



**Proposal to extend the age range of Hawthorn Park Community Lower School from 3 – 9 years to 3 – 11 years to create a primary school.**

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Central Bedfordshire Council intends to make a prescribed alteration to Hawthorn Park Community Lower School, Parkside Drive, Houghton Regis, Bedfordshire LU5 5QN from 1 September 2013.

The proposal is to change the age range of Hawthorn Park Community Lower School by extending it from a 3 – 9 years lower school to a 3 – 11 years primary school

This is to be implemented in two stages:

September 2013 - year 4 children will be retained at the school and become a new year 5.

September 2014 - year 5 children will be retained at the school and become a new year 6.

The current capacity of the school is 300 places in the main school plus provision for 79 part time nursery places. Following implementation the proposed capacity will be 420 places in the main school plus provision for 79 part time nursery places.

The current admission number for the main school is 60 for each year group. The proposed admission number will remain the same. Total capacity for September 2013 is expected to be 360 in the main school with 79 part time nursery places. Total capacity for 2014 is expected to be 420 in the main school with 79 part time nursery places.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: The Information Manager, Central Bedfordshire Council, Room DC2, Watling House, High Street North, Dunstable, Beds, LU6 1LF. It can also be viewed on the Council's website at <http://www.centralbedfordshire.gov.uk/consultations>

Within six weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to The Deputy Chief Executive / Director of Children's Services, Central Bedfordshire Council, Priory House, Chicksands, Shefford, Beds, SG17 5TQ.

Signed: Edwina Grant

Deputy Chief Executive / Director of Children's Services

Publication Date: 20 February 2012

**Explanatory notes**

It is proposed that extending the age range of Hawthorn Park Community Lower School from 3 – 9 years to 3 – 11 years to create a primary school will provide improved standards in years 5 and 6 and therefore at the end of Key Stage 2. National data shows that changing school may impact negatively on pupils' progress and may result in a lack of curriculum understanding, continuity, and assessment agreement. This proposal will remove the transition at the end of year 4.

The school can accommodate the additional year group in 2013, without the need for additional accommodation. However, there will be a need for additional classroom space in 2014 to accommodate year 6 pupils, which is proposed to be provided by the school, one option being to change the use of the classroom currently in use by the Neighbourhood Centre to provide part of the extra accommodation needed.

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

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

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

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

N/A

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

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

Hawthorn Park Community Lower School  
Parkside Drive  
Houghton Regis  
Beds  
LU5 5QN

### **Implementation and any proposed stages for implementation**

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

The proposal will be implemented on 1 September 2013.

In September 2013 - year 4 children will be retained at school and become a new year 5

In September 2014 – year 5 children will be retained at school and become a new year 6

### **Objections and comments**

3 A statement explaining the procedure for making representations, including —

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

Within six weeks from the date of publication of this proposal (i.e. 2 April 2012) any

person may object to or make comments on the proposal by sending them to Edwina Grant, Deputy Chief Executive / Director of Children's Services, Central Bedfordshire Council, Priory House, Monks Walk, Chicksands, Shefford, Beds. SG17 5TQ

### **Alteration description**

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

It is proposed that Hawthorn Park Community Lower School will extend its age range from a 3-9 years lower school to a 3-11 years primary school.

### **School capacity**

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

The current capacity of the school is 300 places in the main school plus provision for 79 part time nursery places. Following implementation, the proposed capacity will be 420 places in the main school plus provision for 79 part time nursery places.

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

The school currently has an admission number of 60 at age 4+. This will not change.

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

There will be no change to the number of pupils to be admitted. However in September 2013 a new year 5 will be created and in September 2014 a new year 6 will be created to enable pupils, who would have otherwise have had to leave the school at the end of year 4, to remain.

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

N/A

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

276 pupils in the main school plus 59 foundation stage pupils

### Implementation

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

N/A

### Additional Site

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

N/A

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

N/A

### Changes in boarding arrangements

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

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

N/A

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

N/A

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

N/A

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

N/A

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

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

N/A

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

N/A

### **Transfer to new site**

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

- (a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

N/A

- (b) the distance between the proposed and current site;

N/A

- (c) the reason for the choice of proposed site;

N/A

- d) the accessibility of the proposed site or sites;

N/A

(e) the proposed arrangements for transport of pupils to the school on its new site; and

N/A

(f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

N/A

## Objectives

10. The objectives of the proposals.

- To raise standards and improve outcomes for young people particularly at age 11, 16 and 18; Y6 data has been below 'floor targets' for three consecutive years.
- To ensure that particular attention is paid to groups of children who are underperforming and exceeding in years 5 and 6.
- To address the issues of surplus places in Houghton Regis.
- To provide stability, consistency and continuity for children in their primary years, through our ethos, curriculum, teaching and learning organisation.
- To provide shared services between schools and to ensure continuity of learning and teaching on transfer at age 11 across Houghton Regis and All Saints Academy in Dunstable
- To provide equal access for all pupils to primary school education regardless of faith
- To ensure our schools are based around communities and their needs
- To provide specialist primary education for children in years 5 and 6
- To improve transition for children on transfer,
- To address issues of recruitment and retention of good quality staff

## Consultation

11. Evidence of the consultation before the proposals were published including—

- (a) a list of persons who were consulted;
- (b) minutes of all public consultation meetings;
- (c) the views of the persons consulted;
- (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
- (e) Copies of all consultation documents and a statement on how these documents were made available.

Informal consultation was carried out between 5 December 2011 and 3 February 2012

a) Parents/guardians of children currently attending Hawthorn Park Lower School

Staff at Hawthorn Park Lower School

The Chair of Governors of all schools in Central Bedfordshire (including academies)

The Head teacher of all schools in Central Bedfordshire (including academies)  
The principal of Central Bedfordshire College  
All members of Houghton Regis Town Council  
All members of Dunstable Town Council  
All Central Bedfordshire Councillors  
Members of Parliament for South West Bedfordshire and Luton  
Pre school providers in Houghton Regis,  
Pre school providers in Dunstable  
Luton Borough Council  
Pre school providers in Luton between Poynters Road and the M1 motorway  
The Chair of Governors of Luton schools between Poynters Road and the M1 motorway (including academies)  
The Head teacher of Luton schools between Poynters Road and the M1 motorway (including academies)  
All relevant Trade Unions for both Teaching and Support staff  
All church leaders within Houghton Regis  
Manager of Tithe Farm Neighbourhood Centre  
Internal (Central Bedfordshire Council) consultation in Early Years / SEN

A Public Consultation Meeting was held at the school on 12 January 2012.

b) See Appendix A

c) See Appendix B

d) All applicable statutory requirements in relation to the proposals to consult were complied with

e) A copy of the consultation document is available via the Central Bedfordshire Council <http://www.centralbedfordshire.gov.uk/consultations> .This consultation document was circulated to all of the people listed in section (a) and was also made available via the Council's publication 'Central Essentials' which is emailed weekly to head teachers and chairs of governors.

### **Project costs**

**12.** A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

The school can accommodate additional Year group in 2013, without need for additional build or accommodation

There will be a need for additional classroom space in 2014 to take the further year

group. The cost of additional build required at that time would be approximately £200,000 based on current costs for new build. This could be either to add additional classrooms for Y6 or to look at new build for EYFS part of school and house Y6 within current accommodation. Although Hawthorn Park has 60 place entry, parental choice may reduce numbers in Y5/6 for initial period.

The school will budget towards the costs for new build over next 2 years and also look into possible funding for EYFS provision.

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

N/A

### Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

The current age range is 3-9 years, across the main school plus part time nursery provision.

### Early years provision

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

(a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

The school already caters for pupils aged 3-9 with 300 places in the main school plus 79 part time nursery places. The provision for nursery aged pupils will not change.

(b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

As existing

(c) evidence of parental demand for additional provision of early years provision;

N/A

(d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

N/A

(e) Reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

N/A

### Changes to sixth form provision

**16** (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (i) improve the educational or training achievements;
- (ii) Increase participation in education or training; and
- (iii) Expand the range of educational or training opportunities for 16-19 year olds in the area;

N/A

(b) A statement as to how the new places will fit within the 16-19 organisation in an area;

N/A

(c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

N/A

(d) The proposed number of sixth form places to be provided.

N/A

**17.** Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

N/A

### Special educational needs

**18.** Where the proposals are to establish or change provision for special educational needs—

- (a) description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

There are no proposals to establish or change provision for SEN

- Current SEN provision is good, based on understanding of individual needs
- Excellent skills and knowledge within schools, enabling shared practice and support
- Primary curriculum more suited to meet needs of vulnerable pupils
- Excellent work with families to support SEN pupils
- Hawthorn Park currently manages the Jigsaw Extended School Provision for excluded pupils Y1-6 so sharing of expertise and resources will be enabled.

(b) any additional specialist features will be provided;

N/A

(c) the proposed numbers of pupils for which the provision is to be made;

N/A

(d) details of how the provision will be funded;

N/A

(e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

N/A

f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

N/A

(g) the location of the provision if it is not to be established on the existing site of the school;

N/A

(h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

N/A

- (i) The number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

N/A

**19.** Where the proposals are to discontinue provision for special educational needs—

- a) details of alternative provision for pupils for whom the provision is currently made;

N/A

- b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

N/A

- c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

N/A

- d) A statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

N/A

**20.** Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- c) improved access to suitable accommodation; and
- d) Improved supply of suitable places.

N/A

**Sex of pupils**

21. Where the proposals are to make an alteration to provide that a school which was establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

a) details of the likely effect which the alteration will have on the balance of the provision of single sex-education in the area;

N/A

b) evidence of local demand for single-sex education; and

N/A

c) Details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

N/A

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and

N/A

b) Evidence of local demand for single-sex education.

N/A

**Extended services**

23 If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

The school currently provides a range of extended school activities including After school and Breakfast Clubs, a variety of after school activities plus siblings Group and Parent and child events. The proposed changes would have no impact on the extended services.

**Need or demand for additional places**

**24** If the proposals involve adding places—

a) a statement and supporting evidence of the need or demand for the particular places in the area;

In response to parental concerns, the proposal will add an additional 60 places per year group for years 5 and 6. This will enable pupils to remain in the school should parents wish this thereby increasing choice and diversity across the area.

b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

N/A

c) Where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

N/A

**25** If the proposals involve removing places—

a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

The proposals will increase provision across the area and increase parental choice.

b) a statement on the local capacity to accommodate displaced pupils.

N/A

**Expansion of successful and popular schools**

**25A.** (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

N/A

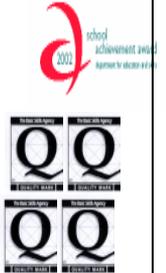
## Appendix A



# HAWTHORN PARK SCHOOL

Where Care and Learning Count

Headteacher : Mrs Lindsey Johnson



## MINUTES OF CONSULTATION EVENING HELD AT HAWTHORN PARK LOWER SCHOOL 12.01.12

**The meeting was attended by 34 people**

**Welcome by David Jones, Chair of Governors HPL**

**Presentation by Lindsey Johnson, Head teacher Hawthorn Park Lower**

### **Questions and Discussion:-**

1. Councillor Egan – Introduced herself – Central Beds for Parkside – “I have argued and fought for this to happen, best for children and educational outcomes”.  
If we do go down this route we need to address needs of Houghton Regis Lower School– C Beds can and should find money to include Houghton Regis Lower School in this process. Also support All Saints Academy Dunstable application to become 2 tiers.
2. Neighbourhood Centre representative asked – “Can you see a place for Neighbourhood Centre in this partnership? Lindsey Johnson - welcomes partnership – really good for centre to be involved, based next door, and ideally placed.  
Where does Neighbourhood Centre fit in? Need to look at this.  
The Neighbourhood Centres continue to 2015 – Lindsey Johnson would ideally like the Neighbourhood Centre to be run as part of the

school – families have children across age range.

3. Lindsey Johnson asked parents – No concerns – older children did 2 tiers.

Elaine Fairclough (Head teacher, Thomas Whitehead VA Lower) – comments from consultations are her school only 1 parent against – majority of responses very responsive. Need to listen to children; Lindsey Johnson wants to include parents in shaping the future of education in Houghton Regis.

No-one has ownership of Key Stage 2 and All Saints Academy, Dunstable feel the same as don't get children until 13. Children always make a dip in attainment after/during transition.

4. Tom Waterworth (Principal, All Saints Academy) plus 6 senior colleagues wanted to see Lindsey's views – Delighted with presentation.

Need to raise standards for children.

Need to provide great mainstream provision for all our children.

If a number of schools work together we could achieve a lot collectively, i.e., share out ICT provision and expertise.

Re-shaping 5 & 6 and helping in Year 7 & 8

Say what do we want to achieve – how different will it look in the future?

Local Education Authority has to listen and support views of schools and parents in the interest of children.

Make a difference to our community, families and children – will happen, going to happen, - very exciting!

Parent - through Middle School system – wasted 2 years of their education due to transition.

Thanks to everyone for coming.

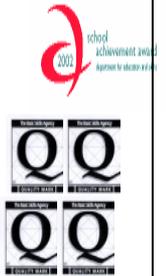
## Appendix B



# HAWTHORN PARK SCHOOL

Where Care and Learning Count

Headteacher : Mrs Lindsey Johnson



## **RESPONSE TO CONSULTATION DOCUMENT ON A PROPOSAL TO EXTEND THE UPPER AGE RANGE OF HAWTHORN PARK LOWER SCHOOL, PARKSIDE DRIVE, HOUGHTON REGIS, BEDFORDSHIRE, LU5 5QN FROM 3 – 9 YEARS TO 3 – 11 YEARS**

### **Purpose of this report**

The purpose of this document is to provide information and report on the informal consultation relating to the proposal to extend the age range of Hawthorn Park Lower School from 3-9years to 3-11years to create a full primary school.

### **OBJECTIVES OF PROPOSAL**

- To raise standards and improve outcomes for young people particularly at age 11, 16 and 18; Y6 data has been below 'floor targets' for three consecutive years.
- To ensure that particular attention is paid to groups of children who are underperforming and exceeding in years 5 and 6.
- To address the issues of surplus places in Houghton Regis.
- To provide stability, consistency and continuity for children in their primary years, through our ethos, curriculum, teaching and learning organisation.

- To provide shared services between schools and to ensure continuity of learning and teaching on transfer at age 11 across Houghton Regis and All Saints Academy in Dunstable
- To provide equal access for all pupils to primary school education regardless of faith
- To ensure our schools are based around communities and their needs
- To provide specialist primary education for children in years 5 and 6
- To improve transition for children on transfer,
- To address issues of recruitment and retention of good quality staff

### **PROCESS OF INFORMAL CONSULTATION**

Informal consultation period ran from 5<sup>th</sup> December 2011 to 3rd February 2012. The consultation consisted of a consultation document, a meeting for staff and unions and a public meeting.

Consultation documents were sent to the following people:

Parents/guardians of children currently attending Hawthorn Park Lower School

Staff at Hawthorn Park Lower School

The Chair of Governors of all schools in Central Bedfordshire (including academies)

The Head teacher of all schools in Central Bedfordshire (including academies)

The principal of Central Bedfordshire College

All members of Houghton Regis Town Council

All members of Dunstable Town Council

All Central Bedfordshire Councillors

Members of Parliament for South West Bedfordshire and Luton

Pre school provision in Houghton Regis,

Pre school provision in Dunstable

Luton Borough Council

Pre school provision in Luton between Poynters Road and the M1 motorway

The Chair of Governors of Luton schools between Poynters Road and the M1 motorway (including academies)

The Head teacher of Luton schools between Poynters Road and the M1 motorway (including academies)

All relevant Trade Unions for both Teaching and Support staff

All church leaders within Houghton Regis

Manager of Tithe Farm Neighbourhood Centre

Head of Early Intervention & Prevention, Central Bedfordshire Council

Head of School Support, Central Bedfordshire Council

The consultation document was also available on the Central Bedfordshire Learning Portal and publicised in Central Essentials.

A meeting for staff and Trade Union officials was held on Thursday 12<sup>th</sup> January 2012 between 4pm and 5pm. All staff and Trade Union officials were notified in writing of this meeting. This was attended by Staff and reps from NASWT, NUT and GMB.

A public meeting was held on Thursday 12<sup>th</sup> January 2012 between 6pm and 7:30pm. This meeting was publicised by flyers, invites to parents and on the Central Bedfordshire Learning Portal, details were also in Central Essentials. It was attended by 32 people.

Pupils in Years 1 – 4 were also consulted during discussion time.

Questions relating to the proposal  
Hawthorn Park received 126 responses

**Overall Collated Responses**

1a) I support the proposed changes to the age range at Hawthorn Park Lower School.

<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
91	13	6	2	14	0

1b) I support the timescale plan of the age change at Hawthorn Park Lower School

<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
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84	19	7	1	14	1
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82 Parent / Carers Responses

1a) I support the proposed changes to the age range at Hawthorn Park Lower School.

<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
69	8	2	1	2	

1b) I support the timescale plan of the age change at Hawthorn Park Lower School

<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
64	12	3	1	2	

16 Responses from other schools

1a) I support the proposed changes to the age range at Hawthorn Park Lower School.

<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
10	1	1	1	3	

1b) I support the timescale plan of the age change at Hawthorn Park Lower School

<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
10	1	1		3	1

28 Responses Other (including MP, Councillors, Staff and Unions)

1a) I support the proposed changes to the age range at Hawthorn Park Lower School.

<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
12	4	3		9	

1b) I support the timescale plan of the age change at Hawthorn Park Lower School

<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
10	6	3		9	

### **Responses to points raised throughout informal consultation**

#### **Written Responses**

**Overall there were many positive comments**

#### **Positive Responses**

**Parental responses indicate that they support the change.**

Comments included:

A belief it would be beneficial all round

That less changes of school would be better for the child

That children would benefit greatly from a longer time at Lower school and not changing during Key Stage 2. I am looking forward to it happening and hope the time scales are kept to start in September 2013.

That education would be less disrupted

That the children will learn more and not be so stressed.

That pupils would benefit from continuity of education and that children felt safe school

Positive responses from schools (Thornhill, Tithe Farm, Thomas Whitehead, St Christopher's, and Houghton Regis Lower) indicate that there is support for this change which they believe will have a great impact on children's learning, progress and achievement. It was felt that a further two years in Hawthorn Park would enable pupils to become emotionally and behaviourally more mature in an environment where they felt secure. Further comments related to the lack of readiness for the secondary style of education which pupils currently receive at age 9 when they transfer to Middle school and a belief that they would then be mature enough for secondary schooling at age 11.

Teachers commented that both pupils and school would benefit from having Year 5 and 6. Key Stage 2 would be completed in one school and the responsibility for the progress would rest with the primary school. The belief was also expressed that intervention to support children with basic literacy and numeracy skills in Years 5 and 6 is best undertaken by practitioners who are familiar with this learning which lies in the primary model. It was felt that good primary provision for Houghton Regis would enhance the life chances for all pupils and would provide further opportunities for joint working to enhance educational provision. The low starting point of many of the pupils on entry to school was also felt to be a significant factor in their poor transition to middle school; it was felt that pupils need the extra two years to consolidate their learning and feel confident before moving on to a secondary model of education.

Teaching Assistants commented that for SEND pupils the stability and continued working would be beneficial to these most vulnerable pupils. Some staff who are also parents commented that they felt that the two years at Middle School for their children had been wasted, as their children went backwards not forwards.

Chair of KHMS responded in favour of proposal.

Positive responses from other respondents commented on the schools very close working relationships and understanding of our families; this was seen as a great strength of the school

which was not replicated in Middle School. It was also commented that the very close working relationship between the Lower schools was a great strength which was already impacting on the education of pupils. It was commented that it would also help address the problem of changing schools mid Key Stage. Councillor Sue Goodchild further commented that CBC standards are not as good as they should be and that they believed, with the quality of the Lower schools in Houghton Regis, allowing them to alter their age range would support the council's improvement strategy. The felt that it should be recognised that Lower Schools are one of CBC's strengths and that a change in age range would support closing the gap in standards achieved by all young people and vulnerable groups which is a priority in the Local Authority's Children and Young People's Plan.

Andrew Selous MP expressed his "delight that there has been so much agreement among so many Houghton Regis schools about school reorganisation in the town"

### **Concerns raised**

The concern raised by parents who disagreed was lack of specialist facilities: however a good primary school can offer a full and innovative primary curriculum without need for specialist labs, also close partnership with other local schools can enhance teaching opportunities and meet all pupils' needs.

One parent who disagreed also commented that there was no point as it was a done deal that the system would not change

One parent who agreed was concerned re: capacity of school and car park. With planned work and innovative use of space this can be overcome. Also with parental choice widened the numbers in Y5/6 to begin with may be less than capacity initially, giving time for planned and well structured development of the school.

Concerns were raised by one middle school (Parkfields) which is not in Houghton Regis or Dunstable, regarding schools acting in isolation and the impact it could have on other areas e.g. Leighton Buzzard. They did not seem to be aware, even though it is clearly stated, that there is very close working between schools in Houghton Regis and that there was a firm commitment to extend this to all schools where pupils may transfer to. Also the response was based on the consultation at Thornhill Lower not Hawthorn Park as it commented on the need to reduce places, which Hawthorn Park is not planning. A middle school in local area (Priory Middle) also disagreed and made comments regarding their good standards, parental feedback of their parents in favour of Middle school Education, good transition and outcomes and partnership working, obviously individual Middle schools results and teaching varies but we believe that the

offer of choice to parents will enhance provision in Houghton Regis and meet this communities specific needs and we are still committed to working in partnership.

A further middle school (Millvale) has responded that it had no objection to the change of age range but felt that the consultation document made comments that could have been misleading as it refers to middle schools rather than particular schools. This was addressed on a reply to Millvale regarding their comments.

The Strategic Leadership Team (SLT) of Kings Houghton Middle School (KHMS) sent a response that disagreed with the proposal, but, as stated earlier, the KHMS chair of Governors supported the proposal. Our response to the SLT is attached at the end of this section. However though there are objections raised, it seems that many of these are addressing the current issues in Houghton Regis rather than looking forward to the commitment of the proposal and the strong arguments for the change of age range.

A concern was raised by the Head of Early Intervention & Prevention, Central Bedfordshire Council with regard to the school expressing the possible need for the space currently used as part of Parkside Neighbourhood Centre, though not disagreeing with the change of age range. This is the earliest that the area would be required would be 2016 and it is the school's belief that this could be addressed. New contracts are currently being issued by CBC which will run until March 31<sup>st</sup> 2015 it is the intention of the school to be in a position to jointly tender along with Tithe Farm to run this service. It is our belief that we could manage the service and accommodation to enable the area in discussion to be put back in to use as part of the school accommodation, to facilitate the support we currently offer to families and community that is running out of current school space.

A number of TA staff from KHMS in the area disagreed with proposals and sent a collective statement. They stated that Children in need of a statement are not identified at Lower School leaving the middle school to collate the necessary information. This is not factually correct at Hawthorn Park as we have highly effective SEND provision that identifies pupils' needs early and puts in place the appropriate and effective support by referring to relevant agencies. In the last year Hawthorn Park applied successfully for 8 statements. We transferred 5 children with statements of need to KHMS and our SENCO met on several occasions with staff from KHMS regarding the needs of these children and arranged extra transition support for these pupils. We also successfully enabled the transition of another 4 children with statements to other middle school provision. This reply also stated that children should be targeted in year 3 and 4 so that they are correctly assessed and placed in year 5 allowing them to excel earlier in middle school.

All our pupils from FS1 up are carefully targeted and supported with rigorous provision mapping and support. It also asked what provision Lower schools provide for pupils with behavioural and / or social issues. As a school we provide a highly experienced and well trained staff in ADHD, Autism and BSED. We are all trained in Team Teach, use SORTED counselling, play therapy and an innovative creative curriculum to meet all our pupils needs. Once again these objectives seemed based in false premise rather than to the actual proposal itself. Hawthorn Park as a Primary would be able to extend the excellent SEND and support for vulnerable pupils that we pride ourselves in. The Jigsaw Centre alternative provision already operates out of Hawthorn Park and caters for the most at risk pupils age 4-11 across CBC, and is already making an impact.

Union concerns relate to any impact there may be around staffing at both Hawthorn Park and any schools that may see pupil numbers change as a result of the age range change. Timothy Ramsden (NASUWT) commented that "Should the change proceed, we believe a committed, strong and experienced governing body is vital to support all staff through the period of change in times that are tough for the education service generally. We therefore look to the governors' determination, within the normal processes of election to governing bodies, to assure head teachers and all staff of their support throughout the process." We have a very strong and committed Governing Body that fully supports this proposal.

#### PUBLIC MEETING

No concerns were raised at the public meeting regarding the age range change (Minutes attached)

Councillor Egan fully supported and was behind the proposal but expressed unhappiness in the fact that Houghton Regis Lower were not currently able to consult.

The issue of the Neighbourhood Centre was raised (Manager – Neighbourhood Centre) and was responded to by Lindsey Johnson (Head teacher - Hawthorn Park Lower) stating the school was looking for partnership and working together to meet the needs of the community.

It was said that no-one seemed to have ownership of Key Stage 2 and this can cause dip in attainment.

Tom Waterworth (Principal - All Saints Academy) fully supported presentation and was fully behind the drive to raise standards, provide great mainstream primary education and to make a difference to families and children. He was also fully supportive of schools working collaboratively to meet need.

#### Union Meeting

Staff at Hawthorn were wholly in favour of the proposal and felt that the expertise and knowledge

within the school could be extended. Unions raised concern re possible closure of local Middle school, this is not the intention of our proposal and good staff will be needed to enhance our current team.

#### Pupil Comments

Majority said they would like to stay at Hawthorn until they were 11.

They said that they think their school is friendly and they know the teachers well. They would enjoy having more children in the school and they could have more responsibility as they got older.

They commented on learning from a fun curriculum and that they enjoy their topic work because it interests them.

One child said if they remained at Hawthorn they wouldn't have to worry about change. Some children commented that they were worried that they would have too many detentions at middle school.

### **Revisit and Review Of Original Proposal in Light of Consultation**

#### **Further comments:**

#### **SCHOOL CAPACITY.**

There was some concern around School capacity. However It is still the School and Governors firm commitment the school can accommodate Y5 and Y6. Good planning and vision would enhance this vision. The furthering of parental choice could impact on capacity in the initial change and other proposals for change could also impact. Working with other schools will be key to ensuring all needs are met.

#### **SEND (Special Educational Needs and Disabilities):**

Concerns raised by KHMS around SEND are inaccurate and do not show an understanding of SEND at Hawthorn Park. Our provision for pupils with SEND is outstanding and is fully embedded in to the ethos of the school as a whole. It is an area of strength where our expertise and knowledge of different types of SEND can be used to assist other local schools whilst meeting the needs of all our pupils. As a school we regularly update our training and expertise, meet and have a close working relationship with other agencies i.e. SALT, ELC. We also support families through often difficult decisions and offer them support with coping with their child's SEND needs. We run the siblings group for children with siblings with disabilities once a month and through our PSA offer excellent family and community support.

#### **TRANSITION**

Parental concerns were around the number of transition points impacting on their children. This proposal would reduce number of transition times and also allow pupils to transfer at end of Key Stage. It would also give pupils time to become emotionally ready. Even where there was disagreement it was agreed that transition has an effect on education and well being.

It remains a firm commitment from the school to work with all schools that pupils transfer to at any age, in order to address transition issues.

#### **WORKING TOGETHER WITH OTHER SCHOOLS**

We are committed to improving education and outcomes for all pupils in Houghton Regis and have always tried to ensure effective partnerships. This is shown with Hawthorn Park playing a role in Leading the Dunstable & Houghton Regis Behaviour Partnership and Learning Community. In the combined working to run the Jigsaw (alternative school provision) and using PSA across the Community. However it has not always been a smooth partnership and it is hoped that with schools in the area having a joint vision for Houghton Regis that this partnership will strengthen even more.

#### **EXTENDED SERVICES**

As a school we provide many extended school activities already, including After school and Breakfast Clubs, variety of after school activities, siblings Group and Parent and child events. We hope that this can be further extended and really benefit our community. Though a concern was addressed re: Neighbourhood Centre, partnership working among the schools and the centre would enhance all services within our community.

#### **ALTERNATIVE OPTIONS**

To remain as Lower School

## **Consultation Response Form received from the Strategic Leadership Team (SLT) of Kings Houghton Middle School -**

### **Questions relating to the proposal**

How much do you agree with the following statements? Please tick as appropriate.

1a) I support the proposed changes to the age range at Hawthorn Park Lower School.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
				x	

1b) I support the timescale plan of the age change at Hawthorn Park Lower School

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
				x	

Further comments:

**Key stage 2 results:**

**What the proposal says**

'Houghton Regis Lower schools provide well for their pupils. Local data shows that children achieve well in our schools and that standards achieved at the end of both KS1 and Year 4 are good. However, standards in Year 6 at the end of Key Stage 2 are below where they should be indicating that pupils' progress is affected in Years 5 and 6 in middle school.'

**What we say:**

King's Houghton Middle School also provides well for its pupils. Data shows that when pupils arrive at year 5 they have a considerable way to go to reach their targets at year 6.

These targets are set based on the children's assessed level at the end of year 2 and also based

on their assessed level at the end of year 4. The lower schools tell us they do not examine the children using QCA tests but use pupils assessment or APP. We in turn assess the children using APP and also using QCA.

We have to use QCA because the pupils are tested in a SATS exam after being with us for 5 terms.

When the pupils arrive from lower schools we therefore assume they have not completed formal tests before. This is a disadvantage for them and it means they do not always meet the challenging targets.

#### **Response from Hawthorn Park**

**As a school we use a wide range of assessments that include formal QCA tests, APP and in school and cross-school moderation to ensure the accuracy of assessment and inform target setting. These assessments have been validated by the LA at EYFS, Year 2 and Year 4 and this data is passed on to KHMS. Therefore the assumption that pupils from Hawthorn Park have never completed formal tests before entering KHMS is factually untrue. In addition we benefit from having the expertise on staff of a trained KS1 moderator and a KS2 Literacy marker. We have robust assessment, tracking and target setting systems that inform us about pupil progress and these can be continued into Years 5 and 6 to ensure better outcomes for our pupils at the end of KS2. The majority of our Y4 pupils are achieving at least national expectations with some groups showing accelerated progress from low starting points in EYFS. This progress is not continued at the moment.**

Key stage 2 is split between two schools.

In Luton where junior and infant schools were the norm some years ago. The problem of inflated key stage 2 results had a negative effect on the outcomes for the same pupils at the end of year 6. It looked like not enough progress had been made, the it was suggested that infant schools had enhanced their year 2 results as this looked good for them, and the junior schools had to battle to ensure the children made a full two levels progress in the year 6 SATS exams as a result. The final accountability still fell with the junior schools and they could do nothing about the year 2 results.

The schools are now primary schools in many places in Luton and what has been noted is that the year 2 results have fallen and the value added has increased. In other words: primary schools

suppress key stage 1 result to show better progress in key stage 2 as it is their accountability. Split junior and infant schools have the same issue as we do here.

**Response from Hawthorn Park**

**This is referring to schools in Luton and we believe we can improve outcomes in Houghton Regis and our proposal is based on the needs of pupils in our community.**

The middle schools have much data- not normally shared with everyone by the LA to show that progress in keys stage 2 across the LA is not good. This in turn does not help the huge leap middle schools need to make with years 5 and 6.

**Response from Hawthorn Park**

**As a Primary school there should not be a huge leap needed in Y5 and 6 as pupil progress will be more even across the school from EYFS to Y6 due to the consistency of teaching and learning, rigorous assessment and tracking, innovative curriculum that engages pupils and knowledge of our pupils educational and pastoral needs.**

As a middle school we have made massive efforts to work alongside our lower school colleagues. The overwhelming feeling we get from them is distrust and an unwillingness to work with us. This was shown a few years ago when lower school heads all refused to allow us to conduct the CATs tests in year 4 so that we could use the data to help us set pupils according to their cognitive ability. We did not consider this to be partnership working. Partnership working is the way forward and we have been promoting it over the years.

**Response from Hawthorn Park**

**Partnerships are based on mutual trust, respect and working together, this has not been the case with KHMS in the last few years. Many attempts to improve links have been met by at best indifference to our ethos and ideas. Recently as a result of KHMS latest Ofsted report, an enquiry was made regarding maths resources and numeracy teaching, we responded immediately and positively but are still awaiting a reply.**

Transition:

**What the proposal says**

**'National data shows that changing school impacts negatively on pupils' progress. The transition of our pupils at age 9 in the middle of their Key Stage 2 primary schooling results in a lack of curriculum understanding, continuity, and assessment agreement.'**

#### What we say

It is true that changing school impacts negatively on pupils progress and this document suggests that the middle school is not working to make this a better situation, whereas in fact we work very hard to ensure our pupils settle fast into year 5.

Lower schools are no sharing maths resources and ideas with us as we have asked, and we have worked for several years now on the same Literacy scheme with Hawthorne park and this has been very successful.

#### **Response from Hawthorn Park**

**As a school we have worked very hard to improve transition for our pupils and their parents, but for a majority of our pupils they are not ready for the vast changes and the secondary based style of teaching. We do follow the same Literacy Scheme as KHMS but have not had a positive response from them regarding sharing of resources, ensuring pupils do not repeat parts of the scheme or joint working. We find this very disappointing, as the use of the sane Literacy Scheme was in order to help with continuity and improve outcomes.**

Assessment agreement is something, which again we have worked on in terms of APP moderation etc. We dispute the fact stated that we do not agree on assessment data, as we take the data as it is when sent form lower schools and we know what data it is. In fact we agree with the data and assume that transition has affected the APP scores when they dip.

Lower schools have not provided us with APP documentation- despite requests. We hope that will be redressed this year.

#### **Response from Hawthorn Park**

We did provide KHMS with APP documents alongside other data and information. However KHMS use secondary APP and we use Primary APP.

Two tier rationale:

#### **What the proposal says**

**We believe that our children would benefit from the stability of a primary school setting that is organised to meet the specific learning needs of the upper Key Stage 2 child. National research and data supports this view and consequently Local Authorities have converted to a primary/ secondary model.**

**What we say:**

The system is stable at the moment in Houghton Regis. This is a vulnerable area where the status quo would succeed if it were to remain. National data does not prove that result would be any better in Key stage 2 – although value added might appear to be-see above. In fact national data shows that results may be worse. Look at Northampton for data.

We have excellent facilities for keys stage two including specialist provision and lots of space- something the lower schools do not have and have not planned for.

#### **Response from Hawthorn Park**

**The education Provision in Houghton Regis is undergoing change in line with the rest of the country, with the setting up of academies, free schools and alternative provisions. This is highlighted by KHMS themselves being academised by the Greenwood Dale Foundation Trust. The SLT in a newsletter to parents commented ‘The conversion to Academy will be as a Middle School but the Academy will adapt in future to suit the needs of the community. This is not a statement that endorses keeping the status quo; indeed KHMS has expressed an interest in the last year of becoming a secondary provision. We believe that Hawthorn Park can offer its pupils and families a change that will make a difference. Good Primary Education is not dependent on specialist facilities but on excellence of teaching and learning, something we are sure we provide.**

Choice:

#### **What the proposal says:**

**We also believe that all children and families in Houghton Regis should have the same choice as Catholic families who can already choose to send their children to a primary school until the age of 11.**

What we say:

All families have the choice to send their child to a primary school by crossing Pointers Road- the Barnfield Academy is closer than the all Saints Academy. If parents want to they can access the other system.

#### **Response from Hawthorn Park**

Parents could make a choice but Luton has no surplus Primary places in the immediate area and Barnfield Academy is currently a secondary provision so not available to our parents until 11.

With our proposal parents would have increased choice of either Primary or Lower Middle Upper.

Secondary school places:

**What the proposal says**

**Hawthorn Park Lower, Thomas Whitehead C of E VA Lower and Thornhill Lower are consulting at the same time to change their upper age range to 11. An application has also been submitted to the YPLA, which maintains academies, for All Saints Academy to become a secondary academy for 11 to 18 year olds.**

**The Governing Body has requested Central Bedfordshire Council to consider its request to change the age range of the school to enable it to provide primary schooling to pupils up to age 11.**

What we say:

For the proposal to be successful we understand that there needs to be 7 forms of entry for year 7 in the area. We also understand that ASA has not managed to get permission to become a secondary school. If it does have this permission there would not be enough forms of entry for year 7.

This means that secondary school education would be compromised due to this proposal, although we can see a way forward if we were to become a secondary provision.

**Response from Hawthorn Park**

**As stated previously Educational Provision is currently changing and there are consultations both in CBC and in Luton regarding school status. The statement is repeated that KHMS would help the places issue by becoming a secondary school. If that is the view then surely that is not in line with the objections to our proposal.**

**OBJECTIVES OF PROPOSAL**

<ul style="list-style-type: none"><li>To raise standards and improve outcomes for young people particularly at age 11, 16 and 18; Y6 data has been below 'floor targets' for three consecutive years.</li></ul>	<ul style="list-style-type: none"><li>We feel this can be done via close partnership working</li></ul>
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<ul style="list-style-type: none"> <li>To ensure that particular attention is paid to groups of children who are underperforming and exceeding in years 5 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>This happens at the current time at middle school level.</li> </ul>
<ul style="list-style-type: none"> <li>To address the issues of surplus places in Houghton Regis.</li> </ul>	<ul style="list-style-type: none"> <li>The middle school has very few spaces; it is the lower schools that have space. This is not because they are not primary schools.</li> </ul>
<ul style="list-style-type: none"> <li>To provide stability, consistency and continuity for children in their primary years, through our ethos, curriculum, teaching and learning organisation.</li> </ul>	<ul style="list-style-type: none"> <li>We feel this can be done via close partnership working</li> </ul>
<ul style="list-style-type: none"> <li>To provide shared services between schools and to ensure continuity of learning and teaching on transfer at age 11 across Houghton Regis and All Saints Academy in Dunstable</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>To provide equal access for all pupils to primary school education regardless of faith</li> </ul>	<ul style="list-style-type: none"> <li>See comment above</li> </ul>
<ul style="list-style-type: none"> <li>To ensure our schools are based around communities and their needs</li> </ul>	<ul style="list-style-type: none"> <li>We should be working in partnership as KHMS has wanted to do since January 2009</li> </ul>
<ul style="list-style-type: none"> <li>To provide specialist primary education for children in years 5 and 6</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>To improve transition for children on transfer,</li> </ul>	<ul style="list-style-type: none"> <li>This already occurs</li> </ul>
<ul style="list-style-type: none"> <li>To address issues of recruitment and retention of good quality staff</li> </ul>	<ul style="list-style-type: none"> <li>KHMS is fully staffed and has good quality staff</li> </ul> <p><b>Recruitment &amp; retention is difficult in Lower schools as there is not clear career progression and less opportunity for leadership , being a primary would address this issue.</b></p>



# HAWTHORN PARK SCHOOL

Where Care and Learning Count

Headteacher : Mrs Lindsey Johnson



The Governing Body met on February 7<sup>th</sup> to look at the responses and discuss the report on informal consultation. The following statement was written by the Governing Body and was unanimously agreed.

## **STATEMENT FROM HAWTHORN PARK LOWER GOVERNING BODY REGARDING THE PROPOSAL TO EXTEND THE AGE RANGE AT HAWTHORN PARK LOWER FROM 3-9 YEARS TO 3-11 YEARS.**

The Governing Body of Hawthorn Park Lower School consists of a mix of parent Governors, Community Governors, Staff Governors and LA Governors.

We (The Governing Body of Hawthorn Park Lower School) fully support the proposal to extend the age range at Hawthorn Park Lower School and become a Primary school, because we believe that the current three-tier system is failing the children of Houghton Regis. The Governing Body plays an active role in the school and is fully aware of the excellent achievement and progress made by children in the school, and the contribution of the school's management and staff to this achievement and progress.

This positive view is confirmed in the school's last Ofsted report, which states 'The many positive comments given by staff and parents clearly show how highly this school is valued and reflect that it is indeed a 'good school'.' This proposal will enable the school to continue to offer high quality education throughout a pupil's Primary career.

Our children currently move to middle school at age 9 years. We believe that a substantial majority of our pupils in an area of high deprivation are not emotionally or socially ready for transition at this age, with a move into a new environment, a more secondary based curriculum, unfamiliar routines, teaching staff and peers. Continuing at Hawthorn Park until the end of the Primary years will offer our pupils and their families consistency based on an extension of the high quality education and pastoral support that the school currently provides and Ofsted recognises.

Data from our excellent assessment and tracking systems shows that the majority of our pupils leave Hawthorn Park achieving well and reaching or exceeding LA expectations. Furthermore, the progress made by vulnerable groups such as SEND and FSM is well above the LA average. However, data from SATS results two years later shows that many pupils do not maintain this progress and achieve less well than national expectations.

As a Governing Body we believe that Hawthorn Park can offer a better educational provision for Y5 and Y6 based on an innovative and sound primary curriculum for all. We find it unacceptable that the majority of our pupils transfer to a middle school where only 40% of pupils achieve expected levels for English and Mathematics. This is failing our pupils and we are committed to ensuring that this should change.

The Governing Body has examined the views of parents and other stakeholders and they overwhelmingly support this proposal.

This proposal is not something the Governing Body has entered into lightly, but has discussed and explored options over a number of years. We realise that change can be challenging, however we are strongly committed to making change happen for the benefit of our pupils, families and the wider community. We believe that this proposal to extend our pupils' age range from 3-9 years to 3-11 years will go a long way towards helping the children of Houghton Regis develop into well educated, well rounded citizens who are emotionally, socially and educationally equipped to continue with life long learning.