	42	14.00%	
2195	The Firs Lower	C		4-9	57	60	54	52	60	283	300	17	5.67%	
					<b>Totals</b>	<b>257</b>	<b>271</b>	<b>245</b>	<b>246</b>	<b>267</b>	<b>1286</b>	<b>1545</b>	<b>259</b>	<b>16.76%</b>
					* Designated Nursery Unit attached to School									
					<b>Lower Forecast Totals</b>	<b>4+</b>	<b>5+</b>	<b>6+</b>	<b>7+</b>	<b>8+</b>	<b>Total</b>	<b>Surplus Places (NCA: Places % NOR)</b>		
						<b>2012</b>	246	267	280	259	257	<b>1308</b>	237	15.36%
						<b>2013</b>	269	249	270	283	262	<b>1333</b>	212	13.75%
						<b>2014</b>	264	270	250	271	284	<b>1339</b>	206	13.32%
						<b>2015</b>	262	265	271	251	272	<b>1322</b>	223	14.44%
						<b>2016</b>	265	262	265	271	251	<b>1315</b>	230	14.90%

MIDDLE													
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011				Total	NCA	Surplus		
					9+	10+	11+	12+			Places (NCA-Places % NOR)	Places %	
4099	Alameda Middle	C		9-13	146	130	148	136	560	600	40	6.67%	
4117	Woodland Middle	A		9-13	155	136	160	154	605	720	115	15.97%	
<b>Totals</b>					<b>301</b>	<b>266</b>	<b>308</b>	<b>290</b>	<b>1165</b>	<b>1320</b>	<b>155</b>	<b>11.74%</b>	
<b>Middle Forecast Totals</b>					<b>9+</b>	<b>10+</b>	<b>11+</b>	<b>12+</b>	<b>Total</b>	<b>Surplus</b>			
										<b>Places (NCA-Places % NOR)</b>			
<b>2012</b>					292	313	277	321	<b>1202</b>		118	8.94%	
<b>2013</b>					306	295	316	280	<b>1197</b>		123	9.35%	
<b>2014</b>					319	307	296	317	<b>1239</b>		81	6.12%	
<b>2015</b>					348	320	308	297	<b>1274</b>		46	3.51%	
<b>2016</b>					332	348	320	308	<b>1309</b>		11	0.86%	

UPPER														
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011						Total	NCA	Surplus	
					13+	14+	15+	16+	17+	18+			Places (NCA-Places % NOR)	Places %
4003	Redborne Upper	A		13-18	345	339	332	215	187	3	1421	1438	17	1.18%
<b>Upper Forecast Totals</b>					<b>13+</b>	<b>14+</b>	<b>15+</b>	<b>16+</b>	<b>17+</b>	<b>18+</b>	<b>Total</b>	<b>Surplus</b>		
												<b>Places (NCA-Places % NOR)</b>		
<b>2012</b>					347	361	353	235	184		<b>1480</b>			
<b>2013</b>					351	350	364	244	189		<b>1498</b>			
<b>2014</b>					322	352	351	249	195		<b>1469</b>			
<b>2015</b>					339	323	353	240	199		<b>1455</b>			
<b>2016</b>					323	339	323	241	191		<b>1418</b>			

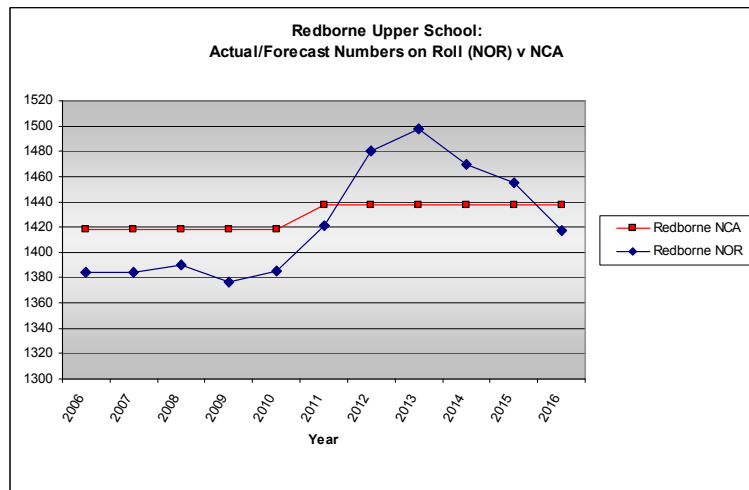
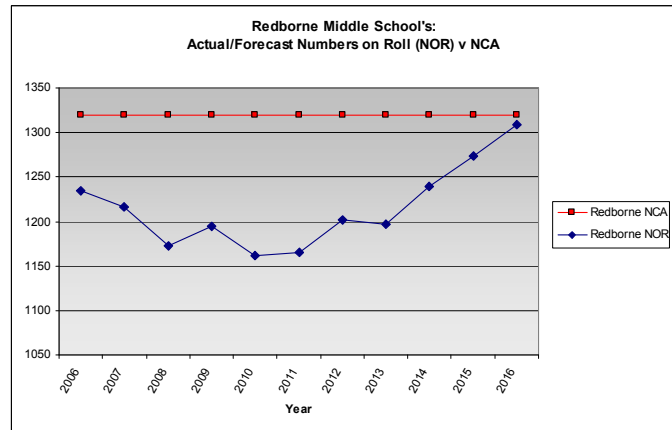
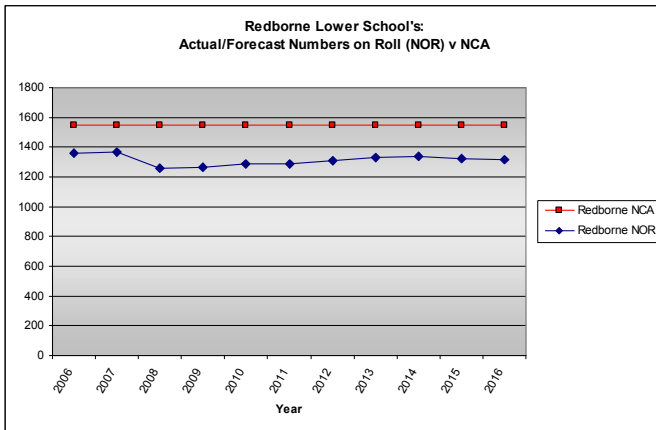


**AREA CONCLUSIONS**

EDUCATION REVIEW AREA: RURAL MID-BEDFORDSHIRE

PLANNING AREA: REDBORNE

TYPE OF SYSTEM: THREE-TIER



**HOUSING:**

Existing housing allocations provide for **367** new dwellings for the period up to **2016** for the Ampthill, Flitwick and Maulden areas. 210 of these dwellings will be provided at the site currently under construction at Land West of Ampthill off Tavistock Avenue; 60 at The Limes, Dunstable Road Ampthill (former Council offices); 38 at Land North of Church Street in Ampthill; and a further 59 approximately at smaller sites across the Redborne area.

A further 410 dwellings at Land West of Abbey Lane, Ampthill and 535 in Flitwick are proposed to come forward under the adopted LDF for North Central Bedfordshire, of which 270 and 373 (total 643) respectively **may** come forward in the period to 2016 with the balance in the period to 2021. **These dwellings are not currently included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.**

**SPECIFIC ISSUES:**

In accordance with the Education Vision for Central Bedfordshire, a review of school provision in the Rural Mid-Bedfordshire area is due to commence in 2013, the outcome of which is expected to be reported in late 2013/early 2014. This may impact upon the form and type of provision required to meet the need within this Plan period.

The need generated by the current developments across the area will be expected to be met by the existing schools with expansion where necessary with funding secured under existing legal agreements.

The further allocations of 945 dwellings will also be expected to be met by the existing schools but with new legal agreements required to meet the cost of the additional infrastructure required as a result of the developments. The timing of the new places will need to be carefully considered to ensure that the additional need generated by these houses can be accommodated through the expansion of the existing schools.

## EDUCATION REVIEW AREA: RURAL MID-BEDFORDSHIRE

### PLANNING AREA: SAMUEL WHITBREAD

Numbers on Roll (NOR) and Net Capacity Assessments (NCA) correct as at January 2011.

Status of School's (Sta): Community (C); Foundation (F); Voluntary Aided (VA); Voluntary Controlled (VC); Academy (A). Denominations of School's (Den): Church of England (CE); Roman Catholic (RC).

Figures exclude children attending Designated Nursery Units and Designated Special Units attached to School's.

LOWER														
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011					Total	NCA	Surplus Places (NCA: NOR)	Surplus Places %	
					4+	5+	6+	7+	8+					
3306	All Saints VA Lower	VA	CE	4-9	29	30	30	29	30	148	150	2	1.33%	
2033	Campton Lower	C		4-9	18	19	24	30	24	115	112			
2056	Derwent Lower	F		4-9	29	30	21	20	22	122	150	28	18.67%	
3351	Fairfield Park Lower*	C		4-9	36	40	28	23	22	149	150	1	0.67%	
2000	Gothic Mede Lower	F		4-9	31	55	49	51	33	219	255	36	14.12%	
2051	Gravenhurst Lower	C		4-9	12	7	7	10	9	45	45			
2055	Haynes Lower	C		4-9	16	22	20	20	15	93	105	12	11.43%	
2066	Langford Lower	F		4-9	36	30	32	27	37	162	225	63	28.00%	
3320	Meppershall VA Lower	VA	CE	4-9	25	18	13	25	17	98	135	37	27.41%	
3008	Raynsford VC Lower	VC	CE	4-9	30	29	31	29	26	145	150	5	3.33%	
2129	Roecroft Lower	C		4-9	36	32	27	25	23	143	150	7	4.67%	
2121	Shefford Lower*	C		4-9	58	89	57	60	58	322	300			
2122	Shillington Lower	C		4-9	20	24	21	28	19	112	140	28	20.00%	
2124	Southill Lower	C		4-9	9	12	7	12	15	55	75	20	26.67%	
3014	St Mary's VC Lower (Stotfold)	VC	CE	4-9	52	54	44	44	39	233	225			
2072	Stondon Lower	C		4-9	16	20	14	14	16	80	120	40	33.33%	
					<b>Totals</b>	<b>453</b>	<b>511</b>	<b>425</b>	<b>447</b>	<b>405</b>	<b>2241</b>	<b>2487</b>	<b>279</b>	<b>11.22%</b>
* Designated Nursery Unit attached to School														
				<b>Lower Forecast Totals</b>	<b>4+</b>	<b>5+</b>	<b>6+</b>	<b>7+</b>	<b>8+</b>	<b>Total</b>		<b>Surplus Places (NCA: NOR)</b>	<b>Surplus Places %</b>	
					<b>2012</b>	480	481	529	442	465	<b>2395</b>		92	3.70%
					<b>2013</b>	565	488	489	537	450	<b>2531</b>			
					<b>2014</b>	498	571	494	495	543	<b>2603</b>			
					<b>2015</b>	554	504	577	500	501	<b>2638</b>			
					<b>2016</b>	547	557	507	580	503	<b>2696</b>			

<b>MIDDLE</b>												
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011				Total	NCA	Surplus Places (NCA- NOR)	Surplus Places %
					9+	10+	11+	12+				
4004	Etonbury Middle	F		9-13	102	90	120	112	424	480	56	11.67%
4503	Henlow VC Middle	VC	CE	9-13	143	138	130	152	563	560		
4034	Robert Bloomfield Middle	F		9-13	209	202	193	217	821	759		
<b>Totals</b>					<b>454</b>	<b>430</b>	<b>443</b>	<b>481</b>	<b>1808</b>	<b>1799</b>	<b>56</b>	<b>3.11%</b>
<b>Middle Forecast Totals</b>					<b>9+</b>	<b>10+</b>	<b>11+</b>	<b>12+</b>	<b>Total</b>	<b>Surplus Places (NCA- NOR)</b>		
					<b>2012</b>	440	472	447	463	<b>1820</b>		
					<b>2013</b>	458	448	480	455	<b>1842</b>		
					<b>2014</b>	468	464	454	486	<b>1873</b>		
					<b>2015</b>	493	474	470	460	<b>1899</b>		
					<b>2016</b>	483	496	477	473	<b>1930</b>		

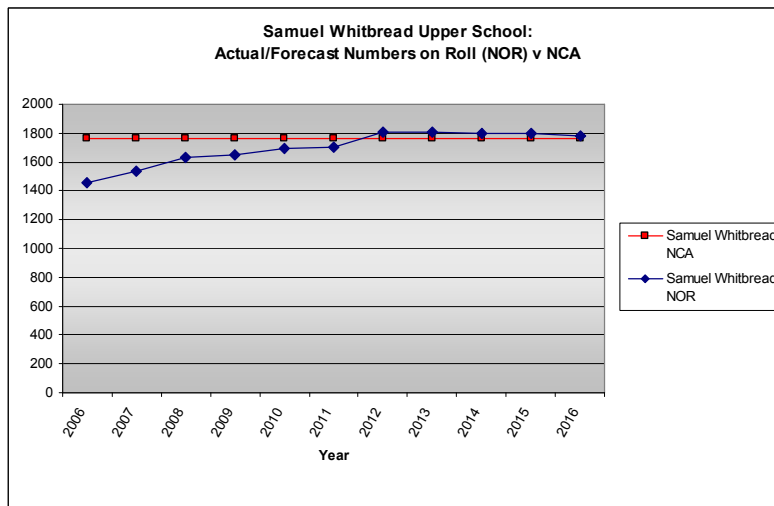
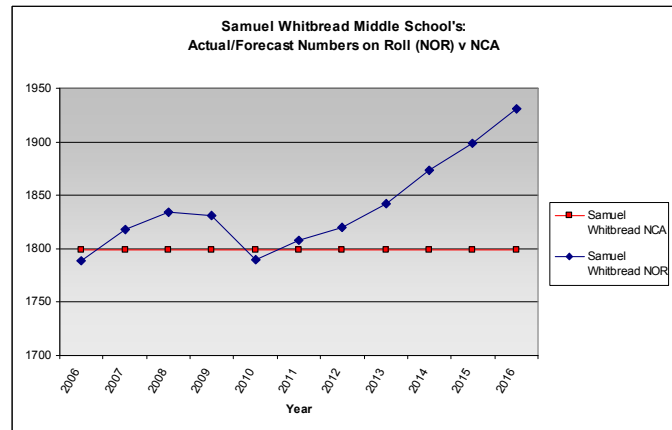
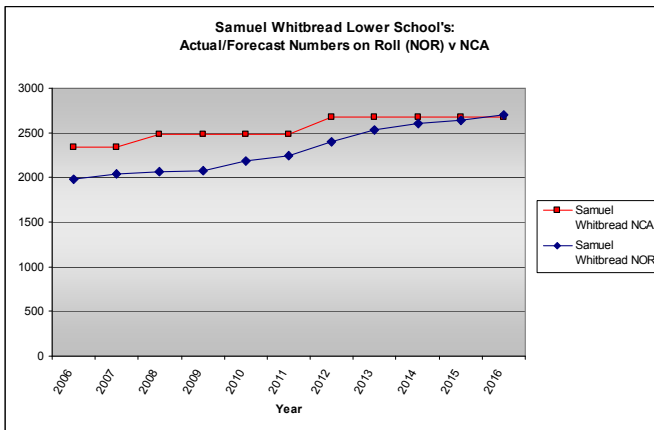
<b>UPPER</b>														
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011						Total	NCA	Surplus Places (NCA- NOR)	Surplus Places %
					13+	14+	15+	16+	17+	18+				
4079	Samuel Whitbread Community College	F		13-18	400	427	416	259	169	34	1705	1762	57	3.23%
<b>Upper Forecast Totals</b>					<b>13+</b>	<b>14+</b>	<b>15+</b>	<b>16+</b>	<b>17+</b>	<b>18+</b>	<b>Total</b>	<b>Surplus Places (NCA- NOR)</b>		
					<b>2012</b>	430	419	444	261	251	<b>1803</b>			
					<b>2013</b>	440	438	427	272	229	<b>1807</b>			
					<b>2014</b>	408	446	444	261	236	<b>1796</b>			
					<b>2015</b>	434	414	452	272	225	<b>1799</b>			
					<b>2016</b>	418	437	417	275	232	<b>1780</b>			

**AREA CONCLUSIONS**

EDUCATION REVIEW AREA: RURAL MID-BEDFORDSHIRE

PLANNING AREA: SAMUEL WHITBREAD

TYPE OF SYSTEM: THREE-TIER



**HOUSING:**

There is a housing allocation of approximately **995** new dwellings for the period up to **2016** for the Samuel Whitbread area (Shefford, Stotfold, Arlesey and surrounds). This includes 532 dwellings being provided at the site currently under construction at Land South of Stotfold. A further 100 units at Fairfield Park will bring that development to a close; and the remaining 363 dwellings will be provided at smaller sites across Arlesey, Henlow, Shefford, Stotfold, Stondon (83), Clifton (80) and the surrounding areas.

A further 1,000+ dwellings in the North-East of Arlesey, 53 in Langford, 68 in Meppershall, up to 250 each in both Shefford **and** Stotfold and 24 in Shillington are proposed under the adopted LDF for North Central Bedfordshire. Similarly, the balance of new provision (173) on the land South of Stotfold will be expected to be completed in the period to 20121. These dwellings are **not** included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.

SPECIFIC ISSUES:

In accordance with the Education Vision for Central Bedfordshire, a review of school provision in the Rural Mid-Bedfordshire area is due to commence in 2013, the outcome of which is expected to be reported in late 2013/early 2014. This may impact upon the form and type of provision required to meet the need within this Plan period.

The additional need for places generated by the existing commitments and allocated sites (995 dwellings) will be expected to be met through use of existing capacity supplemented where necessary by the expansion of existing schools. In particular, in Stotfold, a new, enlarged Roecroft Lower School is nearing completion to cater for the new housing in Stotfold and development work is underway on the need to enlarge Etonbury Middle School.

At Fairfield Park Lower School, there is a need to provide additional accommodation to serve the needs of the new estate and in Shefford, development work is underway on the need to enlarge Shefford Lower School in order to meet the increased need for places from within the area. It will also be necessary to keep under review the need for places at Robert Bloomfield Middle School and at Samuel Whitbread Upper School.

Similarly, the further allocations of housing at Shefford and Stotfold will require the provision for these areas to be kept under review.

At Arlesey, there will be a need for new Lower School provision (and site) to be secured through legal agreements, which subject to further discussion, may also allow for the replacement of the existing Gothic Mead Lower School. There will also need to be further legal agreements to secure additional provision at the local Middle and Upper schools.

## EDUCATION REVIEW AREA: RURAL MID-BEDFORDSHIRE

### PLANNING AREA: WOOTTON

Numbers on Roll (NOR) and Net Capacity Assessments (NCA) correct as at January 2011.

Status of School's (Sta): Community (C); Foundation (F); Voluntary Aided (VA); Voluntary Controlled (VC); Academy (A). Denominations of School's (Den): Church of England (CE); Roman Catholic (RC).

Figures exclude children attending Designated Nursery Units and Designated Special Units attached to School's.

LOWER														
DfE No.	School Name	Sta	Den	Age	NOR Jan 2011					Total	NCA	Surplus		
					4+	5+	6+	7+	8+			Places (NCA- Places % NOR)	Places %	
2110	Church End Lower	F		4-9	60	64	48	48	47	267	270	3	1.11%	
3005	Cranfield VC Lower	VC	CE	4-9	60	57	60	58	49	284	300	16	5.33%	
2057	Houghton Conquest Lower	C		4-9	13	11	15	8	11	58	104	46	44.23%	
2111	Shelton Lower*	F		4-9	13	13	7	10	9	52	75	23	30.67%	
2070	Thomas Johnson Lower*	C		4-9	20	18	17	17	11	83	90	7	7.78%	
				<b>Totals</b>	<b>166</b>	<b>163</b>	<b>147</b>	<b>141</b>	<b>127</b>	<b>744</b>	<b>839</b>	<b>95</b>	<b>11.32%</b>	
	* Designated Nursery Unit attached to School													
				<b>Lower Forecast Totals</b>	<b>4+</b>	<b>5+</b>	<b>6+</b>	<b>7+</b>	<b>8+</b>	<b>Total</b>		<b>Surplus</b>	<b>Surplus</b>	
												<b>Places (NCA- Places % NOR)</b>	<b>Places %</b>	
				<b>2012</b>	156	176	172	152	154	<b>810</b>			30	3.52%
				<b>2013</b>	165	165	185	181	161	<b>858</b>				
				<b>2014</b>	159	174	174	194	190	<b>889</b>				
				<b>2015</b>	183	167	182	182	202	<b>914</b>				
				<b>2016</b>	184	188	172	187	187	<b>917</b>				

<b>MIDDLE</b>												
<b>DfE No.</b>	<b>School Name</b>	<b>Sta</b>	<b>Den</b>	<b>Age</b>	<b>NOR Jan 2011</b>				<b>Total</b>	<b>NCA</b>	<b>Surplus Places (NCA)</b>	<b>Surplus Places % (NOR)</b>
					<b>9+</b>	<b>10+</b>	<b>11+</b>	<b>12+</b>				
5408	Holywell Middle	VA	CE	9-13	135	119	140	139	533		528	
				<b>Middle Forecast Totals</b>	<b>9+</b>	<b>10+</b>	<b>11+</b>	<b>12+</b>	<b>Total</b>			
					<b>2012</b>	139	147	128	152	<b>566</b>		
					<b>2013</b>	153	148	156	137	<b>595</b>		
					<b>2014</b>	162	162	157	165	<b>644</b>		
					<b>2015</b>	171	170	170	165	<b>674</b>		
					<b>2016</b>	175	176	175	175	<b>700</b>		

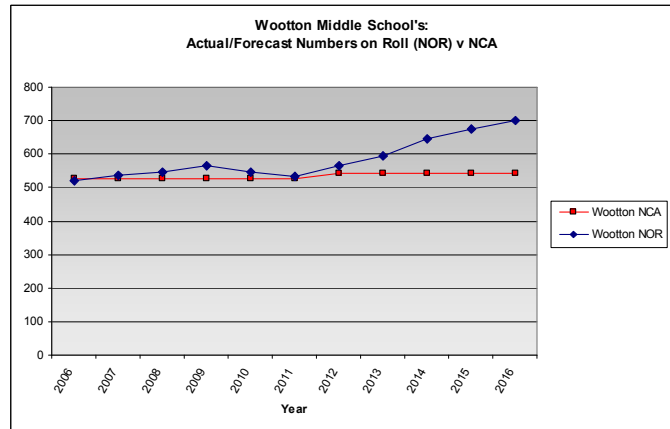
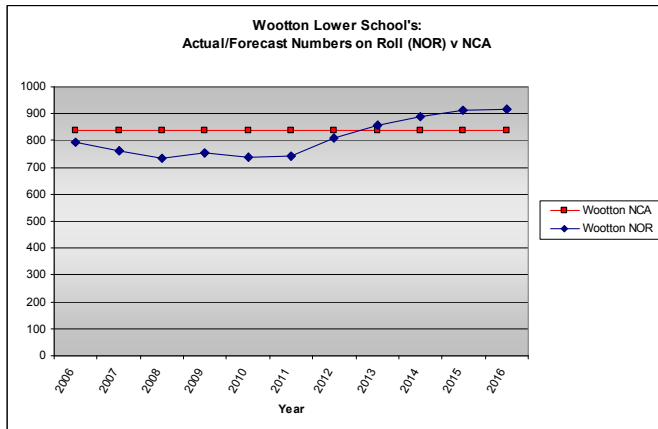


**AREA CONCLUSIONS**

EDUCATION REVIEW AREA: RURAL MID-BEDFORDSHIRE

PLANNING AREA: WOOTTON

TYPE OF SYSTEM: THREE-TIER



**HOUSING:**

There is a housing allocation of approximately **922** new dwellings for the period up to **2016** for the Central Bedfordshire areas which also fall within the catchment area of Wootton Upper School which is within Bedford Borough (Cranfield, Houghton Conquest, Marston Moretaine and surrounds). This includes the 480 dwellings being provided on Land East of Bedford Road in Marston Moretaine. A further 221 dwellings at Home Farm in Cranfield has yet to be built out but is expected to come forward in the near future and 221 dwellings will be provided at smaller sites across Cranfield, Houghton Conquest, Lidlington, Marston Moretaine and Shelton.

Beyond 2016, the remaining 150 dwellings will be built out at Home Farm in Cranfield up to the end of the plan period to 2021. These dwellings are **not** included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.

A further 160 dwellings in Cranfield and 125 in Marston Moretaine, plus a contingency of 320 dwellings (if required) are proposed under the adopted LDF for North Central Bedfordshire. These dwellings are **not** included in the pupil forecasts so will be in addition to growth accounted for by the figures in this planning document.

**SPECIFIC ISSUES:**

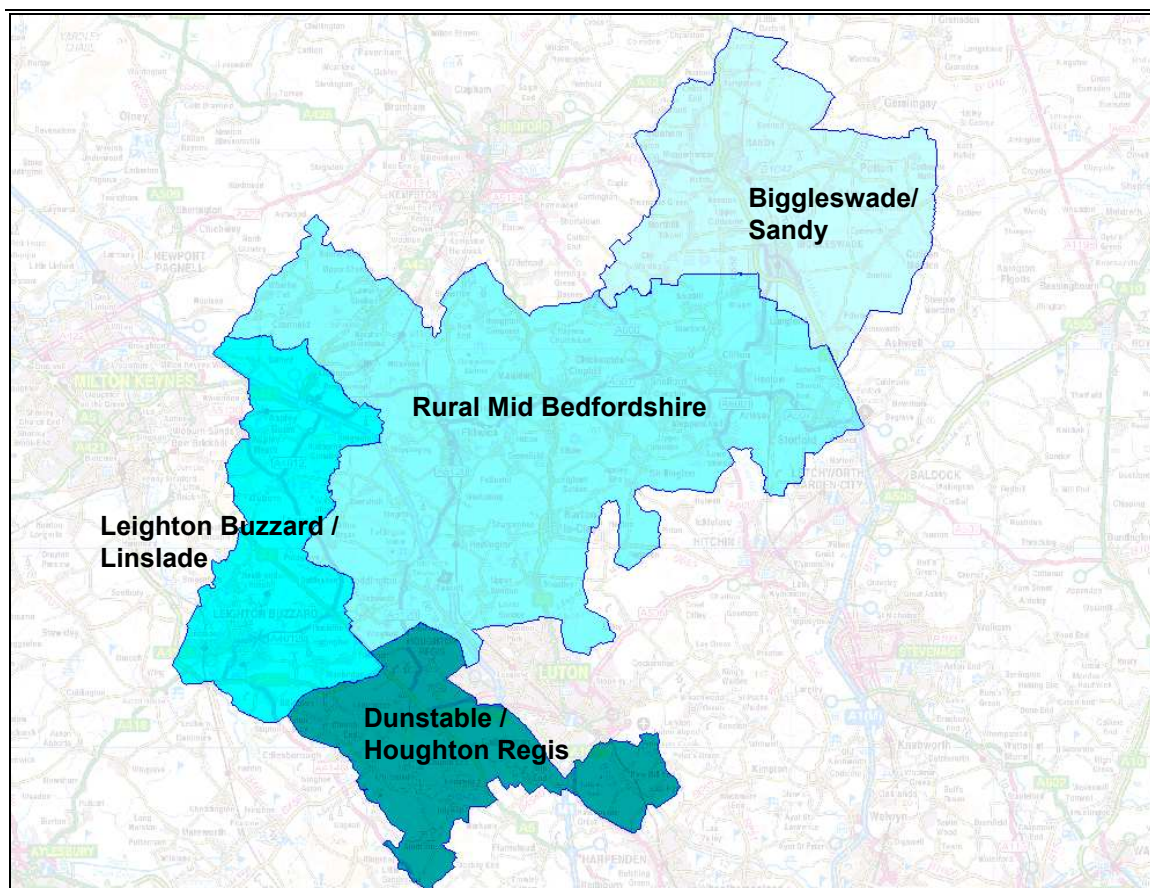
The development of land East of Bedford Road in Marston Moretaine includes additional Lower School provision to serve the Village and contributions towards this cost. However, at Middle and Upper School, pupils transfer from Marston to schools within Bedford Borough and contributions have also been secured to support additional provision which may be required at those schools.

The additional 125 dwellings in Marston (including the contingency if required) will similarly be expected to contribute towards the cost of additional places at all schools.

A new playing field site has been secured to enable the expansion of the existing Cranfield lower school in order to meet the demand from the Home Farm development. However, an additional site may also be required to serve other proposed developments within Cranfield. Contributions will also be sought towards the cost of additional Middle School provision at Holywell Middle and at Wootton Upper School (in Bedford).

**Appendix A**  
**Insert review area maps.**

## Appendix B



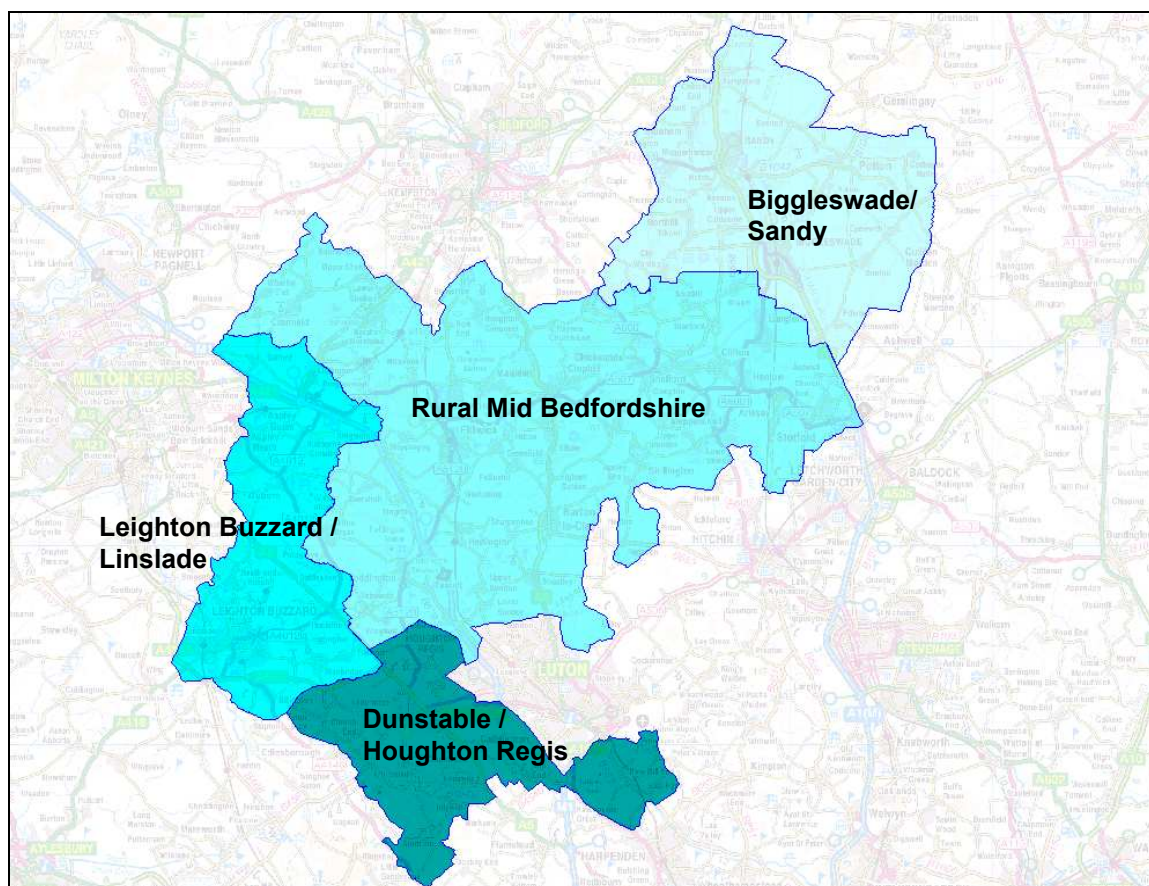
### Dunstable and Houghton Regis Schools

School	Status
All Saint's Academy	Academy
Ardley Hill Lower	Community in the process of converting
Ashton Middle (CE)	VA
Ashton St. Peter's Lower (CE)	VA
Beecroft Lower	Community
Brewers Hill Middle	Community
Caddington Village Lower	Community
Downside Lower	Community
Dunstable Icknield Lower	Community
Eaton Bray Lower	Academy
Glenwood Special	Community
Hadrian Lower	Academy
Hawthorn Park Lower	Community

## Appendix B

Hillcrest Special	Community
Houghton Regis Lower	Community
Kensworth Lower I (CE)	VC
King's Houghton Middle	Community
Lancot Lower	Community
Lark Rise Lower	Academy
Manshead Upper (CE)	VA
Mill Vale Middle	Community in the process of converting
Priory Middle	Community in the process of converting
Queensbury Upper	Foundation in the process of converting
Slip End Lower School	Community
St. Christopher's Lower	Community in the process of converting
St. Mary's Lower (Caddington) (RC)	VA
St. Vincent's Lower (RC)	VA
Streetfield Middle	Community
Studham Lower (CE)	VC
Thomas Whitehead Lower (CE)	VA
Thornhill Lower	Community
Tithe Farm Lower	Community
Totternhoe Lower	Community
Watling Lower	Community
Weatherfield Special	Community in the process of converting
Westfield Nursery	Community
Willow Nursery	Community

## Appendix B



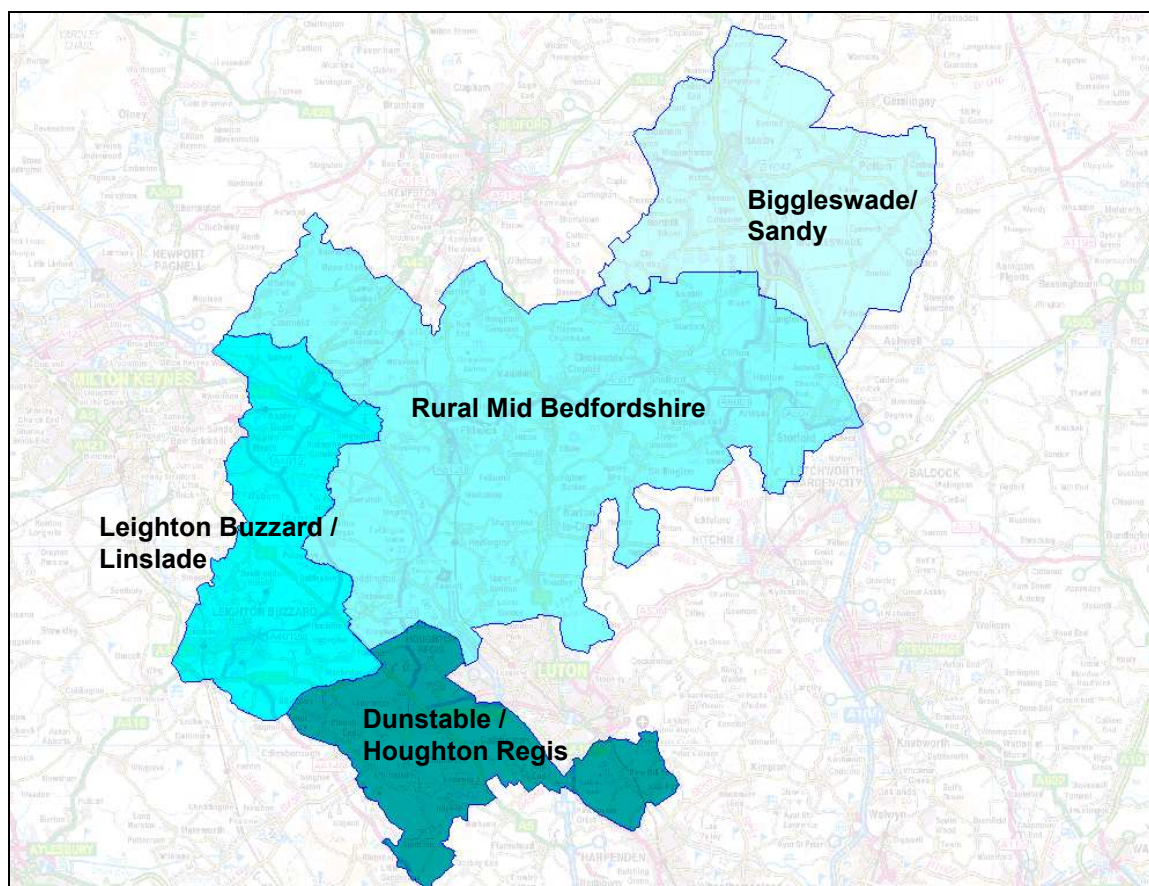
### Leighton Buzzard and Linslade Schools

School	Status
Aspley Guise Lower	Community
Beaudesert Lower	Community
Brooklands Middle	Academy
Cedars Upper	Academy
Clipstone Brook Lower	Community
Doverly Down Lower	Community
Fulbrook Middle	Community in the process of converting
Gilbert Inglefield Middle	Community in the process of converting
Greenleas Lower	Community
Heathwood Lower	Community
Hockcliffe Lower	Community
Husbourne Crawley Lower	Community
Leedon Lower	Community

## Appendix B

Leighton Middle	Community
Linslade Lower	Community
Linslade Middle	Academy
Mary Basset Lower	Community
Oakbank Special	Community
Pulford Lower (CE)	VA
Ridgmont Lower	Community
Southcott Lower	Community
St. George's Lower	Community in the process of converting
St. Leonard's Lower	VA
Stanbridge Lower	Community
Swallowfield Lower	Community
Vandyke Upper	Academy
Woburn Lower	Community

## Appendix B



### Biggleswade and Sandy Schools

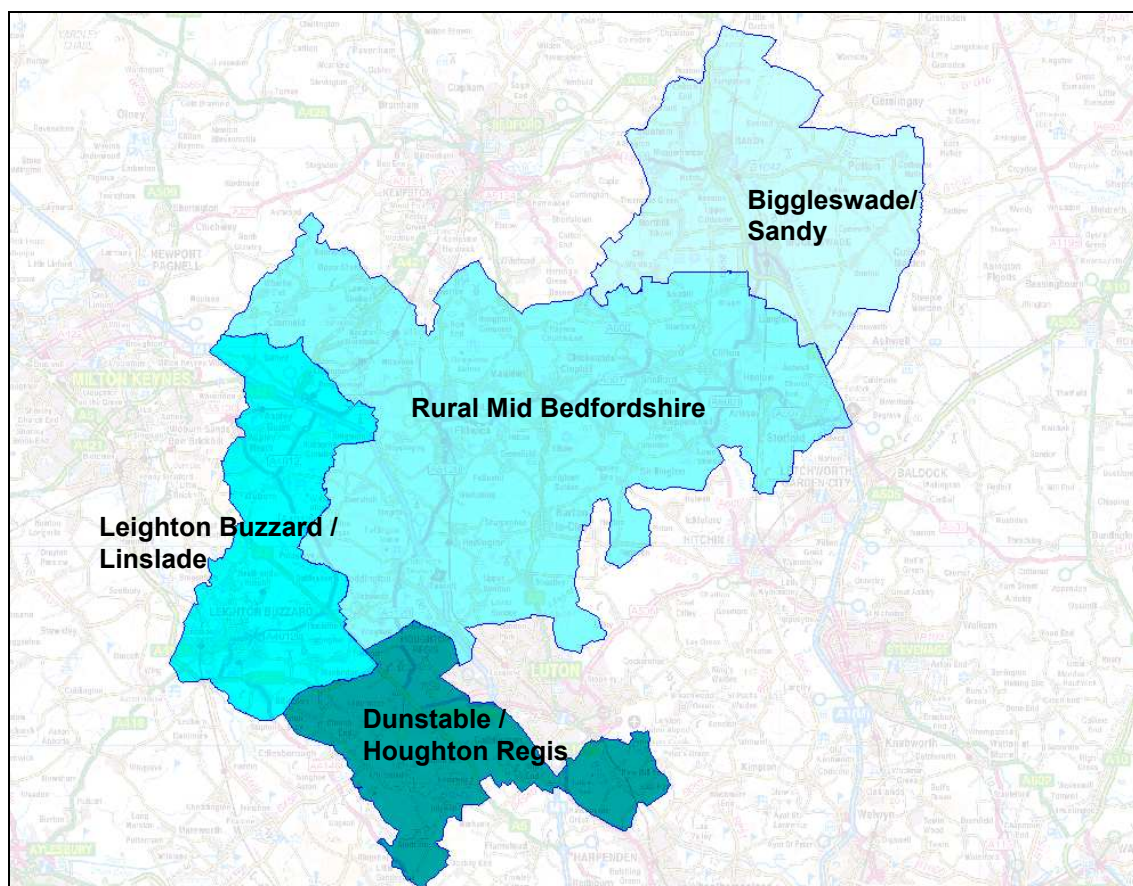
School	Status
Burgoyne Middle	Community
Caldecote Lower (CE)	VC
Dunton Lower (CE)	VC
Edward Peake Middle (CE)	VC
Everton Lower	Community
Holmemead Middle	Community in the process of converting
Ivel Valley Special	Community
John Donne Lower (CE )	VA
Laburnum Lower	Community
Lawnside Lower	Community
Maple Tree Lower	Community
Moggerhanger Lower	Foundation
Northill Lower (CE)	VA
Potton Lower	Community

## Appendix B

Robert Peel Lower	Community
Sandy Upper	Community
Sandye Place Middle	Academy
Southlands Lower	Community
St. Andrews Lower	VC
St. Swithun's Lower (CE)	VC
Stratton Upper	Community in the process of converting
Sutton Lower (CE)	VA
The Lawns Early Excellence & Children's Centre	Community
Wrestlingworth Lower (CE)	VC



## Appendix B



### Rural Mid-Bedfordshire Schools

School	Status
Alameda Middle	Academy
All Saints Lower (CE)	VA
Arlesey Nursery	Community
Arnold Middle	Academy
Campton Lower	Community
Chalton Lower	Community
Church End Lower	Community
Cranfield Lower (CE)	VC in the process of converting
Derwent Lower	Community
Etonbury Middle	Academy
Eversholt Lower	Academy
Fairfield Park Lower	Community
Flitwick Lower	Community
Gothic Mede Lower	Foundation

## Appendix B

Gravenhurst Lower	Community
Greenfield Lower (CE)	Academy
Harlington Lower	Community
Harlington Upper	Community in the process of converting
Haynes Lower	Community
Henlow Middle (CE)	VC in the process of converting
Holywell Middle (CE)	VA
Houghton Conquest Lower	Community
Kingsmoor Lower	Community in the process of converting
Langford Lower	Foundation
Maulden Lower	Community
Meppershall Lower (CE)	VA
Parkfields Middle	Community
Pulloxhill Lower	Academy
Ramsey Manor Lower	Community
Raynsford Lower (CE)	VC
Redborne Upper	Academy
Robert Bloomfield Middle	Academy
Roecroft Lower	Community
Russell Lower	Community in the process of converting
Samuel Whitbread	Community in the process of converting
Shefford Lower	Community
Shelton Lower	Community
Shillington Lower	Community
Silsoe Lower (CE)	VC
Southill Lower	Community
St. Mary's Lower (Clophill) (CE)	VA in the process of converting
St. Mary's Lower (Stotfold) (CE)	VC in the process of converting
Stondon Lower	Community
Sundon Lower	Foundation
Templefield Lower	Community
The Firs Lower	Academy
Thomas Johnson Lower	Community
Toddington St. George Lower	Community in the process of converting
Westoning Lower School	Foundation
Woodland Middle School	Academy

## **Appendix B**

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**Leighton / Linslade Area**

Leighton 1-2 FE Lower 300 Places (Pratts Quarry) Sept 2013	4,728,511	4,728,511	-	
Leighton 2 FE Lower 300 Places (Clipstone Park) Sept 2016	5,002,502	3,391,250	1,611,252	
Leighton 4 FE Middle 480 Places (Clipstone Park) Sept 2017	10,929,541	5,429,760	5,499,781	
Extension to Vandyke Upper Academy 1150 to 1650 places Sept 2015 C	7,029,219	6,581,016	448,203	

**Dunstable and Houghton Regis Area**

North Houghton Regis 2 FE Lower 300 Places Sept 2015	5,002,502	3,828,124	1,174,378	
North Houghton Regis 2 FE Lower 300 Places Sept 2017	5,276,493	5,667,180	390,687	
North Houghton Regis 3 FE Middle 360 Places Sept 2016	9,066,683	9,502,147	435,464	

**Sandy and Biggleswade Area**

Biggleswade 2 FE Lower 300 Places (Kings Reach) Sept 2014	4,865,507	2,637,408	2,228,099	
Extension to Edward Peake Middle 480 to 600 Places Sept 2016 C	1,346,018	2,451,139	1,105,121	
Extension to Stratton Upper Academy 1250 to 1650 Places Sept 2014 C	6,018,613	2,732,947	3,285,666	

**Harlington Area**

Silsoe Lower relocate and enlarge to 270 Places Sept 2016 C	3,344,688	1,392,879	1,951,809	
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**Redbourne Area**

Extension to an Amphihill Lower School 300 to 450 Places Sept 2015 C	1,422,652	1,040,791	381,861	
Extension to Alameda Middle Academy 600 to 720 Places Sept 2014 C	1,375,397	1,540,258	164,861	
Extension to Redborne Upper Academy (Phase 1) 1450 to 1650 Places Sept 2014 C	2,527,620	1,975,712	551,908	

**Samuel Whitbread Area**

Extension to Shefford Lower 300 to 450 Places Sept 2013 C	2,711,081	394,948	2,316,133	
Extension to Fairfield Park Lower 150 to 300 Places Sept 2013 C	3,121,502	947	3,120,555	
Gothic Mede Lower relocate and enlarge to 450 Places Sept 2016 C	5,251,161	2,347,454	2,903,707	
Extension to Etonbury Middle Academy 480 to 600 Places Sept 2015 C	2,881,542	2,346,446	535,096	
Extension to Robert Bloomfield Middle Academy 720 to 840 Places Sept 2015 C	1,427,926	632,421	795,505	
Extension to Samuel Whitbread Upper Academy 1750 to 2050 Places Sept 2015 C	4,498,371	1,159,916	3,338,455	

**Wootton Area**

Expansion of Church End Lower, Marston (plus Marston Park) 270 to 420 Places Sept 2014 C	2,191,860	732,240	1,459,620	
Granfield additional 1FE 150 Places Lower school site Sept 2015 C	2,253,187	833,218	1,419,969	
Extension to Holywell Middle 480 to 600 Places Sept 2016 C	1,383,405	835,288	548,117	

**TOTAL**

	<b>93,655,981</b>	<b>62,182,001</b>	<b>31,473,980</b>	
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**C- Proposal in development and in consultation with school**

	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>Total</b>
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**Profile of Spend**

	<b>163,019</b>	<b>9,559,293</b>	<b>16,460,927</b>	<b>23,830,177</b>	<b>26,240,321</b>	<b>15,563,087</b>	<b>1,839,157</b>	<b>93,655,981</b>
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**Receipt of S106**

	<b>4,327,229</b>	<b>620,660</b>	<b>9,577,371</b>	<b>1,741,731</b>	<b>15,636,438</b>	<b>29,965,535</b>	<b>313,036</b>	<b>62,182,001</b>
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**Basic Need Allocation (DfE Grant)**

	<b>7,700,000</b>	<b>5,818,149</b>	<b>5,818,149</b>	<b>5,818,149</b>	<b>5,818,149</b>	<b>5,818,149</b>	<b>5,818,149</b>	<b>36,790,945</b>
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**Previous Years carry forward**

	<b>729,000</b>	<b>12,593,210</b>	<b>9,472,726</b>	<b>8,407,319</b>	<b>7,862,978</b>	<b>-</b>	<b>7,571,886</b>	<b>7,571,886</b>
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**Programme cash flow**

	<b>- 12,593,210</b>	<b>- 9,472,726</b>	<b>- 8,407,319</b>	<b>- 8,407,319</b>	<b>- 12,648,712</b>	<b>- 7,571,886</b>	<b>- 6,045,765</b>	<b>-</b>
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## Appendix D

**Meeting:** Executive

**Date:** 27 March 2012

**Subject:** **Proposals to expand Shefford Lower School, Fairfield Lower School and an existing Leighton Buzzard Lower School as provider for a new Lower School site at Pratts Quarry, Leighton Buzzard.**

**Report of:** Cllr Mark Versallion , Executive Member for Children's Services

**Summary:** This report outlines three projects within the New School Places Programme 2012/13 – 2016/17 where local pressures of demographic growth require Executive approval to undertake informal and statutory consultation on proposals to expand existing schools to provide additional places. These proposals will be determined with a subsequent report to Executive in August 2012.

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

**Contact Officer:** Pete Dudley, Assistant Director for Learning, Commissioning and Partnerships

**Public/Exempt:** Public

**Wards Affected:** Shefford, Arlesey, Leighton Buzzard South

**Function of:** Executive

**Key Decision** Yes

### CORPORATE IMPLICATIONS

#### **Council Priorities:**

In providing new school places for growing communities this report supports the following Central Bedfordshire Council's strategic priorities:

Educating, protecting and providing opportunities for children and young people  
Managing growth effectively

#### **Financial:**

1. The proposals outlined in this report are contained with the New School Places Programme 2012/13 – 2016/17 and are fully capital funded as outlined in Appendix C to the main report. The proposal to expand an existing school in Leighton Buzzard to incorporate the new site for lower school provision at Pratts Quarry will also require the use of temporary units, on the current school site, to manage the local growth in pupil numbers in the interim until the new provision is constructed for opening in 2013. The Council's rolling capital programme of temporary accommodation will fund this provision within its existing budget.

2. The day to day running costs of school provision is met through revenue funding which is made available to each school as part of the dedicated schools grant and is based primarily on the numbers of pupils attending, which will increase accordingly in an expanded school.
3. Capital expenditure within the New School Places Programme 2012/13 – 2016/17 will be subject to the Council's Code of Financial Governance and approval for expenditure to commission any further feasibility studies and design work required for projects within this rolling programme will be sought from the Executive Member for Children's Services, in consultation with the Deputy Chief Executive/Director of Children's Services as per Sec 4.10.7 of the Council's constitution.

**Legal:**

4. Section 14 of the Education Act 1996 places a duty on Councils to secure sufficient and suitable school places to provide for 5 – 16 year old statutory aged children in its area. The Education and Inspections Act 2006 gives Councils a strategic role as commissioners, but not providers, of school places to promote parental choice, diversity, high standards, the fulfilment of every child's educational potential and fair access to educational opportunity.
5. DfE regulations outline the requirements and process for proposals to expand maintained schools and these include full public consultation, the publication of statutory proposals and the decision making process. The Council is decision maker for the proposals set out in this report.
6. The main legislation governing school organisation is found in sections 7-32 of the Education and Inspections Act 2006, The School Organisation (Establishment and Discontinuance of Schools) (England Regulations 2007 and the School Organisation (Prescribed Alterations to Mainstream Schools) (England) Regulations 2007.
7. Legislation relating to new school provision has most recently been amended by the Education Act 2011 which requires the Council to invite sponsors to establish an Academy where a new school is required. The DfE are the decision makers for proposals of this nature.

**Risk Management:**

8. The three proposals to commission new school places and to allocate related capital investment outlined in this report implements the identified need to manage demographic growth in the previously published school organisation plan (see appendix A) and mitigates the risk on the Council of failing in its statutory duty to provide sufficient school places.
9. The commissioning of each of the three projects will include risk assessment and management criteria to ensure these are clear to decision makers. Contract and construction risks will be overseen through the project management of the agreed projects.

**Staffing (including Trades Unions):**

10. Staff and Trades Unions will be consulted on the proposals to expand the three schools in this report as part of the informal and statutory consultation process required by regulations.



11. Subject to service buy back arrangements, schools will have the support of the Council's Human Resources team where any proposals require changes in school staff structures or to terms and conditions of employment.
12. Each expanding school will need to increase the numbers of teaching and non-teaching staff to support the increase in pupil numbers. This will be funded through the school's Dedicated School Grant budget and the increased share which the school will receive.

**Equalities/Human Rights:**

13. The consultation and decision making process set out in regulation for proposals to expand maintained schools requires an evaluation on a project by project basis of any equalities and human rights issues that might arise. These will be reported to the Council's Executive in August 2012 when a decision is required.

**Community Safety:**

14. Schools have an important role in working alongside a range of other agencies to ensure safety in their local communities. The potential to further promote and support robust partnerships is one of the principles by which options for new school places are evaluated.

**Sustainability:**

15. Whilst there may be additional costs in order to meet sustainability objectives for new build and/or expansion of existing schools, these will be contained within the costs identified for each individual project within the programme. These measures would contribute to reduced running costs through better energy and resource efficiency, and therefore limit the CRC burden on the Council and the school, alongside creating a better learning environment for the pupils.

**Procurement:**

16. The tendering and approval process for awarding construction contracts will be in accordance with the Council's Code of Procurement Guidance and the thresholds indicated in section 5.1 of the Council's constitution.

**Overview and Scrutiny:**

17. The Children's Services Overview and Scrutiny Committee considered this report on 28 February 2012. Comments made by the Committee will be available separately at the meeting of the Executive by way of a handout.

**RECOMMENDATIONS:**

**The Executive is asked to:**

1. **Approve the commencement of informal consultation and the publication of statutory notices for the proposals to expand Fairfield Park Lower and Shefford Lower School and the Leighton Buzzard Lower School named in the exempt report attached at Appendix E.**

*Reason for Recommendations: To ensure the Council continues to meet its statutory obligations to provide sufficient school places and also meets the legal requirements placed on the Council by the Education and Inspections Act 2006 regarding proposals to expand maintained schools.*

### **Executive Summary**

18. This report outlines three projects within the New School Places Programme 2012/13 – 2016/17 where local pressures of demographic growth require Executive approval to undertake informal and statutory consultation on proposals to expand existing schools to provide additional places. These proposals will be determined with a subsequent report to Executive in August 2012 detailing the outcome of consultation.
19. The need for expansion of two of the schools, Shefford Lower and Fairfield Lower, is a result of demographic growth within the schools existing catchment areas. Options for a new site of lower school provision at Pratts Quarry in Leighton Buzzard are outlined in this report and conclude with a proposal to expand an existing popular and successful school in Leighton Buzzard as provider to also include the new site. In all three of these specific areas of Central Bedfordshire the need for extra accommodation has already required temporary measures to be employed in September 2011 and these will be required again in September 2012 to provide sufficient schools places.
20. The Council is responsible for the commissioning of new school places, for commissioning early feasibility studies where required and for evaluating options for new provision. The Council must adhere to the legal processes set out in regulation and statutory guidance where the Local Authority is decision maker.
21. The Council is able to propose, and is the decision maker for expansions to existing community, voluntary controlled, voluntary aided, foundation and trust schools. Where proposals are made to expand maintained schools there is a presumption within the statutory guidance for decision makers of approval of those relating to popular and successful schools.

### **Shefford Lower School**

22. Pupil numbers within the immediate Shefford area have been growing in recent years and are expected to continue to grow as a result of increasing birth rates, recent housing completions and new housing allocations. Currently the school is recognised as a 2FE (300 place) school with an admission number of 60.
23. In September 2011, 66 pupils were admitted taking the total number on roll in the main school to 328. In order to support the increase in numbers, the Council supported the provision of an additional permanent classroom funded mainly through previous S106 contributions.
24. This growth in numbers, supported by Area Health Authority pre-school data and extra housing forecasts is expected to continue into the future and it is therefore recommended that the school be permanently extended to provide an enlarged school for 3FE (450 places) with an increased admission number of 90.
25. This proposal has been developed in consultation with the school's Governing Body who are supportive.

### **Fairfield Park Lower School**

26. Pupil numbers generated from within this new development are significantly higher than those originally forecast by Bedfordshire County Council when the school was first proposed and constructed. Currently the school is recognised as a 1FE (150 place) lower school with an admission number of 30.
27. In September 2011, 54 pupils were admitted into the school from within the school's area taking the overall number on roll in the main school to 178. In order to accommodate the

increase in numbers a temporary classroom was funded from the Council's temporary classroom programme and the Council continues to work with the school to provide further interim arrangements for September 2012.

28. Although the new development is coming to an end, Area Health Authority pre-school data for the area supports the current trend in numbers with anticipated future requirements forecast to be approximately twice the school's current capacity, i.e. an average of approximately 60 pupils per year group. Therefore, it is recommended that the school be permanently expanded to provide an enlarged school of 2FE (300 places) with an increase in admission number to 60.
29. This proposal has been developed in consultation with the school's Governing Body who are supportive.

### **Feasibility Studies and consultation**

30. Feasibility studies have been carried out on both of these schools in order to be satisfied that the increase in numbers can be accommodated within the existing school sites and the costs from the studies are set out in the Appendix C to the main report. Nevertheless, and in order to ensure that the schemes can be ready for September 2013, further more detailed design work has been commissioned to progress to the next Royal Institute of Building Architects (RIBA) work stage of development.
31. However, in accordance with the Education and Inspections Act (EIA) 2006, and because of the size of the proposed enlargements, there is a separate requirement to undertake informal and statutory consultations on the proposals.
32. Therefore it is recommended that the Executive approve the commencement of informal consultation and, if appropriate, issue Statutory Proposals for the enlargement of Shefford and Fairfield Park Lower schools to provide in future for 450 places and 300 places respectively with effect from September 2013.
33. The outcome of the informal and statutory consultation processes will be reported to the Council's Executive as final decision maker in August 2012.

### **Pratts Quarry - South Leighton Buzzard**

34. Significant new housing has been built in the south of Leighton Buzzard in recent years with more than 1000 further new dwellings still to be provided. In anticipation of the likely impact this would have on the school infrastructure, Section 106 financial contributions were agreed along with a site for an extra 300 place lower school provision at Pratts Quarry, off Kestrel Way. In terms of the final capital cost of this new provision, feasibility is underway to obtain a more accurate estimate of the costs which will update the order of costs currently at Appendix C to the main New School Places Programme report which are based on similar recent projects.
35. Until recently, the pupils moving into the new development have been catered for by the existing schools in the area utilising spare capacity. However in September 2011 and in particular for initial admission at 4+, there was a shortage of places in areas where parents wanted them and some schools were required to admit in excess of their published admission numbers.
36. Set against a total of 548 overall places for admissions across the area at 4+ a total of 538 pupils were admitted resulting in most schools being at or above capacity. Area Health Authority figures support the continuation of this trend over the coming years with further added pressure resulting from the new developments which are either underway or have yet to commence.

37. Since April 2011 the Council has been working with schools in the area that collectively comprise Learning Community 2, in the second of the Council's Transforming Learning reviews. Within the scope of the review has been the need to consider and plan for the impact of demographic change across the area over the next five years and beyond. The pressure on existing provision and the need for more places across lower schools in the Leighton and Linslade area has been at the forefront of many of the discussions with what is an active partnership of schools, who have been actively engaged in identifying management options for their own schools and for the Council's commissioning of new provision.

### **Commissioning options**

38. Following the transfer of the land at Pratts Quarry to the Council in late 2011, the Council is now in a position to commission a provider for these additional lower school places. Options for configuring provision on new sites can include the establishment of new schools, opportunities to enlarge and relocate existing schools, and can also enable the expansion of successful and popular schools across both current and new sites.

39. In evaluating options for commissioning provision on new sites the Council must have regard to a number of key principles including its statutory obligations to promote parental choice, diversity, high standards, the fulfilment of every child's educational potential and fair access to educational opportunity and also:

- The need to manage forecast growth in pupil numbers in the local area
- The need to provide local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel
- The need to create schools that are of sufficient size to be financially and educationally viable
- The ability to support the expansion of local popular and successful schools
- The potential to further promote and support robust partnerships and learning communities
- The ambition to achieve a single phase of education 0-19

40. Where the Council seeks to establish a new school, Section 37 of the Education Act 2011 requires Local Authorities to seek proposals from sponsors for the establishment of an Academy or Free School. The Secretary of State is the decision maker for any proposals received and in the absence of any coming forward from sponsors he may require the Council as the Local Authority to hold a competition to establish providers of a new foundation or voluntary school, as is currently the process.

41. Guidance and regulations related to this new legislation has yet to be published but the process effectively places the choice of successful sponsor for the new provision with the Secretary of State following a lengthy process that could delay the construction of the new provision in Leighton Buzzard. When discussed, this option gave rise to concern with local schools that a new sponsor may not integrate or add value with what is an effective local partnership of schools and may lead to prolonged pressures on existing schools already managing above planned admission numbers. It was also felt that a new school would be an unknown quantity in terms of standards and meeting parental preference.

42. As an alternative the Council is able to propose and is the decision maker for expansions to existing community, voluntary controlled, voluntary aided, foundation and trust schools. Where proposals are made to expand maintained schools there is a presumption within the statutory guidance for decision makers, of approval of those relating to popular and successful schools.

43. In consultation with local schools this is felt to be a favourable option providing an opportunity for a local popular and successful school with an established record in terms

of standards and parental preference to expand. The Council, as decision maker, would be able to confirm a preferred provider for the new site in a shorter timeframe enabling the design, construction and implementation process to be as short as possible and the continued impact of the immediate development on other local schools to be minimised.

44. The expansion of an existing school, effectively as an annexe to the existing school site would mirror federation arrangements elsewhere in Central Bedfordshire where schools are similarly managed and governed across two or more sites. This would also retain the school's existing site ensuring that the need to provide local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel was fulfilled.
45. This option will also enable the Council to work with the existing school to bring forward additional temporary measures on its existing site, which are expected to be required for September 2012 ahead of the new accommodation being ready which is not anticipated until 2013/14. This provides an excellent opportunity for the existing school to also grow its leadership and management capacity alongside the expanding school population, ensuring an effective transition to combine the new site in due course.
46. In order to assist the Council in evaluating the potential of this option all local schools were invited through the Transforming Learning Review meeting on the 15<sup>th</sup> November 2011 and subsequently by email, to express an interest should they wish to be considered to expand their existing provision to also encompass the extra lower school provision. Schools from each phase were asked to consider the invitation as were schools that did not meet the DfE criteria for popular and successful schools.
47. In early January a meeting was held with three local popular and successful lower schools that came forward in response to the invitation. Each school was provided with further DfE guidance which set out the key decision makers criteria for expansion of schools and a standard template with which to detail their individual proposals. The need to consider the approach they would each propose to take to the management of the expansion and a range of other criteria were discussed.
48. The 27<sup>th</sup> January 2012 was given as the deadline for return of the detailed submissions and these have now been evaluated by Children's Services. The criteria on which the evaluation has been based, along with a recommendation of a preferred school and rationale, is outlined in detail in Appendix E, an exempt report to the main New School Places programme report to the Council's Executive.

### **Conclusion**

49. All three of these proposals, in accordance with the Education and Inspections Act 2006, constitute significant expansions of existing schools which each would require both informal consultation and the publication of Statutory Proposals. Therefore, it is recommended that Executive approve the commencement of informal and statutory consultation on the proposals to expand these existing schools to provide additional places as outlined within the report. The outcome of the informal and statutory consultation processes will be reported to the Council's Executive as final decision maker in August 2012.

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## EDUCATION VISION FOR CENTRAL BEDFORDSHIRE – A RECONTEXTUALISATION

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### BACKGROUND

1. The Central Bedfordshire Learning Transformation Programme Board was originally agreed by the Executive of Central Bedfordshire Council in 2010 to oversee the delivery of Building Schools for the Future and Extended Schools existing policies. It was also tasked with helping officers develop proposals for the four sequential reviews of teaching, learning and school provision outlined in the Council's 2010 Education Vision statement. However, since that Education Vision and the four area reviews were agreed with schools, national and local education policies have radically changed following the May 2010 general election and local elections in May 2011.
2. On completion of the first of these four area reviews in Dunstable / Houghton Regis in June 2011, the Council stated its commitment to the new coalition government's education policy by encouraging schools to take advantage of the freedoms now available to them to seek structural changes themselves. A number of schools in Dunstable/Houghton Regis have taken the initial steps in this process and the Council is responding positively.
3. The following four paragraphs provide a commentary on what has changed in the 18 months since the CBC Education Vision was agreed.
4. Commentary on the changing educational landscape

While many elements of the coalition government policy set out in the White Paper 'The Importance of Teaching' (November 2010) and the 2011 Education Bill/Act continue or develop aspects of previous government policy such as early intervention, early years, raising participation age, school floor standards, a focus on year on year progression, promotion of collaboration and federation and on schools becoming academies; there are other aspects which are very different. The performance framework of central, local and school level targets has been removed. Central 'field forces' and local School Improvement Partners no longer monitor school performance – only Ofsted remains. There is no longer a requirement for Councils to maintain a Children and Young Peoples' Plan and the future of Children's Trusts is unclear. Council responsibilities increasingly focus on the most vulnerable and disadvantaged. Financial uncertainty makes planning difficult. While Standards Funds have been replaced by the smaller Early Intervention Grant, even this funding stream is only secure until 2012 and the government is currently consulting on sweeping proposals to school funding from 2013.

5. There is now a strong emphasis on autonomous schools taking increased responsibility for the development of local improvement capacity. The addition of Free Schools, UTCs and Studio Schools to the existing Academy designation and a dramatic acceleration in the conversion of schools to academy status has become a key national and local CBC policy. By the end of the financial year around half of CBC school pupils will be educated in schools that are not maintained by the Council. No Council in the country is moving faster on this agenda. Cuts in Council budgets, the creation of Teaching Schools, the expectation that Council support to schools will be provided *only* in the event of school failure and that this support will be commissioned through Teaching Schools, or other providers - have all led to considerable reductions in the school improvement resource at CBC. The Localism

Act 2011 and the Open Public Service White Paper will add to the development of 'big society' features of education as town and parish councils bid to take on the running of local services, learning from the experience of school governing bodies which have been providing such services through local management of schools, over the past 23 years.

6. Finally, National Curriculum reforms heralded in the 2010 CBC vision statement have been cancelled and although a new curriculum review is now set to report in 2012, it will not have statutory implications for academies, free schools or studio schools as they are exempted from National Curriculum legislation. The Tickell review has broadly supported a continuation of the EYFS and FSP (in a conflated form) and the Bew review has signalled the continuation of end of KS2 statutory tests (with an increase in teacher assessment of writing). End of Key Stage outcomes thus look set to continue to feature as key measures in the new performance system.

7. Implications for the 2010 Education Vision

It is clear that while it remains vital that we to continue to review the impact of population growth on school provision, the changes outlined above have created a context where changes in school designation and organisation and changes in school improvement functions are swift, dramatic and are occurring simultaneously across Central Bedfordshire. This requires a revision both of the 2010 Education Vision statement and a rethinking of the role and remit of the Transforming Learning board that must now bring strategic thinking and steerage to changes that are often deeply structural, locally driven and complex, while at the same time support the underpinning principles of the Education Vision in order to ensure that improving achievement and outcomes for Central Bedfordshire learners does not become sidelined.

### **CHANGES MADE TO THE 2012 EDUCATION VISION FOR CENTRAL BEDFORDSHIRE**

8. We continue to want children and young people to enjoy their childhood and to have the best possible start in life. We want every child to do well at school, to make friends and to build strong relationships with their family. By the age of 19, as young adults, we want every young person to have the knowledge and skills and qualifications that will give them the best chance of success, so that they are prepared to take their place in society as a happy, healthy, contributing and confident citizen.

To achieve this the 2010 Education Vision was underpinned by seven key principles. Following an analysis of the current context (summarised above) the following amendments to these principles are now proposed. These amendments reflect changes in the role of the Council and of central government and also take account of the increased need for the Central Bedfordshire school system to be one in which all education partners work together through well-informed, effective and sustainable processes that develop talent and expertise building the system's local capacity to provide excellent learning for all our children and young people.

9. Revised Principles

**(Revisions are shown in italics)**



Appendix F

In Central Bedfordshire, all partners will work together, share information and develop successful approaches to learning which have the following principles at their heart:

Principle	Comment
1) <i>That there is a need to raise standards and to improve outcomes for young people.</i>	The Council aspires to significant improvement in GCSE outcomes
2) <i>That continuity of provision across the 0 to 19 age range creates a 'one phase' approach to learning.</i>	Points of transfer create significant barriers to progress that can be countered by concerted efforts to create continuity of expectation and learning and increase progression and a "3 to 19 approach across schools in partnership.
3) <i>That schools should be based around communities and the needs of their learners.</i>	The Council will lever in community resources where possible to support schools and parents.
4) That what is best for children and families should be at the centre of any change.	The Council has a role in advocacy for good outcomes for children and families
5) That as far as possible services should be <i>commissioned and delivered locally.</i>	Commissioning is the expected means by which Councils and others ensure local delivery by encouraging school to school partnerships and supporting the work of training schools..
6) <i>That new models of leadership and governance for schools are considered.</i>	Academy chains, collaboration, federation and shared governance models increase the quality of the education offer and create opportunities for improvement led from within the local school system.
7) <i>That all partners will capture what is working well and publish this in ways that allow others to learn from the success.</i>	Teaching has historically been practiced in isolation and mechanisms for capturing and sharing what works are underdeveloped in the education field. Recent research has shown than school systems that get from 'good to great' make practice public and available for others to learn from.
8) That stakeholders will use this vision to	All partners will work together to

<p>inform the way they respond to changes in local and national educational policy contexts and set revised priorities.</p> <p><i>Changes the 2010 versions of these principles are shown in italics</i></p>	<p>support the vision of Central Bedfordshire as demanding excellence in teaching and learning in all it's schools..</p>
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## NEW PRIORITIES IN CENTRAL BEDFORDSHIRE

10. The policy and contextual changes that demand this adjustment to our Education Vision principles also create new priorities for the way we work together to optimise learning<sup>1</sup>. These new priorities fall under three headings. The first applies to all learning focused organisations in Central Bedfordshire and relates to the increased pressure for systematic **early intervention**. All partners are also involved in the other two priority areas but the Council has a specific role in addressing them successfully. These are the priority areas of **commissioning** and **partnerships**. The specific nature of the role of the council in these priority areas is created firstly by government expectations that councils *commission* rather than provide services directly and secondly by changes proposed in the current Localism Bill and Public Source White Paper which are discussed in 3.3 and 3.4 below. Getting our work in these new priority areas right should also provide the means by which the Council can further transform and consolidate its relationship with schools in Central Bedfordshire which was a key strategic ambition set out in the 2010 Education Vision and 2011 CYPP.

### PRIORITY 1. EARLY INTERVENTION.

11. The Allen Review (HM Government 2011) has set out how early intervention not only benefits its direct recipients right now, dramatically improving their life chances, but also how EI benefits future society which is spared considerable costs to social, judicial and health systems that would be incurred if the early interventions are not made early enough.
12. With direction from the Health and Wellbeing Board and strategic advice from the Transforming Learning Board the Council will work to develop an Early Intervention strategy for vulnerable children and learners in Central Bedfordshire. This strategy will not confine its work to the very young but will recognise that in the fields, for example, of adolescent mental health or disengagement from education and training at 17, effective early intervention is critical to long term success. Central to this approach will be a shared, detailed and constantly updated map of needs.

### PRIORITY 2. COMMISSIONING.

13. Done well, commissioning is a process which goes beyond the mere transactional and can bring about cross-organisational understanding, mutual accountability and high quality practice. This is because good commissioning processes require both the commissioners and the commissioned to attend to, understand and articulate details of process that are not always surfaced or fully understood in more traditional approaches to contracting or procurement. As such, commissioning can be one means by which all partners in the wider Central Bedfordshire learning community

<sup>1</sup> These priorities for the way we work together do not change the priorities of Central Bedfordshire Council Children's Services which remain (i) helping children and young people to achieve more and transforming our relationship with schools, (ii) protecting children and keeping them safe; (iii) reducing child poverty and the effects for those living in poverty and improving early intervention and prevention; (iv) targeting the most deprived areas and vulnerable groups to improve children's emotional and physical health.

can utilise highly visible, highly transparent processes that in turn build such a level of trust in the system that any partner can commission or be commissioned by any other with a high level of confidence in the quality and impact of service that is designed and delivered. Evidence to support this approach is emerging in the correlation that exists between good commissioning systems and good safeguarding.

14. Central Bedfordshire retains its responsibility for commissioning sufficient school places and will continue to make the information behind this transparent and visible to all. We will seek to learn further from the best commissioning systems and, with strategic advice and direction from the learning transformation group, develop current systems into an approach that delivers high reliability, high quality improvement while at the same time develops trust and mutual accountability and also captures successful practices making it possible that all can learn from them.

### **PRIORITY 3. PARTNERSHIPS**

15. Good commissioning and good partnership are mutually interdependent: each strengthens the other. A major government policy ambition now is that more services are delivered more locally than has previously been the case; tailored to specific local need and circumstance. Furthermore, where it is possible to do so, this is to be done through voluntarism or in the course of another local service delivery, reducing cost and increasing the joined-up experience of users. These principles are not new to the school sector. For 23 years groups of volunteers have governed schools entirely by these means. Furthermore a complex range of local private and voluntary sector partners have grown up around schools supporting culture, health, sport and links with local business. Greater diversity in schools in Central Bedfordshire demands stronger and better designed partnership working.
16. For such partnerships to develop, partners need access to a system that provides high quality local information and data. They need to trust the system and the motives of other partners who all share a goal – the learning and achievement of all children and young people in Central Bedfordshire. Furthermore, as partners we all need to recognise that it is in our interests to prioritise professional learning in our partner organisations if we are to grow a local resource of high quality, highly skilled professionals. Hargreaves and others have demonstrated that in the knowledge business the most successful organisations become successful by creating partnership approaches that allow them to compete and collaborate at the same time. With strategic advice and direction from the Transforming Learning Board we will learn from successful partnership working between schools and others, develop the role of governors, research and broker high quality intelligence in order to help to facilitate successful partnership working and the growth of successful, independent partnerships.
17. The Council has identified performance at KS4 and post 16 education, employment and training as its key education priorities from 2012 to 2015. Attainment at KS4 has risen by 10 % points since Central Bedfordshire Council came into existence and numbers of young people not in education, employment or training (NEET) have been low compared with the national average.
18. Other areas that for reasons of performance or policy will need to be in focus for the coming year or more are Early Years, KS2 performance and the Raising Participation age.
19. Early Years provision remains a national and local priority. Over the coming year Central Bedfordshire Council will be reconfiguring a key component of provision in

Appendix F

this sector: its Children's Centres in order to improve the way resources are targeted to need in line with the Council's priorities.

19. Attainment at KS2 in Central Bedfordshire is now the second lowest in England. We are the lowest performing council amongst statistical neighbours on every KS2 indicator. We will work with middle schools and key partners in order to secure improvements in 2012 to make up the ground lost in 2011 and to build long term capacity for sustained improvement.
20. The Raising Participation age will require all young people to remain in education or training up to the age of 17 from 2013 and to 18 from 2015. To qualify as education or training activity must be accredited and be for a minimum of 20 hours a week and will demand that the 12% of the Central Bedfordshire population of 17 and 18 year olds currently not in education or training are fruitfully and purposefully engaged. This will therefore be a major priority for providers and partners over the coming five years.

DRAFT

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**Meeting:** Children's Services Overview & Scrutiny Committee  
**Date:** 28 February 2012  
**Subject:** Work Programme 2011 – 2012 & Executive Forward Plan  
**Report of:** Chief Executive  
**Summary:** The report provides Members with details of the currently drafted Committee work programme and the latest Executive Forward Plan.

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**Contact Officer:** Bernard Carter, Corporate Policy & Scrutiny Manager  
**Public/Exempt:** Public  
**Wards Affected:** All  
**Function of:** Council

#### **CORPORATE IMPLICATIONS**

**Council Priorities:**

The work programme of the Children's Services Overview & Scrutiny Committee will contribute indirectly to all 5 Council priorities.

**Financial:**

n/a

**Legal:**

n/a

**Risk Management:**

n/a

**Staffing (including Trades Unions):**

n/a

**Equalities/Human Rights:**

n/a

**Community Safety:**

n/a

**Sustainability:**

n/a

**RECOMMENDATION(S):**

1. **that the Children's Services Overview & Scrutiny Committee**
  - (a) **considers and approves the work programme attached, subject to any further amendments it may wish to make;**
  - (b) **considers the Executive Forward Plan; and**
  - (c) **considers whether it wishes to add any further items to the work programme and/or establish any Task Forces to assist it in reviewing specific items.**

**Work Programme**

1. Attached at Appendix A is the currently drafted work programme for the Committee.
2. Also attached at Appendix B is the latest version of the Executive's Forward Plan so that Overview & Scrutiny Members are fully aware of the key issues Executive Members will be taking decisions upon in the coming months. Those items relating specifically to this Committee's terms of reference are shaded in light grey.
3. The Committee is now requested to consider the work programme attached and amend or add to it as necessary. This will allow officers to plan accordingly but will not preclude further items being added during the course of the year if Members so wish and capacity exists.

**Task Forces**

4. In addition to consideration of the work programme, Members may also wish to consider how each item will be reviewed i.e. by the Committee itself (over one or a number of Committee meetings) or by establishing a Member Task Force to review an item in greater depth and report back its findings.

**Conclusion**

5. Members are requested to consider and agree the attached work programme, subject to any further amendments/additions they may wish to make and highlight those items within it where they may wish to establish a Task Force to assist the Committee in its work.

## Work Programme for Children's Services Overview & Scrutiny Committee 2011 - 2012

Ref	Indicative OSC Meeting Date	Report Title	Issue to be considered	Comment
1.	28 February 2012	<p>All Age Skills Strategy</p> <p>Educational Attainment: Key Stage 2 and 4</p> <p>Implementation of the school organisation plan: New school places programme 2011/12-16/17</p>	<p>To consider the draft All Age Skills Strategy</p> <p>To receive a presentation providing details of Central Bedfordshire's place within national league tables and information about Ofsted Council inspection matrix.</p> <p>The report will set out each proposed new place project and outline the source of funding.</p>	
2.	17 April 2012	<p>Quarter 3 Budget Monitoring</p> <p>Quarter 3 Performance Monitoring</p>	<p>To consider the directorate's capital &amp; revenue budget monitoring information for the third quarter of 2011/12</p> <p>To consider performance monitoring information for the third quarter of 2011/12</p>	

Ref	Indicative OSC Meeting Date	Report Title	Issue to be considered	Comment
		Children's Social Care  Medium Term Objectives	To receive a presentation regarding the implications of the Munro Review of Children's Social Care  To consider the Council's draft Medium Term Objectives relating to Children's Services.	
3.	12 June 2012			



**Central Bedfordshire Council  
Forward Plan of Key Decisions  
1 March 2012 to 28 February 2013**

- 1) During the period from **1 March 2012 to 28 February 2013**, 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:

Cllr James Jamieson	Leader of the Council and Chairman of the Executive
Cllr Maurice Jones	Deputy Leader and Executive Member for Corporate Resources
Cllr Mark Versallion	Executive Member for Children’s Services
Cllr Mrs Carole Hegley	Executive Member for Social Care, Health and Housing
Cllr Ken Matthews	Executive Member for Sustainable Communities – Strategic Planning and Economic Development
Cllr Brian Spurr	Executive Member for Sustainable Communities - Services
Cllr Mrs Tricia Turner MBE	Executive Member for Economic Partnerships
Cllr Richard Stay	Executive Member for External Affairs

- 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 Committee Services Manager, 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 March 2012 to 28 February 2013

### Key Decisions

Date of Publication: 14 February 2012

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.	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.	27 March 2012	Throughout May - July 2011 a series of focus groups and workshops with service users and partners and stakeholders. From October 2011 – January 2012 a formal consultation 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 26/02/12 to Contact Officer: Kate McFarlane, Head of Community Regeneration & Adult Skills Email: <a href="mailto:kate.mcfarlane@centralbedfordshire.gov.uk">kate.mcfarlane@centralbedfordshire.gov.uk</a> Tel: 0300 300 5858
2.	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: <a href="mailto:jeanette.keyte@centralbedfordshire.gov.uk">jeanette.keyte@centralbedfordshire.gov.uk</a> 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)
3.	Leighton Buzzard Town Centre Planning and Development Briefs -	To endorse the planning document for two sites as Interim Technical Guidance for Development Management Purposes.	27 March 2012	Statutory consultation procedure to be carried out in Autumn 2011.	Leighton Buzzard Town Centre sites Planning and Development Briefs	Executive Member for Sustainable Communities - Strategic Planning and Economic Development Comments by 26/02/12 to Contact Officer: Jon Cliff, Head of Economic Development and Physical Regeneration Email: <a href="mailto:jon.cliff@centralbedfordshire.gov.uk">jon.cliff@centralbedfordshire.gov.uk</a> Tel: 0300 300 4373
4.	Quarter 3 Budget Monitoring -	To consider quarter 3 budget monitoring report.	27 March 2012		Report	Deputy Leader and Executive Member for Corporate Resources Comments by 26/02/12 to Contact Officer: Charles Warboys, Chief Finance Officer & Section 151 Officer Email: <a href="mailto:charles.warboys@centralbedfordshire.gov.uk">charles.warboys@centralbedfordshire.gov.uk</a> 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)
5.	Alternative Future Provision of the Pupil Referral Unit -	To consider an alternative provision free school - Pupil Referral Unit	27 March 2012		Report	Executive Member for Children's Services Comments by 26/02/12 to Contact Officer: Pete Dudley, Assistant Director Children's Service Email: <a href="mailto:pete.dudley@centralbedfordshire.gov.uk">pete.dudley@centralbedfordshire.gov.uk</a> Tel: 0300 300 4203
6.	Accommodation for the Secondary Age Pupil Referral Unit -	To decide on the accommodation to support the free school Pupil Referral Unit (PRU) bid.	27 March 2012		Report	Deputy Leader and Executive Member for Corporate Resources Comments by 26/02/12 to Contact Officer Peter Burt, MRICS, Head of Property Assets Email: <a href="mailto:peter.burt@centralbedfordshire.gov.uk">peter.burt@centralbedfordshire.gov.uk</a> Tel: 0300 300 5281

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)
7.	All Age Skills Strategy and the Skills Role of the Local Authority -	Approval is sought to agree the All Age Skills Strategy for Central Bedfordshire and to agree on the future role of the local authority in the skills agenda.	27 March 2012	<p>The draft All Age Skills Strategy was created following a series of workshops, focus groups and interviews with partners, stakeholders and individuals, during June and July 2011. From early August to late October 2011, a formal 13 week consultation on the draft strategy was held. A follow up stakeholder workshop was held in mid October.</p> <p>Across November and December 2011, a series of one to one meetings, structured interviews and workshops will be held internally to establish the existing skills role of the local authority and to seek views on the potential future role. In January 2012 external stakeholders will be consulted with, again through workshops and interviews to examine Central Bedfordshire wide skills governance arrangements.</p>	<p>All Age Skill Strategy All Age Skills Strategy Consultation Report Report on the future role of the local authority in the skills agenda, with options analysis and implementation plan for the preferred option Equality Impact Assessment</p>	<p>Executive Member for Sustainable Communities - Strategic Planning and Economic Development Comments by 26/02/12 to Contact Officer: Kate McFarlane, Head of Community Regeneration &amp; Adult Skills Email: <a href="mailto:kate.mcfarlane@centralbedfordshire.gov.uk">kate.mcfarlane@centralbedfordshire.gov.uk</a> Tel: 0300 300 5858</p>

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.	The Future of Special Schooling in the South of Central Bedfordshire -	To consider the responses to the statutory notices to merge Hillcrest Community Special School and Glenwood Community Special School to create a single area special school for pupils with complex educational needs (Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Moderate Learning Difficulties (MLD) with additional needs) ages 3-19, and make a recommendation as a consequence of this process having been completed.	27 March 2012		Report	Executive Member for Children's Services Comments by 26/02/12 to Contact Officer: Pete Dudley, Assistant Director Children's Service Email: <a href="mailto:pete.dudley@centralbedfordshire.gov.uk">pete.dudley@centralbedfordshire.gov.uk</a> Tel: 0300 300 4203

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)
9.	Award of the Housing Responsive Maintenance and Void Repairs Contract -	To award the housing responsive maintenance and void repairs contract.	27 March 2012		Report	Executive Member for Social Care, Health and Housing Comments by 26/02/12 to Contact Officer: Basil Quinn, Housing Asset Manager Performance Email: <a href="mailto:basil.quinn@centralbedfordshire.gov.uk">basil.quinn@centralbedfordshire.gov.uk</a> Tel: 0300 300 5118
10.	Implementation of the School Organisation Plan: New School Places Programme 2011/12 - 2016/17 -	The Council's statutory duty regarding sufficiency of school places and implementation of the identified need in the previously published school organisation plan. The report will set out each proposed new place project and outline the source of funding.	27 March 2012	Consultation with Governors and parents in areas where new schemes apply.	Report	Executive Member for Children's Services Comments by 26/02/12 to Contact Officer: Pete Dudley, Assistant Director Children's Service Email: <a href="mailto:pete.dudley@centralbedfordshire.gov.uk">pete.dudley@centralbedfordshire.gov.uk</a> Tel: 0300 300 4203



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.	Local Area Transport Plan -	To endorse the second round of the Local Area Transport Plans (LATPs) (which form part of the Local Transport Plan adopted in April 2011), together with endorsement of the Scheme Prioritisation Framework used to prioritise schemes within the LATPs for delivery in the programme for future years spend.	27 March 2012	Public consultation between October 2011 – February 2012.	Report	Executive Member for Sustainable Communities - Strategic Planning and Economic Development Comments by 26/02/12 to Contact Officer: Ben King, Principal Transport Planner - Transport Strategy Team Email: <a href="mailto:ben.king@centralbedfordshire.gov.uk">ben.king@centralbedfordshire.gov.uk</a> Tel: 0300 300 4824

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)
12.	Development Brief for Site Allocations Policy HA10 - Land at Stanford Road, Shefford -	To endorse the development brief as technical guidance for Development Management purposes.	27 March 2012	<p>The preparation of the development brief has been subject to two rounds of public consultation. The purpose of the first consultation was that residents and other stakeholders could engage in the process to help shape the brief at an early stage. A public exhibition was held in the town and over 100 people attended the event.</p> <p>The draft development brief is subject to a 4-week public consultation exercise (13 January – 10 February 2012).</p> <p>A copy of the details of the consultation undertaken and analysis of the comments received has been compiled into a consultation report and will be updated once the current consultation is complete.</p>	<p>Report Development Brief together with any proposed changes</p> <p>Copy of the Consultation Report</p>	<p>Executive Member for Sustainable Communities - Strategic Planning and Economic Development</p> <p>Comments by 26/02/12 to Contact Officer:</p> <p>Carry Murphy, Principal Planning Officer</p> <p>Email: <a href="mailto:carry.murphy@centralbedfordshire.gov.uk">carry.murphy@centralbedfordshire.gov.uk</a></p> <p>Tel: 0300 300 4374</p>

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13.	Stotfold Heritage -	A twelve week public consultation is proposed to gather the community response to this private investment proposal and invite alternative usage to be expressed.	27 March 2012		Report Investors prospectus	Cllr Ken C Matthews Comments by 26/02/12 to Contact Officer: Liz Wade, Assistant Director Economic Growth and Regeneration Email: <a href="mailto:liz.wade@centralbedfordshire.gov.uk">liz.wade@centralbedfordshire.gov.uk</a> Tel: 0300 300 6288
14.	Draft Medium Term Plan and Plan Priorities -	To agree the draft Medium Term Plan and Plan priorities for consultation.	27 March 2012		Draft Medium Term Plan and Priorities	Deputy Leader and Executive Member for Corporate Resources, Chairman of the Executive and Leader of the Council Comments by 01/03/12 to Contact Officer: Alan Fleming, Project Director Email: <a href="mailto:alan.fleming@centralbedfordshire.gov.uk">alan.fleming@centralbedfordshire.gov.uk</a> Tel: 0300 300 6968
15.	Local Lettings Policy to Rural Exception Sites in Central Bedfordshire -	To agree the Local Lettings Policy to allocate affordable housing to Rural Exception Sites in Central Bedfordshire.	15 May 2012		Report	Executive Member for Social Care, Health and Housing Comments by 14/04/12 to Contact Officer: Hamid Khan, Head of Housing Needs Email: <a href="mailto:hamid.khan@centralbedfordshire.gov.uk">hamid.khan@centralbedfordshire.gov.uk</a> Tel: 0300 300 5369

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16.	Medium Term Plan and Priorities -	To recommend to Council the Medium Term Plan and Priorities.	15 May 2012	To be considered by the Overview and Scrutiny Committees and Central Bedfordshire Together in April 2012.	Medium Term Plan and Priorities	Chairman of the Executive and Leader of the Council, Deputy Leader and Executive Member for Corporate Resources Comments by 18/04/12 to Contact Officer: Alan Fleming, Project Director Email: <a href="mailto:alan.fleming@centralbedfordshire.gov.uk">alan.fleming@centralbedfordshire.gov.uk</a> Tel: 0300 300 6968
17.	Brewers Hill Road Sites, Dunstable Regeneration -	To adopt/endorse the plans for the Brewers Hill Road sites as a Supplementary Planning Document or endorsement as Interim Technical Guidance for Development Management Purposes.	15 May 2012	Statutory consultation procedure to be carried out in January/February 2012 using exhibitions, meetings, presentations and questionnaires.	Brewers Hill Road sites, Dunstable Planning and Development Brief	Deputy Leader and Executive Member for Corporate Resources, Executive Member for Sustainable Communities - Strategic Planning and Economic Development Comments by 14/04/12 to Contact Officer: Peter Burt, MRICS, Head of Property Assets or Andy Lewis, Major Projects Officer Email: <a href="mailto:peter.burt@centralbedfordshire.gov.uk">peter.burt@centralbedfordshire.gov.uk</a> Tel: 0300 300 5281 or <a href="mailto:andy.lewis@centralbedfordshire.gov.uk">andy.lewis@centralbedfordshire.gov.uk</a> Tel: 0300 300 5526

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.	Minerals and Waste Core Strategy -	To agree the recommended changes to the Minerals and Waste Core Strategy before submission to the Secretary of State.	15 May 2012	<ol style="list-style-type: none"> <li>1. All Parish and Town Councils were notified by letter or email.</li> <li>2. Individuals who had expressed an interest from previous consultations were notified by email or by letter.</li> <li>3. Adjacent Parish, Town, District and County Councils were notified by email or by letter.</li> </ol>	Report of the results of consultation on soundness of the Minerals and Waste Core Strategy (Plan for Submission) Appendix summarising representations received, and recommended changes to the Minerals and Waste Core Strategy.	Executive Member for Sustainable Communities - Strategic Planning and Economic Development Comments by 14/04/12 to Contact Officer: Lester Hannington, Principal Minerals and Waste Planning Officer Email: <a href="mailto:lester.hannington@centralbedfordshire.gov.uk">lester.hannington@centralbedfordshire.gov.uk</a> Tel: 0300 300 6219
19.	The Approach to Central Bedfordshire Council Parking -	To consider how Central Bedfordshire Council manage parking across the district, recognising the needs of shoppers businesses, residents and new developments.	3 July 2012	The Strategy has been through a full public consultation before coming back to the Executive for approval.	Report	Executive Member for Sustainable Communities - Services Comments by 02/06/12 to Contact Officer: Basil Jackson, Assistant Director Highways & Transport Email: <a href="mailto:basil.jackson@centralbedfordshire.gov.uk">basil.jackson@centralbedfordshire.gov.uk</a> Tel: 0300 300 6171

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20.	Capital Investment for the Channel Shift Programme -	To approve the Capital Investment for the 'Construct and Implementation' phase of the Channel Shift Programme	3 July 2012		Full Business Case for the Channel Shift Programme	Deputy Leader and Executive Member for Corporate Resources Comments by 02/06/12 to Contact Officer: Trisha Chapman, Programme Manager Email: <a href="mailto:trisha.chapman@centralbedfordshire.gov.uk">trisha.chapman@centralbedfordshire.gov.uk</a> Tel: 0300 300 4657
21.	Stotfold Heritage -	To facilitate the create of a new community and heritage attraction in Stotfold.	3 July 2012	A twelve week public consultation is proposed to gather the community response to this private investment proposal and invite alternative usage to be expressed.	Report Investors prospectus	Executive Member for Sustainable Communities - Strategic Planning and Economic Development Comments by 02/06/12 to Contact Officer: Liz Wade, Assistant Director Economic Growth and Regeneration Email: <a href="mailto:liz.wade@centralbedfordshire.gov.uk">liz.wade@centralbedfordshire.gov.uk</a> Tel: 0300 300 6288
22.	Future of Crescent Court Sheltered Housing Scheme, Toddington -	To consider the results of the feasibility studies and consider a recommended way forward in relation to the development and the funding arrangements.	2 October 2012		Report	Executive Member for Social Care, Health and Housing Comments by 02/09/2012 to Contact Officer: Sue Marsh, Housing Services Manager Email: <a href="mailto:sue.marsh@centralbedfordshire.gov.uk">sue.marsh@centralbedfordshire.gov.uk</a> Tel: 0300 300 5662

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23.	Development Strategy -	The Development Strategy will set out the broad approach to new development across Central Bedfordshire to 2031, including new housing and employment targets and new large-scale development sites. The Executive will be requested to consider and agree the Central Bedfordshire Development Strategy for the purposes of Publication and subsequent Submission to the Secretary of State.)	6 November 2012	Consultation expected in May/June 2012, Member consideration through the Sustainable Communities Overview and Scrutiny Panel.	Draft Development Strategy (Pre-Submission version) Sustainability Appraisal Report of consultation and other technical/evidence reports	Executive Member for Sustainable Communities - Strategic Planning and Economic Development Comments by 05/10/12 to Contact Officer: Richard Fox, Head of Development Planning and Housing Strategy Email: <a href="mailto:richard.fox@centralbedfordshire.gov.uk">richard.fox@centralbedfordshire.gov.uk</a> Tel: 0300 300 4105

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<b>NON KEY DECISIONS</b>						
24.	Quarter 3 Performance Report -	To receive quarter 3 performance report.	27 March 2012		Report	Deputy Leader and Executive Member for Corporate Resources Comments by 26/02/12 to Contact Officer: Elaine Malarky, Head of Programmes & Performance Management Email: <a href="mailto:elaine.malarky@centralbedfordshire.gov.uk">elaine.malarky@centralbedfordshire.gov.uk</a> Tel: 0300 300 5517
25.	Quarter 4 Performance Report -	To receive quarter 4 performance report.	3 July 2012		Report	Deputy Leader and Executive Member for Corporate Resources Comments by 02/06/12 to Contact Officer: Elaine Malarky, Head of Programmes & Performance Management Email: <a href="mailto:elaine.malarky@centralbedfordshire.gov.uk">elaine.malarky@centralbedfordshire.gov.uk</a> Tel: 0300 300 5517

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:

<b>Date of Publication</b>	<b>Period of Plan</b>
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

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