
Appendix A Dunstable and Houghton Regis Review findings

Review Area & Catchment Demographic

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

At Middle School there are:

 - 1 VA school (CE)
 - 5 Community schools

At Upper School there are:

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

Educational Standards

Early Years Foundation Stage (EYFS)

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

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

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

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

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

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

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

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

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

NB Low is Good

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

Key Stage 1

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

Key Stage 2

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

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

Key Stage 3

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

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

Key Stage 4

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

32.

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

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

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

Post 16

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

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

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

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

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

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

14-19

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

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

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

Ofsted

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

Sustainability

Surplus places

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

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

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

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

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

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

Future need

60. The draft Core strategy for Luton and Southern Bedfordshire identifies Dunstable and Houghton Regis as a growth area. In particular, to 2026 it identifies proposed allocations of:

North Houghton Regis extension – 5150 dwellings
 Dunstable North & South area – 1655 dwellings
 Houghton Regis urban area – 398 dwellings
 Other Rural areas – 638 dwellings⁷⁵.

61. North Houghton Regis urban extension also proposes a further 1850 dwellings between 2026-2031.
62. The local impact of these developments will clearly be dependant upon the anticipated rates of specific developments and the actual location of some of the assumed sites. However, grouping these into the two main categories (major sites and “infill”) gives us:
- Major extension to the North of Dunstable and Houghton Regis – total 7,000 new dwellings (2011 – 2031) See map at Appendix E.

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

Parental Preferences and Catchment Data

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

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

Recruitment and Retention

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

Early Years and Extended Services

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

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

Nursery Schools

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

Childrens Centres

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

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

Out of School Including Extended School Services

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

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

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

Use of resources

Revenue cost per pupil

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

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

Suitability of Buildings

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

Condition of Buildings

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

Special Needs & Inclusion

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

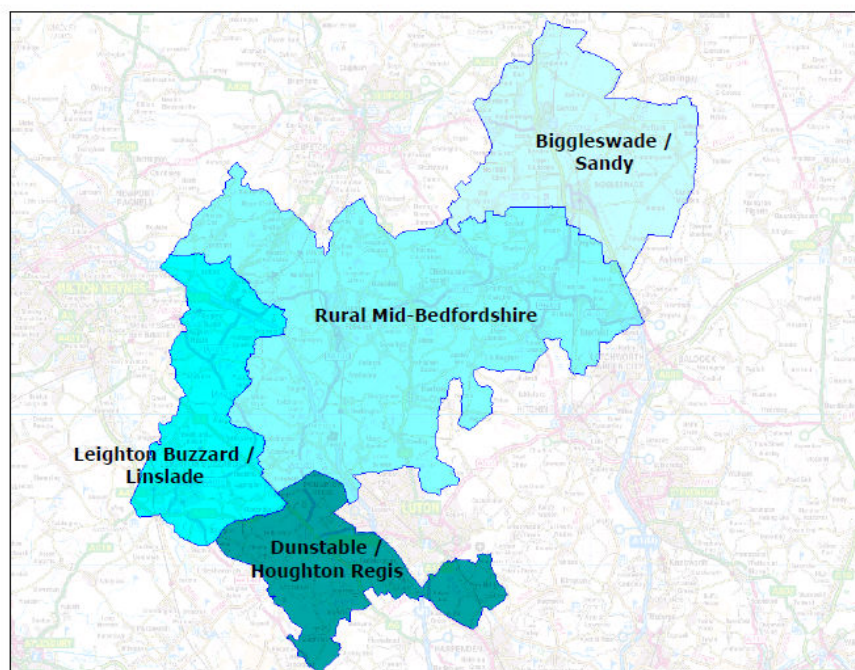
102. Streetfield Middle School and Manshead Upper School host the resourced provision for pupils with Autistic Spectrum Disorders in this area of Central Bedfordshire. Each school is funded as a 6 place provision but they can admit over numbers with agreement from the school.
103. Priory Middle School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

Appendices:

Appendix A – Map -Transforming teaching and learning review areas

Appendix A

Central Bedfordshire Educational Review Areas

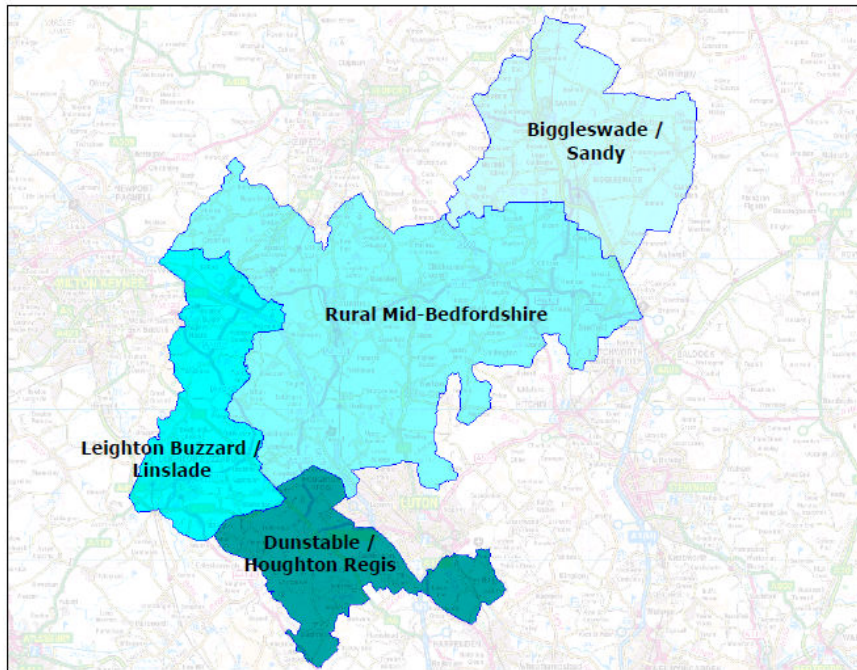


Area 1 – Dunstable and Houghton Regis

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

Area 2 – Leighton Buzzard and Linslade

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



Area 3 – Biggleswade and Sandy

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

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

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

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

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

Appendix C – Dunstable and Houghton Regis review criteria

Dunstable and Houghton Regis Review Group

Setting of Criteria for the Vision – November 2010 Update.

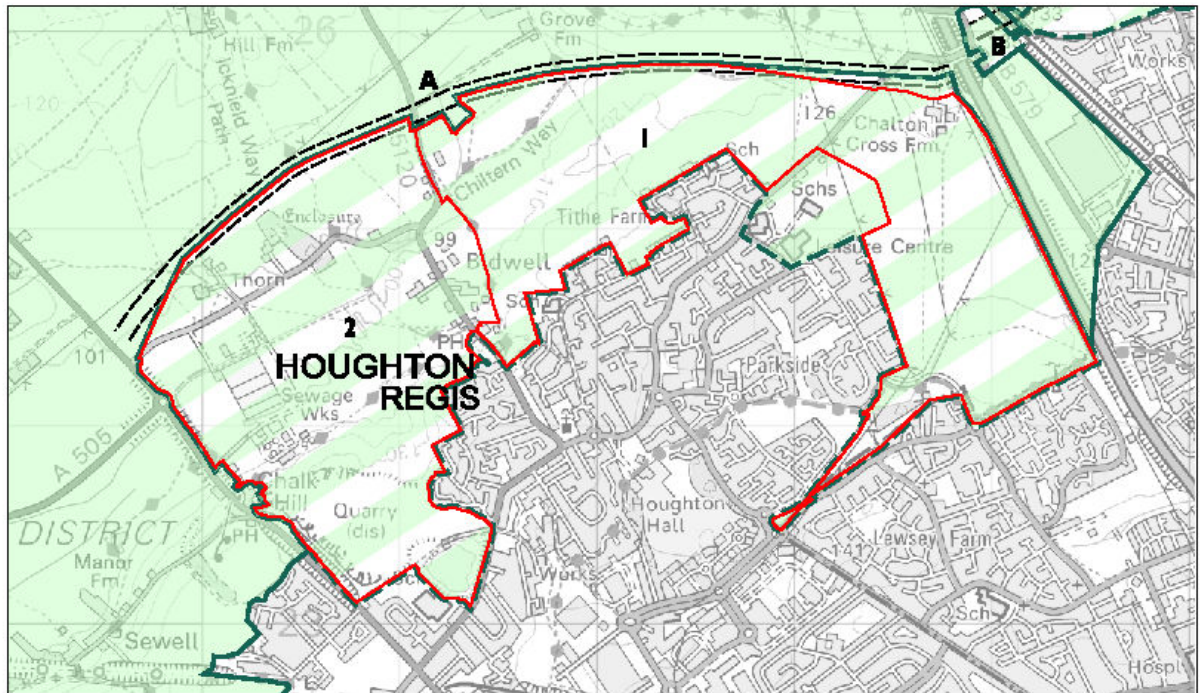
The Vision	Criteria / Principles	Possible Implications
Raising Standards & improved outcomes	<ul style="list-style-type: none"> • KS1 results at above National average. • Improved results at KS2 • Improved GCSE A-C results • Higher attainment at both GCSE and equivalent qualifications • pre-schools need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

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

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

Appendix E - Map North Houghton Regis growth area

NORTH HOUGHTON REGIS SSSA: PROPOSALS MAP AMENDMENT



0 0.5 1 Km



Key

- North Houghton Regis SSSA boundary
- Retained Green Belt
- Previous Extent of Green Belt

A A5 - M1 Link Bypass Route

B M1 - A6 Luton Northern Bypass Route

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Appendix F - Ofsted ratings for schools in the review area

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

All schools

Overall Effectiveness

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

Capacity to Improve

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

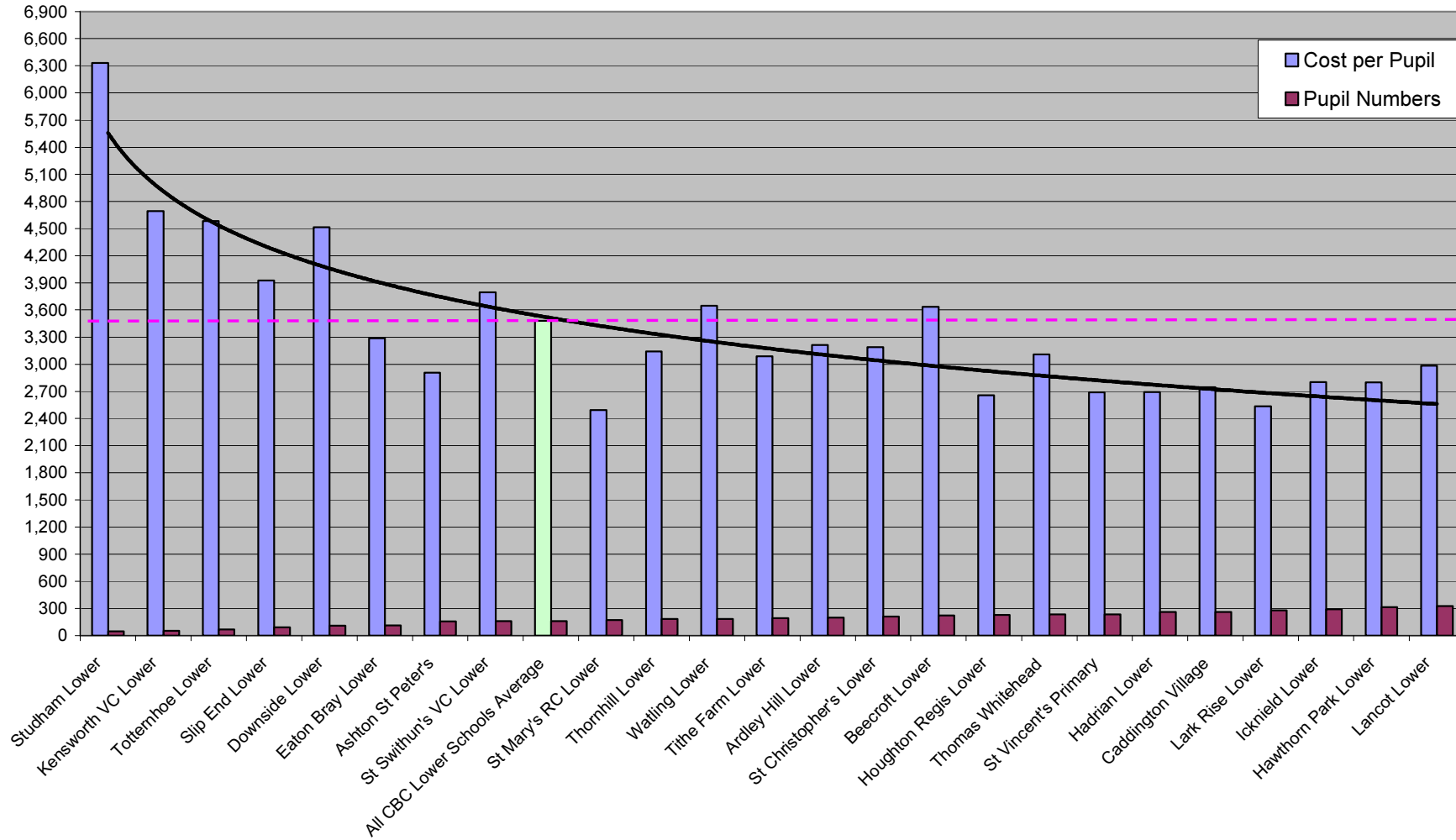
Governance

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

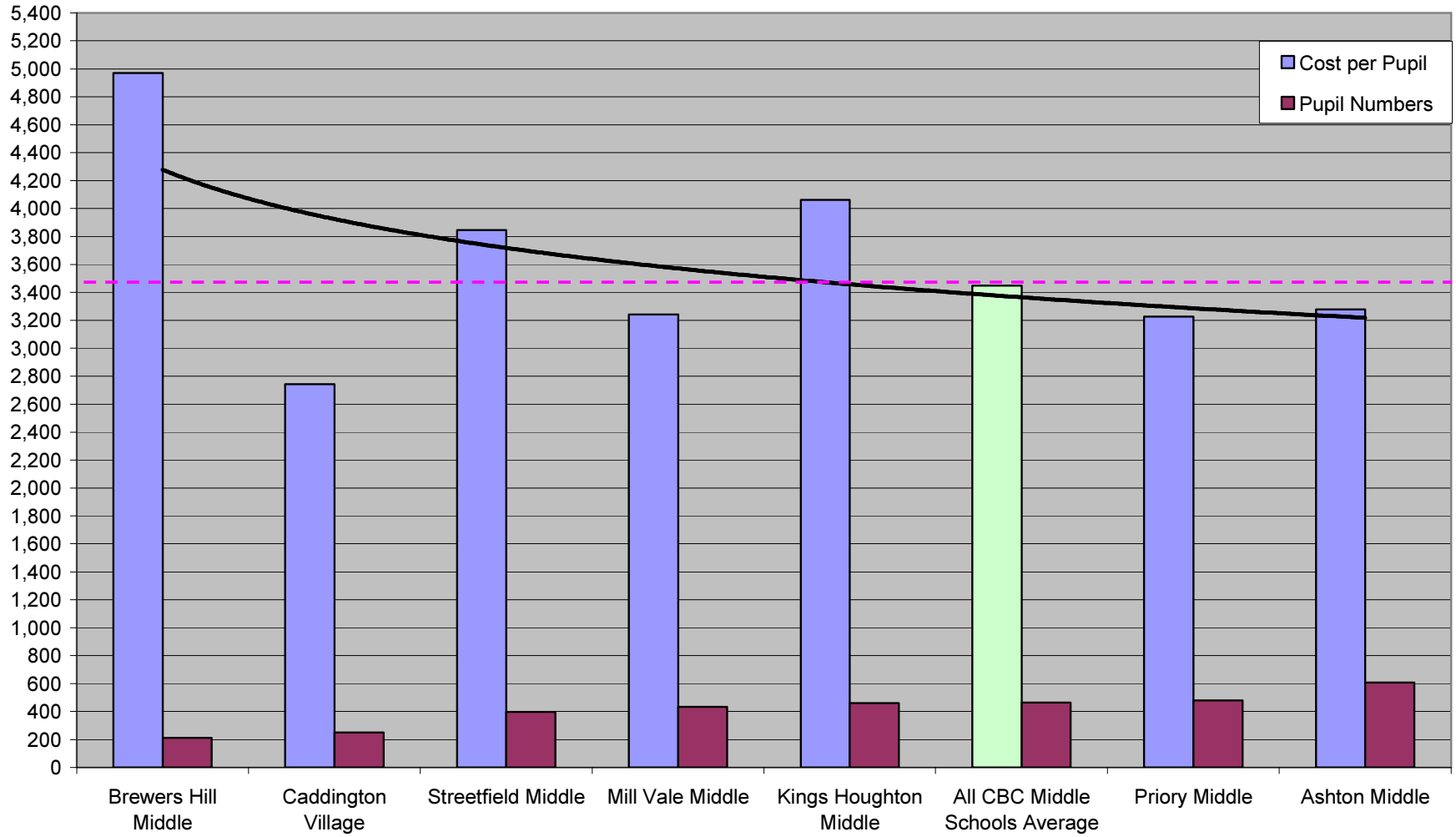
(Including Lark Rise + Northfields/All Saints - excluding Monitoring Visits)

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

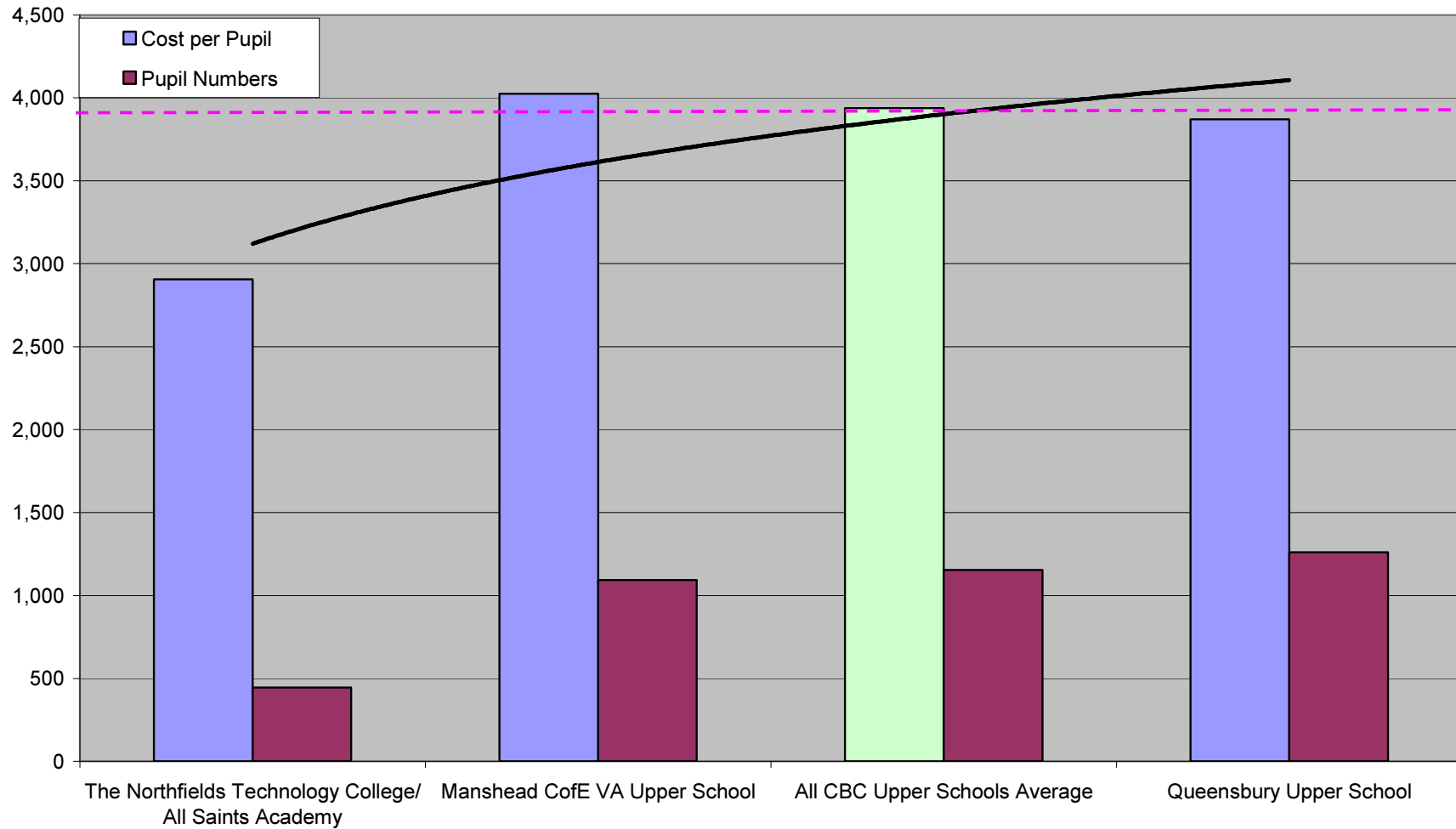
Lower Schools - Staffing Cost per Pupil



Middles - Staffing Cost per Pupil

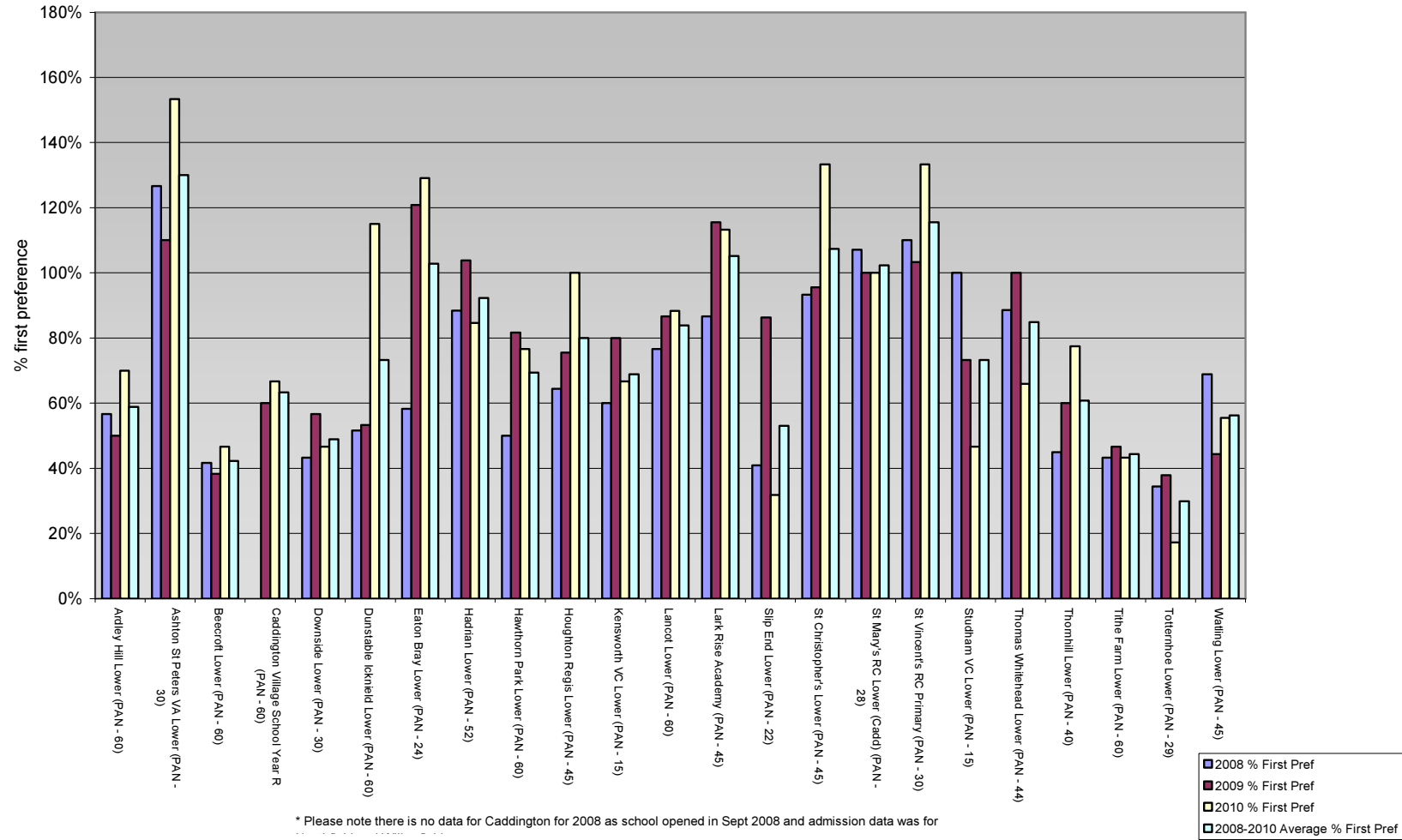


Upper Schools - Staffing Cost per Pupil

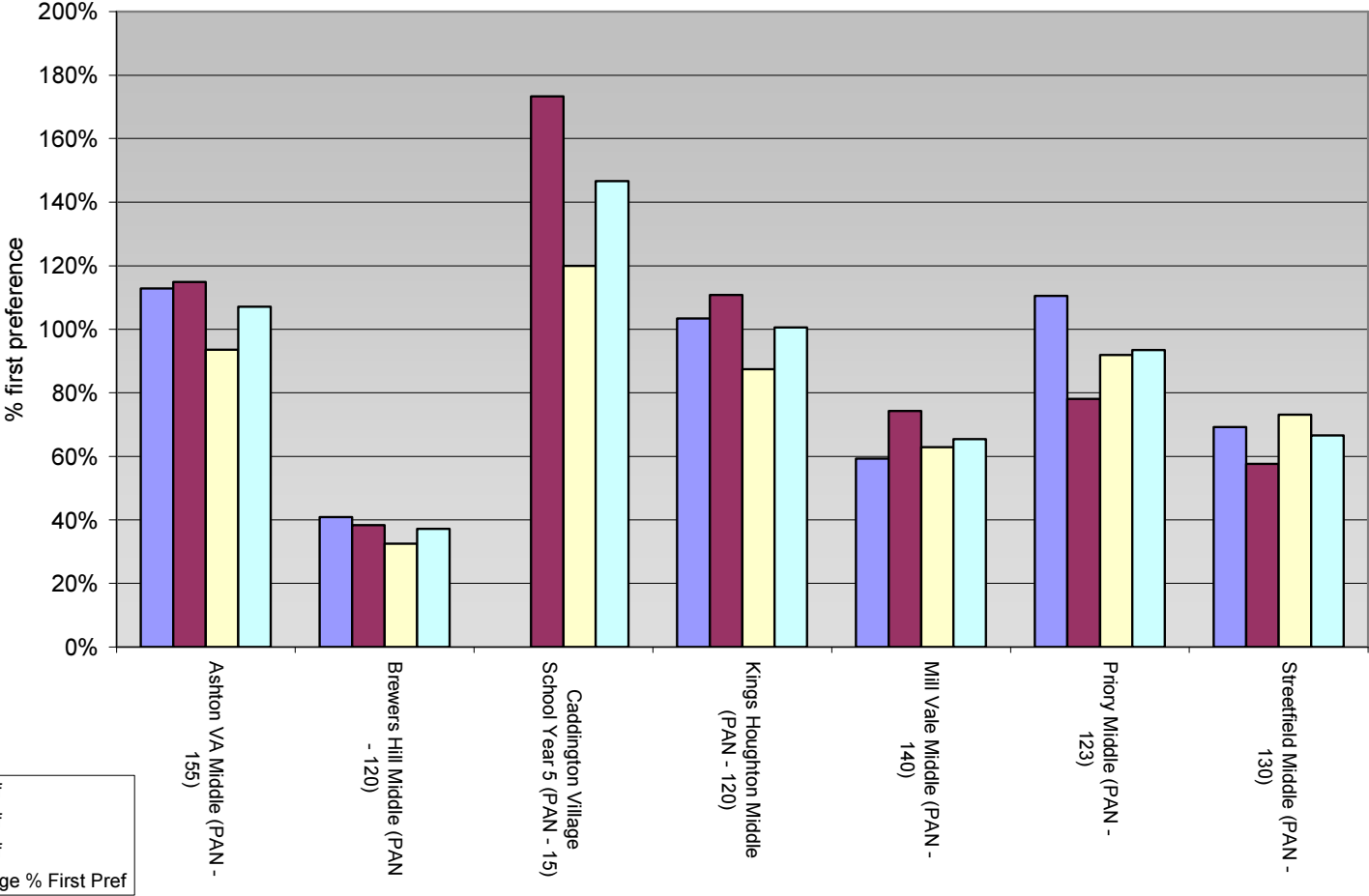


Appendix H – 2008 - 2010 first preference admissions as a percentage of schools published admission numbers

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

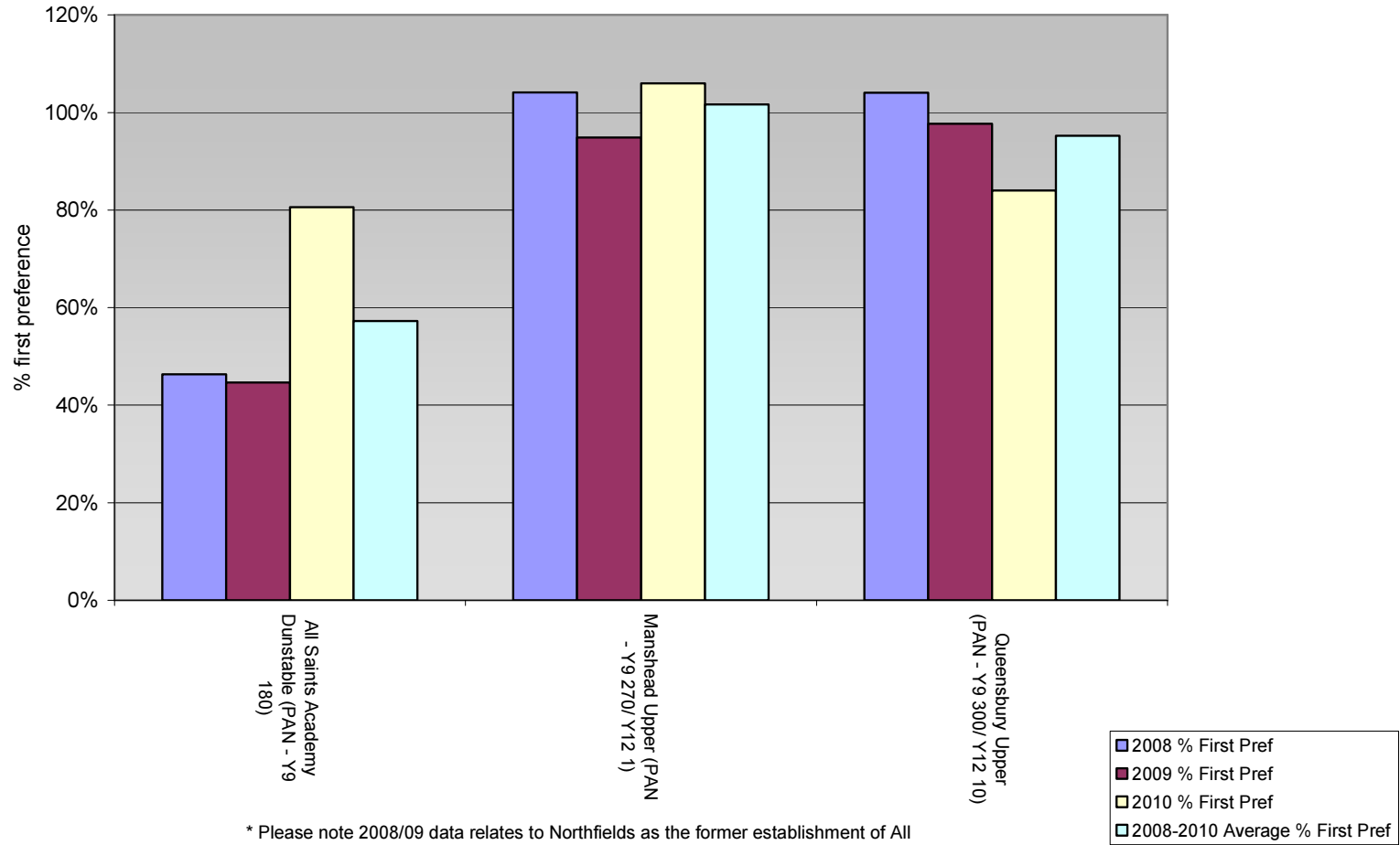


D&HR Middle Schools - first preference as % of admission number



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

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



Considerations to inform the final decision:

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

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

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

Please note all the options below contain certain assumptions:

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

Dunstable and Houghton Regis – Potential Options for school organisation change

Option number 1

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

Implementation

Manage surpluses by reducing Published Admission Numbers and mothballing accommodation on school sites until it is required with later growth in the area.

Promote the Federation of rural schools geographically.

No immediate capital investment required.

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

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

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

Initial analysis of implications and other comments

Strengths

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

Weaknesses

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

Option number 2

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

Implementation

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

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

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

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

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

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

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

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

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

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

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

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

Weaknesses

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

Option number 3

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

Implementation

Manage surpluses in lower schools by reducing Published Admission Numbers.

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

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

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

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

Initial analysis of implications and other comments

Strengths

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

Weaknesses

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

Option number 4

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

Implementation

Manage surpluses in lower schools by reducing Published Admission Numbers.

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

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

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

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

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

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

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

Initial analysis of implications and other comments

Strengths

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

Weaknesses

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

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