

## Investing in the Island's future – a new college and a new school

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### 1. Introduction: The Challenge – Raising educational standards

Across the Island, children and young people and the adults who support them are working hard to raise educational standards. Nevertheless, the Joint Area Review reports that educational standards remain too low. The Learning and Skills Council (LSC) and the Government Department for Education and Skills (DfES) are offering up to £50m of new capital investment to help to move things forward. This presents us with a rare opportunity to transform our schools and the College and make a real difference to young people's life chances.

### 2. Where we want to be:

We are looking for school and college organisation which:

- delivers high standards in fit-for-purpose accommodation;
- joins up with other agencies to deliver good outcomes for children and young people;
- is cost-effective and takes surplus places and inefficiencies out of the system;
- offers choice and diversity of learning pathways for young people;
- sustains and improves support to children in more isolated communities;
- provides sustainable partnerships within localities so that children and young people are safer, healthier and have improved opportunities for employment and lifestyle;
- maintains and strengthens the staffing capacity to teach the key stage 3 curriculum;

- aligns with the national context for curriculum and accountability;
- enables Island schools to attract more good teachers.

We want to achieve:

- By 2009 57.5% of 16 year olds to achieve 5 or more GCSEs at A\*-C grades; 42% of these to have maths and English within these 5 grades;
- By 2009 74% of 14 year olds to gain the expected level in English; 78% in maths and 74% in science;
- By 2009 84% of 11 year olds to gain the expected level in English and 82% in maths;
- No schools to be designated by Ofsted as requiring special measures after September 2008.

### **3. Where we are now:**

- At the age of 7, the Island's children achieve just above the national average.
- By the age of 11, standards begin to fall below national averages.
- At the age 14 and 16, standards are consistently below national averages, and have fallen further behind, year on year.
- The proportion of those taking A levels who achieve an A grade is much lower than the national average.
- Most of our middle schools, who teach two years of the Key Stage 3 (11-14) programme of study, are not large enough to secure the specialist teaching that is needed.
- The structural separation of AS and A level provision in our high schools from the vocational and level 1 and 2 provision in the College limits curriculum choice for some young people.
- The Joint Area Review describes the Island's educational provision as 'inadequate'. Only two local authorities in the country are in this position.
- Two of our schools are deemed by Ofsted to need special measures, and another one is deemed to need an improvement notice.

### **4. Current pattern of school organisation**

There are:

- 46 primary schools (ages 5-9); ranging in size from 20 to 337
- 16 middle schools (ages 9-13); ranging in size from 216 to 632
- 5 secondary schools (ages 13-18); ranging in size from 981 to 1506 pupils
- 2 special schools – one primary (5-11) and one secondary (11-18)
- 2 Pupil Referral Units – one primary (up to 11) and one secondary (11 to 16)
- a general further education college.

A minimum sized primary school, able to meet the demands of the curriculum, needs to be at least 150 pupils. A significant number (insert value) of primary schools fall below this number.

For middle schools pupil numbers need to be in the range of 480 pupils, although 600 is preferable if there are to be sufficient staff to offer specialist teaching across a wide curriculum. Again many middle schools fall below the lower threshold. Only 3 of the middle schools have more than 480 pupils.

For secondary schools a desired number would be no less than 1200.

## **5. Changes to the curriculum for 14-19 year olds**

Secondary schools and colleges are planning to implement the revised 14 -19 curriculum which is based on a revised general curriculum plus 14 lines of specialist learning (specialist diplomas).

## **6. Federations of schools**

Traditionally, every school has its own Headteacher and governing body, although some parts of the country is has been normal for pairs of schools, particularly an infant with a junior school, to share a governing body. In recent years, more schools have seen the advantages of working more closely together, with joint governance arrangements or even joint Headteacher arrangements. The formal joining of one or more schools is called a federation. For the Isle of Wight, federation could be a useful way to keep small schools open; it could also be a way to encourage better curriculum continuity and the sharing of best practice between schools, particularly in a local area or cluster.

Federation would:

- improve liaison between schools and so reduce the discontinuities that tend to exist around transfer from one school to another;
- make it possible to share staff between schools, thus addressing the 'small middle school' issue;
- improve governance and strengthen leadership.

However, it could also:

- remove school autonomy;
- create an over-reliance on a small number of senior leaders and governors.

## **7a. Extended schools**

In recent years, schools have been encouraged to broaden what they offer beyond the core school day and curriculum. Increasingly, schools offer before and after school clubs; activities for families and the community; and holiday programmes. As the impact of the Children Act 2004 takes a hold, schools are also being seen as the right place to establish health facilities, libraries, youth clubs and other community facilities, serving the health, social, educational, economic and community involvement needs of children, young people and their families. The Isle of Wight's progress in establishing extended school provision was praised in the recent Joint Area Review.

## **7b. Children's Centres**

The Isle of Wight has extensive pre-school provision, most often offered in partnership between independent providers and primary schools. In some cases, this has been developed into Children's Centres, which are intended to meet the full needs of families both for childcare and for nursery education. There is

potential for more children's centres to be developed, perhaps involving healthcare, and extending across the full 0-5 age range.

### **7c. Extended children's centres**

A possible way to sustain educational provision in small rural communities would be to combine the idea of extended schools with that of children's centres to form extended children's centres, serving a 0-9, 0-7 or 0-11 age range, depending on the overall organisational arrangements in the cluster.

This would be a distinctive way to address the concerns about the possible closure of small village schools raised at the time when the 4S proposals for school re-organisation were being considered in 2004/5.

## **8. Regeneration Issues – section to be drafted**

### **9. Options for change**

#### **9.1 6<sup>th</sup> form options**

Option 6.1: sixth form centre at the Isle of Wight College

Option 6.2: the status quo

Option 6.3: open 200 new sixth form places at the Isle of Wight College

Option 6.4: sixth form centre at the Isle of Wight College and at one or two high schools

#### **9.2 Organisational options:**

Option O.1: the status quo

Option O.2: a centralised 6<sup>th</sup> form centre, rationalised 13-16 provision; and no change in primary and middle school structure

Option O.3: re-organisation of middle schools to create larger units, either by federation (low capital cost, increased staffing/ transport costs) or new larger schools (high capital cost, increased transport costs);

Option O.4: a centralised 6<sup>th</sup> form centre, with a full reorganisation of schools to align transfer ages with key stages

Option O.5 11-18 secondary schools, with a full reorganisation of schools to align transfer ages with key stages

#### **9.3 Pathfinder options**

Option P.1 replace Cowes High School with an 11-16 school (9FE<sup>1</sup> £26,000,000)

Option P.2 replace Cowes High School with an 11-18 school (9FE £30,000,000)

Option P.3 replace Carisbrooke High School (12FE £33,000,000 with 6<sup>th</sup> £38,000,000)

Option P.4 replace Ryde High School (9FE £28,000,000)

Option P.5 replace Sandown High School (12FE £33,000,000 with 6<sup>th</sup> £38,000,000)

Option P.6 build a church school (8FE £23,000,000)

Option P.7 Remodelling Medina (£9,000,000).

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<sup>1</sup> FE = forms of entry which are calculated as 30 pupils. So 9FE = 9 x 30 = 270 per year group

## 9.4 6<sup>th</sup> form options

### Option 6.1: sixth form centre at the Isle of Wight College

This option would:

- bring a substantial inward investment to education on the Island (approximately £26m);
- address the issues around vocational / academic pathways for post-16 learners;
- offer new choices for 6<sup>th</sup> form learners;
- increase significantly the potential for strengthened links with HE;
- create 1200-1400 additional places which, at the end of any re-structuring of schools, should add to the potential for capital receipts for reinvestment.

However, this option would also:

- necessitate a rationalisation of high school accommodation and a possible reorganisation of schools across the Island;
- create an additional 1200-1400 additional places in the system which would require a further rationalisation of school places;
- place all post-16 provision in the hands of a single provider;
- create transport issues around Newport and increase journey times for some students;
- assume that standards would be raised by an untested change;
- lead to some pupils dropping out of post-16 education rather than transfer to another institution;
- generate significant risks during the period of transition (see below).

### Option 6.2: the status quo

This option would:

- avoid the need for any reorganisation;
- allow the high schools to build on their recent collaborative curriculum development work;

However, this option would also:

- forgo the investment offered by the LSC;
- fail to resolve the issues around curriculum pathways which mix levels and/or mix academic and vocational options;
- probably encourage a duplication of vocational provision between the college and high schools;
- assume that standards can be raised in provision which has not made transformational gains hitherto;
- would not fully address the concerns of the Joint Area Review;

### **Option 6.3: open 200 new sixth form places at the Isle of Wight College**

This option would:

- begin to address the concerns of the Joint Area Review, concerning standards and the mix of vocational and academic pathways;
- extend the choices available to sixth form learners to include college-based provision;
- encourage the high schools to respond by raising the quality of their performance;
- make it possible to offer a mixed economy of different clusters – some reorganised, some not – and hence address some of the current concerns about specialist teaching in Key Stage 3.

However, this option would also:

- forgo some of the investment offered by the LSC;
- create instability in the numbers on roll at the high schools;
- make it difficult to plan sixth form provision across the Island, particularly in the context of the Building Schools for the Future programme;
- make collaboration between the post-16 providers more difficult as they will be competing for students and for their institutional survival;
- assume that standards would be raised by an untested change.

### **Option 6.4: sixth form centre at the Isle of Wight College and at one or two high schools**

This option would:

- carry the advantages of new college-based sixth form provision;
- offer different kinds of sixth-form provision to students and their parents;
- encourage the high schools to respond by raising the quality of their performance;
- make it possible to offer a mixed economy of different clusters – some reorganised, some not – and hence address some of the current concerns about specialist teaching in Key Stage 3.

However, this option would also:

- forgo some of the investment offered by the LSC;
- be difficult to administer so that it offers real choices to students;
- assume that standards would be raised by an untested change.

## **9.5 Organisational options**

### **Option O.1: the status quo**

This option would:

- avoid any disruption that might be caused by other options.

However, this option would also :

- lose a substantial potential inward investment to education on the Island (approximately £26m);
- not address the issues raised by the Joint Area Review around vocational / academic pathways for post-16 learners;
- lose the potential offered by a sixth form centre for strengthened links with HE;
- leave in place middle schools that are too small to deliver the Key Stage 3 (11-14) curriculum effectively;
- assume that standards can be raised in provision which has not made transformational gains hitherto.

**Option O.2: a centralised 6<sup>th</sup> form centre, rationalised 13-16 provision; and no change in primary and middle school structure**

This option would:

- Keep the middle schools and primary schools as they are;
- Reduce the levels of disruption from that which would ensue from a fuller reorganisation;

However, this option would also:

- create a unique and difficult curriculum-management challenge in the high schools – Y9 to Y11;
- do nothing to sort the curriculum weaknesses in the middle schools;
- confuse the longer-term 'building schools for the future' strategy;
- provide a unique age range for staffing which would probably lead to further recruitment and retention problems.
- cause budgetary difficulties for the 13-16 schools;
- create significant empty space in the 13-16 schools which might lead to the closure of one or more schools or to the expensive rationalisation of space in the 5 schools;
- make transport arrangements more complicated;
- assume that standards can be raised in provision which has not made transformational gains hitherto.

**Option O.3: re-organisation of middle schools to create larger units**

This option would:

- address the critical difficulty of having middle schools that are too small to deliver the Key Stage 3 (11-14) curriculum effectively.

However, this option would also:

- if existing schools were federated, create the difficulties of managing split-site schools (low capital cost, increased staffing/ transport costs) – eg:

Cowes – Solent/ Somerton – 720 places;  
 SE Wight – Sandham/ Lake – 1200 places or 2 schools;  
 Ryde – Mayfield/ Swanmore – 720 places;  
 East Wight – BL/ Forelands – 600 places;

Newport – Downside/ Nodehill/ Kitbridge – 1080 places;  
Aided – ABK/ Trinity – 840 places.

This leaves small schools at Osborne, Ventnor and Freshwater. Osborne could be federated with Cowes or East Newport, but Ventnor and Freshwater do not link as logically with other schools;

- if existing schools were amalgamated onto single sites, require extensive capital funds. (If middle schools are to be rebuilt, most existing sites are probably too small. To rebuild is a significant cost as set out below, including ICT:

NEW MIDDLE SCHOOLS	FE	Site £ million	Constn £ million
Churches	6	0.5	15
Cowes	6	0.5	15
Ryde W	6	0.5	15
Ryde E/ Bembridge	5	0.5	13
Sandown/ Shanklin	7	0.5	17
Shanklin/ Ventnor	6	0.5	15
Newport W/ WW	7	0.5	17
Newport E/ E Cowes	7	0.5	17
		4	124

Note: It is not clear how these costs would be divided between the DfES' primary and secondary Building Schools for the Future programmes.

#### **Option O.4: a centralised 6<sup>th</sup> form centre, with a full reorganisation of schools to align transfer ages with key stages**

	1. College	High Schools	Middle Schools	Primary Schools
Position to July 2009:		Y9 – Y13	Y5 – Y8	YR – Y4
by age		13-18	9-13	4-9
by key stage		3(part),4 & 5	2(part) & 3(part)	1 & 2 (part)
Position in Sept 2009	Y12-13	Y7-Y11	Y3 – Y6	YR – Y2
by age	16-19	11-16	5-11	4-7
by key stage	5	3 and 4	2	foundation & 1

This option would:

- bring a substantial inward investment to education on the Island (approximately £26m);
- address the issues around vocational / academic pathways for post-16 learners;
- offer new choices for 6<sup>th</sup> form learners;
- increase significantly the potential for strengthened links with HE;
- create 1200-1400 places which, at the end of any re-structuring of schools, should add to the potential for capital receipts for reinvestment;
- create the necessary critical mass of staffing to teach the Key Stage 3 (11-14) programme of study in the 5 secondary schools;



- bring the accountability of the different phases of schooling into line with national curriculum key stage assessment.

However, this option would also:

- place sixth form provision in the hands of a single provider;
- create transport issues around Newport;
- create an additional 1200-1400 additional places in the system which would require a further rationalisation of school places;
- assume that standards would be raised by an untested change.
- generate significant risks during the period of transition (see below).

### **Option O.5 11-18 secondary schools, with a full reorganisation of schools to align transfer ages with key stages**

This option would:

- retain the high schools and their sixth forms;
- allow the high schools to build on their recent collaborative curriculum development work;
- create the necessary critical mass of staffing to teach the Key Stage 3 (11-14) programme of study in the 5 secondary schools;
- bring the accountability of the different phases of schooling into line with national curriculum key stage assessment.

However, this option would also:

- create high schools that would be significantly larger;
- would probably not be feasible until the high schools are rebuilt under the Building Schools for the Future programme;
- fail to resolve the issues around curriculum pathways which mix levels and/or mix academic and vocational options;
- would probably encourage a duplication of vocational provision between the college and high schools;
- assume that standards can be raised in provision which has not made transformational gains hitherto;
- generate significant risks during the period of transition (see below).

## **9.6 Pathfinder options**

9.6.1 The Building Schools for the Future (BSF) programme is a 10-15 year programme by which all secondary schools in England and Wales will be modernised. The Isle of Wight is not due to come into the programme until at least 2012. For those authorities who are later in the programme, the government has set up the One-School Pathfinder programme, which seeks to address more immediate concerns.

9.6.2 A key feature of the One-School Pathfinder programme is that, unlike the main BSF programme, it is grant-funded, rather than funded under Public-Private Partnership arrangements.

9.6.2 Following a visit to meet with the Minister of State for Schools in April 2006, the lead member for Children's Services wrote to suggest that participation in the

One-School Pathfinder programme would help to raise standards on the Island. Despite initial indications to the contrary, the Isle of Wight has been offered an opportunity to join this programme, with the intention that a new school should be built within the next 3 to 4 years.

9.6.3 The bidding timescales are:

14.07.06 Confirm take up of pathfinder offer

30.11.06 Submit a full detailed bid to the DfES - named school, roll - age range, cost calculation and details to meet all the criteria listed in the guidance documentation.

9.6.4 The Council applied unsuccessfully for funding to rebuild Cowes High School last year. This is the school which the Department for Education and Skills will expect us to nominate as the One School Pathfinder. A strong case would have to be made if it were to be any other high school or middle school.

9.6.5 This is the one Building Schools for the Future opportunity for the school, therefore, as we would get no further funding for this school, we should design for the system we intend to have over the next 30 years

9.6.6 The bid appraisal will question how the new school will improve standards, enhance personal learning and support coherent vocational provision.

9.6.7. Cowes High School, because of its current section 5 improvement notice and GCSE and post-16 performance, will be seen in the proposal conditions as a weak school. As well as focusing on raising standards and considering how the building's design will facilitate better teaching and learning and ICT infrastructure to enhance them, the bid will need to consider partnership or federation with another stronger school(s).

9.6.8 The proposal must also:

- demonstrate an area approach to the delivery of high quality 14-19 entitlement;
- secure the achievement of extended status and the taking on of 8am to 6pm/10pm all year round community provision;
- show how the ICT infrastructure will enhance personalised learning, extended learning beyond the school day, staff development and community learning/access;
- confirm that the supported school will bid for specialist status. if the school were to be Cowes High, they would probably bid for a specialism in Business and Enterprise, which will fit well with the Island's other specialist schools.

### **Option P.1 replace Cowes High School with an 11-16 school**

This option would:

- clearly meet DfES bid criteria;
- replace the most run-down school with greatly improved facilities;
- provide 21<sup>st</sup> century facilities in a regeneration area;
- make traffic movement easier with the building at the other end of the school site;

- add specialist status school provision;
- provide a partner school to a school subject to an improvement notice;
- mean that, in combination with sixth form centre at the College, Cowes young people have access to new facilities across the whole 11-19 age range.

However, this option would also:

- entail a reorganisation of the middle schools and primary schools in the cluster or across the whole Island;
- generate significant risks during the period of transition (see below).

### **Option P.2 replace Cowes High School with an 11-18 school**

This option would:

- clearly meet the DfES bid criteria for Pathfinder projects;
- replace the most run-down high school with greatly improved facilities;
- make traffic movement easier with the building at the other end of the school site;
- add specialist status school provision;
- require a partner school to support school improvement as a condition of the bid, because Cowes is currently subject to an Ofsted improvement notice.

However, this option would also:

- undermine a single sixth-form centre option (if adopted);
- fail to resolve the issues around curriculum pathways which mix levels and/or mix academic and vocational options;
- would probably encourage a duplication of vocational provision at the college;
- assume that standards can be raised by an untested change;
- entail a reorganisation of the middle schools and primary schools in the cluster or across the whole Island;
- generate significant risks during the period of transition (see below).

### **Option P.3 replace Carisbrooke High School**

This option would:

- probably require a new site as the existing adjacent land slopes badly and so would have high abnormal building costs;
- make possible a re-siting of the school further west;
- provide 21<sup>st</sup> century facilities in an area of rural need;

However this option would also (if a new site were to be sought):

- negate the works carried out at the school over the past 10 years;
- not meet the DfES criteria in relation to the immediate availability of a suitable site.

Note:

1. A 10FE 11-16 school in Freshwater would involve 350 pupils staying relatively locally and 1150 travelling from the Newport/ Ventnor side of Calbourne/

Shorewell leaving a lot of buses stranded in Freshwater at 9am. It would require a new site as the West Wight Middle site is too small for a 10FE school (but not for a smaller school).

2. Moving to Shorewell or Calbourne would still involve the purchase of a site but virtually all the 1500 pupils at a 10FE school would have to travel from the West Wight, Ventnor and Newport – again untidy and costly on transport and unpopular;
3. However, if the school were re-sited off the Gunville Road say close to the Forest Road then numbers travelling would be similar to now, although it would involve the purchase of a site with some premium on it.

An advantage if the school moves would be the reduction in traffic in Wellington Road.

A replacement site could cost between £50,000 and £16,000,000, dependent upon alternative land use but no obvious replacement site has yet been identified. A full survey should be carried out to determine the optimum positioning of a future school but this would rule out Carisbrooke as the pathfinder school and place it back in the BSF programme.

#### **Option P.4 replace Ryde High School**

This option would:

- provide new fit-for-purpose facilities in a regeneration area.

However, this option would also:

- involve a long planning process because part of the land is zoned as public open space;
- consequently not meet the OSP criteria for early availability of a suitable site;
- involve extensive and expensive highways works.

#### **Option P.5 replace Sandown High School**

This option would:

- provide new fit-for-purpose facilities in a regeneration area.

However, this option would also:

- be jeopardised by uncertainty over the availability of sufficient space to build a new school adjacent to the old.

Note: it might be preferable to look for a new site to meet BSF in the long term off Newport Road Lake, Whitecross Lane or at Apse Heath/ Winford. This would require a full option appraisal. See the previous comments (option P.3) re site costs.

## **Option P.6 build a church school**

The dioceses are likely to build a school at some stage. In the meantime they could run a 5'ish FE secondary in their existing buildings.

This option would:

- achieve new diocesan provision;
- increase competition, choice and diversity;
- be supported by the Anglican and Roman Catholic dioceses;
- be likely to be cost-effective if combined with Archbishop King and Trinity schools.

However, the option would also:

- use OSP funding when alternative funding should be available through diocesan channels;
- be unlikely to be far enough developed to meet the DfES bid deadline.

Note: No work has been undertaken on identifying a site although it is seen by the dioceses as being in Newport. Some thought should be given to the position of Medina and the future positioning of Carisbrooke.

## **Option P.7 Medina High School**

Medina is being brought up to suitability standards at present in maths, sciences and music and its needs under BSF probably involve remodelling rather than rebuilding. It is not a school that should sensibly be considered for rebuilding under the pathfinder project. Cost of remodelling £9 million.

## **10. Risks and risk mitigation**

### **Risk 1: Buildings and project management**

- 10.1 There is a danger that new buildings will not be ready on time. If a sixth form centre and a new school are being built over a 3 to 4 year time scale there will be extensive demands on design teams and building contractors. Capacity in the building industry is limited both on the Island and on the mainland with major projects imminent in East Cowes and for the 2012 Olympics.
- 10.2 There is limited capacity in the Council to procure and deliver these projects. The risks will be reduced if good project management support is externally procured. This would carry a cost of £400k\*. The risks may also be mitigated if the two projects are planned and contracted together.

\* The need for project management is assessed at an average of 3 days a week over 3 years (3 days x 52 weeks x 3 years = 468 days) at £800 a day. That is £375,000 say £400,000. Actual hours and purpose would fluctuate at different stages of the project so it would be prudent to purchase an integrated service.

In addition there will be all the professional services usually associated with a building project (design, structural engineering, quantity surveying, on-site quality supervision and H&S). If we buy a design build option based upon an exemplar design all these will be specified and included in the package.

## **Risk 2: Staffing and governor continuity, recruitment and retention**

- 10.3 Almost all of the options involve disruptions to existing staffing arrangements. If there is to be a whole-island reorganisation to align schools with the key stages, then it will be necessary to manage each separate member of staff from their current role into their new role. Staff in the high schools will need to be assigned to either the College (if there is to be a single sixth-form centre) or to the 11-16 secondary school. Similarly, staff in middle schools will need to move into the 11-16 secondary schools or the 7-11 junior schools. And staff in the primary schools will need to move into the 7-11 junior schools, or stay in the 0-7 extended children's centres to work in the foundation stage or key stage 1.
- 10.4 This will require significant specialised human resource management, which will need to be brought in from outside the Council, where there is only limited specialist capacity at present. This could cost £300K over 2 years (600 consultant days at £500 per day; or 2/3 additional staff).
- 10.5 Given that there will be a similar number of learners at the end of the process as there are at the beginning, there will need to be similar number of staff. It will not be possible for large numbers of staff to ask for favourable early retirement payments as this would be prohibitively expensive. Nevertheless, reorganisation provides an opportunity to release staff early in the interests of the service and such an opportunity should not be missed. It will also be necessary to agree ring-fenced recruitment if there is to be a sixth-form centre at the College, so that TUPE arrangements can apply without enforced redundancies.
- 10.6 It has been suggested that recruitment to 11-16 schools will be more difficult than it has been to 13-18 schools, because of the loss of sixth-form teaching. If this proves to be the case, there should be scope for the secondary schools to negotiate access to some sixth-form teaching at the College – to improve recruitment and to enhance 14-19 continuity.
- 10.7 If necessary, there can be a recruitment drive, exploiting the professional excitement generated by the change to school organisation and the building of two major new educational buildings.
- 10.8 Efficiency in the deployment of staff and leadership for staff motivation will be essential to the success of a reorganisation; this is a **major risk area** and will have to be very carefully managed.

## **Risk 3: Standards and pupil progress**

- 10.9 It will also be essential to ensure that there is no dip in standards or disruption to any child's educational progress as a result of the changes in school organisation. As with the staff, every pupil will need to know where she/he is going to be throughout, and to be carefully inducted into new situations.

10.10 There is considerable risk to pupil progress in the system as it currently exists, because the tracking of progress and the transfer of essential information about achievement is not as well developed between schools as it should be. It is a key target for the current school improvement strategy to establish whole-island assessment, recording and tracking arrangements so that all pupils, whenever they change school, can continue to make good progress, building efficiently and effectively on what has come before. Such arrangements will be in place well before the time that any change in school organisation would occur.

#### **Risk 4: Curriculum continuity**

10.11 There has been considerable curriculum development over the past 2-3 years. The middle schools have been developing two-year schemes of work for Key Stage 3; the high schools and the College have been looking at collaborative flexible arrangements particularly for 14-16 year olds; the high schools have been working as two consortia to build a comprehensive curriculum offer at AS and A2 levels, with some development of level 1 and 2 provision; and the College has been working closely with work-based learning providers further to enhance the range of options available.

10.12 Supported by the link inspectors and school improvement partners, this work will begin to bear fruit over the next three years, prior to any major reorganisation. The lessons learned will then need to be applied into the new 14-19 context, for which there will need to similar levels of collaboration, particularly around the new specialist diplomas. The funding of the two 14-19 curriculum consultants runs to the end of March 2007. It would be worth considering the extension of these posts during the reorganisation period to ensure that the 14-19 curriculum continues to develop – at a cost of £70k per year.

#### **Risk 5: Quality of buildings**

10.13 A report has recently been published by the Commission for Architecture and the Built Environment (CABE) which identifies significant weaknesses in both the design and the quality of build of schools opened over recent years under the Private Finance Initiative (PFI). It is no use having buildings, which win architectural and environmental awards if they are not fit for purpose and flexible to the needs of 21<sup>st</sup> century learners and their communities. We must get our design and build right on the Isle of Wight.

10.14 It will be important to procure good designers and good builders. We should also expect to put up buildings, which are carbon efficient and meet stringent sustainability tests. We should look for partners to support us in this, particularly among those who lead in the field on the Island itself. High standards of sustainability will probably add £2-2.5m to the costs of each of a new secondary school and a sixth-form centre – which would eventually be offset by savings in running costs and by carbon credits yet to be calculated.

#### **Risk 6: Quality of provision**

10.15 People may be anxious about the vulnerability of a single sixth-form centre to the ups and downs of quality and reputation. A way to safeguard this would be to open up the governance of the College to school and council representatives, so

that everyone has a stake in the quality of the Centre and can initiate action to maintain and strengthen that quality.

- 10.16 It will also be appropriate to take the partnership between the Isle of Wight Council and the Learning and Skills Council to a new level by establishing a joint memorandum of understanding around the quality issues for the College and sixth-form centre.

### **Risk 7: Choice and diversity**

- 10.17 The establishment of a single sixth-form centre at the College would replace a monopoly of school-based sixth form provision with a monopoly of college-based sixth form provision. The preferences of the young people who would attend the provision need to be ascertained. Lower attaining pupils are not given a high-school post-16 option; their provision is at the College or with work-based providers.
- 10.18 However, the range of choice available to young learners would be significantly increased if there were a single sixth-form centre on the same site as the College's current vocational provision as it would be easier to combine level 1 and level 2 courses with level 3 academic courses.
- 10.19 The establishment of a single sixth form centre would also open up new possibilities to collaborate with mainland universities to develop on-island higher education provision. This would make it easier for some learners to progress to higher education.
- 10.20 If it were decided to retain one or more high school sixth forms on the grounds of choice, it would be important to explore how choice would work. Unless there were to be some kind of agreed quota system, allocating sixth places to students from different parts of the Island, those within the particular school's catchment would have an advantage. There would also need to be clarity about when pupils and their parents would make choices; would it be at 11 or at 16? Ultimately there is a danger that the schools would make the real choice; rather than the pupil or the parent.

### **Risk 8: A drop in participation rates**

- 10.21 The high schools argue that school-based sixth forms encourage the retention of young people into post-16 education. This may be the case for some young people, although the options for most lower attaining pupils are already at the College. Moreover, the conversion rate by which those who stay in the high school sixth forms secure A2 passes at the end of their sixth form career is significantly lower in Isle of Wight schools than it is elsewhere.
- 10.22 Making sure that young people stay in education, be it in school, college or in work-based placements depends on the giving of good information, advice and guidance; on providing the right curriculum in the first part of the 14-19 phase; and on building aspirations and expectations among the young people and their families. This is core business for all those involved in the 14-19 partnership – schools, the College, the local authority, the LSC, and Connexions – and must remain so.



## **Risk 9: Behaviour difficulties**

- 10.23 When school reorganisation was previously under active consideration, concerns were expressed about behaviour and bullying, particularly if the mix of pupils covered a wide age range. If the reorganisation is for 11-16 schools, then the age range of the pupils covers 5 years – which is the same age range as the 13-18 schools.
- 10.24 If there are concerns about behaviour and bullying, they should be dealt with robustly by the school, whenever and wherever they occur. It is just possible that levels of anxiety around a reorganisation of school provision might affect pupil behaviour, but this should be easy to manage through good pastoral care.
- 10.25 Perceptions of behaviour at the College will still be coloured by past experience when pastoral support for student attendance, punctuality, behaviour and performance was weak. The College has hugely improved its pastoral care, but this remains a perception of many further education colleges and would be risk if there were changes in the current management of the College.

## **Risk 10: Small rural primary schools**

- 10.26 When school reorganisation was previously under active consideration, there were real concerns about the closure of small rural primary schools. The reorganisation now proposed would keep rural schools open, with an expectation that they work closely with their early years providers and with all of the different agencies who work with children and families to develop 'extended children's centres'. For the smallest of these centres, there would be potential to federate with other local centres, or with the local junior school, bringing leadership and governance together and strengthening the communities involvement for its young people.

## **Risk 11: Damage to private early years providers**

- 10.27 The idea of 'extended children's centres' has been interpreted by some as a school 'take-over' of the early years provision which is more often than not provided by the independent or voluntary sector. Strong and successful partnerships already exist between schools and early years providers and this is not the moment to dismantle them and replace them with maintained nurseries. However, it would be appropriate to encourage governing bodies to have greater ownership of these elements by contracting existing private providers to supply the services to governing bodies with liaison committees in place to ensure smooth joint working.

## **11. Costs:**

### **11.1 Capital costs**

6.1	6 <sup>th</sup> form centre	£30m	funded by LSC / College
6.2	status quo	£ 26m	OSP funded
6.3	200 6 <sup>th</sup> form places	£ 8m	funded by LSC / College
6.4	6 <sup>th</sup> form centre + 2 high school 6 <sup>th</sup> forms	£ 33m	funded by LSC + BSF (after 2014)
0.1	status quo	£0	

O.2	6 <sup>th</sup> form + 13-16	£30m £25m	funded by LSC / College OSP – if agreed by DfES
O.3	larger middle sch	£0 £128m	if achieved by federation if achieved by amalgamation / rebuild
O.4	6 <sup>th</sup> centre + full re-org	£30m £25m £ 12m	funded by LSC / College OSP necessary primary adaptations – funded from annual capital programme
O.5	11-18 + re-org	£99m £25m	Rest of BSF – later years OSP – only pays for one 11-18; other 11-18s not funded until after 2014
P.1	Cowes 11-16	£26m	OSP
P.2	Cowes 11-18	£30m	OSP
P.3	Carisbrooke	£33-38m	OSP – bid less likely to succeed
P.4	Ryde	£28m	OSP – bid less likely to succeed
P.5	Sandown	£33-38m	OSP – bid less likely to succeed
P.6	church school	£23m	funded with diocesan support
P.7	Medina	£ 9	remodelling

## 11.2 Additional Revenue Costs:

Project management:	£400K over 3 years
Human Resource management:	£300K over 2 years
Curriculum management:	£ 210K over 3 years

## 12. What happens next

early Sept 2006	All those involved in education on the Island – providers, parents, students – are invited to submit their written views to the Commission for Children and School Results by 13 <sup>th</sup> October. Background papers placed on the website.
13 <sup>th</sup> Oct 2006	deadline for written submissions to Commission
13 <sup>th</sup> to 31 <sup>st</sup> Oct	consultation responses collated
early Nov 2006	Commission for Children and School Results hold day meeting(s) to cross-examine those who have submitted evidence and to agree recommendations for Cabinet decision
mid to end of Nov 2006	public consultation on recommendations
end of Nov 2006	OSP bid completed and submitted
mid December	Cabinet makes decision on whether or not to back the LSC's proposals

to March 2007	statutory process for changes in school organisation
April 2007	School Organisation Committee (Adjudicator)
Mar 2007 – Sept 2009	building of 6 <sup>th</sup> form centre at the College building of One School Pathfinder at Cowes preparation for change in school organisation
Sept 2009	school reorganisation implemented 6 <sup>th</sup> form centre at the College opens
Sept 2010	new school at Cowes opens

### 13. NOTES

#### 13.1 Basis for New Build

Capital building costs for new work have been taken from the DfES cost calculator (including ICT and F&E) while renovation costs are based upon an extrapolation of recent remodelling costs.

#### 13.2 Estimated Minimum Capital Cost of 0-7 and 8-11 Primaries From Annual Capital Allocations

Early Years – Bringing 28 units presently in mobiles into permanent ‘spare’ school accommodation @ £150,000	£ 4,200,000
Primary – 1 new classroom at Wootton	£ 150,000
Estimated Capital Conversion of 58 spare classrooms into community, parents, staff use, etc @ say £20,000	£ 1,160,000
Conversion of 14 middle schools to primary @ say £200,000	£ 2,800,000
Removal of 36 redundant mobile classrooms @ say £20,000	£ 720,000
High – Temporary alterations say	£ 3,000,000
Total	<u>£12,030,000</u>

#### 13.3 Site Values

A 20 acre site can cost between £50,000 for agricultural land to £16,000,000 for land in a development area or anything in between.

#### 13.4 Revenue Costs

Regarding transport costs, and it seems there is no rough rule of thumb for pricing these costs. We would have to estimate the numbers that are likely to change and then take advice from the transport specialists.

### 14. BACKGROUND TO LSC PROPOSALS:

14.1 The LSC is proposing the establishment of level 3 academic (AS/A level / 6<sup>th</sup> form) provision at the College for three main reasons:

- a) the quality and range of sixth form provision at the high schools is not as good as it should be;
- b) the current geographical separation of level 3 academic provision (A levels) from level 3 vocational provision (eg BTecs) is limiting the options / curriculum pathways available to 16+ learners;
- c) a mix of academic level 3 (A level) and level 2 provision cannot always easily be found by those 16+ learners who need it.

14.2 These reasons are reinforced by a further four factors:

- c) recent LSC analysis has shown that the point scores achieved by the IOW high school sixth forms overall is poor;
- d) the Joint Area Review is likely to report that the progress made in improving standards and curriculum collaboration since the 2003 14-19 Review is too slow;
- e) the advent of the new 14-19 Diplomas, to be implemented from September 2008;
- f) the need to respond to the white paper proposals on planning provision on an area basis jointly by the LA and LSC.

14.3 The LSC believes that the best solution for the Island would be fully centralised level 3 academic (AS/A level / 6<sup>th</sup> form) provision at the College. They have survey evidence from young people which suggests that this is also the preference for many young people. They consider that centralised 6<sup>th</sup> form provision would be more cost-effective, would make it easier to recruit appropriately qualified staff; would facilitate movement across the academic – vocational divide; would facilitate the development work needed for the new 14-19 diplomas; and would make it easier to establish links with Higher Education (university) institutions and perhaps establish an HE presence on the Island. Outreach provision for those young people who might be less inclined to travel to a centrally located college would be offered by work-based learning providers.