

# Children's Services Overview and Scrutiny Committee

<b>Schedule</b>	Tuesday 10 March 2020, 10:00 AM — 2:00 PM GMT
<b>Venue</b>	Council Chamber, Priory House, Monks Walk, Chicksands, Shefford, Bedfordshire, SG17 9TQ
<b>Description</b>	<p>To Chair and Members of the Committee:-</p> <p>Cllr D Shelvey (Chair) Cllr M Liddiard (Vice Chair)</p> <p>Councillors: Foster, Versallion, Wallace, Ryan, Tamara, Berry, Smith, Bowater Co-opted Members : K Minor, L King, D Morton, D Main Substitute: Councillors Firth, Chatterley, Collins, Farrell, Gomm</p>
<b>Notes for Participants</b>	<p>A member of the public who wishes to speak at this meeting can register to speak online via this link: <a href="http://www.centralbedfordshire.gov.uk/speak">www.centralbedfordshire.gov.uk/speak</a></p> <p>This meeting may be filmed by the Council for live and/or subsequent broadcast online and can be viewed at <a href="https://centralbedfordshire.public-i.tv/core/portal/home">https://centralbedfordshire.public-i.tv/core/portal/home</a>. The Chairman will confirm if all or part of the meeting will be filmed by the Council. Any footage will be on the Council's website, a copy of it will also be retained in accordance with the Council's data retention policy. By attending the meeting, you are deemed to have consented to being filmed by the Council. Full details on the use of recordings is provided via the link above.</p> <p>For further information on this meeting contact: <a href="mailto:committeemeetings@centralbedfordshire.gov.uk">committeemeetings@centralbedfordshire.gov.uk</a></p> <p>Hard copies of the papers for this meeting are not routinely made available to those in attendance. Should you require a copy of please download this from the Council website beforehand.</p>

## Agenda

**A great place to live and work.**

## 1. Apologies for Absence

Apologies for absence and notification of substitute members.

---

## 2. Minutes

To approve as a correct record the Minutes of the meeting of the Children's Services Overview and Scrutiny Committee held on 21 January 2020 and to note actions taken since that meeting.

---

## 3. Members' Interests

To receive from Members any declarations of interest and of any political whip in relation to any agenda item.

---

## 4. Chairman's Announcements and Communications

To receive any announcements from the Chairman and any matters of communication.

---

## 5. Petitions

To receive petitions from members of the public in accordance with the Public Participation Procedure as set out in Part 4G of the Constitution.

---

## 6. Questions, Statements or Deputations

To receive any questions, statements or deputations from members of the public in accordance with the Public Participation Procedure as set out in Part 4G of the Constitution.

---

## 7. Call-In

To consider any decision of the Executive referred to this Committee for review in accordance with Part 4D of the Constitution.

---

## 8. Requested Items

To consider any items referred to the Committee at the request of a Member in accordance with Part 4D of the Constitution.

---

## 9. Executive Members' Updates

To receive a brief verbal update from the Executive Members for Families, Education and Children and Health and Wellbeing and Communities.

---

## 10. Safeguarding Children's Board Annual Report 2018-19

To receive a historic report regarding the work of the Safeguarding Children's Board

---

## 11. Validated Exam Results

To receive a report detailing validated results, including a breakdown of individual school performance

---

## 12. Schools for the Future Update – Shefford and Stotfold Cluster Plan

To receive a report detailing the outcomes of a public consultation

---

## 13. Schools for the Future Update - Leighton Linlade

To receive a report in relation to phase one of the Leighton Linlade cluster plan

---

## 14. To Assess the Budget Implications of Mainstream and Special Schools Transport

To receive a report as requested by the Corporate Resources Overview and Scrutiny Committee

---

## 15. Central Bedfordshire Area Ofsted SEND Inspection Letter and Partnership

## Action Plan

To receive details of the recent SEND inspection letter and a report detailing milestones and targets as requested by the Committee at a previous meeting

---

### 16. Work Programme 2019/20 and Executive Forward Plan

The Committee will receive details of the currently drafted work programme and the Executive forward plan

---



At a meeting of Children’s Services Overview and Scrutiny Committee held in Priory House Council Chamber on 21 January 2020 from 10am

<b>Present:</b>	Cllr D Shelvey (Chair) Cllr M Liddiard (Vice-Chair)		
<b>Members:</b>	Cllrs	M Foster M Versallion E Wallace D Bowater	Cllrs A Ryan J Tamara M Smith
<b>Parental Co-optees:</b>	L King		
<b>Apologies</b>		D Morton (Church of England Co-optee) K Minor (Parent Governor Co-optee)	Cllrs R Berry  D Main (Catholic Church Co-optee)
<b>Substitutes</b>	Cllrs	F Firth	
<b>Members in Attendance:</b>	Cllrs	A Dodwell S Goodchild	Cllrs B Spurr J Baker
<b>Officers in Attendance:</b>	P Fraser	Assistant Director - Children’s Services	
	J Nason	Head of Children’s Services Commissioning and Performance	
	S Tyler	Assistant Director – Children’s Services	
	C Edwards	Admissions Manager	
	S Preston	Strategic Commissioning Officer	
	R Preen	Scrutiny Policy Adviser	
<b>Public</b>	5		

## 1. Minutes

**RESOLVED** that the Minutes of the meeting of the Children’s Services Overview and Scrutiny Committee held on 19 November 2019 be confirmed and signed by the Chairman as a correct record subject to the following amendments:-

- That Cllr A Dodwell had been in attendance until 12pm.

**2. Members' Interests**

None

**3. Chairman's Announcement and Communications**

That due to apologies from several co-opted Members the Committee would be inquorate during the education report at item 13. However the Council's Monitoring Officer had confirmed that business could proceed on the basis that the Committee was not a decision making body, instead any comments would be captured as part of the consultation process. The Chair advised Members that the report at item 14 had been circulated to note and for information only, however if Members had any questions or comments to make these would be addressed during the Executive Member update. In order to accommodate a formal response to the registered speaker, the Chair had agreed to reorder the agenda to ensure senior officer availability at the appropriate time.

**4. Petitions**

None.

**5. Questions, Statements or Deputations**

The Chair confirmed that one person had registered to speak in relation to the Neuro Developmental Disorders report and that their statement would immediately precede the report and presentation.

**6. Call-In**

None.

**7. Requested Items**

None.

**8. Executive Members' Update**

The Deputy Executive Member for Families, Education and Children provided details of families who had been supported by the Council and the local children's centres over the Christmas period and that a number of Christmas parties had been held for care leavers, with thanks given to those Members who had supplied presents for those occasions. Several care leavers had secured and graduated from

apprenticeships in recent months, with the social work teams having been shortlisted for several national awards.

In response to a Member query the Assistant Director for Education (AD) confirmed that school funding was scrutinised at the School's Forum, with delegated authority to the Director for Children's Services (DCS). The national funding formula informed how much funding schools would receive, with the Council moving towards that end over the course of the next 1-2 years and in light of the complexities around school funding the Committee recommended that a Member briefing be arranged.

In response to a Member query in relation to item 14, the Deputy Executive Member highlighted that the Children's Services Annual Report was a useful tool in order to learn from complaints and feedback, it was shared with the Corporate Parenting Panel and disseminated amongst the various social work teams.

In response to a Member query in relation to additional questions posed by Woburn Lower School regarding the Schools for the Future consultation, the AD confirmed that a response would be provided to the school once the queries had been shared with him and assessed.

The Deputy Executive Member for Health confirmed that the School Health and Wellbeing Survey (SHEU) had recently concluded with 98% of schools having taken part. The Council was working with its partners to assess the early years setting and determine any affect on academic performance when a child started school and Members were advised that the Children and Young People's annual assessment was nearing completion and data would be available in the coming months. Members requested that a written response from the Executive Member for Health in relation to local 'flu vaccinations be made available to them.

## **9. Progress report on Short Breaks: Future Partnership and Grant Funding with Voluntary Organisations**

Councillor Smith declared an interest due to his work for the community and voluntary sector.

The Head of Children's Services Commissioning and Performance and a representative from the Parent/Carer forum SNAP co-delivered a presentation detailing recent engagement and activities with children and young people with special educational needs and disabilities (SEND) and their families in relation to short breaks.

In light of the presentation Members discussed the following in summary:-

- That sessions were very well attended and that feedback from them would inform the future direction of travel, including expanding capacity where required in order to enable increased attendance.
- That a consultation on the competitive grants process would be launched in the coming months and would be appropriately structured.
- That the parent/carer forums were broadly supportive of the proposals and were keen to ensure ongoing engagement, effective communication and advance notice of any changes to the process, with reassurance that the process had stabilised and that services were not being withdrawn from families.
- The importance of engagement with the voluntary sector due to their expertise and the effective use of the resources available to them, with a need to analyse the implications of using Council facilities when delivering a broader range of services.
- That short breaks were advertised locally and via the schools' communication Central Essentials, with a need to understand the relatively low numbers currently accessing the provision, working with neighbouring authorities as part of the evidence gathering process.

#### **RECOMMENDED:-**

- 1. That the Committee support the project priorities for the next six months.**
- 2. That the final financial model must meet the needs of children and their families whilst still providing value for money, utilising Council resources where appropriate.**
- 3. That the carer/parent forum SNAP be engaged and included at every stage of the process.**
- 4. That a future report be delivered to the Committee in September 2020 to include the funding model and success analysis in relation to sessional attendance and resulting outcomes for children and their families.**

## **10. Neuro-Developmental Disorders (NDD) Pathway**

One speaker delivered a statement which included the following in summary:-

- That the availability of places in special schools in Central Bedfordshire was insufficient and that Autistic Spectrum Disorder (ASD) provisions were turning away children whose needs they could meet.
- The associated pressures on mainstream schools and teaching staff due to a lack of specialist provision, with many children suffering exclusions from lessons and school as a result.
- The impact on academically able ASD children whose needs were not being met due to the unsuitability of the school environment.
- The long term financial impact of additional services required to support ASD children and their families, including the cost of school transport.
- The need for the Schools for the Future programme to address the issue of Special Educational Needs and Disabilities (SEND) and ASD long term provision.

- That planning for future housing growth and demand was important but it was crucial not to lose sight of those children currently within the education system.

In response to the speaker the AD for Children's Services advised the Committee that SEND school places were estimated 10 months in advance of the new academic year starting, therefore numbers often fluctuated, however there were currently sufficient SEND school places within the region to accommodate all children currently on roll. The schools funding formula was applied in order to appropriately meet the needs of children and an independent panel assessed specialist needs, placing a child in the most appropriate provision. Additional specialist teachers were being recruited and the issue of sensory overload in mainstream schools was currently being addressed, with information to be made available to the Committee in a future report. If an appropriate placement was offered to a child but then refused by a parent then the local authority was under no obligation to re-place them but would work with parents to understand why the child was not in education. Those children cited as being transported out of county were often attending schools within Bedford Borough due to the legacy of school provision following the abolition of the County Council and those schools were often closer to children living just outside the border, therefore the placements were deemed most appropriate. Where possible children would always be placed in a school closest to their home in order to minimise transport costs and disruption, however the placement needed to be appropriate.

In light of the speaker's statement and subsequent response Members discussed the following in summary:-

- That the speaker be thanked for their engagement in the scrutiny process and that the issues raised should not have been subsumed into a wider report on this occasion.
- That the scrutiny function had a duty to understand the disparity between the local authority figures in relation to provision and the experiences of parents and their children and that any future report include appropriate case studies.
- Concerns that the primary focus was on those children with very high needs and those on the lower end of the spectrum were being overlooked. In response the AD confirmed that the dedicated schools grant (DSG) had increased which helped support those children as yet undiagnosed and that schools were working hard with the local authority to support those children with lower level needs, emphasising that early intervention was a key element of the work being undertaken.
- Whether it was possible to consider the use of Section 106 contributions in order to plan appropriately for SEND school places.
- The need to understand the length of time for a diagnosis of condition.
- That a detailed response to a Ward Member's queries be shared with the Committee.

#### **RECOMMENDED:-**

- 1. That the Schools for the Future and school transport reports due to be delivered in March 2020 contain detailed information with regards to a long**

**term solution for SEND provision within those clusters, and fully address the concerns raised in relation to transport costs for children with SEND.**

**2. That a detailed report on the issues raised by the speaker be delivered in May 2020.**

The Head of Children's Services Commissioning and Performance delivered a presentation which set out methods to improve the offer available to children with Neuro-Developmental Disorders (NDD) and their families as the current pathway was disjointed and complicated, with the new model far clearer and easier to navigate.

In light of the presentation Members discussed the following in summary:-

- That there was no financial risk to the Council as the Clinical Commissioning Group (CCG) was the lead agency responsible for all associated costs and both they and all PAN Bedfordshire partners were supportive of the proposals.
- The importance of ensuring the most appropriate agencies supported children and their families and the need to ensure that resources had been allocated in order to reduce waiting times.
- The need to ensure that pre-school and health staff were sufficiently trained and experienced in order to enable early diagnosis and support parents to identify any needs within their children in relation to NDD. In response the AD confirmed that a pilot scheme to introduce SEND provision within the early years team had proved very successful with four additional staff recruited and those costs built into the DSG budget.
- That KPI's were being developed in order to measure the success and satisfaction of the service.
- That two successful workshops had been held which included representation from the parent/carer forums and others from within the voluntary sector.
- That the outcomes of a recent study to understand the reasons behind the exclusions of very young children would be shared with the Committee at a future meeting.

**RECOMMENDED that the Committee support the current key areas of development within the NDD local offer.**

**11. Looked After Children (LAC) Placements Strategy (including Independent Fostering Agency - IFAs)**

The Head of Children's Services Commissioning and Performance delivered a presentation which provided Members with an update on a recent consultation in relation to options for Looked After Children (LAC) placements and outlined the first phase of commissioning intentions for Independent Fostering Agency (IFA) placements.

In light of the presentation Members discussed the following in summary:-

- The importance of ensuring the driver for improvements was initiated by users of the service, to which it was confirmed that feedback from children and young people and their parents had informed the process.
- That there was a national challenge in relation to the cost of the IFA's and that the Council was working hard to ensure greater buying power with neighbouring authorities, learning from innovative best practice whilst minimising costs and continuing to ensure that the needs of the children and young people were met.
- That children's health assessments were carried out and that this was addressed by the Corporate Parenting Panel.

**RECOMMENDED that the Committee support progress to date and that a future report be delivered in January 2021.**

## **12. Consultation On The Council's Admission Arrangements For The Academic Year 2020/21**

The AD for Education outlined the proposed changes for the academic year 2020-21 and highlighted the statutory duty of the local authority in relation to school admission arrangements for the region. The AD explained that the admissions criteria only applied if a school was oversubscribed and that schools were keen to amend certain criteria in order to attract the best teaching staff.

In light of the report Members discussed the following in summary:-

- Whether amending the criteria of prioritising children of staff would have a detrimental impact on catchment children. In response the AD confirmed that numbers in relation to this particular element were very low and so the impact on catchment children would be minimal.
- The rationale behind the decision to defer any changes to the catchment criteria of schools in Leighton Buzzard and whether the school and board of Governors were supportive of the proposals. The AD confirmed that the area wide plan for Leighton Buzzard would be determined in late 2020, with any changes implemented in 2022.
- The importance of ensuring any changes were made at the appropriate time on a cluster wide basis and not in isolation so as not to have to amend them at a later date.
- The need for cluster plans to address the issue of feeder schools and that any future changes to structure would address the impact of transitions.

**RECOMMENDED:-**

- 1. That the Committee support the proposed changes to the Council's admission arrangements.**
- 2. That the criteria in relation to prioritising children of teaching staff be supported as standard practice and not isolated to those schools listed within the report.**

**Cllr M Smith and Parent Governor Co-optee L King abstained.**

**13. Work Programme 2019/20 and Executive Forward Plan**

**AGREED the Committee Work Programme subject to the following amendments:-**

- **Validated Exam Results – 10 March 2020 (to include details of individual school performance)**
- **Schools for the Future – that future cluster plans be included at regular intervals during 2020-21 – Dates TBC**
- **SEND Provision in Schools - That a detailed report on the issues raised by the public speaker be delivered in May 2020**
- **LAC Placement Strategy – Progress update, January 2021**
- **Short Breaks Funding Model and Success Analysis - September 2020**

**That a long list of future items with dates yet to be confirmed be shared with the Committee.**

Chair .....

Dated .....



**Central Bedfordshire Council****CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE**10<sup>th</sup> March 2020

---

**Local Safeguarding Children Board (LSCB) Annual Report - 2018/19**

Report of the Independent Chair of the LSCB  
([Alan.caton@centralbedfordshire.gov.uk](mailto:Alan.caton@centralbedfordshire.gov.uk))

Advising Officers: Strategic Safeguarding Partnership Manager  
([Phillipa.scott@centralbedfordshire.gov.uk](mailto:Phillipa.scott@centralbedfordshire.gov.uk)) 0300 300 6194

---

**Purpose of this report**

1. This report provides the Children's Services Overview and Scrutiny Committee with a copy of the 2018/19 Annual Report from the Central Bedfordshire Safeguarding Children Board (LSCB). The Annual Report provides the committee with a detailed account of the work undertaken by the LSCB throughout the year, progress made against the priorities contained within the LSCB Business Plan and the outcomes achieved. The Annual Report was signed off and published by the Central Bedfordshire Safeguarding Children Board in September 2019.

**RECOMMENDATIONS**

The Committee is asked to:

1. Comment on the information contained within the 2018/19 Annual Report.

**Background**

2. The Statutory Guidance Working Together to Safeguard Children 2015 (Chapter 3 Point 16 and 17) States:

*The Chair must publish an annual report on the effectiveness of child safeguarding and promoting the welfare of children in the local area. The annual report should be published in relation to the preceding financial year and should fit with local agencies' planning, commissioning and budget cycles. The report should be submitted to the Chief Executive, Leader of the Council, the local Police and Crime Commissioner and the Chair of the health and well-being board.*

*The report should provide a rigorous and transparent assessment of the performance and effectiveness of local services. It should identify areas of weakness, the causes of those weaknesses and the action being taken to address them as well as other proposals for action. The report should include lessons from reviews undertaken within the reporting period*

3. Working Together 2015 was the statutory guidance in place during the time period covered by this report. Working Together 2018 was published in July 2018 and outlined new arrangements for reporting once Safeguarding Children Board's had moved through their transition arrangements to new Multi-Agency Safeguarding Arrangements. The Central Bedfordshire Safeguarding Board implemented the new Multi-Agency Safeguarding Arrangements on the 1<sup>st</sup> September 2019. Therefore, the reporting for the new arrangements will start from 2019/20.
4. The Annual Report for 2018/19 is contained within Appendix A

### **Council Priorities**

5. The delivery of the LSCB Business Plan supports the following Council priority:
  - Protecting the vulnerable; improving wellbeing

### **Corporate Implications**

#### **Legal Implications**

6. The LSCB has a duty to publish an annual report of its activity as outlined in Working Together to Safeguard Children 2015 (Working Together 2015 was the statutory guidance in place during the time period covered by this report).

#### **Financial and Risk Implications**

7. There are no financial implications in relation to producing the LSCB Annual Report.
8. Working Together to Safeguard Children 2015 (Chapter 3 Point 19) States:

*The report should also list the contributions made to the LSCB by partner agencies and details of what the LSCB has spent, including on Child Death Reviews, Serious Case Reviews and other specific expenditure such as learning events or training. All LSCB member organisations have an obligation to provide LSCBs with reliable resources (including finance) that enable the LSCB to be strong and effective. Members should share the financial responsibility for the LSCB in such a way that a disproportionate burden does not fall on a small number of partner agencies.*

9. The LSCB is funded by multi-agency partners on an annual basis and the contributions and LSCB spend for 2018/19 are contained within the Annual Report.

### **Equalities Implications**

10. The Equality Act 2010 puts a responsibility on public authorities to have due regard to the need to eliminate discrimination and promote equality of opportunity. This applies to the process of identification of need and risk faced by the individual child and the process of assessment. The CBSCB is keen to ensure that no child or group of children are treated any less favourably than others in being able to access effective services which meet their particular need, as a consequence all reports received by the LSCB request agencies to identify any equalities implications. No significant issues were raised during this reporting period.
11. The LSCB is in the process of strengthening the equalities process by specifically asking if an Equality Impact Assessment has been completed and whether any specific issues were raised.
12. The LSCB scrutinises equalities information within its day to day work on a regular basis and some examples include CSE, Missing Children, Looked After Children, Neglect, Forced Marriage, Honour Based Abuse, FGM and youth offending data.

### **Implications for Work Programming**

13. There are no work planning implications.

### **Conclusion and next Steps**

14. The LSCB Annual Report for 2018/19 was agreed by the LSCB Strategic Board at its meeting on the 26<sup>th</sup> September 2019 and is due to be presented to the Health and Wellbeing Board on the 8<sup>th</sup> April 2020. A copy has also been provided to the Chief Executive, Leader of the Council, the local Police and Crime Commissioner.

15. The Committee are asked to comment the Annual Report 2018/19

### **Appendices**

**Appendix A: Central Bedfordshire LSCB Annual Report for 2018/19 is available via the following link:-**

**[https://www.centralbedfordshirelscb.org.uk/assets/1/final\\_cbscb\\_annual\\_report\\_2018-2019.pdf](https://www.centralbedfordshirelscb.org.uk/assets/1/final_cbscb_annual_report_2018-2019.pdf)**

**Background Papers - None**

**Report author(s): Alan Caton**

**Chair of the LSCB**

Validated Exam Results 2019

---

**Report of:** Cllr Sue Clark, Executive Member for Families, Education and Children, ([sue.clark@centralbedfordshire.gov.uk](mailto:sue.clark@centralbedfordshire.gov.uk))

**Responsible Director(s):** Sue Harrison, Director of Children Services ([sue.harrison@centralbedfordshire.gov.uk](mailto:sue.harrison@centralbedfordshire.gov.uk))

---

**Purpose of this report**

1. The report provides an overview of 2019 education outcomes.

**RECOMMENDATIONS**

The Committee is asked to:

- |                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• <b>Consider the report and comment on overall performance</b></li></ul> |
|-----------------------------------------------------------------------------------------------------------------|

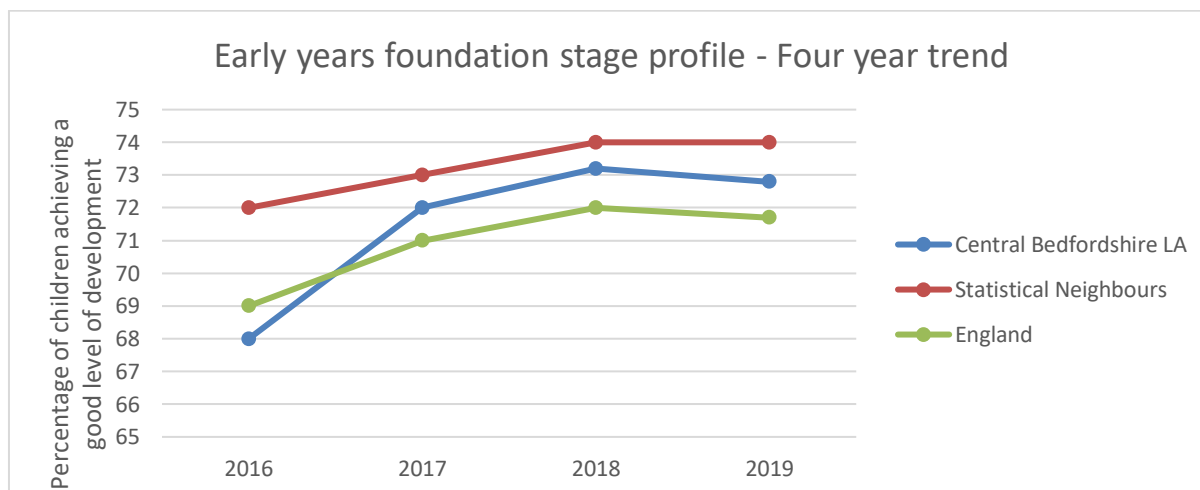
## Summary – 2019 results

Key stage	Measure	RAG rating	Notes
Ofsted	% Good or better	88% (as Jan 20)	This is above national
EYFS	Good level of development	0.7% decrease 72.5% GLD	This is above national
	Achievement gap (Gap between lowest 20% and the median)	Increase 1.4% to 27.7%	This is above national
KS1	Reading - % meeting the expected standard	1% decrease 78.% EXS	This is 3% above national
	Writing - % EXS	1% decrease 72% EXS	This is above national by 3%
	Maths - % EXS	2% decrease 77% EXS	This is above national by 1%
	Phonics	2% decrease 82%	This is equal to the national average
KS2	RWM - % meeting EXS	1% declined 61% EXS	This is 4% below the national average
	Reading - % EXS	2% decline 72% EXS Progress declined 0.2 points	This is 1% below the national average
	Writing - % EXS	1% decline 77% - EXS Progress declined 0.5 points	This is 1% below the national average
	Maths - % EXS	4% increase 77% - EXS Progress remains -1.5	This is 2% below the national average
KS4	Overall attainment 8 score per pupil	0.4pt decline 44.8 points	This is marginally above national average
	Percentage of pupils achieving a 9-5 pass in English and Maths	0.1% decline 41.4%	This is 1.3% above national average
	EBAC points score	0.06 decline 3.79points	This is below the national average by 0.08
	Overall progress 8	0.1 decline -0.14	This is below the national average
Post 16	Level 3 qualifications	0.4pt decline 29.1	This is below the national average
	A Level qualifications	0.4pt increase 30.2pts	This is 3.8pts below the national average
	Academic qualifications	0.4% increase	This is however 4pts below the national average
	Technical qualifications	1.5point decline 26 points	This is below the national average by 2.6pts
	Applied general qualifications	1.9pts decrease 25.3points	This is 3.6pts below the national average

## EARLY YEARS FOUNDATION STAGE (EYFS)

### EYFS OUTCOMES

2. At EYFS a 'good level of development' is the standard achieved by a child reaching the expected performance standard in the areas of communication and language development, personal, social and emotional development(PSED), physical development, literacy and mathematics in the end of reception year assessments.
3. The percentage of children achieving a 'Good level of development' (GLD) in Central Bedfordshire in 2019 was 72.5%. This was a 0.7% decrease from 2018.
4. Nationally the average for 2019 was 71.8%. CBC schools remain above the national average overall.



### INDIVIDUAL SCHOOL PERFORMANCE

5. School data for EYFS, Year 1 Phonics and KS1 are not published nationally. For this reason, individual school data has not been provided – Cluster level data is provided for consideration.

**CLUSTER LEVEL PERFORMANCE DATA**

6. Cluster GLD performance varies when compared against the LA average (Red indicates a cluster performs worse than the LA average)

GLD %	Ampthill and Flitwick	Dunstable	HAST	Houghton Regis	LC2	Sandy and Biggleswade	Shefford and Stotfold
All pupils	74	69	74	67	71	75	78
Non Ever 6	76	71	75	68	73	78	80
LA Non Ever 6	75	75	75	75	75	75	75
Ever6	33	44	40	54	39	47	49
LA Ever 6	45	45	45	45	45	45	45
Gap within the cluster	43	27	35	14	34	31	31
Pupil number Ever 6	27	32	10	46	44	43	39
Pupil number non Ever 6	491	437	261	332	683	537	595

- 7. The performance of Non Ever 6 pupils is close to or above the LA average in most cases.
- 8. The performance of Ever6 pupils at KS1 is of concern given the gap between Ever 6 and Non-ever 6 pupils.
- 9. Houghton Regis has the smallest gap – This however is largely due to lower overall performance. The performance of this cluster with disadvantaged pupils is above all other CBC clusters.



**SCHOOLS WITH A THREE YEAR DECLINING DIRECTION OF TRAVEL**

- 10. 13 out of 99 schools have a 3 year declining trend(13%)
  - i. 2 primary
  - ii. 11 lower
- 11. Of the 13 schools with a declining trend:
  - i. 5 are academies and account for 268 pupils
  - ii. 8 are maintained schools and account for 305 pupils
- 12. When considered by cluster
  - a. 3 schools are from the Ampthill and Flitwick cluster
  - b. 3 are from LC2
  - c. 3 are from Sandy and Biggleswade
  - d. 3 are from either the Dunstable (2) or Houghton Regis cluster(1)
  - e. 1 school from HAST

**PERCENTAGE OF CHILDREN ACHIEVING EXPECTED LEVEL BY FREE SCHOOL MEALS (FSM)**

% of pupils achieving expected or exceeding		
	Cohort	GLD
Non FSM	3361	75
FSM	239	44

- 13. In EYFS the gap in performance between those pupils who are eligible for free schools meals has decreased by 1%
  - a. This is a positive step, however this gap is too large overall and stands at 30%(Allowing for rounding), compared to the 2019 gaps of 22% for statistical neighbours and 18% across the whole of England.

**PERCENTAGE OF CHILDREN DESIGNATED SEN ACHIEVING THE EXPECTED LEVEL.**

% of pupils achieving expected or exceeding	
	GLD
No SEN	78%
SEN support	28%
SEN EHCP	3%

- 14. The percentage of pupils designated SEN support achieving GLD in 2019 decreased by 2% to 28%. This is 1% below both national and statistical neighbour averages which sit at 29%.
- 15. Pupils with EHCP’s performed 3% lower than last year at 3%. This is compared to a national average of 5%.

<b>% of pupils achieving expected or exceeding</b>			
<b>School type</b>	<b>Number of schools</b>	<b>Cohort</b>	<b>GLD</b>
Maintained	63	2358	73
Academy Total	34	1219	72
<i>Academy Converter</i>	29	1076	72
<i>Academy Sponsor Led</i>	5	143	69
Special	2	18	0
PVIs (Private, Voluntary and Independent nursery)	3	5	60
<b>Central Bedfordshire LA</b>	102	3600	73

16. The percentage of children achieving a good level of development is very similar in maintained and converter academies. It is lower in sponsored academies, which is expected as these schools have been taken over by ‘strong’ sponsor academy trusts due to being judged as ‘failing by the regulator’.

**EYFS COMMENTARY**

- 17. Overall performance at EYFS is positive, despite the drop from 2018 levels.
- 18. Narrowing the gap between disadvantaged children and their peers remains a priority at local authority and cluster level as it does nationally. The support offered to disadvantaged students across schools in two clusters are currently under review..
- 19. Helping parents understand how to help children be school ready, remains a priority in particular for those pupils from disadvantaged families where the data shows that pupils are not considered to have ‘a good level of development’ at the end of EYFS.

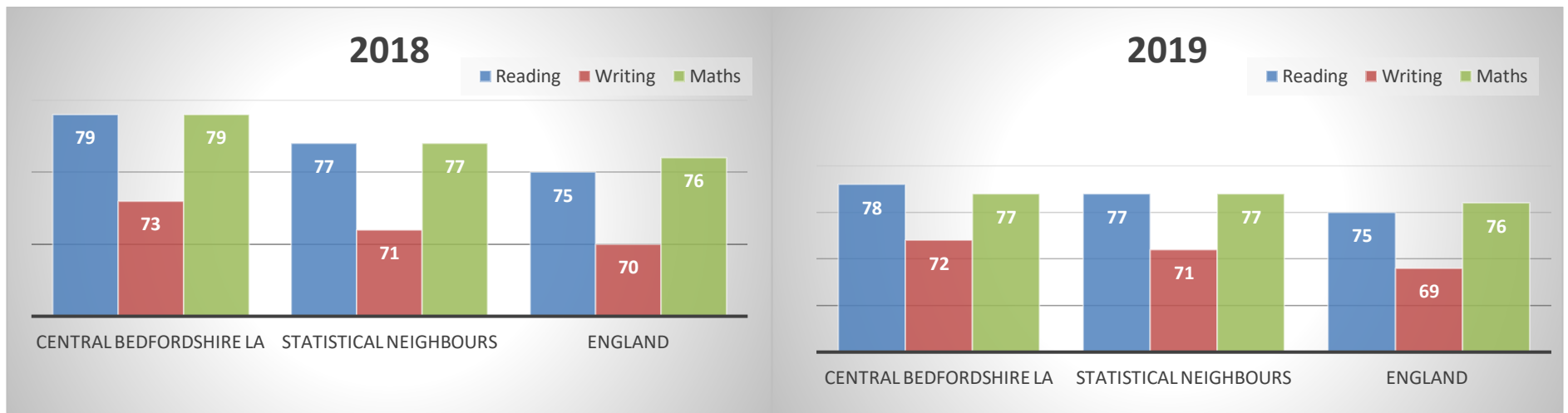
**Phonics**

- 20. Pupils undertake phonics checks at the end of Year 1 and are assessed against ‘the required standard’.
- 21. In 2019 82% of CBC pupils achieved the required standard – This is equal to the national average.
- 22. The CBC gap between disadvantaged pupils and their peers was 22% in 2019 – This is the same gap as in 2018.
- 23. In 2019 the statistical neighbour and England gaps for disadvantaged pupils and their peers were, 18% and 14% respectively.

Phonics	Cohort Number	% of Pupil achieving the Working at standard
Other Pupils	3370	84
Ever6 FSM	313	62
<b>Central Bedfordshire LA</b>	<b>3683</b>	<b>82</b>
<b>National</b>		<b>82</b>

**Reading, Writing and Mathematics**

- 24. The standard measure at KS1 is the performance of pupils, as assessed by teachers, in reading, writing and mathematics at the end of Yr2.
- 25. Three standard measurements exist at KS1 WTS (Working towards the expected standard), EXS (Working at the expected standard) and GD (Working at greater depth)
- 26. The chart which follows shows CBC pupils’ attainments compared to those in SN and all English local authorities achieving EXS and above.



### Reading

27. The percentage of pupils attaining reading at the required level is slightly down from 2018 by 1%. Performance remains above the national average by 3% and above statistical neighbours by 1%.
28. Statistical neighbour average is 77% and England average is 75%.

### Writing

29. The percentage of pupils attaining writing at the required level is also slightly down from 2018 by 1%. Performance remains above the national average by 3% and above the statistical neighbour average by 1%.
30. Statistical neighbour average is 71% and England average is 69%.

### Mathematics

31. The percentage of pupils attaining mathematics at the required level is also slightly down from 2018 by 2%. CBC remains above the national average by 1%.
32. Statistical neighbour average is 77% and England average is 76%.

### PERCENTAGE OF CHILDREN ACHIEVING EXPECTED LEVEL BY FREE SCHOOL MEALS

33. At KS1 the DfE does not publish Ever 6 FSM figures. FSM figures are therefore provided for comparison.
34. Ever 6 FSM pupils are: children registered eligible for Free School Meals (**FSM**) or at any point over the last **6** years (**Ever 6**).
35. FSM pupils are those children registered for Free Schools Meals currently.

### Reading

36. When comparing to national FSM figures, CBC performs better than national for other pupils, but 5% lower than the national for FSM group performance.
37. The gap nationally between other pupils and FSM is 17%, whilst the CBC gap between other pupils and FSM is 25%.
38. Pupils achieving greater depth in 2019 was better than the 2019 national average in 66/99 schools (reading)

	Cohort Number	% of Reading_EXS	% of Reading_GDS
Other Pupils	3391	80	34
FSM	265	55	14
<b>Central Bedfordshire LA</b>	<b>3656</b>	<b>78</b>	<b>32</b>
<b>2019 National - Other pupils</b>		78	
<b>2019 National FSM</b>		60	
<b>2018 CBC</b>		79	33
<b>2019 National</b>		75	25

## Writing

39. When comparing to national FSM figures, CBC performs better than national for other pupils, but 6% lower than the national FSM groups performance.

40. The gap nationally between other pupils and FSM is 19%, whilst the CBC gap between other pupils and FSM is 27%

41. Pupils achieving greater depth in 2019 was better than the 2019 national average in 60/99 schools(writing); 62/99

	Cohort Number	% of Writing_EXS	% of Writing_GDS
Other Pupils	3391	74	22
FSM	265	47	6
<b>Central Bedfordshire LA</b>	<b>3656</b>	<b>72</b>	<b>20</b>
<b>2019 National other pupils</b>		72	
<b>2019 National FSM</b>		53	
<b>2018 CBC</b>		73	22
<b>2019 National</b>		69	15

## Mathematics

42. When comparing to national FSM figures, CBC performs better than national for other pupils, but 6% lower than the national FSM groups performance.

43. The gap nationally between other pupils and FSM is 17%, whilst the CBC gap between other pupils and FSM is 24.

44. Pupils achieving greater depth in 2019 was better than the 2019 national average in 62/99 schools (Maths).

	Cohort Number	% of Maths_EXS	% of Maths_GDS
Other Pupils	3361	79	29
FSM	265	55	11
<b>Central Bedfordshire LA</b>	<b>3656</b>	<b>77</b>	<b>28</b>
<b>2019 National other pupils</b>		78	
<b>2019 National FSM</b>		61	
<b>2018 CBC</b>		79	27
<b>2019 National</b>		76	22

## MAINTAINED SCHOOLS AND ACADEMY PERFORMANCE

45. The performance of pupils achieving EXS and GD in maintained schools was above that of academies (both sponsored and convertors) in all three assessed areas (reading, writing and Mathematics).
46. Performance is lower in sponsored academies, which is expected, as these schools have been taken over by 'strong' sponsor academy trusts due to being judged as falling by the regulator.

School type	Number of Schools	Cohort Number	% of Reading_EXS	% of Reading_GDS
Maintained	63	2366	80	34
Academy	34	1253	78	29
<i>Academy converter</i>	29	1094	79	29
<i>Academy sponsor led</i>	5	159	74	26
Special	2	37	0	0
<b>Central Bedfordshire LA</b>	<b>99</b>	<b>3656</b>	<b>78</b>	<b>32</b>

School type	Number of Schools	Cohort Number	% of Writing_EXS	% of Writing_GDS
Maintained	63	2366	74	21
Academy	34	1253	72	19
<i>Academy converter</i>	29	1094	72	19
<i>Academy sponsor led</i>	5	159	69	14
Special	2	37	0	0
<b>Central Bedfordshire LA</b>	<b>99</b>	<b>3656</b>	<b>72</b>	<b>20</b>

School type	Number of Schools	Cohort Number	% of Maths_EXS	% of Maths_GDS
Maintained	63	2366	79	29
Academy	34	1253	77	26
<i>Academy converter</i>	29	1094	78	26
<i>Academy sponsor led</i>	5	159	74	25
Special	2	37	0	0
<b>Central Bedfordshire LA</b>	<b>99</b>	<b>3656</b>	<b>77</b>	<b>28</b>

### Individual school performance

47. School data for EYFS, Year 1 Phonics and KS1 are not published nationally. For this reason, individual school data has not been provided – Cluster level data is provided for consideration.

## Cluster level performance data.

48. (Red indicates the gap in performance is greater than 30%)

Reading, Writing and Maths	Amphill and Flitwick	Dunstable	HAST	Houghton Regis	LC2	Sandy and Biggleswade	Shefford and Stotfold
Pupil number non Ever 6 FSM	465	417	275	340	655	490	629
Pupil number Ever 6 FSM	30	62	17	55	61	67	56
Reading							
Non Ever 6 FSM	85	79	84	72	81	80	86
Ever 6 FSM	63	56	53	67	61	52	54
Gap	22	23	31	5	20	28	32
Writing							
Non Ever 6 FSM	78	75	81	64	73	75	78
Ever 6 FSM	53	45	47	65	56	46	54
Gap	25	30	34	-1	17	29	24
Maths							
Non Ever 6 FSM	82	81	83	75	78	79	83
Ever 6 FSM	47	48	65	69	61	57	59
Gap	35	33	18	6	17	22	24

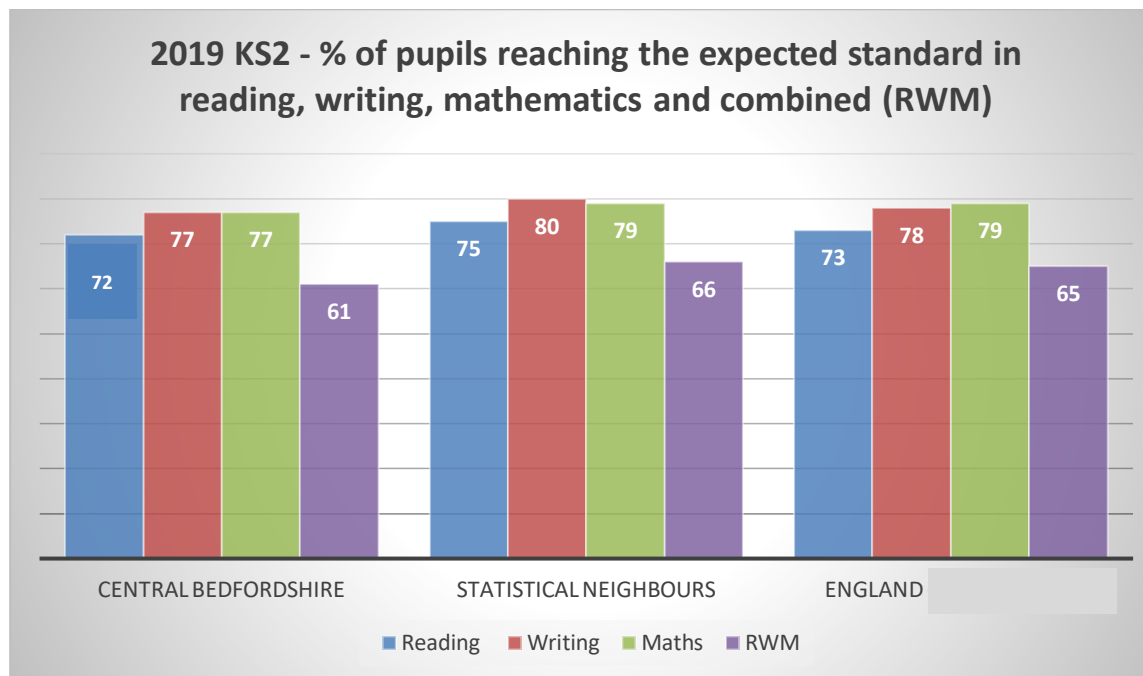
## KS1 COMMENTARY

49. Although reading, writing and Mathematics scores are slightly down on those achieved in 2018, these are still above the national average.

50. As with EYFS, narrowing the performance gap between disadvantaged and non-disadvantaged pupils remains the top priority.

51. Analysis shows that schools involved in the RADY project have narrowed the disadvantage gap however this is a very small cohort. The SIT will continue to work on the RADY project in order to embed the learning from this project across as many schools as possible.





52. The standard way of measuring performance at KS2 is via reading, writing and mathematics.

53. Reading and mathematics are an externally assessed tests, whilst writing is teacher assessed and moderated.

54. Pupils achieving the expected score(EXS) in all three subjects are indicated by a combined RWM percentage. Pupil making better than expected progress are indicated as having made greater depth(GDS)

55. The percentage of pupils reaching the expected standard for RWM in 2019 was 61% compared to 58% in 2017 and 62% in 2018. This is a slight reduction from 2018 and 4% lower than the national average.

## Reading

56. The percentage of pupils achieving the expected standard in reading has declined by 2% from 2018. This is 1% below the national average.
57. Reading progress is down at -1.7 from -1.5. This is heavily impacted by middle school performance which has declined by -0.4 to -1.9, compared to an improvement in Primary by +0.4 from -1.1 to -0.7
- Primary schools have a 3 year improvement in performance
  - Middle schools have a 3 year declining performance

		Cohort Number	% of Reading_EXS	% of Reading_GDS
Central Bedfordshire LA		3487	72	24
Statistical neighbour			75	28
England			73	27

## Writing

58. The percentage of pupils achieving the expected standard in writing has declined by 1% from 2018
59. The percentage of pupils achieving a GDS is 4% lower than in 2018.
60. Writing progress is down at -1.9 from -1.4. This is again heavily impacted by middle school performance which has declined by -0.7 to -2.3, compared to a slight decline in Primary of -0.2 from -0.3 to -0.5.
- Primary schools have overall a 3 year period improved in performance
  - Middle schools have made only slight improvement in their progress score from 2017.

		Cohort Number	% of Writing_EXS	% of Writing_GDS
Central Bedfordshire LA		3487	77	14
Statistical neighbour			80	21
England			78	20

## Mathematics

61. The percentage of pupils achieving the expected standard in Mathematics has increased 4% points since 2018. Those pupils achieving GDS is slightly down (0.5%) from 2018.
62. Mathematics progress remains the same as 2018 at -1.5.
- Primary schools have over a 3 year period improved in performance from -1.8 to -1.1
  - Middle schools have made only slight improvement in their progress score from 2017 from -1.6 to -1.5.

	Cohort Number	% of Maths_EXS	% of Maths_GDS
Central Bedfordshire LA	3487	77	23
Statistical neighbour		79	26
England		79	27

## INDIVIDUAL SCHOOL SCORES AND TRENDS

63. Individual school performance at KS2 is made publicly available. The data for 2019 and the 3 year trend data can be found in appendix 4.

## Performance trends

### 3 year downwards direction of travel

64.4 schools have a downwards direction of travel in terms of RWM scores:

- a. 2 Middle schools have seen a decline over the last 3 years.
- b. 2 Primary schools have seen a decline over the last 3 years

				2019	2018	2017	1 Yr	3Yr
Alameda Middle School	Academy	Middle	182	53	66	68	↓	↓↓
Priory Academy	Academy	Middle	115	60	64	71	↓	↓↓
St Vincent's Catholic Primary School	Academy	Primary	27	52	52	62	↓	↓↓
Thomas Whitehead CE Academy	Academy	Primary	33	42	48	57	↓	↓↓

### 3 year improving direction of travel

66 13 schools have a 3 year improving direction of travel in terms fo RWM scores:

				2019	2018	2017	1 Yr	3Yr
Arnold Academy	Academy	Middle	180	77	73	71	↑	↑↑
Henlow Church of England Academy	Academy	Middle	208	71	59	56	↑	↑↑
Linslade School	Academy	Middle	157	63	61	57	↑	↑↑
Parkfields Middle School	Maintained	Middle	113	69	67	54	↑	↑↑
Sandye Place Academy	Academy	Middle	76	59	35	20	↑	↑↑
Beecroft Academy	Academy	Primary	54	54	47	42	↑	↑↑
Houghton Regis Primary School	Maintained	Primary	29	69	60	32	↑	↑↑
Lancot School	Academy	Primary	41	68	54	33	↑	↑↑
Slip End Village School	Maintained	Primary	24	71	70	61	↑	↑↑
St. Christophers Academy	Academy	Primary	38	76	67	47	↑	↑↑
St. Mary's Catholic Primary School	Academy	Primary	30	63	61	38	↑	↑↑
The Vale Academy	Academy	Primary	51	80	79	48	↑	↑↑
Thornhill Primary School	Maintained	Primary	26	69	62	48	↑	↑↑

**MIDDLE SCHOOL vs PRIMARY PERFORMANCE**

67. Middle school cohorts are especially large and therefore have a significant impact, both positively and negatively on the overall CBC, RWM figure.
68. Maintained middle schools have performed at a lower level than all other school groups in Central Bedfordshire. Primary maintained schools are by comparison 13 percentage points higher for RWM, with only the maths attainment being similar to maintained middle schools.
69. Middle Schools RWM gap between disadvantaged and all other pupils is 24% this is 4% wider than the Primary disadvantaged gap at 20%.

2019 Key stage 2					
RWM	Co-hort (No of schools)	Reading	Writing	Maths	Percentage reaching the expected standard in RWM
Maintained middle schools	466 (4)	71	71	76	56
Academy middle schools	2042(13)	73	79	79	63
All Middle Schools	2508	73	77	79	62
Primary maintained schools	310 (11)	78	81	77	69
Primary academies	616 (15)	69	78	75	60
All primary	926	72	79	75	63
Central Bedfordshire LA		71	77	77	61

2019 Key stage 2 – 3 year direction of travel				
RWM	Co-hort (No of schools)	2019	2018	2017
All middle schools		62	63	60
All primary schools		63	60	52

Primary schools have a much stronger direction of travel than middles, who have made some gains overall since 2017. This is reflected in a larger number of middle schools having declined in performance from 2018.

- 7 of 26 (27%) Primary schools declined from 2018
- 10 of 17 (59%) Middle schools declined from 2018

## MAINTAINED SCHOOLS AND ACADEMY PERFORMANCE

70. Maintained and academy school performance are very similar for RWM.

71. School type	Number of Schools	Cohort Number	% of RWM_EXS	% of RWM_GDS
Maintained	15	776	62	8
Academy	28	2658	62	7
<i>Academy converter</i>	25	2574	62	7
<i>Academy sponsor led</i>	3	84	55	5
Special	4	48	0	0
<b>Central Bedfordshire LA</b>	<b>47</b>	<b>3482</b>	<b>61</b>	<b>7</b>

## Reading

79 Maintained and academy school performance are very similar for reading, with maintained schools' having 2% better performance for EXS.

School type	Number of Schools	Cohort Number	% of Reading_EXS	% of Reading_GDS
Maintained	15	776	74	24
Academy	28	2658	72	25
<i>Academy converter</i>	25	2574	72	25
<i>Academy sponsor led</i>	3	84	68	19
Special	4	48	2	0
<b>Central Bedfordshire LA</b>	<b>47</b>	<b>3482</b>	<b>72</b>	<b>24</b>

## Writing

72. Academies outperform maintained schools by 4% in writing (EXS)

School type	Number of Schools	Cohort Number	% of Writing_EXS	% of Writing_GDS
Maintained	15	776	75	13
Academy	28	2658	79	14
<i>Academy converter</i>	25	2574	79	14
<i>Academy sponsor led</i>	3	84	67	15
Special	4	48	0	0
<b>Central Bedfordshire LA</b>	<b>47</b>	<b>3482</b>	<b>77</b>	<b>14</b>



**Maths**

73. Academy schools outperform maintained schools in Maths at EXS by 1% and GDS by 2%.

School type	Number of Schools	Cohort Number	% of Maths_EXS	% of Maths_GDS
Maintained	15	776	77	22
Academy	28	2658	78	24
<i>Academy converter</i>	25	2574	79	24
<i>Academy sponsor led</i>	3	84	65	15
Special	4	48	0	0
<b>Central Bedfordshire LA</b>	<b>47</b>	<b>3482</b>	<b>77</b>	<b>23</b>

**PERCENTAGE OF CHILDREN ACHIEVING EXPECTED LEVEL BY DISADVANTAGED****RWM**

74. The percentage of disadvantaged pupils gaining all three (reading, writing and maths) at an expected standard or above is 1% above the 2018 result. The gap of 23% (EXS) between disadvantaged pupils and their peers is 2% narrower than 2018 and 7%(GDS) in 2019 is the same as 2018.

		Cohort Number	% of RWM_EXS	% of RWM_GDS
Other Pupils		2780	66	9
Disadvantaged		702	43	2

<b>Central Bedfordshire LA</b>		<b>3482</b>	<b>61</b>	<b>7</b>
----------------------------------------	--	-------------	-----------	----------

### Reading

75. The percentage of disadvantaged pupils gaining reading at an expected standard or above was 6% below the 2018 result. The gap of 19% (EXS) between disadvantaged pupils and their peers is 3% wider than 2018 and 16%(GDS) in 2019 is 1% narrower than in 2018.

		<b>Cohort Number</b>	<b>% of Reading_EXS</b>	<b>% of Reading_GDS</b>
Other Pupils		2780	75	28
Disadvantaged		702	56	12
<b>Central Bedfordshire LA</b>		<b>3482</b>	<b>72</b>	<b>24</b>

### Writing

76. The percentage of disadvantaged pupils gaining writing at an expected standard or above was 2% below the 2018 result. The gap of 21% (EXS) between disadvantaged pupils and their peers in 2019 is wider than in 2018 when this was 20%(EXS). In comparison the 2019 gap for GDS has narrowed to 11%(GDS) from 13%(GDS) in 2018.

		<b>Cohort Number</b>	<b>% of Writing_EXS</b>	<b>% of Writing_GDS</b>
Other Pupils		2780	81	16
Disadvantaged		702	60	5
<b>Central Bedfordshire LA</b>		<b>3482</b>	<b>77</b>	<b>14</b>

## Maths

77. The percentage of disadvantaged pupils gaining maths at an expected standard or above was 4% above the 2018 result. The gap of 22% (EXS) between disadvantaged pupils and their peers in 2019 is narrower than in 2018 when this was 23%(EXS). In comparison the 2019 gaps for GDS has widened to 15% (GDS) from 14% (GDS) in 2018.

		Cohort Number	% of Maths_EXS	% of Maths_GDS
Other Pupils		2780	81	26
Disadvantaged		702	59	11
<b>Central Bedfordshire LA</b>		<b>3482</b>	<b>77</b>	<b>23</b>

## KS2 cluster performance

78. (Red indicates a cluster performs worse than the LA average)

RWM	Ampthill and Flitwick	Dunstable	HAST	Houghton Regis	LC2	Sandy and Biggleswade	Shefford and Stotfold
Disadvantaged pupil numbers	64	124	48	109	142	96	93
Non-disadvantaged pupil numbers	453	361	245	261	535	371	529
Non-Disadvantaged RWM	60	70	78	66	67	55	71
Disadvantaged RWM	30	50	54	52	33	34	58

LA Non Disadvantaged	66	66	66`	66	66	66	66
LA Disadvantaged	43	43	43	43	43	43	43

## KS2 COMMENTARY

79. Middle school performance is of particular significance for the 2019 figures as:
- 10 of the 17 middle schools decreased in performance from 2018 in comparison to 7 of the 26 primary schools.
  - Had the 5 worst performing schools achieved performance comparable to 2018 the overall RWM figure for CBC would rise to 64% - This would make CBC only 1% from the 2019 national average.
  - The maintained middle schools figure is disproportionately impacted by one middle school.
80. The highest performing schools in Central Bedfordshire achieved 82% and 80% respectively for RWM. These schools service some of the most deprived communities (Tithe Farm and The Vale)
81. Two of our historically worst performing schools have made the significant improvements from last year's reading, writing and maths results with results increasing by 24 percentage points to 46% and 59% respectively.
82. 21 schools have seen an improvement from last year / 21 declined from 2018
- Of 17 schools to perform at a lower level than 2018, 10 are below the LA and national average.
83. Two clusters, Ampthill and Flitwick and LC2 appear in both EYFS and KS2 cluster tables as performing worse than other CBC clusters when considering disadvantaged pupils. Whilst Sandy and Biggleswade do appear in this list, one school has a specific impact on the overall cluster performance.

## KEY STAGE 4

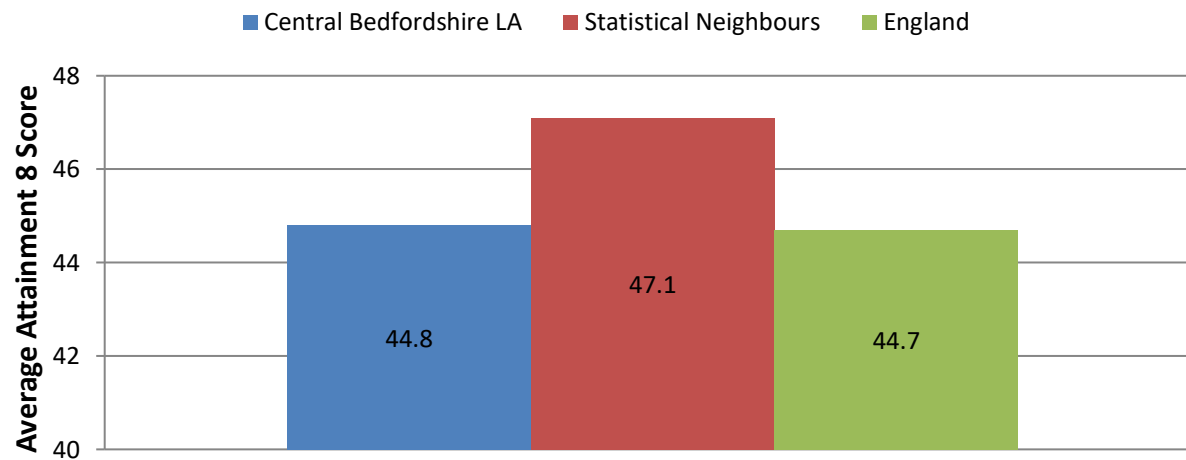
84. 17 schools feed into the CBC performance data for KS4.
85. Only one school reporting KS4 results is a maintained school.
86. This is the 3rd year of pupils sitting the reformed GCSE's in English language, English literature and Maths and the second where the majority of subjects are graded on a 9-1 scale.
87. The standard way of measuring performance at KS4 has changed in recent years with 6 headline measures being reported:
  - i. Progress 8
  - ii. Percentage of pupils entering the EBacc
  - iii. Percentage of students staying in education or going into employment after KS4
  - iv. Basics measure: The percentage of pupils attaining 5+ in English and Maths
  - v. Attainment 8
  - vi. EBacc average point score (EBacc APS)

DfE and Schools will also typically report

- vii. Basics measure: The percentage of pupils attaining 4+ in English and Maths; This has some comparative value against legacy results.

### ***Average Overall Attainment 8 Score per pupil 2019***

**2019 Key Stage 4- Average Attainment 8 Score per Pupils**



- 88. The average overall attainment 8 score per pupil in Central Bedfordshire is 44.8. The 2018 attainment 8 score per pupil was 45.2. Central Bedfordshire has decreased by 0.4 points
- 89. The national attainment 8 score for 2019 stands at 44.7
- 90. The average grade for a pupil in CBC is therefore a 4.8

**BASICS MEASURE: 5+ IN ENGLISH AND MATHS**

- 91. The CBC 5+ measure has declined by 0.1% to 41.4%
- 92. Nationally this measure has been 40% for the last 2 years. CBC is therefore above national on this measure

**BASICS MEASURE 4+ IN ENGLISH AND MATHS**

- 93. The CBC 4+ measure has remained steady at 63.9%
- 94. Nationally this measure improved from 59 to 60% in 2019. CBC is therefore above national on this measure

**PERCENTAGE OF PUPILS ENTERING THE EBACC**

- 95. EBacc entries have fallen 2% to 31%
- 96. Nationally this measure has held at 40% for the last 2 years.. CBC is therefore slightly above national on this measure

**EBACC AVERAGE POINTS SCORE**

- 97. The EBacc performance in CBC has fallen from 3.85 to 3.79
- 98. Nationally this measure has held at around 3.9 for the last 2 years.. CBC is therefore slightly below national on this measure

**OVERALL PROGRESS 8 SCORE PER PUPIL**

- 99. The CBC progress 8 score is 0.1 points lower then 2018 at -0.14

**INDIVIDUAL SCHOOL PERFORMANCE**

- 100. A full set of data is can be viewed in appendix 3

***Performance of disadvantaged pupils***

- 101. The total cohort for 2019 was 2722 of which 460 were disadvantaged pupils.
- 102. Overall in 2019 disadvantage improved when compared to non-disadvantaged pupils who declined in terms of both progress and attainment 8.

**2018 – All schools delivering KS4**

	Attainment 8	Progress 8
Disadvantaged	32.1	-0.67
Non disadvantaged	47.6	-0.03

**2019 – All schools delivering KS4**

	Attainment 8	Progress 8
Disadvantaged	32.8	-0.56
Non disadvantaged	47.2	-0.05

103. Of the 13 schools

- i. 6 improved their disadvantaged attainment 8 from 2018
- ii. the three secondary schools in the RADY project, two reduced their gap from mid 14points to in the best case 8points and the next 9.6 points. This is a significant reduction.
- iii. 4 have positive progress 8 scores – 2 of these are RADY schools (All of these schools had a negative P8 score for 2018)

***Performance of SEN pupils***

101 The total cohort for 2019 was 2722 of which 259 were SEN support and 100 pupils had EHCPs.

102 Pupils with an EHCP gained attainment 8 scores of 12.2, an improvement from the previous year when the recorded score was 7.9

103 In comparison students receiving SEN support declined (As did their peers without an educational need) from 31.9 to 27.7.

104 Of the 13 schools

1. Only 2 school improved their attainment 8 score for SEN pupils

**Statistical neighbour / national comparison****Average Overall Attainment 8 Score per pupil**

- 105 Central Bedfordshire is 2.3 points below the statistical neighbour average (47.1) and 0.1 points above the national average (44.7).
- 106 Central Bedfordshire is ranked 11/11 against the statistical neighbours; compared to 10/11 last year.
- 107 Central Bedfordshire is ranked 105/150 against the national ranking; compared to a ranking of 94/151 last year, Central Bedfordshire remains in the 3<sup>rd</sup> quartile nationally.

**Percentage of Pupils who achieved 9-5 pass in English and Maths**

- 108 Central Bedfordshire is 2.5 percentage points below the statistical neighbour average (43.9%) and 1.3 percentage points above the national average (40.1%).
- 109 Central Bedfordshire is ranked 9/11 against the statistical neighbours same as last year.
- 110 Central Bedfordshire is ranked 86/150 against the national ranking compared to 80/151 last year; placing Central Bedfordshire remains 3<sup>rd</sup> Quartile nationally.

**English Baccalaureate Average Points score**

- 111 Central Bedfordshire is 0.32 points below the statistical neighbour average (4.11) and 0.08 percentage points below the national average (3.87).
- 112 Central Bedfordshire is ranked 11/11 against the statistical neighbours compared to 10/11 last year.
- 113 Central Bedfordshire is ranked 110/150 against the national ranking; compared to 96/149 last year. Central Bedfordshire remains in the 3<sup>rd</sup> quartile nationally

**Overall Progress 8 Score per pupil**

- 114 Central Bedfordshire is 0.08 points below the statistical neighbour average (-0.06).
- 115 Central Bedfordshire is ranked 10/11 against the statistical neighbours, same as last year.
- 116 Central Bedfordshire is ranked 103/150 against the national ranking; compared to a ranking of 104/151 last year. Central Bedfordshire remains in the 3<sup>rd</sup> quartile nationally.



## Maintained school and academy performance

117.

	Cohort (No. of schools)	Average Attainment 8 score per pupil	Average Progress 8 score
Maintained School	143 (1)	47.0	0.15
Academy Converter	2011 (8)	47.6	-0.03
Academy Sponsor Led	509 (4)	37.8	-0.46
<b>Central Bedfordshire LA</b>		<b>44.8</b>	<b>-0.14</b>

### KS4 COMMENTARY

118. Attainment at KS4 is typically above average, however progress, in particular for SEN support and disadvantaged pupils is less effective:

- a. Allowing for a 30% cross over of disadvantaged and SEN pupils these pupils make up 540 (20%) of the 2722 pupils who sat GCSE's in 2019

119 Currently the average grade attained by a pupil in CBC is lower than 2018 by 0.4 and higher than the 2018 national by 0.2. This has no overall change of average grade which would be and mid 4 (4.48 (2019); 4.52(2018)).

- a. In terms of overall attainment 8 scores:
  - i. 6 schools declined from 2018
  - ii. 6 schools improved from 2018
  - iii. 1 school had results at this key stage for the first time.

120 In terms of progress 8 data:

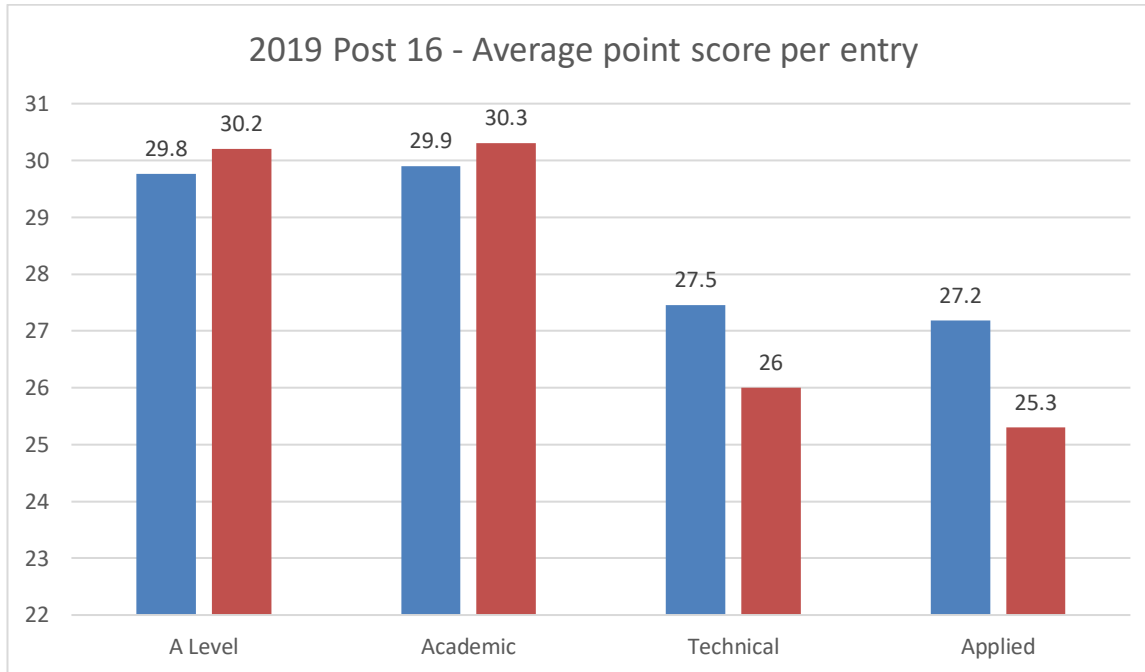
- i. 5 schools were above the national score of 0
- ii. 8 schools were below national
  1. Of these 4 are well below national

121 Basics measure

- i. Basics 4+: Increased in 4 schools; Declined in 8 schools – One school had no 2018 data
  - 1. The CBC average is the same as 2018
  - 2. 5 schools are below the 2019 national average of 60%
  - 3. 8 schools are above the CBC 2019 average
- b. Basics 5+: Increased in 6 school; Declined in 6 schools – One school had no 2018 data
  - 1. The CBC average has decreased by 1%
  - 2. 6 schools are below the 2019 national average of 40%
  - 3. 7 schools are above the CBC 2019 average
  - 4. 6 schools are below the CBC 2019 average
- c. EBacc average point score: 3.8
  - 1. This has fallen by 0.1 from 3.9

## KEY STAGE 5 (Post 16)

### Average KS5 point score per entry



### Level 3 qualifications overall

122 The points scores referred to below, broadly translate to the following averages:

A\* or Distinction \* = 56; A or Distinction = 48 points; B=40; C or Merit=32, D=24, E or Pass = 16

123 The overall level 3 qualifications performance decreased 0.4 points to 29.1.

124 CBC is 4.3 points below the national average and 3.3 points below statistical neighbours.

125 The reduction in applied general and technical level performance has impacted heavily on this result.

- i. Within this figure 20% of the grades arise from Central Bedfordshire College who performed less effectively than all but one CBC academies or maintained schools

### **A Level qualifications**

126 A level calculations include: applied single A/AS levels, applied double A/AS levels or combined A/AS level.

127 The number of pupils sitting A-Levels in CBC was 1154 pupils. This is 99 pupils less than in 2018.

128 The average points score for A-Level students is 30.2 (C) a 0.4 increase from 2018. This is positive however:

- i. CBC is still 2.7 points below statistical neighbours and 3.8 points below national.
- ii. Two of the smallest P16 providers in the county returned the lowest average point score – All Saints Academy Dunstable and Sandy Secondary
- iii. None of the CBC providers achieved the average point score.

### **Academic qualification**

129 Academic qualification calculations include qualifications in the A level group, as well as Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Maths, Extended Project (Diploma) qualifications and Core Maths at level 3.

130 Overall academic qualifications increased by 0.4 points to 30.3.

- i. CBC is still below statistical neighbours and national however.
- ii. None of the CBC providers achieved the national average point score.

### **Technical level qualifications**

131 Tech level qualifications: Technical levels are rigorous level 3 technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus that want to specialise in a specific industry or prepare for a particular job.

132 155 students studied a technical qualification.

133 The average points score for technical level qualifications was 26.0 a 1.5-point decrease from 2018.

134 Central Bedfordshire college accounts for 57% of pupils studying technical qualifications. Performance of this institution in 2019 was a Merit -, in comparison to CBC academies and maintained schools Merit+/Distinction – This has significantly impacted the final point score

135 In comparison to statistic neighbours Central Bedfordshire is 3.6 points below

136 In comparison to national Central Bedfordshire is 2.6 points below.

### **Applied general qualifications**

137 Applied general: Applied general qualifications are rigorous level 3 qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning.

138 The average points score for applied general qualifications was 25.3 – This is a 1.9-point decrease from 2018.

139 CBC on this measure is 3.7 points below the statistical neighbour average and 3.6 points below national.

140 Two lower performing institutions accounted for 1/5 of entrants and impacted heavily on performance.

- i. Central Bedfordshire college (49)
- ii. Sandy upper school (43)

141 However overall, nationally applied general performance has an average of 28.9 – only 3 CBC institutions achieved this average or higher.

**Commentary on KS5 outcomes**

- 142 There is, here as in most LA areas, a great deal of movement of students at Post 16. This means that the outcomes of schools are not the same as the outcomes for students who have been at school here through the other key stages.
- 143 Performance at Post 16 is most closely related to:
- i. Quality of teaching
  - ii. Prior attainment.
- 144 Whilst GCSE performance is not as strong as expected it cannot explain the low numbers of schools meeting national average performance for A-Level or Applied general qualifications.
- 145 Given the financial constraints of schools it would be prudent to undertake a full review of Post16 entry criteria to determine whether schools are more accepting of pupils than those nationally and whether this explains the lower performance data.

## **Council Priorities**

146 This report contributes support for Central Bedfordshire's five-year plan, 2015-2020 and the specific priorities of improving education and skills.

## **Corporate implications**

147 The school improvement service assists a range of officers, both within and outside children's services, in carrying out statutory duties of the council relating to schools and education more generally. For example the safeguarding officer is assisted by SIA liaising with schools about allegations'; SEN officers by the availability of curriculum advice to schools that takes account of the range of pupil needs; health and safety officers by advising about council powers to intervene in schools; and finance officers by examining governing bodies' recovery plans viability.

## **Legal implications**

148 The council has a total of 30 statutory duties in the area of school standards, compliance and curriculum. These are listed under these substantive headings in appendix 2 to this report. The first listed duty is set out under section 13A of the Education Act 1996, and states that local authorities should ensure that their relevant education and training functions are exercised to 'promote high standards', 'ensuring fair access to opportunity for education and training', and 'promoting the fulfilment of learning potential by every person to whom this subsection applies'. It applies to persons under the age of 20 and persons aged 20 or over and for whom an EHC plan is maintained.

## **Financial and risk implications**

149 The councils executive agreed, in 2016 to allocate £321,000 from the councils reserves to support the appointment of a school improvement team, comprising of head of school improvement and three school improvement advisors. From 2020/21, the executive has determined that the agreed allocation should be added to the school improvements team budget.

150 This allocation almost doubles the teams net budget. The success of this investment will be judged primarily on whether the gap between disadvantaged pupils and all others narrows, pupil progress and attainment increase and regulator judgements improve so that 95 percent of schools in the area are judged good or better by the end of 2022.

151 There is a risk that the investment will not achieve the required outcomes. If not, the additional budget, in whole or part, may be taken as a reduction, after alternative service structures that ensure the councils statutory duties continue to be delivered have been put in place.

## **Equalities implications**

152 Central Bedfordshire has statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimization and foster good relations in respect of nine protected characteristics; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

- 153 Outcome data is analysed by disadvantage, SEND, ethnicity and sex. The findings indicate that the gaps widen for most groups at each key stage. Schools are provided with data dashboard to support the analysis of their outcomes by different groups to identify the impact of actions taken. The teaching schools provide training opportunities to support schools in narrowing the gaps. And where schools are identified through the new school improvement strategy, the progress made by all vulnerable groups forms a key aspect of every school improvement professional visit report.
- 154 It is well researched that financial disadvantage shapes outcomes. Children who grow up in poverty are less likely to get qualifications or go on to higher education and are more likely to become young parents. People with low levels of educational achievement can expect to be less employable, poorer and less healthy. This report therefore places emphasis on the outcomes for disadvantaged pupils.

## Appendices

- Appendix A: Definitions  
Appendix B: GCSE results by individual school  
Appendix C: Post 16 results by individual school  
Appendix D: KS2 results by school

## Background papers

None

**Report author(s): Simon Cotton**

**Head of School Improvement**

**[Simon.Cotton@Centralbedfordshire.gov.uk](mailto:Simon.Cotton@Centralbedfordshire.gov.uk)**





## Appendix A

- CBC – Central Bedfordshire Council
- EYFS – Early years foundation stage
- FSM – Pupils receiving a free schools meal
- PP – Pupils who receive Pupil Premium funding
- Ever 6 FSM – Pupils who are currently or who have in the last 6 years received a free school meal
- KS1 – Pupils in year 1 or 2; Year 2 pupils are teacher assessed in Reading, Writing and Maths.
- KS2 – Pupils in years 3-6; Year 6 pupils take KS2 tests in Reading and Maths and teacher assessed in Writing
- KS4 – Students studying GCSE's level qualifications in Years 10 or 11.
- LAC – Looked after children
- CIN – Children in need
- GD – Pupil who achieve greater depth (More than the expected standard)
- EXS – The expected standard for pupils
- KS5 – Student in Year 12 and 13, often referred to as Post 16 students
- SIT – School improvement team
- SIA – School Improvement advisor
- RADY – A project to raise the attainment of disadvantaged young people
- KAGAN – A project to improve the quality of teaching and learning
- NQT – Newly qualified teacher
- SLE – Practising teachers who support other schools
- CBLE – Practising Headteachers who support other schools
- GBMG – Governing body monitoring group
- SIP – A professional who supports the governors in particular around HT appraisal
- A/AS levels: applied single A/AS levels, applied double A/AS levels or combined A/AS level.
- Academic qualifications: includes qualifications in the A level group, as well as Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Maths, Extended Project (Diploma) qualifications and Core Maths at level 3.
- Tech level qualifications: Technical levels are rigorous level 3 technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus that want to specialise in a specific industry or prepare for a particular job.
- Applied general: Applied general qualifications are rigorous level 3 qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning.
- **Progress 8** This is a calculation based on the progress made by pupils from KS2, compared to their peers nationally.
- A negative progress score does not mean pupils made no progress, or the school has failed, rather it means pupils in the school made less progress than other pupils across England with similar results at the end of key stage 2.
- **Pupil destinations:** The headline pupil destination measure shows the percentage of pupils continuing to a sustained education, employment or training destination in the year after completing key stage 4 study (after year

11). This is typically not available for 6 months to a year after Yr11 leave an institution.

- **A strong pass:** From 2017, the headline English and maths measure has been the percentage of pupils achieving a grade 5 or above in English and maths. A grade 5 or above in English or maths is recognised as a 'strong pass'.
- A **standard pass:** This is a credible achievement and represents pupils achieving 4+ in a qualification.
- The percentage of pupils achieving a grade 4 or above in English and maths is also published in the performance tables. In all subjects, a grade 4 or above is recognised as a 'standard pass'.
- **Attainment 8:** This measures a student's average grade across eight subjects –This measure is designed to encourage schools to offer a broad, well-balanced curriculum. The eight subjects fit into three groups:
  - English and maths which are double weighted in the calculation.
  - Pupil may attain the English Baccalaureate (EBacc) standard. This is not a qualification but arises from pupils studying a suite of science, computer science, geography, history and languages.
  - Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications.
  - If the attainment 8 score is divided by 10 this gives the average grade of pupils in an institution.
- There is no exact equivalence between the old and new GCSEs. The bullet points below provide an approximate equivalence guide.

Grade 9 is the equivalent of above an A\*

Grade 8 is the equivalent of in between grades A\* and A

Grade 7 is the equivalent of a grade A

Grade 6 is the equivalent of just above a grade B

Grade 5 is the equivalent to the top of a grade C –A good pass

Grade 4 is the equivalent to the bottom of a grade C – A standard pass

Grade 3 is the equivalent of in between grades D and E

Grade 2 is the equivalent of in between grades E and F

Grade 1 is the equivalent of in between grades F and G

- Pupils might also study vocational qualifications where the grading system is as follows:

#### **Level 2 BTEC**

Distinction\* = 8.5

Distinction=7

Merit=5.5

Pass=4

**Level 1 BTEC**

Distinction= 3

Merit=2

Pass=1.75

- **Floor standard:** From 2016 From 2016, a school is below the floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero.
- **Coasting schools:** A school is determined to be coasting if for all three of 2017, 2018 and 2019 the school's Progress 8 score was below -0.25



## Provisional 2019 Key Stage 4 Attainment 8 Results - Central Bedfordshire Upper/Secondary Schools (CONFIDENTIAL AND PRIVATE)

	Number of Pupils at end of KS4		Attainment 8			Progress		Basic Measure					
			Overall Attainment 8 Score			Average Progress 8 score		Percentage achieving Grade 4+ in English and Maths		Percentage achieving Grade 5+ in English and Maths		English Baccalaureate (Average point score)	
			2019	2018	+/-	2019	2018	2019	2018	2019	2018	2019	2018
All Saints Academy	122	113	33.1	40.9	-7.8	-0.69	-0.13	45	47	17	18	2.9	3.4
Cedars	289	271	48.8	47.3	1.5	0.12	-0.06	68	64	50	48	4.1	4.0
Etonbury	94	0	46.9	-	-	0.22	0.00	67	-	42	-	3.7	0.0
Harlington	298	289	48.9	51.8	-2.9	0.18	0.23	75	83	57	61	4.0	4.4
Houghton Regis	58	52	33.0	32.3	0.7	-1.03	-0.75	40	27	14	6	2.6	2.8
Manshead	198	161	40.6	40.0	0.6	-0.19	-0.41	51	52	29	27	3.6	3.5
Priory	82	84	51.0	54.3	-3.3	-0.08	0.10	79	82	59	68	4.3	4.8
Queensbury	131	153	39.2	41.3	-2.1	-0.44	-0.71	44	56	21	28	3.2	3.5
Redborne	390	374	46.9	48.8	-1.9	-0.14	0.03	72	73	45	52	4.0	4.2
Samuel Whitbread	400	419	47.9	47.2	0.7	-0.25	-0.21	73	70	48	42	3.9	3.8
Sandy	143	126	47.0	48.2	-1.2	0.16	0.36	67	70	39	45	4.2	4.2
Stratton	271	241	41.9	41.3	0.6	-0.34	-0.26	53	56	32	28	3.7	3.6
Vandyke	184	219	50.6	49.2	1.4	0.50	0.28	72	68	52	45	4.4	4.4
<i>Chiltern Special</i>	13	6	NE	NE	-	NE	NE	NE	NE	NE	NE	NE	NE
<i>Ivel Valley Special</i>	8	17	NE	NE	-	NE	NE	NE	NE	NE	NE	NE	NE
<i>Oak Bank Special</i>	22	20	2.2	4.4	-	-2.34	-2.98	0	5	0	0	0.2	0.3
<i>Weatherfield Special</i>	16	28	NE	NE	-	NE	NE	NE	NE	NE	NE	NE	NE
<b>Central Bedfordshire</b>	2722	2579	44.6	45.2	-0.6	-0.14	-0.14	64	64	41	42	3.8	3.9
<b>National ( All Schools)</b>	-	-	44.5	44.5				60	59	40	40	3.9	3.9



## 2019 DfE Performance Tables Key Stage 5 School Results

## Source Dfe Performance Tables

	A level qualification			Academic qualification			Applied general qualification			Tech level qualification		
	Number of students	Average point score per A level entry	Average point score expressed as a grade	Number of students	Average point score per academic entry	Average point score expressed as a grade	Number of students	Average point score per applied general entry	Average point score expressed as a grade	Number of students	Average point score per tech level entry	Average point score expressed as a grade
All Saints Academy Dunstable	28	18.7	D	28	19.1	D	21	25.1	Merit	NE	NE	NE
Cedars Upper School	165	27.6	C-	167	27.6	C-	39	26.3	Merit	20	36.9	Dist+
Harlington Upper School	130	33.2	C+	131	33.4	C+	12	25.0	Merit	NE	NE	NE
Manshead School	90	31.1	C	90	31.1	C	84	26.8	Merit+	NE	NE	NE
Queensbury Academy	41	27.9	C-	41	27.9	C-	26	29.9	Merit+	NE	NE	NE
Redborne Upper School and Com	237	31.6	C	237	31.9	C+	70	31.3	Dist-	18	40.7	Dist+
Samuel Whitbread Academy	208	30.8	C	216	30.7	C	83	25.7	Merit	17	31.7	Dist-
Sandy Upper School	48	24.5	D+	48	24.7	D+	49	17.8	Pass+	9	28.3	Merit+
Stratton Upper School	104	28.4	C	105	28.8	C	40	26.5	Merit	NE	NE	NE
Vandyke Upper School and Comm	89	33.4	C+	89	33.4	C+	43	29.8	Merit+	2	SUPP	SUPP
<i>Central Bedfordshire College</i>	3	SUPP	SUPP	10	24.0	D+	43	20.4	Merit-	89	20.4	Merit-
<b>Central Bedfordshire LA</b>		<b>30.2</b>	<b>C</b>		<b>30.3</b>	<b>C</b>		<b>25.3</b>	<b>Merit</b>		<b>26.0</b>	<b>Merit</b>
<b>ENGLAND</b>		<b>34.0</b>	<b>C+</b>		<b>34.3</b>	<b>C+</b>		<b>28.9</b>	<b>Merit+</b>		<b>28.6</b>	<b>Merit+</b>





		Phase	Pupil	Percentage of Pupils reaching the Expected Standard and above:				
			Cohort	Reading, Writing TA and Maths			Direction of Travel	
			2019	2019	2018	2017	1 Year	3 Year
<b>Central Bedfordshire LA</b>			3482	61	62	58	↓	↓↑
<i>Middle</i>			2508	62	63	60	↓	↓↑
<i>Primary</i>			926	63	60	52	↑	↑↑
<b>England</b>			-	65	64	61	↑	↑↑
Alameda Middle School	Academy	Middle	182	53	66	68	↓	↓↓
Arnold Academy	Academy	Middle	180	77	73	71	↑	↑↑
Brooklands School	Academy	Middle	150	48	56	47	↓	↓↑
Edward Peake C of E (VC) Middle School	Maintained	Middle	129	27	43	36	↓	↓↑
Etonbury Academy	Academy	Middle	179	61	72	69	↓	↓↑
Fulbrook Middle School	Academy	Middle	111	59	73	67	↓	↓↑
Gilbert Inglefield Academy	Academy	Middle	114	61	63	55	↓	↓↑
Henlow Church of England Academy	Academy	Middle	208	71	59	56	↑	↑↑
Holywell School	Academy	Middle	157	60	68	64	↓	↓↑
Leighton Middle School	Maintained	Middle	148	68	79	75	↓	↓↑
Linslade School	Academy	Middle	157	63	61	57	↑	↑↑
Parkfields Middle School	Maintained	Middle	113	69	67	54	↑	↑↑
Potton Middle School	Maintained	Middle	76	64	61	70	↑	↑↓
Priory Academy	Academy	Middle	115	60	64	71	↓	↓↓
Robert Bloomfield Academy	Academy	Middle	235	74	78	74	↓	↓↑

Sandye Place Academy	Academy	Middle	76	59	35	20	↑	↑↑
Woodland Middle School	Academy	Middle	178	56	52	61	↑	↑↓
Ardley Hill Academy	Academy	Primary	55	53	30	44	↑	↑↓
Ashton St Peter's C of E V A School	Maintained	Primary	28	75	48	65	↑	↑↓
Beecroft Academy	Academy	Primary	54	54	47	42	↑	↑↑
Biggleswade Academy Trust	Academy	Primary	123	54	65	61	↓	↓↑
Caddington Village School	Maintained	Primary	56	77	74	85	↑	↑↓
Eaton Bray Academy	Academy	Primary	19	68	61	63	↑	↑↓
Everton Heath Primary School	Academy	Primary	7	57				
Hadrian Academy	Academy	Primary	59	61	69	66	↓	↓↑
Hawthorn Park Community Primary school	Maintained	Primary	52	46	22	23	↑	↑↓
Houghton Regis Primary School	Maintained	Primary	29	69	60	32	↑	↑↑
John Donne Church of England Primary S	Maintained	Primary	8	50				
Kensworth C of E Academy	Academy	Primary	10	40	17	50	↑	↑↓
Lancot School	Academy	Primary	41	68	54	33	↑	↑↑
Lark Rise Academy	Academy	Primary	45	73	88	64	↓	↓↑
Robert Peel Primary School	Maintained	Primary	22	77				
Slip End Village School	Maintained	Primary	24	71	70	61	↑	↑↑
St Swithun's Church of England VC Prima	Maintained	Primary	25	72				
St Vincent's Catholic Primary School	Academy	Primary	27	52	52	62	↓	↓↓
St. Augustine's Academy School	Academy	Primary	24	46	69	0	↓	↓↑
St. Christophers Academy	Academy	Primary	38	76	67	47	↑	↑↑

St. Mary's Catholic Primary School	Academy	Primary	30	63	61	38	↑	↑↑
The Vale Academy	Academy	Primary	51	80	79	48	↑	↑↑
Thomas Whitehead CE Academy	Academy	Primary	33	42	48	57	↓	↓↓
Thornhill Primary School	Maintained	Primary	26	69	62	48	↑	↑↑
Tithe Farm Primary School	Maintained	Primary	39	82	88	70	↓	↓↑
Ivel Valley School	Maintained	SPE	19	0	0	0	↓	↔↔
Oak Bank Special School	Academy	SPE	12	0	0	0	↓	↔↔
The Chiltern School	Maintained	SPE	8	0	0	0	↓	↔↔
Weatherfield Academy	Academy	SPE	9	0	0	0	↓	↔↔

Results for individual RWM component		Phase	Percentage of Pupils reaching the Expected Standard and above:								
			Reading Test			Writing Teacher Assessment			Maths Test		
			2019	2018	2017	2019	2018	2017	2019	2018	2017
<b>Central Bedfordshire LA</b>			<b>72</b>	<b>74</b>	<b>72</b>	<b>77</b>	<b>78</b>	<b>74</b>	<b>77</b>	<b>73</b>	<b>73</b>
<i>Middle</i>			<b>73</b>	<b>76</b>	<b>75</b>	<b>77</b>	<b>78</b>	<b>76</b>	<b>79</b>	<b>75</b>	<b>76</b>
<i>Primary</i>			<b>72</b>	<b>73</b>	<b>68</b>	<b>79</b>	<b>78</b>	<b>73</b>	<b>75</b>	<b>71</b>	<b>68</b>
<b>England</b>			<b>73</b>	<b>75</b>	<b>72</b>	<b>78</b>	<b>78</b>	<b>76</b>	<b>79</b>	<b>75</b>	<b>75</b>
Alameda Middle School	Academy	Middle	80	76	78	63	82	84	79	74	78
Arnold Academy	Academy	Middle	87	85	81	86	84	87	88	82	84
Brooklands School	Academy	Middle	55	67	60	72	75	63	67	65	61
Edward Peake C of E (VC) Middle School	Maintained	Middle	55	52	61	35	68	43	54	50	63
Etonbury Academy	Academy	Middle	72	78	76	79	87	86	75	83	81
Fulbrook Middle School	Academy	Middle	68	82	77	77	83	78	70	84	82
Gilbert Inglefield Academy	Academy	Middle	70	67	66	87	83	79	75	81	70
Henlow Church of England Academy	Academy	Middle	79	78	78	86	81	78	85	72	72
Holywell School	Academy	Middle	73	79	75	71	80	82	82	82	78
Leighton Middle School	Maintained	Middle	75	84	87	88	90	89	84	86	82
Linslade School	Academy	Middle	70	74	78	82	81	83	78	68	67
Parkfields Middle School	Maintained	Middle	78	80	74	82	74	77	92	87	72
Potton Middle School	Maintained	Middle	80	74	90	83	82	76	75	68	77
Priory Academy	Academy	Middle	63	71	81	83	86	82	83	80	94
Robert Bloomfield Academy	Academy	Middle	77	86	78	88	88	87	88	85	92

Sandye Place Academy	Academy	Middle	68	64	57	74	41	21	80	65	57
Woodland Middle School	Academy	Middle	73	80	80	72	74	74	71	62	69
Ardley Hill Academy	Academy	Primary	65	52	51	80	53	73	65	42	64
Ashton St Peter's C of E V A School	Maintained	Primary	79	62	69	86	72	88	82	59	85
Beecroft Academy	Academy	Primary	72	60	68	63	63	42	81	60	71
Biggleswade Academy Trust	Academy	Primary	59	78	72	80	85	83	78	75	71
Caddington Village School	Maintained	Primary	86	95	93	88	79	90	86	85	100
Eaton Bray Academy	Academy	Primary	74	65	79	89	87	67	74	74	75
Everton Heath Primary School	Academy	Primary	57			86			57		
Hadrian Academy	Academy	Primary	73	79	71	85	87	87	71	75	74
Hawthorn Park Community Primary school	Maintained	Primary	60	38	50	63	64	29	58	31	40
Houghton Regis Primary School	Maintained	Primary	79	87	78	79	83	65	79	63	51
John Donne Church of England Primary S	Maintained	Primary	75			63			63		
Kensworth C of E Academy	Academy	Primary	50	17	75	60	50	63	50	33	63
Lancot School	Academy	Primary	78	65	47	80	75	74	85	71	53
Lark Rise Academy	Academy	Primary	76	98	77	87	95	84	80	93	80
Robert Peel Primary School	Maintained	Primary	86			82			91		
Slip End Village School	Maintained	Primary	79	74	72	96	74	72	79	74	89
St Swithun's Church of England VC Prima	Maintained	Primary	76			80			72		
St Vincent's Catholic Primary School	Academy	Primary	56	72	72	74	72	90	70	76	76
St. Augustine's Academy School	Academy	Primary	58	81	25	63	75	17	63	75	17
St. Christophers Academy	Academy	Primary	87	84	61	82	86	67	89	67	78



Progress results		Phase	Progress score:								
			Reading Progress			Writing Progress			Maths Progress		
			2019	2018	2017	2019	2018	2017	2019	2018	2017
<b>Central Bedfordshire LA</b>			-1.7	-1.5	-1.5	-1.9	-1.4	-2.2	-1.5	-1.5	-1.7
<i>Middle</i>			-1.9	-1.5	-1.4	-2.3	-1.6	-2.4	-1.5	-1.5	-1.6
<i>Primary</i>			-0.7	-1.1	-1.3	-0.5	-0.3	-1.4	-1.1	-0.9	-1.8
<b>England</b>			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Alameda Middle School	Academy	Middle	-2.8	-1.8	-1.7	-6.7	-1.5	-1.7	-3.9	-3.1	-2.5
Arnold Academy	Academy	Middle	-0.2	-0.7	-1.6	-0.4	-2.0	-2.7	0.0	-1.0	-1.2
Brooklands School	Academy	Middle	-3.6	-2.0	-2.9	-2.2	-1.9	-3.0	-2.2	-0.8	-3.1
Edward Peake C of E (VC) Middle School	Maintained	Middle	-3.8	-3.1	-1.8	-7.6	-2.2	-4.8	-4.4	-2.6	-3.1
Etonbury Academy	Academy	Middle	-2.2	-1.2	-0.2	-1.8	-2.3	-1.6	-2.0	-1.1	0.2
Fulbrook Middle School	Academy	Middle	-3.0	-1.6	-1.0	-1.0	0.1	-2.1	-2.9	-1.4	-0.9
Gilbert Inglefield Academy	Academy	Middle	-2.9	-2.1	-2.6	-1.0	-2.0	-1.4	-1.1	-0.2	-1.9
Henlow Church of England Academy	Academy	Middle	0.5	0.4	-0.7	-0.2	-1.7	-1.9	-0.3	-1.4	-2.2
Holywell School	Academy	Middle	-1.9	-1.2	-2.5	-3.4	-1.4	-1.2	-0.7	-1.0	-1.5
Leighton Middle School	Maintained	Middle	0.1	0.2	1.1	-0.1	2.7	1.1	0.1	0.6	-0.4
Linslade School	Academy	Middle	-1.7	-2.8	-1.8	-1.5	-2.4	-1.5	-0.9	-3.0	-3.0
Parkfields Middle School	Maintained	Middle	-1.9	-1.5	-3.3	-2.5	-4.9	-3.8	-1.2	-1.8	-4.0
Potton Middle School	Maintained	Middle	-2.4	-1.7	-0.8	-2.7	-0.3	-0.5	-3.4	-2.4	-1.4
Priory Academy	Academy	Middle	-4.0	-3.4	-0.2	-2.7	-0.2	0.5	-0.4	-2.6	1.2
Robert Bloomfield Academy	Academy	Middle	-1.0	-0.2	-0.9	-1.8	-0.1	-1.5	0.1	0.7	1.5
Sandye Place Academy	Academy	Middle	-2.9	-4.5	-4.4	-3.7	-8.2	-14.3	-1.0	-4.0	-4.9

Woodland Middle School	Academy	Middle	-1.7	-0.5	0.5	-1.9	-0.7	-0.7	-3.1	-2.1	-2.3
Ardley Hill Academy	Academy	Primary	-2.3	-3.4	-1.7	1.3	-3.1	0.4	-3.1	-4.4	-1.7
Ashton St Peter's C of E V A School	Maintained	Primary	-1.3	-4.6	-3.9	-2.3	-3.9	-1.3	-0.9	-4.0	-3.3
Beecroft Academy	Academy	Primary	0.8	-1.8	-1.1	-2.0	0.0	-6.2	1.1	-0.8	-0.8
Biggleswade Academy Trust	Academy	Primary	-3.2	-1.3	-0.6	-1.7	0.1	1.0	-1.7	-1.3	-1.3
Caddington Village School	Maintained	Primary	-0.4	3.6	2.1	0.1	0.7	0.5	0.6	3.0	4.3
Eaton Bray Academy	Academy	Primary	-1.4	-3.0	2.5	0.1	1.2	-2.0	-0.8	-0.5	0.3
Everton Heath Primary School	Academy	Primary	-3.7	0.0	0.0	-1.3	0.0	0.0	-5.8	0.0	0.0
Hadrian Academy	Academy	Primary	-1.9	-1.0	-1.1	-1.5	0.6	1.8	-2.6	0.6	-1.1
Hawthorn Park Community Primary school	Maintained	Primary	-0.3	-5.1	-3.7	-0.7	-1.3	-10.1	-1.8	-4.7	-6.2
Houghton Regis Primary School	Maintained	Primary	0.4	-0.9	0.1	-2.0	-0.7	-2.7	-0.8	-2.7	-4.5
John Donne Church of England Primary S	Maintained	Primary	-0.7	0.0	0.0	-3.5	0.0	0.0	-2.7	0.0	0.0
Kensworth C of E Academy	Academy	Primary	-3.1	SUPP	0.9	-1.6	SUPP	-1.8	-4.4	SUPP	-1.1
Lancot School	Academy	Primary	-0.6	-1.8	-3.6	1.7	-0.5	-1.9	0.6	-1.6	-1.6
Lark Rise Academy	Academy	Primary	-2.1	0.4	-2.0	0.0	-0.1	-0.9	-1.8	0.2	-2.3
Robert Peel Primary School	Maintained	Primary	2.6	0.0	0.0	-1.0	0.0	0.0	0.4	0.0	0.0
Slip End Village School	Maintained	Primary	-2.2	0.0	-1.1	0.2	-2.3	-4.8	-2.6	-1.5	-0.2
St Swithun's Church of England VC Prima	Maintained	Primary	-0.2	0.0	N/A	-0.9	0.0	N/A	-1.6	0.0	N/A
St Vincent's Catholic Primary School	Academy	Primary	-0.2	-1.0	-0.3	-0.1	-0.4	2.1	-1.7	-0.8	0.3
St. Augustine's Academy School	Academy	Primary	2.6	-0.6	-5.0	3.6	-1.4	-6.8	0.8	-1.2	-8.4
St. Christophers Academy	Academy	Primary	3.0	0.7	1.3	-1.1	1.3	-0.3	-1.1	0.1	0.2
St. Mary's Catholic Primary School	Academy	Primary	-2.3	0.3	-4.2	-0.8	0.2	-2.8	-4.4	1.0	-4.2



The Vale Academy	Academy	Primary	2.7	0.0	-3.3	1.9	-0.2	0.8	2.4	2.2	-3.2
Thomas Whitehead CE Academy	Academy	Primary	-1.6	-2.7	0.8	-6.5	-1.2	-4.9	-5.7	-3.2	-1.9
Thornhill Primary School	Maintained	Primary	-1.9	-1.3	-1.4	0.3	-0.8	-1.9	-0.3	1.7	-3.8
Tithe Farm Primary School	Maintained	Primary	2.9	2.1	-1.3	2.9	1.6	0.0	2.3	1.3	-1.5
Ivel Valley School	Maintained	SPE	-7.8	-2.1	-6.2	-7.8	-3.1	-5.9	-8.1	-3.7	-6.4
Oak Bank Special School	Academy	SPE	-12.7	-15.6	NA	-14.4	-15.4	-5.9	-13.4	-15.0	NA
The Chiltern School	Maintained	SPE	-6.8	-9.2	-3.9	-6.6	-9.4	-4.0	-7.7	-9.1	-4.4
Weatherfield Academy	Academy	SPE	-13.5	-12.2	-15.0	-12.1	-10.2	-13.8	-12.6	-13.7	-16.8



## Central Bedfordshire Council

Children's Services Overview and Scrutiny  
Committee

10<sup>th</sup> March 2020

### Schools for the Future – Shefford and Stotfold Cluster

**Report of:** Cllr Sue Clark, Executive Member for Families, Education and Children,  
([sue.clark@centralbedfordshire.gov.uk](mailto:sue.clark@centralbedfordshire.gov.uk))

**Responsible Director(s):** Sue Harrison, Director of Children's Services,  
([sue.harrison@centralbedfordshire.gov.uk](mailto:sue.harrison@centralbedfordshire.gov.uk))

**This report relates to a decision that is Key**

### Purpose of this report

To provide Overview and Scrutiny Committee with the outcome of the 'Have your say' consultation undertaken on the educational landscape plan for schools within the Shefford and Stotfold cluster area. The proposal accommodates the anticipated growth in pupil numbers and is a move to a primary and secondary model of schooling.

### RECOMMENDATIONS

Overview and Scrutiny Committee is asked to:

1. **Note the responses to the 'Have your say' consultation undertaken on the educational landscape plan for schools within the Shefford and Stotfold cluster area. (appendix A)**
2. **Note the publication of statutory notices for the preferred options for maintained schools.**
3. **Note that academies will have to submit a business case for any significant change to age range to the Regional Schools Commissioner (RSC).**
4. **Consider capital expenditure at Henlow Academy to become a secondary school in 2021, subject to the Regional Schools Commissioners (RSC) approval. Note that Executive will be asked to approve the Director of Children's Services, in consultation with the Executive Member for Families, Education and Children to enter into all appropriate legal documentation to implement the scheme, including the building contract and ancillary documents, funding agreement, development agreement, Academy lease and all contracts required to secure delivery and operation of the change of age range.**

**5. Note approval from Executive will be sought for the Director of Children’s Services in consultation with the Executive Member for Families, Education and Children to approve the commencement of expenditure for feasibility studies to RIBA stage 2 for all the schools in the Shefford and Stotfold cluster. The value of the contract is approximately £502,000 subject to the complexity of the surveys at the schools.**

**6. Note the next steps to provide sufficient Special Education Needs and Disabilities (SEND) resources within the cluster.**

## Overview and Scrutiny Comments/Recommendations

1. A report was presented to Executive at its meeting on 8 October 2019 where support for the 12-week consultation was approved.
2. The Children’s Services Overview and Scrutiny Committee supported the recommendations at its meeting on 19 November 2019.

## Schools for the Future

3. According to the Local Plan, Central Bedfordshire is an area that will grow - with up to 43,000 new homes expected by 2035. The expected growth has significant implications with regard to pupil place planning as the Council has a statutory duty to ensure that there are sufficient school places for children residing in Central Bedfordshire. Current forecasts suggest there will be an additional 24,672 pupils by 2035.
4. Schools for the Future is an ambitious programme of work taking place to raise educational standards through the provision of places required across Central Bedfordshire in line with the Local Plan. A strategic and co-ordinated approach is required to ensure change is planned and managed effectively.

### ***Schools for the Future***

*We want to develop a coherent and transparent plan for our future educational landscape that is shaped by all our schools, mapping out where existing schools can expand, what additional schools we will require and the structure our schools will take over the next 15 – 20 years. This plan will help to ensure we achieve the best educational outcomes possible for our children making best use of public money*

***The right schools, in the right places, delivering the best education***

5. The objectives of the Programme are to:
  - Ensure sufficient places (appropriately located) to best meet demand from housing growth

- Improve educational outcomes at all key stages
  - Shape the future educational landscape - to provide clear educational pathways and reduce the number of transitions
  - Deliver best value – to ensure viability
  - Facilitate more school-based SEND (Special Educational Needs) provision, early years provision on school sites and school based sixth form provision.
6. Schools for the Future was considered by Executive on 7 August 2018 and, in response to the engagement that had taken place with schools, a decision was taken to:
- (i) To support schools and clusters that want to work towards a primary and secondary model, considering that:**
- *the appropriate resources are in place to do so;*
  - *change is coordinated; and*
  - *change supports improvements in educational outcomes.*
- (ii) To actively promote that any new schools that will be built will be primary or secondary.**
7. This decision will align Central Bedfordshire with the rest of the country and help improve educational attainment, recruitment and retention of the teaching workforce, school viability and provide a clearer pathway for parents.
8. Schools in Central Bedfordshire meet in a number of local clusters (8 in total) to consider how they can work together to provide the best education for children. These local clusters in the main mirror our local planning areas. As part of the Schools for the Future Programme, officers have been working with clusters to model future school place requirements in each of these areas, in line with our expected housing trajectory.
9. The first cluster proposal was for the Shefford and Stotfold cluster area.
10. All 22 schools in the cluster have provided agreement, in principle, to a primary and secondary model.

### **‘Have Your Say’ Consultation responses**

11. The Council undertook a public consultation between 3 October 2019 and 20 January 2020. The consultation response is provided in appendix A.
12. Stakeholders invited to respond to the consultation included school governors, staff, parents and carers of children, plus trade union representatives, Parish Councils, all schools and academies within Central Bedfordshire, the local Church of England diocese, local member of parliament and all Council ward members.

13. The consultation received a total of 1,467 responses via the Council's on-line response facility.

14. A summary of the response is set out below:

**95%** of respondents agreed that it was important for the schools and the Council to develop a long-term plan for meeting the increased demand for new school places.

**91%** of respondents agreed that it is important that the schools in the area work together to coordinate change across the locality.

15. The majority of responses to the consultation for the individual schools were favourable, with the exception of two schools; Campton Lower School and Haynes Lower School.

16. 25 people responded to the proposal to relocate Campton Lower School to a new school in Hitchin Road in Shefford.

- 60% of respondents disagreed with the proposal.
- 15% of respondents agreed with the proposal.
- 24% of respondents were unsure.

Issues raised by respondents	Officers response
The new site is too far away and across the main road.	The plan has been revised and Campton Lower will remain on its current site. Campton Lower has applied to become part of the BEST Multi Academy Trust, so further discussions will be held with BEST.

17. 68 people responded to the proposal for Haynes Lower School to become a primary school, increasing the PAN from 120 to 210.

- 77% of respondents disagreed with the proposal.
- 15% of respondents agreed with the proposal.
- 9% of respondents were unsure

Issues raised by respondents	Officers response
Parking/traffic/local infrastructure.	<p>The consultation is for the education proposals set out in the 'Have your Say'. The physical enlargement scheme and any associated traffic measures will be the subject of a separate town planning process.</p> <p>The town planning application will include a formal consultation with the local community and the highways authority. The impact of additional traffic will form part of the town planning application.</p> <p>The school will develop a school travel plan which will proactively promote safe and sustainable travel to school. Officers will work with the school to ensure that the school</p>

	travel plan takes account of the additional pupils that would result from the proposed expansion.
--	---------------------------------------------------------------------------------------------------

18. Specifically concerning Henlow Academy and their feeder schools the feedback was:

You Said	We Listened
“I feel a two-tier approach is a very positive step for children as less interruption to them and having to settle into a new school again.”	Henlow CoE Academy to change age range to become a secondary school in 2021 as consulted on and supported by consultees.  Henlow feeder schools (Meppershall, Langford, Derwent, Clifton All Saints and Raynsford) to move to become primary schools in 2021.
It is crucial to make these changes to all schools at the same time to avoid confusion for parents, to allow schools time to prepare staff and accommodation and to avoid any financial loss for schools due to different time scales being adopted creating falling roles”	We have proposed for Henlow Academy to become a secondary in 2021 and for its feeder schools to all become primary schools in 2021.  BEST have requested an extended timeline to enable sufficient planning for their 0-18 education campus model to 2023.

19. Specifically concerning Samuel Whitbread Academy the feedback was:

You Said	We listened
<p><i>There were a number of requests to ensure that schools remained on one site so that they do not lose the feeling of being one school.</i></p> <p><i>About Campton Lower - The school is the hub of the community. A meeting place, a focal point. It would be to the detriment of the whole village.</i></p> <p><i>About Langford Village Academy - The school has expanded over the last 3 decades and I believe that the site will not support another expansion.</i></p>	<p>The proposal is to create an education campus from Nursery to Sixth Form</p> <ol style="list-style-type: none"> <li>1. Shefford &amp; Clifton Academy education campus – 7FE secondary school in 2023</li> <li>2. Shefford &amp; Clifton Academy Education campus includes a 2FE and 3FE primary.</li> <li>3. RBA and SWA to come together as Shefford &amp; Clifton Academy Education campus on the same site from 2023.</li> <li>4. In order to achieve this; Shefford Lower converts to a 60 PAN primary, Langford Lower converts to a 30 PAN primary, Derwent Lower converts 2FE to 60 PAN primary, Rolecroft Lower converts to a 60 PAN primary.</li> </ol>

20. The 'Have Your Say' consultation process is a way of the Local Authority obtaining feedback on the proposals.

21. We proposed and consulted on:

- All 17 lower schools to become primary schools
- to build four new primary schools, two of which will provide new accommodation for two of our current schools (Campton Lower and Gothic Mead Academy)
- Samuel Whitbread Upper, Etonbury, Pix Brook, Robert Bloomfield and Henlow to become secondary schools
- additional sixth form provision in Samuel Whitbread and, at a later date, at either Etonbury or Pix Brook
- Henlow becoming a secondary school in 2021 and its feeder lower schools becoming primary schools at the same time.
- All other schools in the cluster moving to primary / secondary in 2023.

### **Moving to the next stage of the proposal**

22. Following the 'Have Your Say' consultation the proposal for the cluster plan has been revised in light of the feedback received. The changes are set out in paragraphs 23-25 below.

23. The revised plan will see Robert Bloomfield and Samuel Whitbread come together as an all through school (0-18) on the same site from 2023, to include:

- a 7FE secondary school; and
- a 2FE and 3 FE primary school

24. Henlow CofE Academy will change age range to become a secondary school in 2021 and its feeder schools: Meppershall, Langford, Derwent, Clifton All Saints and Raynsford will become primary schools at the same time. Langford Village Academy will reduce its Pupil Admissions Number (PAN) to one form of entry when it becomes a primary school.

25. Shefford and Roecroft Lower Schools to become primary schools in 2023 each with two forms of entry.

26. Further details of the response to the consultation and the revised plan are set out in the presentation in Appendix B.

### **Special Education Needs and Disability (SEND) / Early Years/ 6<sup>th</sup> form strategy**

27. As part of the program as a whole, Special Educational Needs and or Disability (SEND), Early Years and 6<sup>th</sup> form provision has been established as dedicated workstreams with the intention of developing an overarching strategy as a Local Authority which can then be tailored to the individual clusters.

28. The methodology for each of these workstreams is the same utilising a staged approach to;

- a. Forecasting places and need



- b. Identifying current capacity/provision
- c. Hosting workshops with stakeholders to identify high level requirements and principles
- d. Developing a strategy for Central Bedfordshire for these areas.

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

29. A Central Bedfordshire wide approach is underway for SEND in mainstream and special schools alongside consideration of SEND in early years and in 6<sup>th</sup> form provision. As part of this we are considering the potential to include multi-agency space in every school to support schools' SEND and Early Intervention work.
30. A forecast is being developed for Central Bedfordshire's SEND places both in mainstream and special schools. To develop this workstream and establish provision within the cluster a workshop will be scheduled for schools that offer SEND provision.
31. For special schools we will be looking to develop a special school specific cluster, this is longer term modelling which primarily considers the needs of our children and young people forecasted alongside those of our neighbouring authorities who place in these schools.
32. The themes that guide the SEND workstream within this program have been taken from the SEND vision and are central to the aspirations of this workstream. These are;
  - a. Needs identified early with the right support at the right time
  - b. Specialist services are extending capacity across all services
  - c. Multi use accessible accommodation supporting learning and independence
  - d. Joint commissioning for better outcomes through personalization and integration
  - e. Local services complement the planned regional offer
  - f. Young people are supported in their aspirations and goals in preparing for adulthood.
33. The overarching principle of the SEND vision is co-production, a theme which runs through all of the council's (and its partners) work on SEND. The council is designing series of workshops which will be advertised via the SNAP Parents Carer Forum alongside the schools themselves.

## **Reason/s for decision**

34. According to the Central Bedfordshire Local Plan, communities will grow significantly in the coming years. The Schools for the Future Programme is the strategic vehicle through which the Council aims to:
  - meet its statutory duty to provide schools places for children in Central Bedfordshire;
  - ensure a co-ordinated approach is taken with schools to managing growth;
  - ensure better educational outcomes for children; and

- make best use of public money.

## Council Priorities

35. The recommendations in this report support the following Council priority:

- Improving education and skills
- Protecting the vulnerable: improving wellbeing

## Legal Implications

36. Section 14 of the Education Act 1996 places a duty on Councils to secure sufficient primary and secondary school places to provide appropriate education for pupils in its area. S14A of the Education Act 1996 imposes a duty to consider representations about the exercise by local authorities of their functions from the parents of qualifying children in relation to the provision of primary and secondary education. Qualifying children include all those of compulsory school age or under.

37. The Education and Inspections Act 2006 gives Councils a strategic role as commissioners of school places and includes duties to consider parental representation, diversity and choice, duties in relation to high standards and the fulfilment of every child's educational potential and fair access to educational opportunity.

38. The main legislation governing school organisation is found in sections 6A-32 of the Education and Inspections Act 2006, The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.

39. This guidance for new school proposals can be viewed at:  
<https://www.gov.uk/government/publications/establishing-a-new-school-free-school-presumption>

40. The Admissions Code and Greenwich Judgement 1990, define rules around admissions process for all schools.

41. There will be statutory obligations to consult and a requirement to comply with the relevant statutory requirements for changes to individual schools which will emerge in due course.

42. The Executive Member for Families, Education and Children has the delegated power to exercise the Council's duty to determine proposals to alter the upper and lower age range of pupils in schools as prescribed by School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013. The Director of Children's Services has the delegated authority to be responsible for the administration and planning of the review of organisation of schools within the Council's area pursuant to the Council's duties under Section 14 of the Education Act 1996 ('Functions in respect of provision of primary and secondary school').

43. The Council are required to publish statutory notices for a change at each school. The consultation period is four weeks. The Director of Children's Services has delegated authority to exercise the Council's functions relating to the publication of statutory notices for proposed prescribed alterations to schools maintained by the Council in accordance with the relevant provisions of Part 2 of the Education and Inspections Act 2006 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 subject to consultation with the Executive Member to take particular account of: such statutory and non-statutory guidance and the key factors for decision makers as might be published from time to time by the Department for Education; the School Admissions Code; and full consideration of the budget implications. At the conclusion of the formal 4 week consultation period following publication of the relevant statutory notice(s), Executive must consider any responses to the consultation and will thereafter determine the relevant proposal(s) in accordance Part 2 of the 2006 Act and the Prescribed Alterations Regulations. In so doing, the Executive must take particular account of such statutory guidance and the key factors for decision makers as might be published from time to time by the Department for Education.
44. The general principles derived from case law as to how consultations should be conducted, known as the "Gunning principles" are: consultation should occur when proposals are at a formative stage; consultations should give sufficient reasons for any proposal to permit intelligent consideration; consultations should allow adequate time for consideration and response. There must be clear evidence that the decision maker has considered the consultation responses, or a summary of them, before taking its decision.
45. In the Supreme Court case of R (Moseley) v LB Haringey (2014) , the Supreme Court endorsed the Gunning principles and added two further general principles: the degree of specificity regarding the consultation should be influenced by those who are being consulted; and the demands of fairness are likely to be higher when the consultation relates to a decision which is likely to deprive someone of an existing benefit.

## Financial and Risk Implications

46. The New School places is aligned with Schools for the Future and provides places where there is a forecast deficit arising from a basic need, in line with changes in age range. Where there is a basic need for additional school places this will be funded via S016 and the basic need grant from the DfE whenever possible. On current planning assumptions the programme gross expenditure is £7M (net nil) in 2018/19, £23.9M (net nil) in 2019/20, £33.8M (net nil) in 2020/21 and £15.6M (net £6M) in 2021/22.
47. Where the significant change at a school is arising from a change in age range and not associated with a basic need it is forecast to be funded directly from Council contributions. The high-level costs (subject to tender and town planning) for the proposed change of age range at Henlow Academy is £5.5m and is expected to be council funded.

48. To progress with the feasibilities for the schools consulted in favour of moving towards a two tier model, the high level cost is £502,000, subject to the complexity of the school site.
49. In summary, the Schools for the Future Programme will be funded by a combination of:
- a) Developer contributions secured via Section 106 agreements;
  - b) Basic Need Grant;
  - c) funding from the Department for Education;
  - d) capital receipts from the disposal of council owned assets;
  - e) the Council's own resources from additional borrowing; and
  - f) other funding sources – some of which are still to be identified.
50. The Programme has significant financial implications and risks, and assumptions have been made about the level of funding that might be expected from each of the above sources. Some of these need to be negotiated and/or determined and some elements may need to be forward funded. For example, the trigger points for S106 funding may be later than the date of need for a new build / expansion. Even where the Council receives such funding eventually, it will incur the revenue costs (MRP and interest) of forward funding some projects. At this stage of the project it is not possible to determine the full likely impact on the Council's own resources, but it will be significant over time.
51. There is also a risk that housing development could be delayed. This would be mitigated through regular reviews of the housing trajectory through the Schools for the Future programme and amendments to the timelines. This would prolong the forward funding pressures noted above.
52. Preliminary work has been carried out on the long-term costs over the life of the project, but detailed costings can only be established once plans for each cluster are finalised.
53. The Private Finance Initiative (PFI) that is in existence for the Samuel Whitbread site is under consideration by Children's Services finance and Assets. At the time of authoring this report any risks have yet to be identified. The financial implications of this will be identified and presented to the Executive Committee for them to make an informed decision.

## **Equalities Implications**

54. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. So as to consider local needs and implications, an Equality Impact Assessment is being carried out in respect of the draft plan.
55. Central Bedfordshire Council has a statutory duty to ensure there are sufficient school places for children that need them. Age and disability are key considerations in respect of this duty and for the Schools for the Future Programme.

56. The decision-making process, which is set out in regulation for proposals to expand Council maintained schools, requires an evaluation, on a 'project by project' basis, of any equalities and human rights issues that might arise.

57. The proposal is not envisaged to have an adverse impact on any of the following – sex, gender reassignment, age, disability, race and ethnicity, sexual orientation, religion or belief (or no belief), pregnancy and maternity, human rights and all other groups. Regarding age, children will have access to sufficient school places.

58. A phased approach is being taken to incorporate the following into the Programme:

- school-based SEND provision
- Early Years provision on school sites
- school based 6<sup>th</sup> form provision

59. This includes consideration of the potential to include multi-agency space in every school to support schools' SEND and Early Intervention work.

## Conclusion and Next Steps

60. Communities are expected to grow significantly in the coming years. As the number of new pupils rise in line with projected population growth, individual school expansion will become more complex, costly and difficult to achieve.

61. The aim of the Programme is to plan, engage and implement school educational landscape changes that deliver enough schools places for the future growth in Central Bedfordshire – supporting better educational outcomes for children, whilst making best use of public money.

62. The next steps are set out below:

Executive	8 October 2019	
<b>Review of consultation feedback and decision making</b>		Parallel decision making processes as required e.g. in respect of academies, church schools, by RSC etc.
Children's Services Overview and Scrutiny Committee	10 March 2020	
Executive	7 April 2020	
<b>Statutory Notices</b>		
Statutory notices on changes individual schools published for feedback for four weeks	30 April 2020	
<b>Review of Statutory Notice feedback and decision making</b>		

Children's Services Overview and Scrutiny Committee	7 July 2020	
Executive	8 August 2020	

The plan for the five feeder lower schools become primaries to be delivered for 2021. This is in line with the proposal from Henlow Academy to become a Secondary School also for 2021 subject to the Regional Schools Commissioner's decision. The other schools in the cluster would then change age range for 2023.

## Appendices

**Appendix A** - Schools for the Future (Shefford and Stotfold) - Consultation Feedback Report

**Appendix B** - Schools for the Future (Shefford and Stotfold) – Revised cluster plan following consultation feedback

## Background Papers

Previous Executive report (8 October 2019)

<https://centralbedfordshire.app.box.com/s/yf5w3nsu5p4bnre6zodjxvb8bpaami82/file/566196023512>

**Report author(s): Report author(s): Peter Fraser**

**Assistant Director for Education**

[peter.fraser@centralbedfordshire.gov.uk](mailto:peter.fraser@centralbedfordshire.gov.uk)



# Schools for the Future

Shefford & Stotfold cluster plan following  
consultation feedback

February 2020

# Schools for the Future Objectives

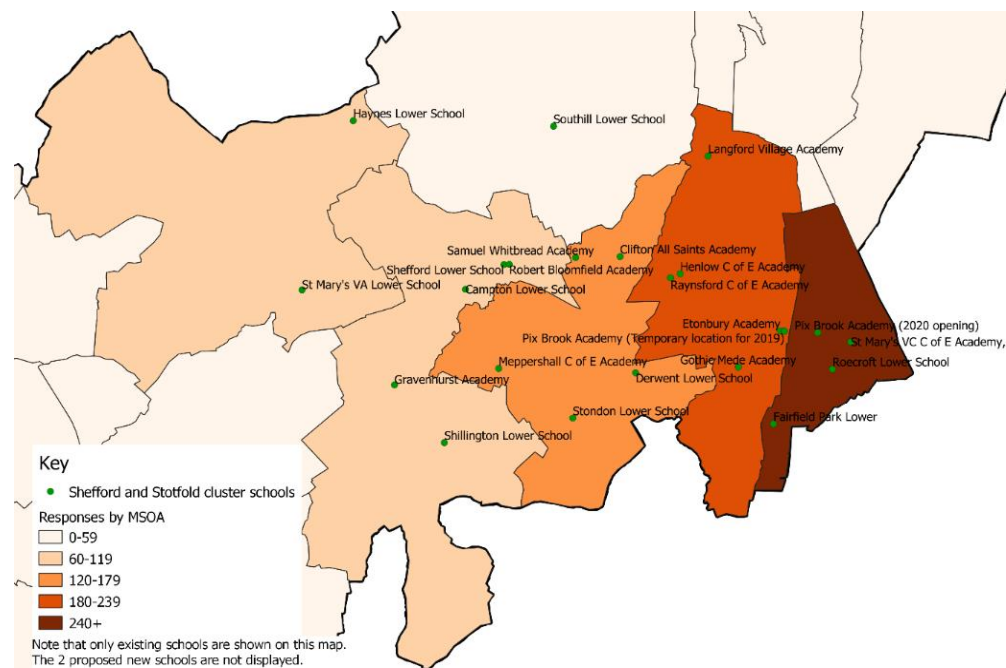
*We want to develop a coherent and transparent plan for our future educational landscape that is shaped by all our schools, mapping out where existing schools can expand, what additional schools we will require and the structure our schools will take over the next 15 – 20 years.*

- **Improve educational outcomes** at all key stages
- Ensure sufficient places (appropriately located) to best meet demand from **housing growth**
- Shape the future **educational landscape** - to provide clear educational pathways and reduce the number of transitions
- Facilitate more school-based **SEND, Early Years** and school based **6<sup>th</sup> form** provision.
- Deliver **best value** and to ensure future **viability** of schools



# Consultation response

- 1,467 responses:
  - 95% parents
  - 23% pupils
  - 27% staff/ governors
- 2 letters - BEST & DIO
- 2 public meetings
- BEST own poll – 85% support moving to two tier at the same time (based on 4k responses)



© Crown Copyright and database right 2019. Ordnance Survey 100049029. Central Bedfordshire Council

# What we heard

- Agreement with the need for a plan and the need to change but not the timings
- Need to maintain a variety of provision in the area to ensure choice for parents
- Questions about SEND provision
- Disagreement with two specific proposals:
  - Campton – respondents did not want this school moved out of the village
  - Haynes – concerns about impact of more traffic on village

# Agreement with change but not timings

- Strong support for long term plan (95%) and coordinating change across the locality (91%)
- BUT there were mixed comments about the timing of changes – some wanting a staggered approach, some wanted all to change together but also a strong theme about minimising disruption to pupils education.
- BEST (who speak on behalf of 7 of the 22 school) also agreed with change but disagreed with the proposed approach.

# Need to maintain choice of provision

*“I think it is good that we have more of a choice of school, and I can stay with my siblings for longer”*

*“I believe this approach is correct. It brings more choice, more school places, which will be needed with the proposed building.”*

# Further conversations

To discuss:

- Timing of changes
- Implications for BEST
- Ensure Henlow's ambition is delivered (already been to consultation to change to secondary)

Also, Campton have expressed desire to be part of BEST

# Revised cluster plan

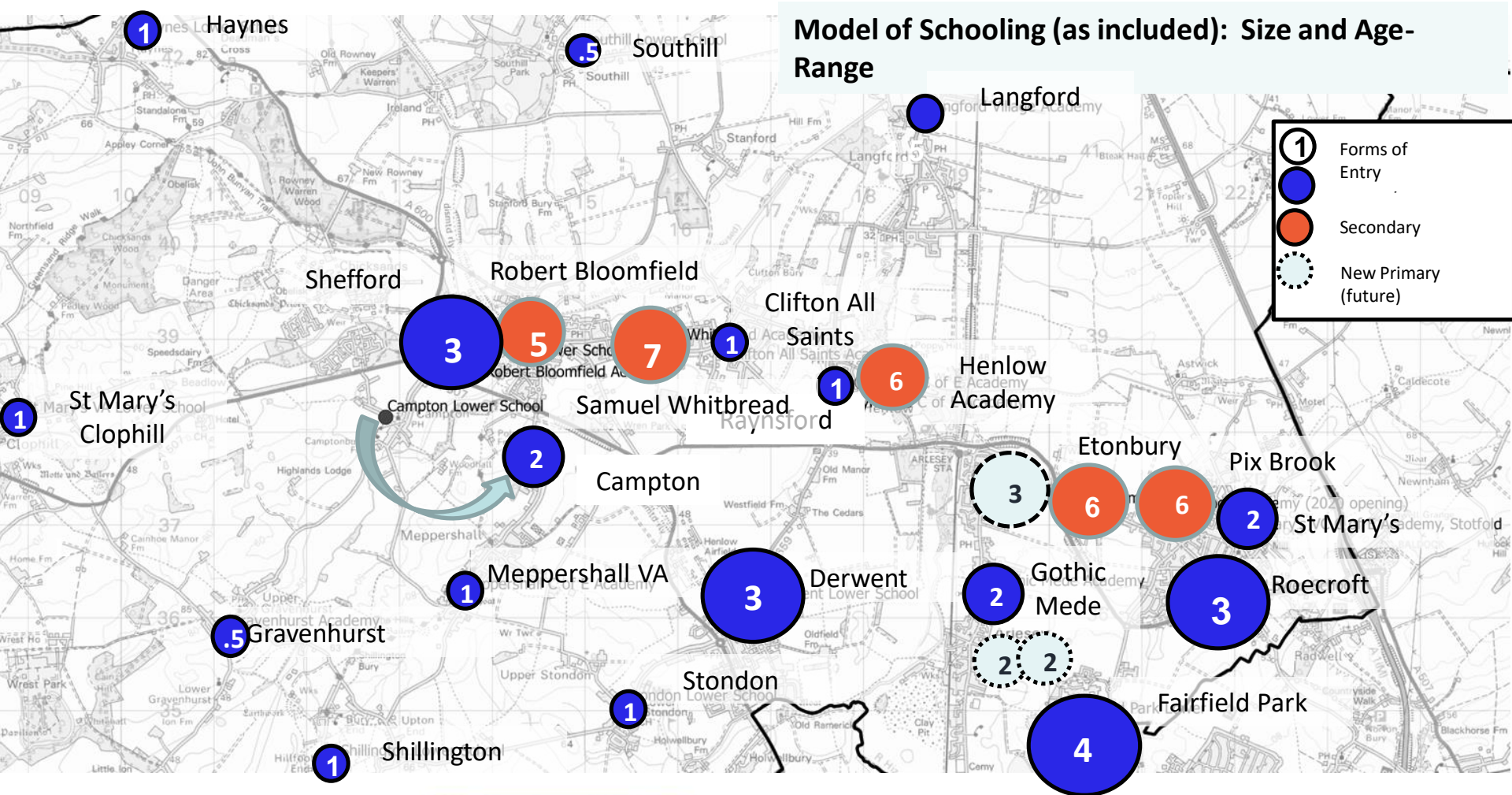
- Henlow and all feeder school change together (2021)
  - support Henlow's own application to DfE for change
  - Henlow wouldn't lose pupils to other schools as a result of staggered timing of the changes
  - maintains parental choice
- BEST school changes are coordinated together, albeit a different arrangement from the draft plan
  - minimises the impact on significant loss of pupils/funding
  - reduce the new PAN of some lower schools when they become a primary which also responds to some of the concerns about their capacity/location/ability to expand

# Draft plan – what we consulted on

- all 17 lower schools to become primary schools
- to build four new primary schools, two of which will provide new accommodation for two of our current schools (Campton Lower and Gothic Mead Academy)
- Samuel Whitbread Upper, Etonbury, Pix Brook, Robert Bloomfield and Henlow to become secondary schools
- additional sixth form provision in Samuel Whitbread and, at a later date, at either Etonbury or Pix Brook



# Draft plan – what we consulted on



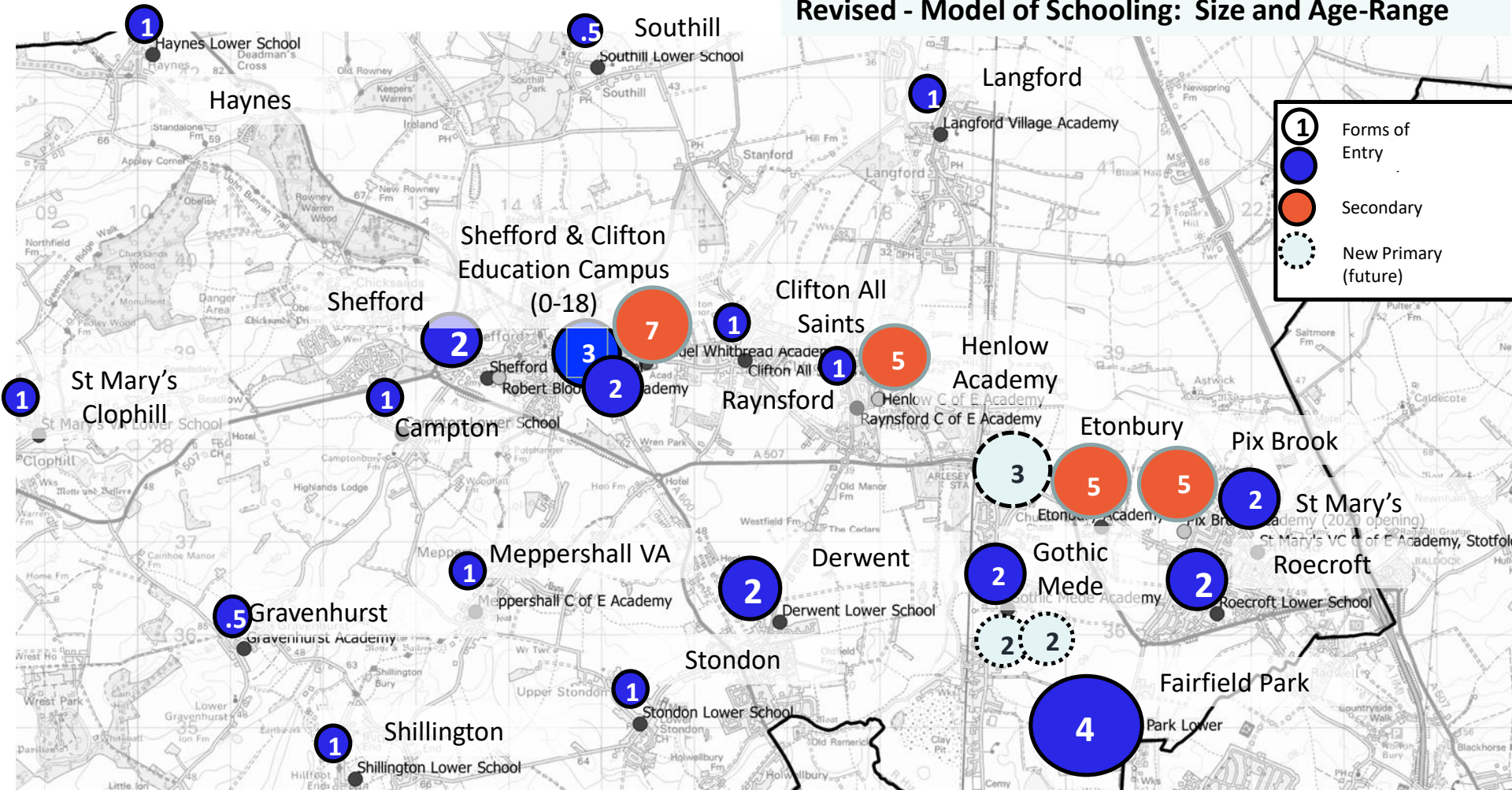


# Revised plan following consideration of feedback

- Henlow CoE Academy to change age range to become a secondary school in 2021.
- Henlow feeder schools: Meppershall, Langford, Derwent, Clifton All Saints and Raynsford to become primary schools in 2021.
- Robert Bloomfield and Samuel Whitbread to come together as *Shefford & Clifton Academy Education Campus (0-18)* on the same site from 2023, to include:
  - 7FE secondary school
  - 2FE primary school
  - 3FE primary school
- Shefford Lower, Roecroft to become primary schools in 2023

# Revised plan following consideration of feedback

## Revised - Model of Schooling: Size and Age-Range



# Changes to proposed PANs

School	PAN in draft plan	PAN in revised plan
Shefford Lower	3FE	2FE
Campton Lower	1FE (2FE dependent on growth)	Campton Lower proposing to join BEST MAT from 2020
Langford	1.5FE	1FE
Roecroft	3FE	2FE
Derwent	2FE (3FE dependent on growth)	1FE (2FE dependent on growth)
Robert Bloomfield	5FE secondary school	Shefford & Clifton Academy Education Campus (0 -18) 7FE secondary school 2FE and 3FE primary
Samuel Whitbread	7FE secondary school	

# Shefford and Stotfold Cluster Plan (Primary)

Primary	Primary PAN	Current PAN	Pupils on roll (Summer 2019 census)*
Campton (Sept 2023)	30 (210 pupils)	Lower (22) (110 pupils)	120
Shefford (Sept 2023)	60 (420 pupils)	Lower (90) (450 pupils)	435
Clifton All Saints (Sept 2021)	30 (210 pupils)	Lower (30) (150 pupils)	152
Raynsford (Sept 2021)	30 (210 pupils)	Lower (30) (150 pupils)	150
Gravenhurst (Sept 2023)	15 (105 pupils)	Lower (15) (75 pupils)	65
Haynes (Sept 2023)	30 (210 pupils)	Lower (24) (120 pupils)	120
Langford (Sept 2021)	30 (210 pupils)	Lower (45) (225 pupils)	170
Meppershall (Sept 2021)	30 (210 pupils)	Lower (30) (150 pupils)	110
Shillington (Sept 2023)	30 (210 pupils)	Lower (30) (150 pupils)	115

Primary	Primary PAN	Current PAN	Pupils on roll (Summer 2019 census)*
Stondon (Sept 2023)	30 (210 pupils)	Lower (30) (150 pupils)	135
St. Mary's Clophill (Sept 2023)	30 (210 pupils)	Lower (30) (150 pupils)	100
Derwent (Sept 2021)	30 to 60 (210 - 420 pupils)	Lower (30) (150 pupils)	135
Southill (Sept 2023)	15 (105 pupils)	Lower (15) (75 pupils)	50
Gothic Mede (Sept 2023) (relocation)	60 to 90 (420 - 630 pupils)	Lower (60) (300 pupils)	280
Fairfield Park (Sept 2023)	120 (840 pupils)	Lower (90) (450 pupils)	370
Roecroft (Sept 2023)	60 (420 pupils)	90 (450 pupils)	425
St. Mary's Stotfold (Sept 2023)	60 (420 pupils)	60 (300 pupils)	255

# Shefford and Stotfold Cluster Plan (Secondary)

Secondary	Secondary PAN	Current PAN	Pupils on roll (Summer 2019 census)	Proposed date
Henlow	150 (750 pupils)	Middle (140) (560 pupils)	630	2021 becomes secondary school
Pix Brook*	Initially 150 (growing to 240) (750 / 1,200 pupils)	Extended secondary (180) (1,260 pupils)	N/A as opened in September 2019	2023 becomes secondary school
Etonbury*	Initially 150 (growing to 240) (750 / 1,200 pupils)	Extended secondary (180) (1,260 pupils)	1,070	2023 becomes secondary school
0-18 Shefford Academy Education Campus	PAN	Current PAN	Pupils on roll (Summer 2019 census)	Proposed date
1 x 3FE Primary and 1 x 2FE Primary (Sam Whit/Robert Bloomfield)	90 Pan 60 Pan (1,050 pupils)	Middle (240) (960 pupils)	945	2023 becomes Shefford & Clifton Academy Education Campus (0-18)
Secondary (Sam Whit/Robert Bloomfield)	210 (1,050 pupils) Excl. 6 <sup>th</sup> Form	400 (1,200 pupils) Excl 6 <sup>th</sup> Form	1,235 (plus 480 in 6 <sup>th</sup> form)	2023 becomes Shefford & Clifton Academy Education Campus (0-18)

\* Potential for a 6<sup>th</sup> form to be located at either Pix Brook or Etonbury

# SEND

1. We will aim to provide a multi-agency space in every school to support early intervention with SEND
2. A cluster based approach will be undertaken for the four existing special schools.
3. We work with schools to establish resourced provision for SEND within the cluster.
4. A workshop will be held in Spring 2020 with schools that have mainstream provision.



## Next steps...

- 10 March – Children’s Overview & Scrutiny Committee
- 7 April - Executive
- 30 April – Statutory Notice period (4 weeks)
- 7 July – Children’s Overview & Scrutiny Committee
- 8 Aug - Executive





Appendix B

# **Schools for the Future Shefford and Stotfold**

FINAL consultation results

## Purpose of consultation

Central Bedfordshire is a great place to live and work. That's why we expect the number of local residents and homes to grow in the coming years. Across our area, some 43,000 new homes are expected to be built by 2035 and that means a lot more school places will be needed.

Because of the changes, our local schools have been working together, with Central Bedfordshire Council, on a long-term plan to make sure we have:

- the right schools
- in the right places
- delivering the best education

The Schools for the Future programme held a three-month public consultation on proposed changes for 22 schools in the Shefford, Stotfold and surrounding area. These proposals would see the schools in our area effectively moving to a primary/secondary system to allow expansion to accommodate the new places.

The proposals and consultation were widely promoted to staff, Governors, parents and the wider community. During the consultation there were two public meetings held at schools in the area.

## The response

1,467 responses were received for this consultation.

How they accessed the questionnaire:

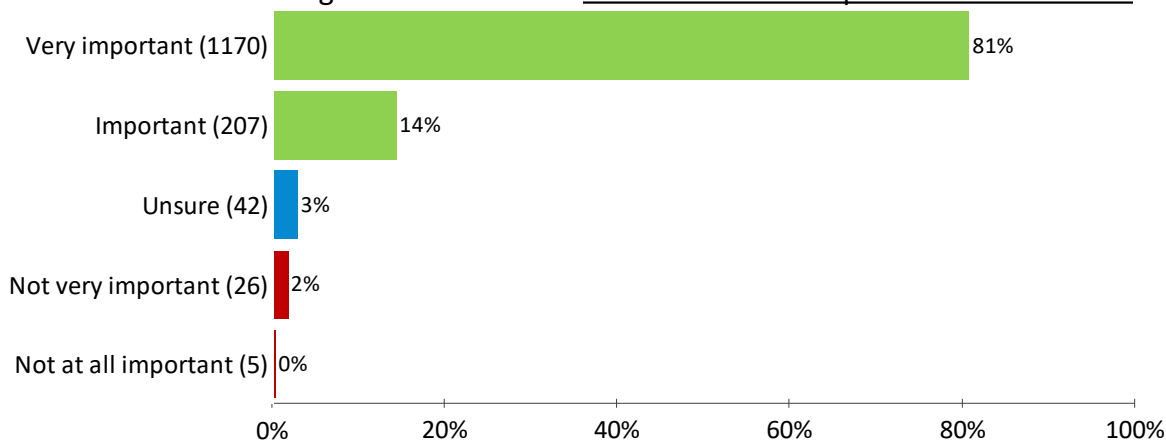
- 677 (46%) respondents accessed the questionnaire through the mobile version
- 659 (45%) respondents accessed the questionnaire through a PC/laptop
- 131 (9%) respondents accessed the questionnaire through the tablet version

To make sense of the feedback received, we have employed two types of analysis. We have looked at the headline quantitative measures, followed by coding of the free text comments to help understand the sentiment behind respondents' agreement or disagreement with the order. The codes we generated identified frequently mentioned comments and concerns. The findings of the consultation are set out in the next section of this report.

Please note that percentages may not total 100% due to rounding.

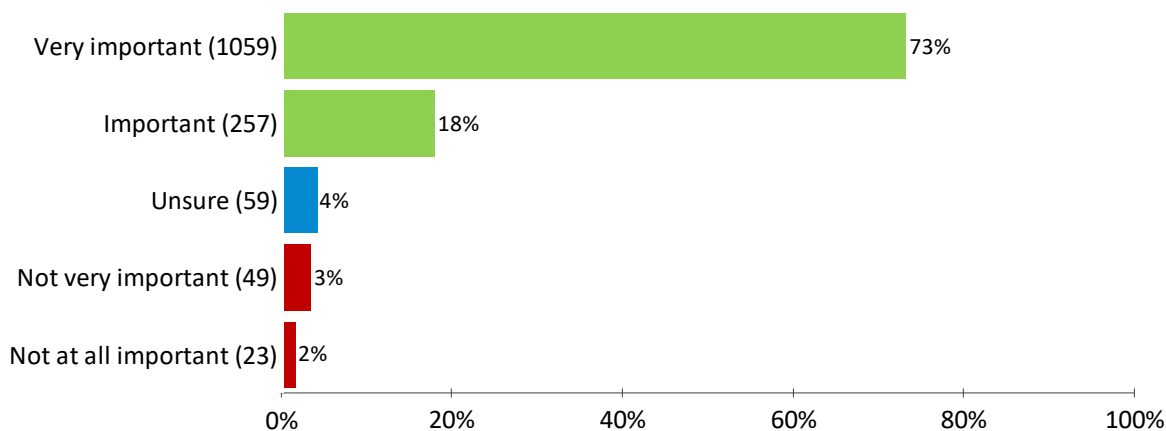
## The principles

How important is it for the schools and the council to develop a long-term plan for meeting the increased demand for new school places?



95% of respondents strongly agreed or agreed with the principle to develop a long-term plan for meeting the increased demand for new school places.

How important is it that the schools in the area work together to coordinate change across the locality?



91% of respondents strongly agreed or agreed with the principle of schools in the area working together to coordinate change across the locality.

We then asked for comments about the overall approach we are taking. 518 responses were received.

There were a mix of comments that were supportive of the overall plan, some specifically supportive of moving to two-tier. Others were not supportive and were concerned about disruption to education and some wanted to retain the three-tier model.

Another key area of mixed opinion was about the proposed timing of the changes. Some respondents were in agreement that the changes should be staggered, they thought this was the best approach for resourcing the change and reduced the risks. Others felt the changes should all happen together to reduce confusion for parents.

A number of comments were received about choice and variety of provision for parents. This theme played into comments about BEST and Henlow Academy comments.

There were a number of comments received specifically about the access to Haynes Lower School and the impact that increasing the admission numbers will have on the area. These are accounted for in the 'concern about local infrastructure/transport/environment' theme and are shown in detail at the analysis for Haynes Lower School.

The comments that were provided about other specific schools were also provided when answering about the schools later in the consultation questionnaire.

The table below provides a summary of all of the comments made in this section:

Theme	No. of comments
Supportive of overall plan	96
Comments about specific schools and how they might change	62
Changes must be made at the same time (not a staggered approach)	54
Supportive of two-tier model	48
Ensure choice is kept/ provided	44
Concern about BEST/MAT involvement or monopolisation	43
Important that there is planning and coordination across all schools	41
Concern about local infrastructure/transport/environment	37
Concern about disruption to education	32
Concern about resources available to facilitate the expansion (funds and teachers)	27
Retain three tier model	24
Concerns over too many schools transitioning at the same time/ need to use staggered approach	21
Keep parents/residents informed/involved	21
Think the consultation proposals/ forms are confusing/ unclear/ insufficient	21
Implement it quickly	17
Look at school's individual needs	17

Henlow Church of England Academy should be allowed to stick to their timings	13
Comments from pupils about Henlow Church of England Academy	12
General comments against the proposals	10
Comments around accommodating the wrap-around care that's currently on site at the schools	9
Building a new school(s) would be a better solution	7
Henlow Church of England Academy should change with the rest of the schools	7
Agree with 'right schools, in right places'	6
Any school expansions should be on one site and not split	6
Where is the SEN provision in these proposals?	6
Other	86

Below are some examples of the most popular themes commented on by respondents:

#### **Supportive of overall plan**

*"I think it is realistic given the scope of the work required. Very pleased that you are planning to turn all 17 lower schools into Primary schools (especially in the smaller, rural villages)."*

*"This is a positive change for the area, I hope that the school's requirements are respected and taken on board to ensure the best results for the children."*

*"I feel a two-tier approach is a very positive step for children as less interruption to them and having to settle into a new school again."*

#### **Changes must be made at the same time**

*"It is crucial to make these changes to all schools at the same time to avoid confusion for parents, to allow schools time to prepare staff and accommodation and to avoid any financial loss for schools due to different time scales being adopted creating falling roles"*

#### **Support for two-tier model**

*"I think it is sensible to bring these schools in line with the rest of the country with regard to a two-tier system."*

#### **Ensure choice is kept/provided**

*"I think it is good that we have more of a choice of school and I can stay with my siblings for longer"*

*"I believe this approach is correct. It brings more choice, more school places, which will be needed with the proposed building."*

### **Concern about BEST/MAT involvement or monopolisation**

*"While it is important that the schools work together, it does need to be noted that the majority of the schools in the Shefford and Stotfold area and beyond fall under the Best academy so their infrastructure, power and influence monopolises opinion. This needs to be fair."*

### **Important that there is planning and coordination across all schools**

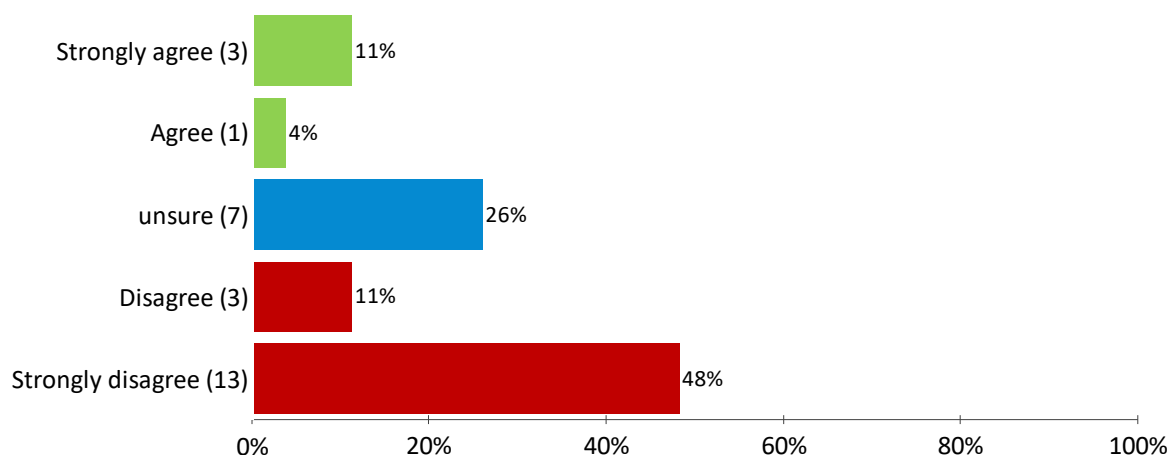
*"I feel it is best that schools across the area work together to bring in changes in a coordinated way"*

## **The schools**

The consultation asked for feedback on the specific proposals for 24 schools. The feedback for each school can be found below.

### **1. Campton Lower School**

How far do you agree or disagree with the proposal for Campton Lower School?



27 responses were received for Campton Lower School, with 59% of respondents disagreeing or strongly disagreeing with the proposal. Respondents for Campton Lower School were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

24 comments were provided about Campton Lower School.

Theme	No. of comments
Against proposal	11
School should stay in Campton	11
Concerns about increased traffic in Shefford	9
How will children get to school?	7
Increased numbers will lose the identity and feel of the school	4
Build a new school in Campton	4
This is an outstanding school!	3
Parking and drop off/pick up needs to be considered	3
Other	8

Respondents were unhappy with the proposal for Campton, with the main reason being that the local school will be lost, with concerns about how Campton residents will get their children to a new school if it is built in Shefford.

Some examples of the comments are:

*“The school is the hub of the community. A meeting place, a focal point. It would be to the detriment of the whole village. I believe it is also connected in some way to the church community and therefore both would be the poorer for the move. I also do not agree with expecting four- year olds to get on a bus to and from school. If parents were to opt for taking their own children it would greatly add to the already busy roads. At the moment many walk to school hand in hand interacting with a parent or carer and learning about road safety.”*

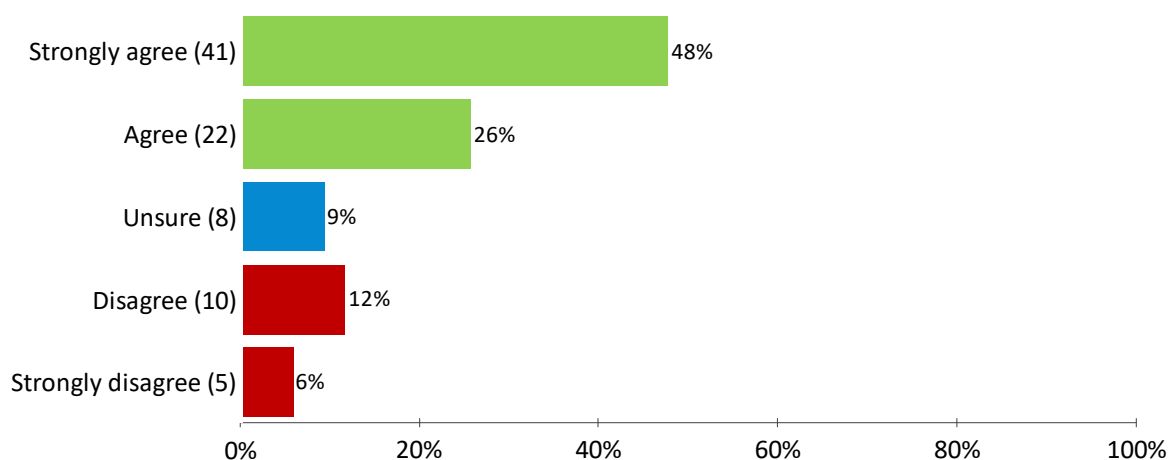
*“The school is very small and personal at the moment, I worry that it will lose its identity if the numbers at the school were to triple”*

*“Campton Lower School should not relocate to Shefford - this would be a disgrace and a disservice to the needs of the young children in the area of Campton. Given its outstanding Ofsted status and exceptional learning environment why should a move to unknown territory be risked for families already living in the area to accommodate new homes further afield. Why not create new lower school in the area required instead of impacting existing ones.”*

*“Parking and a safe drop off point needs to be considered as a high priority if the location goes ahead.”*

## 2. Clifton All Saints Academy

How far do you agree or disagree with the proposal for Clifton All Saints Academy?



86 responses were received for Clifton All Saints Academy, with 74% of respondents agreeing or strongly agreeing with the proposal. Respondents for Clifton All Saints Academy were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

46 comments were provided about Clifton All Saints Academy.

Theme	No. of comments
Supportive of proposals	24
Existing site isn't big enough to accommodate extra pupils/classrooms	12
School should change to primary after 2021	6
Disagree with proposal	5
School has had issues in recent times	3
Should change at the same time as Henlow Church of England to ensure smooth transition	2
School must stay Church of England, not become part of BEST	2
Need to ensure experienced teachers brought in to deal with increased curriculum and intake	2
Need to ensure that the children aren't affected/disadvantaged due to the transition	2
Other	5



Almost half of the comments were supportive of the proposals. Comments also provided details of personal experiences with the school, along with questions about how the school will expand as there is belief that the site is already fully developed.

Some of the comments were:

*"I'm fully in support of the proposal as long as the senior management team are comfortable with the timeline and are able to ensure the change is made fully and effectively in the time prescribed."*

*"The school is already oversubscribed. To meet the increased number of places I presume there would need to be further building on the present site. I was told the site is fully developed, so I question where the new building will be sited."*

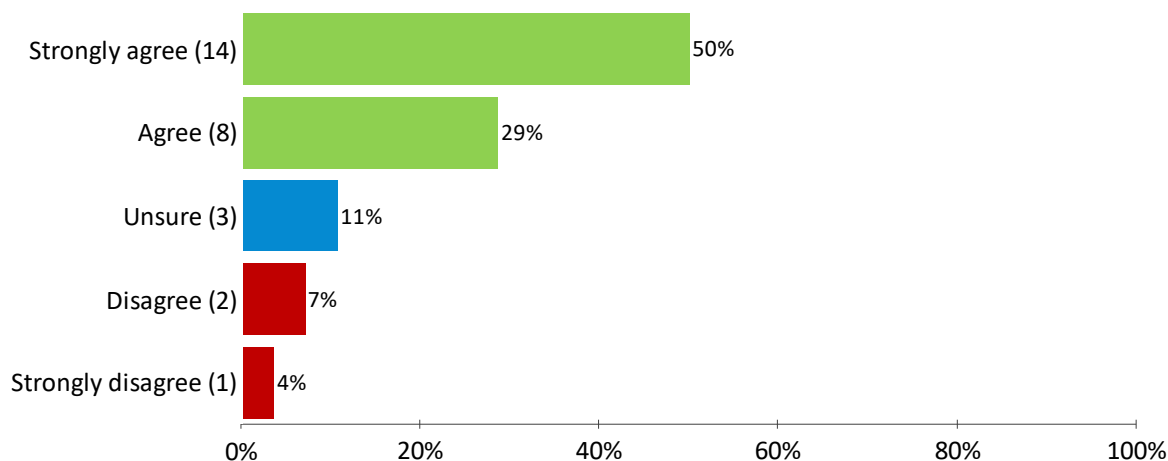
*"I don't feel there is enough space to expand the lower school. If this plan goes ahead it means my daughter would be the first year that would have to stay at lower school for a further two years and I don't want that for her. I have a son at Henlow middle who just started in September he is loving it and has more facilities such as an art room, science labs, music room, large sports facilities and I want my daughter to experience this in year 5 just like my son has. If this plan goes ahead she isn't going to have this opportunity."*

*"It is very important that All Saints and Henlow Academy co-ordinate their transition dates as Henlow is the natural feeder school."*

*"If you're going to change to two tier then the village still needs a primary school. Keep it as Church of England and apart from the MAT."*

### 3. Derwent Lower School

How far do you agree or disagree with the proposal for Derwent Lower School?



28 responses were received for Derwent Lower School, with 79% of respondents agreeing or strongly agreeing with the proposal. Respondents for Derwent Lower School were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire

13 comments were received about Derwent Lower School.

Theme	No. of comments
Supportive of proposal	6
The school is already not coping with the current number of students	3
Concern about existing site	3
Agree but increase to 650 is too much of an increase	2
Other	3

The feedback received was varied, with some support for the proposal, alongside concerns about the school/site. Some of the comments received were:

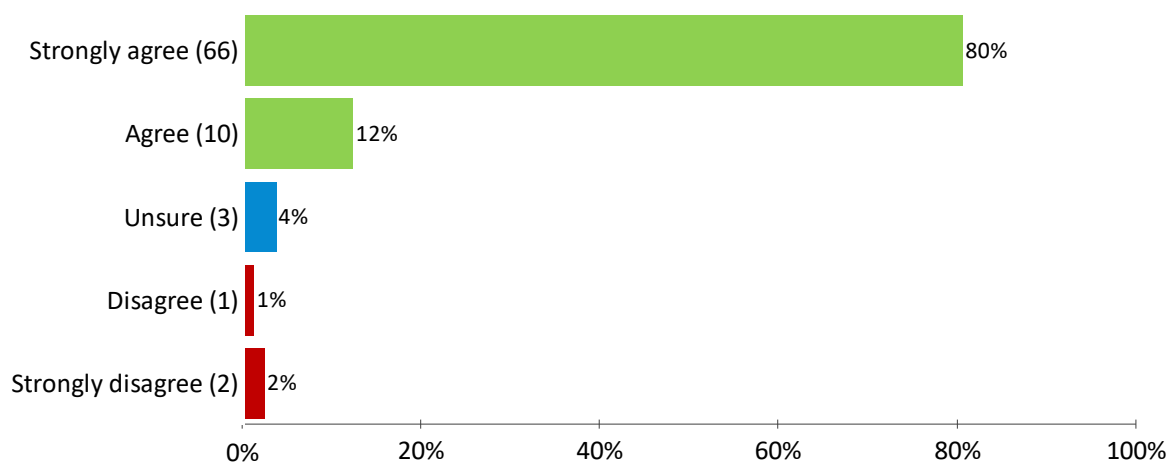
*"I think this school is ideally located for various areas and with the plans for the future of Henlow camp will be a much needed school."*

*"I agree that the school should become a primary school and favour the timescales. The site has capacity for an additional two year groups. I'm less sure about the proposal to increase the number of forms of entry. To increase from 150 to 630 pupils is a drastic change. Could this not better be accommodated by a new school site?"*

*"Worry about overcrowding and pupils not getting enough attention. Larger schools also raise exposure of peer bullying."*

#### 4. Fairfield Park Lower School

How far do you agree or disagree with the proposal for Fairfield Park Lower School?



82 responses were received for Fairfield Park Lower, with 92% of respondents agreeing or strongly agreeing with the proposal. Respondents for Fairfield Park Lower were most likely

to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

48 comments were received about Fairfield Park Lower School.

Theme	No. of comments
Supportive of proposal	40
Can it happen sooner?	18
Is there enough space to expand on the two sites?	4
Should keep 'village feel' on the two sites	3
School should communicate how this change will happen/structure	3
Other	4

The feedback received was broadly positive. Respondents feel that Fairfield Park Lower is well placed to become a Primary, with requests for the changes to take place sooner rather than later.

Some of the comments received were:

*"I agree strongly with the proposal however strong ask why wait until 2023. Can this be actioned from 2021 like others? Fairfield school took on other classes before the second school at Ruskin drive was built so has proven it can do it again. Why wait so long and disadvantage more children than necessary."*

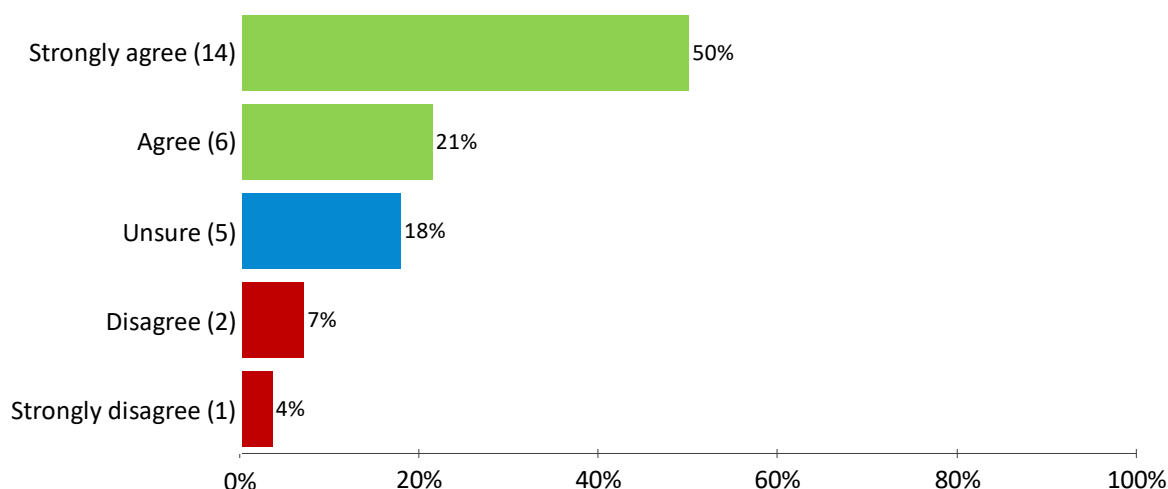
*"I think this is a fantastic idea. I think it will help the children develop self-confidence, the children will benefit by staying with their friends for longer in an environment they are used to. As a parent of a child in this school I am in full support of this."*

*"I would prefer for this to happen sooner than 2023 as the school already has the infrastructure and space to support it, unlike other schools."*

*"Agree with the concept but how will you extend the school as it has already been heavily extended taking away vital playgrounds and playing fields. There isn't much you can do except build upwards."*

## 5. Gothic Mede Academy

How far do you agree or disagree with the proposal for Gothic Mede Academy?



28 responses were received for Gothic Mede Academy, with 71% of respondents agreeing or strongly agreeing with the proposal. Respondents for Gothic Mede Academy were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

16 comments have been received for Gothic Mede Academy.

Theme	No. of comments
Agree with Gothic Mede Academy becoming a primary school	8
Concern about where relocated school would be	6
More information is needed about the proposals	3
Other	4

Comments were generally supportive, but highlighted concerns about where the new site for the school would be, and questions about timescales and how it would work for individual circumstances.

Some of the comments received were:

*"We would like the school to transition to a primary school as soon as possible so as to avoid any unnecessary hassle, and for the proposed dates to be confirmed as soon as possible."*

*"I believe that GMA school become a primary school in the future, however, I am unsure regarding the relocation of it. I would like the school to be split over two sites, as Fairfield is now, giving the potential for there to be an Infants and Juniors buildings."*

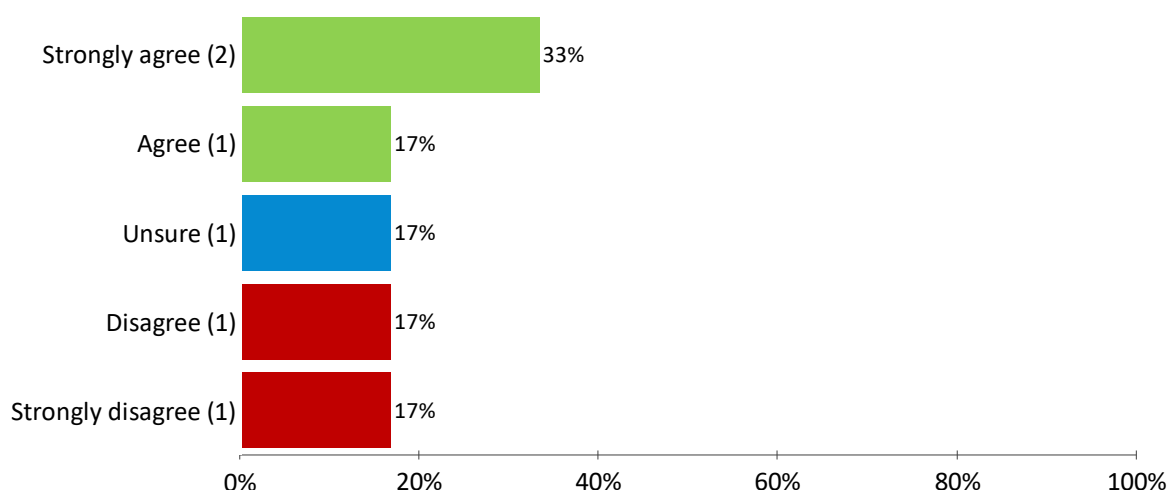
*"I worry about where the school will be relocated to- where is "East of Arlesey"? Is it within walking distance of the current school site? While I agree in principle to*

*extending the school it seems to me a lot of money has recently been spent on the school and this is a waste of resource!"*

*"When moving the school, what will happen to the old site? Will it be used to extend the other services currently available at the old site? Will the nursery move with the school?"*

## 6. Gravenhurst Academy

How far do you agree or disagree with the proposal for Gravenhurst Academy?



Six responses were received for Gravenhurst Academy, with 50% of respondents agreeing or strongly agreeing with the proposal, and 33% disagreeing or strongly disagreeing. The number of responses received for Gravenhurst Academy is one of the lowest amongst the schools consulted on in the cluster. Respondents for Gravenhurst Academy were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

Four comments were received for Gravenhurst Academy. Due to the small number of comments, they cannot be grouped into themes, so they are provided in full below:

*"This School is too small and should be shut, the children could then go to Shillington."*

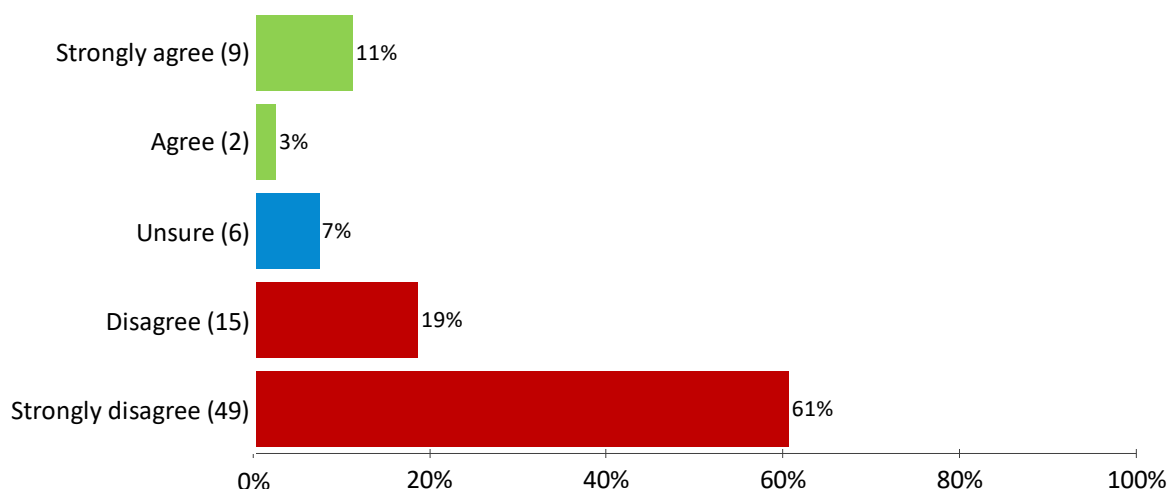
*"Are all the places needed?"*

*"I agree with this, however I am unsure how practical it is. The site of the school is very small so there is not room for expansion. This is a concern."*

*"I feel this school hasn't got the room, facilities or staff attributes to deal with the requirements and challenges to house 5-11 year olds."*

## 7. Haynes Lower School

How far do you agree or disagree with the proposal for Haynes Lower School?



81 responses were received for Haynes Lower School, with 80% disagreeing or strongly disagreeing with the proposal, and 14% of respondents agreeing or strongly agreeing. Respondents for Haynes Lower School were most likely to identify themselves as a resident of Central Bedfordshire.

74 comments were received for Haynes Lower School.

Themes	No. of comments
Increase in admission numbers will cause more access issues	33
Access around the school currently is a problem	27
New site is needed for the school	17
Disagree with the proposal as a whole	15
Supportive of proposal	4
Concern about having sufficient facilities/space to expand	3
Agree with changing to primary	2
Other	11

The majority of comments were against the proposal, with many citing the current access issues will be compounded with any increase in admission number.

Some examples of the comments received are:

*"Parents parking is already affecting the lives of residents! The traffic & parking problems caused to residents today is bad enough with the current 130 pupil numbers - an increase to 210 pupils would DOUBLE those problems! Do what Bedford Borough did in building a new school in Cotton End!!"*

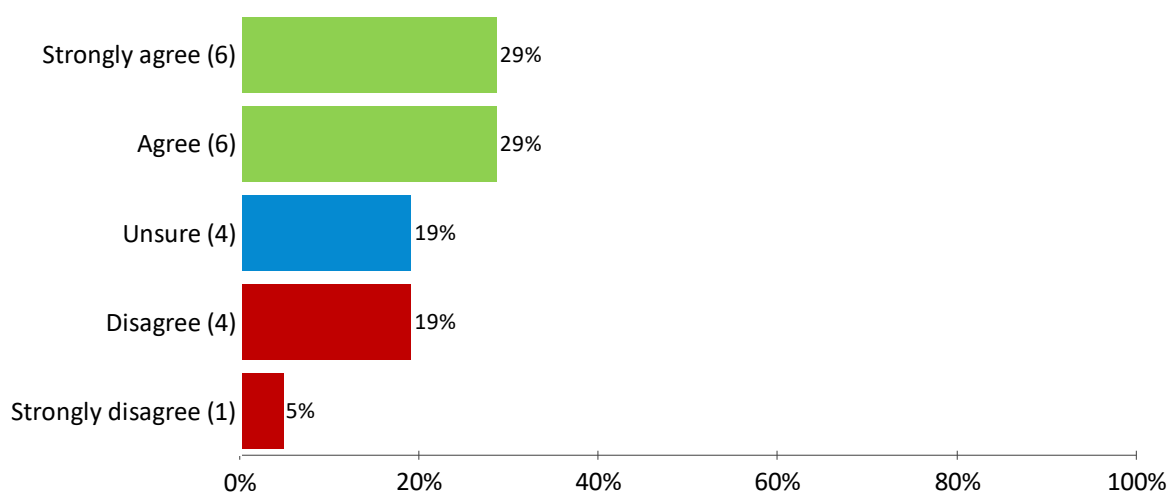
*“There already ARE problems with parents blocking Foresters Close with 130 students - 210 pupils would make it into an impossible situation.”*

*“The current situation with 120 pupils cause MANY access & parking PROBLEMS for the OAPs & disabled residents. HAYNES SCHOOL car park is FULL RIGHT NOW, with some staff parking in Foresters Close!”*

*“Haynes Lower is an outstanding, values lead school. It makes perfect sense to facilitate even more children in the area to benefit from such a well-rounded approach to education.”*

## 8. Langford Village Academy

How far do you agree or disagree with the proposal for Langford Village Academy?



21 responses were received for Langford Village Academy, with 58% of respondents agreeing or strongly agreeing with the proposal. Respondents for Langford Village Academy were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

12 comments were received for Langford Village Academy.

Theme	No. of comments
Concerns over space on existing site	7
Concerns over infrastructure/transport	3
Supportive of proposal	2
All schools should change at once	2
Other	3

The main comments coming through were about issues with the current site – for both concerns about available space, and access/infrastructure.

Some examples of the comments received are:

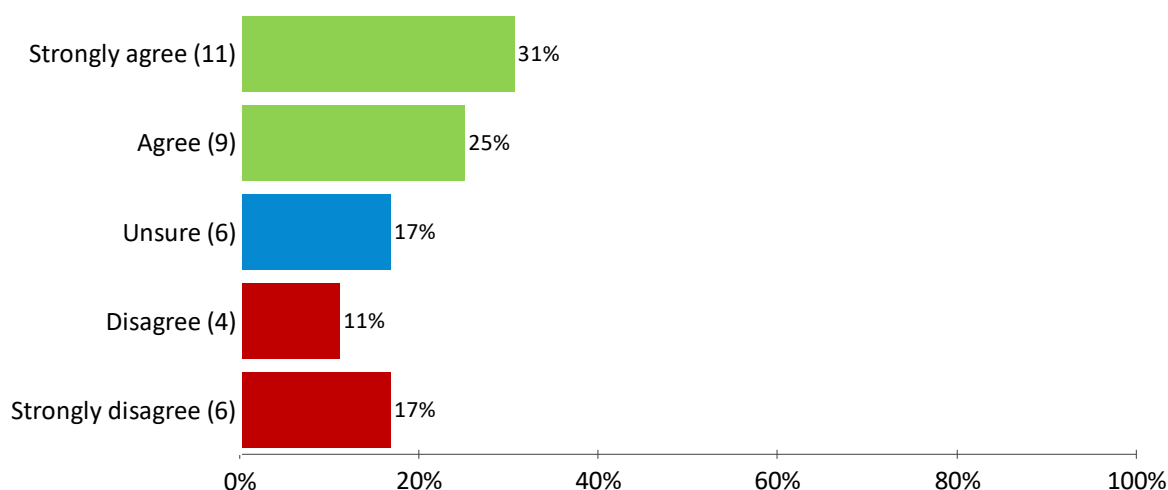
*“The school has expanded over the last 3 decades and I believe that the site will not support another expansion. The road structure will not support this proposal either. More cycle ways need to be built to encourage parents to bring their children to school in ways other than by car.”*

*“Great plan, perfect for our children.”*

*“All schools should change in 2022 together. Are all the extra new places needed?”*

## 9. Meppershall Academy

How far do you agree or disagree with the proposal for Meppershall Academy?



36 responses were received for Meppershall Academy, with 56% of respondents agreeing or strongly agreeing with the proposal. Respondents for Meppershall Academy were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

28 comments have been received for Meppershall Academy.

Theme	No. of comments
Concerns about building/increasing numbers on a small site	16
Concerns over standard of education provided/Ofsted results	9
Supportive of the proposals	7
Concerns about infrastructure/transport	6
Against the proposal	3



Needs a new site for the school	3
Other	6

A number of comments highlighted issues with space on the current site, and concerns about how it will manage the increase in numbers.

Some examples of the comments received were:

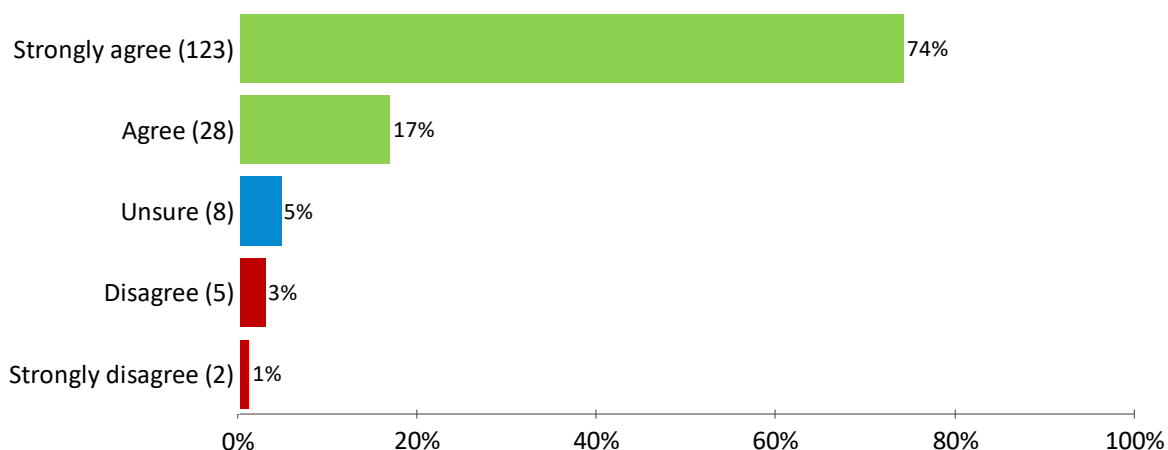
*"I strongly agree with this approach however Meppershall school has very limited space as it is e.g. the lunch hall struggles currently with the number of children. There would need to be really clear solutions for how the school is to cater for the size increase. The concern is where will the additional classrooms be and how will be parking be managed around the school."*

*"Agree with this but parking and space on the site are a major concern, I moved my children from Meppershall Academy to Shefford Lower School last year because the standards were poor and the school whilst having a nice feel was poor academically."*

*"The current site in the village is unsuitable for the ever expanding population of the village and the offer of an alternative site by a local farmer several years ago should have been accepted by CBC and factored into the new developments, to ensure sufficient funding was made available for a purpose built primary school for the future of this village."*

## 10. Raynsford Church of England Academy

How far do you agree or disagree with the proposal for Raynsford Church of England Academy?



166 responses were received for Raynsford Church of England Academy, with 91% of respondents agreeing or strongly agreeing with the proposal. Respondents for Raynsford Church of England Academy were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

68 comments have been received for Raynsford Church of England Academy.

Theme	No. of comments
Supportive of proposals	43
Concerns about space/facilities	17
Requests that the schools change age range together	4
Request for collaboration and planning	2
Other	9

Respondents were broadly happy with the proposal. Some examples of the comments provided were:

*"I think it will make Raynsford even better than it is now and will be fantastic for the children to stay there until year 6."*

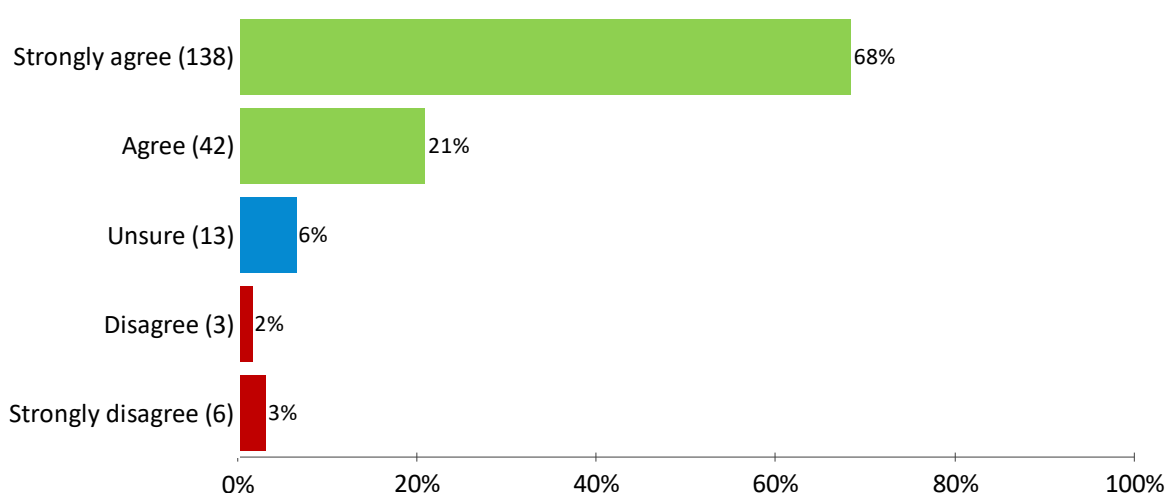
*"Raynsford is an excellent school that goes above and beyond for its students and it would be fantastic to see it adapt to a primary school in time for its feeder schools Henlow academy."*

*"The school building and surrounding playground is not big enough to accommodate two more classrooms. This is a problem that needs addressing."*

*"I think it's very important that Raynsford Transition at the same time as Henlow Academy as I do not think it's appropriate for year 4/5 children going to a school with year 9-11 students!"*

## 11. Roecroft Lower School

How far do you agree or disagree with the proposal for Roecroft Lower School?



202 responses were received for Roecroft Lower School, with 89% of respondents agreeing or strongly agreeing with the proposal. Respondents for Roecroft Lower School were most

likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

125 comments were provided for Roecroft Lower School.

Theme	No. of comments
Supportive of proposals	51
Don't split into two sites/keep as one site	47
Questions/concerns over wrap around care currently on the school site	36
Concerns over size of site/ school/facilities	30
Consider building on land at the back of the school	19
Concerns over infrastructure/traffic	16
Please implement sooner	7
Disagree with proposals	3
Other	11

Responses were generally supportive, with requests for the school to stay on one site – rather than splitting into two sites.

Some examples of the comments received were:

*"I feel that going up to year 6 at Roecroft would be a really good idea but it is important that the school needs to stay on the same site to ensure an excellent education for the children and continuity within classes. Pippin would also need to be expanded as they provide children with after school care."*

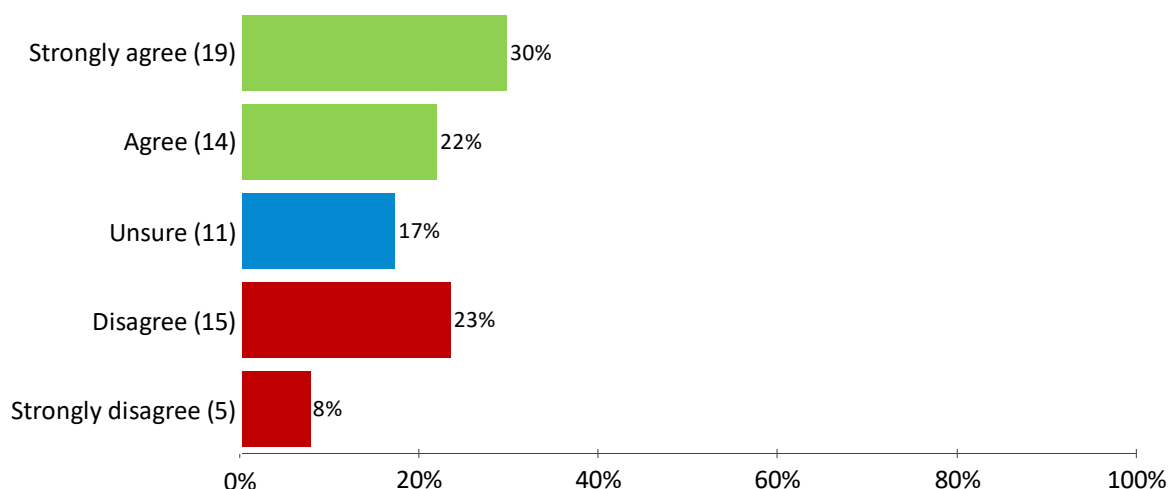
*"I would like to know where the new classrooms would go and how the hall would be expanded. Will key stage 1 and 2 be separate?"*

*"Depending where the extension will be and if the land will be used off of the current playing field. If this is the case definitely not as there is ample space behind greenacres community centre"*

*"It's important the school remains on one site as I think this makes it more coherent and streamlined in its operation. There is ample space on the grassland near the school for this. Pippin would need to be expanded to accommodate wraparound care demands. Again, this looks like it could be accommodated using some of the space close by. The access to/from Pippin is dreadful on that part of Buttercup Road. That was poor planning of road layout in my opinion so this needs to be addressed as part of the expansion, if not before."*

## 12. Shefford Lower School

How far do you agree or disagree with the proposal for Shefford Lower School?



64 responses were received for Shefford Lower School, with 52% of respondents agreeing or strongly agreeing with the proposal. Respondents for Shefford Lower School were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

33 comments were provided for Shefford Lower School.

Theme	No. of comments
School will be too big	9
Comments about access/traffic/parking issues	8
Supportive of proposal	5
Against proposal	5
Suggestion of new school entirely	4
Lots of investment needed to accommodate these numbers	4
Build additional schools and split the number of pupils across them	2
Concern over how this increase will affect the learning and individual care	2
Other	4

The feedback provided was varied. Some examples of the comments received were:

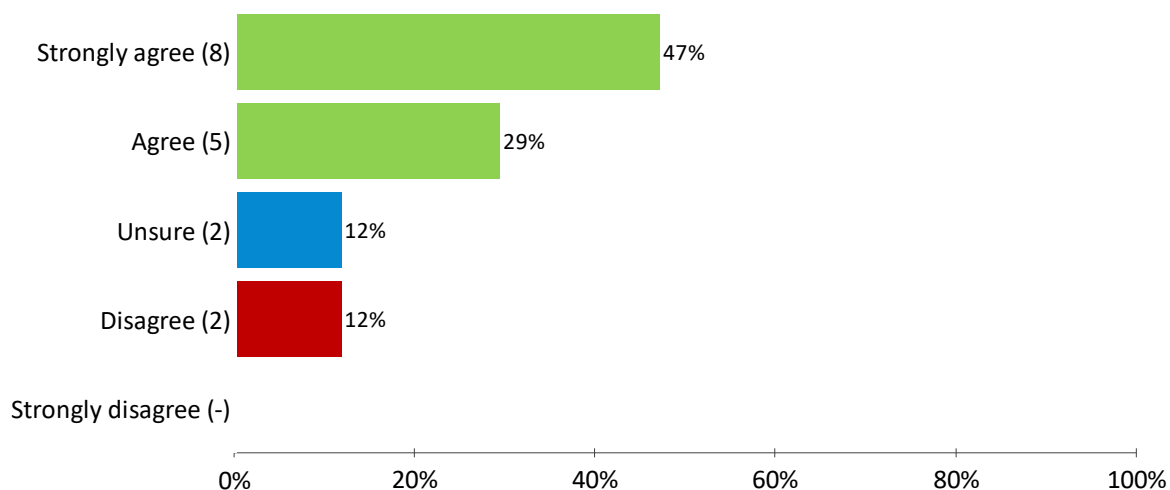
*“There is limited capacity of the school site. Preference would be to build a new school for Shefford.”*

*"This school is too big already and access is very limited."*

*"It is already a very large setting for a lower school - will adding this number of extra pupils detract from their individual learning experience and their pastoral needs?"*

### 13. Shillington Lower School

How far do you agree or disagree with the proposal for Shillington Lower School?



17 responses were received for Shillington Lower School, with 76% of respondents agreeing or strongly agreeing with the proposals. Respondents for Shillington Lower School were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

Due to the small number of comments (7), they cannot be grouped into themes, so they are provided in full below:

*"Provided new building takes place for the extra capacity, including the pre-school."*

*"Would like reassurance about the levels of disruption whilst this change is happening. It is the right answer in the end but there will be a lot of change, building work etc. during my children's time at the school."*

*"There is space on site for two new classrooms but this needs to dovetail with the development of a new village hall and parking provision in Greenfields."*

*"Concerned about over capacity in lower schools."*

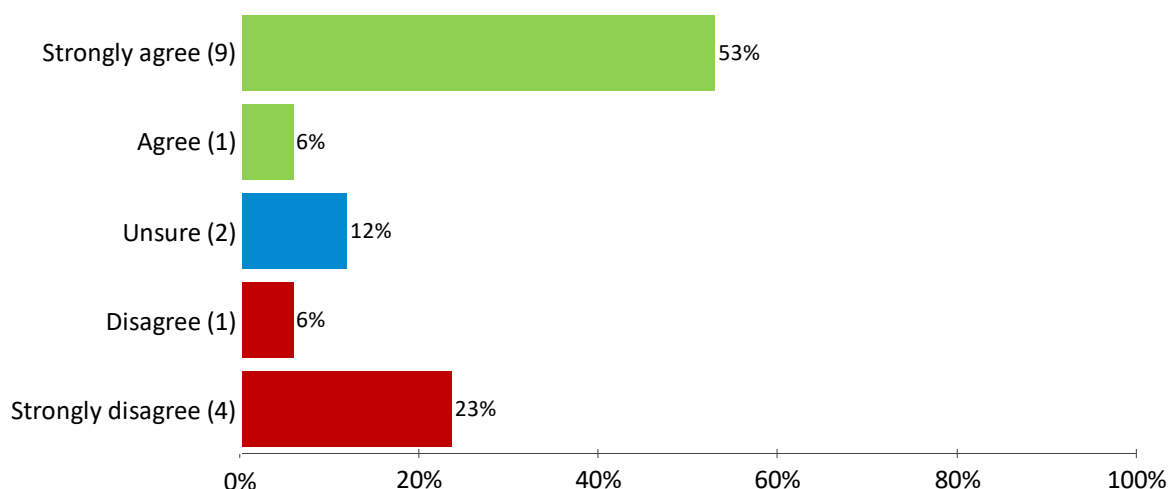
*"Space is very limited at Shillington and it is important to make sure that the school can cope with the additional children. It is also a school up a very small access road and with limited car parking so an adequate transport plan will be very important."*

*"Prefer three tier."*

*"This would meet the needs of the Shillington community and families."*

## 14. Southill Lower School

How far do you agree or disagree with the proposal for Southill Lower School?



17 responses were received for Southill Lower School, with 59% of respondents agreeing or strongly agreeing with the proposal. Respondents for Southill Lower School were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

Due to the small number of comments (11), they cannot be grouped into themes, so they are provided in full below:

*"Surely the Council would be shutting this school it is in the middle of nowhere with little development around it to sustain it in the long term!"*

*"No, perfect for our children thanks."*

*"I think it is important to keep schools available in rural settings and also on a small scale."*

*"This school is too small and should be shut because most children come from outside of the village."*

*"Do they have the room and provisions to accommodate more pupils?"*

*"I do not agree that a two tier system is the best for a rural area. I do not consider that there is a need to adopt the national model. The existing 3 tiers allows children at Southill lower to have a very small school whilst they settle into that environment. But in year 5 they are ready for the next stage, a larger school with the extra facilities available. The small rural schools in the area will not be able to offer these facilities."*

*"The Council needs to invest in the buildings for this school as it is very important to the local area that the school is maintained."*

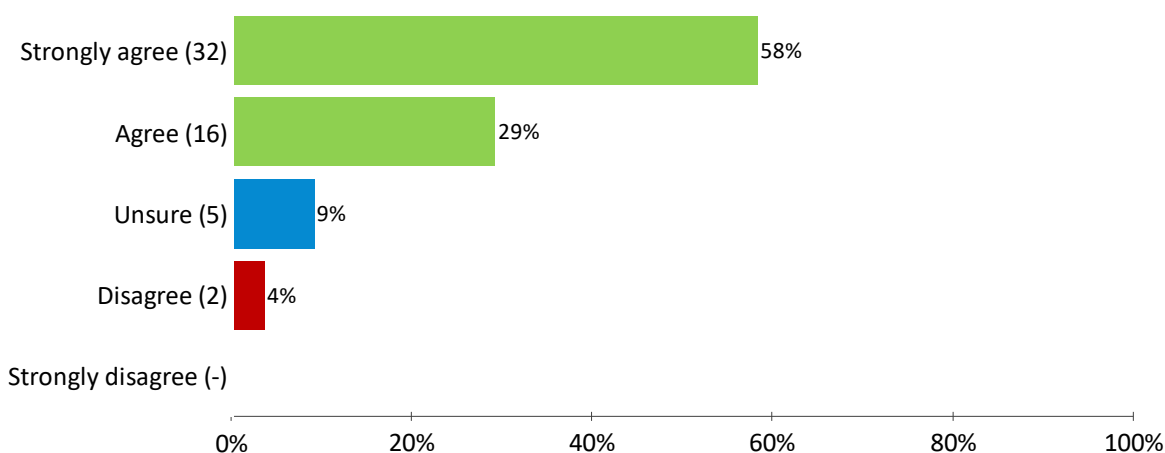
*"I would like my daughter to stay there until year 6 and then move to high school"*

*"There is not the recommended provisions for 75 children. They have recently started taking children from a younger age into the nursery year which is mixed with the reception class rather than separate. They have not been able to fulfil a year group"*

*apart from the current year 4 group and the year group as it is. The school has undergone so many changes of head in the last 3 years - 5 in total including acting heads. Had federated with another school then broke the federation and now have federated with another school. There have been huge gaps missed in education for some of the children in the past. Particularly the current year 4's who the majority did not reach their expected targets in their year 2 SATS. As a parent who attended the school as a child and has been taking a child of my own to it for the past 8 years, I believe the school now needs to be given a lengthy time for the new leadership to embed. Things are improving but they still far from great. Further changes will have a detrimental effect on the children and their education."*

### 15. St Mary's Church of England Academy, Stotfold

How far do you agree or disagree with the proposal for St Mary's Church of England Academy, Stotfold?



55 responses were received for St Mary's Church of England Academy, with 87% of respondents agreeing or strongly agreeing with the proposals. Respondents for St Mary's Academy were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

24 comments were received for St Mary's Church of England Academy in Stotfold.

Theme	No. of comments
Concerns about site capacity	8
Supportive of proposal	7
More information is needed about this proposal	5
School must retain sports facilities/ outside space	5
School needs to retain family feel	3

Existing school is not big enough for more children	3
Traffic/parking issues	2
Can this happen sooner?	2
Other	4

The comments received for St Mary's Church of England Academy in Stotfold were varied.

Some examples of the comments received were:

*"I have always felt that the children would benefit from not moving until 11. My only concern is where on the site are you going to find the extra room to expand?"*

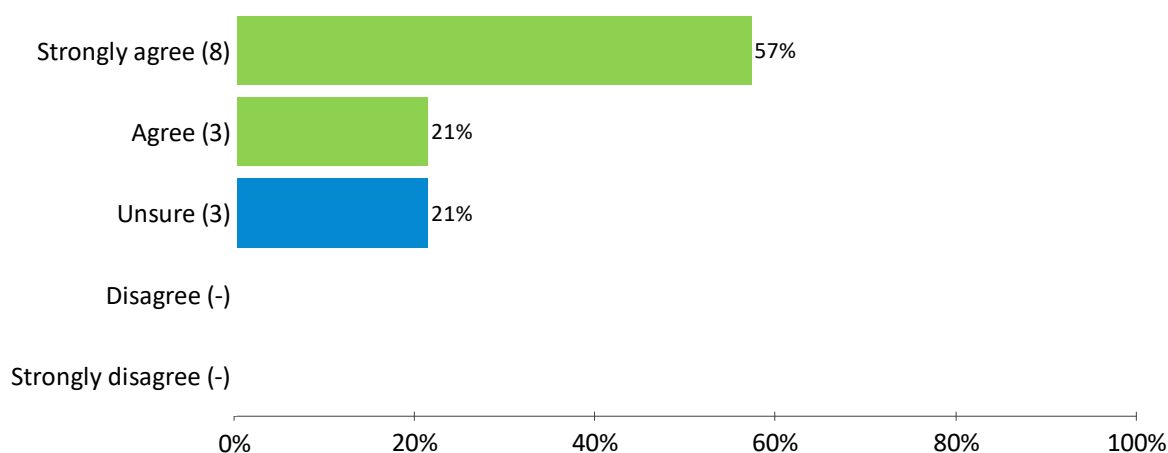
*"In principle I agree with the enlarging of the school and the extension to a full primary rather than a lower. But where will the additional classrooms go? The outdoor space is limited already, without further building taking place on this, unless further land can be procured. Also, the parking situation needs addressing, as there is no drop off or pick up zone, and the traffic and parking situation in the morning is already very busy."*

*"There needs to be ample provision made for sporting facilities at this school, with some provision for parking for parents to minimise disruption to local traffic. In addition, Rook Tree Road should be changed to a "no heavy goods access road", unless given a specific permit", unfortunately there are too many trucks that choose to travel on this road during school run times and there is significant danger posed to the school children and their parents."*

*"Just that I wish it was happening sooner."*

## 16. St Mary's VA Lower School, Clophill

How far do you agree or disagree with the proposal for St Mary's VA Lower School, Clophill?



14 responses were received for St Mary's VA Lower School, with 78% of respondents agreeing or strongly agreeing with the proposal. Respondents for St Mary's VA Lower



School were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

Despite the small number of comments (11) there were some themes which emerged:

Theme	No. of comments
Supportive of proposal	7
Concerns about the size of the existing site	5
Concerns about traffic/parking issues	3
More information about the proposals is need	3
Requests for the change to happen sooner	2
Other	2

The comments received for St Mary's VA Lower School in Clophill are varied.

Some examples of the comments received are:

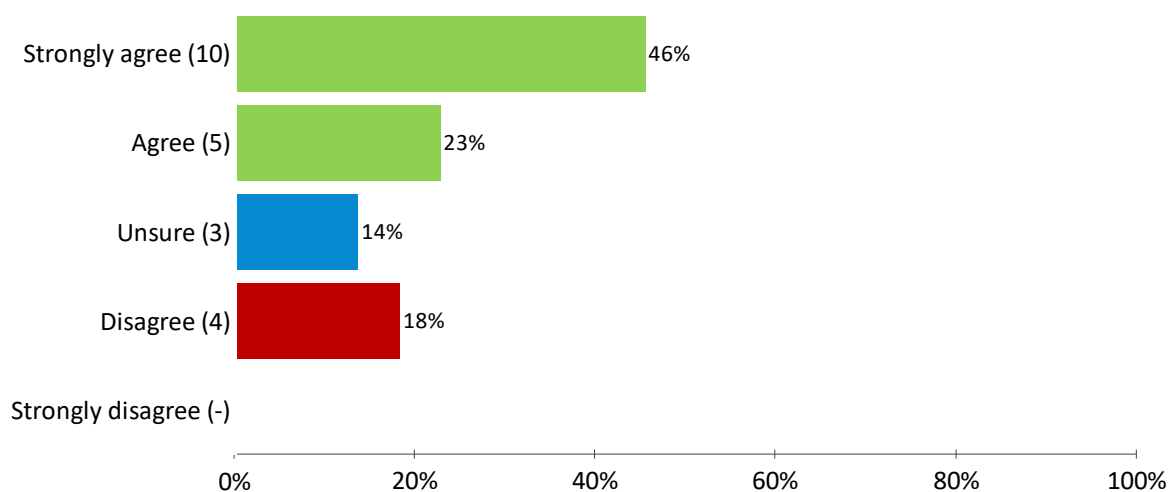
*"The St Albans Diocesan Board of Education fully supports this proposal."*

*"Is there an opportunity for the school/church diocese to purchase additional land? The site is quite small if additional buildings are required and the children need more outside space?"*

*"I think this is a great idea but it is a shame it is not proposed to happen any sooner, could the plans not be brought forward to happen by 2021?"*

## 17. Stondon Lower School

How far do you agree or disagree with the proposal for Stondon Lower School?



22 responses were received for Stondon Lower School, with 69% of respondents agreeing or strongly agreeing with the proposal. Respondents for Stondon Lower School were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

Despite the small number of comments (11) there were some themes which emerged:

Theme	No. of comments
Supportive of proposal	3
Building works are needed to accommodate extra intake	3
Concerns about size of existing site	3
Concern about disruption to children	2
Other	2

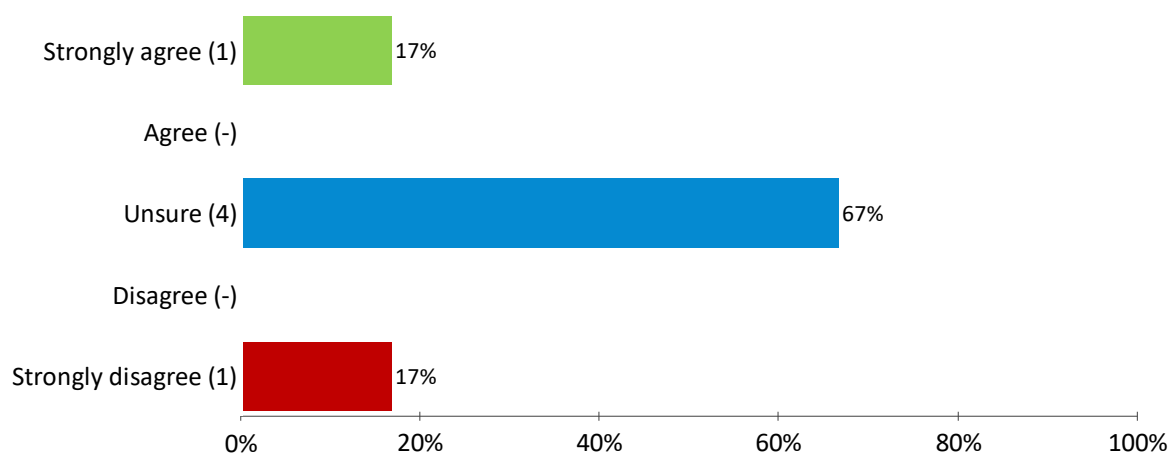
Some examples of the comments received were:

*“This would meet the needs of the Stondon community and families. The school will experience pressures growing due to the tightness of the site but there are options.”*

*“I am happy for the conversion to occur. My concerns are how the standard of education will be ensured whilst this transition occurs. Both my children will be directly affected by this move and I need reassurance that their education will not suffer as a result. Parents need to be kept abreast of how staff will manage the transition and how the school will expand to provide the space for these additional pupils. The site that the school occupies is already small- where will new building work occur?”*

## 18. New primary school at the Chase Farm development

How far do you agree or disagree with the proposal for a new primary school at the Chase Farm development?



Six responses were received for a new primary school at the Chase Farm development, with 17% of respondents (1) agreeing or strongly agreeing with the proposal. Most respondents were unsure (67%). This is echoed in the comments with respondents asking questions about the school. Respondents for a new primary school at the Chase Farm development were most likely to identify themselves as a resident in Central Bedfordshire. The number of responses received for a new primary school at the Chase Farm development is one of the lowest amongst the schools consulted on in the cluster.

Due to the small number of comments (5), they cannot be grouped into themes, so they are provided in full below:

*"I am surprised there is a need for three large primary schools in Arlesey."*

*"How are we supposed to make an informed decision if we don't have location of the school?"*

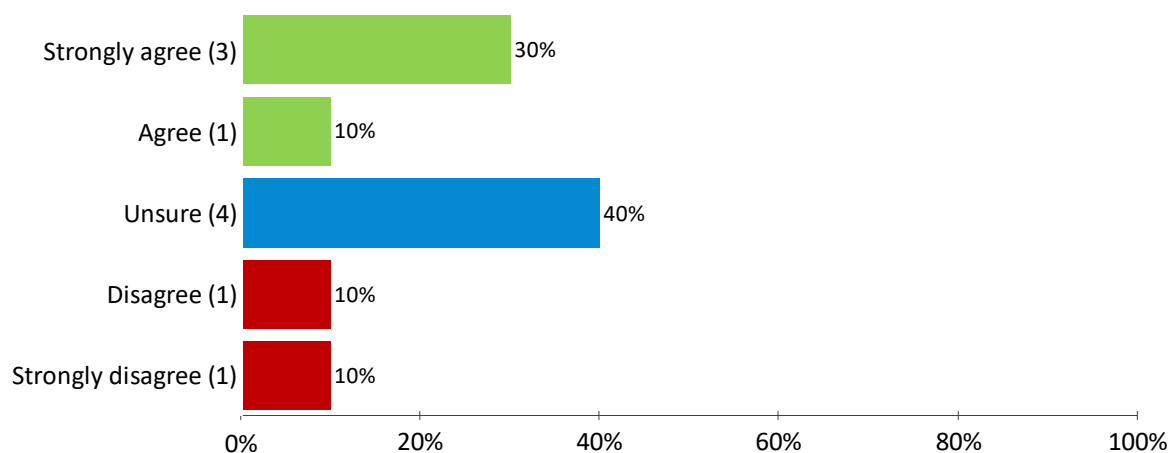
*"Whilst I support the transition in general terms, you are being blatantly over-optimistic in targeting a date of 2021 for this school. You are now over five years behind the original Masterplan for Arlesey and it is clear that you do not have a competent plan in place for this school. In the meantime, you will continue to refuse to invest in Gothic Mede school, claiming that it will be replaced by this school. You should aim for a transition date of 2025, and commit to investing properly in Gothic Mede for the intervening six years"*

*"Is it needed???"*

*"I live in Arlesey and would like to know more about these proposed developments- we currently struggle with access issues in and out of the village as there is only one road - I feel strongly that this area cannot support more housing with the woeful lack of infrastructure that we currently have?"*

## 19. New primary school on the East of Arlesey development

How far do you agree or disagree with the proposal for a new primary school on the East of Arlesey development?



10 responses were received for a new primary school on the East of Arlesey development, with 40% of respondents agreeing or strongly agreeing with the proposal. 40% were also unsure. This is echoed in the comments with respondents asking questions about the school. Respondents for a new primary school at the Chase Farm development were most likely to identify themselves as a resident in Central Bedfordshire.

Due to the small number of comments (5), they cannot be grouped into themes, so they are provided in full below:

*“How realistic is it that one school will take on all current need and future need? Particularly as the proposal is for this to be extended to primary?”*

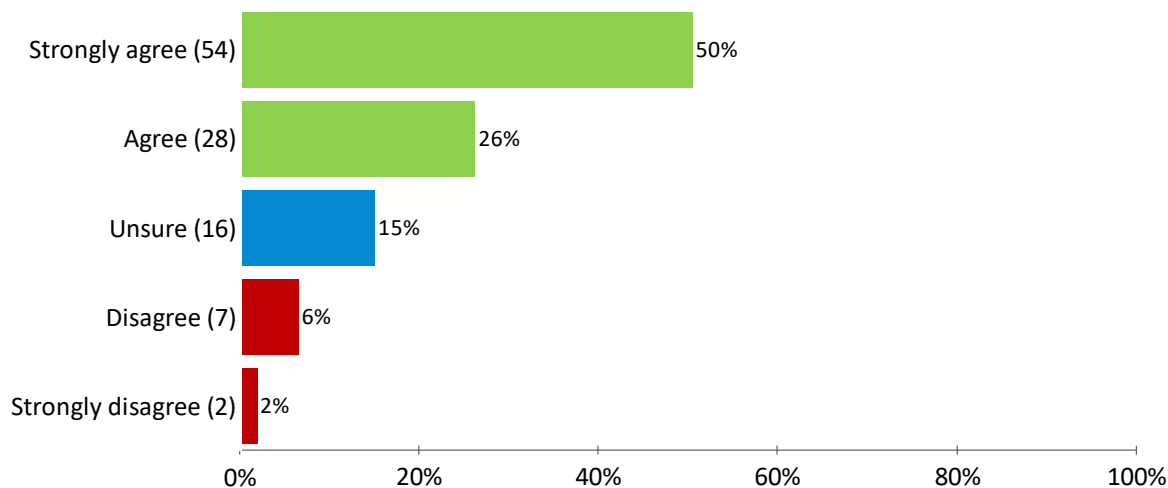
*“How are we supposed to make an informed decision if we don't have location of the school?”*

*“You are taking an unjustified risk in planning for a new “East of Arlesey” school, because your proposed local plan for this site has been torn apart by the planning inspector. Instead, you should plan a fallback option in case the local plan for Arlesey is scaled back, whereby the proposed “Arlesey Chase Farm” school could expand to meet this reduced need.”*

*“This must be run by a provider other than BEST (it already runs Gothic Mede). Ideally children from this school will have the option to continue on to a non-BEST school (Henlow) for the rest of their education.”*

## 20. Etonbury Academy

How far do you agree or disagree with the proposal for Etonbury Academy?



107 responses were received for Etonbury Academy, with 76% of respondents agreeing or strongly agreeing with the proposal. Respondents for Etonbury Academy were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

40 comments have been received for Etonbury Academy.

Theme	No. of comments
Supportive of proposal	15
School has existing problems/cannot cope with current numbers	14
Disagree with proposal	7
Sixth form provision is needed	5
Important to ensure choice of school is provided	5
Concern about disruption to education	4
Improvements to sustainable transport/transport links needed	3
More information about the proposal is needed	3
All schools should transition at same time	2
Concern about traffic levels	2
Other	7

The comments received highlighted a few key areas for improvement in Etonbury Academy.

Some examples of the comments received are:

*"This school is big enough already - it does need a sixth form block which was promised when it extended - where do our children go at this point? Not acceptable that there isn't anywhere. The lunch / canteen isn't big enough for all the pupils - if you expand a school stands to reason the canteen would need extending too!"*

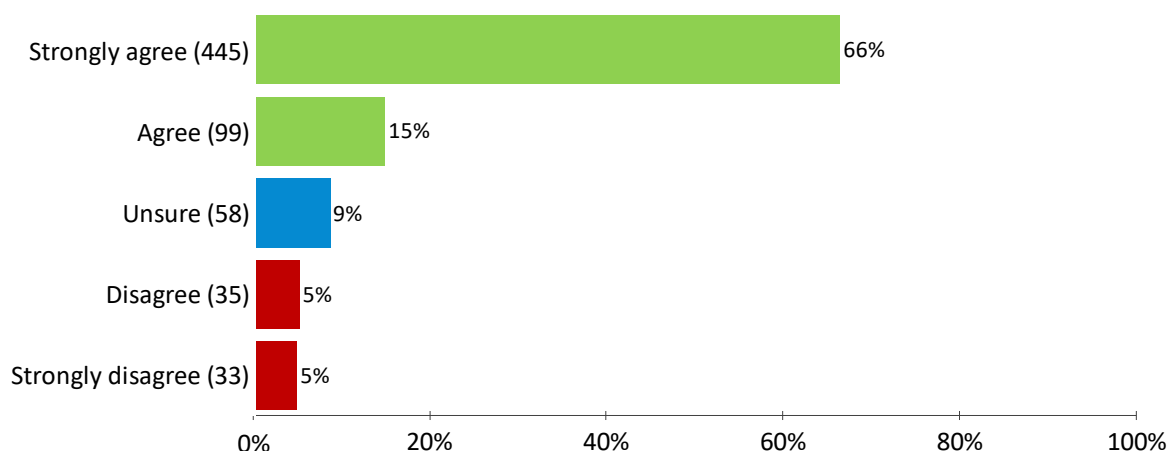
*"I don't wish for this to be the only option for current Stotfold children there is no provision for children with Religious leanings."*

*"Etonbury Academy have a lot to address in their current provision. Their growth thus far has come at a great cost to the quality of the education they offer and at the expense of their students. I firmly believe Etonbury need to concentrate on the provision they offer and only transition if this will not further reduce the quality of schooling they offer."*

*"Sixth form status should be a priority alongside this move."*

## 21. Henlow Church of England Academy

How far do you agree or disagree with the proposal for Henlow Church of England Academy?



670 responses were received for Henlow Church of England Academy, with 81% of respondents agreeing or strongly agreeing with the proposal. The number of responses received for Henlow Church of England Academy is the highest amongst the schools consulted on in the cluster. Respondents for Henlow Church of England Academy were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

381 comments were received for Henlow Church of England Academy.

Theme	No. of comments
Supportive of proposal	255
Important to offer choice of school	74
Agree with Henlow transitioning before the cluster	67
Need a Secondary church school option	31
Henlow should change with the other schools	24
Supported the expansion in Henlow's own consultation	23
More information is needed about the proposal	20
Disagree with the proposal	19
School number is actually over 640 not 560	15
Henlow roads already congested before the increased amount of traffic this will bring/ improve transport links	13
School is performing well currently (Ofsted & SIAMS ratings)	13

Questions about space/ facilities needed	12
Great teaching of SEN children, this should not be affected by expansion	10
Means children can stay and not have to travel further	10
Are the teachers trained to teach GCSE/children with varying needs?	8
Concern that building for 1050 then reduction seems a waste of resources	7
Concern about the amount of building/work, adaptation will affect GCSE children	4
If changes to Henlow happen at same time of Clifton All Saints changes to primary, smooth transition	3
Other	41

The comments received for Henlow Church of England Academy were positive, with respondents very supportive of the proposal, stating the need for choice of school in the area. There was also broad agreement that the school should be allowed to transition before the others in the area.

Some examples of the comments were:

*“An excellent school with many improvements in recent years. It should certainly move to extended secondary as soon as possible. I suggest that it is funded to take the maximum logistically possible number of pupils (900? 1050?) in the ultimate secondary mode to provide as many parents as possible an alternative to BEST schools with four (yes four) secondary schools with a total proposed capacity of between 3330 and 4200 - there seems to be more than a little imbalance here!”*

*“This is widely supported by the parents and pupils of this school. The last consultation was overwhelmingly in favour of this conversion.”*

*“Amazing school with great values - we need choice and to have a religious school is such a bonus for us. Henlow Academy needs to change into an extended secondary for the community.”*

*“Please just get on with this schools change. I like hundreds more supported its age range extension nearly a year ago. Delays are impacting our children’s progress.”*

*“Good to have a church school choice for secondary education”*

*“I dont think it should change until 2023 and all schools should change at the same time”*

*“Current capacity is 720 following expansion for bulge years so will not be as big a change as suggested”*

*“Henlow Academy is an church of England school with an outstanding SIAMs inspection and this makes it unique.. It also has been graded 'Good' by OFSTED. Its strong ethos and strong links with the lower schools is outstanding.”*

*“It is a super project and great for the community. THIS MUST BE SUPPORTED WITH A NEW ROAD BETWEEN SCHOOL and A507. Traffic is awful all hours in the village.”*

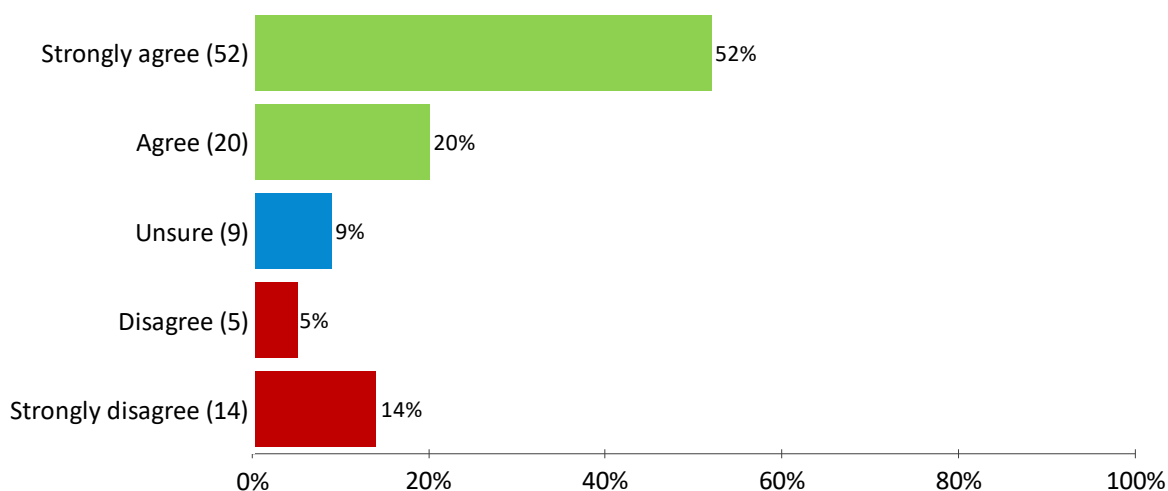
*“This school is extremely important to me and many parents of children with Additional needs. The pastoral care and engagement with Special Educational Needs within a Mainstream Education is second to none and it is very important to have such a facility within this area. The fact that this is a C of E school is a bonus to many but the Church's involvement can only have benefit to all who use the school and not just the religiously minded”*

*“Three tier system is more beneficial as kids don't outgrow a school as much as they would in two tiers”*

*“It is very important that All Saints and Henlow Academy co-ordinate their transition dates as Henlow is the natural feeder school.”*

## 22. Pix Brook Academy

How far do you agree or disagree with the proposal for Pix Brook Academy?



100 responses were received for Pix Brook Academy, with 72% of respondents agreeing or strongly agreeing with the proposal. Respondents for Pix Brook Academy were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

48 comments have been received for Pix Brook Academy.

Theme	No. of comments
Supportive of proposal	9
Concern about infrastructure/transport	8



Disagree with the building of Pix Brook	8
Concern about proximity to Etonbury	7
Questions/concerns over pupil places/catchment	7
Sixth form is needed	6
Concerns about MAT/BEST monopolizing	5
Other	14

The comments received were varied:

*“All my previous comments hold true for Pix Brook. The secondary school model, I believe is the best. It is easier to recruit the right staff. The children are educated in their own community. They are known well by the staff before they choose their GCSE subjects. Hopefully a sixth form will soon be provided either on the Etonbury site or at Pix Brook. I also believe that children work best when they are secure. Each time they change schools there is a period of readjustment, for many that is hard. One change in their school career is better than two or three. With climate change it is also right that children should be able to walk or cycle to school. There are savings to be made in transport costs.”*

*“I can’t see how or why this school even got off the ground. It seems crazy to be throwing money at this school when other local, well established and well performing schools such as Henlow are being held back from extending their age range.”*

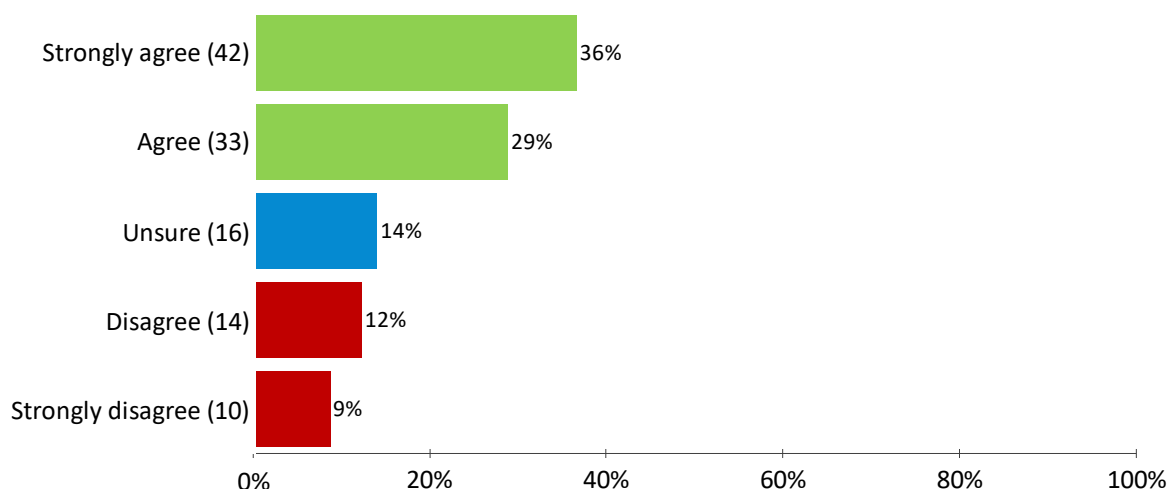
*“I am unsure on how practical it is to have two secondary schools on the same road. I am concerned about traffic flow, traffic/child safety and the potential for rivalry on the streets before and after school.”*

*“I am shocked at this school is even going ahead. This school is directly opposite Etonbury and really should have been placed at a different location. The only reason I can see this has gone a head is because it’s another BEST school.. I personally feel the monopoly that BEST have on the area jeopardises individual school needs and community feel.”*

*“I think a 6th Form would be a great addition to this school in due course. It is becoming apparent that this will be the catchment secondary school for Stotfold and it would be great to be able to educate our local children in Stotfold post-16 in their local school. It also has fantastic aspirational value in a village which offers little in terms of jobs for school leavers.”*

### 23. Robert Bloomfield Academy

How far do you agree or disagree with the proposal for Robert Bloomfield Academy?



115 responses were received for Robert Bloomfield Academy, with 65% of respondents agreed or strongly agreed with the proposal. Respondents for Robert Bloomfield Academy were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

57 comments were received for Robert Bloomfield Academy.

Theme	No. of comments
Supportive of proposal	18
Disagree with proposal	11
All schools should transition at the same time	10
Cannot have Henlow transition first	6
Makes no sense to reduce numbers when already oversubscribed	5
Concern over how this will be implemented	5
Concern over the disruption to current students during transition	5
It narrows student options	4
Reduction in intake will have negative affect on funding and therefore curriculum/extra curriculum facilities	4
Questions about sixth form provision	3
Access/parking/traffic issues	3

The change should happen sooner	3
Robert Bloomfield Academy should become a primary	3
Other	11

Comments received were varied, with many asking questions about how this will work, and about the reduction in intake numbers.

Some examples of the comments received were:

*“This has been one of the best schools in CBC for many years. It is always oversubscribed. It is complete madness to contemplate reducing the intake”*

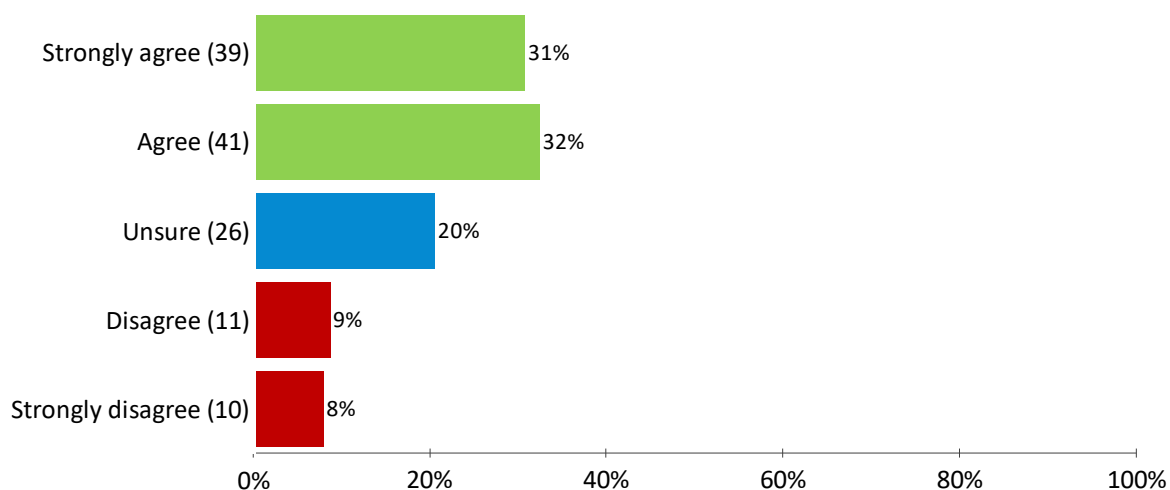
*“As the outstanding school in the area, RBA should maintain its current intake numbers, but as a secondary school. Parents actively choose to send their children to this school due to its reputation for high standards and it is already oversubscribed. It therefore makes very little sense to reduce the pupil places available here, in favour of sending those children to other local schools.”*

*“Yes - if Henlow move to two tier earlier than Bloomfield this will disadvantage the local community and learners - Bloomfield is a three times outstanding school and highly regarded by parents yet your plans put the very future of the school at risk”*

*“I would like it to remain a middle school. The building and spaces aren't big enough for 15 and 16 year olds! If it has to change why won't it get 6th form provision.”*

## 24. Samuel Whitbread Academy

How far do you agree or disagree with the proposal for Samuel Whitbread Academy?



127 responses were received for Samuel Whitbread Academy, with 63% of respondents agreeing or strongly agreeing with the proposal. Respondents for Samuel Whitbread Academy were most likely to identify themselves as a parent/carer of child(ren) currently at school in Central Bedfordshire.

55 comments were received for Samuel Whitbread Academy.

Themes	No. of comments
Supportive of proposal	16
All need to transition at same time	8
Opposed to Henlow changing earlier than other schools	7
Concerns about jobs/teacher availability with reduced student numbers	7
Disagree to proposal	7
Why reduce numbers?	7
There are currently issues at Samuel Whitbread Academy	4
Concerns about transport/traffic/parking	4
Catchment areas need to be clarified	3
Other	9

Comments received were varied. Some examples of the comments received are:

*“Yes pleased that it will be converting. Will this become a catchment secondary school for the children of Clophill or will it become Robert Bloomfield? Currently their middle school, Robert Bloomfield, is the feeder school for Samuel Whitbread but not catchment. Slight concern about transport to the school, from Clophill, for the children due to start at SWA in 2020. Essential that school transport is maintained for children of Clophill, and ideally we shouldn't have to pay for it.”*

*“This has to take place at the same time as other schools in the area and has to be a fully coordinated plan. Henlow cannot be allowed to move early as that will have a serious impact on the Quality of Education at SWA, and may seriously impact the only 6th form provision currently in the area. If you move at a different time, this could have massive impact on post16 provision.”*

*“Why are all the schools losing numbers? Are there enough pupils to go around?”*

*“Will you lose the excellent staff if the school becomes smaller ??”*

Across both Robert Bloomfield and Samuel Whitbread, there are comments about the amounts of traffic for Shefford, and whether or not two secondaries are needed. There are also comments across the two schools about the potential impact of Henlow Academy converting to secondary first.

## General Comments

At the end of the questionnaire respondents were asked for comments on the overall plan. 602 comments were received. The main themes within the comments are summarised below:

Theme	No. of comments
Supportive of overall plan	190
Concerns about traffic/access to schools/infrastructure	47
Comments about Henlow's requested timeline not being supported by the council	38
Every school needs to change together – not a phased approach (also includes 5 comments about Central Beds as a whole)	37
Against two-tier system – prefer three-tiers	29
Concerns about MAT/BEST monopolisation	27
Hurry up and make the change!	23
Concern about impact on children	22
Concern about how schools on smaller sites will adapt	18
Request for careful management or planning and coordination across all schools	18
Concern about the cost of the change	17
More information is needed about the proposals	16
Staggered approach makes more sense	13
Requests for quick decision making/no delays	11
Additional sixth form places are needed	9
Will this provide enough school places?	9
Concern about availability of teachers	8
No need to change the current system	8
Concerns about pre-school provision	7
What about SEN provision?	7
Request to build more new schools	5

The building of new housing concerning/not required	5
Requests to consult residents	5
Other	93

Some examples of the comments received are:

### **Supportive of overall plan**

*"I am supportive of the approach and really hope that the end result is do get rid of the middle school system and, instead, opt for a two-tier system. I have never understood the point of the three-tier system and think it causes too much disruption"*

*"A good idea and a long-awaited change to bring central beds up to speed with other local authorities. Seems to be a long lead time to make the changes happen though."*

*"I support the move to two-tier but I feel that if it is not done in a single, fully coordinated way then there will be a lot of chaos for different schools and families."*

### **Concerns about traffic/access to schools/infrastructure**

*"I think the expanded sixth form at Sam Whit is very much needed for the area. More generally there needs to be work on 'safe walking routes' to school to reduce congestion and encourage walking/scooting/cycling to school"*

*"All school enlargement must not over-populate any of the school sites and must consider the increased traffic caused by increasing the size of the school and its impact on the environment and local community. Safe pathways to school must be provided particularly for the schools sited alongside major roads."*

### **Comments about Henlow's requested timeline not being supported by the council**

*"I believe firmly that Henlow Academy should be able to make changes to accommodate extended secondary age range as soon as possible as has previously been permitted for Etonbury Academy. I do not believe that it should be made to wait until other Academies locally make a change, as this removes variety of schooling style choices for parents."*

### **Every school needs to change together – not a phased approach (also includes 5 comments about Central Beds as a whole)**

*"Schools must all move together. If Henlow, or any other school, acts unilaterally this could have potentially devastating effects on the excellent education at SWA"*

*"The whole thing is a mess. The proposals to change schools to a two-tier system over such a long period of time breeds uncertainty for both parents and children. A more co-ordinated approach where all schools in the area change to a two-tier system at the same time is needed. Adjacent areas such as Biggleswade need to be co-ordinated to also change at the same time as your area borders don't reflect the fact that children cross these in invisible borders when moving from current lower and middle schools to upper schools."*

### **Against two-tier system – prefer three-tiers**

*“I don’t think the two-tier system should be implemented in central Bedfordshire. It has been used in Bedford Borough and it hasn’t worked. Middle schools are so special and are really key for protecting children’s mental health and wellbeing.”*

### **Concerns about MAT/BEST monopolisation**

*“I have a real concern that many of the local schools are being run by a single organisation (BEST) which I think is taking away choice from parents about what types of schools their children can go to. Ensuring a range of schools continues to be offered across central Bedfordshire should be an important consideration.”*

### **Hurry up and make the change!**

*“Good plan. Better to going for 2 tiers. Can we move this forward quickly so students benefit sooner.”*

### **Concern about impact on children**

*“The plans and changes will no doubt have an impact on the current pupils within these schools, so please keep them at the heart of all these changes; their future and education depends on things such as the stability and routines within school. Future pupils will be fine as the schools will be sorted by then; but during the changes, which will be huge, please remember the existing pupils.”*

### **Concern about how schools on smaller sites will adapt**

*“All school enlargement must not overpopulate any of the school sites and must consider the increased traffic caused by increasing the size of the school and its impact on the environment and local community. Safe pathways to school must be provided particularly for the schools sited alongside major roads.”*

### **Request for careful management or planning and coordination across all schools**

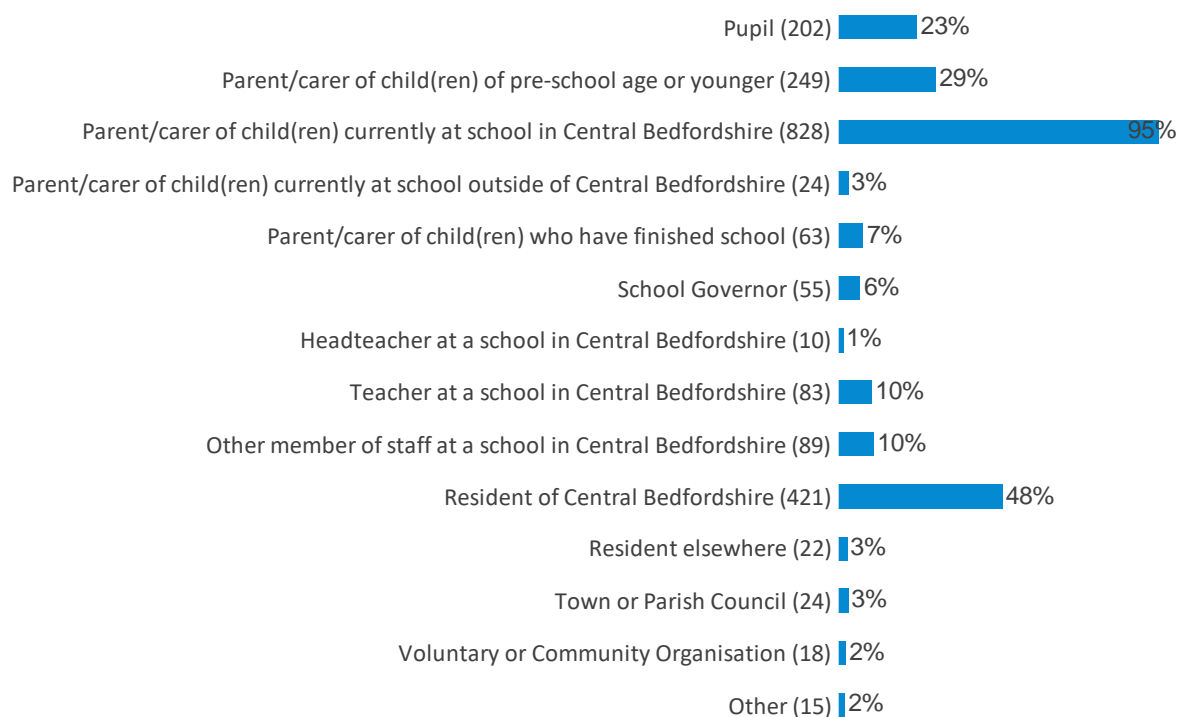
*“The plans need to work for all schools involved and all schools need to work together”*

### **More information is needed about the proposals**

*“The plans need to develop in more detail to show how the money will be spent to support the proposed changes for all schools.”*

## About the respondents

### Which of the below are you?





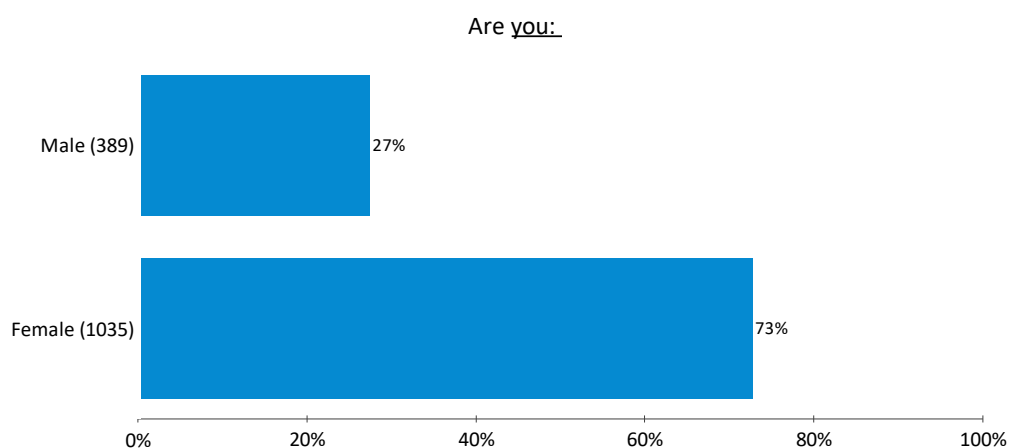
**If Town or Parish Council, Voluntary or Community Organisation or other please specify:**

Member of a Multi Academy Trust  
 Shefford Town Council  
 Stondon stompers Pre School committee  
 Fairfield Parish Council  
 Teacher bitnot attached to a CBC school  
 Vice-chair of Haynes Parish and neighbouring resident.  
 Sustrans  
 Pippin Preschool  
 Committee member at Pippin preschool.  
 Arlesey  
 Stotfold  
 Stotfold Town Council  
 The Diocese of St Albans Board of Education  
 My own view as a parish councillor.  
 Langford parish council, Langford Welfare Trust,  
 Stotfold  
 Langford Parish Council  
 Pre school committee member  
 Grand parent of five children in Central Bedfordshire  
 Haynes PC  
 Pippin Preschool  
 Stotfold parents association  
 Haynes Parish Council  
 HAYNES PC  
 NSPCC  
 Residents Association (2x comments)  
 Arlesey Town Council  
 Grandparent to a pupil (2x comments)  
 3rd Henlow Brownies  
 Friends of Campton  
 Pippin preschool assistant manager  
 FC Residents Association  
 Haynes PC  
 Used to live in Henlow  
 Henlow  
 Campton and Chicksands Parish Council  
 Haynes Parish Councillor  
 Haynes Parish Council  
 Stotfold Town Council

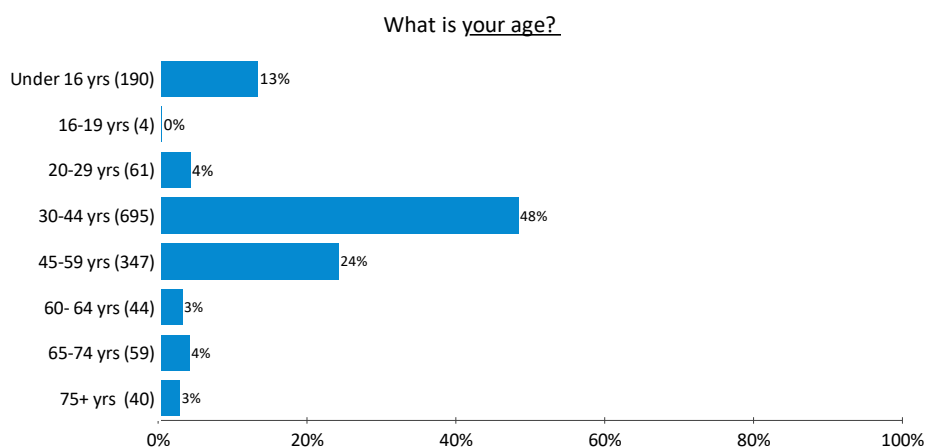
Respondents could select more than one option, so in many cases identified themselves as a parent of a child of preschool age or younger, *and* a parent of a child currently at school in Central Bedfordshire.

For those that responded as a pupil, the breakdown of which school currently attended is detailed below:

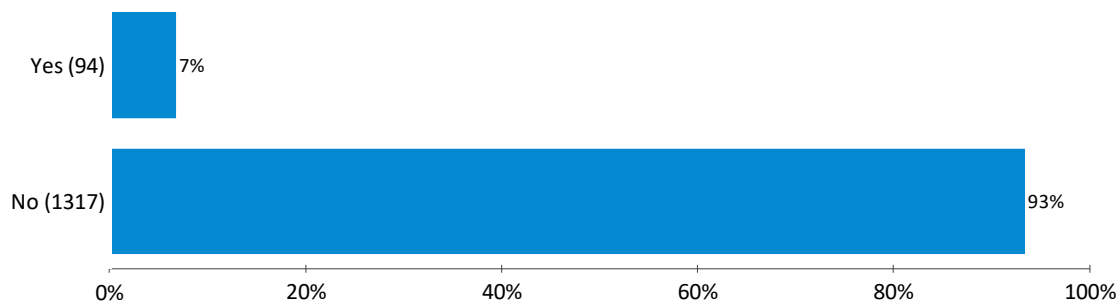
School	No. of pupils responding
Henlow Church of England Academy	87
Robert Bloomfield Academy	2
Fairfield Lower	1
Raynsford Church of England Academy	2
Samuel Whitbread Academy	1



The demographic breakdown of responses is broadly what we would expect to see for a consultation about schools – an overrepresentation of females 20-50.

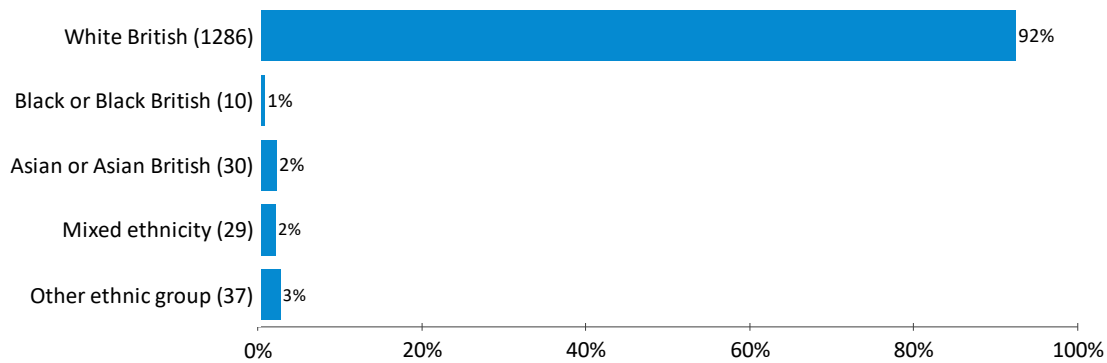


Do you consider yourself disabled?



The disability and ethnic group breakdowns below are broadly representative of the Central Bedfordshire population.

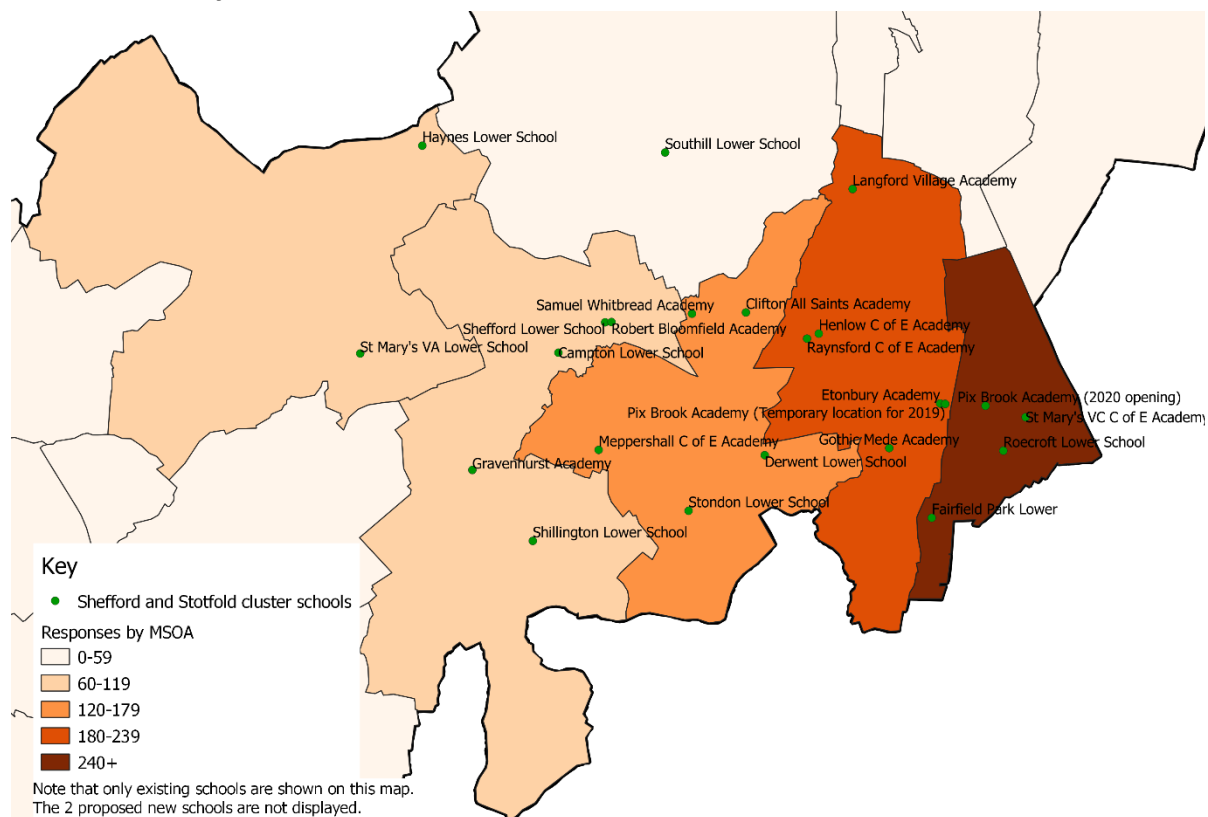
To which of these groups do you consider you belong?



If other, please specify:
Greek Cypriot
Chinese
White European (4 x comments)
White European (Dutch)
Irish (2 x comments)
I am Canadian
White English (2 x comments)
Human
White American
White irish
American
mixed race british
N/A
White and black Caribbean (2x comments)
White non British
Half Polish
White African
White Italian
American and Spanish
Why does it matter what colour my skin is?

White other (3 x comments)

## Postcode analysis



© Crown Copyright and database right 2019. Ordnance Survey 100049029. Central Bedfordshire Council

The postcode analysis shows that responses were received across the cluster.

## Mosaic Analysis

	Respondents	%	Cluster area population % (approx.)	Central Bedfordshire population %
Affluent	504	52	47	44
Middle	452	46	46	40
Deprived	21	2	7	16
Total	977	100	100	100

The mosaic analysis shows a fairly even split between 'Affluent' and 'Middle' respondents, with a handful of 'Deprived'. This is very different to the Central Bedfordshire population, but closer to the approximate cluster area population.

## Summary

There is very high support for the principles of the plan, with 95% support developing a long-term plan for meeting the demand for school places, and 91% support working together to co-ordinate change.

There were many who were specifically supportive of moving to two-tier, although there were others who were not supportive and were concerned about disruption to education and some wanted to retain the three-tier model.

There were mixed opinions about the proposed timing of the changes. Some respondents were in agreement that the changes should be staggered, they thought this was the best approach for resourcing the change and reduced the risks. Others felt the changes should all happen together to reduce confusion for parents.

A number of comments were received about choice and variety of provision for parents. This theme played into comments about BEST and Henlow Academy comments.

More generally across the other schools, there were concerns, particularly for the smaller village schools that their existing sites might not be able to accommodate larger numbers and questions about where any extensions for classrooms might fit. There were also a number of requests to ensure that schools remained on one site so that they do not lose the feeling of being one school.

Responses to a number of proposals raised concerns about transport and access for schools, and the need to ensure there are options for more sustainable transport – particularly for the proposed secondary schools.

There were a number of comments against different schools relating to making sure SEN provision is taken into account and the relationship with Ivel Valley provision. There were also some questions about sixth form provision in the area and wanting more detail on this.

Most of the individual schools received majority support for their proposals, with just Campton Lower and Haynes Lower schools receiving more disagreement than support (see table overleaf).

For Campton Lower School, the main concerns were about losing a village school, and trying to understand why it would need to be moved away from the village. There were also comments querying how the students would get to the school and increases in traffic levels that it would cause.

For Haynes Lower School, the main concerns were around access issues, with many stating there are problems already with parents parking in a narrow residential road and that increasing admission numbers would only compound the problem. Many respondents (mainly residents in the area) suggested moving the school to enable expansion without the associated issues.

For the new primary school at Chase Farm, respondents found it difficult to come to a clear view due to a lack of detailed information. Respondents also questioned if all of the school places were required.

School Name	Total no. of responses	Agree/disagree with proposal
Campton Lower School	27	<b>Disagree</b>
Clifton All Saints Academy	86	Agree
Derwent Lower	28	Agree
Fairfield Park Lower	83	Agree
Gothic Mede Academy	28	Agree
Gravenhurst Academy	6	Agree
Haynes Lower School	82	<b>Disagree</b>
Langford Village Academy	21	Agree
Meppershall Academy	36	Agree
Raynsford Church of England Academy	167	Agree
Roecroft Lower School	202	Agree
Shefford Lower School	66	Agree
Shillington Lower School	17	Agree
Southill Lower School	17	Agree
St Mary's Church of England Academy, Stotfold	55	Agree
St Mary's VA Lower School, Clophill	14	Agree
Stondon Lower School	22	Agree
New primary school at the Chase Farm development	6	<b>Neither</b>
New primary school on the East of Arlesey development	10	Agree
Etonbury Academy	108	Agree
Henlow Church of England Academy	674	Agree
Pix Brook Academy	103	Agree
Robert Bloomfield Academy	116	Agree
Samuel Whitbread Academy	131	Agree

## Other forms of feedback received

The Defence Infrastructure Organisation (DIO) submitted feedback via letter. The DIO raised a concern that the planned housing numbers did not take into account the housing that could be delivered at RAF Henlow (900 homes, 252 primary school places and 252 secondary school places). The DIO letter does show that their own concept masterplan includes the provision of either a new primary school or expansion of existing schools, but the Schools for the Future plan should consider the need for additional secondary school places.

BEST (Bedfordshire Schools Trust) are a multi-academy trust which run 8 of the 22 schools in the Shefford and Stotfold area. BEST did not complete the formal consultation questionnaire but submitted a letter as their response. Below is a summary of their response.

Whilst BEST support the transition to moving to two-tier, they have concerns about the proposed approach. BEST are concerned that the current approach does not provide enough choice for parents and that Robert Bloomfield and Samuel Whitbread should have their pupil admission numbers increased further. With the current plan BEST estimate that Samuel Whitbread will lose approximately £1m per annum.

BEST have proposed an alternative approach which is:

- Sept 2022 – all lower schools retain Yr 4 into Yr 5
- Sept 2023 – all lower schools retain Yr 5 into Yr 6
- Sept 2024 – All secondary schools admit new Yr 7 cohort.

BEST also promoted their own online poll to their parents, staff and Governors to complete. This poll included one question asking

*Do you believe all schools in the Shefford, Stotfold and surrounding area should move to two-tier at the same time? Yes/No*

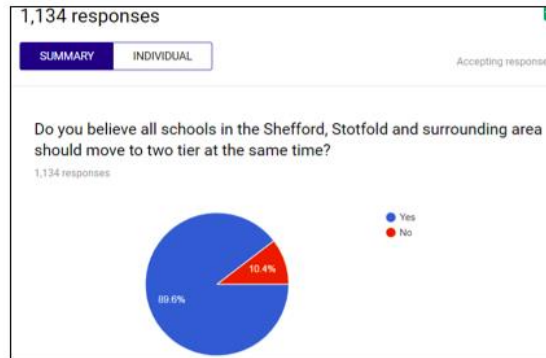
Whilst BEST report that 4,119 responses were received to this single question and 85% were in support, it is important to note that this is not the same as the staggered approach BEST have proposed in their response to us.



## Have your say...

1. Complete the simple online questionnaire

<https://forms.gle/Kc2qrWT4HKBETdtJ6>



2. Contact your local councillor to share your concern



**Central  
Bedfordshire**

# **Central Bedfordshire in contact**

**Find us online:** [www.centralbedfordshire.gov.uk/consultations](http://www.centralbedfordshire.gov.uk/consultations)

**Email:** [consultations@centralbedfordshire.gov.uk](mailto:consultations@centralbedfordshire.gov.uk)



## Central Bedfordshire Council

Children's Services Overview and Scrutiny Committee

10th March 2020

### Schools for the Future

**Report of:** Cllr Sue Clark, Executive Member for Families, Education and Children  
([sue.clark@centralbedfordshire.gov.uk](mailto:sue.clark@centralbedfordshire.gov.uk))

**Responsible Director(s):** Sue Harrison, Director of Children's Services,  
([sue.harrison@centralbedfordshire.gov.uk](mailto:sue.harrison@centralbedfordshire.gov.uk))

---

### Purpose of this report

To consider, as part of the Schools for the Future Programme, an educational landscape plan for schools in the Fulbrook Pyramid (Leighton and Linslade Cluster area – phase 1).

### RECOMMENDATIONS

The Committee is invited to:

1. consider, as part of the Schools for the Future Programme, an educational landscape plan for schools in the Fulbrook Pyramid (Leighton and Linslade Cluster area – phase 1), proposing a move to a primary / secondary model of schooling (**public consultation document is included as an Appendix to this report**).

### Issues

#### Background

1. Central Bedfordshire Council has a statutory duty to ensure there are sufficient school places for children that need them. As part of this duty an annual School Organisation Plan (SOP) is produced and published, forecasting how many school places will be required over the next five years.
2. According to the Local Plan, Central Bedfordshire is an area that will grow - with up to 43,000 new homes expected by 2035. The expected growth has significant

implications with regard to pupil place planning as the Council has a statutory duty to ensure that there are sufficient school places for children residing in Central Bedfordshire. Current forecasts suggest there will be an additional 24,672 pupils by 2035.

3. Schools for the Future is an intensive programme of work taking place to understand school place provision required across Central Bedfordshire in line with our Local Plan. Through the Programme, consideration is being given to pupil place provision over the longer term. Importantly, a strategic and coordinated approach is required to ensure change is planned and managed effectively.

### ***Schools for the Future***

*We want to develop a coherent and transparent plan for our future educational landscape that is shaped by all our schools, mapping out where existing schools can expand, what additional schools we will require and the structure our schools will take over the next 15 – 20 years. This plan will help to ensure we achieve the best educational outcomes possible for our children making best use of public money*

***The right schools, in the right places, delivering the best education***

4. The objectives of the Programme are:
  - Ensure sufficient places (appropriately located) to best meet demand from housing growth
  - Improve educational outcomes at all key stages
  - Shape the future educational landscape - to provide clear educational pathways and reduce the number of transitions
  - Deliver best value – to ensure viability
  - Facilitate more school-based SEND (Special Educational Needs) provision, early years provision on school sites and school based sixth form provision.
5. Historically, Central Bedfordshire has offered a three tier system comprising lower, middle and upper schools. Following the introduction of academisation, schools have had more control to change the age range they cater for. This has resulted in a mixed landscape of schools in Central Bedfordshire that now also includes primary and secondary schools as well as some hybrid models
6. This is confusing for parents and where changes occur to the age ranges of schools without coordination there is a negative impact on the viability of other schools in the area.

7. Schools for the Future was considered by Executive on 7 August 2018 and, in response to the engagement that had taken place with schools, a decision was taken to:
- (i) **To support schools and clusters that want to work towards a primary and secondary model, considering that:**
    - *the appropriate resources are in place to do so;*
    - *change is coordinated; and*
    - *change supports improvements in educational outcomes.*
  - (ii) **To actively promote that any new schools that will be built will be primary or secondary.**
8. This decision will align Central Bedfordshire with the rest of the country and help improve educational attainment, recruitment and retention of the teaching workforce, school viability and provide a clearer pathway for parents.
9. On 7 January 2020, Executive approved the launch of a 12-week public consultation on an educational landscape plan for schools in the Fulbrook Pyramid (Leighton and Linslade Cluster area – phase 1), proposing a move to a primary / secondary model of schooling.
- This is the second cluster plan to be considered by Executive. The first cluster plan to be considered was that for Shefford and Stotfold which was consulted on from 29 October 2019 to 20 January 2020.
10. The plan has been developed collaboratively with local schools in the area and Children's Services Overview and Scrutiny Committee is invited comment on the proposal (**Appendix B**).
11. Further detail is included in **Appendix A** (Executive presentation – 7 January).

## Engagement with Schools

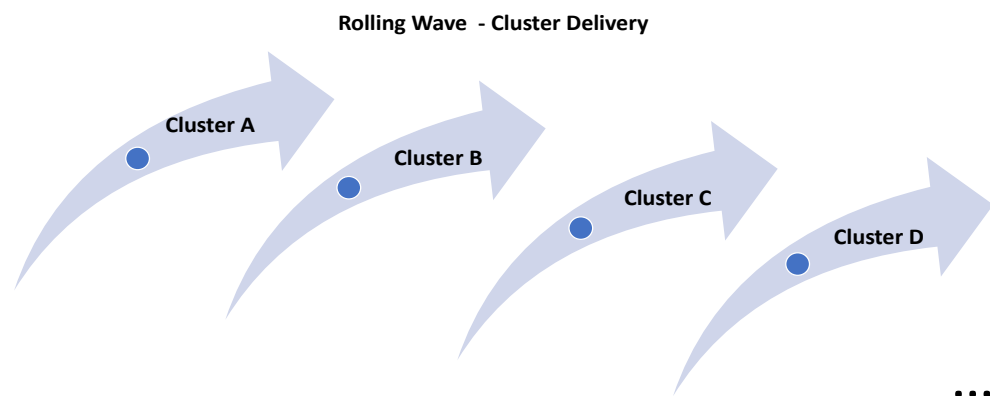
12. Schools in Central Bedfordshire meet in a number of local clusters (8 in total) to consider how they can work together to provide the best education for children. These local clusters in the main mirror our local planning areas. As part of the Schools for the Future Programme, officers have been working with clusters to model future school place requirements in each of these areas, in line with our expected housing trajectory. The clusters are as follows:
- Ampthill and Flitwick
  - Biggleswade
  - Cranfield
  - Dunstable and Houghton Regis
  - Harlington
  - Leighton and Linslade

- Sandy
- Shefford and Stotfold

13. Since January 2018 Schools for the Future activity has included:

- working with planning colleagues to forecast long term school place planning requirements alongside local plan growth;
- meeting with school clusters, sharing analysis of housing growth and school place requirements and modelling proposals and potential educational landscape options;
- meeting with individual schools (headteachers, Chairs of Governors and Governing Bodies) to understand individual school views and ambitions;
- meetings with the Multi Academy Trusts (MATs), Diocese and the Regional Schools Commissioner; and
- liaising with neighbouring authorities, including Milton Keynes and Bedford, to ensure synergy over future plans.

14. Each cluster is different e.g. in terms of the timing and scale of expected housing growth, the make-up of schools in the area, and the appetite for change to a primary / secondary model. As a result, we are at a different stage of developing long term educational landscape plans for each one. A 'rolling wave' approach is being taken in terms of the consideration of cluster plans. This will enable implementation in a controlled manner.



15. The plan for the Fulbrook pyramid of schools (Phase 1 – the Leighton Linlade cluster area) (**Appendix B**) is the outcome of recent engagement with the cluster and individual schools on potential models.

16. Between 3 December 2018 and 21 January 2019 Fulbrook Academy carried out its own consultation, on a proposal to extend its age range to a 9 - 16 extended secondary school from 2020-2021.

17. Central Bedfordshire Council's response was as follows:

*'The Council does not object in principle to Fulbrook Middle School's proposal to move from a middle school to a secondary school. We do, however, have reservations on the phased programme outlined by the school to start as an extended secondary and the implementation date of September 2020.'*

And:

*'The Council recommended that 'the school considers deferring the implementation date to be aligned with the emerging plan for the cluster to move to a two-tier system. This will enable the changes of age range across the whole cluster to be co-ordinated, provide security to the school regarding funding and ensure parents are better informed when making decisions about school admissions.'*

18. In May 2019, a proposal was shared with schools (and governing bodies) across the Leighton – Linslade cluster relating to changes to schools in the town area. Further work is taking place on what will become Phase 2 of the plan, however, in feeding back, the majority of schools in the cluster have stated support for a primary / secondary model of education.

19. Given the above, and the difference in considerations between the rural and town areas within the cluster, the model for the cluster proposes implementation in two phases:

**Phase 1 (Fulbrook Pyramid):**

- Fulbrook Middle School to become an extended secondary school, Swallowfield and Aspley Guise lower schools to convert to primary schools (2022).
- Husborne Crawley, Ridgmont and Woburn lower schools to federate as soon as possible – coming together as a primary school on a single site (2024).
- Fulbrook to transition from an extended secondary model to become a secondary school when all the lower schools in the pyramid have become primary schools (2024).

**Phase 2 (Leighton-Linslade):**

- Remaining schools within the Leighton Linslade cluster to move towards a primary / secondary model of schooling (2024 – 25)
- Provision of a new secondary school and primary school in response to housing growth (2024 - 25)

## **Special Education Needs and Disability (SEND) / Early Years/ 6<sup>th</sup> form strategy**

20. As part of the program as a whole, Special Educational Needs and or Disability (SEND), Early Years and 6<sup>th</sup> form provision have been established as dedicated workstreams with the intention of developing an overarching strategy as a Local Authority which can then be tailored to the individual clusters.
21. The methodology for each of these workstreams is the same utilising a staged approach to:
  - A. Forecasting places and need
  - B. Identifying current capacity/provision
  - C. Hosting workshops with stakeholders to identify high level requirements and principles
  - D. Developing a strategy for Central Bedfordshire for these areas.

## **Special Education Needs and Disability (SEND)**

22. A Central Bedfordshire wide approach is underway for SEND in mainstream and special schools alongside consideration of SEND in early years and in 6<sup>th</sup> form provision. For the special schools specifically, this is longer term modelling which primarily considers the needs of our children and young people forecasted alongside those of our neighbouring authorities who place in these schools. For mainstream schools, a forecast has been developed and is being tested with individual schools to ascertain what the schools may need to deliver to the SEND agenda.
23. The overarching principle of the SEND vision is co-production, a theme which runs through all of the council (and its partners) work on SEND. The program is in the process of designing a series of workshops to build upon the forecasts of pupils and need. It is anticipated that a series of workshops will be advertised via the SNAP Parents Carer Forum alongside the schools themselves to enable the voice of practitioners alongside parents and children and young people to feed into the requirements for mainstream and special schools to deliver for SEND. These workshops will be scheduled from April 2020.
24. Importantly, individual discussions will also be held with each of the schools to discuss around capacity and capability to ensure that the physical space alongside the training needs are identified as part of the longer term planning.
25. The themes that guide the SEND workstream within this program have been taken from the SEND vision and are central to the aspirations of this workstream. These are;



- a. Needs identified early with the right support at the right time
- b. Specialist services are extending capacity across all services
- c. Multi use accessible accommodation supporting learning and independence
- d. Joint commissioning for better outcomes through personalization and integration
- e. Local services complement the planned regional offer
- f. Young people are supported in their aspirations and goals in preparing for adulthood.

## Consultation

26. The Schools for the Future plan has been developed collaboratively with the local schools in the area.
27. Public consultation on the landscape plan for the Fulbrook pyramid of schools (Phase 1 – the Leighton Linlade cluster area), runs from 22 January – 15 April 2020.
28. There are no proposed changes to any existing catchments until a plan is in place. We will work with the schools to ensure parents, pupils, staff, governors and other stakeholders are invited to have their say. We will also promote the consultation to the wider community through traditional and online media.
29. Interested parties can have their say through an online form, or by picking up a paper copy at their local school. During the consultation we will hold a number of public events across the area to answer questions, clarify information and promote the consultation.
30. A 'toolkit' of communication materials that schools can use has also been prepared. The toolkit includes:
  - A letter/email for schools to send to their Governors
  - A letter/email for schools to send to their staff
  - A letter/email for schools to send to their parents
  - Website copy summarising the proposed changes and linking to the online version of the questionnaire
  - A consultation document – a summary of the proposed changes and questionnaire for schools to print and make available to parents if asked
  - A short video explaining the proposed changes to use on school websites and social media
  - Social media posts for schools to use on their social media channels
  - A poster for schools to print and display
  - A leaflet for schools to print and use
31. The feedback we've had from schools about this toolkit idea has been positive.
32. Whilst the Council is the decision maker for the maintained schools, where an academy proposes any changes, this will require the approval of the RSC. The

Council has a very productive working relationship with the RSC who is fully informed of the Council's plans.

## Considerations

33. Cluster plan considerations include the following:

- Opportunities to improve outcomes for children
- Support to schools – Support required to make the change e.g. teaching, leadership, governance and project management support
- Workforce changes e.g. curriculum development, teacher recruitment and retention
- Design principles (new buildings, refurbishments and conversions) and the capacity for schools to change e.g. site accommodation, land and resources
- Capital and revenue funding
- Timescales
- Admissions and catchment areas
- School transport

## Reason/s for decision

34. According to the Central Bedfordshire Local Plan, communities will grow significantly in the coming years. The Schools for the Future Programme is the strategic vehicle through which the Council aims to:

- meet its statutory duty to provide schools places for children in Central Bedfordshire;
- ensure a co-ordinated approach is taken with schools to managing growth;
- ensure better educational outcomes for children; and
- make best use of public money.

## Council Priorities

35. The recommendations in this report support the following Council priority:

- Improving education and skills
- Protecting the vulnerable: improving wellbeing

## Corporate Implications

### Legal Implications

36. Section 14 of the Education Act 1996 places a duty on Councils to secure sufficient primary and secondary school places to provide appropriate education for pupils in its area. S14A of the Education Act 1996 imposes a duty to consider representations about the exercise by local authorities of their functions from the parents of qualifying

children in relation to the provision of primary and secondary education. Qualifying children include all those of compulsory school age or under.

37. The Education and Inspections Act 2006 gives Councils a strategic role as commissioners of school places and includes duties to consider parental representation, diversity and choice, duties in relation to high standards and the fulfilment of every child's educational potential and fair access to educational opportunity.
38. The main legislation governing school organisation is found in sections 6A-32 of the Education and Inspections Act 2006, The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.
39. This guidance for new school proposals can be viewed at:  
<https://www.gov.uk/government/publications/establishing-a-new-school-free-school-presumption>
40. The Admissions Code and Greenwich Judgement 1990, define rules around admissions process for all schools.
41. There will be statutory obligations to consult and a requirement to comply with the relevant statutory requirements for changes to individual schools which will emerge in due course.
42. The Executive Member for Families, Education and Children has the delegated power to exercise the Council's duty to determine proposals to alter the upper and lower age range of pupils in schools as prescribed by School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013. The Director of Children's Services has the delegated authority to be responsible for the administration and planning of the review of organisation of schools within the Council's area pursuant to the Council's duties under Section 14 of the Education Act 1996 ('Functions in respect of provision of primary and secondary school').
43. The Council (and Academies) are required to publish statutory notices for a change at each school. The consultation period is four weeks. The Director of Children's Services has delegated authority to exercise the Council's functions relating to the publication of statutory notices for proposed prescribed alterations to schools maintained by the Council in accordance with the relevant provisions of Part 2 of the Education and Inspections Act 2006 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 subject to consultation with the Executive Member to take particular account of: such statutory and non-statutory guidance and the key factors for decision makers as might be published from time to time by the Department for Education; the School Admissions Code; and full consideration of the budget implications. At the conclusion of the formal 4 week consultation period following publication of the relevant statutory notice(s), Executive must consider any responses to the consultation and will thereafter determine the relevant proposal(s) in accordance Part 2 of the 2006 Act and the Prescribed Alterations Regulations. In so doing, the Executive must take

particular account of such statutory guidance and the key factors for decision makers as might be published from time to time by the Department for Education.

44. The general principles derived from case law as to how consultations should be conducted, known as the “Gunning principles” are: consultation should occur when proposals are at a formative stage; consultations should give sufficient reasons for any proposal to permit intelligent consideration; consultations should allow adequate time for consideration and response. There must be clear evidence that the decision maker has considered the consultation responses, or a summary of them, before taking its decision.
45. In the Supreme Court case of R (Moseley) v LB Haringey (2014) , the Supreme Court endorsed the Gunning principles and added two further general principles: the degree of specificity regarding the consultation should be influenced by those who are being consulted; and the demands of fairness are likely to be higher when the consultation relates to a decision which is likely to deprive someone of an existing benefit.

## **Financial and Risk Implications**

46. There is a cost associated with the increase of school places expected as a result of housing growth within Central Bedfordshire. It is anticipated that this cost will be met in full by Developer contributions and Basic Need Grant.
47. There is a cost associated with a change of age range that is not eligible for growth funding and will require other funding sources.
48. In summary, the Schools for the Future Programme will be funded by a combination of:
  - Developer contributions secured via Section 106 agreements;
  - Basic Need Grant;
  - funding from the Department for Education;
  - capital receipts from the disposal of council owned assets;
  - the Council's own resources from additional borrowing; and
  - other funding sources – some of which are still to be identified.
49. The Programme has significant financial implications and risks, and assumptions have been made about the level of funding that might be expected from each of the above sources. Some of these need to be negotiated and/or determined and some elements may need to be forward funded. For example, the trigger points for S106 funding may be later than the date of need for a new build / expansion. Even where the Council receives such funding eventually, it will incur the revenue costs (MRP and interest) of forward funding some projects. At this stage of the project it is not possible to determine the full likely impact on the Council's own resources, but it will be significant over time.
50. There is also a risk that housing development could be delayed. This would be mitigated through regular reviews of the housing trajectory through the Schools for the Future programme and amendments to the timelines. This would prolong the forward funding pressures noted above.

51. Preliminary work has been carried out on the long-term costs over the life of the project, but detailed costings can only be established once plans for each cluster are finalised.
52. A detailed estimate of the required capital funding is being completed as part of the Council's Medium-Term Financial Plan.

## Equalities Implications

53. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. So as to consider local needs and implications, an Equality Impact Assessment is being carried out in respect of the draft plan.
54. A phased approach is being taken to incorporate the following into the Programme:
  - school-based SEND provision
  - Early Years provision on school sites
  - school based 6<sup>th</sup> form provision

## Conclusion and Next Steps

55. Communities are expected to grow significantly in the coming years. As the number of new pupils rise in line with projected population growth, individual school expansion will become more complex, costly and difficult to achieve.
56. The aim of the Programme is to plan, engage and implement school educational landscape changes that deliver enough schools places for the future growth in Central Bedfordshire – supporting better educational outcomes for children, whilst making best use of public money.
57. The views expressed by the Overview and Scrutiny Committee will form part of the report to Executive in August 2020.

## Next Steps

Executive	7 January 2020	
<b>Public consultation</b>		Parallel decision making processes as required. E.g. in
'Have your say' public consultation on cluster		

plan opens for 12 weeks	22/01/2020	respect of academies, church schools by RSC etc.
Children's Services Overview and Scrutiny	10/03/2020	
'Have your say' public consultation on cluster plan closes	15/04/2020	
<b>Review of consultation feedback and decision making</b>		
Children's Services Overview and Scrutiny Committee	07/07/2020	
Executive	04/08/2020	
<b>Statutory Notices (where required) and significant change applications to the DfE (where required)</b>		
Statutory notices on changes individual schools published for feedback for four weeks	10/09/2020	
<b>Review of Statutory Notice feedback and decision making</b>		
Children's Services Overview and Scrutiny	17/11/2020	
Executive	8/12/2020	

58. This report and its recommendation relate to Phase 1 of the educational landscape plan for the Leighton – Linslade cluster area. The Schools for the Future team is working closely with the remaining schools in the area and it is anticipated that the detailed educational landscape plan for Phase 2 will be presented to Executive in June 2020.

## **Appendices**

**Appendix A:** Presentation to Executive (7 January 2020).

**Appendix B:** Public Consultation document – Leighton and Linslade Cluster Plan.

## **Background Papers**

Executive report and appendix are available on the Council's website:

<https://centralbedfordshire.app.box.com/s/yf5w3nsu5p4bnre6zodjxvb8bpaami82/folder/97454657917>

**Report author(s): Peter Fraser**

**Assistant Director for Education**

**[peter.fraser@centralbedfordshire.gov.uk](mailto:peter.fraser@centralbedfordshire.gov.uk)**





## Appendix A – Schools for the Future proposals for Fulbrook pyramid of schools (Leighton-Linslade cluster – Phase 1)

- The plan presented sets out the Local Authority's ambitious vision for the future. We have a great opportunity to shape the educational landscape for generations to come.
- Feedback from the majority of schools in the cluster evidences a shared vision of a primary/secondary educational model. However, the timings for these changes must be coordinated in order to ensure that no school is placed at risk by schools around them changing age range outside of the plan.

# Schools in the Leighton Linslade Cluster

- **Aspley Guise Lower School\***
- Beaudesert Lower School
- Brooklands School
- Cedars Upper
- Clipstone Brook Lower School
- Doverly Down Lower School
- **Fulbrook Middle School\***
- Gilbert Inglefield Academy
- Greenleas School
- Heathwood Lower School
- Hockliffe Lower School
- **Husborne Crawley Lower School\***
- Leedon Lower School
- Leighton Middle School
- Linslade Lower School
- Linslade School
- Pulford VA Church of England Lower School
- **Ridgmont Lower School\***
- The Rushmere Park Academy
- Southcott Lower School
- St. Leonard's VA Lower School
- Stanbridge Lower School
- **Swallowfield Lower School\***
- The Mary Bassett Lower School
- Totternhoe CE Academy –a primary school aligning with 2 clusters
- Vandyke Upper
- **Woburn Lower School\***

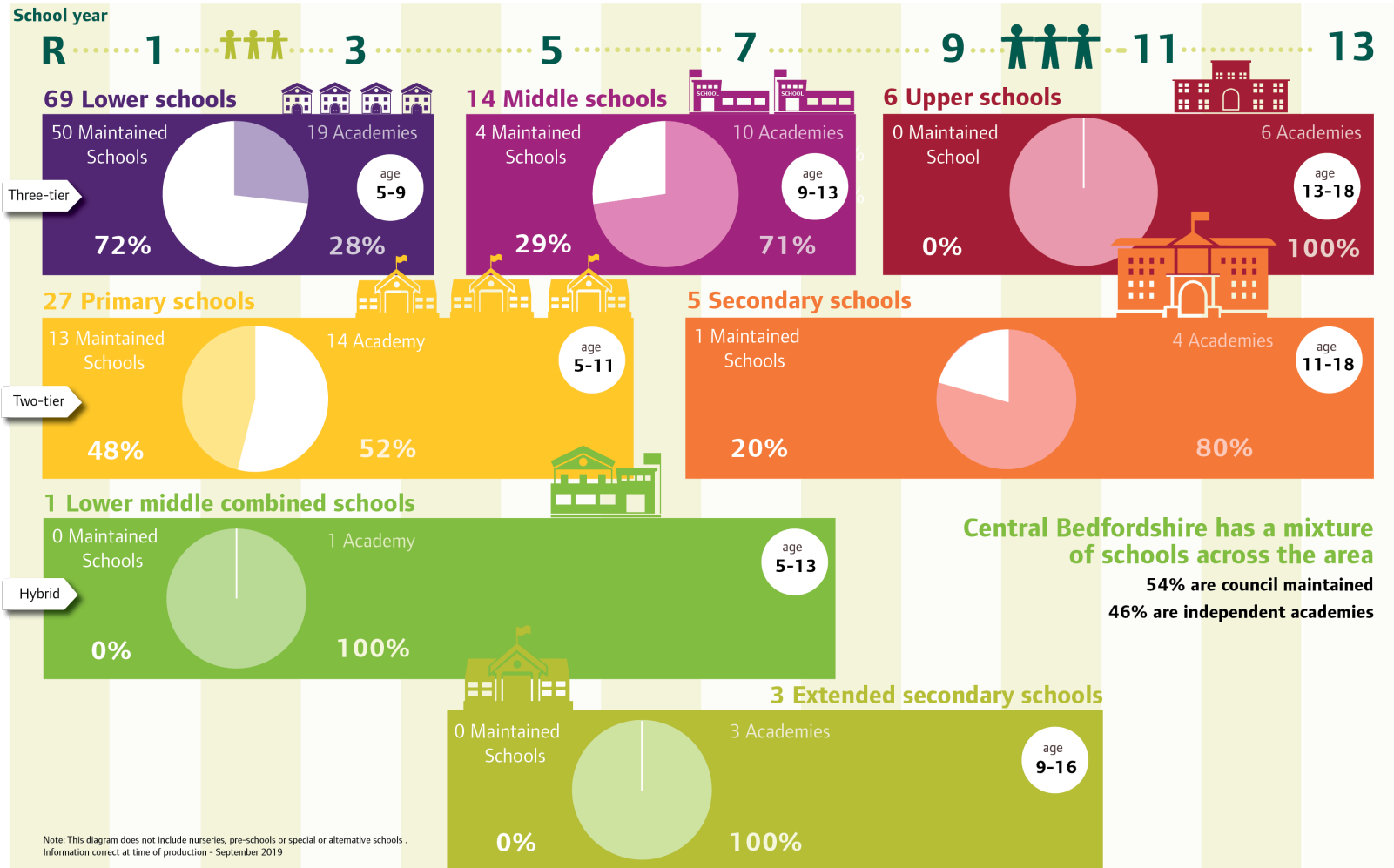
*\* Phase 1 of the Leighton – Linslade cluster plan. Remaining schools to be included in Phase 2.*



Current pupil forecast suggests an additional **9,700 children attending school in the next 5 years in Central Bedfordshire for which we have to ensure sufficient places.**

*Some of these are in place but we need to plan for additional places as this growth develops*

# School landscape in Central Bedfordshire



## CBC is committed to providing the right schools, in the right places delivering the best education

### Schools for the Future Programme Objectives:

- Ensure sufficient places (appropriately located) to best meet demand from housing growth
- Improve educational outcomes at all key stages
- Shape the future educational landscape - to provide clear educational pathways and reduce the number of transitions
- Deliver best value – to ensure viability
- Facilitate more school-based SEND (Special Educational Needs) provision, early years provision on school sites and school based sixth form provision.

# Central Bedfordshire Council Policy

## Executive Decision (7 August 2018):

- To support schools and clusters that want to work towards a primary and secondary model, considering that:
  - The appropriate resources are in place to do so;
  - Change is coordinated; and
  - Change supports improvements in educational outcomes.
- To actively promote that any new schools that will be built will be primary or secondary.

**Building a plan  
is a collaborative  
process and we  
have been  
working with  
schools  
individually  
(and within  
their school  
clusters)**



## Over the past year we have been:

- Working with planning colleagues to forecast long term school place planning requirements alongside local plan growth
- Meeting with school clusters sharing analysis of housing growth and school place requirements and modelling proposals and potential educational landscape options
- Meeting with individual schools (headteachers, Chairs of Governors and Governing Bodies) to understand individual school views and ambitions
- Meetings with the Multi-Academy Trusts, Diocese and the Regional Schools Commissioner
- Liaising with neighbouring authorities including Milton Keynes and Bedford to ensure synergy over future plans



# Leighton Linlade Cluster Plan

## **Growth in the cluster (as of 1 July 2019)**

- 3,352 new houses
- 3,014 new school places required

## **Phase 1 (Fulbrook pyramid):**

- Fulbrook Middle School to become an extended secondary school, Swallowfield and Aspley Guise lower schools to convert to primary schools (2022)
- Husborne Crawley, Ridgmont and Woburn lower schools to federate as soon as possible – coming together as a primary school on a single site (2024) at which point Fulbrook transitions from an extended secondary model to become a secondary school

## **Phase 2 (Leighton Linlade):**

- Remaining schools within the Leighton Linlade cluster to move towards a primary / secondary model of schooling (2024 – 25)
- Provision of a new secondary school and primary school in response to housing growth (2024 - 25)

## **Change of age range**

- Timescale for change 2022 – 2025

## Supporting a future model

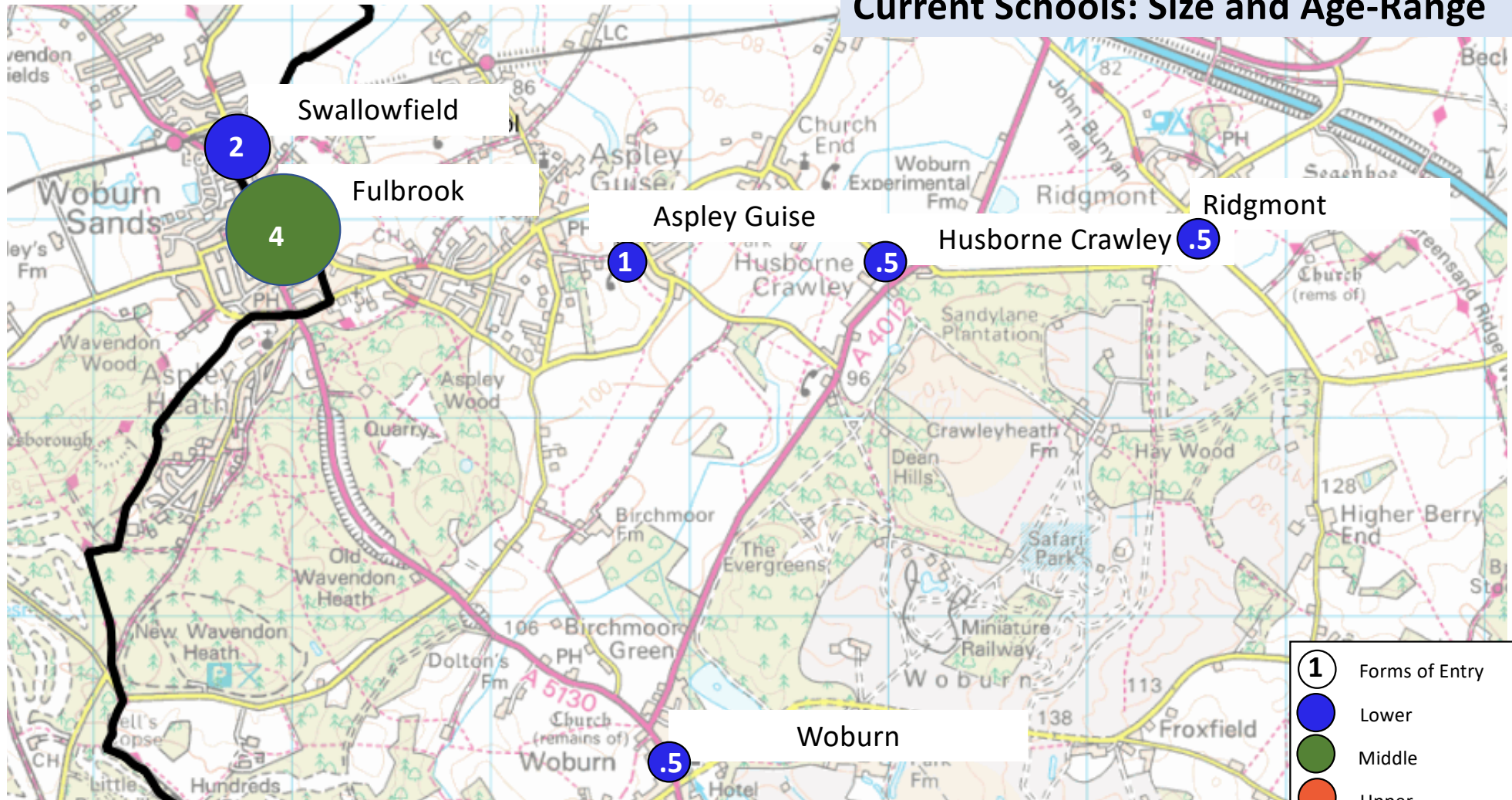
- The majority of schools have agreed in principle to move to a primary / secondary model for this cluster area.
- Given the difference in considerations between the rural and town areas within the cluster, the model for the cluster proposes implementation in two phases – Phase One: Fulbrook pyramid of schools, Phase 2: Leighton Linlade town area.

# Fulbrook pyramid (Leighton Linlade - Phase 1)

Primary	Primary PAN	Current PAN
Aspley Guise	30 (210 pupils)	Lower 27 (135 pupils)
Swallowfield	60 (420 pupils)	Lower 58 (290 pupils)
Husborne Crawley	30 (210 pupils)	Lower (12) (60 pupils)
Ridgmont		Lower (15) (75 pupils)
Woburn		Lower (12) (60 pupils)
Secondary	Extended Secondary PAN	Current PAN
Fulbrook	120 (600 pupils)	Middle (110) (440 pupils)

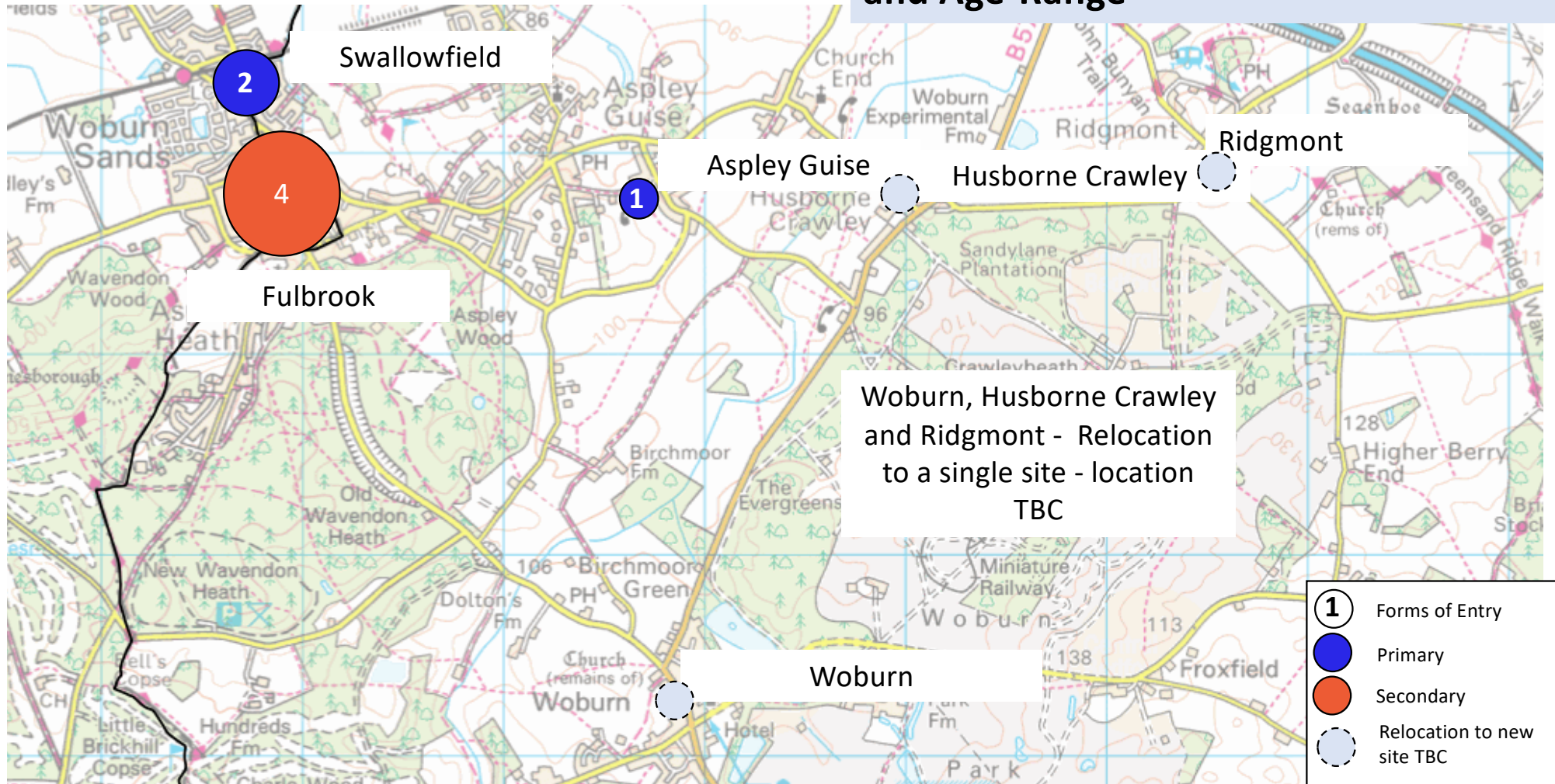
Husborne  
Crawley/Ridgmont/Woburn  
relocate to single school site (site  
to be determined)

### Current Schools: Size and Age-Range





## Model of Schooling (as included): Size and Age-Range



# Proposed timetable

Year	Change
2022	<ul style="list-style-type: none"> <li>• Husborne Crawley, Ridgmont and Woburn lower schools to federate as soon as possible</li> <li>• Fulbrook Middle School to become an extended secondary school</li> <li>• Swallowfield and Aspley Guise lower schools to convert to primary schools</li> </ul>
2024	<ul style="list-style-type: none"> <li>• Husborne Crawley, Ridgmont and Woburn lower schools come together as a primary school on a single site</li> <li>• Fulbrook to transition to become a secondary school</li> </ul>
2024 -25	<ul style="list-style-type: none"> <li>• Remaining schools within the Leighton Linlade cluster to move towards a primary secondary model of schooling (detail to be agreed and consulted on separately later in the year)</li> <li>• Provision of a new secondary school and primary school</li> </ul>

# Capital Costs – Leighton Linlade (Phase 1)

## Phase 1

- Fulbrook Middle School to become a 4FE extended secondary school, Swallowfield and Aspley Guise lower schools to convert to primary schools (2022)
- Husborne Crawley, Ridgmont and Woburn lower schools to federate as soon as possible – coming together as a 1FE primary school on a single site (2024)

20/21	21/22	22/23	23/24	24/25
£1.87m	£4.2m	£0.9m	£0.93m	£1.87m

# Funding Sources

Funding for phase 1 will come from the following sources:

- Capital realisation / potential land swap
- Council – we will seek to minimise this



# Decision-making process and timetable:

Executive	7 January 2020	
<b>Public consultation</b>		Parallel decision making processes as required. E.g. in respect of academies, church schools by RSC etc.
'Have your say' public consultation on cluster plan opens for 12 weeks	22/01/2020	
Children's Services Overview and Scrutiny	10/03/2020	
'Have your say' public consultation on cluster plan closes	15/04/2020	
<b>Review of consultation feedback and decision making</b>		
Children's Services Overview and Scrutiny Committee	TBC	
Executive	TBC	
<b>Statutory Notices</b>		
Statutory notices on changes individual schools published for feedback for four weeks	TBC	
<b>Review of Statutory Notice feedback and decision making</b>		
Children's Services Overview and Scrutiny Executive	TBC	

# Going Forwards

- All partners share a common goal to deliver the best education system for our children
- Putting children and families first is at the heart of what we do
- Our aim is to create a resilient, diverse school system
- This requires commitment from all schools and partners



Have  
your  
say...

## on proposed changes to schools in Woburn Sands and the surrounding villages

This consultation is open from  
22 January 2020 to 5pm, 15 April  
2020.

You can have your say online at  
[www.schoolsforthefuture.co.uk  
/woburnsands](http://www.schoolsforthefuture.co.uk/woburnsands)  
or through your local school.





## Introduction

**Central Bedfordshire is a great place to live and work. That's why the number of local residents and homes are set to grow in the coming years. Across our area, some 43,000 new homes are expected to be built by 2035 and that means a lot more school places will be needed.**

In terms of the structure of our local schools, there is a mix with some operating in a three-tier system (lower, middle and upper schools) and others having changed their age range to become primary or secondary schools.

This mixture of different types of schools can be confusing for parents.

Because of the need for change, our local schools have been working together, with Central Bedfordshire Council, on a long-term plan to make sure we have:

- **The right schools**
- **In the right places**
- **Delivering the best education**

This document outlines the proposed changes to schools in the Woburn Sands area and we are inviting everyone who has an interest in the future of education in our area to have their say on what is proposed.

## Schools in area now

**There are currently six schools in Woburn Sands and the surrounding villages; five lower schools, with pupils moving on into one middle school (Fulbrook). This is known as the *Fulbrook pyramid*. These schools are a mixture of council-maintained schools and academies (which are independent of the council).**

The table on the next page shows the schools included in this area and their current school type and capacity.



School name	Current school type	Current school capacity
<b>Aspley Guise</b>	Lower	135 pupils
<b>Swallowfield</b>	Lower	290 pupils
<b>Husborne Crawley*</b>	Lower	60 pupils
<b>Ridgmont*</b>	Lower	75 pupils
<b>Woburn*</b>	Lower	60 pupils
<b>Fulbrook</b>	Middle	440 pupils

\* These three lower schools are very small, with the total intake of pupils last September for all three schools being just 20 pupils.

When pupils leave Fulbrook Middle School, they go on to upper schools and in the main they attend those in the Leighton Linslade area.

## Demand for new school places

Some of Woburn Sands is in Milton Keynes and some of it is in Central Bedfordshire. Whilst there is some housing development planned near Woburn Sands this is in Milton Keynes area and Milton Keynes Council are planning to meet this demand for new school places.

In Leighton Linslade there are approximately 3,352 new homes planned over the next 15 years or so. These new homes mean we will need around 3,000 new school places. So, we are working with the schools in the Leighton Linslade area to plan for more school places and we will consult on proposed changes to schools in Leighton Linslade later in the year.

More immediately we are proposing to change the schools in Woburn Sands and the surrounding area (*Fulbrook pyramid*) to provide parents and pupils with more choice and the option to attend school closer to where they live rather than traveling to Leighton Linslade. These proposals will also help the schools in Leighton Linslade accommodate some of the increased demand from the new homes in that area.



## Proposed changes

**We have developed a draft plan which will deliver the following changes between 2022 and 2024:**

- **Swallowfield and Aspley Guise lower schools to become primary schools in 2022, so pupils will join at reception and continue at the schools until the end of Year 6.**
- **Fulbrook Middle School to become an extended secondary school in 2022, so pupils can join the school at Year 5 or Year 7 and continue there until the end of Year 11. The school will become a secondary school in 2024 when pupils in Year 5 will stay in their primary schools.**
- **Husborne Crawley, Ridgmont and Woburn lower schools are to work together as soon as possible as a federation with the goal of coming together as a single primary school on one site. Options for the site for the new school are still being explored at this stage but is anticipated that this will happen in 2024. Until 2024 all three schools will remain open on their current sites and pupils will continue to transfer to Fulbrook at Year 5.**

The majority of the schools in Woburn Sands and the surrounding villages want to take this opportunity to move to the primary/secondary school model and, in fact, Fulbrook Middle School have already consulted on changing their age range.

While this is a significant change, it's a positive move that means we will be able to continue to provide a great education for pupils in the future in our own locality as well as increase the capacity of the schools, allowing them to grow and accommodate more pupils.

The changes also provide an opportunity to increase Special Educational Needs and Disability (SEND) services in local schools.

The specific changes for each school are listed over the page along with proposed timescales.



School name	Current school type	Proposed school type	Future school capacity	Anticipated date
Aspley Guise	Lower	Primary	210 pupils	Opening 2022
Swallowfield	Lower	Primary	420 pupils	Opening 2022
Husborne Crawley	Lower	Primary (location to be decided)	210 pupils	Opening 2024 (to be confirmed)
Ridgmont	Lower			
Woburn	Lower			
Fulbrook	Middle	Extended Secondary - Secondary	770 pupils 600 pupils	Opening 2022 Opening 2024

## Managing the change

Maintaining the quality of education provided to our children through the process of change is an absolute priority for all the schools in the area and for Central Bedfordshire Council.

Should the plan be approved, these organisations will work together to make sure that disruption is minimised and that both pupils and school staff are well supported through the process of change.

## How to have your say

The future of our education system in Woburn Sands and surrounding villages matters to our whole community, for current or future generations of children and young people, and everyone who has an interest is invited to give their views on the proposals for change.

You can read more information and have your say by answering a questionnaire online at [www.schoolsforthefuture.co.uk/woburnsands](http://www.schoolsforthefuture.co.uk/woburnsands) or you can pick up a paper copy from your local school.

The consultation is open from 22 January 2020 to 5pm 15 April 2020.

## What happens after the consultation?

**The council and the academy schools will need to consider the feedback and make a decision on the final plan. The aim is for this decision to be made in August 2020.**

Assuming a decision is made, the council is required to publish statutory notices for each of the schools that will change. You will be able to comment on these for a period of a minimum of four weeks. The aim is to publish these for comment in September 2020.





Again, the council and academies will consider the feedback and make a final decision on the plans. This is likely to be in December 2020.



## Central Bedfordshire Council

### Children's Services Overview and Scrutiny Committee

10<sup>th</sup> March 2020

### Home to School Travel update

**Report of:** Cllr Clark, Executive Member for Families, Education and Children, ([sue.clark@centralbedfordshire.gov.uk](mailto:sue.clark@centralbedfordshire.gov.uk))

**Responsible Director(s):** Sue Harrison, Director of Childrens Services, ([sue.harrison@centralbedfordshire.gov.uk](mailto:sue.harrison@centralbedfordshire.gov.uk))

---

### Purpose of this report

To provide an update on the home to school transport project as a whole and to identify the financial impact of the initiatives on the overall budget.

### RECOMMENDATIONS

The Committee is asked to:

1. Consider the information contained within this report.
2. Endorse the approach taken so far on the project.
3. Endorse the proposed next steps for the project.

### Issues

1. A decision was made in April 2019 to move Home to School Transport into Children's Services and new workstreams were established to address the continued rise in demand for home to school transport services and the remaining overspend.
2. New workstreams launched by Children's Services include a review of the use of passenger assistants, a review of existing single and low occupancy routes, a review of walking routes to replace mainstream buses, a review of arrangements to and from colleges (post 16 transport review) and an extension of the route optimisation into business as usual.

3. As part of Project £6million, the cross directorate Council savings programme, home to school transport was established as part of a dedicated workstream, Customer Pathways, around digitisation.
4. For transport as a whole, costs had risen by 53% in 4-years with an increase in cost of fleet routes by 130% alongside an increase in the commercial routes by 31%. This was alongside an increase in demand for both mainstream and Special Educational Needs and or Disability (SEND) transport. The digitisation approach identified a more effective route optimisation programme. The project identified transport as an area for review and potential redesign due to an increase in cost and demand.
5. The activities undertaken as part of Project £6million and through Children's Services initiatives has assisted in reducing the budget overspend from 16% to 5% in the current year.

## Council Priorities

- Enhancing Central Bedfordshire
  - Great resident services
  - Improving education and skills
  - Protecting the vulnerable; improving wellbeing
  - Creating stronger communities
  - A more efficient and responsive Council.
6. This project addresses a multitude of council priorities. Addressing home to school transport has an impact on improving education and skills by ensuring that children and young people arrive at school ready to learn.
  7. Additionally, the initiatives undertaken relating to transport for children with SEND will improve wellbeing due to greater coordination and consistent application of policy.
  8. Finally, the route optimization and other activities will create a more efficient and responsive council by standardizing all transport arrangements.

## Corporate Implications

9. The workstreams underway currently aim to improve the service for our children and young people whilst addressing the budget pressures. There are clear links with the Place Directorate who continue to oversee the public transport network. This link is maintained through a post shared across the directorates alongside regular meetings and communication across the teams.

## Legal Implications

10. Colleagues from legal services are part of the council's project working group and wherever a change is anticipated, legal advice is sought as part of any decision making.
11. There are no direct legal implications at this stage.

## Financial and Risk Implications

12. Colleagues from Children's services meet regularly to monitor the budget and to ensure financial oversight over the further initiatives currently in development in the project.
13. Since 2012/13, the overspend on Home to School Transport has increased due to the budget increasing by 8% and costs rising by 32%.
14. The activities undertaken as part the partnership working between Children's Services and of project £6million have assisted in reducing the budget overspend from 16% to 5%, with further work in hand. Further details are contained within appendix A.

## Equalities Implications

15. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
16. Equalities implications are considered as part of the progress of these workstreams to ensure that decisions are made in a way which minimises unfairness, and without a disproportionately negative effect on any protected characteristics across both mainstream and SEND transport. For significant changes, a full Equalities Impact Assessment and consultation will be undertaken.

## Conclusion and next Steps

17. Further work continues on the workstream identified in appendix A, overview and scrutiny update with the aim of reducing the continued budget overspend and in creating a more standard approach to home to school transport.

## Appendices

### Appendix A: Overview and Scrutiny update

**Report author(s): Sue Tyler**

**Assistant Director of Business and Supporting Services**

**[Sue.Tyler@centralbedfordshire.gov.uk](mailto:Sue.Tyler@centralbedfordshire.gov.uk)**

# **Home to School Transport Update**

## **Children's Services**

**Purpose:** To provide an update on the budget and the initiatives taken through the Children's Services & Project £6Million initiatives.

# Context

- Since 2012/13, the overspend on Home to School Transport has increased due to the budget increasing by 8% and costs rising by 32%.
- In April 2019 the home to school transport team became part of Children's Services
- A new project was created as part of Children's Services Transformation to address the continued overspend.
- As part of Project £6million, the whole council savings programme, home to school transport was established as part of a dedicated workstream, Customer Pathways around digitisation. The workstream achieved significant savings of approximately 21% budget reduction through adopting a more commercial approach to the routes and in introducing route optimisation

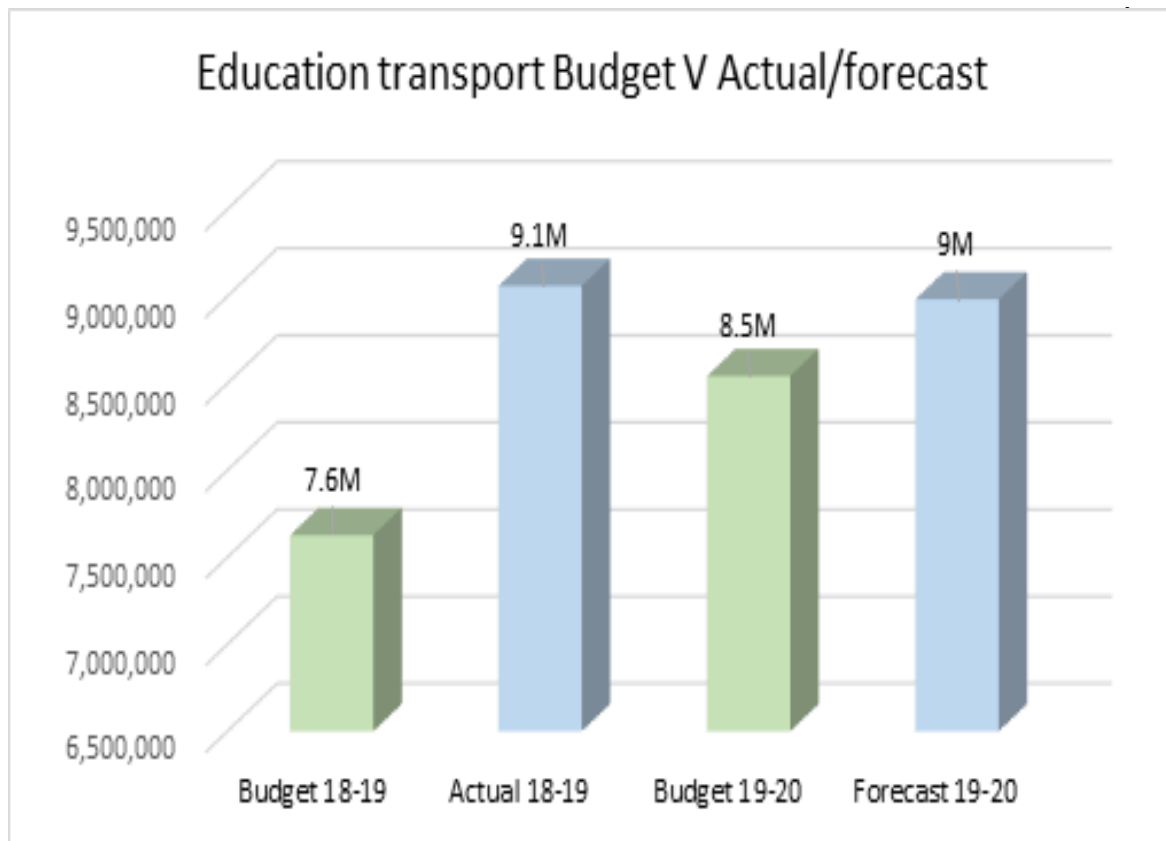
# Home to school transport – local context

Home to school transport is provided in accordance with national legislation (Education Act 1996) and CBC home to school transport policies.

Currently 4527 pupils are transported to 72 mainstream schools and 693 pupils are transported to 93 SEND establishments.

School Transport manage a total of 515 separate transport contracts.

# Transport budget 2018-19 and 2019-20



The activities undertaken as part the partnership working between Children's Services and of project £5million have assisted in reducing the budget overspend from 16% to 5%, with further work in hand.



# A holistic approach to home to school transport

In appropriate cases, parents can be reimbursed for transporting their own children between home and school.

CBC currently reimburse at a rate of £0.36 per mile and parents of 42 SEND children and 3 mainstream pupils take advantage of this opportunity.



# Workstreams

1

- Route optimisation; ensuring that all home to school routes are planned in the most cost efficient and time effective way.

2

- Passenger Assistants; reviewing the provision of passenger assistants to ensure it is based on need of children and young people on the routes.

3

- Single/low occupancy routes; reviewing the needs of children and young people on single or low occupancy routes to ascertain if they could join existing shared routes.

4

- Post 16; working with the colleges to identify options to amalgamate routes to and from sites at specified times.

5

- Walking routes; review of existing bus routes to see if they are available to become a walking route.

# Workstream 1 – route optimisation (originally part of project £6million)

## What we did

- All transport for children with special educational needs and/or disability (SEND) was optimised using Q Routes (journey planning) software in summer 2019.

## Impact

- Number of routes were reduced leading to a cost reduction of 21% across both mainstream and SEND school transport budgets.

## Next steps

- Q route software is embedded as part of the transport team processes.
- Continue to optimise SEND routes
- Optimise mainstream routes when contracts are due for renewal

# Workstream 2 – passenger assistants

## What we did

- Established a working group to review the application of the council's existing policy regarding passenger assistants.

## Impact

Passenger Assistants will be removed where appropriate for SEND routes during the next financial year.

## Next steps

- A full policy review is underway to ensure the councils use of passenger assistants is consistent .
- We will consult with families and amend routes accordingly where appropriate

# Workstream 3 – application of single/low occupancy routes

## What we did

- Identified single/low occupancy routes
- Tested these with head teachers to ascertain if they could be removed
- Reviewed routes to ensure alternatives available.

## Impact

- 11 single occupancy arrangements will be reviewed.
- There is a potential saving for next year's budget 2020/21.

## Next steps

- Writing to parents to confirm alternative arrangements and to offer the chance to respond to transport team if parents disagree.
- New arrangements in place by summer 2020

# Workstream 4 – post 16 transport review

## What we did

- Discussed transport arrival/departure times with the colleges

## Impact

- We have reduced the routes into and out of Central Bedfordshire College by 3 routes with a full-year saving of £64k.

## Next steps

- Continue to rationalise routes into and out of colleges as per existing approach for new terms.
- Consider offering personal budgets

# Workstream 5 – walking routes

## What we did

- Identified 6 walking routes now available following highways improvements.
- Walked and risk assessed 3 potential available routes in summer 2019.

## Impact

- Reviewing 3 bus routes and working alongside highways to finalise risk assessments on walking route alternatives.

## Next steps

- Finalise business case with colleagues in Children's and Highways.
- Consult with affected families
- Potentially withdraw routes for new term

# Workstream 6 – digitisation and customer pathways

## What we did

- Customer pathways team have commenced development of self service for parents to apply for home to school transport

## Impact

- When implemented, there will be a more efficient process for parents/carers.

## Next steps

- To continue to develop the software and to test it with service users.



# Next steps

1

- Route optimisation: continue to optimise routes including mainstream routes when contracts are due for renewal and consider new approaches to procurement

2

- Passenger Assistants; agree criteria for the provision of passenger assistants, consult with affected families and amend relevant routes.

3

- Single/low occupancy routes; consult with families of children to be moved to shared transport.

4

- Post 16; work with the colleges to rationalise transport and ensure routes are as efficient as possible.

5

- Walking routes and/or parental mileage; consultation with families and marketing to encourage take up of parental mileage where appropriate.

6

- Digitisation: continue to develop online transport applications

# Potential risks and opportunities

- Changes to type of vehicle (including electric or low emission) will increase the cost but will be reviewed as part of a longer term approach to procurement.
- Department for Education currently considering responses to consultation on home to school (statutory school age) transport. The impact on the Local Authority is currently unknown.



## Central Bedfordshire Council

CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE

10<sup>th</sup> March 2020

---

### SEND Local Area Ofsted Inpection

**Report of:** Cllr Clark, Executive Member for Families, Education and Children, ([sue.clark@centralbedfordshire.gov.uk](mailto:sue.clark@centralbedfordshire.gov.uk) )

**Responsible Director(s):** Sue Harrison, Director of Childrens Services, ([sue.harrison@centralbedfordshire.gov.uk](mailto:sue.harrison@centralbedfordshire.gov.uk))

#### Purpose of this report

1. This report provides the Children's Services Overview and Scrutiny Committee with an initial opportunity to comment on the Ofsted formal response to the CBC/CCG SEND Local Area Inspection which took place between the 19<sup>th</sup> and 22<sup>nd</sup> November 2019. The letter was only published on the 24<sup>th</sup> February 2020 hence the late report and an initial agenda slot. There will be a full SEND focus item in May where Overview and Scrutiny Committee can deep dive into partnership SEND services.
2. To note the partnership work being carried out in response to the Ofsted findings

#### RECOMMENDATIONS

The Committee is asked to:

Note and comment on the Ofsted Response to the CBC/CCG SEND Local Area Inspection and the work being undertaken in response to this.

#### Background

3. Between 19<sup>th</sup> and 22<sup>nd</sup> November 2019 a joint Ofsted and Care Quality Commission inspection was conducted in Central Bedfordshire, looking at the effectiveness of the Council and the Bedfordshire Clinical Commissioning Group in implementing the disability and special educational needs reforms of the Children and Families Act.
4. This joint inspection evaluated how effectively local authority and health colleagues:
  - **identify the needs of children and young people with SEND**
  - **assess and meet the needs of these children and young people**
  - **improve outcomes for these children and young people**

5. Inspectors gathered information about children/young people with SEND, as well as the available services on offer in Central Bedfordshire. They reviewed case files, spoke with relevant leaders and managers at educational settings, as well as with families (parents and carers) who have children/young people with SEND. The inspectors also visited educational settings (e.g. schools, colleges or specialist services) to hear the views and voices of children/young people and their parents/carers and family.
6. The formal letter of response from Ofsted in relation to this inspection was published on the Ofsted website on the 24<sup>th</sup> February 2020.
7. Whilst there was an acknowledgement by the Inspectors of the positive progress that has been made in the SEND Service over the last 18 months, the letter made it clear that there are still significant weaknesses in our area's practice which we must address in a written statement of action.
8. The partnership is responsible for submitting a detailed action plan to Ofsted to address the issues raised through the inspection. The multi-agency SEND Delivery Board will be responsible for the delivery of the improvements articulated in the new partnership action plan, overseen by the Children's Leadership Board, which will also be approved and monitored by Ofsted and the CQC. This action plan has to be submitted to Ofsted by 28<sup>th</sup> May 2020.

### **Council Priorities**

9. The delivery of the SEND Action Plan supports the following Council priority:
  - Protecting the vulnerable; improving wellbeing

### **Corporate Implications**

### **Legal Implications**

10. CBC and the CCG have a duty to submit an action plan to Ofsted in response to the written statement of action by 28<sup>th</sup> May 2020.

### **Financial and Risk Implications**

## **Equalities Implications**

11. The Equality Act 2010 puts a responsibility on public authorities to have due regard to the need to eliminate discrimination and promote equality of opportunity. This applies to the process of identification of need and risk faced by the individual child and the process of assessment.

## **Appendices**

**Appendix A: Ofsted Letter of Response**

**Appendix B: Next Steps**



Ofsted  
Agora  
6 Cumberland Place  
Nottingham  
NG1 6HJ

T 0300 123 1231  
**Textphone** 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.gov.uk/ofsted](http://www.gov.uk/ofsted)  
[lasend.support@ofsted.gov.uk](mailto:lasend.support@ofsted.gov.uk)

12 February 2020

Ms Sue Harrison, Director of Children's Services, Central Bedfordshire Council  
Ms Ann Murray, Clinical Accountable Officer, Central Bedfordshire Clinical  
Commissioning Group

Priory House  
Monks Walk  
Chicksands  
Shefford  
SG17 5TQ

Copied to: Ms Karen Prince, Local Area Nominated Officer

Dear Ms Harrison and Ms Murray

### **Joint area SEND inspection in Central Bedfordshire**

Between 18 November 2019 and 22 November 2019, Ofsted and the Care Quality Commission (CQC), conducted a joint inspection of the local area of Central Bedfordshire to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

The inspection was led by one of Her Majesty's Inspectors (HMI) from Ofsted and a children's services inspector from the Care Quality Commission (CQC). Team inspectors were an HMI and a CQC Inspector.

Inspectors spoke with children and young people with special educational needs and/or disabilities (SEND), parents and carers, local authority officers and National Health Service (NHS) officers. Inspectors visited a range of providers and spoke to leaders, staff and governors about how they are implementing the SEND reforms. Inspectors looked at a range of information about the performance of the area, including the area's self-evaluation. Inspectors met with leaders from the area for health, social care and education. They reviewed performance data and evidence about the local offer and joint commissioning. Inspectors considered the views and comments from parents and carers from the open meetings, the webinar, emails and letters.

As a result of the findings of this inspection and in accordance with the Children Act 2004 (Joint Area Reviews) Regulations 2015, Her Majesty's Chief Inspector (HMCI) has determined that a Written Statement of Action is required because of significant areas of weakness in the local area's practice. HMCI has also determined that the

local authority and the area's clinical commissioning group are jointly responsible for submitting the written statement to Ofsted.

This letter outlines our findings from the inspection, including some areas of strengths and areas for further improvement.

## **Main findings**

- The implementation of the reforms has been too slow. Despite the reforms being given higher priority in the area's planning since 2018, leaders are not meeting their duties in the Children and Families Act 2014 for children and young people with SEND.
- Leaders have a broad understanding of the weaknesses in the area's provision for children and young people with SEND. However, they lack essential strategic information about what children, young people and their families want and need. Therefore, leaders' planning lacks meaningful, measurable and precise targets that are well understood and shared by all. Stakeholders do not fully understand the direction of travel, or the rationale behind decisions that are made by area leaders.
- Leaders who are new to their roles have made significant inroads in getting basic systems and processes in place. However, the staffing changes mean that professionals and families struggle to get answers to their questions and/or receive contradictory information. This is a cause of frustration and anxiety.
- Education, health and care (EHC) plans are inconsistent and often of poor quality. Although more recent EHC plans are of a better quality, leaders have not ensured that there are enough staff to undertake annual reviews within statutory timescales. This backlog of annual reviews means that the weaknesses in EHC plans are not being rectified quickly.
- Co-production (a way of working where children and young people, families and those that provide the services work together to create a decision or a service which works for them all) with children, young people and their families is not well developed, particularly in the creation of EHC plans and in the undertaking of annual reviews. While there are recent individual examples of creative and developing opportunities, this offer is too limited.
- The systemic weaknesses regarding EHC plans, annual reviews and weak co-production hinder the area's ability to plan strategically and to jointly commission services accurately and speedily. Joint commissioning is still some way off meeting the needs of children, young people and their families.
- Leaders acknowledge the weaknesses in the area's provision for children and young people with SEND. They recognise that they are on a journey to improve their implementation of the reforms. They have, in a time of challenges to recruit staff, opted to wait until they are best placed to recruit those professionals with the skills that they need.



- The local authority and the CCG are committed to a joint commissioning plan and have created new staffing positions to facilitate this work at a faster pace. However, the time it has taken to get to this stage has had a negative impact on outcomes for children and young people.
- Too many families are not aware of the local offer. Although there have been significant improvements to its content, professionals are not proactive in championing the local offer or facilitating improvements to it. Too often, families do not know where to go to get the help they need and feel that they cannot get help until they reach crisis point.
- There are many experienced, passionate and committed professionals across health, the local authority, schools and social care. These individuals work creatively to try to support families to overcome some of the entrenched problems in the area. This work is beginning to reduce waiting times among many services. However, too many families feel that they are bounced around services with little meaningful help.
- The SNAP PCF (Special Needs Action Panel Parent Carer Forum) and SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) are proactive in championing the voice of families and in challenging area leaders. They are valued by the families that access them. However, they do not represent the views of most families within the area and, too often, families do not know of their existence.

## **The effectiveness of the area in identifying children and young people's special educational needs and/or disabilities**

### **Strengths**

- Pre-school children benefit from the effective early identification of speech, language and communication needs. The Early Communications Team works in close collaboration with health visitors and early years practitioners to identify children's needs. Joint home visits, carried out with health visitors, are helping to identify the needs of those children who are geographically or socially isolated. A range of pre-referral clinics take place that enable parents and carers to discuss any concerns that they have about their child's development early on.
- Multidisciplinary 'child-not-known' meetings have been established to discuss cases where an EHC plan has been requested, but where the child's needs have not previously been identified to any services. This process helps to make sure that appropriate checks to identify any unmet needs happen quickly and efficiently.
- The early years support team, child development centres, teams working with hearing and visually impaired children, and speech and language therapists, provide effective support to early years providers. Health and social care teams work successfully with providers to support children and their families.

- The school improvement team, although relatively new, is quickly establishing positive relationships with some schools, and encouraging cluster working between schools. Almost all schools are involved in projects that explore issues such as exclusions. This work is starting to support the identification of children and young people with unmet needs.

### **Areas for development**

- The identification of children and young people's needs is hampered by flaws in the EHC and annual review processes. Area leaders acknowledge that their approach to meeting the statutory deadline to transfer statements of special educational needs to EHC plans reduced the quality of EHC plans.
  - There are not sufficient numbers of staff to undertake annual reviews of EHC plans within statutory timescales. There is a significant backlog, which is a cause of frustration and anxiety to professionals and parents. Leaders are not rectifying the issues caused by poor-quality EHC plans quickly enough.
  - These issues weaken the ability of education, health and care professionals to jointly identify what children and young people want and need in the area.
- Leaders do not know whether local partners are accurately identifying the needs of children and young people. Leaders have not reviewed what census information tells them about the identification of needs and whether there is further exploratory work required with professionals. Additionally, the Youth Offending Team has yet to undertake screening of young people in their care to identify unmet speech, language and communication needs.
- Area leaders are not seeking the views of families beyond the SNAP PCF and SENDIASS. This means that the views of some parents and carers, such as families from minority ethnic groups, are not being heard. There have been recent efforts to gather views more widely, but there is no systematic way to consider the views collectively to inform the joint commissioning of services.
- The area has a history of strong performance in undertaking the integrated two-and-a-half-year check. However, this year, professionals are undertaking integrated developmental checks at three and a quarter years old. Staff do not fully understand the rationale for this change and some continue with previous timings for the checks. This limits leaders' ability to measure the impact of this work.
- In some cases, health partners miss opportunities to identify a child's needs early on. For example:
  - school nurses are no longer issuing health needs questionnaires to families in Reception and Year 6. This is limiting school nurses' ability to identify emerging or unmet health needs
  - health visitors do not always receive timely information from midwifery teams that could support even earlier identification for some pre-school children.

## **The effectiveness of the area in assessing and meeting the needs of children and young people with special educational needs and/or disabilities**

### **Strengths**

- The provision for children and young people with SEND who are looked after is a strength:
  - The children and young people benefit from a designated mental health service focusing on trauma and attachment issues that result from adverse childhood experiences. Support and guidance are also provided to carers to increase the potential for settled placements.
  - The children and young people benefit from having statutory health assessments completed in an environment that is chosen by them. This supports better engagement with the professionals who are supporting them.
  - Although there are some children and young people who wait too long for their health assessments to be reviewed, considerable work has been undertaken to speed things up. The introduction of Saturday clinics and close liaison between health and local authority professionals is increasing the amount of health assessments carried out within statutory timescales.
- Children and young people with the most complex health needs are effectively supported:
  - Professionals are working with great effort so that those who require multiple health assessments are not having to tell their story more than once or attend more appointments than necessary. Assessments are carefully coordinated, and information is shared appropriately.
  - Occupational therapists and physiotherapists are working together so that joint assessments take place for children and young people with co-existing health conditions.
  - Professionals, such as physiotherapists, work flexibly to deliver consistent and timely care to those who may have difficulty attending clinic appointments. The flexibility facilitates, for example, home visits to children and young people who have been recently discharged from hospital.
  - The introduction of 'hospital passports', which detail medical needs and preferences for children and young people with complex health needs, is facilitating a 'tell it once' approach to their care.
- The Child and Adolescent Mental Health Service (CAMHS) early years pathway is supporting young pregnant women and care leavers who may have mental health needs. Vulnerable young mothers and their very young children benefit from coordinated support, despite the decommissioning of the Family Nurse Partnership in 2017.

- The use of a confidential text messaging service is allowing children and young people aged 11 to 19 years to contact school nurses for advice and guidance about how to have their health needs assessed and met. This is an increasingly well used service.
- The Youth Support Service is highly valued by professionals, parents, carers, children and young people. The service, which provides support to individual children and young people, as well as to many schools, has been particularly effective in helping young people gain supported internships.
- The recent appointment of a joint commissioning manager and the establishment of an operations group reflects the area's commitment to more systematic joint commissioning. The new outcomes-based CCG delivery contract is setting a better foundation for joint commissioning.
- There are some individual examples of effective joint commissioning, including 'spot commissioning' to support individual young people with urgent mental health needs. The decision to jointly commission a commercial online early help programme is another new development to try to reach more young people with mental health needs.
- Several professionals have used creative ways to work with children, young people and their families to meaningfully co-produce parts of the local offer. One example of co-production is the work of the recently established SEN Champions, a small but growing cohort of young people based at Ivel Valley School, who are rightly proud of the co-production charter that they have created.
- There has been some recent, coordinated work between CAMHS and paediatricians in the child development centres. The multidisciplinary assessments help to jointly identify and meet children's and young people's developmental and mental health needs.

### **Areas for development**

- Joint commissioning is underdeveloped. Improvements have been started but the structures and processes are still embryonic. The joint commissioning strategic plan remains in draft. The delays mean that commissioners do not have sufficient mutual understanding of the strategic priorities or accountabilities.
- The impact of the designated clinical officer, who works across both Central Bedfordshire and Bedford Borough, is limited. This is because there is no formalised workplan which sets out agreed strategic priorities and actions. This does not support time and project management when area leaders are trying to intensify the pace of improvement.
- The new leader of the SEND team in the local authority has worked effectively to get the basics right, creating expertise on SEND assessment panels, developing better-quality 'way forwards meetings', improving the quality of recent EHC plans, and establishing clear expectations of social care involvement in EHC plans.

However, the team has not yet undertaken essential strategic work. They have not used their information to find ways to improve their services, and current arrangements have not worked through the urgent backlog in annual reviews of EHC plans.

- The transfer of information from old to new systems is not supporting leaders' efforts to address the backlog of annual reviews in a logical and systematic way. Some leaders are undermined by a lack of access to information and clarity about where information is stored over time. As a result, leaders do not have a coherent overview of the EHC plans in most urgent need for review, including those for the children and young people educated out of the area.
- Although area leaders have begun to improve the quality of EHC plans, many existing plans do not ensure that children and young people receive the support they need. Until recently, health contributions to EHC plans have been weak. In some cases, contributions from health professionals were not included in final EHC plans. This problem is exacerbated because health professionals do not have access to draft EHC plans.
- There are too few examples of co-production of services. The views of children, young people and their families are not influencing joint strategic planning and joint commissioning sufficiently.
- Most parents and carers who gave their views to inspectors do not feel listened to. Too many feel that they have to fight to get what their children need; most professionals from services that directly work with families agree.
- Many school staff feel that they wait too long for responses from specialist teams in the local authority and health services, and that they are left in limbo with families in crisis.
- Area leaders acknowledge that, despite work to transform the social, emotional and mental health services, families are not yet feeling the impact of the work. Families are either not aware of the services on offer, or not yet getting access to these services.
- There is a very limited short-break offer available in the area. For the few that access it, the short breaks available through Kingfishers and Maythorn is highly regarded. However, families often receive contradictory or limited information about their rights to access this service.
- Area partners, such as schools and GPs, are unclear about their roles as partners in the local offer. Local partners do not use their knowledge of what families want and need, or champion improvements in the local offer. This means that too many families are not being signposted to the local offer when they need help and guidance. This lack of involvement is especially, but not exclusively, apparent in the information and guidance around pathways for adulthood.
- The current commissioning arrangements for Children's Community Nursing result in inequity of access and support for families. Children with complex health needs who live in the southern part of the area can access 24-hour support, seven days

a week. However, in the north, the support is only available during working hours, five days a week.

- The recent redesign of the 0 to 19 service has reduced the school nursing provision. Professionals in some schools feel that this has had a negative impact on their ability to meet the health needs and get the right guidance to safely support pupils with health conditions such as anaphylaxis.
- There has been a delay in establishing a neuro-developmental diagnostic pathway. This has resulted in too many children and young people waiting too long for an assessment and diagnosis. In addition, work to develop a post-diagnostic pathway that is compliant with National Institute for Health and Care Excellence guidance is still ongoing.

## **The effectiveness of the area in improving outcomes for children and young people with special educational needs and/or disabilities**

### **Strengths**

- The work of the area to improve the outcomes for children and young people with SEND is most evident in the support with those with the complex or multiple health needs:
  - Community nurses proactively support children with complex health needs to access provision safely, which facilitates children's development and enhances their emotional well-being.
  - Communication between community and acute health teams is effective. Embedded partnership working is ensuring that young people with complex health conditions and SEND benefit from consistent care and intervention.
  - Innovative work carried out by the Paediatric Safety Lead in Luton and Dunstable Hospitals NHS Foundation Trust is supporting the staff to communicate more effectively with children and young people who are non-verbal.
  - The recent commissioning of a community epilepsy nurse and the trialling of a joint role with Bedford Hospital Trust has helped to reduce the number of epilepsy-related hospital attendances.
- By catching children earlier, the Jigsaw Centre provision successfully helps to avoid exclusion and to gain access to early education well. Area leaders have listened to feedback and recently increased the breadth of this provision.
- There are a few examples of young people transitioning into adulthood successfully. Some young people have apprenticeships with local employers. The number of young people going into supported internships has increased, as has the number of those in either paid employment or voluntary placements.



## Areas for improvement

- Area leaders have not ensured that all partners across education, health and care have a mutual understanding of the outcomes they want for children and young people with SEND. Leaders have information about the impact of their work on all children and young people, but not the effect it is having on outcomes for children and young people with SEND. This weakens leaders' ability to jointly commission services.
- Area leaders do not know enough about the needs and outcomes of the children and young people with SEND who are electively home educated, but who do not have an EHC plan. Leaders are not able to quickly identify who these children and young people are. There is, for example, limited health oversight and support by school nurses.
- Area leaders have little knowledge about the outcomes for children and young people with SEND who are on part-time timetables. The significant backlog of annual reviews prevents this issue from being addressed quickly enough.
- Academic outcomes for children and young people are not strong enough, especially as they move into key stage 2 and key stage 4. Exclusions for children and young people with SEND are too high. The work this year to reduce exclusions has started to impact on the rates of permanent exclusions, but this work is still in its infancy.
- While hospital admissions for children and young people with mental health needs are reducing, leaders have been slow to implement their dynamic risk register for those requiring more intensive support. This delay means that children and young people who are at risk of mental health crisis are not tracked or monitored well enough.

## The inspection raises significant concerns about the effectiveness of the area.

The local area is required to produce and submit a Written Statement of Action to Ofsted that explains how the local area will tackle the following areas of significant weakness:

- Existing EHC plans are not of sufficient quality to ensure that the needs of children and young people are identified and met. Despite very recent improvements, staffing capacity has hampered the area's ability to undertake timely and meaningful annual reviews of EHC plans. The system to prioritise the most urgent reviews is not fit for purpose. As a result, too many EHC plans do not provide a multi-agency assessment of children's and young people's range of needs.
- Leaders do not have sufficient oversight of the quality of new EHC plans. Joint quality-assurance processes are insufficient and underdeveloped. This significant

weakness is hindering the area leaders’ ability to know how well they are identifying, assessing and meeting children’s and young people’s needs.

- Area leaders in education, health and care do not have a shared understanding of the outcomes they want for children and young people with SEND. In addition, leaders do not know enough about the outcomes, especially for those on part-time timetables and those in out-of-area provision. As a result, intended outcomes are not understood, specific enough or evaluated well enough. This impacts negatively on the leaders’ ability to jointly commission services to meet children’s and young people’s needs and improve outcomes.
- The area’s SEND strategy is not clear. Too many local partners, professionals and officers do not understand the area’s strategy for children and young people with SEND. Staff turnover and weak communication has meant that the urgent drive since 2018 has not been understood by all. This is leading to poor communication with professionals and families about what is on offer.
- Co-production is not well informed by the views of children, young people and their families. Too often, professionals rely on the voice of families through the SNAP PCF only, without finding out what other people think. The views and needs of some children and young people are not well represented, such as the families from minority ethnic groups.
- The local offer is not effective. Although there has been significant work to improve the local offer, it does not take account of the current aspirations and anxieties of children, young people and their families. This weakness is especially the case for young people as they move into adulthood. Local partners are not proactive in promoting the co-production of the local offer. Too many families do not know that the local offer exists, and do not know where to get help when they need it.

Yours sincerely

<b>Ofsted</b>	<b>Care Quality Commission</b>
Paul Brooker Regional Director	Ursula Gallagher Deputy Chief Inspector, Primary Medical Services, Children Health and Justice
Kim Pigram HMI Lead Inspector	Nikki Holmes CQC Lead Inspector
Paul Wilson HMI Team Inspector	Andrea Crosby-Josephs CQC Team Inspector



Cc:  
Department for Education  
Central Bedfordshire Clinical Commissioning Group  
Director Public Health for Central Bedfordshire area  
Department of Health  
The National Health Service (NHS) England



## SEND LOCAL AREA OFSTED INSPECTION – NEXT STEPS

Ofsted Written Statement of Action considered by Children’s Leadership Board on 26<sup>th</sup> February 2020 where accountability was agreed.

Children’s Leadership Board Membership:

CBC DCS - Sue Harrison

Director Children’s Commissioning and Nursing and Quality, Bedfordshire Clinical Commissioning Group - Anne Murray

T/Assistant Chief Constable, Bedfordshire Police - Jacqui Sebire

Independent Chair – Central Bedfordshire Safeguarding Children Board - Alan Caton

AD Children’s Commissioning and Nursing and Quality, Bedfordshire Clinical Commissioning Group - Maria Laffan

Director Public Health – Muriel Scott

AD Public Health - Celia Shoheit

CBC AD Business and Supporting Services - Sue Tyler

CBC AD Education - Peter Fraser

CBC AD Safeguarding - Sacha Rymell

DCI Bedfordshire Police - Zara Brown

Public Health - Barbara Rooney

Headteacher Sandy Secondary School - Karen Haywood

Headteacher Flitwick Lower School - Joanne New

CCG Bedford Community Services – Simon Harwin

Operations Director, East London Foundation Trust (ELFT) – Jo Meehan

Ofsted Written Statement of Action considered by the SEND Delivery Board on 28<sup>th</sup> February 2020

SEND Delivery Board Membership:

CBC DCS - Sue Harrison

Director Children’s Commissioning and Nursing and Quality, Bedfordshire Clinical Commissioning Group - Anne Murray

AD Children’s Commissioning and Nursing and Quality, Bedfordshire Clinical Commissioning Group - Maria Laffan

CBC AD Business and Supporting Services - Sue Tyler

CBC HOS SEND – Louise Bartos

CCG - Bernie Harrison

Joint Commissioning Officer - Emily Warner

SALT - Jo Drew

Public Health – Barbara Rooney

CCG – Julie Cronin

SNAP - Kirsty Green

HT Chiltern School - Lisa Leonard

HT Silsoe Lower School - Sue Purdue

CBC Social Care, Health and Housing - Casie Conroy

CBC Operational Manager, Social Care, Health and Housing – Sarah Cavill

CBC Interim HOS Commissioning – Jennie Bayliss

CBC HOS Safeguarding – Sally Harvey

CBC SEND Manager – Joe Watts

CBC Early Years SEND Manager – Barbara Bourne

Both Children’s Leadership Board and SEND Delivery Board agreed the following strategy to ensure a timely and rigorous response to all actions in the letter

- A SEND Summit would be held in March 2020. CBC DCS and the Director Children’s Commissioning and Nursing and Quality, Bedfordshire Clinical Commissioning Group would meet with parents to actively listen to concerns and ensure these are fed into the partnership action plan
- The Parent Carer Forum – SNAP would host an action planning day in March 2020 to contribute to the partnership action plan
- The partnership action plan would be submitted to Ofsted on 28<sup>th</sup> May 2020
- The SEND Delivery Board would meet monthly to monitor progress of the action plan
- The May Overview and Scrutiny meeting would focus on partnership SEND services to children and families

## Central Bedfordshire Council

Children's Services Overview and Scrutiny  
Committee

10 March 2020

### Work Programme and Executive Forward Plan

Responsible Director(s): Charles Warboys, Director of Resources,  
([Charles.warboys@centralbedfordshire.gov.uk](mailto:Charles.warboys@centralbedfordshire.gov.uk))

Public

---

### Purpose of this report

The report provides Members with details of the currently drafted committee work programme and the latest Executive Forward Plan.

### RECOMMENDATIONS

The Committee is asked to:

1. Consider and approve the work programme attached, subject to any further amendments it may wish to make;
2. Consider the Executive Forward Plan; and
3. Consider whether it wishes to suggest any further items for the work programme and/or establish any enquiries to assist it in reviewing specific items.

### Overview and Scrutiny Work Programme

1. The committee work programme aims to provide a balance of those items on which the Executive would be grateful for a steer and those items that the overview and scrutiny Committee (OSC) has proactively requested to receive.
2. The Overview and Scrutiny Coordination Panel has suggested that the following be prioritised in the work programme: -
  - activity led by the OSCs and residents;
  - policy development activity, through the exploration of proposals and principles at the earliest opportunity of commencement of strategy development;
3. In considering which items should be added to the work programme Members are encouraged to minimise duplication, focus on those items that have been requested by residents and the committee and to focus on those items where Members can add value.
4. The committee is also recommended to ensure it creates time for Members to consider matters outside of formal meetings as well as providing the opportunity to brief Members informally on some topics. This might mean considering whether all of the formal meetings included in the schedule are necessary.

## Overview and Scrutiny Task Forces

5. In addition to consideration of the work programme, Members may also wish to consider how each item will be reviewed, i.e. by the Committee itself (over one or a number of Committee meetings) or by establishing a Member Task Force to review an item in greater depth and report back its findings.

## Executive Forward Plan

6. Listed below are those items relating specifically to this Committee's terms of reference contained in the latest version of the Executive Forward Plan. The full Executive Forward Plan can be viewed on the Council's website at the link at the end of this report.

Item	Indicative Executive Meeting date
Looked After Children Placement Strategy: Commissioning Plan	7 April 2020
Schools for the Future	7 April 2020
Schools for the Future - Shefford and Stotfold	7 April 2020
Schools for the Future	16 June 2020

## Council Priorities

7. The work programme of the Overview and Scrutiny Committee will contribute indirectly to all 5 Council priorities.

## Corporate Implications

8. There are no direct corporate implications arising from this report, the implications of proposals will be details in full in each report submitted to the Committee.

## Legal Implications

9. There are no direct legal implications arising from this report, the implications of proposals will be details in full in each report submitted to the Committee.

## Financial and Risk Implications

10. There are no direct financial implications or risks arising from this report, the implications of proposals will be details in full in each report submitted to the Committee.

## Equalities Implications

11. In determining what to add to their work programmes the overview and scrutiny committees should consider items that are important to all residents.

12. There are no direct equality implications or risks arising from this report, the implications of proposals will be details in full in each report submitted to the Committee.

## **Conclusion and next Steps**

13. The Committee is requested to consider the work programme and the indicated outcomes at **appendix A** and to amend or add to it as necessary.
14. Additionally, Members are requested to consider whether there are any matters where they may wish to establish a task force to assist the committee in its work. This will allow officers to plan accordingly but will not preclude further items being added during the course of the year if Members so wish and capacity exists.

## **Appendices**

**Appendix A:** OSC work programme

### **Background Papers**

Executive Forward Plan (can be viewed at any time on the Council's website) at the following link:-

[https://www.centralbedfordshire.gov.uk/info/31/meetings/641/calendar\\_of\\_meetings\\_and\\_forward\\_plan/2](https://www.centralbedfordshire.gov.uk/info/31/meetings/641/calendar_of_meetings_and_forward_plan/2)

**Report author(s):** Rebecca Preen

Scrutiny Policy Adviser

[rebecca.preen@centralbedfordshire.gov.uk](mailto:rebecca.preen@centralbedfordshire.gov.uk)





## Children's Services OSC Work Programme 2020/21

Meeting date	Report Title	Outcomes we are seeking to achieve
Tuesday 19 May 2020	Central Bedfordshire Council's SEND team, SEND Vision and Delivery plan	To focus on the improvement journey of the Local Authority team and the improving relationships with schools following a request from a member of the public and endorsed by the Committee.
Tuesday 07 July 2020	The Regional Schools Commissioner (RSC)	To outline the RSC's approach with regards to supporting Academies
Tuesday 07 July 2020	Children's Centres, SEND, early years and a focus on school readiness	Additional detail is required with regards to outcomes and to consider the possibility of holding the meeting off site in a children's centre
Tuesday 01 September 2020	The School Improvement Team	That measurable and timely targets be provided as requested at an earlier meeting and that data in relation to the evaluation of schools be included within the report.
Date TBC	Locality working progress update	To include the 'One Worker, One Plan' approach
Date TBC	Multi Agency Safeguarding Arrangements (MASA) Update	This report replaces the previous Safeguarding Children's Board and will inform the Committee of the new approach and associated outcomes