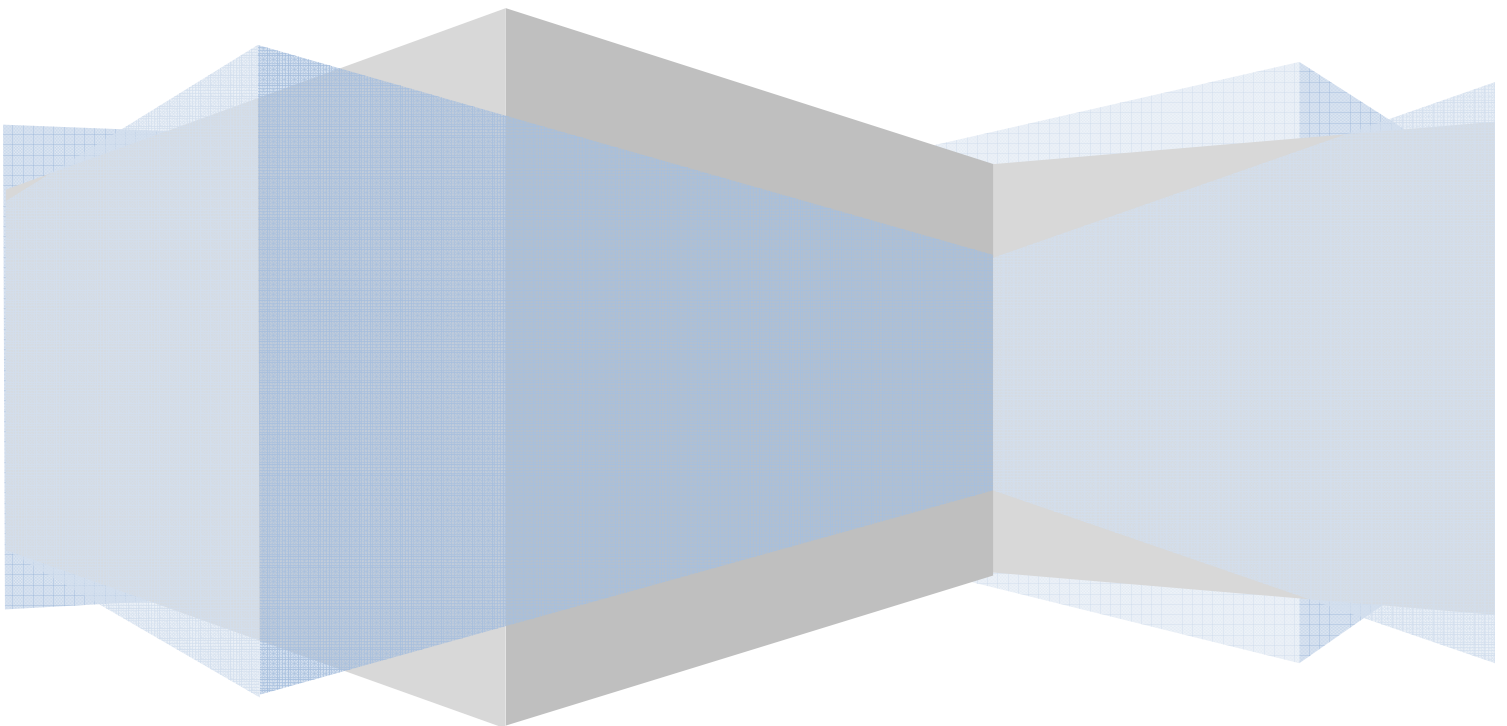


Frances Ashton C of E VA Secondary School

"Seeing each child as an individual"

Business Plan - June 2014

Prepared by Governors, staff and parents of
Ashton C of E VA Middle School



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The Frances Ashton C of E Secondary School

“Seeing each child as an individual”

The Ashton Foundation, which dates back to 1726, established an educational institution based on the teachings and principles of the Church of England. Since then the school has had several guises, boarding school, middle school and now the proposed Frances Ashton C of E Secondary School.

We recognise that there are already three large secondary schools in Dunstable providing a good range of study options. Manshead, Queensbury and All Saints each have a distinctive character, appealing to different students.

The Frances Ashton Secondary School would give parents a fourth choice, one which is currently not available to students, a small, faith-based, Church of England school in the centre of Dunstable.

Research, Leonard et al (2001), suggests that small schools do have an inherent predisposition towards effectiveness because they display:

- A positive, caring, interpersonal school climate;
- Greater community support and respect for the schools;
- More opportunities for student participation and leadership development and consequently fewer discipline problems;
- A more tightly linked community that facilitates the development of clearly articulated purposes and goals.¹

We recognise that the existing large secondary schools also display many of these characteristics, but we believe that a small secondary school would be particularly well placed to increase student participation with more opportunities for leadership development (bullet point 3 above). This will impact on students of all abilities. Our experience as a middle school has shown us the incredible capacity that pupils have when given responsibilities; in a smaller secondary school there will be more of these opportunities than in a larger one. We have shown that this not only increases student confidence but also impacts on progress in the classroom.

Larger secondary schools can almost certainly offer a wider range of subjects and choices, but our proposal still offers a broad curriculum which will be attractive for the many families who will warm to the other positive characteristics which a smaller, faith based school can offer.

Manshead provides a faith-based secondary education in the South of Dunstable. However, many parents have told us that they would like the option of a faith-based education in the centre of Dunstable, so that students in the North of the town do not have to travel so far.

A small school is also able to adapt more easily to the needs of its students year on year. We anticipate building on our already successful SAS (Strive Achieve Succeed) group,² which provides individualised programmes for students with a range of needs; this is in addition to the excellent Special Education Needs (SEN) support offered.

In conclusion, the Frances Ashton C of E Secondary School would increase parental choice by providing a small scale, faith-based education in the centre of Dunstable which is more accessible and:

- **Provides greater opportunities for student participation and leadership.**
- **Is more accessible to those in the North of the town.**
- **Is able to be flexible and innovative in meeting the needs of all students, whatever their support requirements.**
- **Is a positive, caring, interpersonal school climate.**

¹ Leonard L, Leonard P and Sackney L (2001) Confronting Assumptions about the Benefits of Small Schools. Educational Management Administration & Leadership, Vol 29, No. 1 79-96 (2001)

² See Appendix 7

1. Curriculum – ability to deliver

- Ashton Middle School is well-equipped in terms of resources, equipment and staff expertise to fulfil the requirements of and deliver a curriculum up to and including GCSE. **See Appendix 1**
- **Appendix 1** has been collated and written by our current Heads of Department (HODs) and indicates confidence and a high skill level.
- Current HODs clearly understand the requirements of GCSE courses and recognise where improvements to facilities or training are required. ³

Staff are well-qualified; the majority of HODs have had secondary experience within the last four years.⁴ Heads of English and mathematics have had experience of teaching to A-level within the last 6 months and the new head of mathematics is currently a GCSE marker.

- Staff are creative and innovative in suggesting solutions to issues such as linking with local sports clubs. Conversations are currently underway negotiating and considering options, and using new technology in science.
- We are currently in discussion with Priory Academy and the Headteacher has agreed to discuss with their Governors the possibility of linking the two schools so that we can support each other in delivering an exciting curriculum for both our schools.
- Tentative links have also been made with local universities who are interested in liaising with us.
- We have approached Central Bedfordshire College to discuss work-based and technical courses.
- OFSTED, Social Services and local community groups such as Jigsaw, have consistently ‘highly-commended’ our work with vulnerable pupils. We believe that the nurturing environment we provide for these pupils will also lead to higher levels of progress and success at Key Stage 4 (KS4). We are confident of this due to the highly successful SAS (Strive Achieve Succeed) group⁵, which has enabled pupils who arrived at Ashton with very low or even non-existent literacy and numeracy skills to make rapid progress and successfully access the normal curriculum. This is being expanded to include Key Stage 3 (KS3) pupils in September 2014.

³ See Appendix 1

⁴ See Appendix 1

⁵ See Appendix 7

Discussions are currently taking place with:

1. **Central Bedfordshire College**, to establish a pathway for our pupils moving forward post GCSE. In addition the Principal has indicated that he is keen for us to work together to create a 14 – 16 joint provision. See Appendix 8 for statement of intent from the College
2. **Priory Academy** to discuss the possibility of sharing specialisms.
3. **Dunstable leisure centre** to discuss use of facilities for GCSE sport.
4. **Dunstablians rugby club** – use of the field.
5. **Fairfield secondary school** in Hereford, considering ways in which we could link with this highly successful small secondary school.
6. **Beds FA** - with regards to community use of our Astro Turf, we are awaiting a call back from them as recommended by The FA.

Conversations have already begun with these institutions and are ongoing at the time of writing (June 2014).

Possible further discussions with:

1. **University of Bedfordshire** to discuss becoming a teacher training school, ensuring we are at the edge of new thinking in education.
2. **Local businesses** to establish work-experience options.

We have outlined a possible curriculum in Appendix 1; however, this may change subject to the outcome of the above discussions.

2. Demand – results of survey, long term viability in terms of future pupils

The survey was distributed to all lower and primary schools in Dunstable and Luton and to our own parents via the website and Facebook page. Due to time constraints this was only live for 7 days.

- Survey results showed us overwhelming support from local parents.⁶
- 122 parents responded to our survey of which 80.33% (98) said they would consider the Frances Ashton Secondary school for their child.
- 83.4% (100) said that they would consider a small secondary school of between 450 and 500 pupils.
- 80.17% (97) said a faith school was important or very important to them.
- Our survey demonstrates that, although parents may not qualify for admission based on faith admissions criteria, many still value, and desire, a faith-based education.
- Although pupil numbers have been turbulent since the CBC proposal to close the school, our survey had found that a Frances Ashton C of E Secondary School would attract more pupils, being a smaller secondary school; furthermore it will also reduce the transport costs for parents by providing more choice locally.
- Projected increase in housing developments, not only in Central Bedfordshire but also in Luton, will increase numbers in Nursery and Primary level coming through.
- A number of pupils attracted to Frances Ashton C of E Secondary School would be from out of county, particularly from Luton, where the secondary schools are very large and are becoming full. Frances Ashton C of E Secondary School will be able to offer that smaller school option for parents when considering secondary schools, which are often very daunting and overwhelming for some pupils. **We currently have 32 pupils who travel to us from Luton.**

⁶ See Appendix 6 for Parent's comments re our proposal.

Appendix 2 gives full details and break-down of our survey in terms of year groups, demonstrating demand over time, and an extrapolation of how this would look had more parents responded in terms of our future viability.

- We believe that our central location is also crucial. Our survey tells us that there would be a demand for a faith school in the centre of Dunstable, serving the needs of children in the North of the town who may not wish to travel to Manshead located in the South of the town.

A central school would also be desirable in terms of reducing travel time and its associated benefits in promoting sustainable travel within Dunstable. Following sponsorship from 'The Hub'⁷ we have recently upgraded and expanded the facilities for the safe and secure storage of bicycles and scooters.

⁷ <http://www.cbtravelchoices.co.uk/index.php/the-hub>

3. Small school viability – what do our case studies tell us?

- Our research clearly shows us that a small secondary school with the numbers that we are proposing is viable and desirable. <http://www.fairfield.hereford.sch.uk/>
- Fairfield is one of the top state schools in the country⁸
- Fairfield school in Hereford is an outstanding secondary school with 415 pupils **Appendix 3** gives more detail about their curriculum, staffing and funding. <http://www.fairfield.hereford.sch.uk/>
- Fairfield has a PAN of 90, exactly the same as we propose.
- In addition to a broad and balanced curriculum, Fairfield offers students a large number of school clubs and trips, an area we at Ashton particularly excel in⁹: “The school provides a good range of out-of-hours activities, trips and visits away”¹⁰ OFSTED 2013
- Fairfield have been graded as Outstanding by OFSTED in their last two inspections and have excellent examination results.
- Fairfield has slightly fewer full-time equivalent teaching staff than the numbers we propose once fully functioning. Fairfield proves that with the right teaching staff, a varied and effective curriculum can be successfully designed that enables all pupils to achieve beyond expectations.
- We have already had some very helpful, in-depth conversations with Fairfield and see no reason why links could not be developed further in the future; for example as they offer animal care, is there the possibility of linking with them to offer our students short courses or residential training? We are keen and eager to have the opportunity to innovate and do something unique in Dunstable.
- <http://www.fairfield.hereford.sch.uk/Prospectus-13-14.pdf> Find their prospectus here.

Other evidence:

- “We believe that ‘human scale’ learning environments foster the positive relationships that enable teachers to know their students well and make possible a more holistic approach to learning that engages the whole person. For many young people a ‘human scale’ learning environment can also make the difference between success and failure. We aim to develop inquiring, knowledgeable and caring young people who help to create a better, more peaceful and environmentally sustainable world through intercultural understanding and respect.” Andrew Hutchinson OBE, Executive Principal of Parkside School Cambridge.
- The only significant research into performance and school size in England (Spielhofer et al, 2002) found that the best results were obtained in medium-sized schools. However, they cautioned that **“the observed impact of school size, although statistically significant, is quite small.”**¹¹

⁸ <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=116944>

⁹ www.ashtonmiddleschool.co.uk

¹⁰ <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

- “Whatever the reason, it is important to bear in mind that the impact of school size, although significant, is relatively small compared to the effect of other pupil and school level variables. In terms of average GCSE scores, the difference between schools of optimum size and the very smallest or largest school, **was no more than 0.15 of a grade.**” NFER, 2002¹²

Leonard et al (2001) suggested that small schools do have an inherent predisposition towards effectiveness because they display:

- A positive, caring, interpersonal school climate;
- Greater community support and respect for the schools;
- More opportunities for student participation and leadership development and consequently fewer discipline problems;
- A more professional community;
- A more tightly linked community that facilitates the development of clearly articulated purposes and goals.¹³
- An overview of studies in the USA and UK did indicate that this issue is not as simple as we may have been led to believe. For example, although overall student attainment appears to rise with school size, to a certain point, “...it is also the case that formal exams represent only a fairly narrow picture of the learning outcomes that education aims to develop. So any conclusions that increasing school size may have beneficial ‘effects’ on attainment should be interpreted very cautiously indeed.”¹⁴
- “...the relationship between school size and outcomes is not as straightforward as has been presented in the literature and ... most current research measures the relationships between schools of different sizes, rather than the impact of a single school changing its size.”¹⁵
- This issue is far from straightforward and evidence is inconclusive in terms of overall outcomes.

¹¹ S Spielhofer T, O'Donnell L, Benton T, Schagen S and Schagen I (2002) The Impact of School Size and Single-Sex Education on Performance LGA Research Report 33.

¹² NFER “Impact of school size and single sex education on attainment” 2002

¹³ Leonard L, Leonard P and Sackney L (2001) Confronting Assumptions about the Benefits of Small Schools. Educational Management Administration & Leadership, Vol 29, No. 1 79-96 (2001)

¹⁴ Garrett Z, Newman M, Elbourne D, Bradley S, Noden P, Taylor J, West A (2004) Secondary School Size: A Systematic Review.

¹⁵ Garrett Z, Newman M, Elbourne D, Bradley S, Noden P, Taylor J, West A (2004) Secondary School Size: A Systematic Review.

4. Financial viability

We have explored all possible outcomes and Appendix 4 gives three possible budgets:

- A best case scenario. See Appendix 4 page 29
- A worst case scenario. See Appendix 4 page 31
- The most likely scenario, which falls between the two. See Appendix 4 page 35

The most likely scenario shows that we have a robust plan which, despite short term challenges due to the deficit which we currently face, indicates that we will be running a **balanced budget by 2018**, even with the additional costs associated with setting up our secondary school.

- **Appendix 4** shows the projections for the next five years, and gives explanatory notes showing the assumptions which have been made.
- Our survey results, **Appendix 2**, give us a high degree of confidence that we will be at or very near to our Pupil Admission Number (PAN) once the school becomes a secondary school, which will ensure that the figures quoted are robust.
- Account has been taken of exam entries and setting-up costs.
- Fairfield school is proof that it is possible to run a highly successful, financially viable secondary school with a PAN of approximately 90 pupils. See **Appendix 3**
- Ashton's staffing structure and expenditure compares favourably with that of Fairfield, and indeed with the LA median.^{16 17}

The following table shows spend per pupil. Clearly Fairfield's spend is higher than ours, due to older pupils and examination requirements. However, this gives a high degree of confidence that a small secondary school can be financially as well as academically viable.

	Fairfield	Ashton
	2012-13	2012-13
Teaching staff and Education support staff expenditure	3497	3175
Supply staff	78	254*
Back office (incl. Staff costs)	460	297
Energy	106	134
Total expenditure	5254	4514

* Unusually high due to unexpected serious illness and pregnancy

¹⁶ <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=109714>

¹⁷ <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=116944>

Forecast Balances Best Case Scenario

	2014-15	2015-16	2016-17	2017-18	2018-19
In Year Surplus / (Deficit)	(372,099)	60,145	119,600	511,526	516,908
Surplus / (Deficit) Brought Forward	(48,954)	(421,053)	(360,908)	(241,308)	270,218
Cumulative Surplus / (Deficit) Carried Forward	(421,053)	(360,908)	(241,308)	270,218	787,126
Revenue CFwd as a % of Budget Share	(28)	(20)	(13)	12	35

Forecast Balances Most Likely Scenario

	2014-15	2015-16	2016-17	2017-18	2018-19
In Year Surplus / (Deficit)	(372,099)	41,344	66,214	455,144	470,264
Surplus / (Deficit) Brought Forward	(48,954)	(421,053)	(379,710)	(313,496)	141,649
Cumulative Surplus / (Deficit) Carried Forward	(421,053)	(379,710)	(313,496)	141,649	611,913
Revenue CFwd as a % of Budget Share	(28)	(21)	(17)	6	27

Forecast Balances Worst Case Scenario

	2014-15	2015-16	2016-17	2017-18	2018-19
In Year Surplus / (Deficit)	(372,099)	(495,169)	(113,322)	624,284	629,666
Surplus / (Deficit) Brought Forward	(48,954)	(421,053)	(916,222)	(1,029,545)	(405,261)
Cumulative Surplus / (Deficit) Carried Forward	(421,053)	(916,222)	(1,029,545)	(405,261)	224,405
Revenue CFwd as a % of Budget Share	(28)	(79)	(70)	(18)	10

5. Standards

➤ Progress for pupils whilst at Ashton is good

The following are quotes from our OFSTED inspection Dec 2013 ¹⁸

- Progress in mathematics accelerates in Key Stage 3. Last year's Year 8 pupils made almost as much progress across Years 7 and 8 as expected nationally across Years 7 to 9.
- Pupils currently in Years 6 and 8 are on track to attain better standards in English and mathematics this year. Standards and progress in other subjects are a little inconsistent, though good in many, and improving due to the more challenging targets set for progress.
- The school is using the pupil premium funding in a wide range of ways, including additional teaching support and one-to-one tuition. Consequently, the gap between pupils eligible for the pupil premium and others is narrowing.
- Well-targeted support from teaching assistants and good partnership work between them and subject teachers mean that pupils with special educational needs are well supported. Consequently, these pupils are making good progress.

The following are quotes from our monitoring visit May 2014 ¹⁹

- Progress has accelerated particularly quickly in Year 5 and Year 8; a significant proportion of pupils in both year groups, including the more-able, **are working at a level above that expected for their age.**
- Effective teaching has started to close gaps in knowledge and understanding.
- You and your senior leaders have set ambitious and appropriate priorities, based upon a thorough assessment of the school's strengths and areas for improvement. Your colleagues have responded positively, swiftly, and with determination.
- Subject leaders are actively involved in monitoring the quality of work in their areas; they offer timely support and, where necessary, challenge, where standards are not high enough.

¹⁸ <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

¹⁹ <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

Appendix 1– Curriculum – ability to deliver – resources and qualified staff.

We have made contact with Priory Academy, a school in Dunstable which has recently gained agreement from the Secretary of State to become a small secondary school. We are currently discussing the possibility of working closely with them to deliver some aspects of the curriculum. The Headteacher has agreed to discuss this with their Governing body and we are hopeful of a positive outcome.

Discussions are also in progress with Dunstable Leisure Centre, Dunstablians rugby club, nearby universities, Central Bedfordshire College and Fairfield School, Herefordshire to explore links and collaboration. (These discussions were taking place at the time of writing.)

Subject	Staffing	Facilities
English	The current Head of English was appointed in January 2014 from a very successful secondary school, with an outstanding English department. She has very recent experience of teaching to A level.	<p>The English department will deliver two GCSE courses: English and English Literature. The Secretary of State has made the double award statutory in recent months. The external examination fees will be a significant aspect of the school's budget, this has been budgeted for in the relevant years. Exam boards provide schools with some hard copies of examination papers but supplementing is standard.</p> <ul style="list-style-type: none"> • GCSE set texts: approx. 4 books per pupil @ £6 each. • Photocopying of Controlled assessment material (in colour) = 6 x Controlled Assessments. • Staff training: Much of the training delivered by exam boards is free; however when significant numbers of people need to be trained it is preferable to buy in the training: £400 approx for a one-day session. • Subject knowledge, as well as course structures and requirements, will need to be addressed specifically.

Mathematics	A new head of mathematics has been appointed for September. Until April this year he was teaching to A level and is currently a GCSE marker.	<p>On top of the usual costs (such as exercise books, graph paper, subscribing to MYMATHS) there will be extra costs of new text books.</p> <p>The first year the department would need “Frameworking Maths book Year 9” @ £16.50 per pupil (or at least one between two).</p> <p>The following year “New GCSE maths book” @ £9.99 per pupil. (These are published in two levels “Foundation” and “Higher”).</p> <p>The next year “New GCSE maths book2” @ £9.99 per pupil. (These are published also in two levels “Foundation” and “Higher”).</p> <p>If we do not purchase new text books the alternative is to photocopy worksheets, which I believe will cost more than £9.99 per pupil.</p> <p>As we have no past GCSE papers currently in school these will need to be downloaded and photocopied. The cost of this has been calculated by the reprographic department.</p>
Modern Foreign Languages	The two language teachers in post for September 2014 both have languages degrees and can offer French and German. Both have substantial experience in secondary education at GCSE and A level.	<p>The current infra-structure and provision of specialist teachers within the French department would facilitate the proposed introduction of running successful GCSE courses with minimal requirement for financial investment.</p> <p>The current accommodation is acceptable and internet provision through interactive whiteboards, laptops and ICT suites provides opportunities to deliver authentic foreign language material. Resources for current GCSE syllabuses, mark schemes, examiners’ reports, schemes of work and examination board contacts are available online to us. The department would, however, need low level investment to select and purchase GCSE course text books, audio materials, and internet packages at the point of commencement of the course, but no major financial adaptation to the school is required to run a successful examination course in this subject. The introduction of an additional second modern foreign language at GCSE level could also be considered without need for much additional budget.</p>

Science	<p>The current Head of science, appointed in November 2013, holds a PhD and has taught both GCSE and A-Level. All staff in the department have taught to at least GCSE standard.</p>	<p>Our science department already provides high quality science education for Key Stage 2 and 3. We can, with minor alterations to our current laboratory spaces, provide facilities that are suitable for provision of the Key Stage 4 National curriculum. Specifically, the two existing fume hoods in our two designated science laboratory require a full service before re-commissioning for use. However, our mobile fume hood would enable adequate access to a safe working environment to allow effective teaching of the chemistry-related aspects of the curriculum.</p> <p>In order to offer GCSE and BTEC Science we would need to invest in KS4 textbooks to support the curriculum.</p> <p>An innovative approach to the curriculum by the incorporation of everyday technologies i.e. mobile phones will reduce the burden of cumbersome equipment whilst equipping students with the interpretative skills necessary for meet the challenges of a modern scientific investigation.</p>
Design and Technology (DT)	<p>We are currently advertising for a new Head of Department for DT, and the GCSE options offered would be based on the knowledge/subject expertise of whoever is appointed. However, we have laid out in bullet form key requirements, which give an overview.</p>	<p>Current facilities include a laser cutter and 3D printer.</p> <p>We aim to offer one food, one textile and one resistant materials option. The final choice will be based on the expertise of the HOD appointed and selected from the following options:</p> <ul style="list-style-type: none"> • GCSE food technology - this is very design-based and would be possible within the current room. However lots of schools do not offer this because of its design nature (lots of pupils don't like it and therefore don't choose it, and don't get good results). • GCSE catering - this is much more practical and would require some modifications to the food room. Pupils would have to cater for a large function (Year 8 prom?). Possibility of using the well-equipped school kitchen for this. • GCSE textiles - some basic equipment would be needed (e.g. overlocker, pattern cutting table) but this would be viable. • GCSE product design or resistant materials - we would need to re-think the configuration and layout of rooms; we have one room which could easily be adapted, and an update of equipment (sander, saws. Pupils would also have to be able to use CAD/CAM).

Music	Our department is able to provide GCSE Music at a high standard as both staff have taught the subject before, to GCSE, and the HOD has recent A level experience. Both specialist teachers have excellent subject knowledge on all aspects of the course.	As a highly successful department within the school, offering extensive extra-curricular opportunities, we would aim to build upon our established foundation. We have discussed and looked at the requirements for the course/s and believe we are able to deliver it successfully with the resources we already have. However, when funding becomes available, we would need to purchase software and equipment to enhance and update our subject.
Physical Education (PE)	All staff are secondary trained and have the expertise to teach the PE curriculum to GCSE level. We have a gym and dance specialist and a games specialist which would cover the activities that would be required.	With regard to our current facilities, we realise we would need to make provision, using some other facilities in the local area to enable this subject to be offered to GCSE level. We are situated very close (within walking distance) to Dunstable Leisure centre, which has a full size astro-turf pitch, sports hall, swimming pool and gymnasium, we are currently in negotiation to establish what would be possible, but are confident that this would provide a huge range of options and opportunities for our students. We also have links with Dunstablians rugby club and have access to West Parade playing fields; all of which would be helpful in delivering the practical aspects of the GCSE syllabus. (similar models already exist in Luton where Lea Manor Academy share the Active Luton sport facilities) With regard to the theory side of the GCSE, all our staff are PE specialists and we would be confident in delivering this side of the syllabus in our current available classrooms.
Art	The head of art is a young, relatively recently trained graduate who spent a significant amount of time in secondary schools whilst training, teaching to A level.	Running a successful art and design department at GCSE level would be viable, providing the following steps were taken: <ul style="list-style-type: none"> • Another room to be allocated as a printmaking/ clay room, with the necessary equipment (e.g. a potter's wheel, benches and stools, printing screens, inks, etc.). We already have a functioning kiln. • Research station in the art room for pupils to carry out independent research.

Computing	<p>The staffing levels should be fine for the first few years of the proposed change to secondary phase. However in Years 10 and 11, pupils will be doing three hours per week (per class) on GCSE and one hour per week of core ICT, depending on the number of pupils that choose ICT. A second member of teaching staff would need to be added to the department/drafted in from elsewhere in the school. This is one area a new member of staff will probably be appointed in the earlier years as a secondary school.</p>	<p>The facilities at Ashton for ICT/Computing/Computer Science to be taught to GCSE Level are better than some secondary schools. The large ICT suite would benefit from having some storage space for portfolios of work to be stored in. Some computer software may need to be purchased.</p> <p>Depending on the number of classes taking the KS4 courses, there may need to be an additional ICT suite or the development of facilities in another classroom.</p>
Humanities	<p>The head of history, geography and religious education (RE) all have secondary experience, having taught to GCSE or 'A' level. In the case of RE and geography, this is within the last three years.</p>	<p>Routine annual expenditure can be largely offset by loss of KS2. However there would be an initial outlay for textbooks, test papers, software, and other media.</p> <p>Professional development to facilitate transition to GCSE courses due to changes to the GCSE curriculum over recent years will require access to relevant training and resources.</p>
Drama	<p>The current Drama teacher had recent experience of teaching to 'A' level along with ongoing experience running a drama school at the weekend</p>	<p>Current facilities have already been used to produce 'A' level standard performances. We would need to enhance the lighting, sound and staging facilities in the long run but in the short term the current facilities will suffice. We are already in the process of bidding for grants for this purpose.</p>

Staff qualifications and experience

This table is an anonymised breakdown of the experience and qualifications of our current teaching staff

	Qualification	Teaching qualification	Secondary trained	Recent secondary experience to at least GCSE level (last 4 yrs)	
1	BA(HONS)	PGCE	Y		HOD
2	B.Ed	GTP	MID		
3	BA(HONS)	PGCE	Y		
4	BSC	PGCE	Y		HOD
5	BA	PGCE	Y	y	HOD
6	BA(HONS)	PGCE	Y		
7	B.SC	PCGE	Y		
8	BSC (HONS)	PGCE	Y		
9	BED(HONS)	PGCE	Y		
10	BHUM(HONS)	PGCE	Y		
11	BA (HONS)	PGCE	Y	y	HOD
12	BA(HONS)	PGCE	Y	y	HOD
13	BA(HONS)	PGCE	Y		
14	MA	PGCE	Y		HOD
15	PhD	GTP	Y	y	HOD
16	BA	PGCE	Y	y	HOD
17	BED(HONS)	PGCE	Y		
18	Bmus(hons)	PGCE	Y	y	HOD
19	BA	GTP	MID	y	HOD
20	BED (HONS)	PGCE	Y		
21	BA	PGCE	Y		
22	BA(HONS)	PGCE	Y		
23	BSC(HONS)	PGCE	Y	y	
24	BSC(HONS)	PGCE	Y	y	HOD
25	B.SC	PGCE	y	y	HOD

Data may vary from original percentages quoted due to recent staff changes.

The following table shows staff expertise against current subjects taught at Ashton Middle. Many teachers have expertise in other areas; these areas will be explored further when creating the new curriculum. Not all of the teaching staff have GCSE experience in these areas; however, all departments have at least one teacher with experience to GCSE level or above.

Each subject has at least one teacher with recent experience of teaching to GCSE level. Many also have experience of teaching to 'A' level.

The following table indicates the spread of expertise amongst the current staff,

	No of Staff with expertise in teaching each subject.
English	6
Maths	4
Science	5
MFL	3
RE	2
PE	4
DT	2
Art	1
Music	2
ICT	1
Geography	5
History	4
Drama	1

Projected staffing numbers will be as follows:

- 2014 – 26 teaching staff
- 2015 – 28 teaching staff
- 2016 – 30 teaching staff
- 2017 – 33 teaching staff

A timetable has been produced which indicates that the proposed curriculum can be run with 33 teaching staff.

Possible Key Stage 4 Curriculum

This section contains additional information and supplements the curriculum section of our business plan. It has been amended, following comments and suggestions, and is only a guideline for our future curriculum.

A timetable based on this curriculum has been created indicating that it is feasible with 33 staff – see supplementary information on staffing. However, as with all schools, some options may not be available in any given year.

In Year 10 and Year 11, students have an element of choice, which allows them to personalise their curriculum. There are, however, a number of subjects that are compulsory for every student. The remainder of each student's timetable is composed of a further two subjects that students can select from an approved list.

Compulsory Subjects

The table below gives summary information about the subjects which will be compulsory at Key Stage 4 and the allocation of teaching time in hours per fortnight:

Subject	Time allocation in Y10 and Y11	Summary Information
English	8	Most students will study for a GCSE in English Language and English Literature. A small number will obtain one GCSE in English only.
Maths	6	All students will study for a GCSE in Maths.
Science	8	All students will study for two GCSEs in Science. Triple science is available if chosen as one of the options.
PE	4	All students take part in physical education as a core subject. Some able students may be able to gain a GCSE in core PE time.
RE and Citizenship	4	All students study RE/Citizenship as a compulsory subject, leading to a qualification.
French/German or enhanced support	2	This option gives students the choice of taking one or two languages (if a language is chosen as an option). Some students will benefit from adding some extra literacy or study support during this time.

Option Subjects - Students will choose two subjects, one from each pathway. Some more-able students will be able to undertake three options due to the possibility of early entry for some GCSEs. The proposed courses would be arranged into two pathways, the actual subjects on offer in each pathway is subject to change depending on staffing and student preferences, one suggestion could be as follows:

PATHWAY A	PATHWAY B
Art	Art
Dance	Drama
Geography	History
Media	Media
PE	Music
Computing	Computing
German	Textiles
Resistant materials	Home Economics
Graphic Design	Triple Science

The school will offer advice, guidance and support to each student to ensure that appropriate choices are made. Some subjects have eligibility criteria based on ability and/or aptitude.

Please note that subjects will run only if the number of students opting makes the course viable. Additional courses may be offered, such as a BTEC, depending on demand and staff expertise at the time. Recent conversations with the Principal of Central Bedfordshire College indicates that this option could involve a wider range of subjects than originally predicted.

Enhanced Support

A small number of students will receive additional support to help them make progress with the core and study skills required by the other subjects being studied. This will mean that those students will receive enhanced support instead of an option subject. We will also be considering the option of a work-based course for some students and we will forge links with local colleges.

We will also continue to build relationships with local universities and further education establishments with the intention of providing accelerated learning opportunities for our more-able students. We would aim to develop taster days or courses at universities along with the possibility of early entry to Central Bedfordshire College, the taking of certain examinations a year early to allow further options to be taken and, maybe in the future, the possibility of developing an Ebacc course.

Recent Policy Changes by the Department for Education (DfE)

The DfE has announced that school performance will be measured on the average GCSE points score for students across a range of eight subjects. From 2016, the floor standard will be based on schools' results on the Progress 8 measure. Our proposed curriculum enables us to meet the requirements of the new National Curriculum.

Appendix 2 – Demand – results of survey, long term viability.

	Would choose Frances Ashton C of E secondary school. %	Would send child to a school with 450 - 500 pupils. %	Faith school important or very important %	No of responses in each year group
Reception	80	80	80	5
Year 1	87	87	87	8
Year 2	92	92	92	13
Year 3	93	93	93	15
Year 4	81	68	77	22
Year 5	87	87	74	31
Year 6	77	77	77	9
Other	86	71	86	7

Totals vary from the 122 who took the survey due to some questions being unanswered; this also affects overall percentages.

Whilst the number in each cohort is small, if these numbers were extrapolated then we would be vastly oversubscribed in each year group.

To fill our 90 places we would need between 11 and 12 % of the cohort to choose Frances Ashton Secondary School – based on the LA's figures of 800 school places needed per year group in Dunstable. Our survey indicates between 77% and 93% would choose Frances Ashton secondary school and between 68% and 93% would choose a small secondary school.

Between 74% and 93% of parents surveyed think that a faith school is important or very important.

Appendix 3 – Small school viability – what do our case studies tell us?

Viability of Small Secondary School Model

Currently, of the 6542 secondary schools in England, approximately 8% (540) are small secondary schools with less than 600 pupils on roll and of these over 150 have between 400 and 550 pupils aged 11 to 16 years. Similar to their larger counterparts, small secondary schools display widely varying levels of attainment. When analysing the performance of these schools for pupils achieving five or more GCSEs at grades A*-C including English and Mathematics by end of KS4 in 2013, the findings show that:

- pupil attainment of 75%-100% is achieved in 3.2 % of schools
- pupil attainment of 50% - 74% is achieved in 58.1% of schools
- pupil attainment of 26% - 49% is achieved in 37.4 % of schools
- pupil attainment of 0% - 25% is achieved in 1.3% of schools

Table 1 shows the workforce comparison of nine small schools rated “Outstanding or Good” by Ofsted.

Curriculum

Despite the commonly held view that small schools cannot offer a broad and varied curriculum, many small schools offer, on average, 18 subjects, which include the core subjects of English, Mathematics, Science, Humanities, ICT, a Modern Foreign Language and PE. Additional options include Media Studies, Photography, Psychology and a number of BTEC subjects. With a teaching workforce consisting of 31 to 48 teachers these schools provide the pupils with a rich, engaging and nurturing learning environment. An outline of the curriculum offered by eight small secondary schools is shown in Table 2.

Case Study: Fairfield High School, Peterchurch, Herefordshire

Fairfield High School is an “Outstanding” comprehensive secondary school with 415 pupils on roll aged between 11-16 years old. The 33 staff members, led by an inspirational headteacher, consistently provide pupils with educational challenge that enables them to make progress above the national expectation, particularly in English, mathematics and science. Their most recent Ofsted report (October 2013) report states that:

“Students receive an outstanding education at Fairfield High School. This includes their personal development as well as their academic achievement.”

“Teachers are thorough professionals, eager to improve their performance through sharing good practice and undertaking training. They have high expectations of students, as seen in the challenging targets they set them.”

“One parent spoke for many others when commenting: ‘I am proud to say that my children go to Fairfield’.”

Ofsted October 2013

“Fairfield High is one school in Herefordshire's Golden Valley pyramid of five schools, the four primaries sending pupils on to Fairfield at 11+. The OFSTED inspectors report it is a highly inclusive school. That is a comment affirming social strength at the heart of the educational process. The school knows its pupils very well and has high expectations. As a result, there is significant value added. The five schools regularly meet and share ideas, working closely together from time to time on particular projects”.

National Association for Small Schools

Table 1: Workforce comparison of nine Small Secondary Schools.
All schools listed are rated Good or Outstanding by OFSTED.

	England - national (secondary state-funded)	Newport Girls' High School	Charter Academy	Fairfield High School	Chesterton Community Sports College	Chiltern Edge Community School	Thomas Kynvett College	St Francis Xavier School	The Lacon Childe School	Priority Academy
Ofsted Rating		1	2	1	2	2	2	1	2	2
Pupils on Roll		437	424	415	566	535	481	463	534	462
Age Range		11-18	11-18	11-16	11-16	11-16	11-16	11-16	11-16	9-16
Headcount of all teachers in a school	228864	32	48	33	36	41	39	30	36	28
Headcount of all teaching assistants in a school	69301	1	19	14	14	14	14	7	24	15
Headcount of all support (exc. auxillary) staff in a school	88470	11	21	11	13	20	19	11	15	15
Full-time equivalent number of all teachers in a school	212156.6	26.4	46.2	27.6	36	35.5	36.1	26.3	32.5	27.3
Full-time equivalent number of all teaching assistants in a school	53870.3	1	18.1	8.9	13.4	9.8	9.7	4.9	14.3	10.3
Full-time equivalent number of all support (exc. auxillary) staff in a school	72905.1	7.6	20.6	9.2	11.8	13.4	16.9	7.3	9.7	9.8
Ratio of pupils to teachers in a school	15.5	16.6	9.9	15.7	16.2	15.3	14.4	17.6	16.4	18.2
Average gross salary of all full-time qualified teachers in a school	38513	38275	35960	37510	39305	40699	38188	35842	39147	33999
Pupil to teacher ratio		13.66	8.8333	12.576	15.722	13.04878	12.33333	15.43	14.83	16.5
		14: 1	9: 1	13: 1	16: 1	13 : 1	12: 1	16: 1	15:1	16: 1

Table 2: Curriculum comparison of eight Small Secondary Schools.

Subjects	Newport Girls' High School	Charter Academy	Fairfield	Chesterton Community Sports College	Chiltern Edge Community School	Thomas Kynvett College	St Francis Xavier School	The Lacon Childre School
English	1	1	1	1	1	3	1	1
Maths	1	1	1	1	1	1	1	1
Science	1	1	1	1	1	3	1	1
ICT	1		1	1		1	1	1
PSHCE	1		1	1				
PE	1		1	1	1	1	1	
RE	1	1		1	1	1	1	1
History	1	1	1	1	1	1	1	1
Geography	1	1	1	1	1	1	1	1
Drama			1	1	1	1		1
French	1		1	1	1		1	1
German	1			1	1		1	1
Spanish		1	1	1	1	1	1	
Art	1	1	1	1	1	1	1	1
Environmental Science			1					
Humanities			1					
Design & Technology			1					
Animal Care			1					
Engineering			1	1				
Construction			1					
Food Tech			1	1	1		1	1
Graphic Tech				1	1	1	1	1
Resistant Materials			1	1	1	1	1	1
Textiles Technology			1		1	1	1	1
Music	1		1	1	1	1	1	1
Photography								
BTEC Science				1				
Performing Arts					1	1	1	1
Health And Social Care						1		
PE						1		
Media Studies	1			1				
Film Studies		1						
BTEC Travel and Tourism		1						
BTEC Dance					1			
Statistics		1		1				
Classics		1						
English Literature				1				
Psychology				1				
Dance				1				
Total KS4 subjects offered	14	12	22	25	19	22	18	17

Appendix 4 - Financial viability

Salient points applicable to all scenarios

- All staffing figures quoted include a 1% annual salary increase and any increments due. Occupancy costs increase and learning resources also increase due to the need to provide new text books for the GCSE curriculum which will start in September 2016
- The staffing has been arranged so that supply costs are negligible or non-existent; however, a contingency is included for unforeseen circumstances.
- All main building works have been dealt with, separate grants have been and will be applied for, from external sources, should there be a need, including any upgrade work required in early years to enable teaching of GCSE courses. However, there is a contingency for small works to ensure the school remains compliant.
- Learning resources will be reviewed annually. Additional resources will be required from September 2016 and have been budgeted for.
- Exam fees have been factored in although there is already an element of this in E19.
- The school anticipates increasing its income by hiring out buildings; this has not been included in the budget and could see the deficit being reduced earlier than predicted.

Since the middle of March, when appointed, our business manager has acquired over £7000 of additional income for the school.

Financial expenditure at Ashton compares favourably with Fairfield, indicating that it is financially viable to run a successful small secondary school.

See comments below each budget for comments which are specific to that scenario.

A. BEST CASE SCENARIO – School will be full from September 2015

I/E Group	Description	2014-15	2015-16	2016-17	2017-18	2018-19		
Revenue								
Income								
I01 - I04 / I14	Individual School Budget	1,503,891	1,767,259	1,812,739	2,226,329	2,239,229		
I05	Pupil Premium	119,410	125,600	135,600	145,600	155,600		
I06 - I07 / I18	Other Grants	62,760	71,950	73,500	75,500	78,500		
I08 - I13	Other Income	109,600	120,100	120,100	120,100	122,100		
I15	Pupil Ext. School Funding	0	0	0	0	0		
I16 - I17	Com. Foc. Schools Income	0	0	0	0	0		
Total Income:		1,795,661	2,084,909	2,141,939	2,567,529	2,595,429		
Expenditure								
E01 - E02 / E26	Staff Costs - Teaching	1,337,982	1,192,300	1,201,528	1,233,054	1,255,573		
E03 - E07	Staff Costs - Support	608,518	595,703	582,051	582,189	582,189		
E08 - E11	Other Employment Costs	4,000	5,000	5,000	5,000	5,000		
E12 - E18	Occupancy Costs	80,880	91,880	91,880	91,880	91,880		
E19 - E21	Learning Resources	57,330	62,830	64,830	66,830	66,830		
E22 - E25 / E27 - E30	Other Costs	79,050	77,050	77,050	77,050	77,050		
E31 - E32	Com. Foc. School Costs	0	0	0	0	0		
Total Expenditure:		2,167,760	2,024,764	2,022,339	2,056,003	2,078,521		
In Year Surp/(Def):		-372,099	60,145	119,600	511,526	516,908		
Surp/(Def) B/Fwds:		-48,954	-421,053	-360,908	-241,308	270,218		
Cumulative C/Fwds:		-421,053	-360,908	-241,308	270,218	787,126		

2014/15 Includes known reduction in staffing and guaranteed formula funding income, due to reduction in funding of £400,775 following consultation document.

2015/16 Staffing less as a result of redundancies in Aug 14.

2016/17 Additional staffing. Pupil numbers as 15/16

2017/18 & 2018/19 Additional staffing and Year 11 intake.

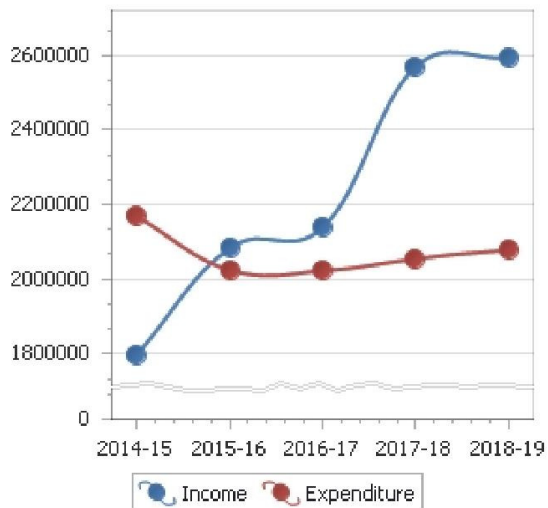
NB SEE NEXT PAGE FOR PUPIL NUMBERS

Pupil Numbers - Best Case scenario 14/15

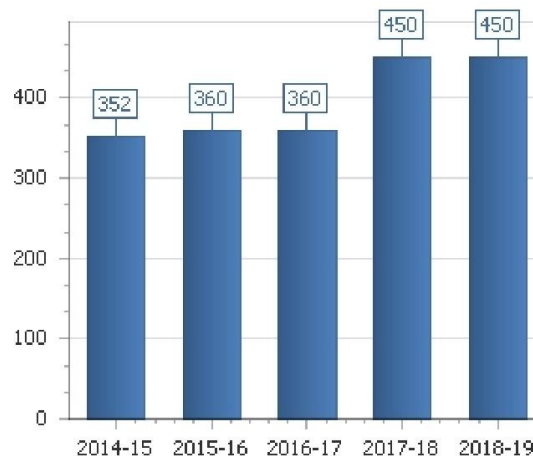
Age Group	Year	2014-15	2015-16	2016-17	2017-18	2018-19
10	Year 5	85	0	0	0	0
11	Year 6	85	90	0	0	0
12	Year 7	91	90	90	90	90
13	Year 8	91	90	90	90	90
14	Year 9	0	90	90	90	90
15	Year 10	0	0	90	90	90
	Year 11	0	0	0	90	90
Total:		352	360	360	450	450

703201 ASHTON MIDDLE - Budget Dashboard

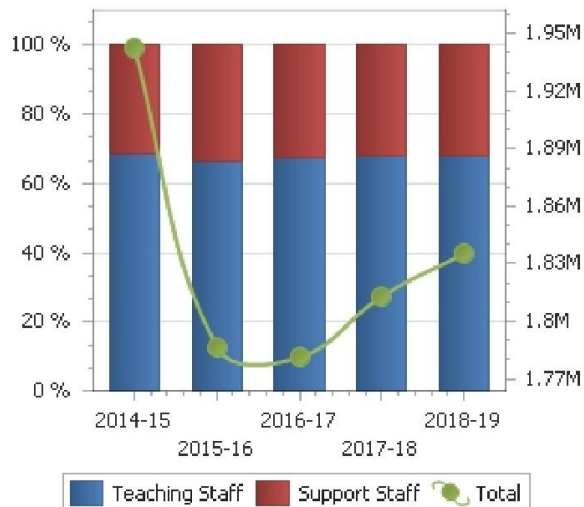
Income/Expenditure



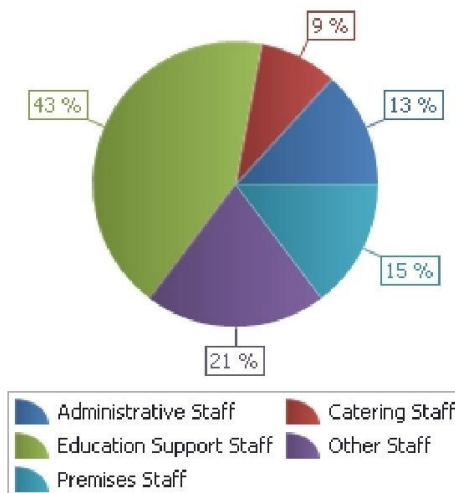
Pupil Numbers



Staffing Costs



Support Staff Analysis



B. MOST LIKELY SCENARIO – School full from September 2016

I/E Group	Description	2014-15	2015-16	2016-17	2017-18	2018-19		
Revenue								
Income								
I01 - I04 / I14	Individual School Budget	1,503,891	1,767,259	1,812,739	2,226,329	2,239,229		
I05	Pupil Premium	119,410	115,610	120,600	130,600	140,600		
I06 - I07 / I18	Other Grants	62,760	71,950	73,500	75,500	78,500		
I08 - I13	Other Income	109,600	120,100	120,100	120,100	122,100		
I15	Pupil Ext. School Funding	0	0	0	0	0		
I16 - I17	Com. Foc. Schools Income	0	0	0	0	0		
Total Income:		1,795,661	2,074,919	2,126,939	2,552,529	2,580,429		
Expenditure								
E01 - E02 / E26	Staff Costs - Teaching	1,337,982	1,215,581	1,264,720	1,299,241	1,312,021		
E03 - E07	Staff Costs - Support	608,518	581,234	557,245	557,383	557,383		
E08 - E11	Other Employment Costs	4,000	5,000	5,000	5,000	5,000		
E12 - E18	Occupancy Costs	80,880	91,880	91,880	91,880	91,880		
E19 - E21	Learning Resources	57,330	62,830	64,830	66,830	66,830		
E22 - E25 / E27 - E30	Other Costs	79,050	77,050	77,050	77,050	77,050		
E31 - E32	Com. Foc. School Costs	0	0	0	0	0		
Total Expenditure:		2,167,760	2,033,575	2,060,725	2,097,385	2,110,165		
In Year Surp/(Def):		-372,099	41,344	66,214	455,144	470,264		
Surp/(Def) B/Fwds:		-48,954	-421,053	-379,710	-313,496	141,648		
Cumulative C/Fwds:		-421,053	-379,710	-313,496	141,648	611,913		

2014/15 Includes known reduction in staffing and guaranteed formula funding income, due to reduction in funding of £400,775 following consultation document.

2015/16 Staffing less as a result of redundancies in Aug 14, although increase in staff from Sept 2015.

2016/17 Additional staffing.

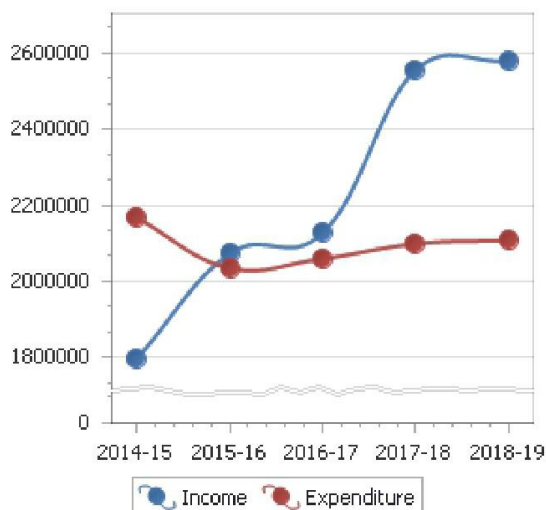
2017/18 & 2018/19 Additional staffing and Year 11 intake.

NB SEE ATTACHED FOR PUPIL NUMBERS

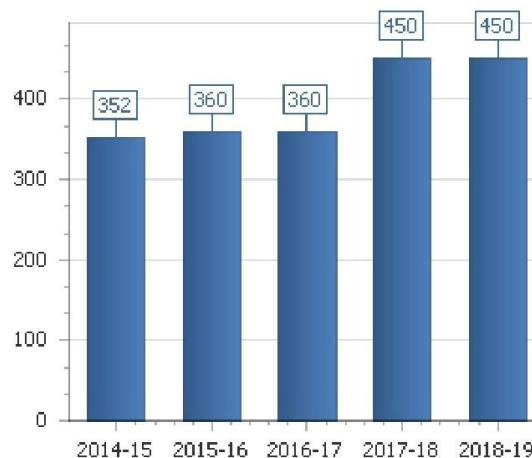
FRANCES ASHTON C OF E SECONDARY SCHOOL

Age Group	Year	2014-15	2015-16	2016-17	2017-18	2018-19
10	Year 5	85	0	0	0	0
11	Year 6	85	90	0	0	0
12	Year 7	91	90	90	90	90
13	Year 8	91	60	90	90	90
14	Year 9	0	90	90	90	90
15	Year 10	0	0	90	90	90
	Year 11	0	0	0	90	90
Total:		352	330	360	450	450

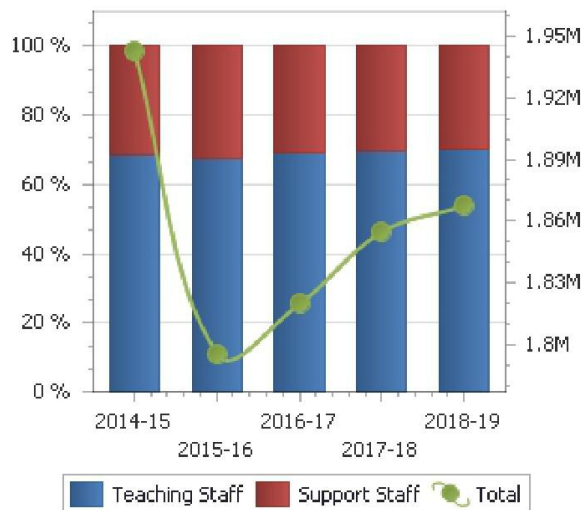
Income/Expenditure



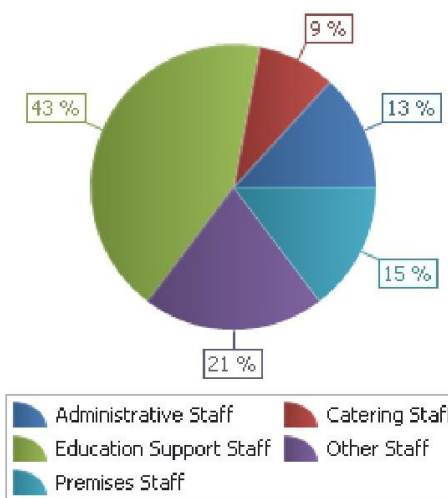
Pupil Numbers



Staffing Costs



Support Staff Analysis



April 2014 – April 2015

April to August we have staffing costs of £892.811 for 5/12s of the budget

September to Mar 2015 we have staffing costs of £1,015,689 for 7/12s of the budget, a monthly reduction, this is due to three voluntary redundancies and a further reduction of seven staff due to a number of teaching and non-teaching staff who are leaving for other reasons and will not be replaced.

Other costs remain the same, are predictable, especially as we are half way through the year, and have been budgeted for. So the figures quoted are robust.

Income from school budget, pupil premium and other grants are also known factors.

% expenditure on staffing 92%

April 2015 – April 2016

This will be the first year, from September, when we will have Year 9 pupils and no Year 5 pupils, meaning that our income from pupils will increase due to their age. We also anticipate an additional income to account for the underpayment in 2014-2015. These two factors account for the increase in total income.

Expenditure decreases as we do not anticipate increasing our staffing until September 2016; however, we have budgeted for a slight increase in teaching staff should we need to employ additional staff once the GCSE curriculum is finalised. Two additional teaching staff have been budgeted for.

All staffing figures quoted include a 1% annual salary increase and any increments due. Occupancy costs increase and learning resources also increase due to the need to provide new text books for the GCSE curriculum which will start in September 2016. Information from Heads of Department indicate that the budgeted amount would be sufficient to cover set up costs.

% expenditure on staffing 86%

April 2016 – April 2017

Income this year appears to decrease, in fact it increases. This because in 2015-2016 an amount was added in recompense for the previous years' underpayment. Staffing will be increased by another one or maybe two teachers, depending on curriculum requirements. Staffing figures quoted include a 1% annual salary increase

The result of these two factors means that there would be a slight increase in the deficit.

% expenditure on staffing 82%

April 2017 – April 2018

Income increases due to more pupils in school, other grants have also been increased to take account of predicted increases.

Expenditure increases slightly and more additional funding is added to learning resources to account for exam entries, however, the deficit is significantly reduced. Staffing figures quoted include a 1% annual salary increase.

% expenditure on staffing 73%

April 2018 – April 2019

By this stage we will be a fully functioning secondary school with a surplus budget. Staffing figures quoted include a 1% annual salary increase.

% expenditure on staffing 72%

C. WORST CASE SCENARIO – School full from September 2017

I/E Group	Description	2014-15	2015-16	2016-17	2017-18	2018-19		
Revenue								
Income								
I01 - I04 / I14	Individual School Budget	1,503,891	1,156,499	1,467,059	2,226,329	2,239,229		
I05	Pupil Premium	119,410	103,610	115,610	125,610	135,610		
I06 - I07 / I18	Other Grants	62,760	71,950	73,500	75,500	78,500		
I08 - I13	Other Income	109,600	120,100	120,100	120,100	122,100		
I15	Pupil Ext. School Funding	0	0	0	0	0		
I16 - I17	Com. Foc. Schools Income	0	0	0	0	0		
Total Income:		1,795,661	1,452,159	1,776,269	2,547,539	2,575,439		
Expenditure								
E01 - E02 / E26	Staff Costs - Teaching	1,337,982	1,139,673	1,111,310	1,142,836	1,165,354		
E03 - E07	Staff Costs - Support	608,518	570,895	539,522	539,660	539,660		
E08 - E11	Other Employment Costs	4,000	5,000	5,000	5,000	5,000		
E12 - E18	Occupancy Costs	80,880	91,880	91,880	91,880	91,880		
E19 - E21	Learning Resources	57,330	62,830	64,830	66,830	66,830		
E22 - E25 / E27 - E30	Other Costs	79,050	77,050	77,050	77,050	77,050		
E31 - E32	Com. Foc. School Costs	0	0	0	0	0		
Total Expenditure:		2,167,760	1,947,328	1,889,591	1,923,255	1,945,774		
In Year Surp/(Def):		-372,099	-495,169	-113,322	624,284	629,665		
Surp/(Def) B/Fwds:		-48,954	-421,053	-916,222	-1,029,545	-405,261		
Cumulative C/Fwds:		-421,053	-916,222	-1,029,545	-405,261	224,405		

2014/15 Includes known reduction in staffing and guaranteed formula funding income, due to reduction in funding of £400,775 following consultation document.

2015/16 Staffing is less as a result of reduction in pupil numbers - 220 in total. Pupil Premium is also reduced.

2016/17 Additional staffing as pupil numbers increase

2017/18 & 2018/19 Additional staffing - increasing pupil numbers

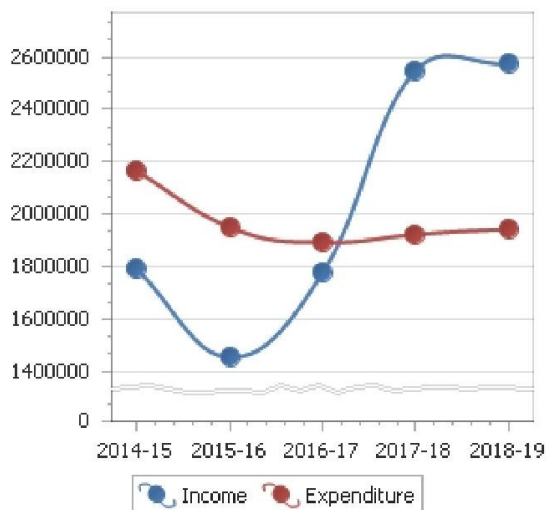
Age Group	Year	2014-15	2015-16	2016-17	2017-18	2018-19
10	Year 5	85	0	0	0	0
11	Year 6	85	100	0	0	0
12	Year 7	91	40	100	90	90
13	Year 8	91	40	60	90	90
14	Year 9	0	40	60	90	90
15	Year 10	0	0	60	90	90
	Year 11	0	0	0	90	90
Total:		352	220	280	450	450

703201 ASHTON MIDDLE - Budget Dashboard

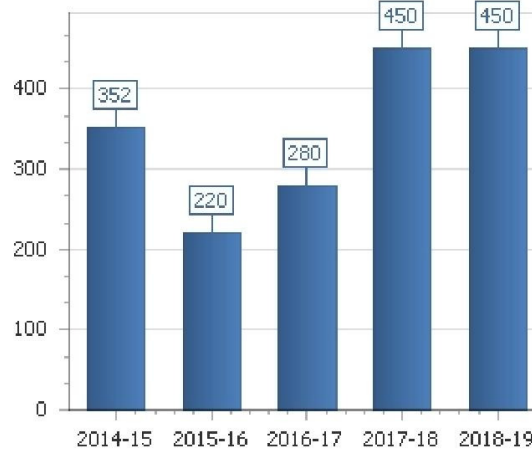
Scenario: Worst Case scenario 14/15

Date: 24/06/2014

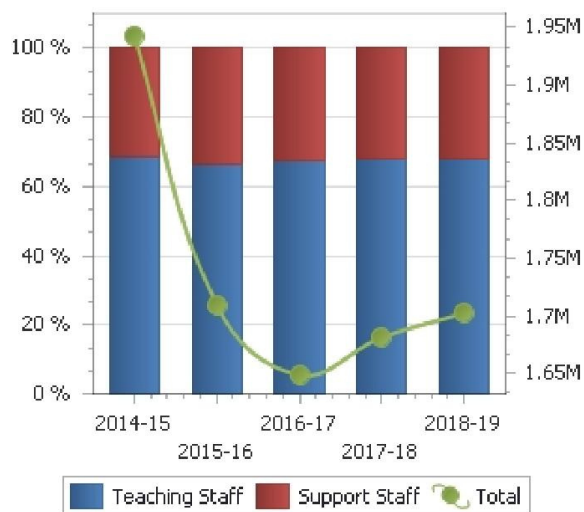
Income/Expenditure



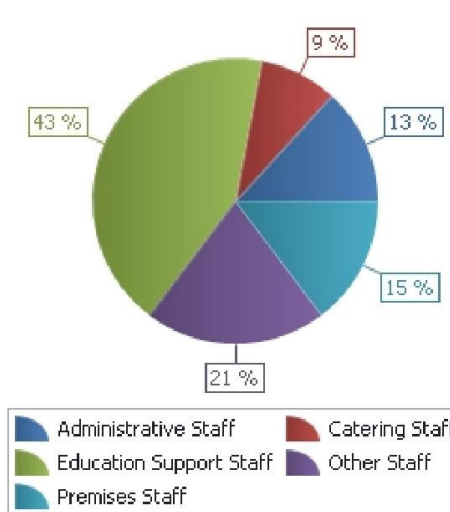
Pupil Numbers



Staffing Costs



Support Staff Analysis



Appendix 5 – Standards

Rigorous analysis of data has ensured that where pupils are not making sufficient progress, they are identified and effective interventions have taken place. The impact of the strategies employed can be seen in our recent OFSTED reports, which acknowledge good progress and high attainment.

For 2013-2014 we set an aspirational target of 6 points progress per year, per pupil, per subject.

This was recognised, by both our OFSTED inspection in December 2013 and our monitoring visit in May 2014, as having had an impact on expectations and achievement.

Data analysis in March indicated that the majority of departments will achieve an APS progress of between 5 and 6 points:

- “Progress has accelerated particularly quickly in Year 5 and Year 8; a significant proportion of pupils in both year groups, including the more-able, are working at a level above that expected for their age.”²⁰
- “You and your senior leaders have set ambitious and appropriate priorities, based upon a thorough assessment of the school’s strengths and areas for improvement.”²¹

Official documents showing progress from KS1 – KS2 appear to indicate that we are making insufficient progress with pupils eligible for the Pupil Premium Grant; however, analysis of progress whilst at Ashton shows a different picture and, again, this was recognised by OFSTED in December 2013 and the HMI monitoring visit in May 2014. Both reports indicated that the steps we are taking are having an impact in narrowing the gaps.

This comment was listed as one of the strengths of the school:

- “The extra funding for potentially disadvantaged pupils is having a positive impact in accelerating the progress of eligible pupils.”²²

The following is in the body of the document:

- Overall, the progress being made by eligible pupils is increasingly good, especially in writing in Key Stage 2. ²³

²⁰ Monitoring report May 2014 - <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

²¹ Monitoring report May 2014 - <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

²² OFSTED report December 2013 <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

²³ OFSTED report December 2013 – Page 4 bullet point 8 - <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109714>

Appendix 6 – Comments from our parents

Through the recent consultation, our parents have actively and clearly articulated their views. Here are just a few:

- Having a smaller secondary school based in a very central location would benefit, especially, those students whose needs are best met from being offered more individual strategies, support or challenges that may otherwise be lost in a bigger school. This **allows a greater choice for parents**, in both location and size of school, and also where **faith is important**. *Parent*
- We **strongly welcome this change** as we have been extremely happy with Ashton for the past four years and would have loved our daughter to continue there. Ashton has **offered a good education** in a loving Christian environment. Please do not close this school. *Parent*
- Ashton Middle School **has proven itself** to be a proactive school and **listening to the needs of the parents** in the community and this has been shown by the drive to change to a secondary school. The school has been part of the life in Dunstable and the surrounding towns since 1887. In my opinion, the school should continue to educate our children to year 11. *Parent*
- My daughter has flourished since starting at Ashton. She is now in year 6. I would really like her to complete her school career at Ashton as I believe they really do **see each child as an individual** and cater to their individual needs. *Parent*
- Another secondary age range school in the area would be an excellent idea, **providing parents with more choice** and helping to keep future numbers at other Dunstable schools more manageable. *Parent*

Additional comments included in our recent survey

(All comments have been included)

Would you consider the possibility of your child attending the Frances Ashton Secondary School from the age of 11? - Comments	We propose a school of between 450 and 500 pupils. Would a smaller secondary school appeal to you? - Comments	How important is it for your child to attend a faith based school? - Comments
Most definitely, the other options are totally lacking.	This is one main reason I would choose to stay.	A good school that teaches ethics and responsibility is required.
ITS THE BEST IN MY AREA	Some children are overwhelmed so this would be perfect	Ashton Middle is amazing in all aspects of behaviour and teaching and learning
Fabulous school would love my child to go there for secondary education. Small is sometimes better.	I am still undecided.	VERY (MORALS BASED)
daughter already there would definitely leave her there until she is 16, the school is definitely a choice that most parents would make who are already there.	This is too small to attract the required range of teachers to effectively teach all of the subjects	An actively Christian school which without doubt offers Christian teaching, prayer etc. like Ashton lower.
church school & location	EASY TO MANAGE AND TEACH	Ashton does not promote enough faith based teaching
Perfect location. It has provided all of my children with an outstanding education in the past. I have one child at Ashton now and one I would like to start in September 2016	I am not impressed by huge choice offered by larger schools.	It is so important to have a faith based secondary school after attending our faith based primary
My son attends Studham School; pupils will still be leaving Studham at the age of 9 therefore where would he go between the ages of 9 and 11? I want as little disruption as possible to his school life, so this option may not be plausible.	Not necessarily.	I want my child to learn more of the Christian faith.
On behaviour and poor leadership and teaching grounds	I would really value the teaching staff knowing my child and understanding her needs.	We have Manshead in town already though!
We would love this school to stay open as a school, it is much loved and much needed in Dunstable, we would choose it without a doubt	Possibly. It depends on what you offer e.g. specialist ed in the arts or sport etc.	As a worshipping Christian I appreciate the underlying ethos.

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Maybe, if it suited my child's needs.	My daughter would be just as happy as she is now whatever the size, the staff are excellent and her grades have flown since September could not fault anything.	The school offers a broad view and understanding of all cultures.
Under no circumstances would I consider sending my child to Ashton Middle School!	such a size of school would but not Ashton Middle as per Q1	There has to be an option in Dunstable for Christian families to send their children to a good school where they can learn good values
My first child is now 12 and about to transfer to an upper - so too late for him, although we may consider it for our second child.	I would not mind either, as long as the school ensured that there were adequate resources / teachers pre child and the same high standard were applied to match Ashton St.Peters	I have always found faith schools more loving and caring and the smaller the better.
Yes his older brother goes there	My daughter currently attends a small faith based lower school . We have found this has been a fantastic start to her education and would love her next school to provide a similar experience .	I chose this school because of its faith-based education. My faith is important to me, and I wanted this to be reinforced at their school.
My daughter is very keen to go to Ashton , many of her friends older siblings have attended and have nothing but positive comments about teachers and how they have and are enjoying being part of the school .	This appears to be an average size.	I have always found Ashton to be a caring school, perfectly suited to being a small faith based secondary school.
The management of the school is weak and the teachers are not capable of treating the current 11 year olds in a mature way and spend time lecturing them	Yes children will benefit from smaller classes	
The current school is brilliant if they had done this already I would leave my child in there but it will be 1 year too late for him	As long as there was a good range of subjects to choose from, taught by specialist teachers, ideally in smaller class numbers.	
Faith is hugely important to us and there is no other proper local provision	it will be way too crowded and not enough space for that amount of students	

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<p>Important for my child to attend a good church of England school</p>	<p>Children are more likely to have the support and help they need in a smaller school. There will be more opportunities for each child.</p>	
<p>My son would benefit greatly by staying at Ashton</p>	<p>Will enable a more individual approach to the children, Also very suitable for children who may struggle to settle in larger schools.</p>	
<p>If you can put together a good structure for this to go ahead i will not rule this out of my options. I need to know my child will get everything every other school has to offer.</p>	<p>Maybe a little bigger, perhaps 120 per year to allow for a wider range of subjects offered.</p>	
<p>I have been unimpressed with the communication between myself and the school. As part of of the final few critical education years my child has left I want to feel confident that parental involvement would be valued. I can't see this will change in the future.</p>		
<p>I am happy with the school at the moment and would welcome the opportunity for my child to continue her education there. She has done well so far and I would like this to continue.</p>		

Appendix 7 - Strive Achieve Succeed (SAS) Group

Rationale

Some children arrive at Ashton unable to access the full curriculum due to poor literacy and numeracy skills. There are many possible reasons for this including:

- poor progress since starting school,
- a child who has English as an Additional Language (EAL),
- prolonged absence
- poor self-esteem.

It became obvious that placing these children in a normal classroom setting for all of their lessons did not lead to sufficient progress and they were falling further behind. Some of these children were eligible for the Pupil Premium Grant and this was used to fund part of this programme.

Staffing

There is dedicated area managed full time by a teaching assistant (SAS manager). She manages the timetables and liaises with subject teachers to ensure pupils' work is in line with the schemes of work being taught. The children are then taught by teachers who have specific lessons allocated on their timetable, or, if the child has specific SEN needs, in accordance with their Individual Education Plan (IEP).

Programme

Each child has an individualised programme designed to accelerate progress and enable them to return to a normal timetable as soon as possible. Children are not expected to remain in the group all year; the intention is for accelerated progress to take place. The timescales for this vary and are adapted depending on the child. The SAS manager liaises with subject leaders, in particular the Head of English and Head of Mathematics, to provide a staged reintegration which may include the SAS manager supporting the child in class for a while or work provided by HODs to be completed in the SAS group before a full return to class. This means that the child feels confident when in a full class setting.

Impact

Some children remained in the group for a few weeks, others for a term, some still access the SAS programme for part of the week. However, in each case there has been a quantifiable and rapid increase in progress. This progress is evident in reading scores and levels obtained. In addition subjective opinions from parents and teachers support the view that this is successful in increasing confidence and participation in lessons.

Year 5	Year 6
<p><i>8 pupils have accessed this provision for reading skills.</i></p> <p>Pupil 1 made one year's progress in reading and comprehension in 5 months.</p> <p>Pupil 2 made 18 months progress in reading and 13 months progress in 4 months.</p>	<p><i>4 pupils have accessed the SAS group for reading.</i></p> <p>Each of these children have made accelerated progress which exceeds that expected, mostly due to improved comprehension skills.</p>

<p>The remainder of the pupils have speech difficulties, behaviour issues or self-esteem problems. In most cases these pupils are now accessing the curriculum and making good progress. One child is still a concern due to his complex issues and continues to access SAS.</p> <p><i>6 pupils accessed the provision for writing and made an amazing average progress of 3.5 points between April and June.</i></p> <p><i>7 pupils accessed SAS for numeracy skills and made an average progress of 2 points in one term.</i></p>	<p><i>3 pupils have accessed SAS for writing and made an average points score progress of 2.7 over a term.</i></p> <p><i>6 pupils accessed the SAS group for numeracy skills. 3 pupils made an average progress of 2.7 points progress in one term. The remainder have consolidated and developed further confidence in mathematics.</i></p>
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As the children were able to return to class other pupils were identified who may benefit from the setting. Although the programme was originally targeted at pupils in Year 5, it has been extended to include Year 6 pupils who needed one-to-one help or who arrived during the year.

The future

Next year we are extending the programme to include KS3 pupils, some of whom may have similar problems due to behaviour or medical issues or who have just arrived at the school, possibly from abroad. **This programme will be a key feature of the Frances Ashton C of E Secondary School.** We are looking forward to extending and developing it according to the needs of our students.

Appendix 8 - Statement of intent from Central Bedfordshire College, Dunstable.



23rd June 2014

To whom it may concern,

I have met with senior staff at Ashton Middle School to discuss their proposal to become the Frances Ashton C of E Secondary School, catering for students between the ages of 11 and 16. I am of the opinion that, should Ashton Middle School be successful in their application, a joint provision between Central Bedfordshire College and the proposed Frances Ashton C of E Secondary School would be beneficial for students in Dunstable and the surrounding area.

As such, Central Bedfordshire College would be interested in providing a joint provision, from the age of 14, and liaising with the Frances Ashton C of E Secondary School to ensure that provision for 16+ meets the needs of students in the school. Such a provision could include work based courses such as hairdressing, beauty and mechanical engineering, in our newly relocated facility on Dunstable Road.

Moving forward, Central Bedfordshire College would be very interested in sponsoring the Aston Middle School to achieve Secondary School status.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Ali Hadawi'.

Ali Hadawi
Principal and Chief Executive of Central Bedfordshire College

PROPOSALS FOR PRESCRIBED ALTERATIONS

NB It is important that this document is read in conjunction with the attached business plan, headline information and appendices. which contains additional, more detailed, information.

1 - Name of Proposer

(Local Education Authority or Governing Body)

Ashton C of E VA Middle School Governing Body

2 - School Name

Ashton C of E Middle School

3 - School Address

High Street North
Dunstable
Bedfordshire
LU6 1NH

4 - Description of proposed prescribed alteration

The proposal is to change the age range of Ashton Church of England Voluntary Aided Middle School from a 9 – 13 years Middle school to an 11 – 16 years secondary school. We also propose to change the name of the school to The Frances Ashton C of E VA Secondary School.

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

Implementation to take place in September 2015

Four stages of implementation

- September 2014 - Year 5 pupils admitted to Ashton Middle School for the last time.
- September 2015 - Year 8 pupils stay on into YR 9 (School now Yrs 6-9)
- September 2016 - Year 9 pupils stay on into YR 10 (school now Yrs 7-10)
- September 2017 - Year 10 pupils stay on into Yr 11. The school is now a fully functioning 11 – 16 school.

The school will welcome any pupils into any of the existing year groups, providing the school does not exceed their admission number of 90 pupils per year group.

6 – Consideration of consultation and representation period - evidence of demand for the proposed alteration, including details of consultation(s) carried out, meetings held and responses received.

We have undertaken extensive consultation with all key stakeholders and, as a result, we know that our proposal meets with widespread agreement.

We held two main evenings: one for stakeholders (96 attended) and one for staff (71 attended).

The following were consulted:

- Chairs of Governors for all Central Bedfordshire schools & academies
- Head Teachers of all Central Bedfordshire schools & academies
- Central Bedfordshire Council officers within Children’s Services
- Dunstable PCC
- Ashton Schools Foundation
- Houghton Regis Ward members
- Dunstable Ward members
- All Central Bedfordshire Council ward members
- Ashton Middle School parents/carers
- Ashton Middle School staff
- Ashton Middle School governors
- Houghton Regis Town Council
- Dunstable Town Council
- Local MPs
- Trade unions
- General public

Andrew Selous MP said **“I know how popular Church schools are with parents locally as many are hugely oversubscribed. I would support giving more parents the opportunity for a Church school education for their children in the north of Dunstable.”**

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

**RESULTS OF CONSULTATION TO
CHANGE TO SECONDARY SCHOOL**

	No. of respondents	% responses	% responses excluding neither agree nor disagree
In favour	122	84.72%	93.13%
Neither agree nor disagree	13	9.03%	
Disagree	9	6.25%	6.87%
	144		131

A list of the overwhelmingly positive responses was included in the consultation document and a sample included in the attached business plan.

We have had a letter stating some concern over our interpretation of the Foundations response to our consultation document. The Foundation suggested that their decision would, as with everybody else, be based on viability. As we had already completed our business plan and are quite confident about our viability, we placed their response in our Agree section. However, it was pointed out that they are very keen to hold the “middle line” in this situation – which we fully understand.

The letter raised concerns around the following issues:

1. Financial viability

See Appendix 4 of our Business Plan for further details.

Primary source of income is the capitation and the Business Manager has used a realistic but conservative estimate of pupil numbers to build our proposed budget. As well as driving up numbers through marketing activity, our newly appointed Business Manager also has great experience in raising revenue from grants. Since starting in March 2014 she has already re-negotiated some terms and has sourced grants for music and general expenditure, so far totalling approximately £7000, and refined all current practices to ensure best value is achieved.

Other Income opportunities – leasing out buildings

2. Cost of building maintenance

- There are additional costs and responsibilities that come with keeping a beautiful, grade II listed building alive.
- This has always been the case and we have managed to maintain our buildings to a high standard by effective housekeeping and the right investments. For example in 2013 we upgraded our boiler system and removed the pollution from the front of the school.
- Over the last three years we have spent £54,230 on building repairs and maintenance, this averages out at £18,076.66 per year which is easily manageable within our projected budget. However, £49,742 of the total was

spent on one off long term repairs such as replacing the boilers, new carpeting, roof repairs etc. These will not need to be done for many years. Our 5 year electrical testing is due, this costs approximately £3000 and has been included in the budget.

- 2015 – 17 as the budget allows – to support our outstanding teachers in delivering an outstanding education we will upgrade the science laboratories and develop the gymnasium, hall and language facilities. In the interim, these areas will be more than adequate.
- **See appendix 4 of our Business Plan for further details.**

3. Ability to provide a full secondary curriculum

Given staffing levels listed above we are able to provide a full, innovative and reactive curriculum based on the needs and desires of parents and pupils. **See appendix 1 of our Business Plan for more information.**

4. The need for additional places in the secondary sector in Dunstable

“I know how popular Church schools are with parents locally as many are hugely over-subscribed. I would support giving more parents the opportunity for a Church school education for their children in the north of Dunstable.”

Response by Andrew Selous MP when discussing proposals to convert Ashton Middle School to Frances Ashton C of E Secondary School.

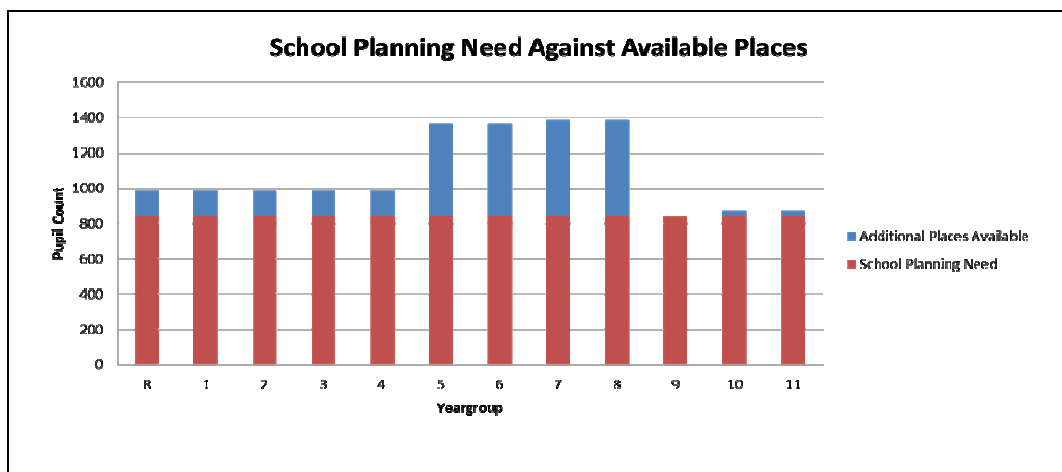
The risk of there being too few secondary places is a reality if parents wish their child to be educated in a faith school, as the one other faith school is continually over-subscribed, their website on 1st April states that “We are already heavily over-subscribed for Year 9 entry.”

It is widely recognised how important having a choice of faith education is to the voters in Dunstable.

Both the Children's Services of Central Bedfordshire Council and Ashton recognise that there is a risk that there will not be enough secondary school places in Dunstable in years 9, 10 and 11.

The following graph was presented by Rob Parsons at the consultation evening to close Ashton and other middle schools, should this happen there will be no surplus places between years 7 and 9 and a very small number between years 10 and 11. Our business plan demonstrates that, should we become a secondary school we would provide a similar surplus for the secondary age range as that seen as desirable for primary schools, ensuring parental choice.

See appendix 2 of our Business Plan for details of our survey results.



7 – Education standards and diversity of provision - the effect that this proposal would have on other schools, academies and educational institutions within the area and also on the local community

See appendices 1 and 5 of our Business Plan for further details

Our curriculum is, and always has been, broad, balanced and innovative. We are confident to try new initiatives and exploring alternatives for our pupils. This year we have initiated three major curriculum changes, see our business plan for details.

This bold, innovative approach would be continued and developed further in an 11 – 16 school and the small nature of the school would mean that we could respond to the needs of our pupils, developing the curriculum to ensure that all pupils make good progress and are ready for the workplace. We have plans to support our vulnerable pupils and extend our more able providing them with new and exciting challenges. See Appendix 1

The school believes that continuing to offer access to a full curriculum provided by specialist teachers in specialist areas, from the age of 11, will provide our pupils with the skills and subject knowledge to enhance their learning to ensure consistent progress is made. Links are being established with Central Bedfordshire College, local universities and sports facilities ensuring we would be able to continue to provide the broad and balanced curriculum we have always offered.

We have proved (OFSTED 2013) that progress is **good** for the years our pupils are with us. Intervention is effective and consistent and pupils enjoy learning. We believe that this will lead to good or better progress at KS4.

Our work with vulnerable pupils has been consistently highly commended by OFSTED and by our local community e.g. Jigsaw and Social Services etc.

We also believe that the nurturing environment we provide for these pupils will also lead to higher levels of progress and success at KS4.

In year 8 our pupils are already competing and performing at the highest levels and we have committed staff, experienced in delivering GCSE's, who will continue to facilitate this achievement up to year 11 and beyond. Over recent years we have prepared year 8 students for GCSE level work in both maths and French, indicating that our staff are confident and competent to deliver to GCSE level.

"Progress in mathematics accelerates in Key Stage 3. Last year's year 8 pupils made almost as much progress across years 7 and 8 as expected nationally across years 7 to 9" OFSTED 2013.

Music and drama are also very strong, with pupils being offered a wide range of extra curricular activities, whilst being stretched to produce GCSE and 'A' level standard performances.

We believe that our conversion to a secondary faith school would not have a negative impact on other schools in the area due to the figures quotes by CBC – see graph in section 6. The other secondary faith school is already reporting that year 9 is heavily oversubscribed this year, this is clearly an option parents are choosing and our conversion to secondary will help to meet this demand. Future plans for additional housing in the north of the town will also put additional pressure on school places in the long term. OFSTED stated that the Governing Body were and are confident and continued to move the school forward.

8 – Demand

Demand for secondary faith provision has already been shown, see section 7, and the local MP recognises that church school are a popular option for parents.

Our own consultation has also demonstrated clear demand from stakeholders – see figures in section 6 and full responses in our consultation document. There is a representative sample of comments in our business plan.

Our survey of parents of lower school age children in Dunstable and Luton showed a high level of interest in the Frances Ashton C of E Secondary School.

It is not our intention to provide the same facilities and options as other secondary schools in Dunstable, we recognise the strengths of existing secondary provision, however, our research indicates that there is the demand for additional choice.

The Frances Ashton C of E Secondary School would increase parental choice by provide a small, faith, based education in the centre of Dunstable which:

- Provides greater opportunities for student participation and leadership.
- Is more accessible to those in the North of the town.
- Is able to be flexible and innovative in meeting the needs of all students, whatever their support requirements. See Business Plan for further explanation of how we would be different.

See introduction and appendix 2 of our Business Plan for further details.

9 – School size - details of the number of pupils in school at the date of publication of this proposal, the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration

See Appendix 3 of our Business Plan for further details about the desirability of a small school.

There are 475 pupils at the school at the time of the publication of the proposal.

Following discussions with a variety of stakeholders, we aim to achieve three form entry for Year 7 by September 2015, to offer the Frances Ashton Church of England Voluntary Aided Secondary School as an additional secondary provision in Dunstable.

We consulted with relevant parties, including the LA, who recommended we increase admission numbers for 2015 in Year 6 to 90, matching our proposed PAN. Indeed, further discussions and surveys since our original proposal indicate our numbers may be higher in years 8 and 9 due students transferring from larger schools or from the surrounding towns such as Luton.

	Sept 2014	Sept 2015	Sept 2016	Sept 2017	Sept 2018	Sept 2019
Year 5	60					
Year 6	100	90				
Year 7	50	90	90	90	90	90
Year 8	100	50+	90	90	90	90
Year 9		80+	60+	90	90	90
Year 10			80+	60+	90	90
Year 11				80+	60+	90
Total	310	310+	320+	410	420+	450

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

The current admission arrangements fully comply with the admissions code, any amendment the Governors wish to make would be fully compliant with any regulations in place at the time. Initially we expect the admission criteria to remain the same, as the age range changes we will amend accordingly.

11 – National Curriculum

See Appendix 1 of our Business Plan for details.

Our leadership team and our enthusiastic and innovative staff will adapt as the needs of our pupils and the desires of our parents dictate, and we will design and develop a curriculum that delivers outstanding educational standards and keeps the needs of our children at the heart of everything we do. In order to achieve this we are talking with a range of providers including:

- Central Bedfordshire College who are eager to discuss a joint provision 14 – 16 and pathways for our students moving forwards 16+,
- Dunstable leisure Centre,
- Dunstablians Rugby Club,
- Priory Academy to explore the possibility of sharing expertise and facilities.



12 – Equal opportunity issues

The Frances Ashton C of E Secondary School will be open to all students, regardless of race, religion or gender. Students will have equal access to the options available and there will provision for those who require additional support to enable them to access the curriculum, and reach their full potential.

13 – Community cohesion

- Ashton Middle School is situated in the heart of Dunstable town centre, the heart of Dunstable’s history and the heart of Dunstable’s community
- In 1726, the Ashton Foundation established an educational institution based on the teachings and principles of the Church of England.
- Our current building is a well maintained, grade II listed building which dates back to 1888.
- For centuries, Ashton has worked with the parents and children of Dunstable and provided education as a boarding school, grammar school and middle school.
- We are again proposing to reflect the wishes of the local community by changing our age range and continuing **Ashton’s evolution** in becoming **The Frances Ashton C of E VA Secondary School**.
- Former pupils include **Mike Bannister** (pilot of the last commercial Concorde Flight), **Gary Cooper** (Hollywood Actor), **Geoffrey Moore CBE** (Vauxhall Motor’s Chairman), **Norman Morris** (Professor who revolutionised maternity care in the UK), **Khawaja Nazimuddin** (Pakistan’s 2nd Prime Minister in the 1950’s) and **Kevin McCloud** (TV Presenter – Grand Designs)

Contribution to the community through sport, music and charity events is a strength of the school. (Success in music exams, performance in the community, outstanding achievement in local and county sporting events).

The percentage of vulnerable/FSM/SEN pupils contributing to the above is high, all our extra-curricular activities are inclusive. This is the expectation of our school. We take every opportunity to work with any school in our local community and beyond.

14 – Travel and accessibility

There will be no significant changes to travel or accessibility as the overall number of pupils will not change. The school has recently been part of the Sustrans programme and has upgraded the provision for pupils wishing to cycle to school. We will continue to work with all relevant authorities to ensure that we continue to encourage sustainable transport where possible.

15 – Capital

No additional land or buildings are required.

16 – School premises and playing fields

We have a playing field at West Parade and astro-turf facilities on the school grounds, ensuring sufficient space for all legal requirements regarding outdoor space to be met. See current discussions being undertaken with local institutions in Appendix 1.

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

NA