

## Business Case for transforming Streetfield from a Middle School into a Primary School

### School information

Streetfield Middle School,                      Establishment number: 823/4093  
Dunstable Road,                                      UPIN: 109677  
Caddington  
Beds LU1 4BB

### Introduction

This is an alternative proposal to the complete closure of the Streetfield site and explicitly recognises/accepts that Streetfield will close as a Middle School from 2016.

A 'Foreword' explaining our ambition can be found here:  
[https://www.youtube.com/watch?v=WWR2d5Aj\\_5g](https://www.youtube.com/watch?v=WWR2d5Aj_5g)

We now have an opportunity to not only put to rest the arguments of old regarding three tier vs two tier but to build something new, exciting and vibrant from the ground up.

We could have the first 0-19 campus for a seamless transition between all the key stages accommodated on two premises working in partnership together.

We could have a central hub of learning for the whole of Dunstable servicing the needs and aspirations of parents, carers and educationalists.

We could seize the opportunity to buck the trend of those other LAs who have tried and failed to make the same transition process from three to two tier schooling successful such as Suffolk, Norfolk and Northampton.

### The General Background of Central Bedfordshire, which 'informs' the Streetfield Lyceum proposal

In addition to the financial considerations of surplus places and the changing shape of schooling in Dunstable there are also the issues of educational performance, standards and rates of progress and provision for some of the most vulnerable children in the whole of Central Bedfordshire as well as Dunstable; the area that Streetfield currently serves.

**The Local Authority Data Matrix for Central Bedfordshire** from the 21<sup>st</sup> May 2014 (Provided by the DfE) shows a disappointing picture of primary school attainment and progress in Central Bedfordshire overall.

(Grade A means – in the top national quartile; Grade D means in the lowest national quartile)

<b><u>Key Stage 1</u></b>	<b><u>Attainment</u></b>	<b><u>Progress</u></b>
Reading (Teacher Assessed)	A	D
Writing (Teacher Assessed)	A	C
Maths (Teacher assessed)	A	C
Science (Teacher assessed)	A	C

<b><u>Key Stage 2</u></b>	<b><u>Attainment</u></b>	<b><u>Progress</u></b>
Reading (Nationally Tested)	D	D
Writing (Teacher assessed)	C	D
Maths (Nationally Tested)	D	D
Reading Writing Maths	D	D
Science (Teacher Assessed)	A	D
Spelling, Punctuation, Grammar (Nationally Tested)	D	Not measured yet

**With Behaviour, attendance and exclusions** the picture is a little brighter and places the authority in the C/B category (average national quartiles)

**For Vulnerable Children** – it is clear that with regard to: ‘Looked after Children’ – there are significant challenges, which place the authority in the national D quartile category and that for ‘Children’s Social Care’ the general challenges result in ‘D’ categorisation for absence, exclusion and attainment.

There are several issues to consider when analysing these outcomes:

- There is a mismatch between Key Stage 1 and Key Stage 2 attainment and progress. (One is teacher assessed – the other is nationally tested)
- Attainment and progress are lower at GCSE generally - because expectations for progress at KS4 are lower than they should be this is true if upper/secondary schools mistakenly use KS2 results as their benchmark and not the progress made during Years 7 and 8.

The negative impact upon GCSEs that has been caused by the mistaken/inappropriate use of data during transfer and transition in key stage 3 is now history. It is a lesson to be learned for the new system that we are now building– its only relevance now is to help describe how we got to where we are now so that we can plan ahead for the future and avoid making the same mistakes.

So, as Dunstable heads towards becoming two-tier it has an opportunity to address and redress these issues.

The Streetfield Lyceum has an important role to play in rebuilding the reputation of Dunstable schooling.

The argument for closure of the three remaining Dunstable middle schools on financial viability grounds is well made. (Leaving aside for the moment that in the absorption of these pupils and the expansion of other schools in order to meet the parent demand and curricular demand is in itself causing financial problems that are, as yet, not fully calculated and the fact there are much smaller schools costing a great deal of money.) But the 'financial viability' argument on its own does not and will not address the issue of standards of attainment generally in the town.

For Dunstable to rebuild and develop outstanding schooling it needs more than the closure of Streetfield - it needs something else to happen.

So, now is the time to 'build' something new and effective that will encompass the 9 principles and 8 aspirations as embodied in the council's 2013 'modus operandi'.

This proposal shows how Streetfield can contribute to the greater good.

With Streetfield's education plan, its community cohesion plan, its contribution to the Children's Centres consultation, its demonstrable parent led demand and its secure financial planning offers:

- A joined up solution with regard to transfer and transition between phases
- An alternative way to addressing the issue of underachievement across the key stages
- An effective response to parental demand
- An opportunity to develop an innovative, forward thinking, exemplar model for other parts of the authority and other authorities
- An opportunity to put into practice coalition government aspirations re 0-19 education
- An opportunity to demonstrate CBC's commitment to innovatory change to meet parent demand for outstanding Children's Service

### **Our Vision: to be the best that we can be for the children of Dunstable.**

To provide a unique primary experience that will take the best of lower, middle and secondary pedagogical practice and fuse them to create a learning pathway that is innovative, energising and aspirational and that will result in raising attainment so that outcomes throughout the 0-19 journey are nothing less than outstanding.

The closest working example of our suggested hybridised approach can be seen in the Finnish Education System - it will be good for children, parents and carers and will put CBC at the forefront of innovative educational endeavour.

This proposal offers a financially and educationally viable alternative by changing its age range to that of a primary school.

There are two projections:

1. Showing the potential when the school has steady numbers and is full - 2019/20

2. Showing the incremental development from a relatively small school of less than 100 to 420 4-11 with further provision for up to a 100-place nursery for children aged 6 months – 4 years of age.

The Nursery and Primary provision will also contribute to the wider needs of the Council and the town to meet statutory obligations – in particular; inclusivity, outstanding educational opportunities for children and families – whilst supporting national initiatives such as the ‘Early Help Offer’

In this respect, part of the proposal is centred on providing family and parent support particularly in the early years/ nursery provision.

The proposal is a significant contribution to deliberations concerning the Central Bedfordshire consultation on the ‘Early Help Offer’ by offering joined up interventions for children who are likely to transfer from nursery to the primary school and then onto the secondary school which is/would be located on the same campus site.

This proposal will enable continuity of support for parents and care for children throughout the child’s schooling.

Also, in Dunstable, there is a clear and growing need for a more focused approach to early intervention.

The Streetfield model will be one of the major keys to tackling some of the issues that all/many parents and carers face at some point (not just those who seem to be chronically vulnerable).

- It will enable a greater concentration for targeted work and support for families, parenting group support and parenting courses.
- It will provide a hub of support or, as a satellite provision, significantly support the work of an established hub.
- It will enable further targeted support for those parents returning to work after a significant break.
- It will provide support for those parents who aspire to enter the world of work and self-support for the first time.
- It will provide a universal gateway that will enable a proactive approach to identifying appropriate professional support through and educational, health related training in parenting and training for ‘work readiness’.

The school will necessarily focus on all of the children and their families within the school community and specifically include and support those for whom:

- Early Intervention work will resolve a temporary/acute/‘one off’ crisis that can arise at any time and in any family.
- 15 hours free child care for two year olds would be beneficial for parent and child (as is proposed in the Coalition Government’s paper on Early Years Intervention)
- A non-invasive Health Visiting and Healthy Child programme that can be implemented effectively at a time and in familiar location appropriate to need as a satellite to the Children’s Centre hub.
- Pupil Premium interventions are an entitlement for eligible pupils and will thus become prioritised in accessing the varieties of service offered.
- Intervention and Early Help (as identified in the report of Professor Munro) and targeted support that will address the chronic needs of those vulnerable families on various programmes by accessing funding from supporting agencies.

With this model and with our facilities we are able to:

- Offer intensive levels of targeted support
- Target early help as and where necessary
- Enable a universal gateway that will be inclusive of all families
- Avoid the sense that only troubled families have difficulties and need support
- Avoid the negative association of support as being only offered to troubled families with difficulties
- Join up the resourcing across Nursery, Primary and Secondary Education on one campus site
- Ensure that all families benefit not just those identified by according to income, or other educational, health or social needs by creating a universal entitlement that is funded from the differing agencies

### **The Objective of this proposal/business case**

This proposal directly addresses the agreed stated principles adopted by the Council between 2011 and 2013. In particular:

The 2013 - agreed 9 principles adopted by the council for ensuring the promotion of parental choice, diversity, high standards, the fulfilment of every child's educational potential and fair access to educational opportunity:

1. The need to provide local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel
2. The need to create schools that are of sufficient size to be financially and educationally viable
3. The ability to support the expansion of local popular and successful schools or to link expanding schools with popular and successful schools
4. The potential to further promote and support robust partnerships and learning communities
5. The ambition to achieve a single phase of education 0 -19 and reduce school transfer points
6. The need to support the Raising of the Participation Age (RPA)
7. To seek opportunities to create inspirational learning environments for the school and to maximise community use
8. To promote the diversity of provision offered in Central Bedfordshire to increase opportunities for parental choice
9. To support vulnerable learners in Area Special Schools and integrate appropriate Special Educational Needs provision within mainstream schools

In addition to this the stated aims acknowledge:

- That there is a need to raise standards and to improve outcomes for young people.
- That continuity of provision across the 0 - 19 years age range creates a 'one phase' approach to learning.
- That schools should be based around communities and the needs of their learners.
- That new models of leadership and governance for schools are considered.
- That what is best for children and families should be at the centre of any change.
- That, as far as possible, services should be commissioned and delivered locally.
- That all partners will capture what is working well and publish this in ways that will allow others to learn from the success.
- That stakeholders will use this vision to inform the way they respond to changes in local and national educational policy contexts and set revised priorities.

By opening Streetfield Lyceum as a purpose built Primary School from 2016.

As Dunstable turns from a three to two tier system of schooling it deserves at least one Primary School that is:

- Fully equipped with buildings and facilities for the 21st Century
- Ready to meet the needs of all pupils regardless of creed and culture
- Able to provide educational opportunities that exceed the bare minimum required for CBC's legal obligations
- Physically able to meet the demands of statutory free school meals for Early Years on site
- In a position to help 'join up' CBC vision of 0-19 seamless education
- Appropriately staffed
- Already fully functioning at all levels
- Physically fit for purpose
- Meeting the needs and aspirations of parents and children of Dunstable
- Innovative in achieving CBC's aim of 'excellence for all'
- An enhanced diversity of provision for CBC
- An alternative choice of primary provision for parents

The success of this project will initially depend on the political will of councillors to nurture something new and innovative.

If councillors are truly ambitious to raise standards and able to recognise the strategic advantage of this proposal then they will agree to nurture this project assured that within 4-5 years CBC will have a fully functioning, high attaining Primary School that:

- Will be full to the DfE recognised optimum/most effective size of 420 (4+ -11)
- Will contribute to 0-19 education by offering provision for 6 months-11 years on a campus that already has provision for 11-19 at Manshead.
- Will provide desperately needed Specialist Provision for Autism for children aged 5 -11 (that will 'feed' the 11-18 provision at Manshead)
- Will demonstrate how partnerships with a variety of agencies, schools and authorities can provide for an outstanding outcome for all children.

Furthermore, the Streetfield proposal also provides a contribution to the current consultation regarding the **re-organisation of Children's Centres** in Central Bedfordshire, which focuses upon early intervention targeted in areas of greatest need.

Streetfield's proposal would support '**Option Three – Offering services to children aged 0-5 within the areas of highest levels of deprivation**' – whilst at the same time offering provision to other families thus, over time, removing the stigma unfairly attached to such centres – the South Dunstable Hub.

As Dunstable adopts the primary/secondary model of schooling, children, parents and schools will face significant challenges that come with such a change. It is well documented that where other authorities (Suffolk, Norfolk, Northampton) have also changed from three to two tiers they have faced difficulties in ensuring that schools at least retain their effectiveness and Ofsted grading – there is, for a time, a significant increase in the number of schools being judged as inadequate across all phases.

Part of the reason for this has been identified with a lack of joined up thinking between schools in the new phases as they proceed on their new path and a lack of central co-ordination. This was further exacerbated by the mixed economy of community schools, sponsored academies and elective academies tending to work

in their own interests rather than the common good of the community that they serve.

For the transition from three to two tier to work more effectively and successfully in Dunstable than it has in these other Local Authorities, we must do everything that we can to avoid the same fate. Dunstable needs and deserves a joined up approach to schooling and Streetfield has part to play in achieving this.

Broadly put Streetfield is a lynchpin for ambitious, innovative and cost effective 0-19 schooling by providing:

- Nursery 6 months – 4+
- Primary 4+ - 11
- A Parent Support Centre as part of the Early Help Offer initiative
- 'Wrap Around Care' 7.30 a.m. – 6.00 p.m.

Being on the same campus as the 11-18 Secondary School (Manshead) – will provide a physical manifestation of the principle of joined up 0-19 education in Central Bedfordshire that we all aspire to.

## 1 - Proposal summary

**Current Capacity** 520 (including 6 place ASD provision)

**Current Age Range** 9-13 (Middle deemed Secondary)

The change we are proposing is to become a

- 2 form entry Primary School with
- Nursery Provision 6 months – 4 years (including a parent and children centre to support the ‘Early Help’ initiative as a satellite of the local hub)
- Specialist Provision for pupils with Autism aged 5 -11

**Proposed Capacity:**

- 420 aged 4+ - 11 years (Mainstream)
- 60 -100 place Nursery Provision 6 months – 4 years
- 6 pupils with Autism in the on-site and purpose- built specialist provision

**Planned Start date:**

September 2016.

**Phases of Entry:**

There would not be a need for phased entry in Key Stage 1 or 2 as everything required for the physical environment is in place and the current staffing would meet all the statutory Key Stage needs in the Key Stage phases.

For example: In the past, when an emergency occurred at another school (Downside Lower) Streetfield had the physical capacity to accommodate the pupils and staff until the emergency had subsided.

**Our proposed PAN**

420 (statutory age range 4+ -11)

**Admissions arrangements**

Expect to start ‘small’ and build up to mid capacity by 2017/18 and to full capacity by 2019/20

(Our two public consultations have shown that there is demand and we anticipate that it will take a few years for a reputation to develop and for demand to increase.)



## 2 - Local context

This proposed change is in response to the change of schooling age ranges in the area. It has become predominantly primary and secondary this has stripped away the constituency of pupils who would normally attend middle schools.

### Impact

#### General

In the newly formed Primary sector (including Streetfield) there would probably be initially between 17 and 24 % surplus capacity across Dunstable, Houghton Regis and the surrounding villages (a significant reduction from the 69% generally quoted in CBC documentation). However, the oft-quoted 69% seems to include duplicated figures/places for Years 7-8 and Years 5 – 6 surplus places.

The surplus place capacity does not fall equally across the area – for example there will be greater concentration of surplus places in the village schools. There will therefore be some winners and losers as recognised in the 2011 preparatory documentation.

However, there will remain a need for some significant short-term surplus places in order to facilitate parental demand and to encourage healthy competition that will promote the raising of standards and will enable truly mixed comprehensive provision to develop across the town. This will enable the true nature of parent preference to manifest itself over time. As it settles, it will revert to the preferred ideal/optimum of 5% surplus places by 2019/2020 once all the schools have been fully established in their new phase.

#### Specifically to Streetfield's proposal

During individual meetings in early June with the Headteachers of our local schools (Manshead Secondary, St. Mary's Roman Catholic Primary School, St. Augustine's Academy and Kensworth Lower) that we initiated, we clearly explained our plans and aspirations for the future. It was also explained that our proposal was not intended in any way to compromise any of the other schools. At a subsequent meeting with our partnership schools (Manshead, St. Mary's, Slip End, Caddington, Kensworth and Ashton St Peter's) our plans were further described and there was a general feeling that a period of uncertainty had come to an end and the partnership could plan to move on together towards a common goal of effective Primary and Secondary schooling.

At the time St. Augustine's Academy (who were not present at the partnership meeting) were planning to re-advertise for a permanent Headteacher.

In separate matters with two specific schools in the partnership:

Ashton Middle School were offered any assistance that they thought we could provide in respect of their business case - the offer was gratefully received, though the school felt that it could proceed without our help.

An offer /proposal for a meeting between St Augustine's and Streetfield was made to the Chair of Governors at St Augustine's to explore possibilities regarding securing exploration of solutions which ensure each of our best interests.

### **Streetfield**

Streetfield will seek to remain a non-denominational school that will meet the spiritual needs of all faiths, creeds and cultures and as such will have no significant impact on the two faith schools that share the same campus. Indeed it is the 'strength' of the campus that there is a choice between two different faith - based and a non-faith-based schools.

### **Manshead CoE VA Secondary**

The greatest impact will be a positive one upon Manshead as the already strong professional partnership regarding transfer and transition with Streetfield will be further strengthened by:

- No conflict over shared year groups (Years 7 and 8)
- Joined up curriculum planning between the phases
- Geographical considerations (each separate school on one shared campus)
- Transport considerations (children in different phases sharing transport– contributing to a reduction in traffic congestion overall across the town)

Whilst both new schools (as secondary and primary) come to terms with the practicalities of introducing a new curriculum in each of their respective phases and make sure that they become the best that they can be – it will pave the way for future possibilities and developments regarding partnership, governance, leadership and management.

### **St. Mary's Roman Catholic Primary School**

The identified destination 11 - 18 schooling for St. Mary's children by St. Mary's is Roman Catholic Secondary Schools in Luton and Hemel Hempstead.

This being the case then the Streetfield proposal does not negatively impact upon parents and children who are seeking a Roman Catholic education for their children.

### **St. Augustine's Academy**

Currently St Augustine's is re- advertising for a new Headteacher following initial difficulties in recruitment.

If this round of recruitment does not bear fruit we would have a small primary without a Headteacher and a larger school with a Headteacher but with falling numbers. There has to be a way to reconcile this puzzle.

Barriers such as one being a faith school and the other not, one being an academy and the other a community school should not impede the functionality of either or both school.

For example:

The national requirement for all governing bodies to reconstitute by September 2015 with an emphasis on building appropriate skills provides an opportunity to look at new models of:

A deeper partnership perhaps involving the establishment of 'Soft – Federation' as a precursor to something stronger as capacity builds including, for example:

- Shared governance
- Shared leadership

- Shared teaching and learning

There is an opportunity here create something new that provides a solution for the Downside estate local community.

A dialogue has been initiated by Streetfield with St Augustine' Academy.

### **Local Building House Building Plans**

There is planned new housing in close proximity to the Campus – its potential impact is notoriously difficult to quantify but again best projections indicate that by 2019 the demographic will have settled down and all schools will be at near capacity with minimal surplus places to allow for future growth.

**The proposed change in age range is supported** by parental demand as evidenced in the consultation documents that are in sections 3, 6 and 8

**There will necessarily be a change in SEN provision** specifically with regard to the ASD Provision but not to Behaviour, Emotional and Social Difficulties (BESD) or general SEN provision.

### **Autism Provision at Streetfield**

A teacher leads the specialist provision for children with Autistic Spectrum Disorder (ASD) and with two specifically designated LSAs meets the needs of six pupils currently aged 9-13. It includes a purpose - built base classroom (Cadunfield) that is part of the whole school and not a bolt-on independent 'unit'.

This provision is an essential requirement in the new primary setting of Dunstable. Early diagnosis of ASD in Dunstable and surrounding villages will be better met in this particular setting as it neatly flows into the Secondary 11-18 provision with Manshead Secondary CofE School on the same campus. Manshead's provision is a physical replication of the original Streetfield provision for ease of transfer and transition

The school community, and particularly the pupils in the mainstream, has gained from this provision in their wider understanding that we all have varying needs at one time or another. This has led to a tolerant and inclusive ethos throughout the school in its everyday operation.

Teaching and non-teaching staff have gained enormous professional benefits from this provision too. Every member of staff has been trained in the management of children with ASD because the children integrate into the mainstream every day. This in turn has helped the process of behaviour management to become so integral to the working day that it is hardly noticed.

This provision is a well-established success story. For it to continue to be so it will need a primary school staffed with appropriately trained and experienced personnel to enable the inclusion of the pupils into mainstream classrooms.

The provision, of course, requires the involvement and close working partnership with many agencies. Please see Appendix 1 for an example of the services and agencies currently working with the provision.

To summarise:

This provision is an essential requirement for the joined up 0-19 provision for children with ASD in the Dunstable area - there is no such equivalent purpose built site elsewhere in the locality therefore:

- ASD Provision that is currently for 9-13 and would change to 5 -11 years but
- Location, resourcing, integration programmes into mainstream and staffing would remain the same

This provision meets a significant need in the town this will be confirmed by CBC's Intake, Assessment and Monitoring.

Furthermore, this change would allow for ease of transition and continuity at Secondary level as Manshead Secondary School has a similar provision for pupils aged 11 -18.

**Implications for the LA if this provision is not replicated in a primary setting.**

As the town becomes two tier then the provision must also change age ranges to meet age appropriate needs.

The primary provision needs to be on the site of a mainstream school to enable access and inclusion for these vulnerable pupils into a mainstream setting.

The current setting is mirrored and was replicated by the Manshead provision – they are physically very similar and ease of transfer is an obvious benefit.

Moving this provision to another school will incur financial costs, training costs and it would have to be located in a mainstream school with the experience and capacity to meet these specialised needs.

It should be noted that at the time of its original inception only Streetfield leaders and governors were prepared, ready and willing to have this provision on-site and engage in the programme willingly.

This why it has been such a significant success – because it is not a bolt-on provision - it is fully integrated and a part of the organisation and daily life of the school. From a pupil, and staff point of view is just another ordinary part of the school community.

**BESD Provision at Streetfield**

The success and obvious benefits gained from having an Autism provision based at the school prompted us to look at how best to meet the needs of other children without a statement but who were subject to other emotional, social and behavioural impairments that impeded their learning and development. Our organisation model for the BESD provision is heavily based on the ASD provision. It has since grown and developed significantly to become an important and essential resource within the school community.

The inclusive nature of Streetfield is successful because it is deliberately 'understated' at school and parent level - we only use the label BESD in official documentation and meetings. From a child and parents' view it is called the Learning Centre thus avoiding any stigma associated with BESD both amongst pupils and parents.

The success is largely due to the inclusive ethos of the school as a whole. The importance and high value we accord to this provision is explicitly recognised by the fact that a teacher leads it with two specifically dedicated BESD LSA's.

The success of this inclusive provision has helped raise the rate of progress and standards of achievement and close the gaps between this group and other groups of children.

We have a good track record in initiating local partnerships focused on managing behaviour and enabling inclusion.

We can therefore transfer these skills, expertise and experience to provide a unique facility for primary-aged pupils in Dunstable with specific needs.

This is a whole school solution to a localised problem we can therefore provide a unique facility for primary-aged children with specific learning needs that are exacerbated if not caused by social or emotional upheaval.

The Learning Centre is an exclusive provision for Streetfield pupils. It is not an LA or a local community provision and is fully funded by the school – it is not a shared resource with other schools. All the pupils who currently access the Learning Centre are on the SEN register; all but two are School Action Plus. All children but one are ‘Pupil Premium’.

The provision is an exemplar of best practice and effectively ‘includes’ an average of 40 children during a school year. The success of the provision can be statistically analysed by comparing the number of children with BESD admitted to the school and comparing that with exclusion records for the age range 9 years – 13 years with those of secondary pupils in current uppers and secondary schools – it is outstanding.

Such is the success of the provision that Streetfield has experienced children being moved to or advised to move to Streetfield because of our track record of success. This situation has been acknowledged by Amber Reynolds our Inclusion and Support Officer from the Access and Inclusion Team see Appendix 2a and Appendix 2b for details of how our resource has been put under strain. Appendix 2c is a record of the outside support agencies that we regularly work with.

#### **Implications for the LA if this provision is not replicated in a primary setting.**

If this unique and innovative facility, ethos and resource is not retained in south Dunstable then there will undoubtedly be a significant increase in the number of fixed and permanent exclusions. This, in turn, will impact upon standards generally. There is nothing quite like it, in a whole school setting, where the provision is part of a whole-school programme and not just a bolt on for respite care. For example: such is the expertise, experience and success of this provision that;

A total of nine children have been granted for behavioural, emotional and social difficulties (BESD) statements since the first in April 2011.

We have never had an application for BESD statement turned down.

A total of eight children have gone onto be granted places for Specialist provision at Oak Bank since the first in November 2011.

We have never had an application for Oak Bank place turned down once the statement is in place.

The significance of this is that our continued specialist provision as a primary school will prepare these vulnerable children for secondary schooling at age 11 and where necessary indicate whether mainstream or specialist secondary education is appropriate – thus contributing to the reduction of permanent exclusions in the secondary sector.

It is a measure of the success of this provision that Streetfield has not had to use the resources of Jigsaw or the Academy of Central Bedfordshire for alternative provision.

The provision is an integral and inseparable component of the business case for becoming a primary school. It is a model whose acknowledged efficacy will be enhanced as it enables early identification and intervention.

### **GENERAL SEN PROVISION**

- General SEN provision – will remain as it is generously staffed to meet the very high proportion of Pupil Premium and Free School Meal eligible pupils and those from a White British background
- In addition to supporting children with specific learning and behavioural difficulties there is a unique and strong emphasis on support for vulnerable families and children who are supported through specifically designated learning programmes. This is recognised to be effective by all children's support services in CBC LA.

Again, CBC's Intake, Assessment and Monitoring will confirm both the efficacy and the need for the kind of support that Streetfield has offered and is proposing to offer.

### 3 - Consultation and local support

There have been four consultations since January 2014

1. LA Consultation on Closure
2. School Consultation on Changing Age range
3. LA final consultation on Closure (on-going now)
4. School final consultation on age range (on-going now)

Initially, following LA advice, Streetfield conducted a consultation for a 'change of school' that ran concurrently with the LA consultation to close Streetfield as a Middle school.

Following the Council's Overview and scrutiny Committees recommendation there followed another school led public consultation and at the time of this proposals submission the final LA consultation is being conducted.

The first round dates were:-

Staff: 06.01.2014

Parents: 28.01.2014

Public: 05.03.2014

The second round dates were: All: 08.06.2014 – 08.07.2014

Parent and Public 12.06.2014 – 26.06.2014 ( an 8 sample use used for this submission because of time restraints in order to submit for this round)

In section 6 of this document (Consideration of the consultation and representation period) there is a detailed explanation and description of how we ensured that stakeholders were made aware of the consultation.

No other schools responded as schools to our proposal. We do not know if they responded to the LA consultation.

Parents from other schools responded. It has subsequently become clear that there was some negative campaigning from parents at the other middle schools who seem to mistakenly believe that this process is a competition between the three schools.

Parents from our school responded. Many were disappointed and thought that we were "giving in" but the majority accepted that change was coming – they overwhelmingly supported the proposal.

Concerns that were said directly at the meetings were (concern statements are followed by the acting Headteacher's reply in brackets:-

- Toilets and facilities  
(It was clearly explained that age appropriate facilities would be introduced into the school through the normal rolling programme for fixtures and fittings)
- Teaching expertise for Nursery and KS1

(The expertise already exists in the school – teaching and non-teaching staff have been employed from all age ranges to meet the varied needs of the children – also that it would be normal to recruit for new expertise when the time was right)

- A danger that other schools would continue to transfer troublesome families whilst we restructure.

(There is little that we can do about that but we have the expertise and the will to manage the situation – it is more likely that more schools will seek to retain pupils for financial reasons and the real danger is that financial needs will take precedence over management of need)

- Manshead School would want the premises for their own expansion plans.

(We have been given assurances by Officers that there has been ‘no deal’ made with Manshead for our premises – the fact that they are building new toilets and other facilities and have retrospectively requested planning permission for temporary classrooms – also seem to suggest that no such plan exists. Mr. Parker has spoken with acting headteacher several times plans have been explained to him and at no point has he indicated that Manshead has plans for our site.)

- That one of the Councillors who serves the area is only interested in political ambitions and is determined to close the school for political reasons.

(Councillors are political by nature – that is the nature of the game we are playing. Councillors have a view that they express, some also hold positions to influence decisions – we must assume that party political dogma will not impede doing what is right for the children of Dunstable and that common sense will prevail).

Concerns addressed in written submissions were:-

- Tight timescale.

(Yes, but the only impediment is the will to achieve this and some technical things like having an admissions protocols ready in time – there are no building issues or staffing issues that cannot be overcome by September 2015)

- Worries about staff leaving because of uncertainty.

(Staff will always come and go – that is the nature of things – we hope to ensure that all who want to stay and want to move on can do so without rancour or discord)

- Loss of facilities.

(the facilities will remain the same – under this proposal there will be at least one fully equipped Primary School with the capacity to meet the DfE guidelines for the optimum size for a Primary School - it will be unique – not just in Dunstable but in Central Bedfordshire)

Please see Appendix 3 for detailed comments from respondents



### **Impact upon admissions**

2015 was initially identified as the appropriate year because in this way:-

- The school would be appropriately staffed.
- There are no building issues.
- Arrangements for changing furniture and other age-appropriate facilities would not be an issue over this period of time.

The barrier is the School Admission Code – it has no provision for a new primary in 2015. This is a technicality that could easily be overcome if there is a political will to do so.

**However it is now clear that 2016 will be the most appropriate time to open as a primary.**

## 4 – School performance

### Current Performance

The current school performance is improving and heading towards at least national standards. There are no excuses for the one year when it fell below threshold – but there is an explanation, this is explained in more detail below under improving performance.

### Ofsted

The school currently ‘requires improvement’ following the December 2013 Section 5 Inspection.

A Monitoring visit on 13<sup>th</sup> May reported that the school is making all the necessary urgent actions to address the issues raised in the Inspection.

The Acting Headteacher is attending the Ofsted conference for schools requiring improvement – ‘Getting to Good’ on 4<sup>th</sup> July 2014.

### Improving Performance

This is **not** a criticism or an excuse, it is an objective analysis.

The true strength of the school lies in its inclusivity but this has proved to be a double edged sword and has inadvertently created a barrier to the school trying to achieve national standards of attainment.

- Because the school has an exemplary record and response to ASD, SEN and behavioural issues it has an above average number of such children admitted into the mainstream school.

This necessarily impacts upon the school’s ability to meet national standards because such children have a tendency to under-achieve after assessments at KS1. When we filter the results (as we did for Ofsted) and show the impact of late admissions of pupils with learning and behavioural needs – it reveals a school at least at national expectations for learning attainment progress and behaviour.

- As it will become clear over the next 5 – 7 years, there is a significant issue regarding the discrepancy between KS1 and KS2 outcomes in progress and attainment. At the moment the two assessments/test do not measure like with like and they are also measured in different ways using different procedures. One of the genuine issues is that Key Stage 2 is over four years – there is sometimes a mismatch between progress made in Years 3 and 4 and those in Years 5 and 6. This has always been the way – a significant argument for joining up the whole of Key Stage 2 so that one school is held responsible for the phase.
- There is also the issue of children transferring to Streetfield following “advice” from their school – this is quite common with pupils who have learning, behavioural or attendance issues (Please see Appendix 2b for specific details)
- Statistically it will be very clear that other schools in Dunstable see an improvement in their attainment once a child has moved from them to Streetfield and that Streetfield subsequently experiences a ‘dip’.
- This is why there is such a marked difference between some schools achieving much higher at KS2

SATs than others in the town.

- These are statistical facts about the politics of pupil mobility – Streetfield has developed a strong local reputation for working with pupils who have learning, behaviour and attendance difficulties, and their families. Our expertise in this area was recognised in our 2013 Ofsted Report.

However, that describes the past and the present - what we are now concerned with is the future.

The advantage of our proposal for parents and pupils of Streetfield will be as follows:-

Our absolute commitment to achieve highest standards of attainment and rates of progress for all children from entry in 4+ to exit in Year 6 by ensuring:

- Continuity of ethos
- Continuity of curriculum
- Continuity of teaching expertise
- Widest range of curriculum possible
- Early identification of the need and intervention for compensatory actions

Our curriculum, both explicit and hidden, will meet the needs because good and outstanding practitioners will be the norm. Experience, expertise and expectations of the highest order will ensure that the new 2014 curriculum is developed and implemented in the most effective way. There will be a climate of continued professional development.

We have the expertise to narrow the gaps in attainment and rates of progress from the earliest ages because we know that we are already successful in helping the vast majority narrow and close the gap between Year 5 and Year 8 – it is a transferable skill that we will apply in the Primary setting. (It is only the absence of an agreed measurement and a general denial of progress in Year 7 and 8 that prevents such statistical evidence of progress being acknowledged by the destination school, LA and nationally. That's the way that it has been.)

### **We are interested in the future**

As a community school we would follow the National Curriculum in each of the phases:

EYFS

KS 1

KS 2 Years 3 and 4

KS 2 Years 5 and 6

But we do not plan to offer something which already available in the town. We are going to be a very different type of Primary Provider.

What will it look like? Well the model we propose is a hybrid of the best of British and the Finnish models for primary education. There is an explicit national curriculum and the hidden curriculum that focuses on learning to be an independent learner who takes responsibility for personal actions and their consequences together with learning to take responsibility for personal organisation, personal learning, progress and attainment – from the earliest age possible. This model develops a system where every child and parent 'buys into' the principle of becoming the very best that he/she can be.

The plan offers something new in terms of delivery and day-to-day operations to provide something new for the town and increase genuine parental choice.

Securing high attainment and progress in basic literacy and numeracy will be the priority.

In addition to general learning, social and emotional skills will be best accomplished by continuity of the teacher teaching those subjects over all the years in the key stage.

It will alleviate issues to do with transition between one year and the next

It will enable accountability on a personal level for each member of staff.

It will enable a child to be fully understood by a key worker adult.

It will secure better parent/school/teacher partnership

It will enable better remediation through a child's progress through the key stage.

It will enable better continued professional development for staff – every year will require a re-examination of pedagogy, curriculum whilst enabling a clear continuity between one year and the next.

In practice this would mean:

### **In the interior classrooms**

In Key Stage 1

The class teacher will take the class for both Years 1 and 2( in a two year cycle)

In Key Stage 2

The class teacher will progress with the class throughout Key Stage 2 (in a four year cycle)

This would mean that the class teacher in Year 3 would see the class through to Year 6.

Teaching English, maths, geography, history and RE (50%). The remaining 50 % of the time Science, Foreign Language, Music, PE, Food, Computers, Art, Design would be taught in specialist rooms by teachers with appropriate expertise/specialism.

Resourcing would be simplified by the appropriate use of computing technology for shared schemes of work, programmes study and general lesson planning.

In class there would be a move back towards using textbooks – not only to reinforce the learning skill and recording of effective learning skills but also to contribute the wider eco friendly nature of the schools work.

By reducing the time of re-inventing the wheel for new worksheets and devising ever more complicated assessment procedures to meet the next challenge from the DfE or Ofsted teacher will be able to focus entirely on learning and ongoing, meaningful, formative assessment.

### **The exterior learning and play areas will address the issues of being part of something bigger**

Supervised risk-taking play areas – climbing, descending, swinging, building

Organised games playing

Competitive sports

Sportsmanship

Turn taking

Environmental – growing areas, wild areas, conservation areas, animal husbandry

### **The Hidden Curriculum will discreetly address:**

Social Development

Emotional Development

Communal Involvement

Aspirations

Parental Aspirations by offering:

Breakfast, After School and Holiday Clubs

This is why a significant element of the proposal relates to:

### **The Parents' Centre**

The premise is that many parents also have needs that are separate to the needs of their children.

Initially it will be a self-financing programme seeking funding from appropriate service providers from the LA and other agencies.

This is envisaged as a satellite provision for the Children's Centre Hub for South Dunstable.

It would enable a continuity of provision across all phases for parents who send their children to Streetfield and then on to Manshead

It will initially be tied in to the nursery provision in that as parents drop off their child for morning, afternoon or whole day care, they can then access a support network. As the provision grows and the child moves on into statutory education then so the remit of the Parents Centre will evolve.

It will be housed in one of the outside classrooms away from the main premises where children will be taught.

The Parent Centre will focus on providing support opportunities to include:

- Enabling access to support services on site or direct parents to support offered elsewhere as appropriate
- Providing the appropriate classes for parents – by inviting other providers such as CBC to use the premise as an outreach centre

Early intervention and help will be accorded to all parents but especially/primarily to those who:

- Are first time parents
- Are experiencing an acute/temporary issue in parenting
- Are experiencing chronic/long term issues in parenting
- Are hoping to rejoin the world of work after a significant absence
- Are aiming to join the working population for the first time

As the centre becomes established it will evolve to meet the changing needs of parenthood as the child grows.

### **As a satellite of the South Dunstable Children's Centre Hub**

In the current Central Bedfordshire Council consultation regarding Children's Centres there is a particular emphasis on 'Early Help'.

Streetfield would offer itself as a hub or outreach centre (as is deemed appropriate by the LA) for Option Three.

It would be able to offer intensive levels of targeted support – the geographical location would mean that there would be joined up provision for families across nursery, primary and secondary phases on the same campus.

The confluence of this service with our proposed Parent Centre would help ameliorate concerns that:

- The centre will be viewed as only being for families with difficulties; it will be a universal offer
- There will be a tendency to focus on 3 – 4 year olds; we will ensure that the whole spectrum of age ranges is targeted

Other parents with acute/temporary needs will also have their needs addressed through a prioritised system.

### **Wrap around care – extra-curricular activities**

Coalition Government policy statements indicate that closing the gap for vulnerable ‘White British’ pupils may require more than the standard school day.

Many Streetfield pupils fall into the vulnerable ‘White British’ category.

However, all children can benefit from such provision, regardless of background, and indeed for such provision to be really effective in narrowing gaps – targeted pupils need to see themselves as part of a wider constituency – being labelled as ‘needy’ is in fact alienating the very folk who need to be drawn in.

Ironically, we have found that the same ‘hard-to-reach’ families remain the most difficult to entice to take advantage of breakfast clubs and after-school clubs – that may be because by the time pupils have reached middle school age certain habits and expectations have set in.

However, we have the opportunity to build from the earliest moment a child attends the Lyceum so we expect to be able to gently persuade an attitudinal change amongst children and parents.

The intention, then, is to provide universal access for wrap-around care whilst discreetly targeting those most in need from the earliest moment possible.

The following independent franchises will be proposed for a competitive fee/subscription with pupil premium receiving preferential rates.

**The Breakfast Club** from 7.30 - 8.30 a.m. would build slowly and enable children to:

- Take a light breakfast
- Take an organised sporting activity or
- Take advantage of a supervised homework club

**The After School Club** from 3.30 – 6 p.m.

Would provide a variety of opportunities enabling pupils to take part in a variety of

- Sporting, activities
- Special interest clubs
- Creative arts
- Supervised homework sessions.

### **The Holiday Clubs**

Providing a mixture of regular daily activities during parts of the Easter and Summer Holidays (Christmas is a possibility but is generally regarded as a family orientated time) including:

**Sport** e.g. Netball, Hockey, Athletics, Football, Rugby, Gymnastics, and Rounders. Table Tennis, Softball, Cricket, Handball Golf etc...

**Performance** e.g. Dance, Singing, Acting, Music

**Creation** e.g. Design, Drawing, Painting, Cookery, Story writing

**Entertainment** e.g. Computer Club, Film Club,

Each session would be non-profit making. There would be an affordable contribution required, although pupil premium eligible children would benefit from free access to each session.

As a satellite of the Children's Centre Hub the 'Wrap Around Care' will seek/attract funding/sponsorship as an independent franchise separate from the school budget.

### **Leadership and Governance**

Though the current arrangements are robust from 2015 and onwards, there will be a need to increase the leadership teams and re-organise governance as per the new requirements for schools to re-constitute the governing body.

This will provide the opportunity to consider different types of Governance with local schools especially the prime destination school – Manshead Secondary School.

However, as an inclusive school, we would expect that more parents will want to play a significant professional role in the governance of the school.

## 5 – Finance and accommodation – Detailed projections

### Accommodation and Facilities

Much is sometimes made of the fact that ‘facilities do not a good school make’.

(If this were really true - that facilities do not contribute to good learning - then we need not worry about future building projects. Interestingly, facilities are a selling point for parents if not the council or the DfE and of course in private education they are an absolute must.)

It is self-evident though– having excellent state of the art facilities are only as good and as effective as they are used.

However, if confident teachers are showing children how to embed their learning from the classroom in a practical way, in a purpose built facility, then those children will become confident using them. They are then so much better prepared for their secondary schooling – this too is self evident, isn't it?

There is no ‘one way is best’ rule about this. BUT

Every child and adult has a different learning style and thus a different way of accessing the learning that they need and desire.

By the time they reach 11 ALL children should be exposed to learning in all its myriad of guises – but let's be very clear about this:

From birth a child learns by listening, looking, doing, talking, tasting and smelling...this is true of us all.

- We all learn facts by repetition and rote learning – an important skill in itself
- We all learn by listening – but only for a short time
- We all learn by copying what we see and hear
- We all learn by talking and questioning

BUT

We consolidate and embed that learning and make it ours by ‘DOING’ too.

Yes, you can teach a child about chemical reactions from a book, they can rote learn the facts (important) but if you want them to really understand the process they have to ‘do’ it – as a scientist in a scientific environment.

Yes, you can teach grammar, spelling and punctuation of English and any other language from a book but if you want a child to use it effectively you have to allow for that child to use it, misuse it and learn how to self correct.

Yes, you can try to teach a child about the world of numbers from a text book – but only after that child has experienced numbers in a tangible and meaningful way and then only embed it by doing something real with it- away from a book.

So it is with Art, Food, Design, Computers, Music and Gym:

You can and must learn facts but to consolidate that learning you need skilled use of facilities to allow for that knowledge to become embedded as a lifelong skill.

Yes, you can learn about how to make a cake, a painting, a wooden box, a computer programme superficially from a book – but making it for real in a purpose built environment will consolidate that learning.



And, who would really send their child into the deep end of a swimming pool with the notion 'We read this in a book so you can do it!'?

True, facilities do not, on their own, make a good school – but purpose built facilities do make for good and deep learning and facilities do expose a child to aspirational concepts and ideas for future learning and well being.

The Lyceum will be a unique primary school in this respect – it does not aspire to be 'good' it aspires to be 'outstanding' not only in what it achieves for the children in the school but also in what it prepares them for in the future schooling. For example:

Imagine Year 6 pupils leaving not only with expected and above expected attainment in English, maths and the other national curriculum subjects but also with the skill, self confidence and experience of having been prepared and exposed to the very subjects that they will then pursue in their new secondary school.

Specific facilities to Streetfield – purpose built/designed already in situ – there will be no new build or capital costs required:

- School Kitchen and dining room facilities capable of providing hot meals on site for up to 520 children (an immediate capacity to meet the expectation of free hot school meals for all infants)
- Multi- purpose very large school hall – used for and Gym, Dining, Assemblies, Drama and Music productions
- Fully equipped library and resource centre
- Fully equipped Gym
- Food Technology Room
- Textiles Room
- Art Room
- Two Computer Suites
- Music Room and two music practice rooms
- Two Science Laboratories
- Extensive outside learning and play areas
- Purpose built Autism provision
- BESD unit
- 17 general purpose classrooms
- Specialist Counselling Service provision
- Two large playgrounds
- Extensive playing fields
- 40 place bike shed
  
- The only capital works required would be to refurbish/convert toilets for younger pupils. This would be funded by our Formula Capital.

Sport Premium funding accruals will enable the construction of age appropriate outdoor areas for Early Years and Key Stage 1 and 2 pupils.

### **Projected pupil numbers and staffing**

This is hard to quantify because of the way that the process has begun and uncertainty as to how it will proceed.

This scenario shows:

The school will close in 2016 as a Middle School and open as a Primary effectively empty.

Our realistic scenario will result in a request a three year Licensed Deficit.

Between now and then the school will require a series of redundancies of both non-teaching and teaching staff and would incur considerable extra cost financially.

This process is already underway and this is why staffing seems to reduce suddenly and significantly:

11 redundancies (all voluntary) and 1 promotion have each ensured that 2014/15 will not see the school go bankrupt.

There will likely follow more redundancies next year. However, following that there will be a period of intensive recruitment as we recruit EYFS and Key Stage 1 specialists and/or retrain our remaining staff.

Staff morale is actually high because all of the staff have been intimately involved in the process of change, they understand and are playing their full part in the transition from middle to primary.

Full financial recovery is anticipated in 2019/20

As a middle school, funding has been allocated for both primary and secondary pupil places at an average teacher pupil ratio 1:20 more akin to a secondary model of staffing ratios. (Teachers have to their subject speciality in the main – not to whole class/same class teaching. The school is running as though it were a secondary provision.)

This seems generous because it also includes the specialist funding for both the ASD and BESD provision of 1:3 together with two assistants each.

As a wholly primary school the teacher pupil ratio will be around 1:28/30.

There will still be the requirement for the two specialist facilities (ASD and BESD) and their staffing ratios.

However the primary teacher pupil ratio will not allow staffing to return to its current levels – this is to be anticipated.

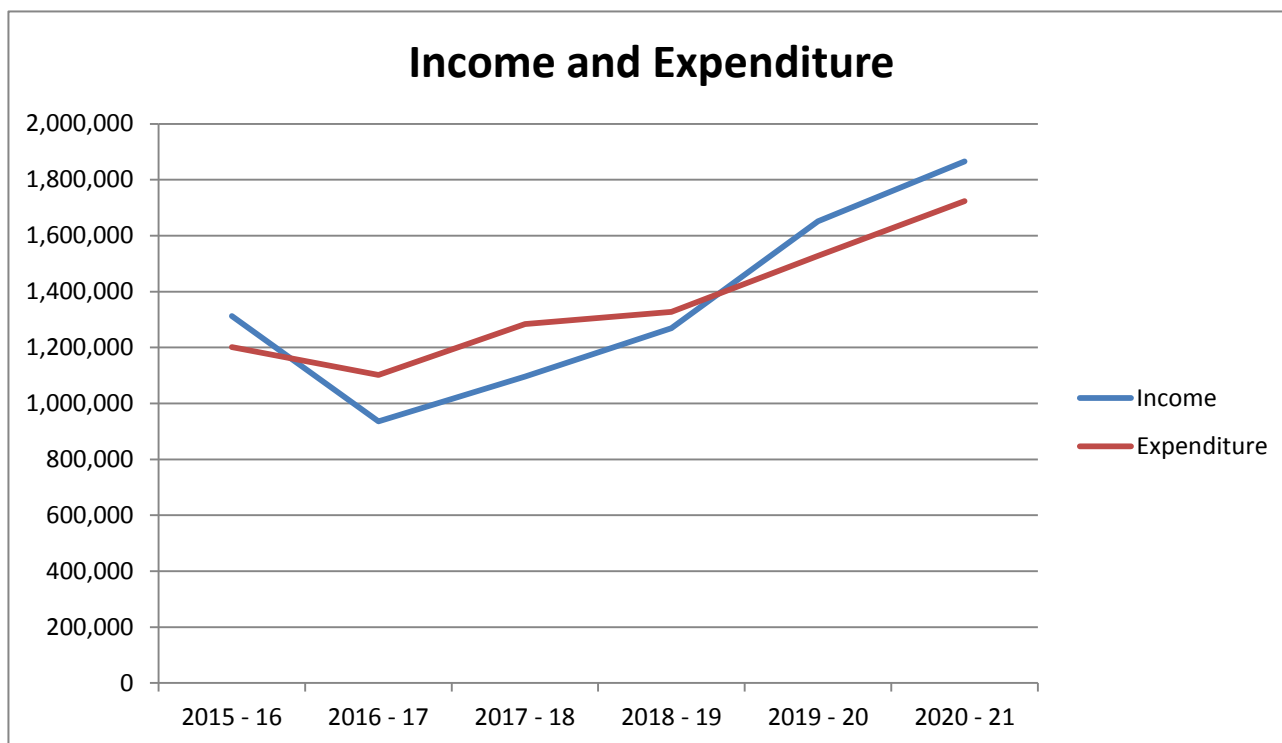
This why it appears that numbers of pupils rise but teacher staffing does not.

Non teacher staffing remains constant because of the anticipation of continued need, the large numbers of SEN and statemented pupils.

### Income and Expenditure Projections

The significant dip in income from 2015-16 reflects the planned downsizing of the school 9 (11 redundancies agreed voluntarily for 2014/15)

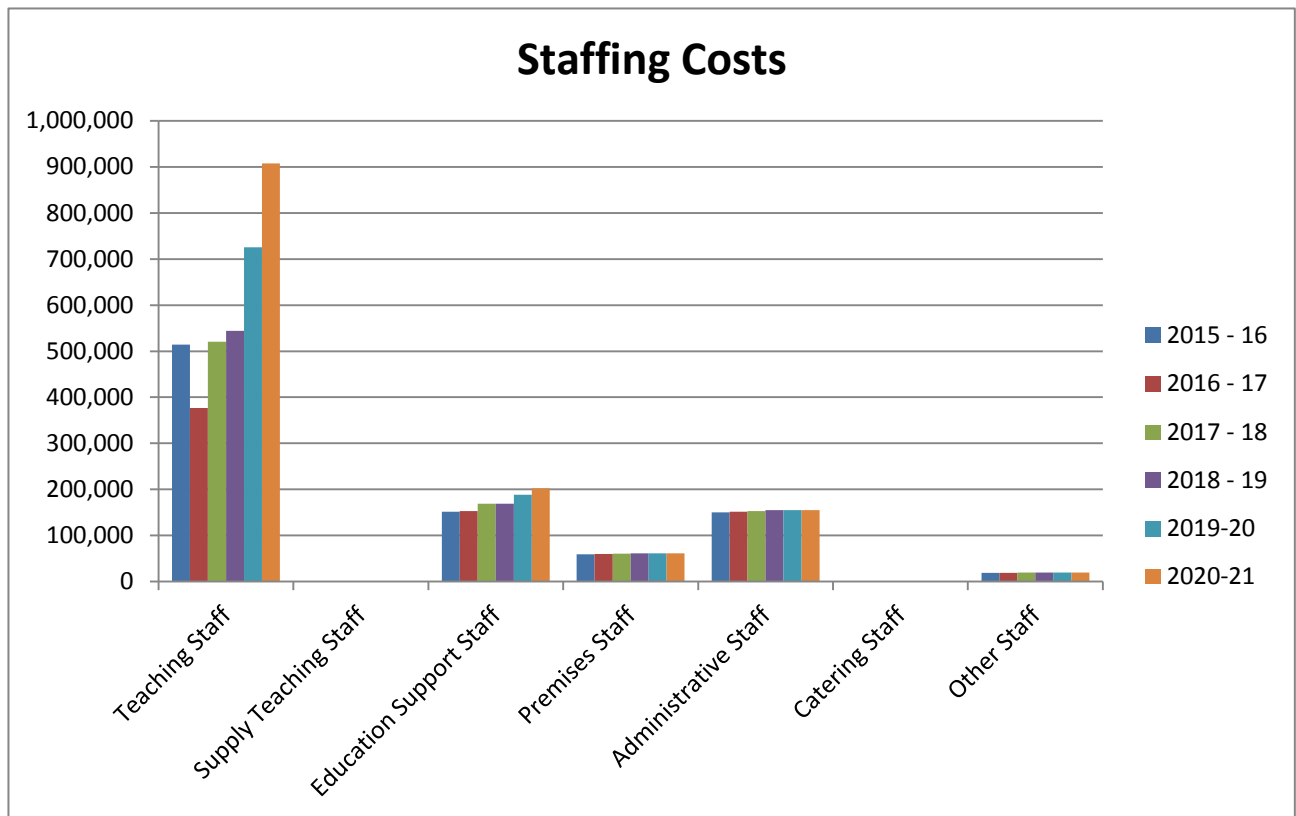
The greatest expenditure is staff and necessarily includes the teaching staff for the ASD and BESD provisions which have a teacher pupil ratio of 1:6 as part of the specialist provision.



## Staffing Costs

Staffing costs are complicated because of the 1:6 teacher pupil ration and LSA requirements for the ASD and BESD provisions.

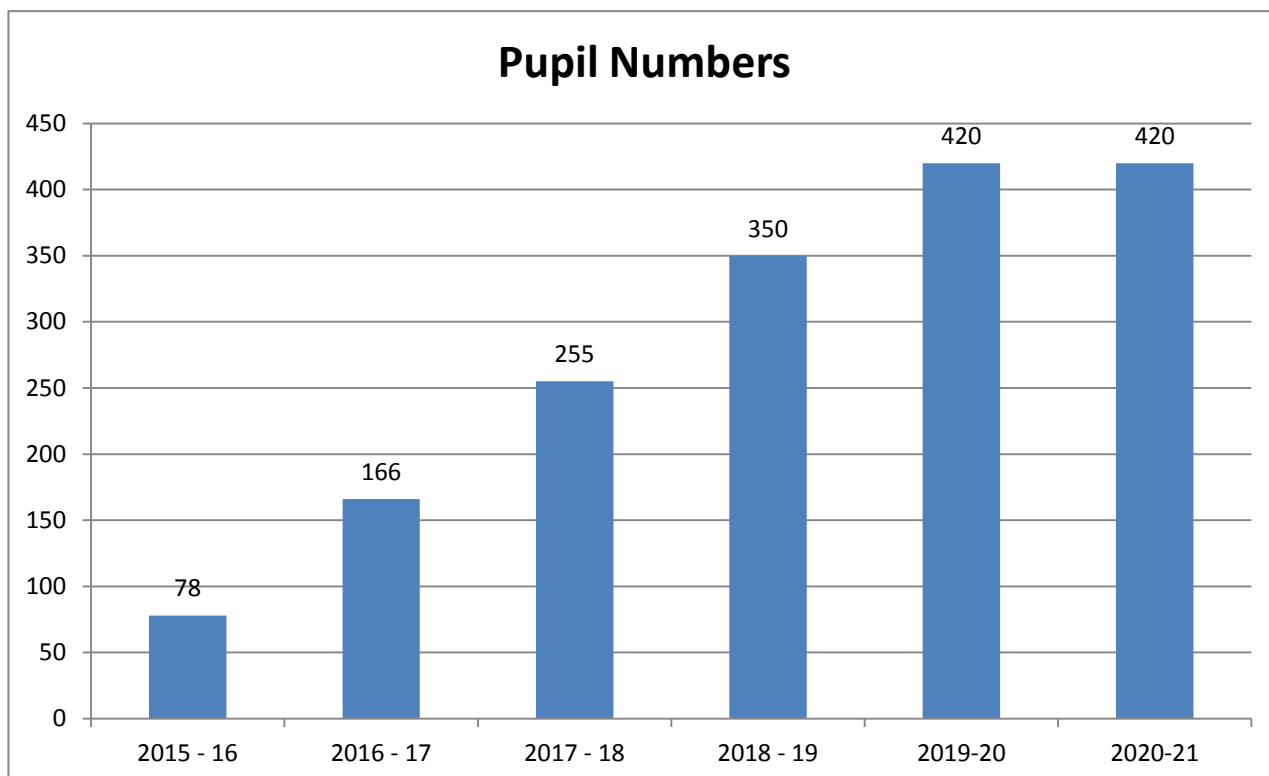
This means that until we reach steady state number (2019/20) we will need to request a Licensed Deficit to meet our statutory needs regarding staffing.



## **Pupil Number Projections**

Pupil number projections are based upon

- The generalisations from the outcomes of our school-led consultations
- Experience that initial take up will depend on marketing
- The principle that only when parents see/experience the facility will they join ( The Field of Dreams principle – ‘If we build it they will come.’



**Please see Appendix 5 for the projected CFR summary from 2015 -2020 that underpins these projections**

These projections show that the budget can be balanced by 2019/20.

They show a realistic allowance for steady, stable and sustainable growth to ‘steady numbers’ state.

### **This scenario assumes that:**

#### **Staffing**

Staffing ratios will change due to the younger age of the children in the Lyceum.

Staff dynamic will change as we will employ NNEB/or equivalent trained staff for younger age groups.

We will recruit high quality staff by a rigorous interview process following adverts in local and national newspapers (TES), Central Bedfordshire Council’s Jobs website, Streetfield Website and by following usual DBS checks and scrutiny. We will be looking to recruit Early Years and Nursery specialists.

### **Pupil recruitment**

Will accelerate year on year as

- Parental uncertainty diminishes
- LA promotes the diversity of choice to parents through the admissions process

### **Capital works**

- Change toilets and sinks for lower age range.
- New furniture for younger children
- Additional fencing to secure and separate Early Years (and Nursery unit) from the rest of the school.
- Erect playground equipment and install playground surfaces for Early Years (and Nursery)

### **Sustainable/Value for Money**

The school already has the capacity to contain the projected pupil numbers.

The value for money will be dependent on the uptake and number of pupils.

We will not compromise on the quality of education for our pupils.

The Nursery will be an independently funded unit with a separate budget from that of the statutory 4-11 primary.

## 6 – Consideration of consultation and representation period

### **The first consultation period started on 24<sup>th</sup> February 2014 and closed on 24<sup>th</sup> March 2014.**

- Streetfield held meetings with staff (6/1/2014), parents (28/1/2014, 5/3/2014) to discuss the proposal and it was adopted by governors (3/2/2014).
- The consultation was advertised in Central Essentials No.192 dated 13<sup>th</sup> February 2014 together with a link to the school website to access the consultation document.

The following documents were published on the school's website:-

1. *Letter (24/1/2014) sent to all our current and prospective parents regarding the Consultation and inviting them to a meeting on 28<sup>th</sup> January 2014 at the school.*
  2. *Our "So ..." booklet explaining the background behind the Consultation*
  3. *The presentation made at the parents' meeting on 28<sup>th</sup> January 2014 describing our plan for the future of Streetfield.*
  4. *The letter sent to all parents on 31<sup>st</sup> January 2014 detailing our plans for the future*
  5. *Our consultation document*
  6. *The link to our on-line questionnaire.*
- Every child in the school was issued with a paper copy of the Consultation Document (14/2/2014) and questionnaire (24/2/2014) to take home.
  - Reminders to complete the survey were sent out to parents via Newsletters and email.
  - The proposal and survey were placed on the Schools Learning Platform for parents, governors and staff to access.
  - The Consultation Document and survey were advertised on the Dunstable and District NCT website to invite expectant parents and parents of young children to take part so that the school could see if there was a demand for the Nursery, Early Years and future provision as well as current school age education.
  - Flyers for the consultation and survey link were distributed through the Dunstable and District NCT Nearly New Sale goodie bags on 1<sup>st</sup> March 2014 to reach other/expectant parents who were not members of the NCT.
  - Staff distributed flyers advertising the consultation and survey to playgroups and to friends and families with young children in the area.
  - A half page advert was placed in the Dunstable Gazette on 26<sup>th</sup> February 2014 regarding the public meeting at the school on 5<sup>th</sup> March 2014 inviting people to come and find out what our plans were for the future.

### **The second public consultation started on 4<sup>th</sup> June and finishes on the 4th July.**

(Following the recommendation by the Overview and Scrutiny to the Executive that Streetfield be afforded professional assistance in preparing its business case.)

The specific details of the second consultation appear in Section 8 – Demand.

It was agreed with officers that the best way to ascertain potential and sustainable demand for the Lyceum Proposal would be to ascertain parental views from a pre- school perspective.

To this end a questionnaire was devised that could be accessed online and also filled in manually.

We were advised to contact Early Years providers – which we did – we visited all nurseries and early years providers (not based in schools – to minimise anxiety amongst those) in Dunstable and left details of how to make views known online and copies of questionnaires to be filled in addition canvassing opinion on site.

The data was collected over the period of 8 working days (due to the short time scale in order to represent for this business case).

Over 360 completed surveys are used here but the consultation actually closes 8<sup>th</sup> July and it is likely that more will be available – therefore this data is therefore a snapshot.

It has been collected via an online questionnaire that has been advertised in the local paper and delivered to as a leaflet drop in Dunstable and by personal canvassing at:

- Dunstable Market
- Tesco's
- Dunstable Children's Nurseries
- Dental Surgeries
- Doctors Surgeries
- The Children's Ward and Maternity Wing at Luton and Dunstable Hospital.

#### **Special note about our Consultation and the LA consultation process**

Having listened to advice from Officers and learning that the consultation is

- NOT a referendum
- A competition between the three schools – each is a separate consultaion that is happening at the same time
- Not a vote and that

what mattered most was what people have to say.

We made the following strategic decisions regarding the process for both the LA and our own consultations:

- We would **not** ask pupils to contribute by filling in consultation forms (we were confident that we could get them to say whatever we wanted – but the fact is they are not the decision makers and their view could only be about what they currently experience, or have experienced, and this is about the future).
- We would remain open and transparent with parents – give them all the information and allow for a free contribution. (Whilst we encouraged everyone to take part we did NOT go out and pursue contributions.)
- We split the way our own consultation could be responded to into two methods using the same questionnaire and using an independent survey provider:

1. The paper copy was issued to each family currently in the school and to all staff
2. The online version was for members of the public and the local community.

This seemed to be a fairer way of ascertaining genuine views rather than engineering a skewed result.



## 7 – Education standards and diversity of provision

### **Diversity of Provision:**

The location of the school serves a diverse community and provides for two quite distinct geographical and socio-economic areas.

The impact will be to provide an extremely rich and vibrant community that will encourage and promote social mobility and raise the aspirations and expectations of all pupils and parents.

It is also on the same campus site as a Roman Catholic primary school and a Church of England secondary school.

As a non-denominational school that provides for every creed and culture, Streetfield will complement not compromise the denominational aspirations and provision of the partner schools and their parents.

In addition, the organisational and pedagogical model we propose is a hybrid of the Best of British and Finnish practice will be utterly unique in the town and the LA and will provide genuine diversity and choice.

### **Educational Standards**

The proposed provision dovetails with Government , Ofsted and CBC aspirations for joining up pre-school opportunities with formal schooling at 4+.

The ability to provide high quality and tightly focussed, broad learning opportunities for children from 6 months to 11 years has never been more important.

As the current curriculum changes and evolves Streetfield will be at the forefront – as a new provision staff will not have to ‘unlearn’ past practice – instead we will be able to focus intently upon the new teaching, learning and assessment curriculum expectations and aspirations from the outset.

The specialist provision and specialist teaching that we will provide will be second to none in the town and surrounding villages.

The school houses purpose built, fully maintained, fully equipped (and independent from general classrooms) facilities such as:

- Art
- Food
- Textiles and
- Design rooms

together with

- Gym (very large and single purpose)
- two Science Labs
- two Computer Suites
- Music Room and two individual music practice rooms
- Modern Foreign Language specialist rooms.

We also have a fully functioning large and well equipped school kitchen that can provide hot meals for up to 500 pupils on a daily basis.

Extensive school grounds that include:

- Play spaces for up to 500 children which can be easily adapted for the new proposed age ranges
- Sport and playing fields that will allow for every type of team, athletic field and track event available with specialist sport teaching
- The 'sport premium' funding is accruing to provide for Outside Adventurous Activities suitable for all age ranges 6 months to 11 years in a specially designated area of the school grounds.

## 8 – Demand

### **General Comments:**

In the absence of, and/or our inability to access the updated CBC child sufficiency assessment online. It is not clear what the impact of the new housing at Eleanor Gardens and proposed new housing adjacent to the campus site will have upon pupil numbers but it is unlikely to decrease them.

In the normal evolution of housing estates the 'fallow' period of lower pupil numbers that has beset Downside as the estate has grown up is beginning to ease.

It looks likely that there will be an increase in younger families over the next 5 - 10 years but this is notoriously difficult to predict – it should however be an important consideration given past experiences.

In the meantime the additional choice offered to parents with the increased number of primary schools should encourage us all to raise standards further.

### **Specific Comments**

There were two school led specific public consultations.

The first one focussed on the original plan to open in 2015 and basically collected data.

It was conducted in March 2014.

It showed that there was demand for a primary at Streetfield that would initially be around 200 children in 2015.

However, this consultation whilst, demonstrating demand did not meet the requirement to demonstrate sustainable demand. It remains included because it does make it clear that there is general demand.

Details of how we conducted this consultations is detailed in section 6

The LA consultation returns (which was carried out simultaneously with our own) were handed in at the school and passed to the LA officers and are now a matter of public record.

What follows below is

- An explanation of why there is a focus upon Nursery and Early Years Provision in addition to statutory 4-11 provision – the whole proposal is based around providing joined up provision from 6 months to 11 years of age.
- Details of our second consultation conducted over 8 days in June 2014 together with the broad interpretations of our findings from the survey in graphical form with a commentary – the fine detail is in Appendix...
- Details of the first consultation exercise conducted in March 2014 in tabular form with a commentary indicating

### **Early Years Foundation Stage**

Coalition Government policy is to extend nursery provision to 2- 4 year olds for targeted families.

As with 'wrap-around care' for this policy to be successful the targeted groups need to feel included in the wider constituency and not feel patronised and criticised – this is why the proposed provision will be universally offered – pupil premium eligible pupils and other vulnerable families will be strongly encouraged to take advantage of the opportunity.

Central Bedfordshire data indicates that in the town there are around 450-500 nursery 0 - 4 years places available in a mixture of some school and private provisions.

However there are approximately 3000 children in this 0-4 years age group.

Our public consultation showed that there is low take up mostly because of cost implications especially when there is more than one child under the age of 4. In the family.

**There is a demand for further affordable nursery provision.**

(In our plan there will be a tendering process for nursery provider)

There are appropriate indoor facilities and locations on the Streetfield campus.

Sport premium grants will accrue to provide age appropriate outdoor facilities.

Capital costs – there are no ‘new build’ requirements

Staffing costs – there will be recruitment as part of the tendering process

Training and re-training – will be offered to all interested current teaching and non-teaching staff

**Following the recommendation from the Council’s Overview and Scrutiny Committee a second consultation is being conducted to ascertain sustainable demand from parents from birth to aged 11.**

The consultation period was necessarily limited as it was agreed and commissioned by the school on behalf of the LA (8th June – 8th July 2014)

It was agreed with officers that the best way to ascertain potential and sustainable demand for the Lyceum Proposal would be to ascertain parental views from a Pre- School perspective.

To this end a questionnaire was devised that could be accessed online and also filled in manually.

We were advised to contact Early Years providers – which we did – we visited all nurseries and early years providers (not based in schools – to minimise anxiety amongst those) in Dunstable and left details of how to make views known online and copies of questionnaires to be filled in addition canvassing opinion on site.

The information for each of these enquiries was collected over the period of 8 working days (due to the short time scale in order to re-present for this business case).

Over 360 completed surveys are used here but the consultation actually closes 8th July and it is likely that more will be available – but this will be

This data is therefore a snapshot.

It has been collected via an online questionnaire that has been advertised in the local paper and delivered to as a leaflet drop in Dunstable and by personal canvassing at:

Dunstable Market, Tescos, Dunstable Children’s Nurseries, Dental and Doctors Surgeries, The Children’s Ward and Maternity Wing at Luton and Dunstable Hospital.

Parents were also invited to respond. (Their comments can be found in Appendix3)

**The details of the current consultation – which is still a work in progress is presented first as the most up to date snap shot of Dunstable public opinion.**

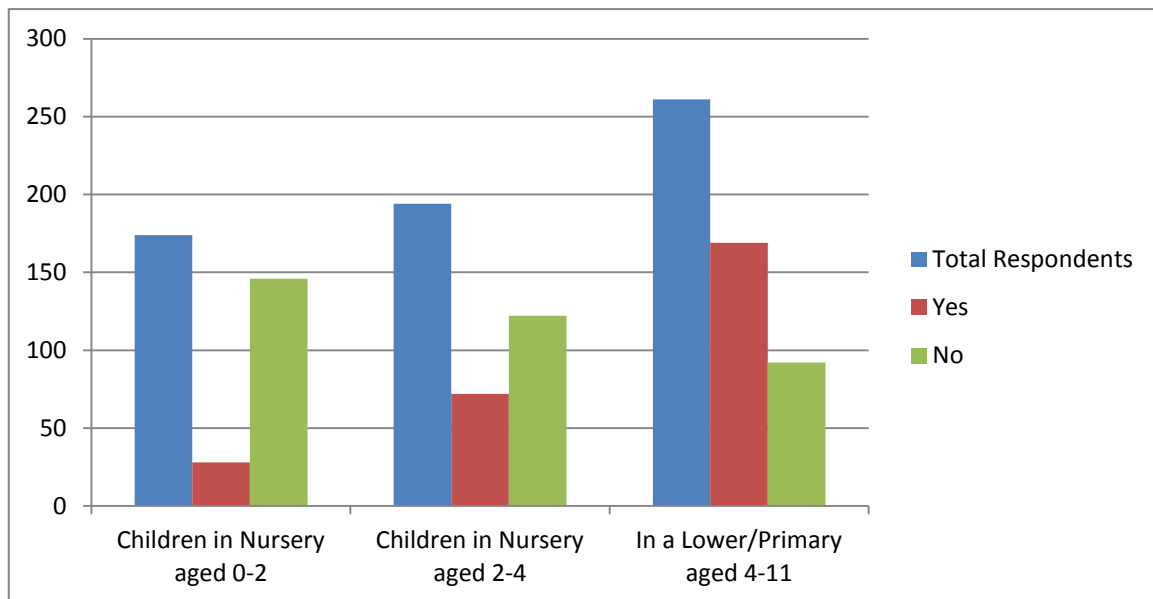
**Table 1:**

**Showing the number of take up of Nursery and Pre-School opportunities in Dunstable**

Respondents were asked to indicate that if they had children between the ages of 0-11 where they had them placed them for Nursery.

This table shows that there is a low uptake for nursery and pre-school care.

Anecdotal evidence from physical canvassing and comments included on forms indicates that the greatest barrier to returning to work/and or using a nursery provider is the cost of affordable nursery/child care especially when there is more than one child.



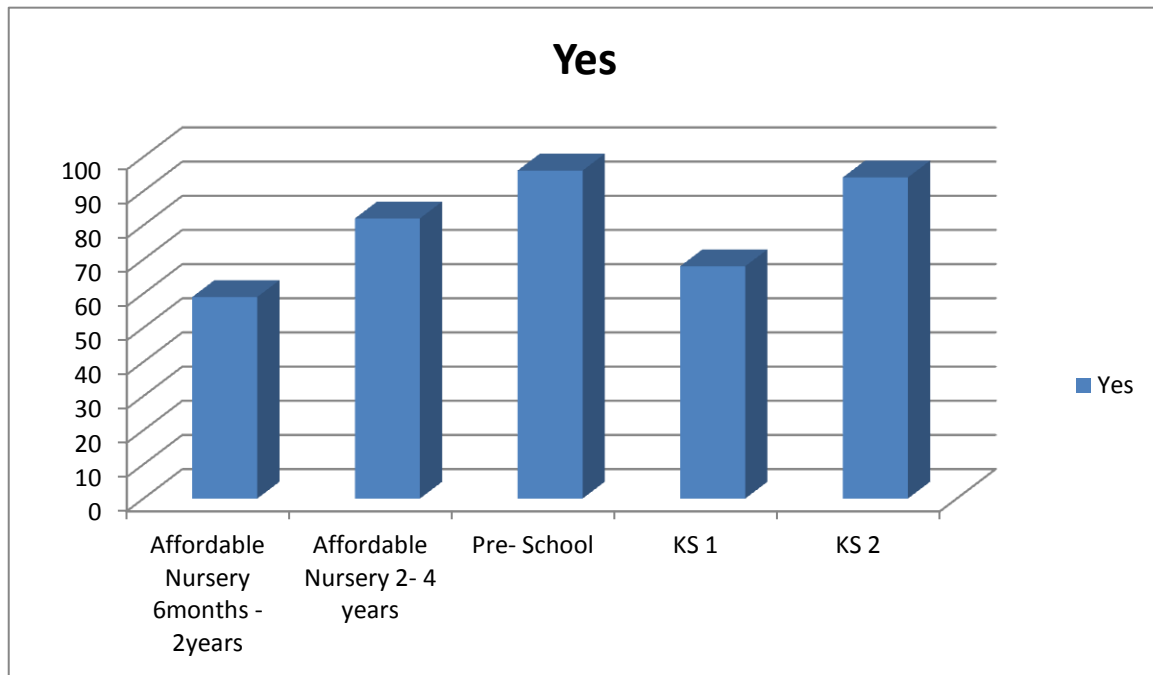
This indicates that there is demand for affordable Nursery Provision.

**Table 2: Showing the number of 'parental demand' for provision for nursery, pre-school**

**places.**

There were 341 separate responses to the question:

**Do you have any children for whom you are likely to be looking for nursery and primary schooling in the next 4 years?**

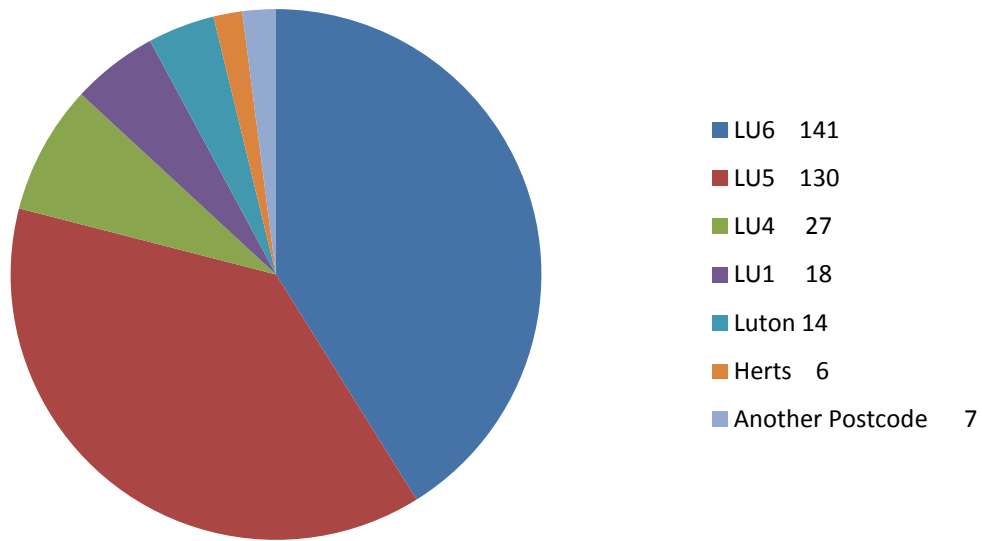


From this data we can extrapolate that there is a general demand/aspiration to have affordable nursery provision.

As in table 1- anecdotal evidence indicated that cost was a major factor and that location mattered most when there were children in different phases of education e.g.

**Table 3: Showing the number of children living the postcode region**

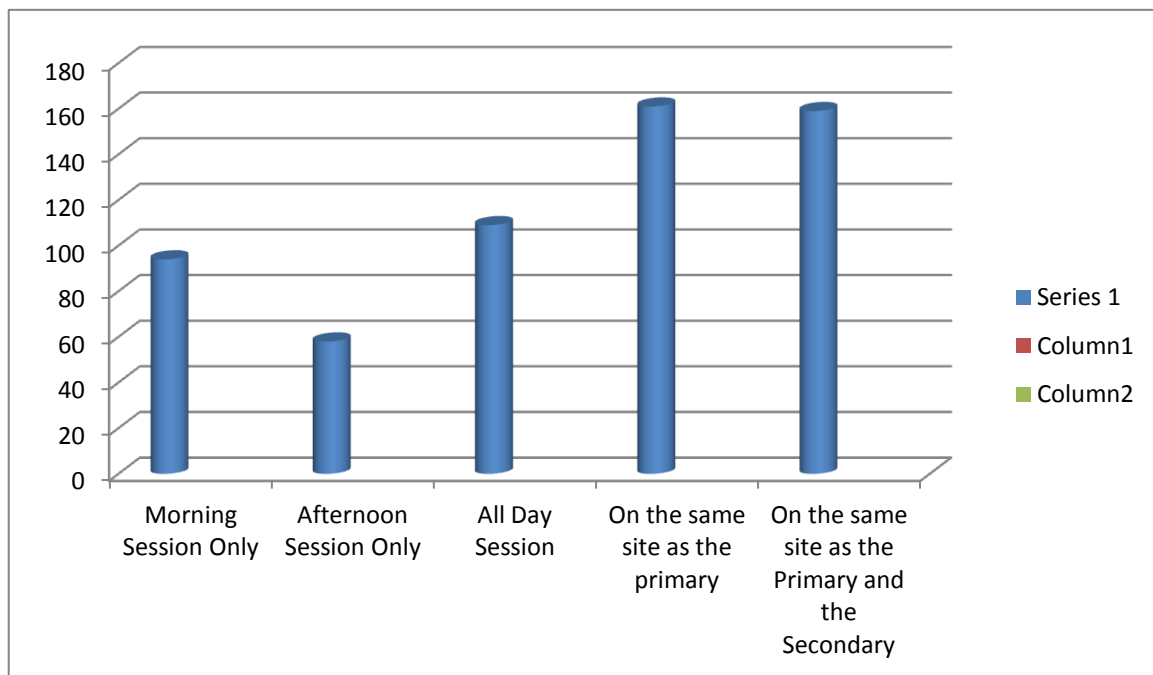
## Where do your children live



As would be anticipated the majority of responses come from Dunstable Town postcodes.

### **Table 4: Showing the kind of provision that parents want**

There were 251 respondents each asked to prioritise their needs

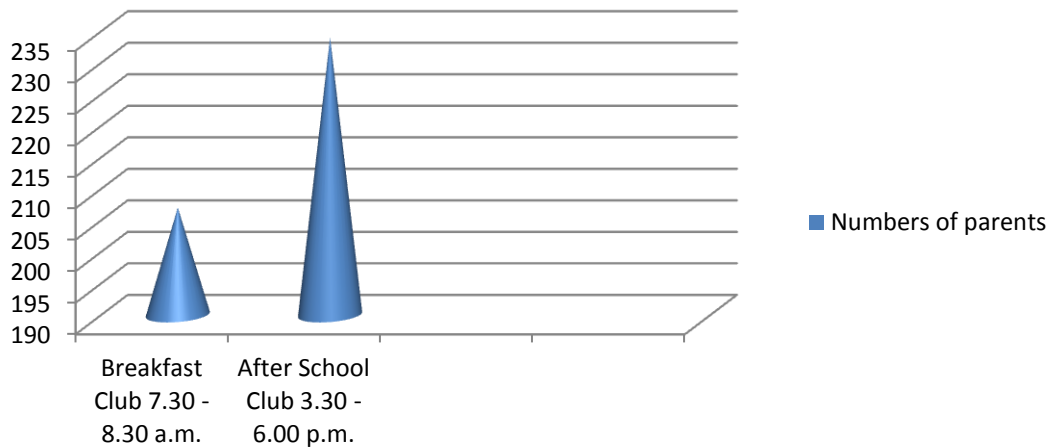


The greatest demand for nursery provision is for all day and on the same site as the primary

### **Table 5: Showing the number of parents requesting 'out of school hours' provision.**

There were 301 respondents

## Numbers of parents

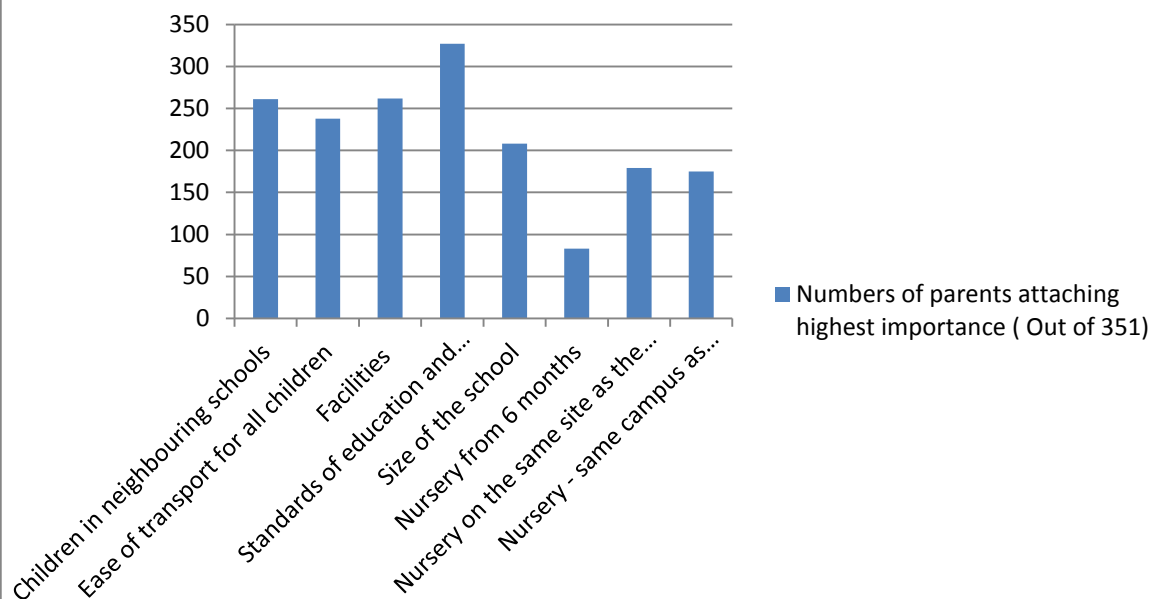


There is a significant demand for wrap around care.

**Table 6: Showing the number of parents attaching priorities to Schooling Location and organisation** There were 335 respondents.

What are the most important factors for you when you choose your child's educational provision?

## Numbers of parents attaching highest importance ( Out of 351)



The priority of most parents is quality of provision coupled with practical considerations around location, transport and facilities.

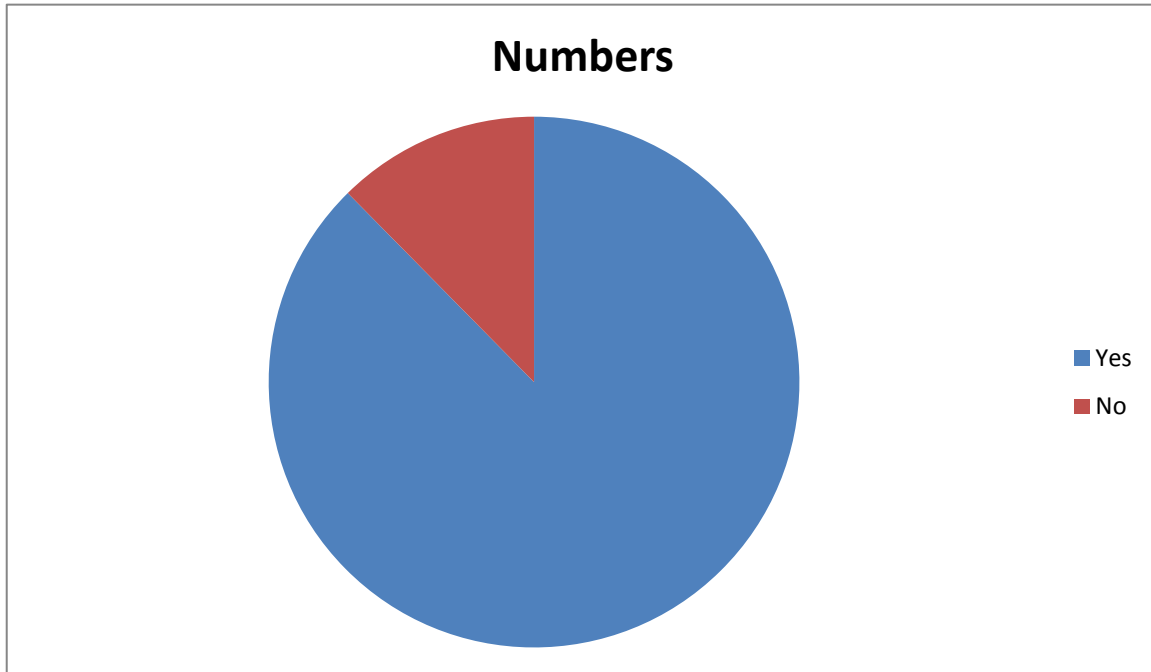
**Table 7: Showing the number of parents that would use a single campus for Nursery,**



## **Primary and Secondary 'schooling'.**

There were 323 respondents

**If a joined up educational services from 6 months-19 years (including Nursery, Primary and Secondary with before and after school and holiday clubs) could be provided on one campus site - would you use it for your children?**



### **Broad Interpretations of our findings from our consultation;**

There is significant and sustainable demand and support for:

- An all through 6 months–11 years and 11-19 years provision on the same campus site that includes Streetfield providing:
- Nursery
- Early Years
- 4-11 schooling
- Wrap around care – breakfast
- Wrap around care – after school
- Provision for children during the school holidays

This is confirmation of the statistical evidence from the first consultation which showed that there is little support for the complete closure of Streetfield with 95% against.

**The findings from the completed consultation in March 2014 show a similar picture and are detailed**

**below.**

**SUMMARY OF QUESTIONNAIRE FOR STREETFIELD'S CONSULTATION  
TO BECOME A LYCEUM (March 2014)**

Question		Paper	On Line	Total	% of people who answered the question
<b>1</b>	<b>Would you send your child to Streetfield if we provide the following from September 2015?</b>				
A	Nursery	42	65	107	
b	Early Years	43	73	116	
c	Infants	48	74	122	
d	Junior	82	88	170	
e	Kids Club (including breakfast)	53	79	132	
f	Kids Club (including tea)	66	81	147	
g	Kids Club Provision during School Holidays	56	79	135	
	<b>TOTAL Nursery – Junior</b>	<b>215</b>	<b>300</b>	<b>515</b>	
<b>2</b>	<b>Does the fact Streetfield is a separate school from Manshead Secondary School (but on the same campus) make it more likely that.</b>				
a	Your transport issues will be easier to manage if your children are of both secondary and primary age?				Yes - 81% No - 19%
b	Your child's transfer and transition from primary to secondary will be easier?				Yes – 89% No- 11%
c	You will feel more confident that your child's education is less likely to be disrupted by the other changes in the Dunstable area?				Yes– 83% No- 17%
<b>3</b>	<b>With all the consultations that are going on at the moment</b>				
a	Do you support Streetfield's Plan to become a 4-11 Primary with additional nursery provision and Kids' Clubs from 2015?				Yes - 92% No - 8%
b	Do you agree with the proposed timetable for change?				Yes - 88% No – 12%
c	Do you support the LA's proposed plans to close Streetfield altogether from 2016?				Yes - 5% No – 95%
<b>4</b>	<b>Will you send your child to Streetfield in 2015?</b>				
	Nursery	11	23	34	
	Early Years	6	28	34	
	Year 1	5	14	19	
	Year 2	9	11	20	
	Year 3	6	14	20	
	Year 4	10	7	17	
	Year 5	21	7	28	

	Year 6	31	15	46	
	<b>TOTAL</b>	<b>99</b>	<b>119</b>	<b>218</b>	
5	<b>Where do you live?</b>				
	LU1	1	12	13	
	LU4	0	4	4	
	LU5	48	35	83	
	LU6	54	58	112	
	MK45	3		3	
	Elsewhere	1	14	15	
	Blanks	2		2	
	Total	109	123	232	
26/03/2014					

### **Summary of findings**

There is significant demand for the Streetfield proposal in the broadest sense for

- Nursery
- EYFS
- Primary

on one campus site with a separate secondary school.

The challenge will be to gain 'traction' in the first place – this will require specific marketing, public information meetings to explain why this is so new and innovatory – the fact is that the vast majority of parents will not read this document – as an audience they require a different method of engagement.

## 9 – School size

### Current school population (19/05/2014)

Year	No. Pupils
5	74
6	87
7	82
8	111
<b>Total</b>	<b>354</b>

Total school capacity 520.

The proposed process will begin in September 2016

The tables below shows the optimistic potential/ maximum capacity for the school if it were to fill immediately and also a more realistic projection based on parents comments and aspiration in the two consultations.

The statutory age 4+-11 primary school would reach the optimum of 420 which is the DfE and CBC LA recognised appropriate and most effective size for a primary school.

Our prepared budget scenario does not assume the optimistic scenario it assumes a more realistic situation.

It is anticipated that the school would reach 420 around 2019/20.

The capacity to have non statutory provision such as:

Nursery

Parent Centre and Teacher centre

Is evidenced by the proposed use of current classrooms.

These two tables show the optimistic view and the realistic view to put the whole picture into perspective.

Staffing numbers is driven by pupil numbers which in turn influences funding.

**Optimistic potential assuming full school**

**Realistic gradual build up of pupils numbers**

Year	2016/17	2017/18	2018/19	Year	2016/17	2017/18	2018/19	2019/20
Nursery- Pre-School 6 months – 4 years	30-45	30-60	30-60	Nursery- Pre-School 6 months – 4 years	30-45	30-60	30-60	60
Early Years 4+	60	60	60	Early Years 4+	20	40	55	60
Year 1	60	60	60	Year 1	25	40	60	60
Year 2	60	60	60	Year 2	21	30	50	60
Year 3	60	60	60	Year 3	22	30	50	60
Year 4	60	60	60	Year 4	24	25	45	60
Year 5	60	60	60	Year 5	26	25	40	60
Year 6	60	60	60	Year 6	28	35	50	60
TOTAL 4-11 years	420	420	420	TOTAL 4-11 years	166	225	350	420

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

Central Bedfordshire Council, acting as the Local Authority, is the admissions authority for all community schools and this would include Streetfield Lyceum.

The following criteria will apply (in the rank order shown) to decide the order in which places will be allocated when there are more requests from parents/carers than the number of places available:

1. All 'looked after' children or children who were previously 'looked after';
2. Children living in Dunstable and the surrounding villages in Central Bedfordshire with siblings at the school;
3. Children living in Dunstable and the surrounding villages;
4. Other children with siblings in the school;
5. Children who live nearest to the school determined by straight line distance from the school site to the child's home address.

## **11 – National Curriculum**

As a maintained school we will be following the revised National Curriculum that comes into force from September 2014 onwards.

## **12 – Equal opportunity issues**

Streetfield Lyceum will be an equal opportunities school for all children aged between 6 months and 11 years.

The ethos of the Lyceum will remain unchanged we aim to:

- Eliminate all forms of discrimination that can cause barriers to learning and thus life chances
- Advance equality of opportunity for all pupils and families to ensure secure foundations for current and future learning
- Narrow and close gaps in prior attainment and achievement
- Foster good relations with all who are connected with the school to ensure that every child receives a 'top class' and positive educational, academic, social and emotional experience that prepares each and every child for the next stage of their schooling.

### **13 - Community cohesion**

With our planned:

- Nursery 6 months - 11 years
- Wrap around care for children before and after school
- 'School Holiday' child provision
- Parent Centre and
- Teacher Centre Resource for all Dunstable schools

Together with our work with charity and local community events and our partner schools our contribution and commitment to community cohesion can be in no doubt.

This is further explored in more detail in Section 18.

### **14 – Travel and accessibility**

Transport issues would be eased by parents being able to deliver and collect their children on one educational site rather than crossing town, especially during morning rush hour, to visit different sites.

In the event that demand from villages continues then we would negotiate travel arrangements with the LA school transport services in the first instance.

This is further explored in more detail in Section 18.

### **15 – Capital**

No foreseeable capital building costs would be incurred as the expansion of EYFS provision can be accommodated within existing facilities.

Some classrooms and toilets would need to be adapted to suit a lower age range and a new play area created for younger children.

The land and premises are each appropriate, fit for purpose and available for immediate use and implementation.

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

There is exceptional and suitable outdoor space that both enables the pursuit of all sporting activities and all pupils to play outside safely each day.

Though non- statutory, there are sufficient facilities for sports pitches, games courts and athletic facilities on both hard and soft groundings.

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

This has been explained in great detail in section

To summarise:

Streetfield currently has a very high proportion of SEN pupils at all stages and in addition:

- A Specialist Provision for pupils with ASD.
- It is well regarded in the local community, with Assessment and Monitoring, Social Care, and CAMH for its commitment and effectiveness with children from a wide range of backgrounds.

It also has an enviable inclusion record for pupils with:

- ASD
- Behaviour, Emotional and Social Difficulties
- Learning needs that mean low prior attainment, particularly in literacy and numeracy

One of the consequences of this success is high pupil mobility and unfortunately this has resulted in a disproportionately large number of children not being able to reach national standards in reading, writing and maths by the end of Year 6 due to many of those pupils having low prior attainment.

Our proposal will enable us to redress this imbalance from a much earlier age although it is likely that pupil mobility will remain an issue until the changes in Dunstable are fully embedded.

Through our intended nursery, Early Years Foundation Stage provision and Parent Centre we will be able to

- accurately identify needs earlier
- work in closer collaboration with parents at a crucial stage of child development and
- use our expertise to narrow and close the gaps for these vulnerable pupils.
- whilst offering a broad and balanced curriculum that enables each child to thrive.
- 

Furthermore, with our planned provision for ASD pupils aged 5 -11 we will be better able to meet the academic, social, emotional, transfer and transition needs of those ASD pupils in Dunstable which is now subject to primary and secondary transfer points. It is a facility that is sorely needed in the town.



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

### **Supporting Sustainable Travel**

The school is easily reached:

- On foot (currently - the majority, 67%, of pupils walk to school)
- Bicycles and scooters (this tends to be seasonal – there are facilities for up to 100 bicycles and scooters)
- Public transport - the vast majority of pupils who travel from the other side of town – disembark on the London Road or Southwood Road and then walk to school
- Buses (A public service bus (321) collects and delivers on the campus site from central Dunstable to Luton
- CBC LA bus service transports some children from the villages of Kensworth and Studham) to both Streetfield and Manshead.
- Car – the vast majority of cars that come to the campus serve the St. Mary’s and Manshead intake – this is because as church schools they attract pupils from significant distances outside of the catchment area. Historically the other campus schools depart before Streetfield – the congestion encourages parents from Streetfield to wait till later as their children take advantage of free after school clubs and activities

### **Community Cohesion**

This is a school that successfully promotes community cohesion between two local housing communities – one predominantly private ownership and the other social housing with similar profiles from the villages.

This together with

- Significant mixed private and social housing on London Road due to expand with the development of mixed housing at Eleanor Gardens
- Further new build housing planned for SBC land adjacent to the campus
- The explicit and successful inclusivity of the school ethos for children with SEN and in particular ASD
- The implicit and successful inclusivity of children from all backgrounds, creeds and cultures that complements the broadly Christian intake of the other campus schools
- The wide variety of free ‘before’ and ‘after’ school clubs and activities
- The variety of charitable events for local, national and international causes sponsored and promoted by the school community
- The involvement in local community events throughout the year
- The links with the University of Bedfordshire together with

- The exceptionally wide range of visits both from and to the school that broaden learning, aspirations, expectations and horizons that ensure all pupils are enabled to participate

Each of these reveal that the school is a major contributor to community cohesion that fosters a sense of community ownership and participation both on the campus site and in Dunstable generally.

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

The proposed maximum 'steady state' size for the school is 420.

2 form entry Reception, KS1 and KS2.

The capacity of the school at present is 520 this includes two temporary classrooms which, whilst viable and fully functioning because they are well cared for, would not survive another move)

The spare capacity will be absorbed with the provision of a nursery for 6 months – 4 years.

In establishing a new nursery we can draw on the expertise of our Chair of Governors, who has extensive experience of running an outstanding nursery provision.

Remaining capacity will be utilised to enhance provision for extended school days and wrap around care to be confirmed but the working possibility is 7.30 a.m. – 6 p.m. for children and families of the Dunstable community.

The school will become a hub for the primary provision for all of its partnership schools – providing:

- High quality resourcing
- Shared school training (Inset) opportunities – effectively a teachers' centre for the sharing of ideas, resources, skills and ethos
- Shared teaching
- Monitoring and
- Evaluation

This is the way that this provision can support and complement the other local community schools raising attainment:

- Supporting the newer primaries as they develop their skills in meeting the demands of upper Key Stage 2
- Developing a coherent pupil level data management system that promotes partnership not competition
- Engaging in specific (as opposed to generalised) teaching and learning practices that relate directly to the needs of the pupils in our schools – sharing and developing best practice.
- Sharing extra-curricular activity opportunities

In the pursuit of accelerating improvement and outcomes and promoting the inexorable move toward 'outstanding' recognition by Ofsted and others for both school and learning partnership.

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

The school and leadership team are extremely well supported by Parkfields' Leadership (an outstanding school provider) and will continue that partnership.

AND through this

- We are going to create a unique primary learning hub for Dunstable.
- We need to reach out to other Primary Schools that are outstanding providers.
- We are going to avoid the failures that beset other LA's and schools that have attempted these changes
- We are going to ensure at least one 0-19 partnership provision can thrive from the outset

By thinking outside the 'box':

- We will seek to partner with local Primaries in the neighbouring authorities such as Luton and Hertfordshire
- We will lead a complete change of mindset in terms of co-operation and collaboration
- We will avoid party political arguments that detract from the whole
- We will avoid other partisan views from school leaders and governors distracting us from the opportunity to build something new – starting small and becoming bigger and stronger with nurture.

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

The school is part of a learning partnership that is now beginning to heal following a period of upheaval.

This partnership has the capacity to

- enhance effective collaboration
- self-improve
- recruit, train and develop staffing
- self-support through this difficult period of transition from three tier to two tier.

In addition to this the school will bring to the partnership its links with Parkfields, and other schools and agencies that we work with outside of the partnership.

### **Partnerships with Outstanding Schools**

It makes sense to partner proven 'outstanding' primary schools.

There are none in Central Bedfordshire that have a proven history of all through primary provision from 4-11.

It is clear that there is an inherent danger of incestuously/ partnering with schools who are also making a significant change to their age range together with the extensive changes to curriculum and so on. This could easily lead to the blind leading the blind.

This is why we prefer partnering with outstanding schools outside of Dunstable from Lower, Middle and Primary who are not distracted by the administration and organisation of change in the way that all Dunstable schools currently are. This would also add something new to the town.

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

This proposal does exactly that it brings Dunstable and Central Bedfordshire closer to the possibility of achieving single phase education on one campus.

We are in a unique situation.

The campus site is most definitely multi-faith and multi- cultural.

The fact that there is a Roman Catholic School, Church of England and non- denominational school on one campus is seen by many as divisive.

BUT that is a mistake – it is a strength.

We can overcome our faith differences it is not our form that matters most it is our functionality.

The learning partnership between the three schools on the campus together with the other partnership schools can:

- reduce the transfer point and improve transition accordingly
- provide continuity of pedagogy
- develop common curriculum expectations
- improve rates of progress from 0-19
- co-ordinate specialist provision for Autism
- inculcate an inclusive ethos for children with behavioural difficulties
- develop an outstanding integrated early years provision that will enable families to access wrap around care enabling access to training and work for parents and carers

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

This proposal will enable the most cost effective way of extending the participation in education from the earliest years thereby changing attitudes and expectations so that we can narrow the gap between those in and out of education and training at secondary level by

- Raising aspirations of families, parents and carers as to the value of learning and training from the earliest of ages and participation in education and learning
- Increasing the participation age from the earliest age possible that will lead to greater participation in later years
- Increase the diversity of provision that the CBC LA has to offer in the town and in the LA generally

The school's contribution will be to develop an ethos where further learning and training and expectation of life-long learning is an accepted norm not an exception.

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

The school occupies land and provides facilities that will need fine tuning and adjustment for differing age ranges but these are not significant and can be rolled out over a period of time.

In addition to providing

- Outstanding pedagogical practice
- Excellent teaching environment
- Wrap around care for children aged 6 months to 11 years.
- A resource for teachers
- A proactive satellite hub for the Children's Centre

The intention is to provide for parents and carers a sense of belonging and partnership in the learning journey of their child and to enable and encourage parents and carers to pursue their own continuing learning journey in the broadest sense offering classes for parents.

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

The Governing Body, leadership and staff at Streetfield are wholly committed to comprehensive educational opportunities for all who attend the school.

As a non-denominational school we celebrate and encourage

- Diversity of creed and culture and view it as a rich opportunity to grow
- Individuality as a basic human right to be pursued

We have a strong sense of mission that is exemplified in an ethos that promotes excellence in all areas of learning and living:

“Working together to achieve success”

Providing:

- Specialist provision
- Specialist facilities

**Critical Path to development**

This is a new and innovative venture both for the school, the town and the LA.

It will take some time to grow to a steady number state.

We firmly believe that once the uncertainty of the closure as a middle school is finally put to rest this summer we will be able to begin to 'market' our alternative.

Our canvassing and 'esurvey' parent consultation indicates that there is a demand (Please see Section 8

for details)

However, once we begin to operate and it becomes clear to all that this 'will' work as a financially and educationally viable proposal and furthermore is desirable, then we believe that it will quickly catch the imagination and capture the aspirations of parents and expand very quickly.



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

Streetfield currently has a very high proportion of SEN pupils at all stages and in addition:

- Specialist Provision for pupils with ASD.
- It is well regarded in the local community, with Assessment and Monitoring, Social Care and CAMH for its commitment and effectiveness with children from a wide range of backgrounds.

It also has an enviable inclusion record for pupils with:

- ASD
- Emotional and Behavioural Issues
- Learning Needs including Literacy and Numeracy

One of the consequences of this success is high pupil mobility and unfortunately this has resulted in a disproportionately large number of children not able to reach national standards in reading, writing and maths by the end of Year 6.

Our proposal will enable us to redress this imbalance from a much earlier age.

Through our intended nursery, early years provision and Parent Centre we will be able to

- accurately identify needs earlier
- work in closer collaboration with parents at a crucial stage of child development and
- use our expertise to narrow and close the gaps for these vulnerable pupils.
- whilst offering a broad and balanced curriculum that enables each child to thrive.

Furthermore, with our planned provision for ASD pupils aged 5 -11 we will be better able to meet the academic, social, emotional, transfer and transition needs of those ASD pupils in Dunstable which is now subject to primary and secondary transfer points. It is a facility that is sorely needed in the town.

### Sign-off by the School

Business case approved by:

Name –	D.Tinch
Position held –	Acting Headteacher
Date:	27 <sup>th</sup> June 2014

## **Appendix 1 Outside Agencies utilised by the ASD Provision at Streetfield**

- Assessment and Monitoring,
- Educational Psychologists,
- Speech and Language,
- Occupational Therapist,
- Sorted – counselling,
- CAF team,
- CAMH,
- Art Therapist,
- Music Therapist,
- Team Teach training
- Chiltern School for ASD advice,
- TEACHH,
- School transport team and escorts,
- SENCo from other schools involved in trying to get a place in the provision for one of their pupils,
- Child in Need meetings and
- Social workers.

## **Appendix 2**

### **Appendix 2a Statement from Amber Reynolds at Access and Inclusion**

*'I can confirm that I have given Streetfield recognition for "challenging pupil" placements (pupils that were or would have been permanently excluded) and that you have been placed at the bottom of the middle schools allocation list'.*

### **Appendix 2b The pupil mobility that the BESD provision supports**

The following is the list of children that have joined Streetfield outside of normal Year 5 admissions who have proved to be challenging since our last Fair Access child, LB in May 2010.

Pupil A (from Kings Houghton Middle School). Joined in September 2010 into Year 6. Later given a Statement for ASD and is now in the provision at Manshead. Mother drove him to Streetfield every day from Houghton Regis after being recommended to move him here by CAMH.

Pupil B (from Kings Houghton Middle School). She joined in September 2010 into Year 5 but outside of the normal admissions point and arrived after a few days at Kings Houghton. Again, mother drives her to Streetfield every day from Houghton Regis. She has since been granted a BESD statement since arriving at Streetfield.

Pupil C June 2011(from Brewers Hill Middle) into year 6. Had incurred fixed term exclusions from Brewers and had also experienced a lot of bullying there. He worked with Edwin Lobo and Social Services throughout his time at Streetfield.

Pupil D joined in July 2011 into Year 6 (from Kings Houghton Middle School) where he was school refusing. Was not working in the mainstream school and had already incurred a permanent exclusion from Brewers Hill Middle School and been to Greys. Granted a statement for BESD and was given a place at Oak Bank.

Pupil E joined in November 2011 into Year 8 (from Brewers Hill Middle School). Had incurred numerous fixed term exclusions. A permanent exclusion was given and then rescinded by Brewers Hill when his mother told them she would remove him. She said she was recommended to go to Streetfield by the Head at Brewers Hill.

Pupil F joined in November 2011 into Year 7 (from a PRU in Cornwall) with a BESD statement having moved back to the County. He left in December 2011 once we had applied for and been granted a place at Oak Bank.

Pupil J joined in November 2011 (from the Jigsaw Centre / Hawthorn Park). Had a long history of poor behaviour and school refusal. He has gone on to be given a place by the LA in 'Cadunfield' (our class name for our ASD provision).

Pupil K joined in February 2013 (from Barnfield Vale) into Year 8. Had incurred fixed term exclusions spent a long time in their behaviour provision. He already worked with a parenting advisor and had a CAF to address home life and school behaviour.

Pupil L left Streetfield in October 2012 to attend Cardinal Newman in Luton. Had numerous fixed term exclusions when they decided they would manage move her to another school to avoid permanent exclusion mother stepped in and sent her back to Streetfield in June 2013 to join Year 8 despite the family still living in Luton.

Pupil M joined in July 2013 having become a settled traveller. He had been to 4 schools previously and not received any education since the autumn term of 2011. There have been concerns about his attendance since Year 1 when he had an attendance of 68.84%. In the evidence available on attendance, his highest attendance has been 82.94% when in Year 2. He began at Robert Bruce Middle School in September 2011 but soon left during the Autumn Term. He did not return to education until July 2013 when he joined Streetfield Middle School therefore missing over a year and a half of schooling. He has engaged with Educational Psychologists, the Police and Fire and Support Service. An application for Statutory Assessment is being made this term.

Pupil N joined Streetfield into year 7 in September 2013 (from Hillborough's behaviour provision in Luton). Had fixed term exclusions dating back to Year 3 and a managed move to avoid permanent exclusion in October 2010. Had not been in mainstream education since then. Highest attendance percentage since attending school in Foundation Stage is 87.63%, which was in Year 2. In Year 6 attendance was 68%. Became a LAC in February 2013. It was agreed that he met the threshold for Statutory Assessment, was granted an Assessment place at Oak Bank and began there in March 2013.

Pupil P joined Year 8 in September 2013 after fixed term exclusions and poor attendance at (Priory Academy). He has been supported by Social Services, CAMH and the Police Service. Went on to be granted a statement for BESD (finalised June 2014) and was given a place at Oak Bank for July 2014.

Pupil R joined in September 2013 (from Caddington Village). Was on a part time timetable mother moved schools as she was not happy with the support provided. Has received a diagnosis of ADHD following our referral and now is getting support from Edwin Lobo, CAMH, LPSA, Educational Psychologist and Social Care. An application for Statutory Assessment is being made this term.

#### **Appendix 2c The Outside Agencies that the BESD provision regularly works with**

- Edwin Lobo,
- CAMH,
- Social Care,
- Access and Inclusion Team,
- Early Help Team,
- Troubled Families Team,
- The old Behaviour Support Team (BST),
- Educational Psychologists,
- Family Intervention Support Services (FISS),
- Family and Adolescent Support Team (FAST),
- Sorted Counselling,
- Chums Bereavement Counselling,
- Chums Well Being Services,
- Local Parenting Support Team (LPSA),
- Freedom Project,
- Police, Fire and Rescue Service,
- School Nurse,
- Early Intervention Team,
- Court Guardians,
- Outreach teachers (Autism),
- Jigsaw Centre,
- Relay Project,
- Smile Project,
- Family Matters Institute Walking Tall (Mentoring for those who have experienced sexual abuse),
- Home Start,

- Health Visitors,
- Family Group Meeting Service,
- Looked After Children Team,
- Virtual School for Looked After Children,
- CAMH Crisis Team,
- Action for Children,
- GP's.

### Appendix 3 Parental Comments from second consultation June 2014

**Do you have any other comments that will help the Council understand the barriers/worries/concerns that you feel you face as a parent/carer when making choices for your children's schooling in Dunstable?**

**Do you have any suggestions that will help the Council make informed and effective decision about nursery and primary provision in Dunstable?**

Definite lack of choice for working parents for nursery places in Dunstable.
Having provision from 0-19 years on the same site would be, for me, a very practical solution for childcare needs.
Living in Luton would not deter me from sending y child to a Dunstable school if the facilities were good.
All provision on the same site.
Absence of opportunity for full time nursery when working. Sometimes costs prohibitive.
Like the idea of the same site but different schools and teachers.
All on one site is a positive choice.
Prefer middle schools to secondary. Think children would benefit from a smaller school (e.g. Middle).
Easier to have on one site when have more than one child.
Would be ideal on one campus but depends on level of education.
It's not about the size of the school but it is about the quality of the education.
Nurseries are very crowded. Lack of quality provision. Qualified staff is very important.
Free school meals for KS1 is very good. When will it be all the way through?
Would like Brewers Hill to stay open. Concerned that lowers are not big enough.
It is very confusing as we do not know who is closing or not. More affordable nursery provision for Under 2s needed.
Only want two afternoons for nursery but minimum time per place makes this difficult. Need to meet.
My child is missing out at primary as there are not enough facilities.
Had to choose a nursery at the moment outside of local area - not happy with any on offer locally. If provision was free and on a school site would be very interested.
Need choice, free, open choice.
Would love to see Dunstable schools stay. All the travellers went to Streetfield - they have jobs now because they learned to read and write at Streetfield. The school welcomed the traveller community and helped them all. Would love a site where children could start at 6 months and go up to 19.
I chose Streetfield as I myself and my other children went there. I think it is a fantastic school.
It is hard to decide where to go.
I already have a son attending Streetfield, he shall be leaving in July to attend high school. I have another son already attending primary and had Streetfield remained a middle school I would have applied for a place. I have a son of 13 months and am expecting a child in January 2015. So both my youngest children are yet to be placed. Both my school age children attend schools out of catchment as I am far from confident in the local catchment

<p>schools. It would be fair to say that if Streetfield does not become a nursery/primary then choices would be very limited. From a personal point of view I would have no concerns allowing my children to attend Streetfield from the experience my son has had the past 4 years. I think it is incredibly sad to see Streetfield lose its middle school status, by changing it to a nursery from 6 months - primary is an excellent idea. I really hope to see this happen.</p>
<p>It would be good for working parents if you have all the clubs before/after and holidays.</p>
<p>Well funded local schools with good transport connections to secondary schools.</p>
<p>If a service of ages 6 months - 19 years was available and they were all feeder schools so I was guaranteed a place every time I would without a doubt use this campus. What a wonderful and stress-free education for my child.</p>
<p>Hope the same standard of education is available for my daughter.</p>
<p>I am extremely concerned about the size of the secondary schools - Queensbury and Manshead becoming massive. I think those schools are 'in denial' about how poorly they are actually performing and that they will get worse as they increase in size. I am worried that Dunstable will become like London Boroughs - not enough school places for all children in their boroughs and that my grandchildren may be affected by this.</p>
<p>The Council needs to make sure that primary offer the standards and facilities equal to middle school standards.</p>
<p>The new primaries do not have the same facilities as the local middle schools so they should be allowed to become primaries so that parents have the choice.</p>
<p>I think the 3-tier system should stay in place.</p>
<p>I would like my son to maintain the same high standard of education he is receiving now at Streetfield Middle School.</p>
<p>I was happy with the choices available when my children decided which middle school to attend. Since my youngest child started middle school and the 2-tier discussions began I have not felt that a choice was really given and that my youngest child has been given no choice other than moving up to secondary school which she is unhappy about having to do. I am concerned about how the upper schools will accommodate the extra children in Years 7&amp;8 and about the quality of the teachers as I have experienced a big turnover of staff with my eldest child who is currently in Year 11!</p>
<p>If I return to full time work then I would require before and after school care as I would not allow my children to make their own way to school due to distance.</p>
<p>It would make life easier for working parents with breakfast/after school clubs plus holiday clubs.</p>
<p>I feel if the schools are on one site it would make the transition so much easier for children.</p>
<p>If Streetfield closes why not use it as a private, extra tuition centre, as well as using for before, after and lunchtime clubs.</p>
<p>Could you not have sorted all this out earlier? Ridiculous that different bits of Central Beds are all doing different things. Can you imagine business operation so indecisively? Nothing but turmoil for children, parents and schools!</p>
<p>To have nursery, primary and secondary schools on one campus site makes it far less daunting on a child as they progress through their school years.</p>
<p>Homework clubs, smaller classes (lower number of pupils).</p>
<p>It would make life easier for working parents with breakfast/after school and holiday clubs.</p>
<p>The move from a very small lower school to a larger middle school was challenging for my child. The ease of transition from this school to the next is very important. School on the same campus will be beneficial. I have been delighted with Streetfield.</p>
<p>I believe an inclusive choice should be on offer for all age ranges. Listen to what the parents say instead of ignoring their and their child's best interests and wishes.</p>

<p>Outrageous that schools such as Streetfield with excellent facilities are being closed. Lower school sites that were built for less children should not benefit from tax payers money to extend when schools already with the correct facilities are facing closure. It's a scandal, if Central Beds were not keeping their failure to project manage this situation under the radar, then more local taxpayers regardless of whether they have children or not would love to have a say in the consultation process I'm sure!</p>
<p>Ideally, primary and secondary school would be on the same campus for my children to easily be able to get to school and for me to be able to get to work. Standards and transition between the schools would need to be monitored carefully to make some children's education as disrupted as little as possible.</p>
<p>It would be my hope that the council will always put the child before any decision on funding etc. Likewise the school that faces unwanted change.</p>
<p>I feel it is vitally important for a child's wellbeing, development and happiness to retain the three-tier system. The middle school stage is a vital stepping stone point between the environments and behavioural expectations/patterns of lower and upper schools.</p>
<p>Having through education from nursery to senior on one site would be better for parents. More beneficial for children as move with friends through the schools.</p>
<p>We all surely are having the same concerns?! We need a facility/school such as Streetfield Middle. It beggars belief as to what's really going on?!</p>
<p>It's a shame and very sad that before the Council decided to end the middle school system they did not stop to think about or ignored the impact on the children, after all this is what and only what, it should be about!</p>
<p>My concerns have been 1) how will my child, who is currently in Year 5, cope with changing to secondary school, when she had hoped to continue her education through the 3-tier system. 2) How will secondary schools accommodate the extra pupils. 3) Will there be a constant change of staff, such as the staff changes my child in Year 11 has suffered with 5 different teachers in 2 different subjects!</p>
<p>I would like a definite decision about and where Dunstable is with schooling as I feel staff and parents have been trust into uncertainty without democratic-led decisions. I believe far too much has been reliant on money and kudos.</p>
<p>I have only one child but if I had more I would absolutely be looking at full though out provision where my children felt safe, well looked after and were being given an education by people who knew my child, could follow their progress and where I am a parent had a relationship with the school. The idea of a provision being available from 2 onwards would have been music to my ears.</p>
<p>Change is out of many peoples comfort zone. Change does not always happen for the best either. My main concern is what provision is being made for the schools to adapt to carry extra children? There is already a campus that could work as a unit. Meaning no extra building work (money). Why can't they all work together? i.e. Manshead, Streetfield and St. Mary's?</p>
<p>As a parent of a child with ASD it is very important that the school has either a facility to accommodate my child within the school or have qualified teachers to teach a child with ASD within a mainstream school.</p>
<p>To have one site offering nursery through to secondary education in Dunstable would be a real asset. Especially with the autism provision already established that would help those children to have continuity, as change can be very difficult for them. The site is perfect for this, with lots of space, surrounded by lovely countryside, unlike some of the other schools in cramped conditions with no room to expand.</p>
<p>The 3 tier system worked better - I should know I was educated under the 2-tier system! Middle school is a valuable bridge for children aged 9+ (you should have left it alone). Dunstable will have the same problems in education in high school's now as Luton do.</p>
<p>Leave the 3-tier system as it is.</p>



<p>If your child feel comfortable at a school although it may be outside his or her catchment area, they should be allowed to remain there if there is higher education available at the same school.</p>
<p>I think it is of high important that my children have available to them well equipped, fully functioning, specialist facilities and teaching for sport, science, wood/metal work, art and computing. They also deserve the opportunity to improve their personal development through a primary and middle school environment. One campus of 6 months-18 years would ensure my children have continuity in teaching and secure transition from primary to secondary. Our community 'Dunstable' needs can be met with a campus. It will ensure provisions for children with specialist needs and opportunities for those who are talented or gifted, or those who are vulnerable in our community.</p>
<p>Only as a mother who has to go to work, more things going on in holidays at a cheaper rate, as a part time worker my youngest who would have done everything going, only could never afford to do it. More help in holidays would be a bonus for working single mums.</p>
<p>As a single mother of three children, it is extremely important to me to know that they are safe to travel to school and home together. The Streetfield and Manshead provision enables me to have that assurance.</p>
<p>My home town in Leeds, we travel up every other week to see family etc. Middle Schools was taken out a while ago, and , listening to my family about problems they was having in high school with their child I used to drive back feeling like royalty knowing my child was in a middle school. Sending them off to high school straight off there exposed to far too much at such a young age.</p>
<p>Complete disarray - no wonder results are suffering in Central Beds!!!!!!</p>
<p>Keep Streetfield open. Do not close it! Nursery not needed.</p>
<p>I think it is important to keep the school open (Streetfield) though it is not relevant to me any more, otherwise you are not providing enough choice for parents.</p>
<p>Shame the Council allowed this to happen.</p>
<p>No we just want schools and nurseries that are flexible and provide high standard of education and good behaviour to the children.</p>
<p>Sorry you should of kept the schools in a 3-tier system as you have messed up my child's education. You never to listen to what the parents wanted.</p>
<p>Both my children are now going to be settled in an upper school year 10 and secondary year 7. But I am sure if there was a campus with all schools on it I would have used it for both of my children. They were both at the same lower school but different middle and upper schools due to different circumstances.</p>
<p>I come from an area where you have secondary school. Worked for me but I do like the idea of the middle school as high school can be a bit scary.</p>
<p>Streetfield is an amazing school. The staff are excellent role models and prepare children for life. The school has many facilities and I believe, given the chance, it will make a brilliant school for many age ranges in which it hopes to provide provision for. I would keep my child here hadn't the Council mucked around with the system - now in September he becomes a guinea pig! My other children will come here also - for a long time too! unless the council make another awful decision again. Streetfield has everything to offer. Keep it open!</p>
<p>The Manshead site would be ideal to meet all the educational needs if it accommodated all the age ranges of children. Streetfield has been a fantastic school. Very disappointed that they are having to change their remit. It should stay open as a Primary School. Would be beneficial to have nursery from birth on this site and early years.</p>
<p>I now have children in Year 12 and Year 7 and so much of this is irrelevant to us now but if they were younger I would have liked the afterschool clubs and the schools on the same campus.</p>

My children are older now but when they were pre-school it would have been ideal to have a school based childcare system at a reasonable cost.
The Learning Centre at Streetfield has played a large part in the care and development of my grand-daughter. I would like this facility to be available for my grandson if he should need it.
I feel insulted that after having taken the decision to close excellent middle schools such as Streetfield through the back door with no consultation whatsoever, you are now seeking our opinions. It is too late. You had no respect for our feelings regarding this previously so I have no faith that you will listen to any views that do not fit with your overall strategy in the future. This is a sad and pointless exercise taken long after the horse has bolted.
As a childminder I have no need for nursery from 6 months although close schools with adequate transport /buses very useful for collection/drop off ease. Congestion needs to be considered as well as parking. I therefore find school buses and public transport vital for independence of older children especially as I live in a village so footpaths are extremely lacking and some routes too dangerous to have them.
School bus provision to the villages. Wrap around care needs to start earlier.
It is important that a school such as Streetfield is available to parents in Dunstable. We need schools with good facilities and excellent teachers and good locations. To have a non-faith primary on the same site as Manshead with a nursery provision will be an excellent facility for the town. The faith primary is only really available to those who attend church so to have Streetfield as a primary will mean that those children who do not go to church can attend a primary on this site.
Keep Streetfield open. Do not close it! Nursery not needed.
I am very sad that middle school are finished. My three boys all remember middle school as the best time in their education. My daughter who is currently in Y5 has lost her choice. In a year's time she will be forced to go to a giant school where she will be a tiny dot. The reason for changing the system is to be less disruptive to their education. Schools need to communicate more and being on the same campus would help this. As children are no longer allowed to leave education until they are 18 maybe a 6th form college would be a good idea. The council has taken away all my choices for my child. I have no idea about the nursery provision in Dunstable and how many places are needed.
I am worried that when my son goes up to upper school that the school he attends won't give the support needed with transition because they will put priority to the younger year sevens going up. (My son will go up in Y9) I am also very grateful that he has enjoyed a lower-middle-upper school education but the changes will have an impact on my son especially if his new school concentrate efforts helping the younger years in transition. This would never have been an issue before. I feel disappointed to see the Council's intended proposal to close Streetfield Middle School. The transition from St Marys to Manshead would be far too huge a change for my son if he were to go through that. I suspect that there will be many who will struggle to cope in the future if that is the only option available. Because of the care and the facilities available at Streetfield I do not think he would struggle as much. Thankfully I don't worry about that but I know there are parents who are worried about this.
I have always believed middle transition into higher education is more beneficial for children to manage difficult parts of growing up. This helps support their on-going needs at the time and reduced the possibility of them attempting to achieve beyond their capability and support their self learning. This is a very big gap between primary/secondary especially for LAC children to manage and those with a high level of emotional distress.

We feel that our choice has been practically taken away from us and we have been forced into a corner. Along with a huge amount of parents we are worried and concerned about our children's future and education. Having a child moving up to Y9 and another up to Y5 in September their education can only be affected by these changes. Were there to be an educational service from 6m to 19 years provided on one campus we would readily enrol our 2 children. On many an occasion we have had to call on other parents to pick up or drop off one of our two children because of the distance between their two schools and activities they are committed prior to and after school. We truly hope you will see the benefits of Streetfield's new proposal and taken seriously the opinion of a great number of parents who have the foresight to see what a brilliant solution their proposal would be.

Our youngest is in a small village school just granted primary status. His is a Y2 at the moment. We are already looking elsewhere. Contacted 3 other schools so far for his remaining primary years. Our current village school is too small, no facilities and has approximately 9-12 children in each year group. How can he jump from that to Manshead or other upper school? He needs facilities and socialisation with a wider variety of children etc. We would like to move to Streetfield if primary from as soon as possible in Year 3 onwards it can offer so much more.

Oh my boys! Oh my boys. We are at the end of an age! We live in a land of weather forecasts and breakfasts that set in, shat on by Tories shovelled up by Labour and here we are we three. Perhaps the last stand of beauty in the world! Have a lovely day!!

The thought of all my children's education being done on one site is very attractive, as it would make it easy for me and for them

- These questions are very badly written. For example, I wouldn't be against an educational service from 6 months to 19 years if it was based on the school that my son is already at (Lark Rise)....but this questionnaire is clearly based around Streetfield's struggle for survival (in which I have no interest). Close all the middle schools and have one joined up educational system with primary and secondary schools. The current situation is an absolute mess and too many children are being used as guinea pigs for an ill-thought-out change to the system.

- Good Ofsted results. Staff that are understanding, caring and lots of experience. A site that covers ages 4-14 years and in a location easily accessible for parents in Dunstable.

- I think that it is of high importance that my children have available to them well equipped, fully functioning, specialist facilities and teaching for sport, science, wood/metal work, art and computing.

They also deserve the opportunity to improve their personal development through a primary and middle school environment.

One campus of 6 months to 18 years would ensure my children have continuity in teaching and secure transition from primary to secondary schooling.

Our community (Dunstable) needs can be met with a campus. It will ensure provisions for children with specialist needs and opportunities for those who are talented or gifted, or those who are vulnerable within our community.

Summer clubs are also of important especially with parents working normal hours throughout half terms Enough room in morning and after school clubs.

Primary and secondary schools rather than lower upper and middle.

- I took my son out of a Primary school at the end of Year 4 to go to Streetfield as I wanted him to go to a middle

school. The range of subjects he has covered in the first year has been extensive, amazing school trips, school

clubs/hobbies, higher standard of education, passionate teachers. My son is also very academic and has been

highlighted as very gifted mathematically and will most certainly be taking GCSE early, the standard of Maths

education has challenged him and this area was very weak in Primary setting (just teaching basic maths) eg children

gifted are left well behind in Primary.

I still feel there is something lacking in the primary school set-up, and the children in Year 5-6 of Primary schools

are not getting the standard of education that was previously offered in Middle schools. I

am glad my son has

another year (6) in Streetfield, before moving to Manshead, and I am so glad I made the choice to move him. I feel

for the children that are missing out in the primary schools due to these changes.

My daughter is in Year 3 at a Primary school, and I will not be able to move her to Streetfield, due to the imminent

closure of the school. As a parent of a child who will have done 2 years in a Middle school, it will be interesting to

see what my daughters curriculum covers in Year 5 and 6 at Primary. Unfortunately, I am not very confident that

this will live up to the Streetfield or any middle school standard.

The council needs to say no to middle schools and the area does not need any primary school places! This

situation should of been put to bed months ago rather than waste £1000s on another consultation plan. All the

money thrown at this could of secured funding for local primary schools to afford to run breakfast and after school

clubs. Every local person knows that middle schools won't go quietly but to listen to streetfields attempt to stay

open by becoming a nursery-11 school is absolutely ridiculous when there are two primary academy's on the

doorstep. Wouldn't it be better to allow Manshead secondary to take over the site to sixth form for example

A bit late asking now, I would have thought. Might have been useful to ask this some time ago and stopped the

complete mess that is the education system in Dunstable happening. I don't care if my child is educated on one, two or three sites as long as it is to a high standard. Let's hope you take the views of people on board this time, and don't just say to local providers, 'sort it out among yourselves' like you did last time there were decisions to be made. And by the way, not all of Central Beds is Primary/Secondary. Or did I just miss that happening..... Or is that what you know is going to happen.....

To have Primary through to Secondary schools all on one site would be fantastic. If the flow of education was a seamless transfer through that rather than a disjointed uncertain path that would be extremely reassuring as a parent.

Lack of comms with parents when making huge decisions on the future of our children. Primary schools should be the best they can be, not just who applied first for primary status. Close poorly performing schools and ensure the best possible future for our children.

It would be extremely useful and efficient to have the nursery and before/after school care attached to the primary school. Young children would then be familiar with the surroundings and maybe staff which would make the transition stages much easier for them. The whole family would also benefit from being in one location as travel would be much less stressful and less time consuming. The family and school relationship would also be enhanced as staff would get to know the family better and be able to provide more advice and support if necessary.

Please ensure there is a sufficient faith based senior places available. Please do not allow schools to get too large, I would like the head teacher to know my child by name and sight, not to be anonymous as part of a very large school. A nurturing environment that encourages polite well rounded young people who has been encouraged to be the best they can be is as important as an academic environment. Smaller schools can offer children a better nurturing environment than a very large school.

- My main worry is that there are varying transition ages. I want one system across the board - either 2 tier or 3 tier. Not a mixture of both and with some schools doing something completely different like - yr 5 - 11.

I would only choose all schools on one campus if the education they received was good. If it wasn't then I would move them somewhere else.

I do not believe that schools are there to provide free childcare for my child. I would rather the teachers are having

time to plan interesting, fun lessons where my child enjoys learning. After school clubs are very useful however if my working hours need them; but unlike Michael Gove - I don't believe teachers should be running them or extending the school day.

Consistent education and ease of transition between schools

The system has become so confusing to parent! The Council seems to have washed its hands of education in Dunstable which is very worrying and I fear for my children's' educational future. I have followed Streetfield's consultations with interest as here is a school which appears to be different from the rest and is offering a practical and innovative alternative. I hope their consultation is successful as I like their ethos and, from reports I have heard about the school from friends and neighbours I would like my children to attend the new Lyceum.

Using existing schools that we already have faith in

- If the last question refers to the possibility of a 6 month to 19 year school on the Brewers Hill site then definitely not. Its a horrible part of Dunstable in a rough housing estate! Don't agree with children of all ages mixing on the same campus!

My partner and I are planning a family It would be fantastic to have a site where the child could be in the same site for all their schooling. I would definitely send my child if a place like this existed in dunstable.

I want there to be one place where my children could all go to the same place for a long time and not have to take one child to one school and another to nursery across town.

If there was a school on the same campus with all facilities that would be much easier to take and pick up children especially when the schools have different starting and closing times.

Wrap around care is a brilliant idea and would be supported. Would really like to have a local well equipped primary school with specialist facilities and specialist teachers - this would be a great springboard for my children's education. Then to able to transfer to a secondary school on the same site would be perfect.

The most important factors when choosing a school are a high quality educational provision and the pastoral care they provide to ensure that children are happy and behaviour management.

0-18 on one campus is an excellent proposal especially if a smooth transition to secondary style teaching could be provided (as in a middle school).

#### Appendix 4 Data Collection of June 2014 survey

Collected over 8 working days 10th – 20th June

Survey does not close until 4<sup>th</sup> July 2014 by the time this is read in Overview and Scrutiny it will be inaccurate but it does indicate a trend and demand.

<b>1</b>	<b>Do you already have any children in the following age ranges? Please indicate by ticking the box(es) appropriate to you.</b>	<b>Total</b>
a	0-1 year	46
b	1-2 years	43
c	2-3 years	47
d	3-4 years	34
e	4-5 years	38
f	5-6 years Y1	41
g	6-7 years Y2	38
h	7-8 years Y3	30
i	8-9 years Y4	45
j	9-10 years Y5	63
k	10-11 years Y6	77
l	11-18 Secondary	157

<b>2</b>	<b>If you have children aged 0-11 years have you already placed them in:</b>	<b>Yes</b>
a	A Dunstable Nursery 0-2 years?	28
b	A Dunstable Nursery 2-4 years?	72
c	A Dunstable Primary/Lower School 4+ -11?	169



<b>3</b>	<b>Do you have any children for whom you are likely to be looking for nursery and primary schooling in the next 4 years?</b>	Yes
a	Affordable Nursery 6m-2y	59
b	Affordable Nursery 2-4 y	82
c	Pre-School 4+ y	96
d	Primary Y1&2	68
e	Primary Y3-6	94

<b>4</b>	<b>Where do your children live?</b>	Total
a	LU6	141
b	LU5	130
c	LU1	18
d	LU4	27
e	Luton	14
f	Herts	6
g	Bucks	0
h	Another postcode	7

<b>5</b>	<b>Nursery Placements - what is important for your organisational needs?</b>	Total
a	Morning sessions only	94
b	Afternoon sessions only	58
c	All Day Sessions (7.30 a.m. - 6.00 p.m.)	109
d	To be on the same premises as the Primary School for ease of future transfer and transport	161
e	To be on the same campus site as both the Primary and Secondary Schools for ease of future transfer and transport?	159

6	<b>Do you want the following available for your child(ren) in your Primary School?</b>	Yes
a	Breakfast Club (7.30 - 8.30 a.m.)	207
b	After School Clubs (3.30 - 6.00 p.m.)	234

**Appendix 5 CFR supporting financial model for build up to steady state viability.**

703601 STREETFIELD MIDDLE - CFR Report								
Income								
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21
I01	Funds Delegated by the LA	1,338,234	1,102,599	716134	866418	1039772	1,422,042	1635312
I02	Funding for Sixth Form Students	0	0	0	0	0	0	0
I03	SEN Funding	91,087	91,087	91,087	91,087	91,087	91,087	91,087
I04	Funding for Minority Ethnic Pupils	0	0	0	0	0	0	0
I05	Pupil Premium	132,390	110,000	120,000	130,000	130,000	130,000	130,000
I06	Other Government Grants	0	0	0	0	0	0	0
I07	Other Grants and Payments	0	0	0	0	0	0	0
I08	Income from Facilities & Services	0	0	0	0	0	0	0
I09	Income from Catering	0	0	0	0	0	0	0
I10	Supply Teacher Insurance Claims	0	0	0	0	0	0	0
I11	Other Insurance Claims	0	0	0	0	0	0	0
I12	Contributions to Educational Visits	0	0	0	0	0	0	0
I13	Donations and/or Voluntary Funds	0	0	0	0	0	0	0
I15	Pupil Ext Sch Funding and/or Grants	0	0	0	0	0	0	0
I16	Community Focused Funding and/or Grants	0	0	0	0	0	0	0
I17	Community Focused Facilities Income	0	0	0	0	0	0	0
I18	Additional Grant for Schools	8,800	8,800	8,800	8,800	8,800	8,800	8,800
<b>Total Income Revenue</b>		<b>1,570,511</b>	<b>1,312,486</b>	<b>936,021</b>	<b>1,096,305</b>	<b>1,269,659</b>	<b>1,651,929</b>	<b>1,865,199</b>

Expenditure								
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019-20	2020-21
E01	Teaching Staff	965,662	514,061	376,411	520,848	544,275	725,710	907,125
E02	Supply Teaching Staff	0	0	0	0	0	0	0
E03	Education Support Staff	156,224	151,587	153,198	168,990	168,990	188,171	202,636
E04	Premises Staff	61,034	59,223	59,823	60,436	61,058	61,058	61,058
E05	Administrative Staff	153,429	150,234	151,787	153,366	154,962	154,962	154,962
E06	Catering Staff	0	0	0	0	0	0	0
E07	Other Staff	18,826	19,071	19,306	19,500	19,696	19,696	19,696
E08	Indirect Employee Expenses	14,892	11,861	12,098	12,340	12,340	12,340	12,340
E09	Development and Training	4,080	2,774	2,829	2,886	2,886	2,886	2,886
E10	Supply Teacher Insurance	26,078	4,515	6,020	9,030	12,792	12,792	12,792
E11	Other Staff Related Insurance	3,078	3,078	3,078	3,078	3,078	3,078	3,078
E12	Building Maintenance and Improvement	40,800	30,000	33,000	36,000	40,000	40,000	40,000
E13	Grounds Maintenance and Improvement	10,771	10,987	11,206	11,430	11,430	11,430	11,430
E14	Cleaning and Caretaking	3,570	2,428	2,477	2,526	2,526	2,526	2,526
E15	Water and Sewerage	10,200	10,404	10,612	10,824	10,824	10,824	10,824
E16	Energy	57,489	50,000	55,000	60,500	60,500	60,500	60,500
E17	Rates	47,080	48,022	48,982	49,962	49,962	49,962	49,962
E18	Other Occupation Costs	13,820	13,567	13,838	14,115	14,115	14,115	14,115
E19	Learning Resources (not ICT)	26,645	13,322	26,645	30,000	35,000	35,000	35,000
E20	ICT Learning Resources	32,130	25,491	26,001	26,521	26,521	26,521	26,521
E21	Exam Fees	0	0	0	0	0	0	0
E22	Administrative Supplies	18,350	16,250	21,250	18,850	19,350	19,350	19,350
E23	Other Insurance Costs	8,441	11,216	11,440	11,669	11,669	11,669	11,669
E24	Special Facilities	8,976	6,104	6,226	6,351	6,351	6,351	6,351
E25	Catering Supplies	25,500	17,340	17,687	18,041	18,041	18,041	18,041
E26	Agency Supply Teaching Staff	25,500	10,000	12,000	16,000	20,000	20,000	20,000

E27	Bought in Prof Services - Curric	0	0	0	0	0	0	0
E28	Bought in Prof Services - Other	20,023	20,424	20,832	21,249	21,249	21,249	21,249
E29	Loan Interest	0	0	0	0	0	0	0
E30	Revenue Contributions to Capital	0	0	0	0	0	0	0
E31	Community Focused School Staff	0	0	0	0	0	0	0
E32	Community Focused School Costs	0	0	0	0	0	0	0
<b>Total Expenditure Revenue</b>		<b>1,752,598</b>	<b>1,201,959</b>	<b>1,101,746</b>	<b>1,284,512</b>	<b>1,327,615</b>	<b>1,528,231</b>	<b>1,724,111</b>

<b>In Year Surplus / (Deficit)</b>		(182,087)	110,527	(165,725)	(188,207)	(57,956)	(123,698)	141,088
<b>Surplus / (Deficit) Brought Fwd</b>		318,985	136,898	247,425	81,700	(106,507)	(164,463)	(40,765)
<b>Cumulative Surplus / (Deficit) C/Fwd</b>		136,898	247,425	81,700	(106,507)	(164,463)	(40,765)	100323

<b>Capital Income</b>								
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019-20	2020-21
CI01	Capital Income	10,176	10,176	10,176	10,176	10,176	10,176	10,176
CI03	Voluntary or Private income	0	0	0	0	0	0	0
CI04	Direct revenue financing (revenue contributions to capital)	0	0	0	0	0	0	0
<b>Total Capital Income</b>		<b>10,176</b>	<b>10,176</b>	<b>10,176</b>	<b>10,176</b>	<b>10,176</b>	<b>10,176</b>	<b>10,176</b>

<b>Capital Expenditure</b>								
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19	2019-20	2020-21
CE01	Acquisition of Land and Existing Buildings	0	0	0	0	0	0	0
CE02	New Construction Conversion and Renovation	0	0	0	0	0	0	0

CE03	Vehicles, Plant, Equipment and Machinery	0	0	0	0	0	0	0
CE04	Information and Communication Technology	0	0	0	0	0	0	0
<b>Total Capital Expenditure</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

In Year Surplus / (Deficit)		10,176	10,176	10,176	10,176	10,176	10,176	10,176
Surplus / (Deficit) Brought Fwd		1,384	11,560	21,736	31,912	42,088	52,264	62,440
Cumulative Surplus / (Deficit) C/Fwd		11,560	21,736	31,912	42,088	52,264	62,440	72,616

Appendix 6 The Streetfield Lyceum  
Brochure







