Transforming Teaching & Learning

At Priory Middle School
May 4th 2010
Welcome and Introduction – Cllr Mrs Anita Lewis

1. Draft protocol – Rob Parsons - Head of School Organisation & Capital Planning

2. Results of area self review – Adrian Rogers – Headteacher, Robert Bloomfield

3. Core data sets for the review & statutory process – Keith Armstead – Senior Education Officer (Planning) Steve Morrow – School Area Advisor


5. Statutory process - Keith Armstead

6. Any Other Business - Cllr Mrs Anita Lewis
Rob Parsons - Head of School
Organisation & Capital Planning

Learning Transformation - vision to reality
Schools at the heart of the 'economic powerhouse'
Inclusive and evidence based review
Statutory processes
What is best for children and families at the centre of any change
Adrian Rogers, Headteacher, Robert Bloomfield School

Previous self-evaluations...
• Where are we now?
• How do we use this information to guide us?
• How does this information inform the 7 principles?
# Keith Armstead – Senior Education Officer - Planning

Dunstable & Houghton Regis Historical Numbers on Roll and retention rates

<table>
<thead>
<tr>
<th>Year</th>
<th>4+</th>
<th>Yr 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>Yr 13+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan '05</td>
<td>741</td>
<td>773</td>
<td>747</td>
<td>801</td>
<td>749</td>
<td>772</td>
<td>816</td>
<td>826</td>
<td>846</td>
<td>830</td>
<td>856</td>
<td>792</td>
<td>402</td>
<td>266</td>
<td>24</td>
</tr>
<tr>
<td>Jan '06</td>
<td>751</td>
<td>793</td>
<td>806</td>
<td>770</td>
<td>818</td>
<td>734</td>
<td>766</td>
<td>805</td>
<td>817</td>
<td>824</td>
<td>817</td>
<td>840</td>
<td>354</td>
<td>307</td>
<td>15</td>
</tr>
<tr>
<td>Jan '07</td>
<td>753</td>
<td>772</td>
<td>790</td>
<td>792</td>
<td>746</td>
<td>764</td>
<td>743</td>
<td>759</td>
<td>779</td>
<td>786</td>
<td>806</td>
<td>812</td>
<td>363</td>
<td>264</td>
<td>11</td>
</tr>
<tr>
<td>Jan '08</td>
<td>790</td>
<td>763</td>
<td>759</td>
<td>779</td>
<td>767</td>
<td>719</td>
<td>759</td>
<td>749</td>
<td>746</td>
<td>754</td>
<td>773</td>
<td>799</td>
<td>359</td>
<td>255</td>
<td>23</td>
</tr>
<tr>
<td>Jan '09</td>
<td>747</td>
<td>798</td>
<td>752</td>
<td>742</td>
<td>768</td>
<td>755</td>
<td>731</td>
<td>768</td>
<td>737</td>
<td>721</td>
<td>748</td>
<td>771</td>
<td>375</td>
<td>255</td>
<td>13</td>
</tr>
<tr>
<td>Jan '10</td>
<td>798</td>
<td>759</td>
<td>793</td>
<td>743</td>
<td>750</td>
<td>735</td>
<td>733</td>
<td>684</td>
<td>740</td>
<td>701</td>
<td>709</td>
<td>750</td>
<td>413</td>
<td>290</td>
<td>23</td>
</tr>
</tbody>
</table>

| Retention 05-06 | Yr 1-4(03-06) | 99.51 | Yr 4-5 | 98.00 | Yr 6-7 | 98.65 | Yr 8-9 | 97.40 | Yr 11-12 | 44.70 | Yr 12-13 | 76.37 |
| Retention 06-07 | Yr 1-4(04-07) | 96.01 | 93.40 | 99.22 | 96.21 | &Yr 12-13 | 43.21 | 74.58 |
| Retention 07-08 | Yr 1-4(05-08) | 99.22 | 96.38 | 100.81 | 96.79 | 44.21 | 70.25 |
| Retention 08-09 | Yr 1-4(06-09) | 96.85 | 98.44 | 101.19 | 96.65 | 46.93 | 71.03 |
| Retention 09-10 | Yr 1-4(07-10) | 97.15 | 95.70 | 93.57 | 95.12 | 53.57 | 77.33 |

**ISSUES**

1. Loss of pupils from year 1 to year 4 (Av 20-25)
2. Loss of pupils on transfer Year 4 - Year 5 (Av 20 - 30)
3. Loss of pupils from year 4 to year 8 (Av 20) (including additional recent loss from Year 6 (40 pupils))
4. Loss of pupils on transfer from Year 8 to Year 9 (Av 25 - 30)
5. Loss of pupils from Year 9 to Year 11 (Av 15)
6. School Staying-on rate at Post 16 (Note: A further 30 - 40% enter other FE provision)
7. Retention at A2
### Impact on loss of pupils on a year by year basis

<table>
<thead>
<tr>
<th>Year</th>
<th>1 (Jan 2000)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11 (Jan 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>881</td>
<td>882</td>
<td>875</td>
<td>858</td>
<td>825</td>
<td>816</td>
<td>805</td>
<td>779</td>
<td>754</td>
<td>748</td>
<td>750</td>
</tr>
</tbody>
</table>

**Jan 2000 Year 1 cohort**

![Bar chart showing the number of pupils from Year 1 cohort from Jan 2000 to Jan 2010.](chart.png)
Anticipated housing growth
Assumptions regarding future need

Base level – 800 places per age group (based on recent Yr1 Totals)

- Nom 26/27 f.e.

Short term – Additional 1500 new dwellings to 2014/15 (current “permissions”)

- Extra 60 pupils per age group in total (i.e. 15 pupils/year extra)
- Need for 860 pupil places by 2014/15
- Nom 28/29 f.e.

Medium/long term – Additional 7000 new dwellings between 2014/15 and 2025/26 (LDF consultations)

- Extra 280 pupils per age group in total (i.e. 25 pupils/year extra)
- Need for 1140 pupil places by 2025/26
- Nom 38 f.e.
Dunstable & Houghton Regis Reception Year Progression (including likely yield from new housing) excluding rural Lower Schools

Current

Current plus confirmed housing

Current plus proposed additional housing

Total LS Capacity (excl rural schools)

Yr R progression (incl yield from new housing) excl rural schools
What data will be collected? — Steve Morrow

Asset management data (condition, suitability survey results, extent of use of temporary accommodation)
Sufficiency of school places (current surplus/deficit)
School standards i.e. Ofsted, GCSE results (5+ A-C incl. and excl. Eng., Maths), CVA (KS1-2, 2-4), KS2 APS (English, Maths) KS1 APS (Reading, Writing, Maths combined), Foundation stage profile Average
Current federation/collaborative arrangements
Parental preference data (first preference as % of admission number)
Socio economic profiles of the catchments (Acorn)
Specialist statuses
Staying on rates of 16 year olds
What happens to the data? Data sets will have been agreed in Stage 1, but will include those outlined in Appendix D.

Each school included in the review will be provided with a data sheet comprised of relevant school-based information.

Initial comments on accuracy and omissions will be invited from the Headteacher and Chair of Governors and they will be requested to validate the data within 4 weeks of receipt.

In addition to the validation of data at this stage, schools will also be invited to nominate a Headteacher and governor representative from each phase and from the Special Schools in the area to form part of the project group.

The results of this exercise will be reported back.
What other information will be collected?

A further range of strategic planning information will be gathered through the Learning Transformation Board’s workstreams.

For examples, please see Appendix E.
Interpreting the agreed Education Vision principles – Clare Stimpson

What will the agreed principles look like in Dunstable and Houghton Regis?

Timescale for discussions

Participants in the discussions

Activity

In groups, please discuss:
Are there any potential participants for the discussions missing from the list?
Which ‘knowledge providers’ should support the discussion?
Agreed Education Vision principles

• The need to raise standards and improve outcomes for young people

• To ensure there is continuity of provision across the 0 to 19 age range so there is a ‘one phase’ approach to learning

• Schools should be based around communities and their needs

• That what is best for children and families should be at the centre of any change

• That as far as possible services should be delivered locally

• New models of leadership and governance for schools should be considered

• That the vision should reflect recent curriculum reform
Changes in School Organisation (excluding new school proposals) - Keith Armstead

1. Pre-consultation -
   WHY ?
   Data Gathering
   Options Appraisals
   Feasibilities (incl. Financial appraisal, HR implications, site issues etc)

2. Consultations -
   WHAT ?
   Public meetings
   Meetings with Schools
   Reporting to Members
   (may be repeated if new options emerge)
   HOW and WHEN ?
   1 Day = formal start of representation period (within 12 months of consultation)

3. Publication of Proposals -
   1 Day = formal start of representation period (within 12 months of consultation)

4. Period of Representations -
   Usually 6 weeks

5. Decision making -
   Approved, modified, rejected

6. Implementation -
   Duty to implement in accordance with published proposals (actual dates may be some years hence)
Follow-up..

If you have any comments, questions or issues, please email us on arogers@bf5.md.e2bn.net