

School Transfer Advice Bedfordshire

April 2008 – March 2009

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1. General Overview

I. Background

Starting and transferring schools can be very stressful times for families. Finding a school where your child will be happy, will develop and learn in a supportive environment and fit in with the demands of the parents in terms of travel and child care provision, is something many parents take years planning.

Traditionally all children would attend their local lower, middle and then upper school in Bedfordshire, and many parents still choose to send their children to their catchment schools. It is not clear how many of these parents do so out of necessity (i.e. do not have transport to be able to take their children further a field), or because their catchment school is their first choice.

Some parents will change jobs and where they live in order to have the best chance of obtaining a place at their desired schools. For many parents who either cannot afford, or choose not to send their child to private schools, finding the “best” school for their child is a priority.

The majority of families, armed with information about local schools, appear to understand the system and are able to give their parental preference for a school place that meets all their needs. However, there are a number of families who find the system difficult to understand and therefore difficult to operate in the best interests of the child.

There are also a small number of parents who, for one reason or another, are unable or unwilling to engage with the process. Failure to express a choice or return the paperwork can place their child at significant risk by being allocated a school place that is perhaps not ideal or maybe not the catchment school if the catchment school is oversubscribed. Nationally, research shows that around 6% of parents with children transferring to secondary school are not interested in choosing a school. A number of parents have told the School Transfer Adviser that if their child does not get a place at their preferred school, they will either Home Educate their child or “keep them off” sometimes leading to unauthorised absence and truancy problems.

The Government has said it is committed to increasing parental choice regarding schools and said

*“Children **must not** be disadvantaged because their parents have difficulty accessing the school admissions process or do not engage with the process of applying for a school.”* (Revised School Admissions Code (2009), Appendix 5:2).

Section 42 of the Education and Inspections Act 2006 amends Section 81 of the School Standards and Framework Act 1998 to place a duty on local authorities to provide advice and assistance to all parents with children of school age in their area, when they are deciding which schools they want to send their children to.

The 2009 Revised School Admissions Code, Appendix 5: 5 stated

*“Local authorities have the flexibility in deciding how best to deliver their Choice Advice service locally, but they **must** provide an independent service that is focused on supporting the families who most need support in navigating the secondary school Admissions process. They may also provide Choice Advice at the primary school admission stage and for in-year admissions.”*

The government put aside £6.53 million in 2006/07 and £6 million for 2007/8 as a contribution to this aspect of local authorities' work to engage and involve parents. As parents likely to require help in engaging with the Admissions application system tend to live in the most deprived areas, the funding was distributed according to levels of deprivation (free school meals entitlement). Continued funding for 2008 -2011 has recently been announced and it is hoped the School Transfer post will continue within Bedfordshire until 2011. In Bedfordshire the funding has allowed the appointment of a School Transfer Adviser for three days a week.

2. School Transfer Adviser Role

Nationally the role of advising parents regarding school admissions is being referred to as Choice Adviser. Choice Advice is about helping and supporting families to make the best and informed choices of secondary school. All of the government literature (including the School Admissions Code) about the school admissions process refers to parents “choice” of school. However, paragraph 1.30 of the Revised 2009 School Admissions Code says “all parents (should) feel they have the same opportunities to apply for the schools they want for their child”.

Choice is not the same as preference, and this misnomer causes tension nationally as well as locally. When the Choice Adviser post was set up in Bedfordshire in 2006, it was felt that most parents do not have a choice of schools, due to the rurality of where they live, lack of transport or the fact that their first choice of school is oversubscribed, and so the post was called School Transfer Adviser.

The Revised School Admission Code 2009, Appendix 5 stated:

“Choice Advice will enable those parents who find it hardest to navigate the secondary school admissions system to make informed and realistic decisions about which schools to apply for in the best interests of their child. This will place these families on a level playing field with other families who are better able to navigate the admissions process..”.

The Code goes on to say that the School Transfer Adviser (Choice Adviser) should have a thorough understanding of Admissions issues including:

- How the Co-ordinated Admissions system works
- Admission policies for the appropriate schools which might be available for the child to attend
- Ofsted reports
- Performance tables and value-added data
- Over subscription data from previous year
- The number of appeals and how many were successful
- Special needs policy and provision
- Details of the curriculum
- Details of home-school transport and travel details
- Details of school uniform policy and how families can obtain help with the cost.

The 2007 Code implied that the focus of the work should be at the transition to secondary stage of a child’s education. However it was felt that the Bedfordshire School Transfer post should cover entry into school, as well as transition to middle and upper schools, believing that if parents have a good understanding of the system when applying for their child’s first school this may reduce issues at subsequent transition stages. The 2009 revised code also added *“They may also provide Choice Advice at the primary school admission stage and for in-year admissions.”*

As the post was only for 22.5 hours a week, it was agreed that initially the post would cover the most deprived areas of Bedfordshire, what was then known as Learning Communities 1, 2 & 6. This included the Bedford, Houghton Regis, Dunstable, Leighton Buzzard areas. Whilst the majority of proactive work continued to be focused on these areas for 2008 – 2009 as these continued to be the most deprived areas of the county, the School Transfer Adviser began assisting schools and parents from the rest of the county too.

The post is hosted and managed by the Parent Partnership Service, with the support and advice of the Head of the School Admissions Service. Part of the School Transfer Adviser's role is to undertake more generic Parent Partnership work, much of which overlaps with the "Choice Adviser role".

The national guidance stresses that the most vulnerable parents should be prioritised for Choice Adviser support. In planning the proactive work for 2008 – 2009 advice was sort from School Admissions regarding areas where parental engagement with the school admissions system was poor or there are a number of over subscribed schools. Unlike most Choice advisers it was felt very beneficial to also provide advice, support and information to parents of pre school children to assist them with applying for lower school places in the county.

In practice, the School Transfer Adviser's work is a mixture of reactive enquiries predominantly from parents but also referrals from Bedfordshire School Admissions Service, Education Welfare Officers, Schools, Home School Family Workers etc. or proactive work planned with the support of the Head of Admissions Service.

3. Professional Development

The post holder has attended a wide range of training and professional development opportunities to support both the School Transfer and Parent Partnership work. Attendance of the national Choice Adviser days, organised by CENTRA and Admissions and Exclusions training by ACE (Advisory Centre for Education) have proved particularly useful.

4. Reactive Work

In the two and a half years the post has been operational, the number of enquiries from parents who appear very knowledgeable about the school admissions system and school performance has been very few. The majority of parents who have made contact with the service are either referred by a professional or have been “identified” by the School Transfer Adviser or School Admissions as missing an Admissions Application form or needing help with an in-year application. The majority only ask about one or two schools and about the “headline” results of Ofsted reports. Very few have asked for the level of information suggested in the Admissions Code of Practice.

i. Recording of Data

All contacts are recorded on a database to assist with planning and evaluation of the post. The following data relates to contacts with the School Transfer Adviser in the period 1st April 2008 until 31st March 2009.

a) Total Number of contacts

The total number of contacts (to or from the School Transfer Adviser) was 731, some of which were with the same families.

Of these 175 were recorded as cases (i.e. contact amounted to over 20 minutes in total) although a few of the cases involved a numerous home visits and numerous hours of telephone calls for each case.

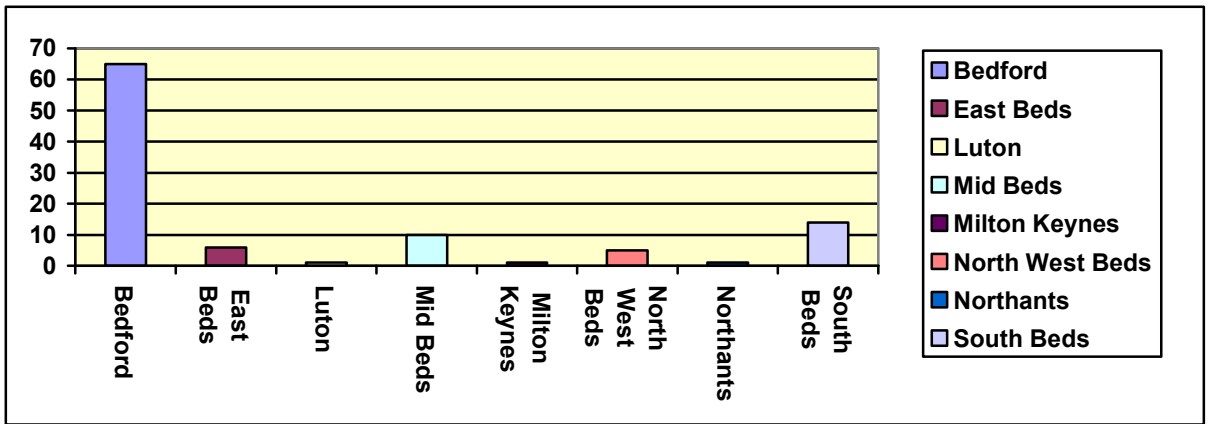
The average time spent on each case was 1 hour and 10 mins, with cases varying from 20 mins to 9 hours.

Of these contacts:

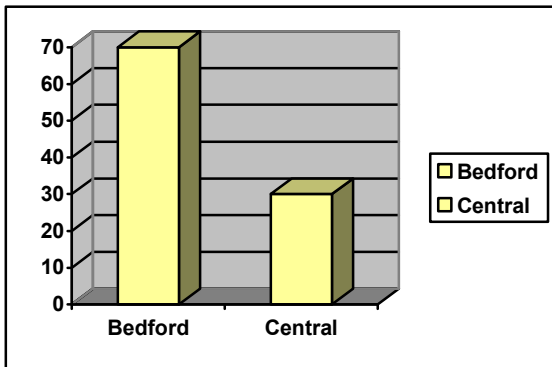
- 73 were from or to an unknown geographical location

Where the geographical location of the family was known:

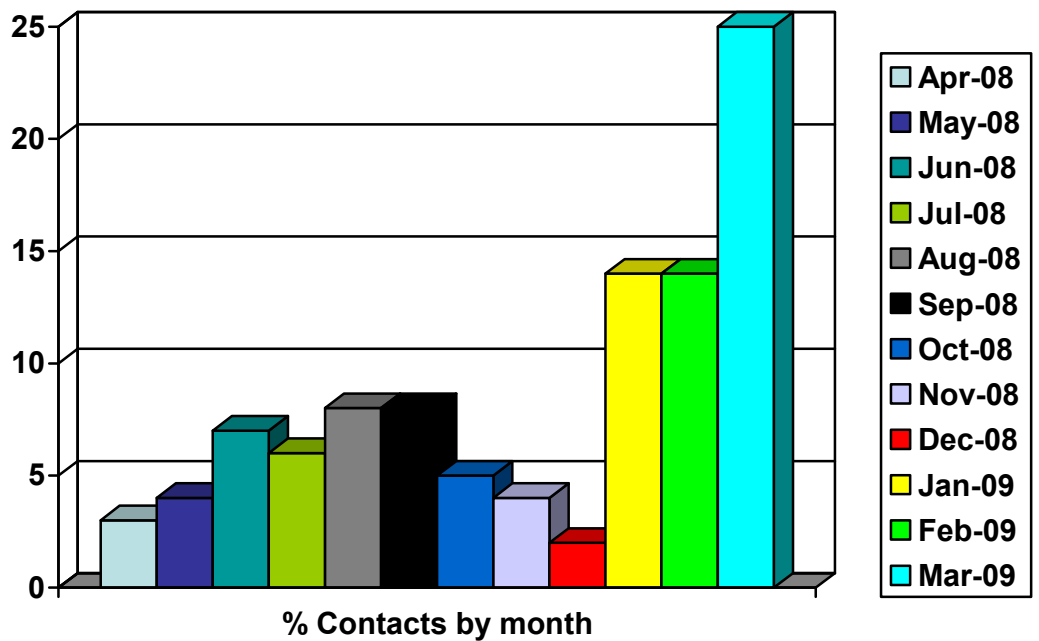
- 65% (425) were from Bedford
- 6% (42) were from East Beds
- >1% (2) were from Luton
- 10% (65) were from Mid Beds
- >1% (2) Milton Keynes
- 5% (31) North West Beds
- >1% (2) Northants
- 14% (89) South Beds



Therefore, where location was recorded 70% originated from Bedford Borough Council's area and 30% from Central Bedfordshire Council's area.

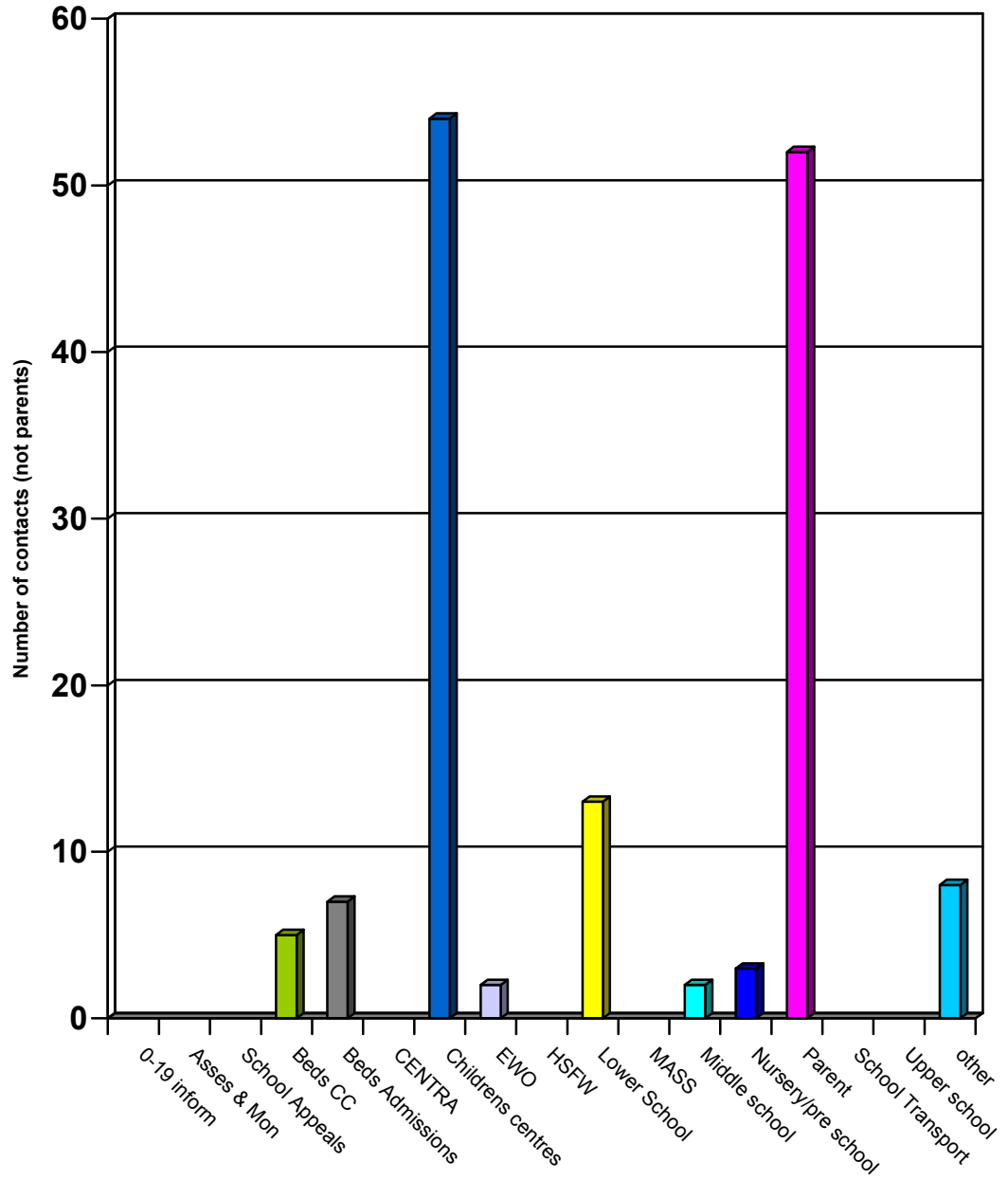


b) % Contacts by month



c) Contacts by source

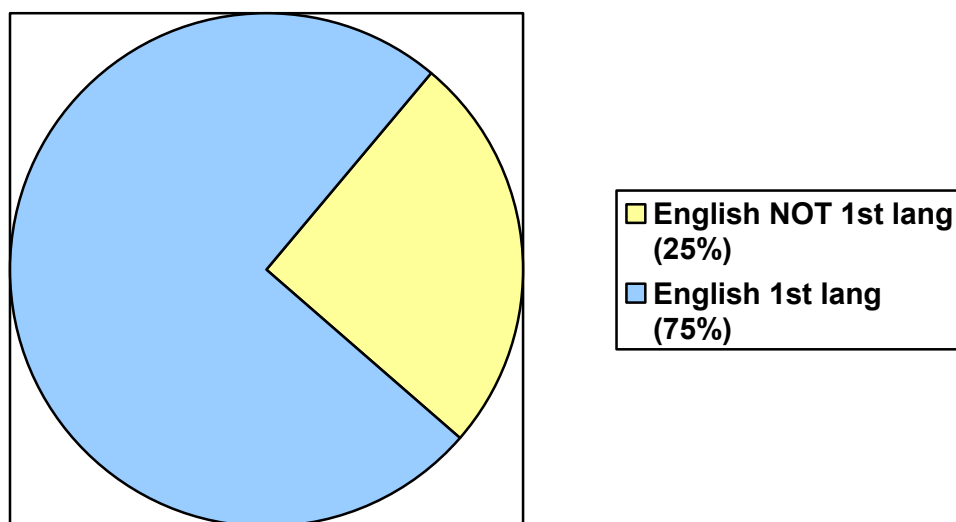
The following chart shows the source of the contact, if recorded:



d) % of contacts where English is known to NOT be the parents' first language

Of all the contacts to the School Transfer Adviser

**English 1st Language of parents
(where known)**



ii. Type of information, advice and support provided

The majority of enquiries fall into one of the following three categories:

- a) Help with the phase transfer process
- b) Help with in-year admissions applications
- c) Help with admission appeals

a) Help with phase transfer process

The majority of enquiries relating to phase transfers have been from families wanting confirmation that their application form has been received. In some other Authorities parents complete a stamped pre-printed postcard with their application which is then sent back to the parents by the Admissions Department to confirm the application has been received.

Some parents experienced difficulties with the online application system and so telephoned for help. Others, despite the widespread publicity, have been unsure of the Admissions timescales (i.e. not sure if they are too early to apply or too late to apply). Very few parents have requested information about individual schools and are directed to publicly available sources of information such as school prospectus, school websites, Ofsted reports etc. It is clear that many do not understand the preference system.

b) Help with in-year admissions applications

An increasing number of enquiries now relate to in – year Admissions applications, often these are from professionals on behalf of parents. A number of these referrals were from the School Admissions team who were unable to make contact with families, who do not speak English but yet had applied for an in year school place. As the School Transfer Adviser I was able to undertake home visits in order to try to make contact.

c) Help with admission appeals

A number of families who contacted the School Transfer Adviser asking for either help or information about the appeals process would not have found a written prompt helpful for the Appeal itself. For example one Mother had severe literacy problems and was unable to read the Appeals information or write her Appeals application. The School Transfer Adviser was able, as a result of two home visits to assist the Mother with the preparation for her appeal. This involved helping Mother draw objects to create a prompt list for her to use in the Appeal itself.

For some parents help has been offered explaining the process and for others the help has extended to helping parents prepare for the appeal and also think about other options in case the appeal was unsuccessful. In some Local Authorities, the Choice Adviser will assist parents through the entire Appeals process including attending the Appeal hearing. To date, it has been felt that School Transfer Adviser does not have enough time to attend hearings with parents and also, as an employee of the County Council, it may cause difficulties if arguing against her employer.

5. Proactive Work

In order to increase vulnerable parents' engagement with, and understanding of, the Admissions system, a number of proactive initiatives have been developed since the start of the role.

i. Development and printing of appropriate publicity materials

In order to promote the post useful materials were developed.

Flier - this was sent out to parents where no Admissions Application form appeared to have been completed. The flier provided parents with information about what help was available and the School Transfer Advisers contact details.

School Year fridge magnet – this proved very successful as it not only ensured parents had the School Transfer Advisers contact details but gave details of the school term dates and key Admissions dates. These were distributed via professionals and schools.

ii. Increasing other professionals' understanding of the Admissions process and the role of the School Transfer Adviser

In order to access as many vulnerable parents as possible, the School Transfer Adviser made contact with as many relevant professionals as possible in the targeted areas. Presentations were given at numerous team meetings including the Education Welfare Officers, Looked After Team, Children's Centre Managers etc.

Articles were written for "Schools First" and the Parent Partnership newsletters

A letter was sent to every Head Teacher of schools in the target area and a visit made to many of these schools

iii. Chase up outstanding Middle and Upper School Admissions forms prior to allocation of schools

The Admissions Service asked for support in chasing up outstanding Middle and Upper school Admissions applications before the school places were allocated.

In February, an attempt was made to contact all families with an outstanding middle or upper school application form. This was following a reminder letter sent out by Bedfordshire County Council's School Admissions service. There appeared to be a dramatic decrease in the number of outstanding forms which required chasing.

	Outstanding forms Feb 2008	Outstanding forms Feb 2009	% decrease
Middle schools	210	173	-18%
Upper Schools	204	144	-30%

The Department for Children, Schools & Family emphasise that the Choice Adviser should be working with the most vulnerable families in the area. The families, where no form had been completed, were obviously at risk of not getting a school place at a school they desire/ or even their catchment school. However it would appear the group were also over represented in terms of children with Special Educational Needs, children who have been recently excluded and those who have Free School Meals.

In terms of Special Educational Needs,

- the number of children who had not completed an Upper School application form but were at School Action was 26% compared to the Year group having 14% of children at School Action
- the number of children who had not completed an Upper School application form but were at School Action Plus was 12% compared to the Year group having 4% of children at School Action Plus

In terms of recent exclusions,

- the number of children who had not completed an Upper School application form but had had a recent exclusion was 12% compared to the Year group having 4% of children recently excluded

In terms of Free School Meals,

→ the number of children who had not completed an Upper School application form and received free school meals was 27% compared to the Year group having 13% of children in receipt of free school meals

iv. Provide support to parents via Children's Centres

Following on from some pilot work with Children's Centres in Bedford in 2008, the School Transfer Adviser sort support from the commissioning lead of Bedfordshire Children's Centres to encourage all the centres to hold at least one session regarding Lower School Admissions prior to the end of September closing date. In order to gain support I gave a presentation to the Children Centre Managers meeting explaining the importance of the work and some of the issues. Dates were then arranged for at least one visit to all children's centres that were up and running at that time. The 38 sessions took place between May and September, some were highly publicised others were tagged onto existing play sessions. In total in depth advice was offered to 307 families, including providing advice and information about schools and help completing forms. Of these 16% did not speak English as their first language.

The closing date for the Lower School Application forms will be changed (from September to the following January) which will mean there is less time and opportunity to undertake this work in the future.

v. Development of fact sheets for parents about the School Admissions system

As a result of case work with families across the county, it was clear that many families do not understand the Admissions process. In particular, parents of children who have statements of Special Educational Needs or are on School Action or School Action Plus are often unaware of how early they should start considering the next school for their child. With the help of the School Admissions Service and the Assessment and Monitoring team, four fact sheets were written.

The fact sheets are:

- **Helping your child prepare for their first school**
- **Applying for places at Lower, Middle and Upper Schools in Bedfordshire**
- **Applying for places at Lower, Middle and Upper Schools in Bedfordshire if your child is supported on Action or Action Plus**
- **Applying for schools in Bedfordshire if your child has a statement of Special Education Needs and practical advice for starting school**

The fact sheets are being distributed primarily through Bedfordshire Schools and are also available in Polish. To date, the Polish versions are particularly popular.

vi. Development of Bedfordshire Parent Partnership website to include information about the help available from the School Transfer Adviser

The School Transfer Adviser also undertakes Parent Partnership duties and has led on the development of an “independent” website. School Transfer advice and information is available on the site and it is hoped to create links to all the relevant Admissions and Education pages on the Bedfordshire County Council site.

vii. Link with the Parent Partnership Service

The post is sited within the Parent Partnership Service and undertakes some Parent Partnership case work including accompanying families on visits to see new schools.

As a result of previous work with the Leighton Buzzard Home School Family worker, it was agreed that both Parent Partnership and the School Transfer Adviser were receiving very few enquiries from the area although the Home School Family worker knew there to be a great deal of need in the area.

It was agreed to pilot some sessions for parents whose children have Special Educational Needs at School Action or School Action Plus and therefore are likely to have needs that are better met by some schools over others. Initially the event was to be

focused on parents from one Lower school but all the other schools in the area began asking for sessions for their school too.

The sessions took place after school drop off time in the morning, before school drop off time in the afternoon and a twilight session and were very well attended. The School Transfer Adviser gave an over view of the Admissions process and timescales, the Parent Partnership Officer explained the help available from their service and mentioned what issues parents may need to consider when choosing which schools to apply for. The Home School Family worker was able to give a great deal of information about the local middle schools and explained that schools offered different things for different children, for example, the height of ceilings in some schools may cause echoes/amplify noise which maybe distracting/unsettling for children on the autistic spectrum.

Plans are underway to offer these sessions again in Central Bedfordshire in July and hopefully offer more of these sessions in both Authorities in 2010.

viii. Link with the National and Regional Choice Adviser forum to develop best practice

a) CENTRA network days

At the inception of the Choice Adviser initiatives nationally, the then Department for Education and Schools contracted out the support and development of the local authority Choice posts to an organisation called CENTRA.

Network days have been held every year in five locations around the country. The School Transfer Adviser has attended these and was asked to present at the second event. The days provide the opportunity to share good practice and network with other areas.

b) CENTRA database

CENTRA created an online database for Choice Advisers to input data about the parents they had contact with and the issues raised. In order to protect parents' personal information, no personal details about the parents or child are recorded on

this database. It is not possible to extract any one areas data by individual Choice Adviser and so was not useable on a day-to-day basis by the School Transfer Adviser to maintain useful case records. It was decided after six months of using the database that Bedfordshire, along with a number of other areas, would no longer input to this database.

The School Transfer Adviser continues to maintain an Access database of contacts to and from parents and others, as well as keeping detailed case notes.

c) Case Studies

The Department for Children, Schools and Families requested that local areas provide case studies as examples of the Choice Adviser's work. They were particularly interested in the case studies undertaken where English had not been the family's first language and an interpreter was used.

Repeat visits were made to the families to ask to evaluate the service they had received from the School Transfer Adviser. All were very happy with the information provided.

These case studies were disseminated amongst Choice Advisers across the country, by CENTRA.

d) Participation in the National review of Choice Advice initiatives, undertaken by Sheffield Hallam University

Bedfordshire was approached by Sheffield Hallam University to participate in the national review of Choice Advice. Bedfordshire was chosen because the work had been up and running for over twelve months, at that time, and because of the rurality of much of the county.

The School Transfer Adviser was asked to complete

- a) a questionnaire with every parent whose enquiry to the School Transfer Adviser took more than a few minutes to deal with, and
- b) a second questionnaire was to be completed by the School Transfer Adviser about the information she provided the parent.

The “Parent” questionnaire contained personal questions about family income, entitlement to free school meals and occupation. The School Transfer Adviser felt these questions may appear intrusive if a parent was only telephoning to ask about local schools. It was agreed that the Parent questionnaire would be sent to the parent after the enquiry had been dealt with and a pre-paid envelope provided to send back direct to Sheffield Hallam, if the family wanted to participate. Each questionnaire was coded so that the corresponding questionnaire completed by the School Transfer Adviser could be matched up by the researchers.

The results of the research were published and whilst individual areas, that participated in the research are not identified, there was strong support expressed for the way our “Choice” advice is being delivered.

Of the fifteen local Authorities who took part in the research, the research concluded;

“Parents seemed to have been most satisfied where the levels of support were highest. This was particularly associated with many of the Parent Partnership based services”.

It went on to say “of all the models, Parent Partnership based services seemed to have advised the highest volume of parents and pro-actively reached more target group parents – often also delivering more intensive levels of support, which included home visits and accompanying parents on school visits”.

Bedfordshire was one of seven Choice Advisers who were based in a Parent Partnership service who took part in this research.

Contribution to CENTRA newsletters

CENTRA produce termly newsletters for CHOICE advisers, to promote learning and good practice. The Bedfordshire School Transfer Adviser has written two articles for the newsletter about initiatives under taken in Bedfordshire.

6. Future areas of work

The funding for Choice Advice in Bedfordshire was confirmed for the following three years (September 2008 – August 2011) as part of the Standards Fund.

Following the reorganisation of the local authorities in Bedfordshire on 1st April 2009, the School Transfer Adviser post has been agreed for 22.5 hours for both Bedford Borough and Central Bedfordshire, in effect to double up the provision of Choice advice across the county. The existing post holder will be working for Bedford Borough and the process to recruit to the other post is under way.

Much of the proactive and responsive work is likely to be continued in both areas but definite plans are still to be agreed.

7. Appendix 1

The School Admissions Code 2007, Appendix 5

The School Admission Code 2007, Appendix 5 stated:

“All children of all backgrounds, race or religion, must have the same degree of access to good quality schools. Children must not be disadvantaged because their parents have difficulty in accessing the information they need to make a choice of school or because their parents do not, for whatever reason, engage with the process of applying for a school. In order for all children to have the best chance in life, it is essential that their parents and carers have the information they need to make decisions about which schools to apply for and where they need it, support in making the application.”.

The Code goes on to say

“ the role of the Choice Adviser is to help families optimise their choices using all the information to hand, as detailed below, and use local knowledge of what individual schools have to offer to ensure parents are more likely to get the best place for their child. Where appropriate, this will include information about schools which might be in different local authority areas with additional advice covering local authority school admission regimes and individual school’s admission criteria.

Choice Advisers are expected to know about:

- a) How the Co-ordinated Admissions system works in their own, and neighbouring, local authority areas when schools in that area might be available to the child to attend.*
- b) Admission policies for the appropriate community, voluntary aided, foundation, trust, independent and boarding schools and academies which might be available to the child to attend*
- c) Performance tables and value-added data for appropriate schools*
- d) The Ofsted report of the last inspection of the school*
- e) Admissions data from previous years including the number of applications received, number of children admitted and success rate of appeals*
- f) The schools own description of their offer contained in their prospectus and their online School Profile, including their ethos and any special facilities*
- g) Special needs and disability policy and provision, drawing on the knowledge and experience of local parent partnership services*

- h) Details of the curriculum offer including the school's specialism in the case of specialist schools*
- i) Times of the school day and term dates including any knowledge of proposals to change the pattern of education provision*
- j) Transport details including financial assistance to help with the cost of travel to and from school and home-school distances*
- k) Details of school uniform policy and how families can obtain financial assistance to help with the cost.*
- l) E-admissions and on-line applications.*

Appendix 2 – Late Admissions Applications by schools for 2007, 2008 and 2009 in Bedfordshire

I. 2007 - 2009 Late Phase transfer to Middle schools by school

School targeted by School Transfer Adviser April 07 – Nov - 08	Current School Name	2007	2008	2009	% of Year 4 who did not return application on time
	Cotton End Lower School	1	2	0	40%
	Houghton Conquest Lower School	1	3	1	33.33%
	St Marys (caddington) Lower School	1	4	1	26.66%
<input checked="" type="checkbox"/>	Putnoe Lower School	9	14	3	26.41%
	Shelton Lower School	0	3	0	25%
	St Vincents Lower School	2	7	1	24.13%
	Pulloxhill Lower	0	3	0	23.07%
	Dunton Lower School	2	2	1	22.2%
	Heathfield Lower School	1	3	0	21.42%
	Potton Lower School	1	11	2	20%
<input checked="" type="checkbox"/>	Stephenson Lower School	8	13	10	17.80%
	Northill Lower School	0	2	1	16.66%
	Shortstown Lower School	2	5	2	16.66%
	Woburn Lower School	0	1	4	16.66%
	Thornhill Lower School	0	6	0	16.21%
	Greenfield Lower School	1	4	2	16%
	Turvey Lower School	0	3	1	15%
	Slip End Lower School	1	2	2	14.28%
	Livingstone Lower School	0	3	0	13.63%
	Leedon Lower School	0	8	1	13.33%
	Bedford Road Lower School	4	8	1	12.69%
	Kempston Rural Lower School	0	2	2	12.5%
	Sundon Lower School	1	2	1	12.5%
<input checked="" type="checkbox"/>	Tithe Farm Lower School	7	3	1	12.5%
	Willington Lower School	1	1	0	12.5%
<input checked="" type="checkbox"/>	St Josephs Lower School	5	7	6	12.28%
	Dunstable Icknield Lower School	2	6	0	11.76%
<input checked="" type="checkbox"/>	Cauldwell Lower School	3	5	1	11.62%
	Lancot Lower School	3	6	1	11.32%
<input checked="" type="checkbox"/>	Beecroft Lower School	10	5	1	11.11%
	John Donne Lower School	2	1	4	11.11%
	St Marys (clophill) Lower School	0	3	0	11.11%
	Shackleton Lower School	3	6	0	10.52%

School targeted by School Transfer Adviser April 07 – Nov - 08	Current School Name	2007	2008	% of Year 4 who did not return application on time	
				2009	
	Heathwood Lower School	0	3	0	10%
	Sutton Lower School	2	1	1	10%
	Maple Tree Lower School	4	4	2	9.75%
	Chalton Lower School	0	1	0	9.09%
	Moggerhanger Lower School	0	1	0	9.09%
	St Andrews Lower School	2	7	3	9.09%
	Campton Lower School	5	2	2	8.69%
	Downside Lower School	2	2	2	8.33%
	Renhold Lower School	1	1	1	8.33%
	Lawnside Lower School	3	4	2	8%
	Southlands Lower School	0	4	0	7.84%
<input checked="" type="checkbox"/>	Goldington Green Lower School	16	6	4	7.59%
	Christopher Reeves Lower School	0	1	0	7.14%
	Great Barford Lower School	2	2	0	7.14%
	Riseley Lower School		2	1	7.14%
	St James Lower School	2	1	2	7.14%
	The Mary Bassett Lower School	0	2	0	6.89%
	Eaton Bray Lower School	3	1	0	6.66%
	Swallowfield Lower School	1	3	4	6.38%
	Templefield Lower School	5	3	2	6.38%
	Derwent Lower School	2	2	0	6.25%
	Meppershall Lower School	1	1	1	6.25%
	Camestone Lower School	1	4	1	6.15%
	Caldecote Lower School	1	1	0	5.88%
	The Firs Lower School	0	3	2	5.88%
	Elstow Lower School	3	3	2	5.76%
	Balliol Lower School	9	2	5	5.4%
	Queens Park Lower School	11	4	2	5.33%
	Stondon Lower School	1	1	0	5.26%
	Toddington St George Lower School	1	3	0	5%
	Langford Lower School	4	2	0	4.87%
	Laburnum Lower School	3	1	2	4.54%
	Clipstone Brook Lower School	1	2	2	4.44%
	St Marys (stotfold) Lower School	1	2	0	4.34%
	Shefford Lower School	1	2	0	4.25%
	Watling Lower School	1	2	0	4.25%
	Hawthorn Park Lower School	1	2	4	4.08%
	Willowfield Lower School	0	1	0	4%
	Springfield Lower School	0	2	3	3.92%
	John Gibbard Lower School	0	1	1	3.84%
	Russell Lower School	1	1	0	3.84%

School targeted by School Transfer Adviser April 07 – Nov - 08	Current School Name	2007	2008	% of Year 4 who did not return application on time	
				2009	
	Scott Lower School	0	1	1	3.84%
	St Swithuns Lower School	2	1	0	3.84%
	Hazeldene Lower School	0	3	2	3.65%
	Robert Peel Lower School	10	2	4	3.57%
	Maulden Lower School	0	1	0	3.44%
	Thomas Whitehead Lower School	0	1	2	3.44%
	All Saints Lower School	0	1	0	3.33%
	Doverly Down Lower School	0	1	0	3.33%
	Pulford Lower School	1	1	0	3.33%
	The Hills Lower School	2	2	3	3.33%
	Cranfield Lower School	5	2	3	3.17%
	Ashton St Peters (va) Lower School	0	1	0	3.12%
	St Christophers Lower School	1	1	3	2.94%
	Wootton Lower School	1	2	1	2.89%
	Beaudesert Lower School		1	0	2.77%
	St John Rigby Lower School	3	2	2	2.70%
	Lark Rise Lower School	0	1	0	2.27%
	Church End Lower School	0	1	2	2.08%
	Hadrian Lower School	1	1	1	2.08%
	Ursula Taylor Lower School	3	1	0	1.96%
	Brickhill Lower School	3	1	2	1.88%
	Flitwick Lower School	1	1	0	1.88%
	Gothic Mede Lower School	0	1	1	1.85%
	Ramsey Manor Lower School	4	1	2	1.85%
	Bromham Lower School	2	1	0	1.58%
	Southcott Lower School	1	1	1	1.18%
	Ardley Lower school	3	0	3	0%
	Broadmead Lower School	1	0	0	0%
	Castle Lower School	2	0	0	0%
	Edith Carvell Lower School	1	0	1	0%
	Evershot Lower School	1	0	3	0%
	Everton Lower School	2	0	0	0%
	Gravenhurst Lower School	1	0	0	0%
	Houghton Regis Lower School	2	0	0	0%
	Kensworth Lower School	1	0	0	0%
	Kingsmore Lower School	2	0	2	0%
	Linslade Lower School	2	0	1	0%
	Milton Ernest Lower School	1	0	0	0%
	Priory Lower School	3	0	0	0%
	Roxton Lower School	2	0	2	0%
	Silsoe Lower School	1	0	2	0%

School targeted by School Transfer Adviser April 07 – Nov - 08	Current School Name	2007	2008	% of Year 4 who did not return application on time	
				2009	
	Southill Lower School	1	0	0	0%
	St George Lower School	1	0	2	0%
	Studham Lower School	1	0	0	0%
	Thomas Johnson Lower School	1	0	0	0%
	Thurleigh Lower School	1	0	0	0%
	Wilden Lower School	1	0	0	0%
	Greys Education Centre	0	1	0	

II. 2007, 2008 & 2009 Late Phase transfer to Upper schools by school

School targeted by School Transfer Adviser April 07 – Nov - 08	Current School Name	2007	2008	2009	% of Year 8 who did not return their application form on time
	Edward Peake Middle School	7	9	0	0%
	Holywell Middle School	4	3	0	0%
	The King John School		1	0	0%
	Greys Education Centre	0	1	1	-
	Parkfields Middle School	1	5	1	>1%
	Alban Middle School	0	4	1	>1%
	Henlow Middle School	3	6	1	>1%
	Ashton (va) Middle School	2	6	1	>1%
	Beauchamp Middle School	5	5	1	>1%
	Alameda Middle School	3	4	1	>1%
	Five Oaks Middle School	4	4	0	0%
<input checked="" type="checkbox"/>	Newnham Middle School	6	3	2	1%
	Margaret Beaufort Middle School	2	2	1	1%
	Burgoyne Middle School	4	7	1	2%
	Woodland Middle School	25	14	3	2%
	Harrold Priory Middle School	6	7	2	2%
	Gilbert Inglefield Middle School	7	6	3	2%
	Holmemead Middle School	3	3	2	2%
	Priory Middle School	1	0	2	2%
	Etonbury Middle School	10		3	2%
	Harrowden Middle School	41	11	4	3%
	Leighton Middle School	6	7	3	3%
	Arnold Middle School	4	6	5	3%
	Lincroft Middle School	5	6	6	3%
<input checked="" type="checkbox"/>	Streetfield Middle School	9	11	5	4%
<input checked="" type="checkbox"/>	Daubeney Middle School	15	10	5	4%
	Linslade Middle School	5	7	6	4%
<input checked="" type="checkbox"/>	St Gregorys Middle School	7	2	5	4%
	Robert Bloomfield Middle School	13	3	8	4%
<input checked="" type="checkbox"/>	Goldington Middle School	8	1	6	4%
	Robert Bruce Middle School	23	14	8	5%
<input checked="" type="checkbox"/>	Westfield Middle School	3	4	5	6%
	Brooklands Middle School	2	1	4	6%
	Kings Houghton Middle School	8	9	9	7%
	Sandy Place Middle School	16	8	8	7%
<input checked="" type="checkbox"/>	Mill Vale Middle School	11	10	9	7%

<input checked="" type="checkbox"/>	Fulbrook Middle School	11	6	6	8%
	Brewers Hill Middle School	5	8	5	10%
	Woodside Middle School	-	-	6	12%
<input checked="" type="checkbox"/>	Abbey Middle School	6	3	6	13%