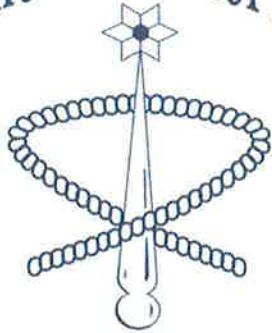


## Appendix C

Achievement for All



BREWERS HILL MIDDLE SCHOOL

# Business Case For A Significant Change At Brewers Hill Middle School

## School information

<b>School name</b>	Brewers Hill Middle School
<b>School address</b>	Aldbanks, Dunstable, LU6 1AJ
<b>Establishment number and UPIN</b>	109659

## 1 - Proposal summary

The current utilisation of the present: school facility is approximately 30%. This has been sustained even though other schools have changed their age range which has affected more prominently the other schools with a similar age range in our area. We acknowledge that the school cannot be sustained in the medium term unless the age range is changed.

We have had limited time to prepare for this change as we believed we had secured a sponsor through Barnfield Academy. They had had to pull out and left us vulnerable to the changes in age range of other schools around us.

Although we would initially convert with our current age range and we have support from the community to do this we would look to change the age range of the pupils at the school to an all through school.

We are proposing a twofold change in the extension of primary education to the site where we will take in pupils at reception year aged 4 and extend the secondary provision to age 16.

The PAN (published admission number) of the school is currently 480 pupils and the revised number is 530-600 pupils. As we reach capacity we would look to add classrooms to accommodate these additional pupils.

As an all through school we would plan that the admissions will be in three phases

- Phase one - for reception will 30 children entry and looking to maintain that to year 5.
- Phase two – we will continue to offer an intake at year 5 to continue the middle school intake whilst Central Bedfordshire offers this as an admissions point. This is up to a further 30 pupils.
- Phase three – is a secondary education intake again of up to 30 pupils. Those pupils within the school would be offered preference but we expect some losses due to parental choice. We would like to offer a minimum of 30 places regardless but this would depend upon the uptake at year 5.

The only impact is that preference would be given at each entry point to pupils already in the school as we would want to offer an all through education negating the need for pupils to move schools.

## 2 - Local context

The change is in response to the changing education demographic in place in Dunstable. The governors and senior staff felt these was an alternative to the education pathways offered in Dunstable and after consulting with parents this has been confirmed. Therefore we have worked up the business case based upon two consultation periods enabling the parents, other schools and community to comment on the proposal. The outcome has been a resounding “yes” to what we want to offer. The results of the consultation are in this document.

Whilst other schools are expanding their age range creating a surplus of places, the impact per year group of this proposal is minimal bearing in the short term surplus. It is acknowledged that with the growth in the area more educational places will be required for all age groups so the long term stability of the school is assured. The impact of the other schools changing their age range

should be to reduce pupil numbers in BHMS but this has not been the case this year where as other middle schools have taken a significant reduction in their numbers. We would expect that over time the same would happen to BHMS if it remains a middle school.

The Central Bedfordshire population forecasts 2011 (a copy is in appendix A for reference URL link [http://www.centralbedfordshire.gov.uk/Images/Central%20Bedfordshire%20population%20forecasts%202011\\_tcm6-10145.pdf](http://www.centralbedfordshire.gov.uk/Images/Central%20Bedfordshire%20population%20forecasts%202011_tcm6-10145.pdf) ) shows a linear progression in the population growth. This will mean that the proposed surplus places will be used by 2018-2019. Whilst this plan shows good prudence for the short to medium term our plan allows for greater capacity to be maintained in the long term. Our plan also allows for the future growth in Dunstable, by the developments underway in Frenchs Avenue and on the old AC Delco factory site. Both of which are within a quarter mile walking distance of the school. The development comprises of many flats and two/ three bedroom homes which are likely to be populated by families with, or considering children. Parents will either have to drive to the nearest lower school Beecroft Academy where parking has just become more restricted due the changes in bus route. We know a number of parents at our school have issues parking in the locality of that school. There is a direct footpath from Frenchs Avenue to Aldbanks which would have a twofold benefit. Parents would not need to walk down Brewers Hill Road which is busy at peak times and can use the much safer foot path and there would be no need to use their cars.

It was suggested on the radio interview that many of the housing developments were planned to start in the 5 years' time but we are emphasising that many of the developments are underway and some phases are already completed. There will be sufficient capacity on the site with current proposed developments in Houghton Regis to provide capacity in the short term prior to the main development in the medium to long term. These include over 400 dwellings being constructed within two miles of Brewers Hill School:

Bloor Homes High Street North Dunstable, Phase one complete, a number of the residents have children already on our school role. Phase two is underway with 30+ houses/flats 2, 3 &4 Bedrooms, houses are being released. Phase three is also planned.

Tilia Park, Houghton Regis Phase 1 complete phase 2 underway with over 50 houses planned as 3 and 4 bedroom properties.

Eleanor Gardens 69 properties 2, 3&4 bedroom properties currently under construction and available for purchase many are already reserved.

Frenchs Avenue Dunstable 250 homes planned, where planning permission has apparently been approved, however no start date has yet been given.

There are other developments within five miles but we accept these parents may choose to send their children to other schools:

Silverbrook Markyate - 73 houses 60% already sold

Abbey Wood Park - Markyate 30+ homes again many already reserved

Chaulington (near Caddington) 325 homes planned no start date yet given.

We believe with these factors there is sufficient demand in the local area and in Dunstable development proposals to maintain demand for the school covering the period until we expect to get steady-state numbers and facilitate stability for school places for the next decade. This also

emphasises the LAs linear growth forecast is proving, with hindsight, to be low.

We educate a significant number of SEN pupils as a proportion of our overall population (approx. 30%) but we are not an SEN specific school. We just happen to be able to offer a schooling environment which allows them to grow and develop. This proposal does not alter the fact that we would wish to continue with this strategy and provide good education for all pupils. The proposal is not in response to a specific SEN request or need in the local area.

### **3 - Consultation and local support**

Schools Admission Code 2012 sections 1.42 - 1.45 inclusive.

Our consultation was conducted in two four week blocks so meets the minimum requirements. However we could not conclude both four week consultations by 1<sup>st</sup> March as required by the schools admission code as we had limited preparation time.

We consulted with the following groups:

- a) parents of children between the ages of two and eighteen;
- b) other persons in the relevant area who in the opinion of the school had an interest in the proposed admissions;
- c) all other admission authorities including the local authority within the relevant area (except that primary schools need not consult secondary schools);

The consultation was issued to all interested parties, posted on the school website and on the school Facebook page.

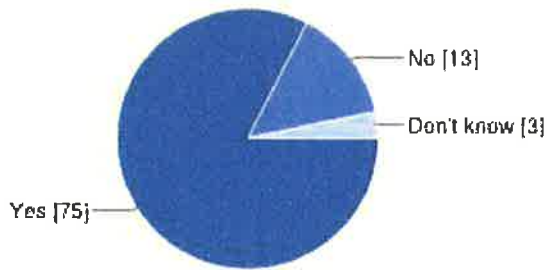
Although all schools and stakeholders were informed of the consultation we had no responses.

For the duration of the consultation period, we published a copy of our full proposed admission arrangements (including the proposed PAN) on our website together with details of the person within the school to whom comments may be sent and the areas on which comments are not sought.

Consultation one was carried out from 24<sup>th</sup> February 2014 and concluded on 24<sup>th</sup> March 2014. The second commenced on 31<sup>st</sup> March 2104 and concluded on 15<sup>th</sup> May 2014. This provides eight weeks of consultation in school term time.

#### **Consultation One Results ending 24<sup>th</sup> March 2014**

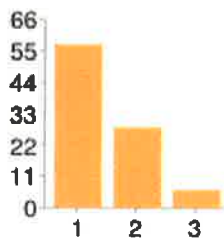
**Q1. Do you support the proposal for Brewers Hill School to convert and open as an Academy as described in our consultation document?**



Yes	<b>75</b>	82%
No	<b>13</b>	14%
Don't know	<b>3</b>	3%

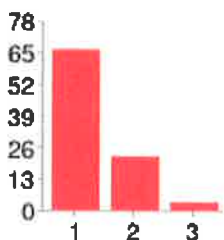
**Q2. Please indicate the importance you attach to the six core parts of our vision.**

**a. Smaller than average class sizes**



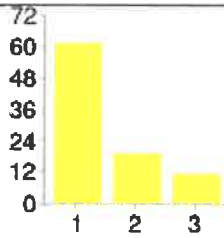
1	<b>57</b>	63%
2	<b>28</b>	31%
3	<b>6</b>	7%

**b. Tailored approach to learning**



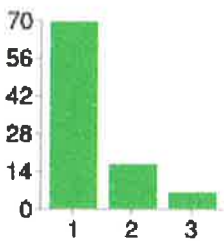
1	<b>66</b>	73%
2	<b>22</b>	24%
3	<b>3</b>	3%

**c. Good primary (Key Stage 1 & 2) provision**



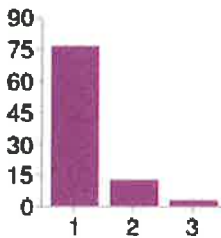
1	<b>61</b>	67%
2	<b>19</b>	21%
3	<b>11</b>	12%

**d. Good secondary (Key Stage 3) provision**



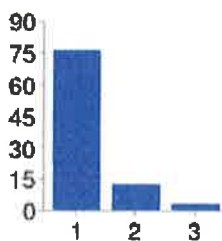
1	<b>69</b>	76%
2	<b>16</b>	18%
3	<b>6</b>	7%

**e. Environment that is safe and enjoyable**



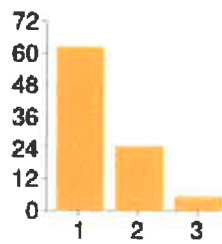
1	<b>76</b>	84%
2	<b>12</b>	13%
3	<b>3</b>	3%

**f. Achievement of the child's full potential**



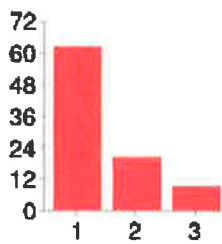
1	<b>76</b>	84%
2	<b>12</b>	13%
3	<b>3</b>	3%

**g. Specialist teaching**



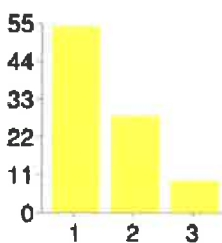
1	<b>62</b>	68%
2	<b>24</b>	26%
3	<b>5</b>	5%

**h. Clear educational pathway (4-14yrs)**



1	<b>62</b>	68%
2	<b>20</b>	22%
3	<b>9</b>	10%

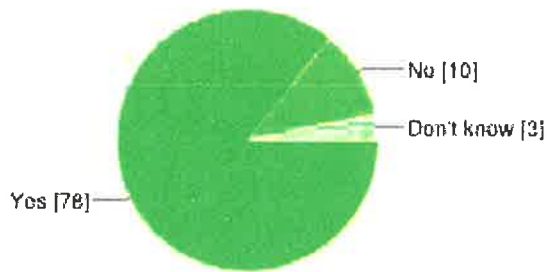
**i. A real choice at Key Stage 4+ (14-19yrs)**



1	<b>54</b>	59%
2	<b>28</b>	31%
3	<b>9</b>	10%

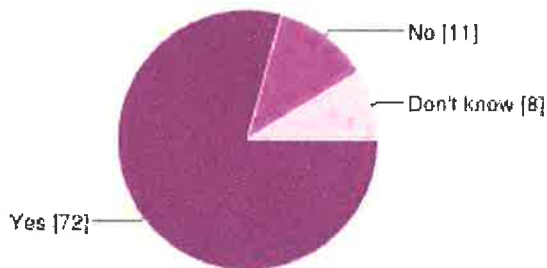
**Q3. Our aim is to establish an inclusive and accessible school committed to**

**extending opportunity for all children. Would you consider sending your child to this school?**



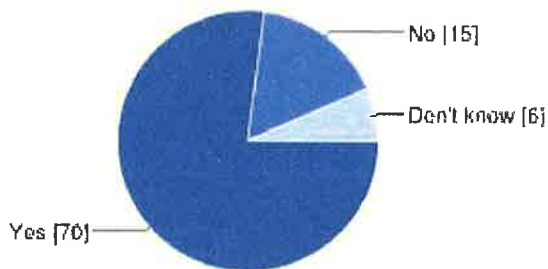
Yes	<b>78</b>	86%
No	<b>10</b>	11%
Don't know	<b>3</b>	3%

**Q4. Would you consider sending your child to the Brewers Hill School's provision (4-14yrs)?**



Yes	<b>72</b>	79%
No	<b>11</b>	12%
Don't know	<b>8</b>	9%

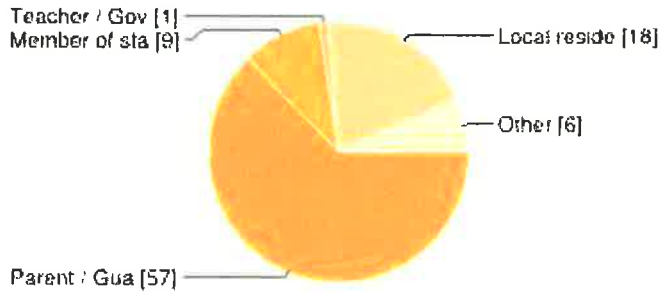
**Q5. Would you consider sending your child to the Brewers Hill School's provision (11-14yrs)?**



Yes	<b>70</b>	77%
No	<b>15</b>	16%
Don't know	<b>6</b>	7%

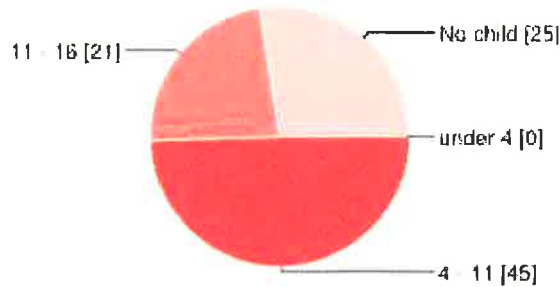


## About you...



Parent / Guardian / Carer	<b>57</b>	63%
Member of staff at Brewers Hill	<b>9</b>	10%
Teacher / Governor of a local school	<b>1</b>	1%
Local resident	<b>18</b>	20%
Other	<b>6</b>	7%

## Age of your child



under 4	<b>0</b>	0%
4 - 11	<b>45</b>	49%
11 - 16	<b>21</b>	23%
No child	<b>25</b>	27%

**Please use the space below to add any further comments:**

### Supporting Comments:

1. As a secondary school teacher, I was so impressed by Brewers and the progress the students were making through the excellent learning environment. For the future I think Brewers would make a fantastic secondary school as it is the only school that is 'good' and is on the journey to 'outstanding'. Dunstable is desperately in need of a secondary school of a high standard.
2. I would agree to sending my children to the 9-13 middle as it currently is and I have sent my children to the school however I do believe a 4-14 would have major impact on the lower schools in the area and they would then be in the predicament that brewers is now . I believe that brewers should speak to the lower schools in the area and work together not try and take the children from those schools I'd send my child to brewers hill if it changes age range and if keep my current child there as long as I could. I see my child go to school every day very very happy and her work is far

better than at her lower school she received so much encouragement she now wants to improve. She wasn't getting this at her lower school and I can't see how she would get this in a senior school packed full of kids!!

3. My son currently is at a lower school that has now been given Primary status; however they do NOT have any PE facilities. Brewers Hill has an amazing PE department and offers so many additional out of hours activities all free and help to allow my child to engage and grow his very shy character. As an academy Brewers Hill will be able to extend its already exceptional standards of Teaching and allow young children to naturally move throughout their young lives learning and building on their own characters in a safe close nit environment. Brewers Hill also has male teachers that are lacking in the Primary schools.
4. Brewers provides a high standard of education and excellent pastoral care along with small class sizes which means that each child is known well by all members of staff. This ensures that a 'family' like atmosphere pervades the school and gives all of the children, no matter what their ability, a positive and happy school experience. Brewers Hill must be given the opportunity to become a 4-14 yrs school so that more children can have the chance of going to this lovely school and the staff can continue to build on the great results they have already achieved.
5. It has a good science lab and cookery class already built in which the lower school hasn't. They have large spaces for PE.
6. I support Brewers Hill in this proposal because I know they always put the children first in everything they do.
7. My son left Streetfield to come here. Educationally, this school is brilliant and should remain open. As a good school Brewers has the experience to develop as an academy. There is a need and a demand for an alternative to the proposed 2 tier model. It would provide parents in Dunstable with a real choice. A fabulous centre for learning that will only be enhanced by attaining Academy status. I fully support this decision and applaud the determination of staff and Governors.
8. As a member of this school's staff, I firmly believe this school offers unique opportunities for all pupils to be successful in learning. We are caring for the whole child including their individual needs as well as their learning. They leave our school prepared for Upper School learning. I believe that this could be easily extended.
9. This school has made outstanding progress and gives a wonderful education to all its children. The proposal to allow pupils to stay on at Brewers Hill till they are 14 is a very good idea. My son and I very much hope this becomes more than just a 'proposal'! My son would definitely stay on till he is 14 and the 14-19 educational pathway is something I've read about that I think would benefit my son as an approach to learning other than classroom based.
10. The school needs to get its act together if it is going to remain open. We were asked to apply for a place in the two tier system last year to secure a space. If we don't know whether you are staying open we cannot take the risk and continue attending the school and not knowing what is going to happen with our children's future. They need to know where they stand. I agree with the two tier system moving them from schools is a big thing for children. It's very anxious and a disturbing time for them.
11. I'm a student volunteering in a primary school been there for a year now observing year 1. I would love to volunteer here and get the school going. Helping Alfie Allowing Brewers Hill to become an Academy will enable it to build on its current success. It is currently one of only two schools in Dunstable offering Good (Ofsted) Education to pupils in years 7 and 8. Dunstable pupils deserve to have a good education. Brewers Hill helps to fulfil this right.
12. Since joining the school in September 2013, our daughter has had a very good and enjoyable learning experience. I have found all staff to very accomplished and enthusiastic. I cannot think of a better place for our daughter to continue to develop.
13. I viewed the school in my catchment area; it was dirty, poor ventilation, crowded and no dining room not fit to be a school. I choose this school due to its high standards. The staff and students are friendly; my son enjoys school every day. The staff made my son feel welcomed despite his colour.

14. Brewers hill is a great school and a valued part of the community the smaller classes have help my children to excel in their education 2 of my children have attended this school with and 1 who is due to start in sept.... Why shut good schools while keeping schools that need improvement open I have five child from the ages of 4 - 16
15. My daughter is due to start in sept 14 and I am very worried about the quality of her education if brewers' hill closes and she has to leave this school.
16. Brewers Hill, built as a secondary school, has excellent facilities and sufficient space to enable expansion for Early Years and KS1 in a safe environment. Brewers Hill offers an Ofsted rated 'good' education for its children and this is something that should be built upon for the benefit of the community. The children currently attending Brewers Hill make good progress and this needs to continue. If this is achievable by converting to an academy then conversion should go ahead. We must not allow Brewers Hill to close.
17. Brewers Hill is an Ofsted graded GOOD school and should be given the opportunity to carry on their excellence, within any provision.
18. I have had three of my four children attend Brewers Hill Middle School. They are all achieving good grades at the Upper School they attend, this is down to the extremely good teaching they received at Brewers Hill and the dedication by all the staff. I will be sending my fourth child to this school and look forward to the changes that I hope will occur.
19. As a parent of a child currently in year 3, I would jump at the chance to send them to Brewers as soon as possible. My eldest child has excelled since moving to Brewers from the lower school. Brewers clearly are committed to get the best out of every child.
20. Brewers Hill is a wonderful school and I fully support it in becoming an Academy.
21. I would leave both my daughters at Brewers Hill if they extend the age range upwards all of the key/core points are so important and the school that can carry on what they are doing brilliantly, for extra years is even better!
22. I THINK BREWER'S HILL SCHOOL WOULD SUIT THE 9-16 AGE GROUP. IF THEY DECIDE TO GO WITH THE 4-14 AGE RANGE THEN I WOULD SEND MY DAUGHTER WHO IS CURRENTLY IN YR 3 AS SOON AS POSSIBLE AS SHE WOULD BENEFIT FROM THE SUPPORT THAT BREWER'S SMALLER CLASSES GIVE TO THE PUPILS.
23. My son has benefited immensely since being at Brewers Hill and I hope it stays open and expands so I can keep him there to the appropriate age of 14yrs.
24. I would definitely allow my child to continue their education at Brewers Hill School if it converts to academy, in to KS3 and KS4. My child has found an increased independence since attending Brewers Hill; she had 'outgrown' lower school (soon to be a primary). I have found the Brewers Hill School staff to be wholly approachable and enthusiastic, even though the current uncertainties. I believe any future staff would match the enthusiasm of the current team; who, if the school is able to develop would be positively unable to contain their commitment, which would undoubtedly have a positive effect on all of the students. Brewers Hill School is already well equipped, with specialist rooms for science and other key curriculum areas, further development would be an incredible asset to the Dunstable education community. Brewers Hill school is already practising what it preaches; it really is 'Achievement for All'. My daughter has maintained her excellent grades (shown in her recent school report) which are fabulous. I also know of children, whom previously struggled in their achievement who are improving in their learning at higher levels than expected, since attending Brewers Hill School. Brewers Hill School has an empowering holistic approach that works; I would not consider removing my child from such a proven learning environment. Brewers Hill School already achieves an Ofsted Good, with development; in a few years I believe an Outstanding is attainable. I really hope the consultation ends on the 24th March is positive, and my child will have the opportunity to continue her education and reach her full potential at Brewers Hill School.
25. Those in charge of extending the Lower Schools ages and lowering the Upper Schools ages have taken students away from the Middle Schools, then they reduce the budget given to the school

(based on per pupil). It's a fix!

26. I have heard nothing but fantastic reports about this school. All the children are happy and enthusiastic about going to school. This school is the best in the area and should be given every support possible.

#### Comments Not Supporting the Proposal:

1. I would opt for Primary/Secondary route enabling a clear structure to the organisation of learning. It can be very confusing for parents to have so many different age ranges within schools. Where would they go at 14? It would be very limiting as regards choice.
2. With this new academy, to stay until end of year 9, will disrupt the child in the year before mock GCSE's (year 10) causing stress, anxiety when moving schools, new friendships will have to be made, unfamiliar surroundings which can affect exam results.
3. No to the above at present, because my oldest son is only 10 and my youngest is 6.
4. I apologise for answering no to question 1 and 4. The reason for this is that without further knowledge of development works to be carried out to the building and facilities I am not sure of how you could cater for primary (4+) and the 11-14 yr. sector, along with everyone between. I feel 4-11 would be more realistic.

#### Key Learning's from Consultation One:

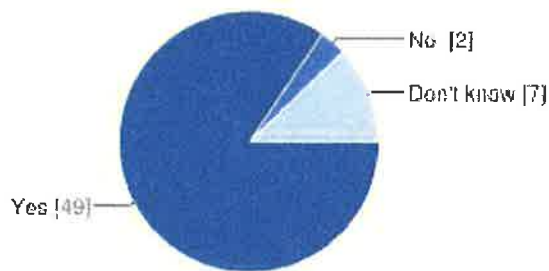
In light of the first two comments we revised the consultation questions for phase two to extend the age range to 18.

With regard to the other two questions we feel their minds are made up and we have had a public meeting which explained the way we wanted to adapt the school although these were no firmed up at the time.

#### Second Consultation ending 15<sup>th</sup> May 2014

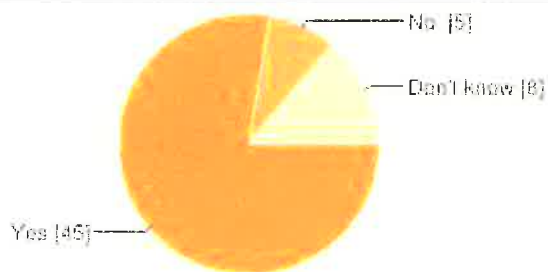
##### Summary – 58 responses

**Q1. Do you support the proposal for Brewers Hill School to convert and open as an Academy as described in our consultation document?**



Yes	49	84%
No	2	3%
Don't know	7	12%

**Q2. Would you consider sending your child to the Brewers Hill School's provision (4-18yrs)?**



Yes	<b>45</b>	78%
No	<b>5</b>	9%
Don't know	<b>8</b>	14%

**Please use the space below to give any further comments:**

**Comments Supporting Brewers Hill School:**

1. The variety of teaching and the facilities available to all pupils at the moment enable all pupils to receive an enriched education. With Academy status and the extension of year groups all pupils will receive a deeper education than that provided in a lower or primary school. The staff are passionate and there are a number of subject specialist teachers which ensures the basics are taught but also the concepts and detail which develop further understanding. The support and guidance provided for pupils with SEN is good. The diverse range of approaches tailored to individual needs encourages independence and progression. The atmosphere and relationships between pupils, teachers, LSA's in the school provide a positive place for learning. I think that concentrating on just the 9 - 18 age range would be preferable. Building on Brewers existing strengths rather than creating more lower school places which may not be needed?
2. I have 4 children why can't I put all there ages down 6/ 10 /12 /14yrs.
3. Brewers hill is a top school with brilliant members of staff. The kids absolutely love coming to school and learning new things every time they come through the doors. I think that Brewers Hill Middle school is a wonderful school with very high standards in education.
4. The school has all the provisions and specialist staff to make this a perfect option. The building is large and has plenty of land and playing fields. Brewers Hill is a 'good' school, the opportunity to offer a unique educational environment for the area would achieve great things for the community and offer an alternative to the 'Needs improvement' that are currently available. It would encourage families to secure their children's education locally rather than children having to go to Leighton Buzzard.
5. Brewers Hill is a multi-cultural and diverse environment. The staff are friendly, supportive and embrace all the children from different backgrounds and ethnics. My son prefers to attend school every day. It is a bully free zone.
6. Brewers Hill is a 'Good' school and is a valuable asset to the community. Converting to an academy will enable this provision to be retained.
7. My son feels safe and secure in this school. Due to this fact I would be more than happy for him to complete Brewers Hill School's classes until he's 14.
8. An excellent school and an asset to the community can only improve with larger age

range and conversion.

9. Brewers Hill has already proved that it can provide an excellent standard of education and care for the children who attend there, doing this on a small budget! The dedicated and passionate staff should have the opportunity to continue providing the excellent service they provide to local children. Brewers Hill proposal gives parents a fantastic alternative choice which would help parents feel they could send their child there when it suited the child, rather than having no alternative but to follow the 3-11/11-19 model that most Dunstable schools will force you into.
10. Am concerned that the school should survive and continue to provide a good education for its pupils.
11. Make our lives a lot easier he was able to stay on at Brewers Hill and not ever have to change schools again - continuity and security.
12. The staff at what is BHMS at the moment are dedicated to provide an all round balanced education as well as teaching children the importance of manners and common courtesy which sometimes is lacking in children nowadays. Allowing the staff at this school to provide all ages of education would be an appropriate step forward, as they will be able to nurture/develop the child then the young adult. The staff are well equipped to teach children at all levels of education so it would be natural progression.
13. Brewers Hill should convert to an Academy. It would provide a 'unique' school provision locally, with clear competition with 'needing improvement' schools in the area.
14. I consider Brewers Hill as a very good school. It has helped my son extremely in his academic schooling.
15. I support this actually as I believe Brewers Hill Academy creates the right age and learning balance for children to progress.
16. Brewers hill is a 'Good' school and I would have no issues sending my child here. There are excellent staff, facilities and pupils here.
17. I would leave my current year 5 child at Brewers Hill as long as I could as she is very, very happy and my current year 4 would stay too.
18. Brewers Hill provides a good education - one of only a few schools in Dunstable which does so past the age of 9! I would therefore want to keep my child there for as long as possible and this would enable me to do so.
19. The school has amazing teachers who work hard with all the children to bring the best out of them. My boys love attending Brewers and are unhappy with the prospect of a closure. The school has so much to offer the community with fantastic staff and school grounds.
20. Our daughter is really thriving at Brewers Hill. She has a good attitude and loves going to school. We hope that she can develop further by continuing to learn at this school. I think that the teachers and staff at Brewers Hill work very hard to include all the children and wish for my daughter to stay where she is happy learning.
21. I would prefer Brewers to take kids from 4-18 years but I still support a 4-14 provision.
22. I think it is a good idea to convert to an Academy. I want Brewers Hill to remain open and think that this is what the school needs to do.

**Comments Not Supporting Brewers Hill School:**

1. Due to work commitments and traffic, I cannot guarantee my son to be at school on time so no, All Saints is nearer to home.
2. Surely 4-18 would put other schools in the same predicament.
3. We are still of the opinion that the school would be better to concentrate on 9-18 years so that it can build upon its current successes.
4. Would prefer the school to be 9-18 years. There seems to be loads of lower school provision already so it may be better to concentrate on the 9 - 18 age range instead?
5. Not sure how I feel about it.
6. I have made previous comments to the school. Too little too late, not enough information. My son will be leaving this school in July.

**Commentary on Feedback:**

There are six comments against the proposal and twenty two in support of the proposal.

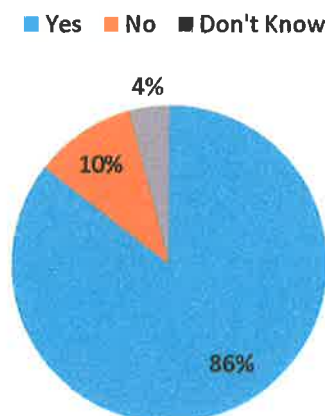
The comments of this second consultation that do not support the proposal suggest we should be a secondary school, one not sure and two that want to take their children elsewhere.

Therefore we feel we have the correct proposal and parental mandate to take this forward.

**Confirmation or Parental Support for Primary Provision:**

As our proposal is based upon parental support, to confirm we have support from parents with children under 4 years of age we have verified with parents with children of that age group they would like to send their child to Brewers Hill Primary education offering. We have sufficient that have confirmed yes to our survey to meet the expected intake number we have predicted with a surplus in both reception and year one should some parents change their mind.

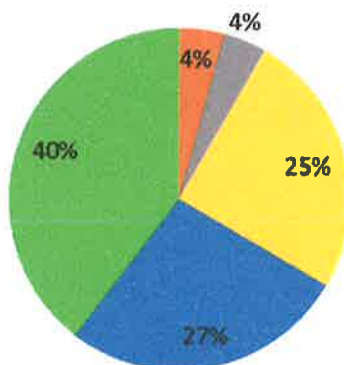
**Percentage of Parents With Children Under 4 That would Send their Child to Brewers Hill**





## Age of Respondents Child

Age 0 Age 1 Age 2 Age 3 Age 4



## 4 - School performance

The schools current performance is good as assessed by Ofsted in 2013 under the current inspection guidelines.

The proposal does change the curriculum taught within the school. We will continue to educate to the national curriculum but in offering for reception and key stage one will be an extension of our good keystage two work. We feel this is a particular strength within BHMS as we had good comments on our primary learning. The extension to year nine would build on the good teaching we already carry out at keystage three. We are consulting with a secondary schools to provide a confederation (we do not know the format of the union) to ensure we can deliver the same within keystage 4. We are looking at sharing teaching resources to ensure the breadth of subjects can be covered as well as having the depth of teaching staff to ensure curriculum delivery.

The current management arrangements are suitable for the short term leadership of the school. We are looking to appoint a head teacher as we currently have an acting head teacher. However as the pupil numbers build we will look to have two deputy head teachers one for primary and one for secondary curriculums.

There will be additional key stage and subject heads on the senior leadership team as we grow this will make this team larger. It is proposed we will have an SLG of the head, deputies and assistant head teachers (6 people in total). Then a secondary group including the year and subject heads to ensure correct leadership within the school.

This will be reviewed with the governing body as we grow to ensure the right model is in place at each point in the schools development.

We understand decision-makers will need to consider the quality and diversity of schools in the area and whether the proposal will meet or affect the aspirations of parents, raise local standards and narrow attainment gaps.



To address concerns they may have we have been able to recruit and retain the staff that achieved the good Ofsted rating in 2013. This is despite the uncertainty around the future of BHMS. Therefore with the excellent quality of teachers and our learning practices both of which were praised by Ofsted we feel we can continue to offer keystone two and three at a high level.

The addition of reception and keystone one will require new staff and as they are recruited under our primary leadership we feel we can offer the good teaching and learning that our current keystone students enjoy.

The addition of keystone four is far more difficult which is why we are consulting with other secondary schools to provide a confederation (we do not know the format of the union) to ensure we can deliver the same within keystone four. We are looking at sharing teaching resources to ensure the breadth of subjects can be covered as well as having the depth of teaching staff to ensure curriculum delivery. Due to the limited time we had available these arrangements have not been formalised. We are aware this is a weakness but we felt we wanted to identify this as our way forward to reassure decision-makers we understood the risk.

Our current systems, which are fully electronic, monitor performance, progress and standards for individual pupils, year and keystone groups as well as the whole school. With some minor modifications to ensure we can do this to separate primary and secondary results which we have been assured by our provider can be completed will be able to accurately monitor the standards of teaching and learning in the school.

We currently offer a diverse range of extracurricular activities including rugby, football, hockey, gymnastics, various dance classes, computing, film, maths, NFL, chess, homework club. We also underuse the all-weather pitch we have access to because of our association with Creasy Park. These facilities are underused in terms of our agreement and we would be looking to fully utilise these facilities as well as our indoor gym, hall and library areas for the various clubs and activities.



## 5 - Finance and accommodation - Detailed projections

### Pupil Number Projections

Educational Year Group	Academic Year										
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Reception		15	20	30	30	30	30	30	30	30	30
Year 1		15	25	30	30	30	30	30	30	30	30
Year 2			15	25	25	30	30	30	30	30	30
Year 3				15	15	25	30	30	30	30	30
Year 4					15	15	25	30	30	30	30
Year 5	40					30	30	40	45	45	45
Year 6	59	40					30	30	40	45	45
Year 7	30	50	50	60	60	60	60	60	60	60	60
Year 8	26	30	50	50	60	60	60	60	60	60	60
Year 9		26	30	50	50	60	60	60	60	60	60
Year 10			26	30	50	50	60	60	60	60	60
Year 11				26	30	59	50	60	60	60	60
<b>Total</b>	<b>155</b>	<b>176</b>	<b>216</b>	<b>316</b>	<b>365</b>	<b>449</b>	<b>495</b>	<b>520</b>	<b>535</b>	<b>540</b>	<b>540</b>

#### Assumptions on pupil numbers:

1. We have assumed that the pupil numbers will grow organically with this year being the year of least attendance. This assumption means we will retain most of our current students, but we have allowed for some migration which will be compensated for admissions in other years.
2. 2015/16 We have assumed no year 5 intake although with the schools future agreed we would participate in the entry round as there will still be one at year 5 in Dunstable and Central Bedfordshire.
3. 2015/16 We have assumed that we will only have half classes in reception and year one as we are only starting this provision.
4. 2015/16 We assumed that we will have a drop in year seven as parents choose the secondary education establishment for their children. This is assuming half of the pupils leave (30) and only twenty are attracted to the school.
5. 2015/16 We assumed all other years would flow through the school.
6. 2016/17 We have assumed a ten pupil loss and a twenty pupil increase.
7. 2017/18 We have assumed at this point full intake at year seven.
8. From 2016 - 2019 we have assumed no year 5 intake although with the schools future agreed

we would participate in the entry round as there will still be one at year 5 in Dunstable and Central Bedfordshire.

9. 2019/20 We have assumed for the following years we will be able to attract 15 pupils per year as a year 5 intake.

10. 2022/23 We have assumed a capacity school with no sixth form.

### Financial Projections

Using the Bedfordshire Schools report pack we have produced a budget plan for the next five years, which is the summary is below. We have included the full financial backup as an attached file "Bedfordshire Report Pack as at 20.6.14.xls" in excel format so you can review and model if required.

Income						
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19
	Total Income Revenue	1,100,492	1,053,785	1,175,678	1,354,148	1,613,782
Expenditure						
CFR	Details	2014 - 15	2015 - 16	2016 - 17	2017 - 18	2018 - 19
	Total Expenditure Revenue	1,243,018	1,250,838	1,304,499	1,359,880	1,468,715
	In Year Revenue Surplus / (Deficit)	(142,526)	(197,053)	(128,821)	(5,732)	145,067
	B01 & B02 Surplus / (Deficit) Brought Fwd	125,909	(16,617)	(213,670)	(342,491)	(348,223)
	Cumulative Revenue Surplus / (Deficit) C/Fwd	(16,617)	(213,670)	(342,491)	(348,223)	(203,156)

We appreciate that the school does not achieve true viability until 2018-19 when at the end of that year there remains a budget deficit of £200,000. This will be cleared in the next 18 months and probably sooner as the school attracts more pupils.

Also as highlighted in section two year 2018/19 is the year that the secondary schools achieve saturation of numbers. This is according to the growth that Central Bedfordshire forecasted in 2011. At which point expansion will be required for schools as the number of pupils will be greater than those in the school PAN numbers.

Although it is accepted that other schools will be coming online with the new Houghton Regis development these are only just starting construction, as the roads and infrastructure will need to be installed first.

### Capital Requirements

The proposal looks to remodel the school and the school will need capital investment to ensure it is continues to meet the needs of the pupils and community. As the proposal is to change the age range there will need to be some significant changes to create a reception key stage one area.

### Creation of a Key stage One Area

The reception / key stage one area will be on the ground floor to the left of reception and has its own entrance. This was used as a key stage 2/ year five area but provides us with four classrooms one for each year, male and female toilets, and cloakroom / general areas all contained in one area.

This will need a complete refurbishment/ renovation as the decor is that for much older children and the finishes are in need of modernisation. The toilets will not be suitable for children as young as four as the school was designed with secondary education in mind.

Year 1 (two classrooms) and year 2 (two more classrooms) Classrooms 6M x 10M, 2 General Areas 6Mx10M and corridor 24Mx2M will require plaster smoothing, woodwork taking back to original wood or replacing and the following decoration.

- Floors
- Walls
- Ceiling exposed bar tiles.
- Lighting
- Electrical
- Heating
- Doors

Shelving will be required in the two general areas on two walls with a notice board on the third. The windows are high level and the fourth wall is open to the corridor.

£6750 per year total £13500.00 Based upon BAS Estimate.

A Carpet for sitting on for assemblies and reading will be required in the each of the two general areas.

Toilets - 6 stalls in each which will require the toilets lowering and the four urinals in the male toilets.

- Floors
- Walls
- Ceiling
- Lighting
- Electrical
- Heating
- Toilets
- Doors

£36,000.00 Based upon BAS Estimate.

It is proposed that the area above the key stage one area becomes a space for key stage two, thus all of our primary learning is carried out in one zone of the school.

Additional tables' chairs and learning resources for key stage one as we do not have them at present £11,000.00. We would also allow a further £2500 for additional furniture as the primary provision grows in year two.

***Total for the Creation of a Key stage One Area Year 2014/15: £53,750.00***

***Total for the Creation of a Key stage One Area Year 2015/16: £ 2,500.00***

These would be funded from the school revenue budget.

## Commissioned Condition Survey and Suitability report Summary

### Summary

For a building of this age it is in relatively good condition, it is generally in good decorative order with the exception of Block 05 and specific locations due to water damage from leaks.

Immediate remedial works should be undertaken to resolve the roof leak issues affecting Block 01 room 11.

The failed boiler pump should be replaced prior to autumn 2014 to ensure heating can be maintained to the school over the winter.

Looking longer term the Block 01 should be re-roofed completely, and a programme of works to either replace the windows or re-clad the buildings and replace the windows, replacing the boilers and heating installations within the school

To make the school sustainable serious consideration should be given to making sure the building is fully accessible and compliant with the Disabled Discrimination Act and Building Regulations Part M

The condition survey and budget costing is for strategic planning in an ideal world if the funding is available, not all of the works mentioned are essential but are desirable. Priority 01 and 02 works should be planned into maintenance budgets as a matter of urgency if the building is to be maintained.

Summary of budget costs as detailed on condition survey							
Block	Budget	P1	P2	P3	P4	P5	Improvements
01 West	£412,500	£18,610	£2,700	£210,060	£0	£181,130	
02 East	£296,760	£8,500	£0	£44,625	£0	£243,650	
03 North	£262,400	£5,000	£0	£52,080	£0	£205,320	
04 South	£0	£0	£0	£3,150	£16,000	£0	
05 NE	£0	£0	£0	£0	£0	£0	
Boilers	£170,000	£10,000	£160,000	£0	£0	£0	
External	£12,500	£0	£0	£5,000	£0	£7,500	
Improvem's	£0	£0	£0	£0	£0	£0	£1,343,990
	£1,154,160.00	£42,110.00	£162,700.00	£314,915.00	£16,000.00	£637,600.00	£1,343,990.00

We have assessed that the repairs and maintenance works for the 5 year plan as being £1.2m with a further £1.4m for improvement works. In reality £200,000 is essential to ensure that the building can be maintained over the next 5 years.

### **Compliance with Part M of the Building Regulations (Access to and use of buildings)**

The school does not comply very well the Disabled discrimination act and is a potential issue for a sustainable school. Access to all the school building requires going up steps, and all the teaching areas are on multiple floors and there are no lifts or ramps at present. Block 01 (the main teaching block) does have chair lift fitted to the stairs, but is not in commission at the moment, and is not an ideal solution to the problem.

Accessible cubicles have been provided in both boys and girls toilets but these are not DDA or Part M compliant.

There is a legal requirement that all public buildings should be 'accessible', and if works are

being carried out at the building, where possible these should not make the situation worse and if practicable should make improve accessibility, with access ramps and disabled toilets etc. It could be argued that it is not practicable to make Brewers Hill School fully accessible because the levels and multi storey buildings. However if the school is to be sustainable for the future it must aspire to be fully accessible and all inclusive.

To make the school site DDA compliant a ramped entrance to be provided to one or more of the entrances and probably 3 platform lifts should be provided at say a cost of £250,000

#### **General Building Works.**

The building condition assessment plan outlined in the following documents indicates the extent of capital works required as an investment in the school but the expenditure to stabilise the building for the next five years is £200,000. These would be funded by the local authority.

0481 Brewers Hill Middle School Lay Out Plan.pdf

0481 Brewers Hill MS CS01.pdf

VIR Brewers Hill School June 2014.pdf

## Evaluation against DfE decision makers criteria

The following sections are taken from the DfE's 'Guidance for Decision-makers' (*Annex B to the DfE's 'School Organisation Maintained Schools'*). Some of the following sections will duplicate the prompts set out above but these reflect the specific factors that the decision makers should take account of. You may therefore find it useful to set your proposal out in the following sections, deleting the text in grey which is intended for your guidance.

### 6 - Consideration of consultation and representation period

The detail of the consultation and representation is set out in section three but in summary the responses back up the setting up of an all through school would be supported by the parents and community in which the school resides.

There are positive and negative responses. The positive responses come from those that support the school and outweigh those that don't. All responses have been considered in formulating the feedback and conclusions that the school proposal is supported.

### 7 - Education standards and diversity of provision

The school currently educates primary and secondary age range children. Ofsted has rated the school as good in both categories. The inclusion of keystage one in primary will suit the schools strong teaching ethos and is an extension of what they provide. The plan is for the education provision extension to keystage four to be carried out with a partner that has experience in that area and is making suitable progress in raising standards.

### 8 - Demand

The change is in response to the changing education demographic in place in Dunstable. The governors and senior staff felt these was an alternative to the education pathways offered in Dunstable and after consulting with parents this has been confirmed. Therefore we have worked up the business case based upon two consultation periods enabling the parents, other schools and community to comment on the proposal. The outcome has been a resounding yes to what we want to offer. The results of the consultation are in this document.

Whilst other schools are expanding their age range creating a surplus of places, the impact per year group of this proposal is minimal bearing in the short term surplus. It is acknowledged that with the growth in the area more educational places will be required for all age groups so the long term stability of the school is assured. The impact of the other schools changing their age range should be to reduce pupil numbers in BHMS but this has not been the case this year where as other middle schools have taken a significant reduction in their numbers. We would expect that over time the same would happen to BHMS if it remains a middle school.

The Central Bedfordshire population forecasts 2011 (a copy is in appendix A for reference [URL link](#))



[http://www.centralbedfordshire.gov.uk/Images/Central%20Bedfordshire%20population%20forecasts%202011\\_tcm6-10145.pdf](http://www.centralbedfordshire.gov.uk/Images/Central%20Bedfordshire%20population%20forecasts%202011_tcm6-10145.pdf) ) shows a linear progression in the population growth. This will mean that the proposed surplus places will be used by 2018-2019. Whilst this plan shows good prudence for the short to medium term our plan allows for greater capacity to be maintained in the short term. Our plan also allows for the future growth in Dunstable, by the developments underway in Frenchs Avenue and on the old AC Delco factory site. Both of which are within a quarter mile walking distance of the school. The development comprises of many flats and two/ three bedroom homes which are likely to be populated by families with or considering children. Parents will either have to drive to the nearest lower school Beecroft Academy where parking has just become more restricted due the changes in bus route. We know a number of parents at our school have issues parking in the locality of that school. There is a direct footpath from Frenchs Avenue to Aldbanks which would have a twofold benefit. Parents would not need to walk down Brewers Hill Road which is busy at peak times and can use the much safer foot path and there would be no need to use their cars.

It was suggested on the radio interview that many of the housing developments were planned in the next 5 years we are emphasising that many of the developments are underway and some phases already completed. There will be sufficient capacity on the site with current proposed developments in Houghton Regis to provide capacity in the short term prior to the main development in the medium to long term. These include over 400 dwellings being constructed within two miles:

Bloor Homes High Street North Dunstable, Phase one complete, a number of the residents have children already on our school role. Phase two is underway with 30+ houses/flats 2, 3 & 4 Bedrooms, houses are being released. Phase three is also planned.

Tilia Park, Houghton Regis Phase 1 complete phase 2 underway 50 plus houses planned 3 and 4 bedroom properties.

Eleanor Gardens 69 properties 2, 3&4 bedroom properties currently under construction and available for purchase many already reserved.

Frenchs Avenue Dunstable 250 homes planned, planning permission has apparently been approved no start date yet given

There are other developments within five miles but we accept these parents may choose to send their children to other schools:

Silverbrook Markyate - 73 houses 60% already sold

Abbey Wood Park - Markyate 30+ homes again many already reserved

Chaulington (near Caddington) 325 homes planned no start date yet given.

We believe with these factors there is sufficient demand in the local area and in Dunstable development proposals to maintain demand for the school covering the period until we expect to get steady-state numbers and facilitate stability for school places for the next decade.

The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places as BHMS has proven we have managed to maintain our

intake despite other primary schools wishing to change their age range.

Reducing surplus places should not be a priority as for parental choice to work effectively there would need to be some surplus capacity in the system as a whole. Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards. In addition we are offering a situation where we would look to provide parental choice to keep their child at one location for their entire school years.

## **9 - School size**

The proposal sets out that the school will be over its originally designed capacity and has been a viable school for three years with no deficit request until this year. The deficit request is approximately £12,608 which is less than 1.3% of the overall budget. Therefore with a sharp eye on the finances this should be able to be recovered within the year. The school has taken steps this year to balance the budget as it originally stood at a £145,000 deficit, which has shown the school has demonstrated a good financial management strategy. A proposal that confirms the schools future is likely to ensure increased pupil numbers clearing the deficit.

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

As an all through school we would plan that the admissions will be in three phases

- Phase one - for reception will 30 children entry and looking to maintain that to year 5.
- Phase two – we will continue to offer an intake at year 5 to continue the middle school intake whilst Central Bedfordshire offers this as an admissions point. This is up to a further 30 pupils.
- Phase three – is a secondary education intake again of up to 30 pupils. Those pupils within the school would be offered preference but we expect some losses. We would like to offer a minimum of 30 places regardless but this would depend upon the uptake at year 5.

There is no proposal for post sixteen admissions.

## **11 - National Curriculum**

Brewers Hill School confirms we intend to continue to teach the national curriculum.

## **12 - Equal opportunity issues**

There are staff and pupils that are from some diverse ethnic back grounds and in the past the school has had pupils and staff with disabilities. The policies BHMS adopt are robust and we have a zero tolerance of any discriminatory behaviour. Our inclusion arrangements ensure we are an equal opportunities employer. Our motto of "Achievement for All" really

does mean achievement for all.

### **13 - Community cohesion**

The governing body of BHMS, promote community cohesion, local schooling by enabling the children living in the same local community to attend the same school fostering a coherent community identity and enabling community ownership to build around a range of extracurricular activities.

As part of the Creasy Park development the school has access to the equivalent area of four football pitches as laid down by the Football Association. They have access to these areas during the school day and for a period after school to accommodate inter-school competition. The school has released the playing fields for community use outside of the school usage time.

### **14 - Travel and accessibility**

The school is located in the North Dunstable community and is within walking distance for many children. The school has a covered and secure bicycle facility which the students use to store their cycles whilst in the school.

The school is less than a 75m walk from a bus route and there are major transport links to the whole of Dunstable and Houghton Regis within 500m of the school. If required pupils are also able to access services which are operating on the new Luton and Dunstable bus way.

These measures reduce and in some cases eradicate the need for a car journey.

The school is also located near the new development on the Agfa and AC Delco sites with a footpath linking to French's avenue which means the pupils and parents/ carers do not need to walk along the main A5 route.

### **15 - Capital**

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#### **Creation of a Key stage One Area**

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The building condition assessment plan outlined in the following documents indicates the extent of capital works required as an investment in the school but the expenditure to stabilise the building for the next five years is £200,000.

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0481 Brewers Hill MS CS01.pdf

VIR Brewers Hill School June 2014.pdf

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

BHMS was originally a school for secondary education and as such has excellent facilities for outdoor sports and teaching and learning. As part of the Creasy Park development the school has access to the equivalent area of four football pitches as laid down by the Football Association. They have access to these areas during the school day and for a period after school to accommodate inter-school competition.

There is adequate external hard standing or playground area for a school of the proposed size.

The extract from Google maps shows the extent of the school premises:





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

BHMS has a high proportion (over 30%) of pupils whom require SEN support and we work with parents and pupils to ensure learning needs are met. We put in place individual learning plans if required but maintain a philosophy that a pupil is better off learning with their peers. We have mixed ability classes with learning support so that those with SEN requirements see what good looks like and they have the support to attain it.

In terms of the output results from the school it is amongst the highest in the area for pupils' progress with its educational provision.

The provision for those with SEN needs is based upon the agreed learning plan which may require individual, small group and classroom tuition. This is accommodated within the school program.

The pupils are expected to attend and be educated on the whole curriculum, and they are closely monitored to ensure in specialist lessons (science, food technology, PE) they are included but not put at risk.

The school has disabled access and is suitable for the curriculum currently performed. The school has the space to move classes around to suit a child's needs. However if the school were full these arrangements would need to be reviewed and the school upgraded.

The school has used, and will continue to use, appropriately trained staff and provide access to

specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.

We have provisions and a proven track record to ensure that appropriate full-time education will be available to all displaced pupils as we do on a regular basis now. Their statements of special educational needs are amended if required and all parental rights are ensured. Other interested partners, such as the Health Authority are involved. As a school we try to retain pupils in the facility so that pupils are not placed long-term or permanently in a Pupil Referral Unit (PRU) unless that is what they need.

The SEN provision will be expanded within the current practice as the number and age range of pupils grows so that BHMS can continue to offer appropriate support and ensure improvements in the standard, quality and range of educational provision for those children covered under SEN.



## Central Bedfordshire's Policy Principles for Pupil Place Planning in Schools

The Council's nine policy principles for pupil place planning throughout Central Bedfordshire were approved by the Council's Executive on 5 February 2013. These principles, as listed below, guide the commissioning of new school places and also support the Council's statutory obligations to promote parental choice, diversity, high standards, the fulfillment of every child's educational potential and fair access to educational opportunity.

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

The school is located in the North Dunstable community and is within walking distance for many children. The school has a covered and secure bicycle facility which the students use to store their cycles whilst in the school.

The school is less than a 75m walk from a bus route and there are major transport links to the whole of Dunstable and Houghton Regis within 500m of the school. If required pupils are also able to access services which are operating on the new Luton and Dunstable bus way.

These measures reduce and in some cases eradicate the need for a car journey.

The governing body of BHMS, promote community cohesion, local schooling by enabling the children living in the same local community to attend the same school fostering a coherent community identity and enabling community ownership to build around a range of extracurricular activities.

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

The proposed primary provision is greater than the minimum number set out as we are proposing over 120 pupils. Our proposal is for a class per year at primary level although as we grow it is considered that we may need to have half classes and educate two year groups together.

Our secondary provision would be less than the optimal number proposed but as part of an all through school we have in excess of 500 pupils. This will provide us with a teaching staff with sufficient breadth and depth to teach the core curriculum at each keystage. Our proposed link with a secondary school will ensure we have the necessary resilience in terms of specialist subjects.

We are aware that with an all through school we do not want to be too big or we may not be able to attract the primary pupils we desire.

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

BHMS is rated good by Ofsted in 2013 and as such meets the criteria for expansion of an existing school. This supports the Council's commitment to ensure that every parent can choose an

excellent school for their child and that new places should therefore be allocated where parents want them.

We believe this business case provided by the BHMS will require the school to establish its improvement targets and will be judged by evaluation criteria.

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

The business case shows the school is collaborating effectively and wants to enhance collaboration for the school to self-improve and to recruit, train and develop their own staff and leaders to be enhanced by the school to school support system.

As identified elsewhere in this document we also look to our community and partnership with other educational bodies to ensure they are also successful.

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

The purpose of this proposal is to provide educational provision from 3 to 16 with the option with a formal partnership with another body to extend this to 19. We consulted on a reception to 18 provision and the results were positive. We do feel that the practicality of educating to this level within a small school is not sustainable. As such we have had negotiations with another academy to ensure we can provide the necessary range of subjects and breadth of teaching staff to accommodate this.

We agree with the limitation of the number of points at which a child transfers from one school to another. There would be only one transfer point with our proposal. We are promoting collaboration with a local school through which a cohort of children will pass at 16 years, on such issues as continuity of pedagogy, curriculum, expectations, progress, behaviour and ethos. They will also assist with our keystage four teaching to ensure this.

We will be working with local nursery providers so we can ensure that there is integrated early years provision in a variety of settings, wrapping childcare around nursery education provision to ensure that all parents that require it have access to an extended and flexible early years offer.

Where new early years provision is needed as a result of demographic growth or changes in entitlement, we have adequate land to provide this entitlement but it would be a require capital planning. It is not part of this proposal but the opportunity exists for future review should the Council seek to develop a new provisions on the school site and under its leadership.

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

We support the need for education to be available full time up to the age of 18. Although the proposal is for education to key stage four only we have consulted on educational provision to the age of 18.

We do not feel that our plans are sufficiently robust to be able to educate to a good level to 18

years old bearing in mind the educational provision the area that has far greater experience than BHMS does at this level.

As such we have had negotiations with another academy to ensure we can provide the necessary range of subjects and breadth of teaching staff to accommodate this.

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

The school is already part of the Creasy Park development enabling the use of the school playing fields for many activities outside of the school hours. The buildings are used by the community out of normal school hours and as we extend the provision to pupils one of our aims is to enable further and better use of the facilities for the community.

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

Alternate model of school to enable a diversity of parental choice and educational provision. This meets the Council's aim is to create a more diverse school system offering excellence and choice, where BHMS has a strong ethos and sense of mission in order to meet the aspirations of parents, help raise local standards and narrow attainment gaps.

We accept children of all faiths and we champion no single faith over another. We are not intending to provide a single faith based school.

The BHMS governing body would be open to setting up an academy or free school with the same aims set out in this business case if that was supported by the local authority and DofE.

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

BHMS has an excellent record in meeting the needs of those children with special educational needs. This provision is of primary focus for us and as a result we will continue to offer this provision.

The school has used and will continue to use appropriately trained staff and provide access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.

We have provisions to ensure that appropriate full-time education will be available to all displaced pupils as we do on a regular basis now. Their statements of special educational needs are amended if required and all parental rights are ensured. Other interested partners, such as the Health Authority are involved. Pupils are not placed long-term or permanently in a Pupil Referral Unit (PRU) unless that is what they need.

The SEN provision will be expanded within the current practice as the number and age range of pupils grows so that BHMS can continue to offer appropriate support and ensure improvements in the standard, quality and range of educational provision for those children covered under SEN.

## Sign-off by the School

**Business case approved by:**

<b>Name –</b>	<b>Colin Perry</b>
<b>Position held –</b>	<b>Chair of Governors</b>

<b>Date:</b>	<b>27<sup>th</sup> June 2014</b>
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# BUILDING ADVISORY SERVICE

0481-DHS01

27 June 2014

**Maureen Phillips – School Business Manager  
Brewers Hill Middle School  
Aldbanks  
Dunstable  
LU6 1AJ**



## Condition Survey / Suitability Report

### For Brewers Hill Middle School, Aldbanks, Dunstable, Beds LU6 1AJ

Headteacher: Mr J Hughes  
Urn: 109659  
LA: 823 Central Bedfordshire  
Establishment No: 4046  
Type of establishment: Community School  
Age range: 9-13  
Gender: Mixed  
Religious character: Does not apply  
School capacity: 480  
Total nr of children: 171

Brewers Hill Middle School  
Aldbanks  
Dunstable  
Bedfordshire  
LU6 1AJ

## **Context**

Brewers Hill Middle School is a large school originally built as a secondary/upper school in the early 1960's and changed to a middle school in the 1970's. The school is located in a large housing estate on the edge of Dunstable.

The school has a capacity of 480 but currently has 171 pupils. The IT block (former technology block) consisting of two classrooms has been closed due to its condition and two floors comprising of 6 classrooms on the 4 storey tower block have been let as office accommodation.

The school is laid out in a H plan format with 5 main blocks plus some outbuildings.

- Block 01; West block; 2 storey; main teaching block; classrooms, technology, library, admin
- Block 02; East block ; 2 storey; Hall, gym, dining room and changing rooms
- Block 03; North block; 4 storey; classrooms
- Block 04; South block; 1 storey; Admin/link
- Block 05; North East Block; Ground floor teaching (former workshops)– these classrooms have now been mothballed due to condition; lower ground floor boiler room, oil tank and electrical intake

## **Findings**

A visual survey of the site was made, on site over the 25<sup>th</sup> and 26<sup>th</sup> June 2014. The weather was sunny and dry. The survey was by means of a walk round with a visual inspection, no intrusive investigation was made.

### **General**

The school is laid out in a H plan format with 5 main blocks plus some outbuildings.

- Block 01; West block; 2 storey; main teaching block; classrooms, technology, library, admin
- Block 02; East block ; 2 storey; Hall, gym, dining room and changing rooms
- Block 03; North block; 4 storey; classrooms
- Block 04; South block; 1 storey; Admin/link
- Block 05; North East Block; Ground floor teaching (former workshops)– these classrooms have now been mothballed due to condition; lower ground floor boiler room, oil tank and electrical intake

### **Structure**

The buildings appear to be constructed with a in-situ concrete frame with precast concrete panels with some in-situ concrete walls; evidence would indicate that there is a cavity and blockwork lining internally with a plastered finish. The upper floors and roof deck would appear to be clay pots with a structural concrete topping. The internal walls are mainly of solid construction with a plastered finish.

### **External Walls**

There is some superficial cracks on the concrete frame, there are a few locations where the concrete has blown and the reinforced concrete is exposed and rusted, however this is only in a few small locations and in general is not symptomatic of the buildings and mainly noted on block 05. In general the concrete frame appears to be in good condition and the repairs to the reinforced concrete should be able to be effectively repaired.

The pre-cast concrete panels appear to be in condition and the joists between the panels generally appear to be in good condition, although there may be a few locations where some works to the joints may be required.

Block 04 the single storey central admin block would appear to have a different construction and is probably more recent in construction and be of block/brick cavity load bearing walls with a rendered finish to the front elevation to the central part. The render does have some minor cracking

### **Roofs**

The roofs are flat covered with built up felt roof coverings on a concrete deck. The roof coverings to Blocks 02,03,04,05 would appear to be in relatively good condition and are probably 10-15 years old.

Block 05 has northern lights with flat and pitched built up felt roof coverings. There appears to be issues with water penetration into this block, on initial inspection the roof coverings appear to be in relatively good condition although evidence would suggest issues with the northern lights, further investigation will need to be made to this roof and the northern lights to establish the condition and the potential sources of the leaking and remedial works instigated.

Block 01 has high level roofs sloping down to a central valley over the central corridor. The main roof covering to the high level roofs to block 01 are in a poor condition and are probably in excess of 25 years old, these roofs are covered with bedded chippings and showing signs of degradation, the lower level roof over the central corridor and stair pod appear to be much newer probably less than 10 years old. There is evidence of water penetration through the roof particularly over the textiles room (rm 11). The rainwater gutters from the higher level roofs are in poor condition and in need of urgent maintenance. There is evidence that water may be penetrating through the degraded high level roof particularly over rooms 16 and 11 (the resistant materials and textile rooms) and running down behind the felt upstand to the side of the low level roof this could be causing the issues relating to the water damage in room 11 (textiles); £5,000 should be spent immediately to make temporary repairs to prevent further water penetration into rm 11, with a further £150,000 being spent within the next 3 years to replace the high level roofs.

#### **Windows and external doors**

The windows and external doors have all been replaced over the years with PPC aluminium framed windows (Triad or similar) some the windows are single glazed and some double glazed, this would reflect the different times that they had been replaced. I would suspect that the windows are at least 15 years old with some over 20 years old.

All the windows are fitted flush to the outside face of the wall, this is not ideal and is a poor detail as it makes the joint difficult to seal and does not afford any protection from the weather making it easier for rain to penetrate around the windows and into the framework of the window which may manifest itself on the inside of the window. I would suspect that the reason for this was that the new windows replaced old metal Crittal type windows which had a thinner section and the new windows were fitted so as not interfere with the plaster finish internally.

There appears to be issues with leaking from or around some of the windows particularly those on the exposed south west elevations on block 01, this had led to plaster becoming water damaged and blown to the reveal and head of some of these windows. These appear to be an older design single glazed window and seem to lack some of the drainage within the system that the later windows have. There have been attempts to re-seal around the windows with sealant and Flashband around the head. Further investigation needs to be made to establish the cause of this leaking. Similar issues are affecting Block 05

I would suggest that a programme of window replacements be instigated to fit new windows with more appropriate detailing; this would improve heat loss and should resolve the water penetration issues. This to be commenced to the windows which are exhibiting issues to Block 01 and Block 05, windows to other blocks can be programmed for replacement if and when they exhibit significant issues



The windows to the links and the front elevation of the admin block 04 are aluminium and are in good condition, the windows to the rear of the admin block 04 are timber and some of these are in a poor condition and in need of replacement, the link corridors have uPVC windows and are in good condition.

### **External Doors**

The external doors appear to be in good condition, the main entrance doors are commercial quality glazed aluminium doors, other doors are timber doors and in good condition and decorative order.

### **Internals**

Decoration; other than Block 05 which the school buildings are in a good order internally with only localised damage to internal finishes and decoration from water penetration from some of the windows and roof leaks as afore mentioned, notably in Textiles (rm 11) and the south west elevation of Block 01.

Internal doors are in generally in a good condition.

Floor finishes are generally in a good condition. The carpet the ground floor of block 01 is showing signs of wear particularly on the joints, this may be general wear as it has high usage or an issue with laying or possibly with the substrate, however it should be replaced within the next year or so. There is wear to the vinyl floor tile to the base of the stairs on Block 03 (4 storey block) and some tiles need to be replaced.

The gym and hall floors are the original sprung timber floors and are in good condition requiring general maintenance.

Stairs appear to be in condition.

Toilets/sanitaryware; the toilets are generally in good condition and have been modernised over the years, with some being better fitted out than others; The pupil toilets are perfectly serviceable but could benefit from being modernised.

Equipment; Science and technology labs have been refurbished in the last 10-15 years and are in good condition and no works required for the foreseeable future

Kitchen equipment is serviceable and in a satisfactory condition although the kitchen would benefit from modernisation in the future.

### **Electrical Installations**

Electrical installations; I am informed that the main intake panels were replaced a relatively recently and that the supply to the kitchens upgraded, and I expect that the main incoming supply was checked to confirm that it is adequate, this should be

confirmed, and further assessment made if the school is to be developed and the load increased.

The electrical installation is tested on a regular basis and all remedial works/recommendations are dealt with and kept up to date.

The provision of power sockets around the school is deemed to be adequate.

Lighting; the majority of the existing lighting are old imperial fittings and it is difficult to replace some of the component parts; it is recommended that all the old light fittings be replaced with modern more efficient lighting incorporating emergency lighting to all areas.

Emergency lighting has been installed to some common areas and the main hall but does not extend to classrooms and all corridors.

A category L4/5 fire alarm installation has been recently installed to the school.

### **Mechanical Installations**

The main school boilers are 3nr 290kW Potterton NXR3 oil fired and where installed circa 2001 along with a hot water calorifier was has also been installed. The boilers are coming to the end of their useful life and will become costly to maintain as well as costly to run.

It is noted that one of the pumps has failed and needs to be replaced at a cost of £5000, if the remaining pump fails the school will be without heating.

The option of replacing the boilers with gas fired boilers should be considered. There is a gas supply to the school which appears to have been sized with the intention of supplying the boilers and further investigations should be made this would reduce the heating costs of the school

Consideration should be made to replacing pipework and heat emitters to the school buildings where necessary. The old pipework, fan convectors and radiators are probably not running efficiently and are more likely be susceptible to leaks and failures which could cause damage to the fabric and finishes of the buildings.

Replacement of the boilers pipework and equipment should result in significant saving to energy costs.

The cost of replacing the boilers, pumps and control panels and extending the gas supply to the boiler room would be in the region of £150,000

### **Site**

In general the site is in a good and serviceable condition.



Some very minor repairs are required to the tarmac roads and parking areas to keep them in tip top condition.

The paths and steps are in a reasonable condition and some repairs are required to cracked pavings and steps but significant hazards indentified.

The playground seems to be in good condition

The fences and gates are in good condition.

Sports fields are well kept and in good condition.

Landscaping is in good condition and well maintained.

The outbuildings are in a fair condition and require some general maintenance

#### **Block 5 – Former IT Suites and Boiler House**

Block 5 house the boiler house on the lower ground floor with, what was originally the workshops at ground floor level which were later converted to two IT suites. The building has suffered from water ingress seemingly from around the windows and with some leaking through the north light roof lights and some bad infilling of a redundant door opening, as a result of this the ground floor of the building has not been used for teaching for a number of years and the area closed off to the school.

It would be difficult to demolish this building as it house the boilers on the lower ground floor, however consideration should be given to refurbishing the building. Initial investigations would indicate that the main problems are regarding ingress of rainwater around the windows and the roof lights, if these were replaced with new units with appropriate detailing I am sure that the damp issues can be remedied and the building brought back into use for between £200K-£250K to provide 220m<sup>2</sup> of teaching space.

#### **Asbestos**

The school asbestos log does indicate the presence of asbestos in the school however there are not significant issue with asbestos within the school buildings.

Asbestos debris has been identified in the boiler house where residual asbestos fibres may be present on pipework form previous clean up operations.

Vinyl floor tiles have been identified as containing trace amounts asbestos.

Although asbestos has not been detected in the existing textured ceiling and wall coatings these are deemed to contain trace amount of asbestos unless proven otherwise.



Irrespective of the contents of the asbestos log it must be assumed, that due to the age and nature of the building that asbestos may be present concealed within the structure of the building which may not have been identified during a non-invasive survey used to compile the asbestos log, therefore, it is essential and a legal requirement that Demolition and Refurbishment Asbestos survey is undertaken prior to any significant demolition, building or refurbishment works take place in all areas that are likely to be affected by the works.

### **Compliance with Part M of the Building Regulations (Access to and use of buildings)**

The school does not comply very well with the Disabled Discrimination Act and is a potential issue for a sustainable school. Access to all the school building requires going up steps, and all the teaching areas are on multiple floors and there are no lifts or ramps at present. Block 01 (the main teaching block) does have a chair lift fitted to the stairs, but is not in commission at the moment, and is not an ideal solution to the problem.

Accessible cubicles have been provided in both boys and girls toilets but these are not DDA or Part M compliant.

There is a legal requirement that all public buildings should be 'accessible', and if works are being carried out at the building, where possible these should not make the situation worse and if practicable should make it improve accessibility, with access ramps and disabled toilets etc. It could be argued that it is not practicable to make Brewers Hill School fully accessible because of the levels and multi-storey buildings. However, if the school is to be sustainable for the future, it must aspire to be fully accessible and all-inclusive.

To make the school site DDA compliant, a ramped entrance to be provided to one or more of the entrances and probably 3 platform lifts should be provided at a cost of £250,000.

### **Other improvements**

#### Cladding

The performance and appearance of the school building could be improved by providing a rainscreen cladding to the elevation in conjunction with the window replacements.

The cladding will be insulated and the windows double-glazed in accordance with the latest Part L requirements regarding heat loss, this could reduce energy costs significantly.

The new cladding and windows will eliminate issues regarding water penetration through and around the windows and potential issues with the joints around the pre-cast concrete and blowing of concrete to the in-situ concrete walls and frames.

The cladding can be used to change the appearance of the building considerably and make the building more contemporary and modern, as well as extend the life of the building as it will protect the concrete frame from the elements.

These works could be carried out in-conjunction with window replacements one block at a time.

Overall cost of cladding and replacing the windows would be in the region of £1-1.5million pounds

## Summary

For a building of this age it is in relatively good condition, it is generally in good decorative order with the exception of Block 05 and specific locations due to water damage from leaks.

Immediate remedial works should be undertaken to resolve the roof leak issues affecting Block 01 room 11.

The failed boiler pump should be replaced prior to autumn 2014 to ensure heating can be maintained to the school over the winter.

Looking longer term the Block 01 should be re-roofed completely, and a programme of works to either replace the windows or re-clad the buildings and replace the windows, replacing the boilers and heating installations within the school

To make the school sustainable serious consideration should be given to making sure the building is fully accessible and compliant with the Disabled Discrimination Act and Building Regulations Part M

The condition survey and budget costing is for strategic planning in an ideal world if the funding is available, not all of the works mentioned are essential but are desirable. Priority 01 and 02 works should be planned into maintenance budgets as a matter of urgency if the building is to be maintained.

Summary of budget costs as detailed on condition survey							
Block	Budget	P1	P2	P3	P4	P5	Improvements
01 West	£412,500	£18,610	£2,700	£210,060	£0	£181,130	
02 East	£296,760	£8,500	£0	£44,625	£0	£243,650	
03 North	£262,400	£5,000	£0	£52,080	£0	£205,320	
04 South	£0	£0	£0	£3,150	£16,000	£0	
05 NE	£0	£0	£0	£0	£0	£0	
Boilers	£170,000	£10,000	£160,000	£0	£0	£0	
External	£12,500	£0	£0	£5,000	£0	£7,500	
Improvem's	£0	£0	£0	£0	£0	£0	£1,343,990
	£1,154,160.00	£42,110.00	£162,700.00	£314,915.00	£16,000.00	£637,600.00	£1,343,990.00

We have assessed that the repairs and maintenance works for the 5 year plan as being £1.2m with a further £1.4m for improvement works. In reality £200,000 is essential to ensure that the building can be maintained over the next 5 years.

Report By

Richard Rowley

27 June 2014

Encls

- BAS 0481 Brewers Middle School Plan
- BAS 0482 Condition Survey Visual Inspection Report





Condition Survey - Visual inspection report and budget costing

Urn: 108559  
 LA: 823 Central Bedfordshire  
 Establishment Nr 4054  
 GSS LA Code: ED6000056

BUILDING ADVISORY SERVICE  
 78 Union Street, Dunstable Beds LU6 1EY  
 Tel: 01582 478585  
 info@buildingadvisoryservice.co.uk

Site: Brewster Hill School, Aldbanks, Dunstable LU6 1JL  
 Date: 26-Jun-14  
 Surveyors: Richard Rowley  
 Job nr: 481

Block	Item	Description	CHES Element	Action Required	Floor	Room Number	DRES Condition	DRES Priority	Item Life	Completion	Budget	Quantity	Rate	P1	P2	P3	P4	P5	Notes				
1	Roofs	Structure	1.1	None	Roof	All	B	5	50		£0												
		Coverings and insulation	1.2	1	Immediate repairs required	Roof	All	D	1	5		£5,000	1.00	£5,000							Defects to roof in		
		Coverings and insulation	1.2	1	High level roof in need of replacement	Roof	All	C	3	5		£155,000	1020.00	£150			£153,000						
		Drainage	1.3	5	Replace rainwater gutters and	Roof	All	D	1	>1		£4,380	146.00	£30	£4,380								
		Ground bearing/hollow floors	2.1	1	None	Ground	All																
2	Floors and Stairs	Suspended floors	2.2	1	None	First	All																
		Screens and finish	2.3	5/7	None	All	All																
		Carpet	2.3	7	Replace carpet to ground floor corridor	Ground	66,67,99	C	2	2		£2,700	90.00	£30	£2,700								
		Staircase structure	2.4	1	None	All	All																
		Staircase balustrades	2.5	1	None	All	All																
3	Ceilings	Staircase treads and risers	2.6	2	None	All	All																
		Plaster	3.1	2	None	All	All																
		suspended ceilings	3.1	6	replacement of water damaged tiles	All	All	B	5	25		£250	1.00	£250							£250		
		Wall structure	4.1	1/2	Re-seal joints	All	All	B	3	50		£19,800	792.00	£25	£19,800							£19,800	
		Walls-external finishes	4.2	3	glaze repairs due to water damage	All	All	A	5	50	90%												
4	External walls; windows	Walls-internal finishes	4.3	2	glaze repairs due to water damage	All	All	C	1	>1		150.00	£30	£4,500									
		Walls-internal finishes	4.3	2	glaze repairs due to water damage	All	All	C	1	>1		150.00	£30	£4,500									
		Aluminium framed glazed windows	4.4	2	re-seal around windows	All	All	C	1	15		£4,230	423.00	£10	£4,230								
		Aluminium glazed doors	4.4	2	General maintenance	Ground	66,31,38	A	4	15	100												
		Timber glazed door	4.4	1	General maintenance	First	35	A	4	15	100												
5	Internal walls	walls and partitions structure	5.1	1	None																		
		walls and partitions finishes	5.1	2	None																		
		Flush ply doors	5.3	1	None																		
		Generally	6.1	1	Upgrade toilets	All	24,25,56,39	C	4	5		£56,000	4.00	£14,000								£56,000	
		Heat source and equipment	7.1																				
7	Mechanical Services	heating distribution, emitters and controls	7.2	1	Replace pipework and emitters	All	All	C	4	10		1.00	£50,000	£50,000									
		Hot and cold water system	7.3	1	Overhaul pipework	All	toilets	C	4	10		£10,000	1.00	£10,000								£10,000	
		Gas distribution	7.4	1	test and maintain	All	All	A	1	25		£500	1.00	£500									
		Mechanical ventilation/ air conditioning	7.5	2	test and maintain	All	All	B	1	10		£0	1.00	£0									
		Control gear	8.1	1	Test and maintain	All	All	A	1	25		£0											
8	Electrical Services	Power	8.2	1	Test and maintain	All	All	B	1	25		£0											
		Lighting	8.3	1	Test and maintain/replace old imperial light fittings	All	All	C	1	3		£13,500	1.00	£13,500			£13,500						
		Fire alarms	8.4	1	test and maintain	All	All	A	1	25		£0	0.00	£0									
		Communications and IT Infrastructure	8.5	1	Test and maintain	All	All	B	1	15		£0	0.00	£0									
		Lifts	8.6		N/A							£0											
9	External decoration	External walls	9.1	3	renewitious ceiling	All	All	C	3	0		1584.00	£15	£23,760			£23,760						
		External windows and doors etc	9.2	1	Redecoration	All	66,38-35	A	4	5		£200	1.00	£200								£200	
		Internal walls	9.3	2	Redecoration in maintenance programme	All	All	A	4	5		£36,500	3660.00	£10	£36,500							£36,500	
		Internal ceilings	9.4	2	Redecoration in maintenance programme	All	All	A	4	5		£22,740	1516.00	£15	£22,740								£22,740
		Internal windows, doors, etc	9.5	1	Redecoration in maintenance programme	All	All	A	4	5		£5,440	64.00	£85	£5,440								£5,440

Block 01: West; two storey; teaching



Block	Item	Description	DIES Element	Action Required	Floor	Room Number	DIES Condition	DIES Priority	Rm Life	Component	Budget	Quantity	rate	P1	P2	P3	P4	P5	Notes				
10	Fixed furniture and fittings	teaching-science, technology	10.1	1	None						£0												
		teaching other	10.2	1	None						£0												
		Non-teaching-catering kitchen	10.3	1	None						£0												
		Non-teaching - other	10.4	1	None						£0												
		External	11.1	1							£0												
											£0												
											£0												
											£0												
											£0												
											£0												
11	External	Paths, pedestrian paved areas, play areas	11.2								£0												
		Soft landscaping	11.3							£0													
		Mains services	11.4							£0													
		Boundary walls and fences other walls and fences	11.5							£0													
		Swimming pools - structure	11.6							£0													
		Swimming pools - plant	11.7							£0													
		Drainage - treatment plant	11.8							£0													
		Drainage - other	11.9							£0													
											£0												
											£0												
12	Play/paths, all weather pitches / MJISAs	Generally	12.1							£0													
										£0													
										£0													
										£0													
										£0													
										£0													
										£0													
										£0													
										£0													
										£0													
<b>Total</b>											£16,610	£2,700	£210,060	£0	£161,130	£412,500							

Item:	Notes for action found as a result of Visual Inspection:																			
1																				
2																				

DIES Element No.	DIES Condition Code	DIES Priority Code
1 - Roofs	A - Good	1 - Urgent within 1 year
2 - Floors & Sills	B - Satisfactory	2 - Essential Within 2 Years
3 - Ceilings	C - Poor	3 - Desirable Within 3-5 Years
4 - External Walls, Windows & Doors	D - Bad	4 - Long Term Beyond 5 Years
5 - Internal Walls & Doors		
6 - Sanitary Services		
7 - Mechanical Services		
8 - Electrical Services		
9 - Repetition		
10 - Fixed Furniture & Fittings		
11 - External Services		
12 - Playing Fields		

Site:  
Date:  
Surveyors:

Brewers Hill School, Aldbanks, Dunstable LU6.1.  
26-Jun-14  
Richard Rowley

Condition Survey  
Urn: 10659  
LA: 833 Central Bedfordshire  
GS SLA Code: E0600056

BUILDING ADVISORY SERVICE  
78 Union Street, Dunstable Beds LU6 1EY  
Tel: 01582 476585  
info@buildingadvisoryservice.co.uk

Block	Item	Description	DIES Element	Action Required	Floor	Room Number	DIES Condition	DIES Priority	Rem Life	Component	Budget	Quantity	rate	P1	P2	P3	P4	P5	Notes		
1	1	Roofs	Structure	None	Roof	All	B	5	50		£0										
	1.2	Coverings and insulation	1.2	Immediate repairs required	Roof	All	D	1	>1		£2,500	1.00	£2,500	£2,500						Defects to rectify separately	
	1.3	Drainage	1.3	Overhaul gutters	Roof	All	C	1	>1		£250	1.00	£250	£250							
	2	Floors and Stairs	Ground bearing/hollow floors	2.1	None	Ground	All					£0									
			Suspended floors	2.2	None	First	All					£0									
			Screeds and finish	2.3	5/7	None	All	All				£0									
			Carpet	2.3	7	None	Ground	All				£0									
			Wood sprung floor	2.3	3	None	First	1-3				£0									
			Staircase structure	2.4	1	None	All	All				£0									
	3	Ceilings	Staircase balustrades	2.5	1	All	All				£0										
Staircase treads and risers			2.6	2	None	All	All				£0										
Plaster			3.1	2	None	All	All				£0										
suspended ceilings			3.1	6	replacement of damaged tiles	First	3	B	5	25		£250	1.00	£250	£250						
Wall structure			4.1	1,2	Re-seal joints	All	All	B	3	50	50	£14,250	570.00	£25	£14,250						
Walls - external finishes			4.2	3	None	All	All	A	5	50	90%	£0									
4	External walls; windows	Walls - internal finishes	4.3	2	All	All	C	1	>1	10%	£1,500	50.00	£30	£1,500							
		Aluminium framed glazed windows	4.4	2	re-seal around windows	All	All	C	1	15		£3,750	375.00	£10	£3,750						
4	External walls; doors	Aluminium glazed doors	4.4	2	All	All	A	4	15	100	£0										
		General maintenance	4.4	2	All	All	A	4	15		£0										
5	Internal walls	walls and partitions structure	5.1	1	None						£0										
		walls and partitions finishes	5.1	2	None						£0										
5	Internal doors	Flush dry doors	5.3	1	None						£0										
		Generally	6.1	1	Upgrade toilets, showers	All	4,11,4,5,10	C	4	5		£34,000	1.00	£34,000	£34,000						
7	Mechanical Services	Heat source and equipment and controls	7.1								£0										
		Replace pipework and emitters	7.2	1	All	All	C	4	10		£50,000	1.00	£50,000	£50,000							
7	Hot and cold water system	Hot and cold water system	7.3	1	All	toilets/kitchens	C	4	10		£10,000	1.00	£10,000	£10,000							
		Test and maintain	7.4	1	All	All	A	1	25		£500	1.00	£500	£500							
7	Mechanical ventilation / air-conditioning	Mechanical ventilation / air-conditioning	7.5	2	All	All	B	1	10		£0	1.00	£0	£0							
		Test and maintain	8.1	1	All	All	A	1	25		£0										
8	Electrical Services	Control gear	8.2	1	All	All	B	1	25		£0										
		Test and maintain	8.3	1	All	All	C	1	3		£13,500	1.00	£13,500	£13,500							
8	Lighting	Lighting	8.4	1	All	All	A	1	25		£0	0.00									
		Test and maintain	8.5	1	All	All	B	1	15		£0	0.00									
8	Fire alarms	Fire alarms	8.5	1	All	All	A	1	15		£0	0.00									
		Test and maintain	8.6	N/A							£0										
8	Communications and IT Infrastructure	Communications and IT Infrastructure	9.1	3	All	All	C	3	100		£16,875	1125.00	£15	£16,875							
		Test and maintain	9.2	1	All	1	A	4	5		£150	1.00	£150	£150							
8	External decoration	External walls	9.3	2	All	All	A	4	5		£0										
		External windows and doors etc	9.4	2	All	All	A	4	5		£27,600	2760.00	£10	£27,600							
8	Internal Decoration	Internal walls	9.4	2	All	All	A	4	5		£16,915	1261.00	£15	£16,915							
		Internal ceilings	9.5	1	All	All	A	4	5		£2,720	32.00	£85	£2,720							
8	Internal windows, doors, etc	Internal windows, doors, etc	10.1	1							£0										
		Re-decoration in maintenance programme	10.2	1							£0										
10	Fixed furniture and fittings	teaching-science, technology teaching other	10.3	1							£0										
		Non-teaching-catering kitchen	10.4	1							£100,000	1.00	£100,000	£100,000							
10	Non-teaching - other	Non-teaching - other	10.4	1							£0										
		Upgrade	10.4	1							£0										

Block 02; East; two storey; Hall, Gym, Dining



Site:  
Date:  
Surveyors:

Brewern Hill School, Aldbanks, Dunstable LU6 1J  
26-June-14  
Richard Rowley

Condition Survey  
Urn: 159655  
LA: 823 Central Bedfordshire  
Establishment N: 4046  
GS LA Code: E06000056

BUILDING ADVISORY SERVICE  
78 Union Street, Dunstable Beds LU6 1EY  
Tel: 01582 476995  
a@buildingadvisoryservice.co.uk

Block	Item	Description	DIES Element	Action Required	Floor	Room Number	DIES Condition	DIES Priority	Rem. Life	Original action	Budget	Quantity	rate	P1	P2	P3	P4	P5	Notes	
1	Roofs	Structure	1.1	None	Roof	All	B	4	50		£0									
		Coverings and insulation	1.2	None	Roof	All	B	4	10		£0									
		Drainage	1.3	None	Roof	All	B	4	10		£0									
		Floors and Stairs	2.1	None	Ground	All					£0									
		Suspended floors	2.2	None	First	All					£0									
	2	Screens and linings	2.3	None	All	All					£0									
			2.4	Make good damaged items	All	All					£1,000	1.00	£1,000	£1,000						
			2.5	None	All	All					£0									
			2.6	None	All	All					£0									
			2.7	None	All	All					£0									
Ceilings		3.1	None	None	All	All	B	5	25		£250	1.00	£250							£250
		3.2	Replacement of damaged tiles	All	All	B	5	25			£250	1.00	£250							
		4.1	Re-seal joints	All	All	B	3	50	50		£14,400	575.00	£25							£14,400
		4.2	None	All	All	A	5	50	0%		£0									
		4.3	Plaster repairs due to water damage	All	All	C	1	>1	0%		£250	1.00	£250	£250						
4	External walls; windows	4.4	Re-seal around windows	All	All	C	1	15		£3,750	375.00	£10	£3,750							
		4.5	General maintenance	All	All	A	4	15	100		£0									
		5.1	None	All	All	A	4	15	100		£0									
		5.2	None	All	All	A	4	15	100		£0									
		5.3	None	All	All	A	4	15	100		£0									
	Sanitary services	6.1	Upgrade toilets; showers	All	44:4E:2.5	All	44:4E:2.5	C	4	5		£28,000	14.00	£2,000						£28,000
		7.1	Heat source and equipment								£0									
		7.2	Replace pipework and emitters	All		All		C	4	10		£122,000	1.00	£122,000						£122,000
		7.3	Hot and cold water system	All		All	toilets;kitchens; showers	C	4	10		£10,000	1.00	£10,000						£10,000
		7.4	Gas distribution	All	N/A	All		C	4	10		£0								
8	Electrical Services	8.1	Test and maintain	All	All	B	1	10		£0	1.00	£0								
		8.2	Test and maintain	All	All	A	1	25			£0									
		8.3	Test and maintain/replace old	All	All	B	1	25			£0									
		8.4	Test and maintain	All	All	C	1	3			£20,400	136.00	£150						£20,400	
		8.5	Test and maintain	All	All	A	1	25			£0	0.00								
	External decoration	9.1	External walls	All	N/A	All	B	1	15		£0									
		9.2	External windows and doors	All	Re-decoration in maintenance programme	All	C	3	100		£17,280	1152.00	£15	£17,280						£17,280
		9.3	Internal walls	All	Re-decoration in maintenance programme	All	A	4	5		£150	1.00	£150							£150
		9.4	Internal ceilings	All	Re-decoration in maintenance programme	All	A	4	5		£28,160	2816.00	£10	£28,160						£28,160
		9.5	Internal windows, doors, etc	All	Re-decoration in maintenance programme	All	A	4	5		£14,040	936.00	£15	£14,040						£14,040

Block 03; North; 4 storey teaching block



Block	Item	Description	DIES Element	Action Required	Floor	Room Number	DIES Condition	DIES Priority	Hm. Life	Compos. action	Quantity	rate	P1	P2	P3	P4	P5	Notes				
1	Roofs	1.1	Structure	None	Roof	All	B	4	50	£0												
		1.2	Coverings and insulation	None	Roof	All	B	4	>1	£0												
		1.3	Drainage	None	Roof	All	B	4	>1	£0												
		2.1	Ground bearing/follow floors	None	Ground	All					£0											
		2.2	gruverts	N/A							£0											
	2	Floors and Stairs	2.3	Suspended floors	None	Ground	All	B	5	50	£0											
			2.4	Stairs	None	Ground	All	B	5	50	£0											
			2.5	Carpet	None	Ground	All	B	5	50	£0											
			2.6	Walls	None	Ground	All	B	5	50	£0											
			2.7	Walls - internal finishes	None	Ground	All	B	5	50	£0											
3		Ceilings	3.1	Plaster	None	Ground					£0											
			3.2	suspended ceilings	None	Ground					£0											
			3.3	Walls	None	Ground					£0											
			4.1	Walls structure	None	All	All	B	3	50	£0											
			4.2	Walls external finishes	None	All	All	B	3	50	£0											
4	External walls	4.3	Walls - internal finishes	None	All	All	A	5	90%	£0												
		4.4	Walls - internal finishes	None	All	All	C	1	>1	10%	£0											
		4.5	Walls - internal finishes	None	All	All	C	1	>1	10%	£0											
		4.6	Walls - internal finishes	None	All	All	C	1	>1	10%	£0											
		4.7	Walls - internal finishes	None	All	All	C	1	>1	10%	£0											
	4	External walls; windows	4.8	Aluminium framed glazed windows	None	Ground	22,21,16,15,13,12	D	1	>1	£4,320	8,64	£500	£4,320								
			4.9	Aluminium glazed doors	None	Ground	All	B	4	15	0	£0										
			5.1	walls and partitions structure	None	Ground	All	B	4	50	£0											
			5.2	walls and partitions finishes	None	Ground	All	B	4	50	£0											
			5.3	Flux-pit doors	None	Ground	All	B	4	25	£0											
5	Internal walls	5.4	Walls - internal finishes	None	Ground	All	B	4	25	£0												
		5.5	Walls - internal finishes	None	Ground	All	B	4	25	£0												
		5.6	Walls - internal finishes	None	Ground	All	B	4	25	£0												
		5.7	Walls - internal finishes	None	Ground	All	B	4	25	£0												
		5.8	Walls - internal finishes	None	Ground	All	B	4	25	£0												
	5	Internal doors	5.9	Walls - internal finishes	None	Ground	All	B	4	25	£0											
			6.1	Sanitary services	None	All	12,13	B	4	15	£0											
			7.1	Mechanical	None						£0											
			7.2	Heat source and equipment	None						£0											
			7.3	heating distribution, emitters	None	Ground	All	C	4	10	£11,000	1,00	£11,000									
6	Sanitary services	7.4	Hot and cold water system	None	Ground	toilets, kitchen	C	4	10	£2,000	1,00	£2,000										
		7.5	Gas distribution	None	Ground		C	4	10	£2,000	1,00	£2,000										
		7.6	Mechanical ventilation / air-conditioning	None						£0												
		7.7	Control gear	None						£0												
		7.8	Power	None						£0												
	6	Electrical Services	7.9	Lighting	None	Ground	All	C	1	3	£3,000	1,00	£3,000									
			8.1	Fire alarms	None	Ground	All	A	1	25	£0											
			8.2	Communications and IT	None	Ground	All	B	1	15	£0											
			8.3	Lifts	None	Ground	All	B	1	15	£0											
			8.4	Lifts	None	Ground	All	B	1	15	£0											
7	External decoration	8.5	External walls	None	Ground	All	C	3	3	£3,150	210,00	£15	£3,150			£3,150						
		8.6	External windows and doors etc	None	Ground	All	A	4	5	£0												
		9.1	Internal walls	None	Ground	All	A	4	5	£0												
		9.2	Internal ceilings	None	Ground	All	A	4	5	£0												
		9.3	Internal windows, doors, etc	None	Ground	All	A	4	5	£0												
	7	Internal Decoration	9.4	Internal ceilings	None	Ground	All	A	4	5	£0											
			9.5	Internal windows, doors, etc	None	Ground	All	A	4	5	£0											
			10.1	Fixed furniture and fittings	None						£0											
			10.2	teaching-science, technology	None						£0											
			10.3	teaching other	None						£0											
8	Fixed furniture and fittings	10.4	Non-teaching-entering kitchen	None					£0													
		10.5	Non-teaching-entering kitchen	None					£0													
		10.6	Non-teaching-entering kitchen	None					£0													
		10.7	Non-teaching-entering kitchen	None					£0													
		10.8	Non-teaching-entering kitchen	None					£0													



Condition Survey  
 Urc1.00659  
 LA: 823 Central Bedfordshire  
 Establishment Nr 4046  
 GSS LA Code: E06000056

Brewers Hill School, Aldbanks, Dunsstable LU6 1J1  
 26-Jun-14  
 Richard Rowley

Sire:  
 Date:  
 Surveyors:

BUILDING ADVISORY SERVICE  
 78 Union Street, Dunsstable Beds LU6 1EY  
 Tel: 01592 476565  
 info@buildingadvisoryservice.co.uk

Block	Item	Description	DMS Element	Action Required	Floor	Room Number	DMS Condition	DMS Priority	Rem. Life	Component	Quantity	rate	P1	P2	P3	P4	P5	Notes		
1	Roofs	Structure	1.1	None	Roof	All	B	4	50											
		Coverage and insulation	1.2	replace built up felt roofing	Roof	All	D	1	>1	33%	66.00	£10,200	£150	£10,200						14x17
		Coverage and insulation	1.2	replace built up felt roofing	Roof	All	D	1	>1	34%	112.00	£16,800	£150	£16,800						
		Coverage and insulation	1.2	replace north light glazing	Roof	All	D	1	>1	33%	£33,000	£33,000	£500	£33,000						
		Drainage	1.3	Overhaul pipework and gullies	Roof	All	D	1	>1	100	£2,500	£2,500	£2,500	£2,500						
	Floors and Stairs	Ground bearing/hollow floors	2.1	None	Lwr grd flr	All														
		Suspended floors	2.2	None	Ground	All														
		Scree and finish	2.3	None	All	All														
		Vinyl	2.3	make good damaged floors	All	All														
		Carpet	2.3	replace	All	All														
	Ceilings	Staircase structure	2.4	None	All	All	D	1	>1		£9,520	238.00	£40	£9,520						
		Staircase balustrades	2.5	None	All	All														
		Staircase treads and risers	2.5	None	All	All														
		Plaster	3.1	replaster	Ground	All		D	1	>1		£9,330	238.00	£35	£9,330					
Wall structure		4.1	None	All	All		D	1	>1		£46,500	310.00	£150	£46,500						
2	External walls	Walls external finishes	4.2	Replaster	All	All	D	1	>1		£4,650	186.00	£25	£4,650						
		Walls - internal finishes	4.3	Replaster	All	All	D	1	>1											
	External walls; windows	Aluminium framed glazed windows	4.4	replace windows	All	All	D	1	>1		£26,000	52.00	£500	£26,000						
		Aluminium glazed doors	4.4	replace	All	All	D	1	>1		£11,250	15.00	£750	£11,250						
	Internal walls	walls and partitions structure	5.1	None	Ground	All	D	1	>1											
		walls and partitions finishes	5.1	replaster	Ground	All	D	1	>1		£6,750	270.00	£25	£6,750						
	Internal doors	Flush ply doors	5.3	Replace	Ground	All	D	1	>1		£3,300	11.00	£300	£3,300						
		Sanitary services	6.1	1																
	Mechanical Services	Heat source and equipment	7.1	1																
		heating distribution, emitters and controls	7.2	1	Replace pipework and emitters	Ground	All	D	1	>1		£10,000	1.00	£10,000						
		Grating cold water system	7.3	1																
		Gas distribution	7.4	1																
		Mechanical ventilation / air-conditioning	7.5	2	N/A															
	Electrical Services	Control gear	8.1	1		All	All	A	1	25										
Power		8.2	1	replace	Ground	All	D	1	>1		£5,000	1.00	£5,000							
Lighting		8.3	1	Replace	Ground	All	D	1	>1		£9,000	60.00	£150	£9,000						
Fire alarms		8.4	1	replace	Ground	All	D	1	>1		£3,000	1.00	£3,000							
Communications and IT infrastructure		8.5	1	replace	All	All	D	1	>1		£6,400	1.00	£6,400							
External decoration	Lifts	8.6	N/A																	
	External walls	9.1	3																	
	External windows and doors etc	9.2	1																	
Internal Decoration	Internal walls	9.3	2	re-decoration	Ground	All	D	1	>1		£2,700	270.00	£10	£2,700						
	Internal ceilings	9.4	2																	
	Internal windows, doors, etc	9.5	1	Re-decoration	Ground	All	D	1	>1		£1,105	13.00	£85	£1,105						
Fixed furniture and fittings	teaching-science, technology	10.1	1	N/A																
	teaching other	10.2	1	N/A																
	Non-teaching-catering kitchen	10.3	1	N/A																
	Non-teaching - other	10.4	1	N/A																

Block 05, North  
 East, Boiler House  
 and IT Block





Condition Survey  
 Urc:106659  
 LA: 823 Central bedfordshire  
 Establishment Nr:4046  
 GSSLA Code: E0600056

Brewers Hill School, Aldbanks, Dunstable LU6 1J  
 26-Jun-14  
 Richard Rowley

BUILDING ADVISORY SERVICE  
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Block	Item	Description	DIES Element	Action Required	Floor	Room Number	DIES Condition	DIES Priority	Rem Life	Component	Budget	Quantity	rate	P1	P2	P3	P4	P5	Notes
										ation	£0		£100,000						
Heat Source	7	Mechanical Services	7.1	Replace boilers; bring in gas supply	Lwr grd flr	Boiler room	C	2	2		£0	1.00	£100,000		£100,000				
	7	Heating distribution, emitters and controls	7.2	1 Replace pipework and emitters	Ground	All	D	1	>1		£10,000	1.00	£10,000	£10,000					
	7	Hot and cold water system	7.3	1 Replace callloner	Lwr and flr	Boiler room	C	1	2		£10,000	1.00	£10,000	£10,000					
	7	Gas distribution	7.4	1 Extend	Lwr and flr	Boiler room	C	2	2		£50,000	1.00	£50,000	£50,000					
	7	Mechanical ventilation / air conditioning	7.5	2 N/A							£0								
External	11	Road and car parks	11.1	1							£0								
		Farms, pedestrian paved areas, play areas	11.2								£0								
		Soft landscaping	11.3								£0								
		Maintenance services	11.4								£0								
		Boundary walls and fences	11.5								£0								
		other walls and fences	11.6								£0								
		Swimming pools - structure	11.7								£0								
		Swimming pools - plant	11.8								£0								
		Drainage - treatment plant	11.9								£0								
		Drainage - other	11.1								£0								
Playfields, all weather pitches / MUGAs	12	Generally	12.1								£0								
											£0								
											£0								
											£0								
											£0								
											£0								
											£0								
											£0								
											£0								
											£0								
<b>Total</b>											£10,000	£160,000	£0	£0	£0	£170,000			

Item	1	2																	

Notes for action found as a result of Visual Inspection:

DIES Element No.	DIES Condition Code	DIES Priority Code
1 - Roofs	A - Good	1 - Urgent Within 1 Year
2 - Floors & Stairs	B - Satisfactory	2 - Essential Within 2 Years
3 - External Walls, Windows & Doors	C - Poor	3 - Desirable Within 3-5 Years
4 - Internal Walls & Doors	D - Bad	4 - Long Term Beyond 5 Years
5 - Sanitary Services		
6 - Structural Services		
7 - Mechanical Services		
8 - Electrical Services		
9 - Refrigeration		
10 - Fixed Furniture & Fittings		
11 - External Services		
12 - Playing Fields		







# Central Bedfordshire population forecasts, 2011

- The Central Bedfordshire population is forecast to increase from 255,600 in 2011 to 287,300 by 2021, an increase of 12.4%
- The largest rate of growth is expected in the older age groups, with those aged 75 and over forecast to increase by 39.0% between 2011 and 2021.
- The number of occupied households in Central Bedfordshire is expected to increase from 104,900 in 2011 to 119,300 by 2021, an increase of 13.7%

## Introduction

The population forecast uses the Central Bedfordshire 2011 Mid Year Estimate from the Office for National Statistics (ONS) as a base, and then incorporates assumptions on births, deaths and migration. These assumptions are based on information provided by ONS. Please note that these forecasts do not specifically take local housing policy into account.

The forecasts are calculated using the POPGROUP population forecasting model. The model uses standard forecasting techniques based on a cohort component methodology (Population at the beginning of the year + Births, - Deaths, + Net Migration = Population at the end of the year). POPGROUP is used by a large number of local and regional organisations across the UK, including Bedford Borough Council and Luton Borough Council, and is owned by the Local Government Association.

Numerous factors influence the future population size and distribution and many of these are themselves difficult to predict, particularly migration. It should also be noted that there is a greater degree of uncertainty the further ahead the projection is made. For this reason, the analysis here relates to the projection period to 2021.

For more information about these forecasts please contact the Customer and Community Insight team at [insight@centralbedfordshire.gov.uk](mailto:insight@centralbedfordshire.gov.uk)

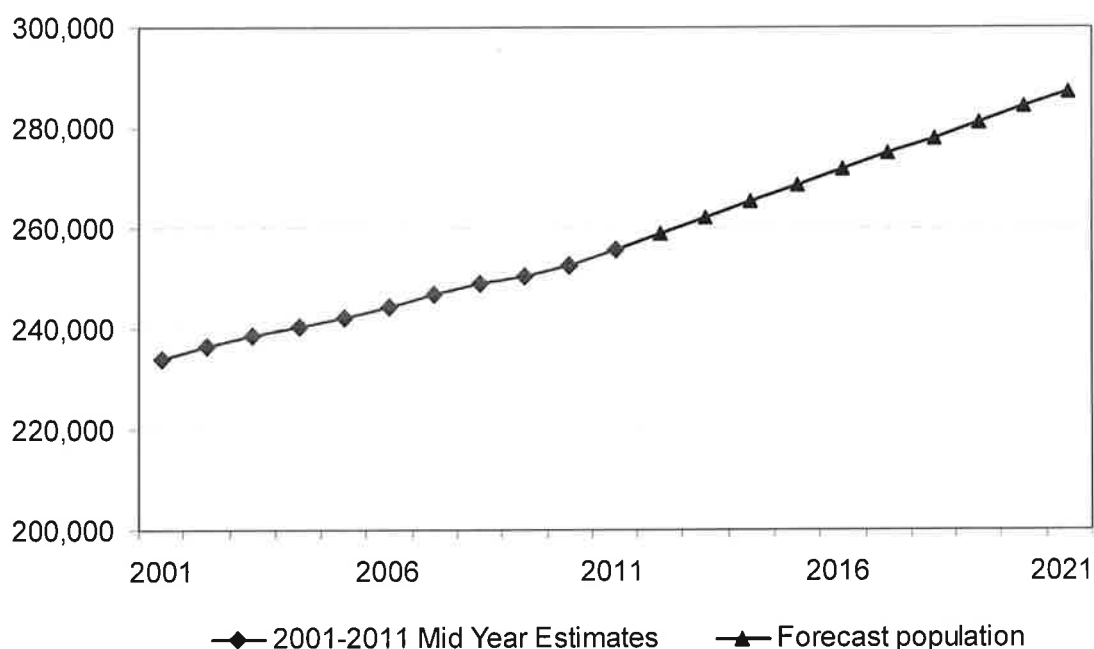
July 2013

## Population growth

Central Bedfordshire's population is forecast to grow from 255,600 in 2011 to 287,300 in 2021, an increase of 12.4%. This compares to an increase of 9.2% experienced between 2001 and 2011.

### Population growth 2001-2021

Year	Total
2001	234,000
2006	244,400
2011	255,600
2016	271,600
2021	287,300



Note: scale does not start at zero

### Population growth 2001-2021

Year	Total Increase	%
2001-11	21,600	9.2%
2011-21	31,600	12.4%
<b>Overall 2001-21</b>	<b>53,300</b>	<b>22.8%</b>

(Source: 2001 and 2011 from Office for National Statistics, Mid Year Estimates; 2016 and 2021 from Central Bedfordshire Council, POPGROUP population forecasting model 2011)

## Age structure

The largest rate of growth is expected in the older age groups, with those aged 75 and over forecast to increase by 39.0% between 2011 and 2021.

### Changes in age structure, 2001-2021

Age	2001 MYE	2011 MYE	2016 Forecast	2021 Forecast	Change 2011-21
0-4	14,865	16,115	17,750	17,875	10.9%
5-15	35,315	33,720	35,025	38,835	15.2%
16-19	10,915	12,285	11,555	11,190	-8.9%
20-64	141,185	153,245	159,015	164,970	7.7%
65-74	17,580	22,165	27,550	29,240	31.9%
75+	14,140	18,110	20,740	25,180	39.0%
<b>Total</b>	<b>234,000</b>	<b>255,600</b>	<b>271,600</b>	<b>287,300</b>	<b>12.4%</b>

### Population by five year age group, 2001 to 2021

	2001 MYE	2011 MYE	2016 Forecast	2021 Forecast
0 to 4	14,865	16,115	17,750	17,875
5 to 9	15,890	15,000	16,795	18,470
10 to 14	16,340	15,430	15,190	17,065
15 to 19	14,000	15,575	14,600	14,490
20 to 24	10,955	13,655	13,605	12,745
25 to 29	13,825	14,605	17,455	17,305
30 to 34	18,585	15,765	17,000	19,820
35 to 39	20,900	17,700	17,685	18,865
40 to 44	18,715	20,140	18,540	18,555
45 to 49	15,955	21,170	20,420	18,875
50 to 54	17,300	18,345	21,125	20,420
55 to 59	13,930	15,530	18,055	20,800
60 to 64	11,020	16,335	15,130	17,580
65 to 69	9,595	12,680	15,605	14,495
70 to 74	7,985	9,480	11,945	14,745
75 to 79	6,530	7,840	8,495	10,810
80 to 84	4,115	5,500	6,430	7,055
85 to 89	2,435	3,195	3,755	4,585
90+	1,065	1,575	2,060	2,730
<b>Total</b>	<b>234,000</b>	<b>255,600</b>	<b>271,600</b>	<b>287,300</b>

(Source: 2001 and 2011 from Office for National Statistics, Mid Year Estimates; 2016 and 2021 from Central Bedfordshire Council, POPGROUP population forecasting model 2011)



## Household growth

Household growth is calculated by the POPGROUP model, which applies household formation rates to the forecast population. These household formation rates give projections for the composition of households, by age and family type, and are provided by the Department for Communities and Local Government.

The most recent information on household formation rates was published in March 2013 and incorporates recent evidence, including the 2011 Census. It is important to note that the current figures are only short-term and improved rates are due to be released in 2014.

### Household growth, 2001-2021

Year	Households
2001	94,300
2011	104,900
2016	112,300
2021	119,300

### Household growth, 2001-2021

Year	Total increase	%
2001-11	10,600	11.2%
2011-21	14,400	13.7%
<b>Overall 2001-21</b>	<b>25,000</b>	<b>26.5%</b>

*(Source: 2001 from Office for National Statistics, 2001 Census; 2011 from Department for Communities and Local Government, Household projections, 2011; 2016 and 2021 from Central Bedfordshire Council, POPGROUP population forecasting model 2011)*

## Summary

These population forecasts represent the most robust view of local population growth within Central Bedfordshire based on current evidence, and have been validated against information held by Central Bedfordshire Electoral Role, Council Tax and Planning teams.

Population forecasts are updated annually with the next set likely to be available in the middle of 2014.

# Brewers Hill Middle School

Aldbanks, Dunstable, LU6 1AJ

## Inspection dates

13 -14 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement is good because attainment is below average when pupils start at this school and it is better than expected when they leave at the age of 13.
- The progress of pupils in English and mathematics is good in all years.
- Disabled pupils and those with special educational needs are making excellent progress.
- Pupils feel safe and behave well. They enjoy school and have a positive attitude to learning.
- The leadership and management of the school are good. The headteacher and other leaders have worked hard to improve teaching and learning at the school. This has contributed to pupils' much improved achievement since the last inspection.
- The quality of teaching is good throughout the school.
- Governors work hard to improve the school so that every pupil can achieve as well as possible.

### It is not yet an outstanding school because

- Some pupils do not come to school as often as they should. This hinders their progress.
- Some lessons are too long, others are too short and time is not always used well at the start of the school day.
- Teachers do not always tell pupils what they need to do to improve their work, and pupils are not always expected to correct their mistakes.
- Teachers do not always expect enough of the most-able pupils.

## Information about this inspection

- The inspectors observed 16 lessons taught by 15 different teachers. Two of the lessons were observed jointly with senior teachers. Inspectors also conducted a work scrutiny with the head teacher to assess pupils' progress. During lessons, they looked at books, listened to pupils read and talked to them about their work.
- Inspectors held meetings with staff, pupils, members of the governing body and representatives from the local authority.
- The inspectors looked at assessment information, attendance data, the school's improvement plan, the school's self-evaluation, a wide range of policies, and governing body documentation.
- There were 22 responses to the online parent questionnaire (Parent View) at the time of the inspection, and inspectors also spoke to a parent about the school. Inspectors examined 18 questionnaires about the school completed by members of staff. All their views were considered by the inspectors.

## Inspection team

Steven Cartlidge, Lead inspector

Additional Inspector

Keith Wheeldon

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average middle school and the number on roll has fallen slightly since the last inspection.
- A very high proportion of pupils are eligible for the pupil premium (extra funding from the government for pupils in local authority care and those who are known to be eligible for free school meals).
- The majority of pupils are White British with a low number from minority ethnic backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is very high. However, the proportion of pupils with a statement of special educational need, or who are receiving support through school action plus, is small.
- There is a very high turnover of pupils. One in every five pupils who start school here at age 9 moves away before they reach age 13, and a similar proportion joins the school between the ages 10 and 13.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school organises a breakfast and after-school club in order that pupils have a suitable place to study.
- All pupils are taught in single-age classes.
- The school is planning to join the Barnfield Federation of Schools and become a Barnfield Sponsored Converter Academy before September 2013.
- All pupils are taught on the site and the school does not provide alternative education elsewhere for any of its pupils.

### What does the school need to do to improve further?

- Improve attendance rates, particularly among girls and those who are known to be eligible for free school meals, so they are at least in line with national averages by the end of July 2013.
- Review the use of lesson time so that pupils' learning starts promptly at the beginning of the day, and the amount of time allocated to different subjects is better matched to the lesson content and the age of the pupils.
- Improve the quality of teaching so that it is consistently good in every lesson by:
  - setting harder work for more able pupils
  - ensuring all teachers mark pupils' work regularly and consistently, give pupils written information about how well they are doing, tell them what they need to do to improve their work, and allocate time for pupils to correct their mistakes.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement has improved rapidly since the last inspection. This is because of much-improved teaching with well-targeted support to help pupils who are in danger of falling behind. Results in national tests are now much better. For example, the percentage of pupils reaching Level 4 at age 11 in English and mathematics has risen from 63% in 2008 to 79% in 2012 and is now in line with that in other schools.
- Pupils of all ages are making good progress in reading, writing and mathematics. Pupils are given opportunities to read in class on a daily basis and there are regular spelling tests to help pupils improve their writing skills.
- In other lessons, most pupils are making good progress, but there are some inconsistencies. For example, lessons are sometimes too long, especially for the youngest pupils, and this adversely affects their progress. There are also times when the work is not demanding enough for the more-able pupils and this is slowing their progress.
- The school receives extra funding to improve the education of pupils who are known to be eligible for free school meals and for those who are looked after by the local authority. This funding is being used to provide additional support in English and mathematics and, as a result, these pupils are making very good progress and catching up with others of the same age.
- Disabled pupils and those with special educational needs are making excellent progress and, in reading, writing and mathematics, most of them are catching up quickly with those of a similar age. The school carefully checks the progress of all pupils and intervenes swiftly when progress falters.

### The quality of teaching is good

- The quality of teaching is good, with some of the best teaching in English, mathematics, science, physical education and information and communication technology.
- Teachers' subject knowledge is usually good. They convey their knowledge well and they understand what is required to move their pupils on quickly. As a result, pupils of all ages make good progress. In the few lessons where teachers lack specialist expertise, lessons are not sufficiently challenging because standards and expectations are not high enough.
- Relationships between teachers and pupils are good and this has a positive effect on pupils' learning.
- Teachers plan their lessons carefully to ensure work builds well on earlier learning. However, teachers do not always plan well enough to stretch the most-able pupils.
- As a result of the good teaching, pupils make good progress and this is evident in lessons and in the pupils' books. Teachers have high expectations and, at times, lessons are inspiring. For example, in an information and communication technology lesson, pupils worked in pairs to assess their progress, using sophisticated subject-specific vocabulary; while in physical education, a group of girls enjoyed developing highly skilled dance routines.
- The quality of marking varies. Most of the books are marked by teachers but comments are

often congratulatory. Although pupils know what level they are working at, they do not always know what they need to do next, and teachers do not always give them time to correct the mistakes they have made.

- Teachers manage the behaviour of pupils well in lessons so that learning is rarely interrupted. Pupils know the classroom rules and understand the consequences if they do not obey them.
- Teachers give their time freely to support the wider work of the school. For example, many of the staff are involved in the forthcoming production of 'Bugsy Malone' and, during the inspection, many of them were working closely with pupils during lunch-time and after-school rehearsals.

### **The behaviour and safety of pupils are good**

- Pupils are keen to learn in almost every lesson. Their behaviour during lessons is almost always good and this has a very positive impact on their learning.
- During breaks and at lunch times, the behaviour of pupils is exemplary. For example, in the very attractively furnished school canteen, they are always polite to each other and to adults. They tidy up quickly and efficiently after eating, without any prompting from the staff, and leave at the end of break in the same manner as they entered – quickly, politely and without fuss.
- Pupils are helpful to visitors and keen to talk about their school with a sense of pride.
- Some of the pupils act as 'peer mediators' to deal with the few incidents of bullying which occur in the school. These peer mediators start by explaining the rules of mediation to the bully and the victim, and then chair discussions to help them resolve the conflict. Pupils feel that such incidents are dealt with quickly and to the satisfaction of all involved. Records show that only rarely is it necessary for a teacher to become involved.
- Pupils have a good understanding of how to keep safe when using the internet or when using mobile phones for sending messages and, for example, they know how important it is to keep passwords secret.
- All the staff and the great majority of the parents agree that behaviour at the school is good. Most of the 22 parents who responded to the on-line questionnaire (Parent View) would have no hesitation in recommending this school to another parent.
- Attendance has improved slightly in the past three years but still remains below the national average because some pupils, more frequently girls and those who are known to be eligible for free school meals, do not attend regularly enough. The school is working hard to improve this situation and has introduced a new set of measures to focus again on the importance of attending school every day.

### **The leadership and management are good**

- The headteacher's relentless drive to improve teaching since the last inspection has been successful. In this much-improved school, pupils' progress and the quality of teaching are checked regularly. Well-targeted training is provided to help individual teachers, and they respond well because they are eager to improve their work. As a result, pupils' learning and achievement are significantly better than at the time of the previous inspection.



- The headteacher and other senior staff know what more the school needs to do to improve, although occasionally some of their observations about the quality of teaching are too generous. However, in other respects, such as their monitoring of pupils' progress, their judgements are more accurate.
- The day-to-day running of the school is good, but the start of the day is not always well used because the pace of personal, social and health education lessons is sometimes slow and the content undemanding. There are also some discrepancies in the time allocated to other lessons. Some are too long, especially for those aged nine and ten in Year 5 classes, while other lessons, such as design and technology, are sometimes too short.
- Pupils' moral, social and cultural development is good. In religious education lessons, assemblies and in personal, social and health education, pupils are taught about the issues, such as discrimination and democracy, that are relevant to living in a modern British society, and a good assembly on equalities was seen during the inspection. There are fewer, but sufficient, instances where pupils' are given the opportunity to consider issues that inspire an understanding of spirituality.
- The school's provision for disabled pupils and those who have special educational needs is very good and, as a result, they make excellent progress. Appropriate testing, good use of data and strong links with other agencies and other schools to share good practice support pupils' progress. There are, however, times when the extra support is provided for a little too long.
- Extra funds are used well to support pupils who are known to be entitled to free school meals and those in local authority care. Some of the funding is used to keep English and mathematics classes small, and staff have received extra training to help them better support pupils in these lessons. Among other initiatives, the school also provides a homework club, booster classes and Easter revision sessions which focus on improving key skills. Altogether, these are having a very positive effect on the progress made by this group of pupils.
- Pupils, parents and staff report that children feel safe at school. There are robust arrangements to ensure the health and safety of pupils while they are at school, and teachers very actively promote the pupils' understanding of how to keep safe in different contexts. For example, during the inspection, pupils aged 10 and 11 were given the opportunity to take the seat and see the lorry driver's view from the cab of an articulated truck. This gave them a good understanding of how it is sometimes hard for drivers of heavy goods vehicles to see pedestrians and other road users.
- The head teacher and others with positions of responsibility ensures that different groups of pupils have equal chance to succeed and they immediately tackle any instances of discrimination.
- The school is moving towards academy status so the local authority has provided limited support during the last year. However, the local authority has sufficient contact with the school to know that it is moving in the right direction.
- **The governance of the school:**
  - As a result of the move towards academy status, there have been changes in the governing body in recent months. Nonetheless, governance of the school remains good and the governing body has a good understanding of the school's strengths and areas needing improvement, including the pay and performance of teachers. Governors successfully question

and challenge the head teacher and set demanding goals for the future performance of the school, based on their secure understanding of data. The school's budget is kept under tight review with extra funds for disadvantaged pupils being monitored carefully. Safeguarding policies and procedures meet all requirements.



## What inspection judgements mean

### School

Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	109659
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	401066

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Middle deemed secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	9–13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Perry
<b>Headteacher</b>	Anita Harvey
<b>Date of previous school inspection</b>	17 – 18 November 2009
<b>Telephone number</b>	01582 666668
<b>Fax number</b>	01582 672708
<b>Email address</b>	admin@brewershillmiddle.co.uk

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