



**BATH & NORTH EAST SOMERSET**

# **An Overview and Scrutiny Review of Secondary Education Provision in Bath and North East Somerset**

**Report date: January 2007**

**Revised as agreed by Panel from draft report  
presented at public meeting 8 January 2007**



**The Review was undertaken by  
The Education, Youth, Culture and Leisure  
Overview and Scrutiny Panel  
Between September 2005 and October 2006**

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# **An Overview and Scrutiny Review of Secondary Education Provision in Bath & North East Somerset**

## **1 Introduction**

### ***1.1 Purpose of the Report***

This report marks the final phase of a review undertaken by Bath & North East Somerset Council's, Education, Youth, Culture and Leisure Overview and Scrutiny Panel. The Panel's report and recommendations will go to the Executive Member for Children's Services. The Executive Member will determine the recommendations to be made to the Council Executive. The likely date for the report to reach the Council Executive is July 2007.

### ***1.2 Background***

The Education, Youth, Culture & Leisure (EYCL) Overview and Scrutiny Panel has undertaken a review of secondary education across the whole of Bath and North East Somerset. It began in September 2005 and was completed in November 2006. This report draws together the Panel's findings from the three previous phases of the review. It also includes recommendations for the future of secondary education in the form of a number of options which will be put before the Executive Member for Children's Services.

It is intended that this final report and the findings documented in the reports from the previous phases will inform decisions on the future shape of secondary education across the area. It will contribute to ensuring that the current high quality of education available to our young people is maintained and improved.

Education is changing rapidly. The Department for Education and Skills (DfES) is responsible for implementing these changes in England. The publication of "Schools, Building on Success", (DfEE) in 2001<sup>1</sup> and "The Five Year Strategy for Children & Learners"<sup>2</sup> (DfES), in 2004 set out the national agenda for transforming education and schools. In an effort to ensure this transformation takes place, the DfES is also implementing the Building Schools for the Future (BSF)<sup>3</sup> programme. BSF will provide funding to renew or refurbish every secondary school in England over a fifteen year period. This will provide the necessary infrastructure to support some radical changes to education provision. The BSF funding will require local authorities to have transformational plans in place; it is not simply intended to replace existing schools with more of the same.

The programme began in 2004. Although this Authority is not expected to receive funding until the final Waves, the DfES has emphasised that as lessons are learned from the early Waves and public expenditure decisions are made, the timescales may change. Therefore, it is important that the Authority takes the time now, to understand what its requirements for secondary education will be in the future. The Authority has to plan appropriately to meet the requirements of central government, the needs of children and young people in Bath and NE Somerset and to ensure that the BSF money will be spent effectively.

### **1.3 Terms of Reference**

The full terms of Reference for the Review can be found at Appendix 1. In summary these are:

#### **Purpose of the review**

The purpose of the review is to ensure that the current high standards in our secondary schools are maintained and improved; that all our resources are used effectively; that wherever possible good facilities are available to all users of school buildings; that the natural choice of parents and pupils will be their local school; that travel to schools by private car should be reduced where possible.

#### **Aims and objectives of the review**

The objectives are that the Panel's final report will recommend a pattern of provision for secondary education in the short to medium term (5-10 years); and ensure that secondary schools are prepared for the following ten years and beyond to cover the implementation period of the Building Schools for the Future programme.

#### **Principles of the Panel's Vision**

- To promote high educational standards, improved attendance and standards of behaviour.
- To promote the effective use of resources (money, land, buildings and people).
- To seek to provide high quality facilities for young people, staff and communities.
- To make the choice of a local school the natural and easy choice for parents/carers whilst recognising the wider area served by Church schools.
- To ensure that a school is within reasonable walking or cycling distance of home and/or reasonably accessible by public transport.

### **1.4 Overview & Scrutiny Involvement**

The Council Executive and the School Organisation Committee asked the EYCL Overview & Scrutiny Panel to undertake this Review for several reasons:

- Since 2003 the EYCL Panel has undertaken a number of successful reviews of primary school provision across the area. It has gained a great deal of experience whilst undertaking this work and was able to apply this to similar work at secondary level.
- The nature of Overview and Scrutiny makes the Panel an ideal mechanism for ensuring that consultation and involvement takes place with schools, pupils, parents/carers and the wider community.
- It is essential that all stages of the Review are transparent and the methods used in any Overview and Scrutiny process ensure this happens.

### **1.5 Methodology**

The full review has been broken down into manageable phases, based on the geographical location of secondary schools in the area:

**Phase 1** - looked at provision in the Keynsham and Chew Valley area (Broadlands, Chew Valley and Wellsway schools).

**Phase 2** - looked provision in the Greater Bath area (Beechen Cliff, Culverhay, Hayesfield, Oldfield, Ralph Allen, St Mark's CofE schools and St Gregory's Catholic College).

**Phase 3** - looked at provision in the Radstock & Midsomer Norton Area (Norton Hill, Somervale and Writhlington schools).

The Panel requested information from both council officers and schools themselves. It visited each school, met pupils and teachers and talked to the school councils. In each phase a public meeting was held to which the Headteachers and Chair of Governors from the schools were invited to give their views on how they saw their school developing into the future. Pupils, their parents/carers and any other interested parties were also invited to give the Panel their comments and views throughout the process. At the end of each phase an interim report was produced documenting the Panel's findings and these were presented at public meetings.

This report represents the final phase. The Panel considered the findings from the previous phases in the context of Bath & North East Somerset as a whole. It looked at similarities and differences across the area, identifying overarching, authority wide issues, opportunities and developments and what impact these would have at a local level. It has developed recommendations which take account of these as well as national strategies and other external drivers.

## ***1.6 Strategy for Outcomes & Recommendations***

### **1.6.1 Timescales**

The Panel has become increasingly aware that the conclusions it draws and the recommendations made in this report, fall into two distinct phases.

- a) From the present time (2006) until the full BSF funding becomes available to the Authority (likely to be around 2016, though this may change). The Panel's recommendations for this time frame are intended to ensure a high quality, pattern of provision, sustainable for the next 5-10 years. This has to be within the context of existing buildings and resources, but also to take into account predictable changes, which it can be reasonably assumed, will take place during this time.
- b) From the period when the BSF funding becomes available and for the 10 years thereafter (approximately 2016-2026). This timescale mirrors that of the Regional Spatial Strategy (RSS)<sup>a</sup>, which will set the regional context for planning in the South West until 2026. The Panel's recommendations for this time frame are intended to take a more strategic view of what pattern of education provision will be most appropriate and effective into the future.

This approach recognises that the actual situation which will pertain at the later date is far less predictable than for the period between now and 2016. However, a lack of certainty about the future, particularly developments associated with the RSS, should not prevent the Authority from forward planning. Indeed the value of undertaking this

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<sup>a</sup> See section 3.5.3 for more information re the Regional Spatial Strategy



work is that it will make it easier to take more informed decisions as and when it becomes necessary to do so.

### **1.6.2 Panel's Priorities when Considering Options**

- a) All children should have a local, easily accessible, high-performing school.
- b) As far as possible pupils should be able to walk/cycle or easily use public transport to attend their school / college.
- c) To maximise parent and pupil choice through the retention if possible of denominational places for those pupils who wish it.
- d) To respond to an unmet demand for co-educational places within the Greater Bath Consortium (as identified in both the 1999 and 2004 survey of parents), whilst retaining some single-sex schools. See Appendix 6 for more information about the Parent Surveys.

## **2 Context for the Review of Secondary Education**

There are a number of drivers which the Panel recognises will alter the way education is provided for all young people in the future. Some of these will extend the amount of time during the day and the number of days during the year that schools are used. Others will increase the range of activities that take place within school buildings and on school sites or take the provision of education outside of school buildings. In addition education for older pupils will more frequently take them outside of the school at which they are registered into the workplace or other institutions.

Increasingly there is recognition that schools are a huge community resource and that education does not begin at three or four and end at sixteen, eighteen or twenty-one. Although the focus of this Review has been on secondary education, it would be short sighted not to take account of this changing pattern of education.

The Department for Education and Skills (DfES) is the lead Government department for policy and strategy relating to children and young people. Most of the key guidance documents for local authorities originate from the DfES and some of these are outlined below.

### **2.1 The National Picture – Drivers for Change**

*The Children Act 2004*<sup>4</sup> provides the national context for services relating to children and their families. This legislation emerged from The Green Paper *Every Child Matters*<sup>5</sup> (2003), which identifies five outcomes for children and young people, these are:

- Be Healthy
- Stay Safe
- Enjoy & Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

The Change for Children programme (*Every Child Matters – Change for Children*<sup>6</sup>, 2004) breaks each outcome down into a number of specific aims. It sets out a national framework for local change programmes to improve the lives of children and young people. Government intends that this will “make a step-change in the quality, accessibility and coherence of services so that every child and young person is able to fulfil their potential....”<sup>7</sup>. (DfES, 2004).

The five outcomes are interdependent and Government has recognised that in order to achieve them, radical reform is required to the way that children’s services are currently delivered. *Every Child Matters: Change for Children in Schools*<sup>8</sup> (DfES, 2004), gives more detailed information on the part that schools will play. This includes the provision of extended services to children and their families and closer working between universal and specialist services (see 2.1.5).

Crucially for schools this includes “looking to all schools, over time, to provide a core offer of extended services either on site or across a cluster of local schools and

providers”<sup>9</sup> (DfES 2004). Given that most people spend at least eleven years attending school, it is not surprising that schools are considered a key building block for this framework. They will be expected to work closely with other statutory and voluntary organisations and the private sector to ensure services can be delivered.

In terms of education opportunities, *Schools, Building on Success*<sup>10</sup>, (DfEE, 2001) and *The Five Year Strategy for Children & Learners*<sup>11</sup> (DfES, 2004) outline how these improvements will be carried forward. The White Papers *Higher Standards, better schools for all*<sup>12</sup> (DfES, 2005); *14-19 Education and Skills*<sup>13</sup> (DfES, 2005), provide the structure for a different model of education provision for children and young people. The BSF initiative will ensure that the physical environment can successfully contribute and sustain the delivery of education into the future.

Although this report specifically deals with the education provision for children and young people in Bath & North East Somerset, the central role that schools have within the Every Child Matters agenda must be taken into account if a coherent delivery of services for children is to be achieved.

### **2.1.1 The DfES Five Year Strategy for Children & Learners**

This DfES strategy<sup>14</sup> published in 2004 covers learners of all ages from pre-school to preparation for the adult world of work. It identifies specifically in relation to secondary education, that not all schools are performing to high enough standards and that too many young people become disillusioned and drop out of education altogether at sixteen.

It focuses on some key areas such as the provision of early years support for parents and children from birth to five. This to be followed through into the primary years with schools working together to improve overall outcomes for their pupils. It looks to institutions to work in partnership to extend the range and options available particularly for the 14-19 age group.

### **2.1.2 The White Paper - Higher Standards, Better Schools for All**

This White Paper<sup>15</sup> enables the strategies outlined above, to be realised. It extends the options for schools to make their own decisions on the provision of education for their pupils. It proposes that all schools can become Foundation Schools or set up School Trusts<sup>b</sup>, giving them greater independence and freedom to run their own affairs. They will be able to determine their own fair admissions policy, increase the supply of places, determine curriculum and choose specialisms. Schools will be able to work in partnership with external bodies; a new national Schools Commissioner who will drive the changes proposed in the White Paper will oversee these partnerships.

Another key aim of the White Paper is to increase the amount of influence and involvement that parents / carers of pupils will have regarding the provision of schools locally. It sets out the legal frameworks to enable this. Parents will be given more rights to influence the schools system and better support to do so, including more information. Pupils’ choice of schools will be improved through better transport arrangements and changes to school admissions policies.

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<sup>b</sup> See section 2.2.1 for full explanation of different categories and types of schools.

The Local Authorities' role will become strategic commissioner rather than provider of services. They will focus on driving up standards and championing parents and pupils in getting the school system they want and need.

### **2.1.3 The White Paper - 14-19 Education and Skills**

This White Paper<sup>16</sup> supports the five year strategy through proposals to reform education for students aged 14-19. It aims to increase the numbers of pupils staying on in education after the age of sixteen, through extending the range of opportunities available to them and particularly the number of vocational courses available.

GCSEs and A levels will be retained as 'cornerstones' of the new system; however the White Paper introduces the concept of General and specialised Diplomas. General Diplomas will be awarded to students who achieve 5 A\*-C GCSEs including Maths and English. Specialised Diplomas will be designed in consultation with employers and consist of a mix of general and applied education; they will often contain GCSEs and A levels within them.

Each specialised Diploma will cover a different sector of the economy and all will be awarded at 3 levels.

- Level 1 will be foundation
- Level 2 will be equivalent to GCSEs A\* - C. It will prepare students to go on to Level 3 diploma courses, A levels or an apprenticeship
- Level 3 is advanced. It will prepare students to go on to higher education or specific occupational training.

The first five Specialised Diplomas will be available by 2008 and will cover Creative & Media; Construction; Engineering; Health and Social Care; Information Technology. In all there will be 14 Specialised Diplomas reflecting the occupational sectors in the economy. The full list of Diplomas is listed at Appendix 5.

In order to achieve this extended curriculum offer, it is clear that schools and colleges will need to collaborate.

*"The nature of the 14-19 entitlement makes it evident that no school acting alone will be able to meet the needs of all young people on its roll; and that very few colleges will be able to offer the breadth of curriculum on their own. Consequently, schools, colleges and training providers will need to think together and with local agencies about how to offer more between them than any one could individually"*<sup>17</sup>.

(DfES, 2005).

Without this level of co-ordination and co-operation students will continue to be limited in the range and type of qualifications they can work towards.

An Area Prospectus will be drawn up by September 2007 and will set out all the courses available to students within each local authority area. Where there are gaps the relevant local authority together with the Learning & Skills Council will be

responsible for commissioning provision to fill these. This will ensure that students have a wide range of both academic and vocational courses to select from.

#### **2.1.4 Building Schools for the Future**

Building Schools for the Future (BSF) will provide funding to rebuild or renew every secondary school in England over a 15 year period. The programme is being delivered in ‘Waves’ which will run approximately, to 2020. Although the time scales are still fluid, it is expected that by 2016 major rebuilding will have started in all local authorities in England.

Bath and NE Somerset as a high performing local authority with low deprivation<sup>c</sup> will not receive funding for all of its schools until the final waves of the programme (Waves 10-15). Waves 1-6 have been announced; the DfES has stated that the programme for Waves 7-15 will be part of discussions leading up to the Comprehensive Spending Review in 2007.

In recognition of the difficulties that Councils in the later waves of the programme may experience, limited amounts of money have been made available to some of these authorities through a One School Pathfinder Programme. Bath & North East Somerset has been invited to join this programme and has been offered money to renew one of our secondary schools.

DfES has indicated that in preparing for inclusion in the BSF programme, local authorities should consult with their schools and all other relevant stakeholders to assess their education needs – now and in the future. The range of issues should be “ambitious and far-sighted”<sup>18</sup> and include for example, school organisation (including an analysis of the projected number of school places); Academies; Extended schools and community provision; Specialist school provision; Children’s Trusts; Secondary underperformance; 14-19 provision.

#### **2.1.5 Extended Schools / Extended Services**

Extended schools / services are seen a key delivery method for Every Child Matters. While there is not a “one size fits all” prescriptive model, there are some clear expectations of what must be provided. These include:

- Childcare 8am-6pm, all year round (known as “wraparound care”)
- Parenting and family support
- A varied range of activities including study support, sport and music clubs
- Swift and easy referral to specialist services such as speech therapy
- Community use of facilities including adult and family learning and ICT

The range of core provision is different depending on whether the school is primary or secondary, but by 2010 all secondary schools will be open from 8am to 6pm all year round and provide a range of activities for young people.

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<sup>c</sup> This is defined with reference to numbers of pupils in receipt of free school meals, general socio-economic well-being and historical levels of attainment in education.

The concept is one of a community resource providing easy access to both universal and specialist services for children and families in a coherent manner. They will provide services not only for children between the ages of 5-16, but extend support from birth onwards, including for example assistance for parents wanting to move back into work, and those adults who need to improve their knowledge and skills. It is not assumed that schools will necessarily provide all such services themselves, they may choose to work with local providers, agencies and in many cases other schools.

Any review of education provision in Bath & North East Somerset has to bear this multi-functional model for schools in mind.

## ***2.2 The National Picture –Types of Schools & Demographics***

### **2.2.1 Categories of Schools**

There are four legal categories of state maintained school (ie those schools which are funded by the tax payer):

- **Community Schools** - These comprise the majority of mainstream schools nationally. The Local Education Authority has responsibility for admissions and sets the criteria. The Local Authority owns the land and buildings. There are eight secondary Community schools in Bath and NE Somerset.
- **Foundation Schools** – These have a much greater degree of independence. The Governing body is responsible for admissions and set their own criteria. They also employ all of the staff. The Foundation or Governing Body owns the land and buildings. There are three secondary Foundation schools in Bath and NE Somerset.
- **Voluntary Schools** - This category covers both Voluntary Aided (VA) schools and Voluntary Controlled (VC) schools.

VA schools are self-governing schools usually with a religious character. Staff are employed by the governing body of the school, and assets are owned by the governing body with the exception of the school playing fields which are provided and owned by the Local Authority. Usually, the cost of the original building is paid by the organisation setting up the school, and the local authority pays for the running costs. The Governing body are responsible for admissions and set their own criteria. There are two secondary VA schools in Bath and NE Somerset.

The Local Authority and usually the Church of England or Roman Catholic Church run VC schools in partnership. The Local Authority is responsible for admissions and sets the criteria. There are far fewer VC secondary schools than VA secondary schools (currently less than 0.5 percent of secondary schools in England are VC). There are no secondary VC schools in Bath and NE Somerset.

- **Special Schools** - These can either be Community or Foundation schools with the same rights and responsibilities as other schools within those

categories. These schools provide education specifically for children with Special Educational Needs (SEN). Not all children with SEN attend Special Schools; many attend mainstream schools, with necessary additional support to enable them to achieve their full potential. There are three Special Schools in Bath and NE Somerset (across the whole age range).

There are a number of other types of schools:

- **Independent Schools** - An independent school is a school which is not financially supported by national or local government and is maintained through the payment of fees, gifts, and endowments. Independent schools are often referred to as private schools or public schools. Many independent schools are registered charities. There are eight independent schools in Bath and NE Somerset (covering the whole age range).
- **Trust Schools** - The Education and Inspections Act 2006 has created this new type of school. It is similar to a foundation school, but with the backing of a Trust which could be an education organisation, a religious body or a private sponsor. There are no Trust Schools in Bath and NE Somerset.
- **Academies** - In law these are independent schools but they are fully funded by the public. The Academies Programme announced in 2000, was formerly known as the City Academy Programme but has now been extended to cover all areas. By March 2006 100 academies were either operational or in the feasibility / implementation stages, it is intended this will rise to 400 Academies by 2010. Academies are comprehensive schools established by sponsors from business, faith or voluntary groups working in partnerships with central Government and local education partners.

Current sponsors include faith groups, universities, wealthy individuals and in a very few cases, local authorities. The capital costs for Academies are provided by the sponsors and directly from the DfES. Running costs are met in full by the DfES. DfES expects Local Authorities to consider the scope for the establishment of Academies as part of their strategic plans to increase diversity in secondary provision and improve educational opportunities. There are no Academies within Bath and NE Somerset. An Academy operates in Bristol and there are plans for two or possibly three further Academies within that area

- **City Technology Colleges (CTC)** - In law these are independent schools. The Schools Standards and Framework Act allowed CTCs to keep their status as independent schools and provided for any CTC wishing to do so to join the maintained sector, subject to local statutory proposals. The City Technology programme was established by the Education Reform Act 1988. Fourteen City Technology Colleges (CTCs) and one City College for the Technology of Arts (CCTA) were opened in urban areas across England in the period 1988 to 1993. Some CTCs are considering joining the Academies Programme. There are no CTCs within Bath and NE Somerset.

## 2.2.2 Independent Schools in England

The DfES calculates that the total number of independent schools fell from 2,256 in 1997 to 2,160 in 2003, but has risen over recent years to 2,261<sup>19</sup>. However, because of the way independent schools are structured in terms of age ranges, these figures do not distinguish between primary & secondary schools.

It is not possible to identify precisely how many independent schools are secondary schools, however data is collected on pupils aged 11-15 in both sectors. The total number of pupils aged 11-15 attending schools in England is 3,164,420 (excluding those pupils in special schools). Of these, 264,660 are pupils in the independent sector. Based on these figures, that represents about 8.4 percent nationally. This figure includes pupils attending City Technology Colleges and Academies which are not normally regarded as independent schools. If these pupils are discounted the percentage of pupils aged 11-15 attending traditional independent schools is about 7 percent.

## 2.2.3 Church Schools in England

Church schools are sometimes referred to as Faith Schools or Denominational Schools. Historically the two main types of these schools in England have been Church of England (CofE) and Roman Catholic. Church schools are generally Voluntary Aided (VA) or Voluntary Controlled (VC).

Of the 3,367 maintained secondary schools in England, 588 are Christian schools. This is broken down to 345 Roman Catholic, 201 Church of England schools, thirty defined as “Christian, other” (this group includes schools which are of mixed denomination or other Christian faiths). Together the pupil intake of these schools accounts for about 15.5 percent of the total number of secondary school pupils nationally. The numbers and types of schools, together with the number of pupils each type of school has on roll can be seen in the table below <sup>20</sup>. (fig 1).

Type of school	Number of schools	Number of Pupils
All Secondary	3,367	3,306,780
Roman Catholic	345	318,850
Church of England	201	172,590
Christian, other	30	27,620

Figure 1

In addition to the schools listed above, there are twelve other maintained secondary schools in England operated by other faiths (Jewish, Muslim, Sikh).

## 2.2.4 Single-Sex Schools in England

Over the past 30 years the number of maintained, single-sex state schools has reduced from nearly 2,500 to 412 now (183 boys only, 229 girls only). This equates to about 12 percent of the total number of maintained schools. One in three education authorities no longer offer single-sex education in any of their schools. In the independent sector a similar pattern has been seen and over the past ten years, 130 single-sex independent schools have either closed or become co-educational<sup>21</sup>. Many of the remaining single-sex schools now allow entry to the sixth form for pupils of the opposite gender.



Although single-sex schools are now less evident than previously, in recent years there has been increasing interest in and some research into, the benefits or otherwise of educating children of different genders separately. In particular this has been a result of concerns about the comparative performance between boys and girls. The results to date are not conclusive.

A review of previous research was undertaken for the Local Government Association by the National Foundation for Educational Research (NFER)<sup>22</sup> in 2002. It found that girls in single sex comprehensives achieved slightly better results at GCSE than girls in mixed comprehensives equating to about a quarter of a grade. The effect was more marked in the sciences and most notable for those girls with a lower prior attainment grade. There was no difference between girls educated in co-educational or single-sex grammar schools.

Although no overall differences in performance was found for boys educated in single sex comprehensives, it did appear that those with lower prior attainment achieved better average GCSE scores in single sex comprehensives. Boys in single sex grammar schools achieved slightly better results than those in co-educational grammar schools.

In 2006 The Headmasters & Headmistresses Conference commissioned the Centre for Education and Employment Research (CEER) to undertake a comprehensive review the latest evidence<sup>23</sup>. This study, by two of Britain's leading educational experts, Professor Alan Smithers & Dr Pamela Robinson, took account of the NFER findings as well as more recent research papers. It looked at different types of separation (separate classes within co-educational schools as well as separate schools) and also looked at factors other than just academic achievement, such as subject choice, the views of pupils and teachers, behavioural and emotional development.

It concluded that "Comparisons of girls' and boys' achievement by school type come out more often in favour of single-sex schools. But the differences tend to be small and inconsistent and open to other explanations, for example, the ability and social background of the pupils" concluding that "differences are unlikely to be due mainly or even substantially to the fact of being single-sex or co-educational". Overall Smithers and Robinson conclude that although the gender composition of a school is an obvious feature, it is not the most important factor in its success or otherwise. "There are excellent single-sex schools and excellent co-educational schools. Our conclusion is that they are excellent for reasons other than that they separate, or bring together, the sexes for their education".

The DfES has commissioned a three year project<sup>24</sup> to examine different strategies for teaching single-sex classes. Its focus is to consider whether this could be a factor in improving boys' achievement. The interim findings would seem to echo those of the CEER research, suggesting that it can be difficult to evaluate the effectiveness of single-sex teaching and that the evidence in terms of results is conflicting. It suggests that success depends on the school taking a 'holistic approach' towards tackling gender differences rather than simply teaching boys and girls separately.

In summary then, the evidence on the whole would indicate that any differences between the performance of pupils of different genders educated separately and in co-educational schools or classes, are relatively small. Other factors are likely to play as important a role in pupils' achievements, including previous levels of attainment, background and the overall ethos and approach of the school.

### **2.2.5 Size of Schools and Sixth Forms (Maintained Sector) in England**

#### **Schools sizes (pupils age 11-15)**

There is a wide distribution of size for secondary schools in England, ranging from under 100 to 1800+ pupils (for ages 11-15, this does not include pupils in the sixth form). As can be seen from figures 2 and 3 below, just over 57 percent of all schools fall within the range 701-1200 pupils; just over 28 percent of schools within the range 101-700 and just over 14 percent within the range 1201-1800.

Size (pupils 11-15)	Number of schools	Proportion of schools	Cumulative Number of Schools	Cumulative Proportion of Schools
<100	7	0.21%	7	0.21
101-200	26	0.77%	33	0.98%
201-300	52	1.54%	85	2.53%
301-400	111	3.30%	196	5.82%
401-500	182	5.41%	378	11.23%
501-600	249	7.40%	627	18.62%
601-700	336	9.98%	963	28.60%
701-800	407	12.09%	1370	40.69%
801-900	447	13.28%	1817	53.97%
901-1000	403	11.97%	2220	65.94%
1001-1100	353	10.48%	2573	76.42%
1101-1200	314	9.33%	2887	85.75%
1201-1300	207	6.15%	3094	91.89%
1301-1400	123	3.65%	3217	95.55%
1401-1500	72	2.14%	3289	97.69%
1501-1600	38	1.13%	3327	98.81%
1601-1700	18	0.53%	3345	99.35%
1701-1800	15	0.45%	3360	99.79%
1801 and over	7	0.21%	3367	100.00%

Figure 2

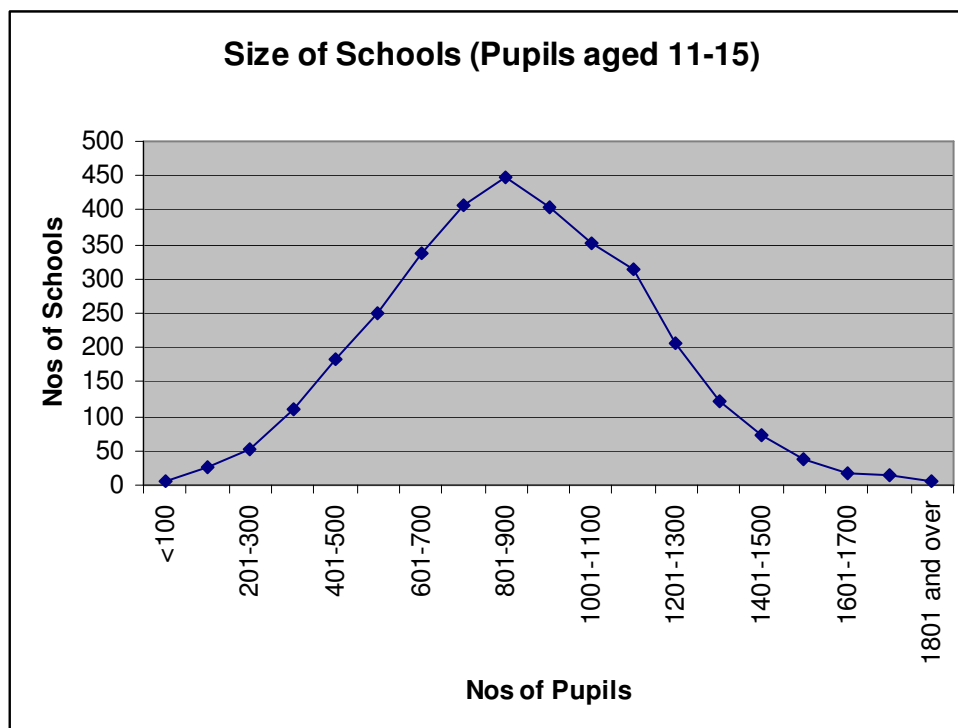


Figure 3

### Schools Sixth Forms (Pupils age 16+)

Of the schools above, 1,756 have sixth forms (defined as schools with one or more pupils in years 12 and 13) the sizes of the sixth forms can be seen in figures 4 and 5 below.

Size (pupils 16-19)	Number of schools	Proportion of schools	Cumulative Number of Schools	Cumulative Proportion of Schools
<51	68	3.9%	68	3.9%
51-100	189	10.8%	257	14.6%
101-150	332	18.9%	589	33.5%
151-200	384	21.9%	973	55.4%
201-250	312	17.8%	1285	73.2%
251-300	221	12.6%	1506	85.8%
301 and over	250	14.2%	1756	100%

Figure 4

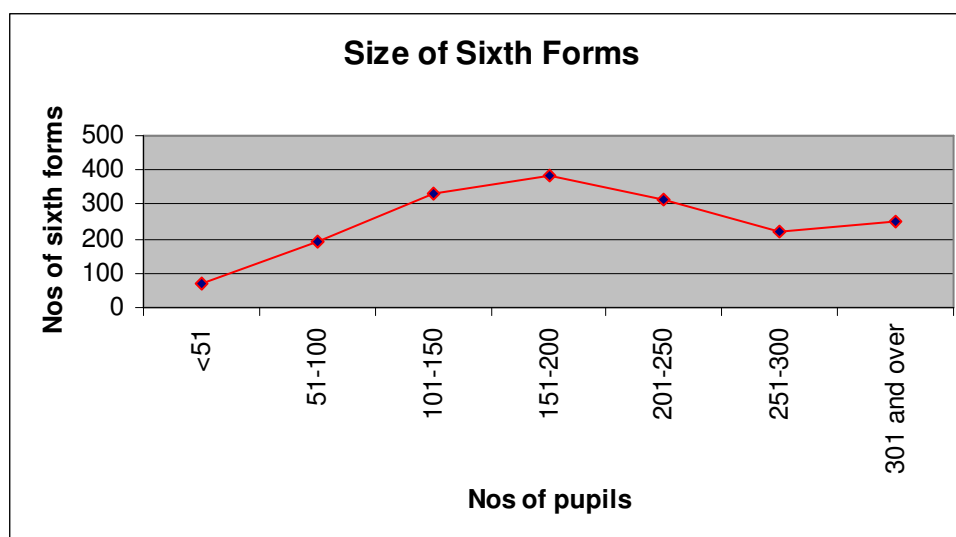


Figure 5

The majority of sixth forms are over 150 pupils (66.5 percent), 14.7 percent have 100 or fewer pupils.

It is worth noting that the data for sixth forms is not necessarily an indicator of how they will develop in size in the future. The 14-19 curriculum requirements (see section 2.1.3) will mean that smaller sixth forms will either need to collaborate extensively or will need to increase in size in order to provide pupils with sufficient choice. It is likely that even very large sixth forms will have to develop some collaborative arrangements with other schools or colleges in their area.

### Optimum Size

The DfES makes no recommendations about the optimum size of schools or sixth forms. There are two aspects to be considered:

- Whether there is a measurable causal effect between the size of school / sixth form and attainment and achievement.

- Economies of scale, and the extent to which these are achieved at larger schools / sixth forms.

### **Performance**

The Local Government Association commissioned the National Foundation for Education Research (NFER) to explore what impact school size has on performance<sup>25</sup>. The findings, using national value-added data sets, indicated that after controlling for variables, performance increased with size up to a certain point, thereafter it declined.

It found that generally, the best results were achieved in a school size which had a cohort of about 180-200 children (this would mean a school of around 900-1000 pupils aged 11-15). The worst results were obtained in very small or very large schools. It also found that the size of a sixth form was significant in terms of results at GCSE. A large sixth form in a school produced better results than schools with smaller sixth forms. The report concludes that although pupils at medium-sized schools produced the best results at GCSE, the differences while statistically significant, were small.

A study undertaken in 2004 by EPPI-Centre, Social Science Research Unit at University of London<sup>26</sup> came to similar conclusions in terms of the optimum size of schools. It cites an English study, which found that achievement increases as the number of pupils goes up, to a maximum of about 1,200 (11-15 schools) or 1,500 pupils for (11-19 schools). The study does however acknowledge that it is difficult to identify with certainty the precise size schools need to be in order to maximise achievement and that further research is needed in order to build on existing knowledge. It suggests that “schools within schools”<sup>d</sup> may potentially offer the benefits of both small and large schools. However it recognises that to date insufficient analysis has been undertaken to draw any conclusions about this model.

### **Economies of Scale**

A report produced by the Learning & Skills Development Agency<sup>27</sup> was published in autumn 2006. It reviewed the relationship between the size of institutions and the cost of Level 3 courses (mainly A level). It looked at this provision in 3 settings, sixth form colleges, general further education colleges and school sixth forms.

Whilst acknowledging the limitations of the research (particularly in that accounting information was only available from colleges and not from school sixth forms), the report concludes that economies of scale do exist and are important. Its main findings are that economies of scale can be achieved

Larger institutions are able to spend approximately 10 percent less on administration and teaching staff with the potential for directing resources towards learners. However, most larger colleges are at present maintaining these resources as financial surpluses.

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<sup>d</sup> This is where large schools separate pupils into smaller groupings that are treated as separate entities within the whole school.

- Costs of provision at an institution of 200 learners are 59 percent higher than an institution of 1000.
- Costs of provision at an institution of 200 learners are 18 percent higher than an institution of 300.
- Costs of provision at an institution of 100 learners are 94 percent higher than an institution of 300.

Institutions with fewer than 500 Level 3 learners face substantial diseconomies of scale. These can largely, although not wholly, be accommodated by restricting learner choice in institutions with between 200-500 learners.

The report notes the evidence compiled in the mid 1990s by the Audit Commission (which has formed the basis of much discussion about school sixth forms over the last decade). It concludes that the Audit Commission understates the size of sixth form required to ensure viability without cross-subsidy from the remainder of the school. The Audit Commission identified 160 learners, as the minimum required for viability although it did raise the possibility that 250 learners were required to ensure viability and a wide range of choice.

## **2.2.6 Getting To and From School**

### **Pupils Eligible for Home to School Transport**

Since the 1944 Education Act, there has been a duty on English & Welsh Local Authorities to provide transport to and from school for entitled pupils. This is termed “Home to School Transport”. Entitled pupil means any child under eight who lives two miles or more from the nearest appropriate school, and for those over eight years, three miles or more.

The local authority determines the definition of “nearest appropriate school”. Normally this is the nearest school geographically, suited to a child’s age, ability and aptitude. In general this will refer to the school which includes the pupil’s home address in its Area of Prime Responsibility (APR)<sup>e</sup>. Pupils who live within a school’s APR will have preference for entry into that school over those who live outside of the APR. In addition to this, children with special educational needs or where other particular circumstances pertain may be entitled to school transport even though they do not meet the statutory distance criteria.

In law a local authority has a legal duty to provide school transport for those pupils who are entitled to it; the authority may also choose to provide free or subsidised transport for other pupils as well. The reality is however, that although local authorities have considerable discretion to offer free or subsidised transport, finite resources and the increasing costs of statutory provision mean that discretionary transport now accounts for very little spending on home to school transport<sup>28</sup>.

### **Transport for Other Pupils**

In addition to “Home to School Transport” for those eligible, there is the wider issue of how those pupils who are not entitled to have transport provided by their local authority, travel to and from school. A consequence of the decrease in discretionary provision is that parents, whose children are not eligible, increasingly choose to drive

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<sup>e</sup> See section 3.4 for explanation of APR.

them to school. The proportion of children travelling by car to and from school has increased significantly since the mid-1980s and the proportion walking and cycling has decreased correspondingly. Nationally, just over 10 percent of cars on urban roads between 08.00 and 09.00 in term time are on the 'school run'<sup>29</sup>. Estimates are that at the peak time (08.50) 18 percent of cars are taking children to school. In addition the proportion of journeys to school by car has nearly doubled in the last ten years from 16 percent to 30 percent<sup>30</sup>.

Any increase in the number of children travelling to and from school by private car, rather than on foot, by cycle or public transport has several consequences. It reduces the opportunity for regular exercise at a time when there is increasing concern about childhood obesity. Reliance on parents for travelling to and from school reduces children's independence and may mean there is less opportunity for extra curricular activities to be undertaken. There are also implications for pupils who may need/wish to attend more than one institution or undertake extra study.

### **Implications**

Clearly in terms of sustainability, independence and healthy lifestyle, it is preferable that pupils are encouraged to travel to school by means other than by private car. The Department for Transport (DfT) and the DfES work together to assist schools to develop a strategic approach to school travel issues. It is something that any local authority must take into consideration when planning changes to schools within its area. If the result of such changes are that children have to travel further to school or their journeys are more difficult then parents may opt to drive them rather than consider other options.

In terms of those pupils who are eligible for Home to School Transport, closure of a school or changes to the age, gender or faith of pupils admitted may have a financial impact on the local authority's school transport budgets. This must be taken into account when weighing up the financial implications of such changes.

### **2.2.7 Demographic Changes<sup>31</sup>**

England is experiencing a change in the composition of its population. We are a society where the proportion of young people is falling. In 2004, under 16s accounted for 19.6 percent of the total population; this is projected to fall to 18.3 percent by 2011. This has inevitable implications for the planning of all public services. In the context of this report particular attention has to be paid to the reduction in the number of school age children in the overall population.

### **2.2.8 Falling School Rolls**

After increasing throughout the 1990s, the total number of pupils in mainstream nursery and primary schools peaked in 1998 at 4.33 million; the fall since then is projected to continue and, by 2008, to fall below 4 million for the first time since 1992. The secondary school population will follow a similar pattern, it is estimated that it peaked in 2004 at 3.33 million and this marked the start of several years of decline. A 3.8 percent reduction is predicted to result between 2003/04 and 2007/08.

Although the number of school places and schools has reduced, this has not fully mitigated the effect of the fall in pupil numbers. As a result there are surplus places. Surplus places are defined as the difference between the net capacity of the school

and the number on the pupil roll. More accurately these places are simply 'unfilled'. All surplus places are unfilled, but not all unfilled places are necessarily surplus. Some spare capacity is always needed to manage changes which occur year to year and within school years. However these numbers must be carefully monitored and managed in order to ensure that resources are not being used to provide excessive numbers of surplus school places.

The DfES undertakes a survey of surplus places in local authorities in England every year. The latest published figures are taken from the January 2005 survey and show that there were 227,168 surplus places in secondary schools across England<sup>32</sup>. Given the projected reduction in pupil numbers, this is likely to increase unless there is a corresponding reduction in the number of school places or schools.



### 3 Bath & North East Somerset – the Local Context

This section sets out the context for secondary education provision within Bath & North East Somerset. It looks at both the state and independent sector, although the focus is on those establishments which are funded wholly by the taxpayer. It looks at the category and types of schools and colleges in the area and also at demographic changes and planned developments that are likely to have implications for education provision.

#### ***3.1 Current Secondary School Provision in Bath and NE Somerset***

There are thirteen local authority schools within Bath and NE Somerset area; all are comprehensive schools. This means that students are admitted without reference to ability and there is no requirement to succeed in any examination or test in order to gain entry to the school. The secondary schools in this authority fall into the following categories<sup>f</sup>:

- Eight are community schools, one of which is a single-sex boys' school.
- Two are voluntary aided church schools (of which one is Roman Catholic and the other Church of England).
- Three are Foundation schools, two of which are girls schools and one boys school

More detailed information about the admission procedures and criteria and Areas of Prime Responsibility for these schools can be found in the booklet "A Secondary School for your Child – in Bath and North East Somerset 2007/2008" (see Appendix 7).

Ten secondary schools operate a sixth form. The two Voluntary Aided Church schools do not take pupils into a sixth form, but their pupils have priority for admissions to a Roman Catholic Sixth Form College, St Brendan's which is located just across the Authority border in Bristol City Council's area. The third school with no sixth form, Broadlands provides post 16 education in partnership with Norton Radstock College.

Sections 3.1.1 – 3.1.3 below, contain summary information about each of the Local Authority secondary schools within Bath and NE Somerset. Full information is contained within the interim reports produced at the end of each phase of the Review. See Appendices 2, 3 and 4.

**Note** - the data included in the original reports was current at the time. Data included below has been updated to take account of the most recent and available figures / information. It has been confirmed with the schools where it has been possible to do so. Appendix 8 contains a data set for all schools, this is based on the original data sets issued at the beginning of each phase, but has now been updated. .

The Ofsted reports quoted come from different years, depending on when the last inspection took place. The reports used in this section are the latest available for that

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<sup>f</sup> See section 2.2.1 for full explanation of the different legal categories and types of schools.

school. It should be borne in mind however that the inspection regime changed in 2005 so results may not be wholly comparable.

### **3.1.1 Keynsham and Chew Valley (Review Phase 1)**

There are three local authority secondary schools in this area:

#### **Broadlands School**

Broadlands School is located on the western side of Keynsham.

It is a co-educational, comprehensive community school for students aged 11-18.

At September 2006 there were 1060 students on roll. Post 16 education is provided on the school site in partnership with Norton Radstock College.

It is a specialist school in Science and Engineering

The last OFSTED report (March 2006) states that “The school’s effectiveness is satisfactory” and that “It gives sound value for money”.

Results at GCSE for 2006 were: 5 A\*-C 66%, 5 A\*-G 94%

#### **Chew Valley School**

Chew Valley School is located in the village of Chew Magna

It is a co-educational, community school for students aged 11-18.

At September 2006 there were 1157 students on the roll. This includes 182 students in the sixth form.

It is a specialist Performing Arts college.

The last OFSTED report (Nov 2004) states that “Chew Valley is a very good school” and that “The school provides very good value for money”.

Results at GCSE for 2006 were: 5 A\*-C 71%, 5 A\*-G 97%

#### **Wellsway School**

Wellsway School is located in the town of Keynsham.

It is a co-educational, comprehensive community school for students aged 11-18.

At September 2006 there were 1343 students on roll. This includes 262 students in the sixth form.

It is a specialist school in Sport and Science.

The last OFSTED report (April 2003) states that “Wellsway is a good school” and that “The school gives good value for money”.

Results at GCSE for 2006 were: 5 A\*-C 76%, 5 A\*-G 99%

### **3.1.2 Greater Bath (Review Phase 2)**

There are seven local authority secondary schools in this area:

#### **Beechen Cliff School**

Beechen Cliff School is located to the south of the city centre.

It is a foundation comprehensive school for boys aged 11-16 and both genders from 16-18.

At September 2006 there were 1076 students on roll, this includes 265 students in the sixth form.

It is a specialist school in Technology.

The last OFSTED report (January 2004) states that “Beechen Cliff is a sound school with many good features” and that “Value for money is good”.

Results at GCSE for 2006 were: 5 A\*-C 74%, 5 A\*-G 99%

### **Culverhay School**

Culverhay is located on the south western edge of Bath.

It is a community comprehensive school for boys aged 11-16 and both genders from 16-18.

At September 2006 there were 430 students on roll, this includes 51 students in the sixth form.

It is a specialist school in Maths and Computing.

The last OFSTED report (May 2006) states that “Inspection evidence judges effectiveness

to be satisfactory overall. It is good in the main school, but inadequacies in the sixth form prevent it from being good overall” and that “Financial management is good and value for money is satisfactory and improving”.

Results at GCSE for 2006 were: 5 A\*-C 49%, 5 A\*-G 87%

### **Hayesfield School**

Hayesfield is located to the south west of the city centre. It is a split site (Upper & Lower Schools are half a mile apart and the playing fields are about two miles from the school. The sixth form is located in houses opposite the Upper School).

It is a foundation comprehensive school for girls aged 11-16 and both genders from 16-18.

At September 2006 there were 1229 students on roll, this includes 246 students in the sixth form.

It is a specialist school in Technology.

The last OFSTED report (May 2006) states that “Hayesfield is a good school with some outstanding features” and that “The school uses its resources very effectively and provides

good value for money”.

Results at GCSE for 2006 were: 5 A\*-C 69%, 5 A\*-G 98%

### **Oldfield School**

Oldfield is located on the north western edge of Bath.

It is a foundation comprehensive school for girls aged 11-16 and both genders from 16-18.

At September 2006 there were 881 students on roll, this includes 78 students in the sixth form.

It is designated a High Performing Specialist School in Sport with a second specialism in the Arts.

The last OFSTED report (March 2003) states that “This is a very effective school” and that “The main school provides very good value for money”.

Results at GCSE for 2006 were: 5 A\*-C 82%, 5 A\*-G 99%

### **Ralph Allen School**

Ralph Allen is located on the south eastern edge of Bath.

It is a co-educational, comprehensive community school for students aged 11-18.

At September 2006 there were 1073 students on roll, this includes 200 students in the sixth form.

It is a specialist school in Science.

The last OFSTED report (January 2004) states that Ralph Allen is “an effective school that provides good value for money”.

Results at GCSE for 2006 were: 5 A\*-C 71%, 5 A\*-G 98%

### **St Gregory's Catholic College**

St Gregory's is located on the south western edge of Bath.

It is a Voluntary Aided, co-educational comprehensive school for students aged 11-16. It does not operate a sixth form, but students have preferential treatment for gaining entry to St Brendan's Sixth Form College in Bristol.

At September 2006 there were 792 students on roll.

It is a specialist school in performing arts and has applied for Modern Foreign Languages.

The last OFSTED report (November 2005) states that "The overall effectiveness of the college is good" and that "The college gives good value for money".

Results at GCSE for 2006 were: 5 A\*-C 74%, 5 A\*-G 93%

### **St Mark's CofE School**

St Mark's is located on the north east edge of Bath.

It is a Voluntary Aided, co-educational comprehensive school and is designated as an 11-18 school. Currently however, it does not operate a sixth form. The pupils have preferential treatment for gaining entry to St Brendan's Sixth Form College in Bristol.

At September 2006 there were 320 students on roll.

It is a specialist school in Business and Enterprise.

The last OFSTED report (November 2006) states that "The school is satisfactory with a number of good features".

Results at GCSE for 2006 were: 5 A\*-C 36%, 5 A\*-G 90%

## **3.1.3 Radstock and Midsomer Norton (Review Phase 3)**

There are three local authority schools in this area

### **Norton Hill School**

Norton Hill is located close to the centre of Midsomer Norton.

It is a co-educational, community comprehensive for students aged 11-18.

At September 2006 there were 1343 students on roll, this includes 262 students in the sixth form.

It is a specialist school in Technology and has a second specialism in Modern Foreign Languages.

The last OFSTED report (March 2003) states that "Norton Hill is an excellent school with a very good sixth form" and that "The school provides very good value for money".

Results at GCSE for 2006 were: 5 A\*-C 69%, 5 A\*-G 99%

### **Somervale School**

Somervale is located close to the centre of Midsomer Norton.

It is a co-educational, community comprehensive for students aged 11-18.

At September 2006 there were 740 students on roll, this includes 112 students in the sixth form.

It is a specialist school in Media Arts.

The last OFSTED report (May 2005) states "Somervale School provides a sound education for its pupils, with an increasing number of good features".

Results at GCSE for 2006 were: 5 A\*-C 51%, 5 A\*-G 95%

### **Writhlington School**

Writhlington is located a mile to the east of the centre of Radstock

It is a co-educational, community comprehensive for students aged 11-18.

At September 2006 there were 1183 students on roll, this includes 140 students in the sixth form.

It is a specialist school in Business and Enterprise.

The last OFSTED report (March 2002) states “This is an effective school and has just received the DFES school achievement award for 2000/2001” and that “The school provides good value for money”.

Results at GCSE for 2006 were: 5 A\*-C 69%, 5 A\*-G 88%

### **3.1.4 Current Pupil Figures and Intakes<sup>9</sup>**

As of September 2006, there are 12,627 students in total in the maintained schools in Bath and NE Somerset (figure 6 on the following page contains a table showing summary data). There are 10,868 students in Years 7-11 and 1,759 in Years 12-13. Of this number, 2,976 students in Years 7-11 are in single sex schools (1,190 boys and 1,786 girls). The sixth forms at the boys' schools have 316 students on roll and the sixth forms at the girls' schools have 324 students on roll. All the single-sex schools admit students of the other gender into the sixth form. There are 1,111 students in Church schools; these students are only Years 7-11 as neither of these schools accept pupils into the sixth form.

Although if averaged out, the number of pupils in years 7-11 attending each of the thirteen schools would be 836 per school, in reality there is a wide difference between schools. Actual numbers on roll for these years ranges from 320 pupils (St Mark's) to 1,120 (Norton Hill). The same range can be seen for pupils age 16+. There are ten schools in Bath and NE Somerset which admit students to the sixth form, if the number of pupils is averaged out, it would equate to 176 pupils in each sixth form. However, the numbers in sixth forms across these schools ranges from 51 pupils (Culverhay) to 265 (Beechen Cliff). The reasons for this variation in pupil numbers include:

- Maximum capacity of the school (site & buildings)
- Location of school
- Area of Prime Responsibility assigned to school
- Parental preference

It is inevitable that such difference will occur. However in terms of ensuring that resources are used most effectively and that pupils are able to access the full range of curriculum subjects, it would be desirable to have a more even spread across the schools (see section 2.2.5 regarding size of schools). See figure 6 for a summary table of the local authority schools in Bath and NE Somerset.

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<sup>9</sup> Figures for pupils on roll taken from Bath & NE Somerset Education Department database and confirmed/amended by schools where it has been possible to do so, Oct 2006.

**Glossary of Terms Used in Figure 6 (see next page)**

<b>NOR (Numbers on Roll)</b>	The number of pupils registered at a particular school for a specific year.
<b>Minimum Admission Number</b>	The MINIMUM number of pupils to be admitted at Year 7 based on a calculation derived from the physical capacity and use of the buildings (see notes).
<b>Maximum Admission Number</b>	The MAXIMUM number of pupils to be admitted at Year 7 based on a calculation derived from the physical capacity and use of the buildings (see notes).
<b>PAN (Planned Admission Number)</b>	The number of pupils that the admissions authority (Governors / LEA) plan to admit at Year 7 in a given year. A number is generated by the measurement of the buildings and assessment of the use of the buildings. Schools are consulted on this every year.
<b>Intake</b>	The number of pupils admitted at year 7 for a specific year.

**Note:** An admissions authority (Governors / Local Education Authority) may publish an admission number below the minimum capacity and publish a statutory notice to this effect. Objections can be made to these notices. It is also possible for an admissions authority to publish a number above the maximum capacity. However, regard must be paid to the net capacity of the school.

EYCL Overview and Scrutiny Panel – Review of Secondary Education Provision

**Schools in Bath & North East Somerset (summary)**

AREA	SCHOOL	TYPE	CHARACTER	AGE	NOR Yr 7-11 2006	NOR Yr 12-13 2006	Total NOR 2006	Minimum Admission Number	Maximum Admission Number	PAN 2007	Intake 2006
K&CV	Broadlands	Community	co-ed	11-18	1060	0	1060	226	251	214	214
K&CV	Wellsway	Community	co-ed	11-18	1081	262	1343	209	233	210	213
K&CV	Chew Valley	Community	co-ed	11-18	975	182	1157	202	225	196	200
Bath	Beechen Cliff	Foundation	boys	11-18	811	265	1076	147	163	162	162
Bath	Culverhay	Community	boys	11-18	379	51	430	96	107	115	64
Bath	Hayesfield	Foundation	girls	11-18	983	246	1229	170	189	210	209
Bath	Oldfield	Foundation	girls	11-18	803	78	881	167	185	192	161
Bath	Ralph Allen	Community	co-ed	11-18	873	200	1073	160	178	175	178
Bath	St Gregory's	Aided RC	co-ed	11-16	792	0	792	147	164	160	166
Bath	St Marks	Aided CofE	co-ed	11-18	320	0	320	102	114	108	47
R&MSN	Norton Hill	Community	co-ed	11-18	1120	223	1343	227	252	216	209
R&MSN	Somervale	Community	co-ed	11-18	628	112	740	148	165	162	82
R&MSN	Writhlington	Community	co-ed	11-18	1043	140	1183	170	188	216	222
				TOTALS	10868	1759*	12627	2171	2414	2336	2127

**Figure 6**

\*This figure is for the 10 schools which admit pupils to the sixth form. It does not include students attending the FE colleges, St Brendan's sixth form college or the post 16 education provided by Norton Radstock College at Broadlands School.

### **3.2 Post 16 Education in Bath & North East Somerset**

Post 16 education generally, though not always, refers to courses students undertake after they have completed two years of GCSE study. It can be provided in a number of different ways. Students can opt for full or part-time courses and these can be vocational, academic or a mixture of the two. Study can be undertaken within schools which have sixth form facilities, Sixth Form Colleges or Colleges of Further Education. Some students will attend both school and college in order to study their preferred curriculum options. It can also include day-release where a student is employed, but released for one or more days a week in order to undertake a course of study related to their work and usually funded by their employer.

Although this section focuses on education for post 16 students, the changes the Government is putting into place currently (see section 2.1.3) envisage a much more seamless transition for students from 14-19 particularly as the new General and specialised Diplomas are brought on stream.

#### **3.2.1 Learning & Skills Council**

State funding for post 16 education is managed through the Learning and Skills Council (LSC), a non departmental public body. It has responsibility for planning and funding all education and training for everyone over sixteen, apart from that undertaken at universities. It has nine regional centres covering the whole of England. These regional LSCs work with local education and training providers including FE colleges, school sixth forms, sixth-form colleges, higher education institutes in their areas. Their role is to assist in planning the provision and to provide the public funding.

The Government's 14–19 and Skills Strategies and the new FE White Paper give a clear framework for what LSCs are expected to deliver through these institutions. Local authorities as well as the provider schools and colleges are expected to work closely with the LSC to ensure that the full range of curriculum options is available to all students across their area. This will include identifying gaps in provision and how these can best be filled.

#### **3.2.2 Options for Students in Bath and NE Somerset**

Ten of the secondary schools in Bath and NE Somerset accept pupils into the sixth form. The two Voluntary Aided Church schools do not take pupils into a sixth form, but both have priority for admission to a Roman Catholic Sixth Form College, St Brendan's (which is outside of the Local Authority area). Broadlands school does not operate a sixth form, its post 16 education is provided on site in partnership with Norton Radstock College. In addition to the sixth forms within the schools and St Brendan's, there are two Colleges of Further Education (FE); Norton Radstock College which is in Radstock and Bath College which is in Bath itself.

Students who wish to continue education at post sixteen (generally this is after GCES), can choose to move into the sixth form at the school they currently attend if it has a sixth form; they can apply to be admitted into any of the other schools which has a sixth form; or they can attend one of the FE colleges.



### **3.2.3 Norton Radstock College**

Situated in Radstock, this College of Further Education works in partnership with the schools in Bath and NE Somerset and Somerset County, providing courses for 14-19 year olds. These are offered at levels 1-4, Foundation Degrees with both the universities in Bath and National Diplomas.

The college has about 900 16-19 year olds enrolled (Oct 2006). This will increase to around 1,140 (2005 outturn); between 600-700 of these will be full time students. Very few of the students at the college are from outside of Bath and NE Somerset.

### **3.2.4 City of Bath College**

Situated in the City of Bath, this College of Further Education provides courses for 14-19 year olds. It offers the full spectrum of vocational and academic qualifications including GCSEs, AS and A levels. It had around 2003 16-19 year olds enrolled on courses at October 2006; 1,499 of these are full time students. Around 1,032 students have a Bath and North East Somerset postcode.

### **3.2.5 St Brendan's Sixth Form College**

St Brendan's is a Roman Catholic Sixth Form College located between Bristol and Bath. It serves the Catholic and wider community of both these local authorities and beyond. Pupils from both of the VA Church schools in Bath and NE Somerset have preferential treatment for entry to this college. It had around 1,449 full and part-time students enrolled at October 2006; 203 of these are from Bath and NE Somerset. Although outside the Local Authority area, St Brendan's will be a member of the Bath partnership for the purposes of the providing the 14-19 curriculum.

### **3.2.6 Dyson School of Design Innovation**

The Dyson School of Design Innovation (DSDI) plans to open in September 2008. The School aims to serve four distinct groups

- All 14-16 year olds in Bath and NE Somerset will be given the opportunity to participate in programmes for up to one day a week
- 16-19 year olds from the wider area around Bath and Bristol will be able to attend the School on a full time or part time basis
- Gifted and talented students from across the country will be invited to residential courses at the School. These courses will be undertaken during the school holidays and accommodation will be provided in the University of Bath halls of residence
- Adult learners will be able to participate in a range of programmes

The Dyson School will be part of the partnership of schools and colleges in Bath for purposes of delivering the 14-19 curriculum.

### 3.3 Independent Schools in Bath and NE Somerset

There are eight independent schools<sup>33</sup> in total in Bath and NE Somerset, see figure 7 below:

School	Age Range	Capacity	Total No of pupils (Jan 2006)	No of Girls	No of Boys	Boarding
Monkton Combe School	11-19	375	354	128	226	Y
King Edwards School	3-19	966	933	272	661	N
Monkton Combe Junior School	5-13	350	359	137	222	Y
Kingswood School	11-19	639	632	283	349	Y
Prior Park College	10-19	565	549	249	300	Y
Royal High School	3-19	940	865	865		Y
Kingswood Preparatory School	5-11	312	326	144	182	Y
The Paragon School	2-10	503	205	90	115	N

Figure 7

### 3.4 Pupil Location

While recognising there are some common aspects to the pupil intake of all schools or groups of schools in Bath & North East Somerset, there are also marked differences in these. In order to demonstrate this, the following categories and terms are used.

**Area of Prime Responsibility (APR)** – This is a geographical area around a school and is designated by the local authority. All pupils who live within this area will have preferential treatment in terms of entry to that school – the term “catchment area” is sometimes used interchangeably with APR. Living within the APR for a school does not mean these children will automatically gain a place at that school (although they will usually be prioritised over others who apply for places). Nor does it mean they must attend that school. The seven schools within the City of Bath itself, have formed a consortium (the Greater Bath Consortium), and have a combined APR. However, within this St Marks and Ralph Allen each have a “First Area” which gives priority to those children living within these. This is in recognition that both these schools are towards the edge of the Consortium area which would make it more difficult for those pupils who live beyond the schools to travel to the other schools within the Consortium

**Designated School** – This term is used to describe those schools within Bath and NE Somerset whose APR includes a geographical area outside of the Authority’s boundary. This generally applies where the Bath and NE Somerset school is closer to the pupils’ home than the nearest school within their own authority’s boundaries. These pupils are therefore within the APR of the Bath and NE Somerset school concerned, even though they live outside of the Authority’s boundaries and in an adjoining authority.

figure 8 on the next page shows the location for all pupils attending secondary schools in Bath and NE Somerset.

### Pupil Locations for all Secondary Schools in B&NES

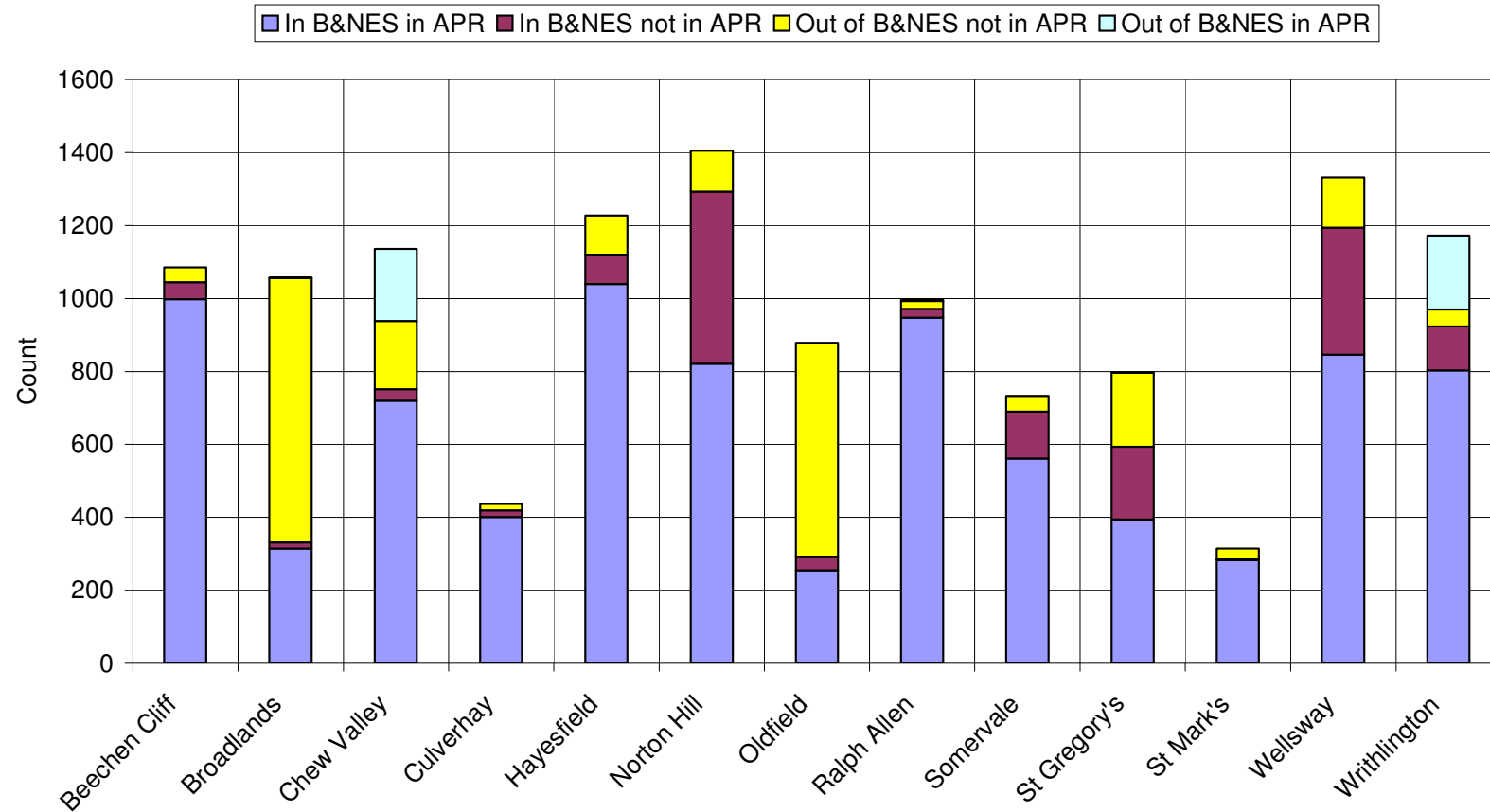


Figure 8 <sup>h</sup>

<sup>h</sup> Pupil numbers are taken from the Education Management System used within the Education Department at Bath and NE Somerset. Figures as of September 2006

Pupils fall into four groups:

- Those who live within Bath and NE Somerset and within the APR of the school they attend (mid blue on the chart in fig 8).
- Those who live within Bath and NE Somerset but are not within the APR of the school they attend (purple on the chart in fig 8)
- Those who live outside of Bath and NE Somerset but attend a school within Bath and NE Somerset as it is their Designated school - they are within the APR even though they live in another authority (light blue on the chart in fig 8).
- Those who live outside of Bath and NE Somerset and attend a school within Bath and NE Somerset but it is not their Designated school - they are not within the APR (yellow in the chart in fig 8).

A school can (and many of them do) have pupils from all four of these groups. From the chart it can be seen that:

- Most schools draw the majority of their pupils from within their APR (coloured mid blue).
- All schools have some pupils who although not within the APR still live within Bath and NE Somerset (coloured purple). Wellsway and Norton Hill have higher levels of these pupils than the other schools, about 26 percent and 34 percent respectively.
- Writhlington and Chew Valley have pupils who are within their APR but live out of Bath and NE Somerset (coloured light blue) the reason for this is that both these schools are 'Designated schools' for areas within neighbouring authorities.
- All schools have a number of pupils who are not only out of their APR, but also live out of Bath and NE Somerset (coloured yellow). Two schools have a majority of pupils who come into this category, Broadlands (about 68 percent) and Oldfield (about 67 percent). In the case of Broadlands its pupils are mainly from the Bristol City area and in the case of Oldfield mainly from South Gloucestershire.
- St Gregory's has about 50 percent of pupils from outside its APR. This is split more or less evenly between those who live in Bath and NE Somerset and those who live in neighbouring authorities. However as it is a Voluntary Aided Roman Catholic Church school, it would be expected that a relatively high number of its pupils would chose this school for religious reasons if there is no alternative church secondary school nearer to their home. Arguably St Mark's as a Voluntary Aided Church of England school would be expected to have the same intake pattern, however as can be seen from the chart this is not the case (90 percent of its pupils are from within its APR).

A breakdown of the percentages of pupils who fall into each of these categories for the individual schools is contained in Appendix 10.

### 3.5 Demographics and Development

#### 3.5.1 Demographic Changes

In England as a whole, the structure of the population is changing, Bath and NE Somerset is no exception. At the 2001 census<sup>34</sup>, figures for the number of people of each age show that the Trend line is downwards, ie there are fewer people in the younger age groups in comparison to the older groups, see figure 9 below.

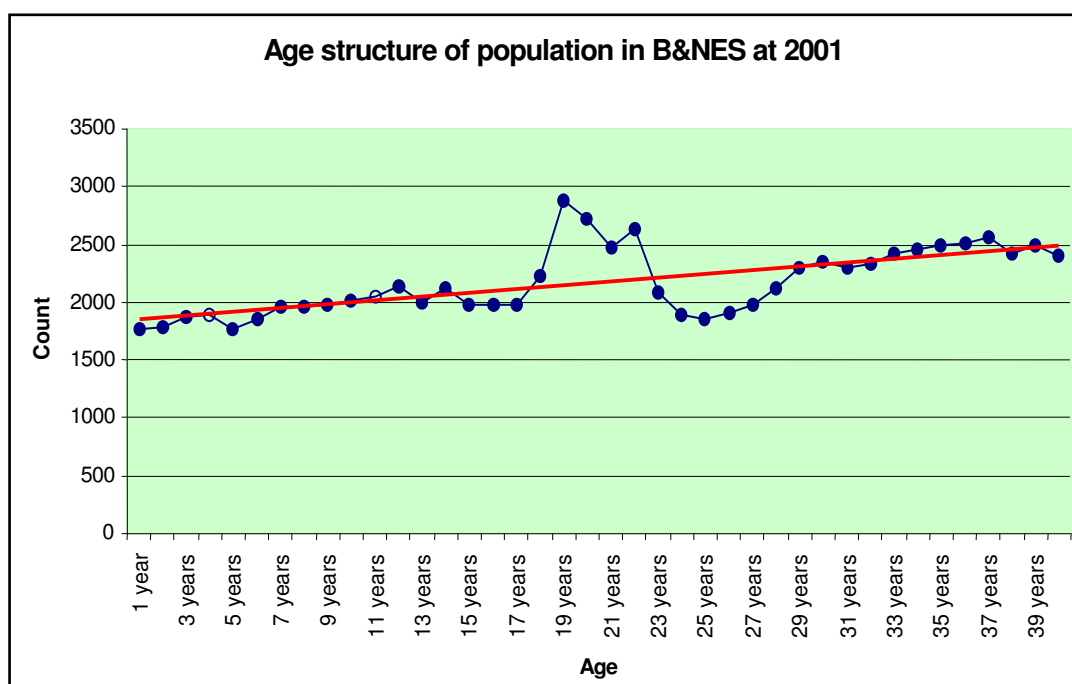


Figure 9

Whilst there is a risk associated with trying to extrapolate what this means in precise terms, the evidence is that the number of children across the area is falling consistently. The implications of this are that there will be fewer children requiring school places in the future.

#### 3.5.2 Falling School Rolls

Although this Review is focused on the future for secondary education, it has to take account of the numbers of pupils who have not yet entered the secondary system and are now either at primary school or below school age. These are the potential entrants into year 7 at secondary schools in the future.

##### Primary Schools

A comparison between the numbers on roll in our primary schools at September 1998 and September 2005 shows that almost 1000 fewer children entered the primary phase in 2005 than in 1998, see figure 10.

Overall numbers and cumulative change			
	NOR	Difference Year on Year	Cumulative Difference
1998	12737	N/A	N/A
1999	12675	-62	-62
2000	12490	-185	-247
2001	12393	-97	-344
2002	12276	-117	-461
2003	12017	-259	-720
2004	12022	+5	-715
2005	11770	-252	-967

Figure 10

Numbers in secondary schools over this same period (1998-2005) have risen steadily. However the effect of the fall in primary numbers will now be felt in secondary schools over the next ten to fifteen years.

Sixth form numbers in Bath and NE Somerset rose sharply at the beginning of this decade but have now fallen back to the level they were in the late 1990s (below 1,700). However, the 2006 position (see section 3.1.4) indicates that sixth form numbers are now rising again, see figure 11. It is much more difficult to predict accurately into the future, the numbers of pupils aged over 16 in schools / colleges as this is dependent a range of factors outside the Council's control, including for example employment opportunities.

The increase in the number of pupils entering the sixth form does not necessarily result from an increase in the number of pupils entering secondary school at year 7. It is also determined by the proportion of pupils who stay on at school at the end of year 11 rather than leave education.

The DfES estimates that the total 14-19 population in England reached its peak this year (2006) and that overall *numbers* will now begin to decline, this is likely to offset in part the expected rise in the *proportion* of pupils who will continue their education after the age of sixteen. Estimates nationally are that there will be an increase of 50,000 16-19 year olds participating in post-16 education by 2007, but from 2008 onwards, numbers will remain broadly constant until 2015. However it is likely there will be significant regional variation<sup>35</sup>.

If the Government's long-term strategy for 14-19 year olds comes to fruition, the expectation would be that the proportion of pupils in Bath and NE Somerset continuing education after the age of 16 will increase. This will reflect a greater uptake, but it may not lead to an increase in absolute numbers. Given the pending decline in the number of secondary aged pupils it is probable that fewer students will enter our schools' sixth forms.

**Secondary Schools**  
**Overall numbers and cumulative change**

<b>Year</b>	<b>Years 7-11</b>	<b>Cumulative change</b>	<b>16+</b>	<b>Cumulative change 16+</b>	<b>Total</b>	<b>Overall cumulative change</b>
1998	10142		1685		11827	
1999	10374	232	1765	80	12139	312
2000	10613	471	1749	64	12362	535
2001	10702	560	1595	-90	12297	470
2002	10815	673	1653	-32	12468	641
2003	10946	804	1566	-119	12512	685
2004	11017	875	1642	-43	12659	832
2005	11008	866	1678	-7	12686	859

**Figure 11**

Secondary numbers (Years 7-11) have now peaked and as can be seen from the figure 12 below will fall throughout the remainder of the decade. As mentioned previously there are inherent difficulties in accurately forecasting numbers for post 16 students. The national prediction is for these numbers to peak this year (2006) and then remain fairly constant until around 2015; so the numbers used in figure 12 are based on actual numbers at post 16 September 2006 and assume there will be little overall change over the next four years.

**Forecast**

<b>Year</b>	<b>Years 7-11</b>	<b>Cumulative change against 2005</b>	<b>16+</b>	<b>Cumulative change against 2005</b>	<b>Total</b>	<b>Overall cumulative change against 2005</b>
2006 (actual)	10868	-106	1759	+81	12627	-59
2007	10881	-127	1759	+81	12640	-46
2008	10866	-142	1759	+81	12625	-61
2009	10745	-263	1759	+81	12504	-182
2010	10565	-443	1759	+81	12324	-362

**Figure 12**

### **3.5.3 The Regional Spatial Strategy (RSS) and Planned Housing Development**

The South West Regional Assembly (SWRA) was designated the South West's Regional Planning Body (RPB) in 2004. In this role it has a key statutory function to develop a new Regional Spatial Strategy (RSS) for 2006 – 2026.

The RSS is a new kind of plan which will set a regional framework about 'where things go', what the scale of development should be, and the links between broad



issues like healthcare, education and crime, as well as basic infrastructure such as transport. It will set the regional context for planning in the South West, including housing and District level housing numbers.

New housing in an area, depending on the type of dwellings built, can have an impact on education provision. If a development consists of 2/3 bedroom dwellings, by implication the proportion occupied by families with school age children is likely to be higher than if a development consists of one bedroom flats or apartments. Therefore any consideration of changes to existing education provision should as far as is possible take account of the type and number of planned developments in the area or adjoining areas.

The draft RSS for 2006-2026 was submitted by the South West Regional Assembly to the Secretary of State in March 2006. It was published in June 2006 and was then subject to a period of 12 weeks consultation. The Examination in Public (EiP) Panel will prepare a report setting out its recommendations to government on amendments to the draft RSS prior to its approval during 2007.

It is anticipated that the RSS will be approved in 2008 at which time it will become part of the statutory development plan. Once it has been approved Bath and NE Somerset Council's Local Development Framework (which will replace the Local Plan) needs to be in "general conformity" with the RSS.

Currently, the draft RSS suggests that 15,500 dwellings should be built in Bath and NE Somerset between 2006 and 2026, distributed as follows:

- 6,000 within Bath
- 1,500 in an urban extension to the south/south west of Bath (within an identified area of search)
- 6,000 in an urban extension to south-east Bristol (within an identified area of search broadly between Whitchurch and Hicks Gate)
- 2,000 in the rest of Bath and NE Somerset

The Council's response to the draft RSS is that whilst it remains committed to seeking to provide for 15,500 dwellings it considers that the capacity of the locations set out in the draft RSS is as follows:

- 5,500 within Bath (about 3,000 of which will be developed at Bath Western Riverside)
- 1,000 in urban extension to south/south west Bath
- 3,500 in urban extension to south east Bristol (adjoining Whitchurch) plus additional potential at Hicks Gate subject to joint working with Bristol City Council
- 3,000 in the rest of Bath and NE Somerset (about 1,100 at Keynsham, 900 in Norton-Radstock and 1,000 in rural areas).

This leaves a shortfall of about 2,500 dwellings. Officers within the Authority are undertaking further work to assess how/where these could be accommodated. This is focussed on the capacity of Hicks Gate (with Bristol City Council) and Keynsham and Norton-Radstock allied to work undertaken for the Council on the Vision for Bath and NE Somerset.

It should be noted that in the final approved RSS both the total number of dwellings to be built in Bath and NE Somerset and the distribution could differ from either the draft RSS or the Council's response to it.

There are likely to be comments and evidence presented to the EiP by a number of different parties. In addition more recent government household projections suggest that greater amounts of development may be directed towards the South West, the West of England and potentially therefore, Bath and NE Somerset.

Until the RSS is approved in 2008, it is not possible to have absolute certainty regarding the impact of housing developments within Bath and NE Somerset over the next twenty years. However, the Council has commissioned work to assess what likely population changes would result from the developments outlined above. This will include predicted numbers of children and young people. This work will be complete by the end of March 2007 and will be key to any decisions taken regarding changes to schools in the area.

### ***3.6 National Strategy in the Local Context***

The 2004 Children Act directed all Local Authorities to implement changes that will enable services to work together more effectively in order to achieve their vision for children and young people. Bath and NE Somerset has a Children's and Young People's Plan (CYPP) which sets out how the Authority will provide services for these groups. The CYPP includes the following:

- A Director of Children's Services will lead Education and Social Services and will work closely with elected members of the council and leaders in Health, Police, Connexions, The Youth Service, Schools, The Youth Offending Team, Transport, Housing and the Voluntary and Community sector.
- A Local Safeguarding Children's Board will replace the Area Child Protection Committee from April 2006. This will make sure that all agencies work together to keep children and young people safe and well.
- A Common Assessment Framework, Lead Professional and Information Sharing system will be introduced for all agencies and schools to ensure children, young people and their families have their unmet needs assessed and followed through with the right services.
- Integrated Care Pathways will focus on health, social care and education working together, so that children's needs are seen early and they receive the right services at the right time.
- Local Area Partnerships will be developed around schools and communities from which services can be delivered jointly. The 4 partnerships will be Bath West, Bath East, Norton Radstock and Keynsham and the Chew Valley. These will be basis for the development of Children's Trust arrangements.
- Schools and Extended Services and Healthy Schools will be developing activities and services to support children, parents and carers through these partnerships.
- Children's Centre Services for 0-5s and their families will also develop through Children's services and areas of most need, with a view to all families having access to some services by 2010.

- A Children's Workforce Strategy will ensure that high quality provision is available through skilled and competent staff.
- The Participation of children and young people, parents and carers will be at the centre of shaping services together and in deciding priorities.

### **3.7 Getting to and from School**

Although Home to School Transport was not something included within the scope of the Review, the Panel found that it was an issue raised on a number of occasions. It is not rational to consider changes to education provision, whether this is to schools themselves or to the number of pupil places without looking at the impact of such changes on how pupils will get to and from school or college. In addition the Panel had incorporated within the Terms of Reference for this Review, a commitment "To ensure that a school is within reasonable walking or cycling distance of home and/or reasonably accessible by public transport".

There are two aspects to this issue; the first is to consider the implications of changes on 'Home to School Transport' which the Local Authority has a statutory duty to provide for specific groups of pupils. For example if a school closes or the number of pupils it takes in is reduced, those pupils will have to attend an alternative institution. The costs of this to the Local Authority in terms of the need to provide 'Home to School Transport' will have to be weighed against any efficiencies gained from the closure of that school or changes to its capacity.

Secondly there is a need to consider the implications for the wider transport network in the area, in terms of how other pupils are transported to and from school. Bath & North East Somerset as a whole and the City of Bath in particular experience high levels of traffic congestion at peak periods. Nationally we know that about 10 percent of the journeys taking place between 8am and 9am are "the school run", rising to around 18 percent by 8.50am, this is likely to be reflected locally. Again changes to schools in terms of the pupils they admit (age, gender, religion etc) would need to be considered in the context of likely changes to travel patterns.

Currently the Local Authority transports approximately 2,300 pupils a day to and from school. The majority of this transport is provided because the Local Authority has a statutory duty to do so. The approximate cost of this transport per annum is shown below in Figure 13:

Transport for pupils with Special Educational Needs (SEN)	£1.3million
Transport for pupils whose journey to school is a route designated as hazardous.	£680,000
Transport for pupils who live more than the statutory distance from their nearest school.	£800,000
Transport for those pupils who attend Church schools although it is not their nearest school, for reasons of religious faith.	£300,000

**Figure 13**

## **4 Findings from the Three Area Reviews**

This section gives a summary and overview of the Panel's findings. Detailed information for the most part can be found within the reports produced at the end of phases one, two and three. These are attached as Appendices 2, 3 and 4.

### **4.1 Phase 1 – Keynsham and Chew Valley**

The Panel recognised that although the schools in Keynsham and the school at Chew Valley were reviewed at the same time, there are differences between the two areas. On the whole, Chew Valley serves a mostly rural area whereas both Wellsway and Broadlands serve more urban populations. All three schools have pupils from outside of Bath and NE Somerset although the proportion varies considerably. There were some key factors identified by the Panel that have to be considered when looking at the future provision of school places for this part of Bath & North East Somerset.

- The effect of future housing development as proposed in the Draft Regional Spatial Strategy. In particular the possibility of a substantial number of new dwellings in the Whitchurch area could impact on the schools in the area. If the number of houses created were sufficient then it is also possible this would generate a new school to serve the children in that area.
- The Panel noted that in this area because of the location of the schools, they all take a number of children from outside of Bath and NE Somerset. Chew Valley is the designated school for some areas of North Somerset. Wellsway has a number of pupils who travel from South Gloucestershire. The majority of pupils attending Broadlands are from outside of Bath and NE Somerset. However, unlike Chew Valley it is not the designated school for these pupils.
- The impact of Bristol's Building Schools for the Future programme. Bristol is a first Wave Pathfinder authority and as such has already embarked on the rebuilding of its secondary schools. As new schools are opened in within Bristol City Council's boundaries, pupils currently attending the schools in Keynsham (particularly Broadlands) may fall. This would call into question the need for two schools within Keynsham itself.

### **4.2 Phase 2 – Greater Bath**

The Panel's review of the Greater Bath area identified that there are some particularly complex issues surrounding the provision of secondary education in this part of the Authority. It also recognises that all the schools in Bath are constrained by the sites they occupy. The possibility of physical expansion of the buildings is limited due to the lack of space available. Among the key factors it identified are:

- The number of surplus places in Bath & North East Somerset is most pronounced in the Greater Bath Consortium. Two of the schools (St Mark's and Culverhay) have particularly high numbers of unfilled places in comparison to the others, at the time the interim report for this area was written they were both operating at less than 80 percent of their capacity. The Panel considered that a reduction in the number of secondary places needs to take place.

- There is an identified parental preference for co-educational places which is currently not being met (Parents' Surveys 1999 and 2004, see Appendix 6). Four of the seven schools are single-sex establishments. Of the remaining three schools, two of them are Voluntary Aided Church schools. This leaves a choice of only one school for those parents/pupils who wish for co-educational, non-denominational places.
- There is an urgent need to increase the collaboration between schools in order to meet the demands of the new 14-19 curriculum requirements.
- Although there are plans for future housing development within and adjoining the City, the effect of this is not likely to counterbalance the current high number of surplus places and the predicted drop in pupil numbers.

### **4.3 Phase 3 – Radstock and Midsomer Norton**

During the review of the Radstock and Midsomer Norton area, the DfES announced that the One School Pathfinder funding from the BSF programme was to be awarded to some local authorities not due to receive full funding until the later Waves. Bath & North East Somerset has been given the opportunity to participate in this and apply for renewal of a single secondary school in Bath and NE Somerset.

The DfES developed criteria for authorities to use when selecting which school to put forward for the Pathfinder funding. The process of assessing all thirteen secondary schools against the DfES criteria was undertaken by two independent consultancies with expertise in this area. The report produced from their findings recommended that Writhlington School should be the school to be renewed. The Council Executive at its meeting on 11 Oct 2006 approved this recommendation. The Panel was kept informed throughout the selection process, but had no involvement in it.

Although the Panel obviously welcomes any opportunity to invest in secondary schools, the timing of this was not ideal, taking place as it did during the third phase of this authority wide review which focussed on Writhlington and the two other schools in Radstock & Midsomer Norton.

The Panel considered the likely impact of any decision to renew Writhlington, alongside all the other factors as part of the review of this area. The key factors identified in its report include:

- The predicted decline of pupil numbers in Bath and NE Somerset as a whole will affect this area as it will the others and it is uncertain whether proposed future housing development will fully offset this decline. A review of pupil numbers will be required in the next 2-3 years.
- The Panel saw strong evidence of collaboration not just between the three schools in the area, but also with Norton Radstock College. There was clear commitment to ensuring that the requirements of the 14-19 curriculum will be delivered through this route.
- Currently the number of pupils attending the schools in this area is below the number which, arguably, requires the provision of three schools. However it is above the number which the Panel felt would be appropriate for two schools.
- The Panel recognised the integrity of the process which has led to the recommendation that Writhlington should be renewed through the BSF One

School Pathfinder initiative. However, it also understands that this may be perceived as having a negative effect on the other schools in the same area. However in the absence of the full BSF funding, this is an inevitable outcome whichever school was chosen.

## **5 Panel Conclusions and Factors Considered**

Having completed the three phases of the Review and accumulated the findings from each of them, the Panel has considered these in relation to each other and to the Authority as a whole. It has taken into account a number of different factors (listed below) before developing possible options for secondary education

### ***5.1 Building Schools for the Future (BSF) Funding***

The Building Schools for the Future Programme (see section 2.1.4) has been in the key to much of the Panel's thinking. The DfES has made it clear that the funding which will be made available to local authorities through this programme is an opportunity to look afresh at how to most effectively deliver high quality education for all pupils. To this end, the Panel has as developed recommendations for the short and medium term, but also taken the opportunity to consider the long term future of education provision in the Authority. While recognising that there are a number of unknown factors that may have an impact on the eventual proposals for using the BSF funding, it offers a vision for what this might look like in the long term.

As far as the implications of BSF, the Panel has considered a number of aspects. In terms of the funding itself, the calculations used by the DfES are not a function of the number of schools, but the number of pupils, and it is this which will form the basis of the awards to each authority. For Bath and NE Somerset this means that there will be a substantial shortfall between the funding we will receive and the costs of rebuilding all thirteen of our secondary schools to the standard required. This shortfall (estimated to be around £30-40m) would have to be met by funds from the Council's general budget. It is extremely unlikely that this would happen. The alternatives facing the authority and considered by the Panel are either to reduce the overall quality of the rebuild for thirteen schools, or reduce the number of schools and maintain the quality of the rebuild.

There is another factor that the Panel has taken into consideration in relation to BSF. Although this authority will not receive the full BSF funding until the final Waves, Bristol City Council has been designated a Pathfinder authority for the programme. This means it is already embarking on the rebuilding of all its secondary schools. Bristol has opened a new school in Redland and this will receive further enhancement to its ICT provision through the BSF funding. In addition four more schools are expected to be rebuilt by autumn 2008. Overall there are likely to be three or possibly four Academies in the city. The DfES expects local authorities to consider whether an Academy should form part of future provision when developing its BSF plans.

It is not possible to predict the effect this will have on those schools within this authority which currently admit pupils from the Bristol area. This is most pronounced at Broadlands School in Keynsham where nearly 70 percent of pupils who attend the school live outside of Bath and North East Somerset and within the Bristol City Council area. Broadlands is not their Designated school, their admission is entirely based on parental preference. It is possible that once the new schools in Bristol are open they may attract a greater number of pupils who would otherwise have chosen

to attend schools in this authority. If this does happen then it will have implications for schools within Bath & NE Somerset, particularly for Broadlands.

## **5.2 State of School Buildings & Sites**

The Panel visited all of the Authority's secondary schools during the review process. It also received officer reports on the state of existing school buildings and sites. Whilst recognising that some schools do not have the high quality of buildings that the Authority would ideally like to provide, all have adequate provision for the students they currently admit. Given the planned programme of rebuild / renewal which will take place as part of the Building Schools for the Future programme, the Panel is satisfied that major expenditure on existing school sites is unlikely to prove necessary before then.

## **5.3 Size of Schools**

The Panel considered what it felt would be an appropriate size for the schools in Bath and NE Somerset. In doing this it took account of the size of existing schools locally and nationally. It looked at current research evidence relating to performance results from different sizes of schools and also the potential economies of scale which result in larger schools.

The thirteen schools in Bath and NE Somerset vary in size. In terms of pupils in Years 7-11 (aged 11-15), the smallest, St Mark's has 320 pupils; the largest, Norton Hill has 1,120 pupils. The majority of schools (seven) have over 1000 pupils, these are all 11-18 schools and all except Broadlands, have sixth forms.

There will always be a need to achieve a realistic balance between the costs to the authority of maintaining a school and the quality of education that school provides. In addition there is a need ensure that financial and other resources are divided in an equitable manner across all schools to maximise the educational benefits to as many of our students as possible.

In terms of both financial viability and ensuring that pupils have the widest curriculum choice available, the Panel felt that the Authority should aim for all schools to have between 800 -1,000 pupils (years 7-11) on roll and sixth forms of at least 200 pupils. This equates to an annual intake of 160 – 200 pupils at year 7.

The Panel felt that it would be advantageous for the Authority to identify a level of pupil numbers in schools, below or above which there is felt to be a risk to the quality or range of educational opportunities available to pupils who attend it. This would not automatically indicate a case for closure, but would point to a cause for concern. In such cases the Panel felt it would be appropriate for it to oversee a review of that school and consider all relevant factors.

## **5.4 Falling School Rolls**

Based on the demographic information available currently (see section 3.5); it is clear that there is an over provision of school places, particularly in the city of Bath. This surplus is not evenly distributed across all schools, with some being oversubscribed and others having a high number of unfilled places. However, regardless of the share of pupils that each school has, the total number of places available against the



total number of pupils requiring school places across the Authority still produces a surplus. Whilst there will always need to be a limited number of unfilled places in order to retain the flexibility to cope with year on year and within year fluctuations, the cost to the Authority of the current distribution has to be addressed.

The decision then for the Panel is how to best address this issue so that the resources available are being used as effectively and efficiently as possible.

### ***5.5 Future Housing Developments***

Whilst recognising that the Draft Regional Spatial Strategy gives an indication of what additional housing may be built over the next twenty years, the Panel understand the need to be cautious in estimating the effects of any developments. They can result in short or a medium term fluctuation in pupil rolls in a small area, but the ultimate effect on pupil numbers is more difficult to predict. The changes to the overall age profile of any particular area are not easy to predict particularly in the longer term.

### ***5.6 Implications of Out of Area Pupils***

As indicated previously in this report, some schools have a large proportion of pupils who do not live within Bath and NE Somerset. The Panel recognises that the authority has a responsibility to provide such places where the school in question is a Designated school for those out of area children. However two of our schools (Broadlands and Oldfield) have very high levels of pupils who are from outside of Bath & NE Somerset, but attend these schools through parental choice. Any changes made to these schools may have a knock-on effect within these two local authorities concerned (Bristol in the Case of Broadlands, South Gloucestershire in the case of Oldfield). Similarly any changes to schools within those local authority areas which result in more (or less) pupils attending schools in their own areas will have an impact on our schools.

### ***5.7 Co-educational and Single-sex Provision***

Within the Greater Bath Consortium of seven schools, four are single sex (two boys and two girls). The other maintained schools within Bath & North East Somerset are all co-educational. In terms of the number of single-sex schools nationally, Bath has a disproportionate number of these. There are approximately 400 single sex schools in England representing around 11 percent of all secondary schools. In B&NES almost 31 percent of our schools are single sex and in the city of Bath 57 percent are single sex.

Whilst this does provide additional choices for those pupils who live within the Consortium's APR, it has the effect of reducing the choice for those parents who would prefer a co-educational school for their children.

The Panel considered the current research on the benefits or otherwise of single-sex education and concluded that the evidence is not strong enough for there to be a case for retaining single-sex institutions in terms of performance. However, there have been two surveys of Parents' preferences for their children's schooling, one in 1999 and the other in 2004. They only surveyed parents of primary children within the Greater Bath Consortium area (see Appendix 6 for more information on the surveys). In 1999 64 percent of parents said their preference would be for co-

educational schooling for their children, similarly the in the 2004 60 percent of parents said they would prefer co-educational schooling. Currently, only 40 percent of pupils (aged 11-15) in the Consortium attend co-educational schools. This would indicate that there is currently a considerable level of unmet requirement for co-educational places.

### **5.8 Voluntary Aided Church Schools**

The Panel recognised that in order to provide as much choice as possible to parents, the Authority should ensure that it meets the level of demand for places in VA Church schools. St Gregory's Catholic College and St Mark's Church of England School are both located within the Greater Bath Consortium. See figure 14 below for current pupil numbers in both schools.

<b>SCHOOL</b>	<b>AGE*</b>	<b>**Total NOR 2006</b>	<b>Minimum Admission Number</b>	<b>Maximum Admission Number</b>	<b>PAN 2007</b>	<b>Intake 2006</b>
St Gregory's	11-16	792	147	164	160	166
St Marks	11-18	320	102	114	108	47

**Figure 14**

\*\* For explanation of terms used in figure 13 see page 27.

\* Although St Marks is an 11-18 school, it does not admit pupils to a sixth form so the pupil numbers are comparable.

Surveys of parents who had children in primary schools in the Consortium area were carried out in 1999 and 2004. Both included questions to parents about what importance they attached to whether a school was denominational<sup>i</sup> when choosing a school for their child. In both surveys a number of parents indicated they considered this to be the most important factor. However in general, for most parents other factors including location, reputation and results were considered more important. See Appendix 6 for more information about these surveys.

The Panel discussed ways in which an assessment of actual level of demand could be made. It also discussed different models or options for VA Church school provision, which could maintain choice whilst matching supply and demand more closely. The Panel would like to encourage both the Diocesan bodies and schools to consider this and was particularly interested to hear of the development of a co-denominational school in Cheltenham

### **5.9 Development of the 14-19 Agenda**

The Panel is very aware of the radical changes in terms of curriculum options for 14-19 year olds that will take place over the next few years (see section 2.1.3). Bath and NE Somerset falls within the South West Region Learning and Skills Council. The Learning and Skills Council (LSC) works in partnership with Bath and NE Somerset Council and the different provider institutions and has responsibility for overseeing post 16 education and funding. The LSC's most recent Strategic Area Review<sup>36</sup> found that in Bath and NE Somerset:

<sup>i</sup> There was no distinction made between Roman Catholic and Church of England in the surveys.

- Existing collaborative working arrangements were not as effective as they could be; and the range of academic and vocational courses available below level 3 (ie below A level) should be expanded.
- In Bath itself there is an over provision of academic level 3 courses and insufficient proof that the existing partnership arrangement support student choice and achievement. It noted that “Progress since the OFSTED area-wide inspection [2001] has not been sufficient to suggest that further unaided collaboration will improve this situation.”
- In Midsomer Norton, Radstock and Keynsham, existing collaboration provides “insufficient evidence that choice and performance are improving.”
- In Chew Valley, while recognising the difficulty of collaboration due to the location of the school, the review found that “learners need a greater range of vocational choices in the future.”

It should be emphasised that in academic terms this does not mean that performance at A level is poor. However in comparison with results at GCSE (where the authority appears in the top 5 or 6; for overall A level points it appears in the low 30s). The Panel recognises the challenges this presents to the authority as a whole. There has been some progress made in the last two years. The seven schools in the city of Bath (known collectively as the Greater Bath Consortium) is now working much more co-operatively in partnership to develop a framework to support the successful delivery of the new Diplomas. The schools in Radstock and Midsomer Norton, together with Radstock College, already had a strong collaborative relationship and the structures and frameworks they have in place are viewed as a model for development locally.

The Panel understands that the delivery of the 14-19 diplomas presents some challenges in terms of delivery. Many of them by the nature of their focus will require specialist facilities and resources. This will require that schools specialise in particular Diplomas and pupils will necessarily move between institutions depending on their curriculum choices. The Panel has been informed that the Consortium intends to ensure that timetables are planned in such a way that no pupil will need to attend more than two institutions in order to follow his or her chosen curriculum path.

There are additional challenges for Keynsham and Chew Valley (where there are no colleges) in terms of delivery of the 14-19 curriculum. In order for them to be able to maximise the choices for students, post 16 provision and / or sixth forms at the schools will need to be of sufficient size to make it possible to fund the specialist facilities needed.

The Panel looked at the arguments for and against one sixth form centre which would serve the Greater Bath Consortium Area and replace the existing sixth forms within each school.

### **Collaboration**

The Panel has seen that within Radstock and Midsomer Norton, the three schools and Norton Radstock College already have in place a strong collaborative partnership which will support their delivery of the Area Prospectus and the new Diplomas.

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In Bath, all the schools within the Greater Bath Consortium, together with City of Bath College are committed to developing similar arrangements for delivery of the 14-19 curriculum. In addition discussions are underway on how the consortium might be extended to include the existing partnership in Radstock and Midsomer Norton.

Broadlands School in Keynsham already works in partnership with Norton Radstock College for delivery of post-16 courses on the school site.

## 6 Options Considered

The Panel felt that it should in the first instance be prepared to look at all of the options to ensure that every opportunity to improve education provision had been considered. While recognising that some factors will be pertinent to Bath and North East Somerset as a whole, the Panel felt that there was benefit to be gained from looking at each area independently as well.

### 6.1 Keynsham Schools and Chew Valley School

#### Option 1 – Status quo

Status Quo – Continue with all three schools as they are at present. Wellsway and Chew Valley with their own sixth forms and Broadlands providing post-16 education in partnership with Norton Radstock College.

#### Option 2 – No change for Chew Valley School / reduce to one school in Keynsham

Continue with Chew Valley as at present. Given the very high proportion of students from outside Bath & North East Somerset attending secondary schools in Keynsham, establish a single school in Keynsham.

#### Option 3 – Retention / relocation

Should housing development in Whitchurch warrant, relocate Broadlands School to Whitchurch, retaining Wellsway to serve Keynsham pupils and Chew Valley to serve its current area.

### 6.2 Radstock & Midsomer Norton Schools

#### Option 1 – Status quo

Continue with all three schools as at present, each school with a sixth form.

#### Option 2 – Reduce to two schools

Additional capacity to be provided at two of the schools, the third to be closed.

#### Option 3 – Review of APR

Review the Areas of Prime Responsibility in the Radstock & Midsomer Norton area in order to try to balance the intakes into the three schools.

#### Option 4 - Relocation

Relocate Somervale to a more central location in Bath and NE Somerset to serve the rural area between Keynsham and Midsomer Norton.

#### Option 5 - Federation

Somervale and Norton Hill to become Federated Schools.

### 6.3 Greater Bath Schools

#### Option 1 – Retain seven schools

- |    |  |
|----|--|
| a) | <b>Status Quo</b><br>Seven schools with five offering a sixth Form |
|----|--|

b)	<b>Remove one school's sixth form provision</b> Seven schools with four offering a sixth Form
c)	<b>Remove two schools' sixth forms provision</b> Seven schools with three offering a sixth Form
d)	<b>Remove three schools' sixth forms provision</b> Seven schools with two offering a sixth Form
e)	<b>Remove all schools' sixth forms provision</b> Seven schools with a Sixth Form Centre serving the Greater Bath Consortium

#### Option 2 – Reduce to six schools

a)	<b>Retain existing schools' and their current sixth form provision</b> Six schools with five offering sixth form provision
b)	<b>Remove one school's sixth form provision</b> Six schools with four offering sixth form provision
c)	<b>Remove two school's sixth form provision</b> Six schools with three offering sixth form provision
d)	<b>Remove three school's sixth form provision</b> Six schools with two offering sixth form provision
e)	<b>Remove all school's sixth form provision</b> Six schools with a Sixth Form Centre serving the Greater Bath Consortium

#### Option 3 – Reduce to five schools

a)	<b>All schools with sixth form provision</b> Five schools all offering sixth form provision
b)	<b>Remove one school's sixth form provision</b> Five schools with four offering sixth form provision
c)	<b>Remove two school's sixth form provision</b> Five schools with three offering sixth form provision
d)	<b>Remove three school's sixth form provision</b> Five schools with two offering sixth form provision
e)	<b>Remove all school's sixth form provision</b> Five schools with a Sixth Form Centre serving the Greater Bath Consortium

#### Option 4 – Reduce to four schools

a)	<b>All schools with sixth form provision</b> Four schools all offering sixth form provision
b)	<b>Remove one school's sixth form provision</b> Four schools with three offering sixth form provision
d)	<b>Remove two school's sixth form provision</b> Four schools with two offering sixth form provision
e)	<b>Remove all school's sixth form provision</b> Four schools with a Sixth Form Centre serving the Greater Bath Consortium

Within each of the four options described above, consideration has also to be given to the following:

#### A) Co-educational / single-sex provision

- Status Quo – retaining all four single-sex schools
- Retaining only two single sex schools (all other schools to be co-educational)

- All schools to be co-educational

**B) ‘All Through Schools’ and ‘Small Schools’<sup>j</sup>**

- Having one or more schools covering an age range from 3years to 16 or 19.
- Providing a range of school sizes, including a designated Small School

**C) Voluntary Aided church schools**

- Retaining both the Church of England and Roman Catholic VA Church Schools
- The provision of one co-denominational school
- Retaining only one Voluntary Aided Church School

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<sup>j</sup> All Through Schools serve pupils from the age of 3, 4, or 5 until they leave school at 16-19, sometimes a school may be designated a ‘small school’ in recognition of the particular benefits this may have for some pupils.

## **7 Recommendations**

The Panel is aware that before any statutory proposals can be published it will be necessary for the Council to undertake a full statutory consultation exercise. It will also be desirable for any necessary funding to be in place, prior to the publication of proposals for change and essential for such funding to be available prior to decisions on changes being made.

As stated earlier in this report, the Panel has largely formulated its recommendations within two timescales.

- The first period covers from now until Bath and NE Somerset receives the full BSF funding for renewal of its secondary schools, incorporating some initial high level work which will inform the planning stages for BSF.
- The second period is from the initiation stages of Bath and NE Somerset's BSF programme (likely to be 2016 or possibly earlier), through implementation to completion.

The inevitable uncertainty surrounding some of the key factors means that the recommendations are shown as relating to the Short, Medium or Long term, but without in most cases, specifying precise timescales or dates. These would have to be identified as further work is undertaken once the recommendations have been considered and a decision has been taken on whether to accept them.

The Panel has considered all the options listed in section six and debated which of them should be put forward for serious consideration by the Executive and subsequently, the Council's favoured options in any consultation exercise.

### **7.1 General**

The Panel has come to understand and appreciate how crucial it is to have robust data to inform the planning for education provision generally and schools and school places specifically. This particularly applies when predicting the number and structure of households likely to result from planned development. The Panel therefore recommends:

- |  |
|--|
| <p>R1. That the Authority ensures it has in place a robust methodology and sufficient resources to enable it to monitor population changes; the effects of housing development; and therefore to predict future numbers of pupils. In view of the opportunities presented through the Building Schools for the Future programme, it is essential the Authority has confidence in the data which informs its planning for future education provision.</p> <p>R2. That the Authority develops a methodology or formula which will enable it to identify the level of pupil numbers in a school, below or above which there is likely to be a risk to the quality or range of educational opportunities available to pupils who attend it. This would enable an early review of the situation and contributory factors. The Panel would expect to have involvement in any review relating to a school identified through this method.</p> |
|--|



## **7.2 Sixth Form Provision and the 14-19 Curriculum**

The Panel's review has taken place at a critical time in the development of education for students from Key Stage 4 onwards (age 14-19). The planned increase in the number of vocational options available, the introduction of the new general and specialised diplomas and the development of Area Prospectuses make it difficult to know with certainty how best these can or should be delivered. In addition, it is planned that the Dyson School for Design Innovation will open in 2008, offering further opportunities to pupils across Bath and NE Somerset and beyond.

In recognition of this rapidly changing environment, the Panel believes that these developments should be given time to bed in before any major changes to the current provision take place, it therefore recommends:

### **Short / Medium Term**

- R3. That the Authority should continue to offer encouragement and support to all institutions as they develop collaborative arrangements to meet the requirements of the challenging agenda for change in the 14-19 curriculum.
- R4. That as collaboration between institutions becomes more established and the new curriculum arrangements become embedded, these are monitored. The monitoring to include measures such as pupil retention rates and performance, co-ordination in timetable planning across different institutions, number of pupils moving between institutions and impact on transport / attendance rates. This could/should be undertaken in consultation with the Learning and Skills Council. The intention would be to identify areas of good practice and also any areas of weakness.

### **Long Term**

- R5. If it becomes clear that the existing collaborative arrangements are not delivering either the quality or breadth of education required for the 14-19 age group, the Council should consider whether as part of the Building Schools for the Future programme there should be one or more dedicated sixth form centres.

## **7.3 Keynsham Schools and Chew Valley School**

### **7.3.1 Chew Valley School**

The Panel recognises that Chew Valley School by nature of its rural location has to be considered separately from other schools in the authority. There are no other nearby schools and it has an extensive Area of Prime Responsibility in comparison with most of the other schools. The Panel therefore recommends:

**Short / Medium / Long Term**

R6. That there should be no organisational change in the Chew Valley area, either before or following implementation of the BSF programme.

**7.3.2 Keynsham Schools**

The Panel is aware that there are factors pertaining to the schools in Keynsham which are particular to this area.

- Firstly there is the potential for the housing development outlined within the RSS to have considerable impact on these schools, depending on the eventual location. However, until the RSS has been approved (expected date for this is 2008), it will not be possible to confirm the location or size of development nor changes to the school population which may result.
- Secondly, Broadlands School is very close to the border between Bath and NE Somerset and Bristol City Council and consequently a very high proportion of pupils do not live within Bath & North East Somerset. However, Bristol is currently rolling out its BSF programme and intends to provide through its rebuild of secondary schools enough places for all pupils within its area. The effect of this on Broadlands is as yet unclear; however one consequence could be a considerable reduction in the number of pupils attending Broadlands from Bristol.

In recognition of the above, the Panel recommends:

**Short / Medium Term**

R7. That the numbers attending both Keynsham schools should be closely monitored, particularly with reference to the proportion of out of area pupils attending these schools.

**Medium /Long Term**

R8. That the Authority should carefully monitor the progress of the Regional Spatial Strategy in relation to developments at Whitchurch / Hicks Gate. Should major development take place at these locations, consideration should be given to the merits of relocating Broadlands School to a location which would serve the resulting increased pupil population.

R9. That a single school in Keynsham is a desirable outcome and that at the time the Building Schools for the Future programme is implemented, the Authority should consider whether a single school could serve this area. Close liaison with colleagues in the neighbouring authorities (particularly Bristol City Council) will be required and early consultation with them should be undertaken.

## **7.4 Radstock & Midsomer Norton Schools**

The Panel has noted that all three schools in this area work in partnership with Norton Radstock College to support the delivery of a broad curriculum for 14-19.

As covered elsewhere in the report, the review in this area coincided with the announcement that Writhlington School would receive the BSF One School Pathfinder funding for rebuild / refurbishment of its buildings. Writhlington will only be rebuilt to take in the same number of pupils as it does currently, however the Panel recognises that any new school may have an effect (positive or negative) on other schools in the area. It has taken this into account and recommends:

### **Short / Medium Term**

- |   |
|---|
| <p>R10. The Authority should monitor the effects of planned housing development in the APR of each of the schools on the numbers entering each school and its sixth form over the next few years.</p> <p>R11. Should pupil numbers at any school become unsustainable before the planned implementation of the BSF programme, the Authority should open discussions with all stakeholders regarding the possible Federation of Norton Hill and Somervale schools.</p> |
|---|

### **Long Term**

- |  |
|--|
| <p>R12. Although currently the RSS proposed development would not justify moving one of the schools in Midsomer Norton, if this changed when the RSS is finally approved and the housing development allocation warranted, consideration should be given to moving one school so that it could serve pupils in the rural areas between Midsomer Norton, Keynsham and Bath.</p> <p>R13. Should it become apparent that the number of pupils in any school is becoming unsustainable then at the time that the BSF programme is implemented, consideration should be given to reducing to two schools.</p> |
|--|

## **7.5 Greater Bath Schools**

Within the Greater Bath Consortium the Panel does not believe that the status quo is either sustainable or desirable in the longer term. The size of some schools does not represent the best use of resources in terms of cost efficiency, particularly given the number of surplus places. The variation in levels of attainment is unacceptably wide.

There are four single-sex schools in Bath and currently this means that the expressed parental preference for co-educational places is not being met. One of these schools (Culverhay) has for a number of years, expressed a desire to become co-educational another (Oldfield) has indicated that it would not be adverse to considering changing to a co-educational school.

Taking the above into consideration the Panel recommends:

### **Short / Medium Term**

- R14. That the number of pupils entering Bath schools and the overall size of schools be closely monitored against measures of performance, cost and sustainability.
- R15. Should any school(s) become unsustainable, consideration should be given to closure.
- R16. The Authority should actively seek to increase the number of co-educational places available in Bath through changing the status of two existing schools (Culverhay and Oldfield). A feasibility study should be undertaken to assess what would be required in order for these two schools to take pupils of both genders. This study should include information on where each school is likely to draw its pupils from were the change to take place and an assessment of the likely impact on other schools within the Consortium.
- R17. The Authority should maintain the current level of church school places. The panel would therefore invite the diocesan boards and schools to consider ways in which this can be achieved. For example this could be through the continued provision of two VA Church schools (co-located or separate sites) or a single co-denominational school.

### **Long Term**

- R18. That there should be, in the longer term a reduction in the overall number of secondary school places available within the Greater Bath Consortium area. Within this overall reduction it is essential that the proportion of co-educational places available across the Greater Bath Consortium is increased, whether this is through implementation of R15, or through other changes to existing schools.

## **7.6 Short/Medium Term Strategy for School Buildings (Addendum)**

This report was presented and discussed at a public EYCL Panel meeting on 8 January 2007. During the meeting a submission was made on behalf of the Headteachers of the schools involved in the review. They expressed concern that there seemed to be little recognition of the immediate needs associated with school buildings. The Panel discussed this and agreed that while one of the main drivers for the review has been to inform the future planning for Building Schools for the Future programme; it was not the Panel's intention to imply that schools would receive no capital finance in the intervening period. It accepted the points raised by the Headteachers and agreed to include an additional recommendation taken from the submission with a minor amendment.

- R19. The Headteachers therefore would wish to work with the Council and other bodies to develop a short to medium term strategy which would lead to a capital investment programme for schools and their buildings so that we can provide the very best educational opportunities for the young people of Bath and North East Somerset.

## **8 Next Steps**

The EYCL Overview and Scrutiny Panel, as is the case with all such panels or committees, cannot make decisions. Its role is to review and scrutinise areas of the council or in some cases its relationship with external organisations, and to recommend courses of action. These recommendations can go either to the Executive Member(s) with responsibility for that area, to the Council Executive, or on rare occasions to the Full Council.

In this case, the EYCL Overview and Scrutiny Panel's final report together with its recommendations will go to the Executive Member for Children's Services. The Panel's recommendations will then form part of a report which will go before the Council Executive sometime after the Local Council Elections in May 2007 (this is likely to be July). After the Council Executive has considered the report, it may be the case that the issue of such importance that the full Council will wish to discuss it. It is probable that this would take place before the end of 2007.

8 January 2007	Presentation of EYCL Overview and Scrutiny Report at public meeting and report to Executive Member for Children's Services
3 May 2007	Local Council Elections
July 2007	Expected date for Report to Council Executive (Executive Member for Children's services).

## **Acknowledgements**

The Panel wishes to acknowledge the help and assistance it received during the review process from many different sources. It would particularly wish to thank all the heads, governors and pupils of the schools who have been involved; the local FE and Sixth Form colleges; and the Learning and Skills Council for their contributions.

It would also like to thank all those members of the public who took the time to attend the public meetings and / or contacted the panel with their comments and the Council Officers who have been involved in supporting the Panel Members throughout the review.

## Glossary of Terms used and Acronyms

<b>APR</b>	Area of Primary Responsibility. This is often referred to as “catchment area”. Each school has its own APR, children from within that area are given preference for entry to the school.
<b>AS and A Levels Advance Subsidiary Advanced Levels</b>	<p>AS and A levels are usually undertaken in Years 12-13 at school, but like GCSEs they can be taken by older and younger students. Many colleges offer AS and A Level courses as both full and part-time options.</p> <p>An AS level can be a free-standing qualification or form the first part of an A level qualification. The second part of an A level is referred to as A2, this is not a separate course of study but follows on from an AS and when successfully completed will result in a full A level qualification.</p>
<b>BSF Building Schools for the Future</b>	A central government programme to renew all secondary schools in England over a fifteen to twenty year period beginning in 2004
<b>Categories of schools</b>	There are specific <u>legal</u> categories of school, these are Community, Foundation, Voluntary (incorporating Aided and Controlled) and Special
<b>Council</b>	See Local Authority
<b>Designated School</b>	Sometimes the school closest to where a pupil lives, may not be in the same authority as a pupil’s home but in a neighbouring local authority area. In such cases the two authorities may have an arrangement whereby the pupil(s) concerned will be given preference for entry to the closest school (effectively they are in the APR of the school) even though it is not within their own local authority area. This is then termed to be the Designated school for these pupils.
<b>DfEE Department for Education and Employment</b>	The predecessor government department to the DfES
<b>DfES Department for Education &amp; Skills</b>	The Department for Education and Skills is the central government department responsible for children’s services, education and lifelong learning in England. It also has wider responsibilities for a range of policies, some of which it shares with other government departments, such as the Sure Start programme (shared with the Department for Work and Pensions). The Department was formerly known as the Department for Education & Employment (DfEE)
<b>EiP</b>	Examination in Public. A process of examining the Draft RSS undertaken by an independent Inspector
<b>EYCL O&amp;S Panel</b>	Education, Youth, Culture and Leisure, Overview and Scrutiny Panel. This is one of seven Overview and Scrutiny Panels

## EYCL Overview and Scrutiny Panel – Review of Secondary Education Provision

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<b>Federation</b>	This can cover a spectrum of arrangements. It is often used to describe different types of informal collaborative models, generally termed "loose federations" The 2002 Education Act which allows for the creation of a single governing body or a joint governing body committee across two or more schools. In addition a group of schools can have formal (i.e. written) agreement to work together in a variety of ways. These are referred to as "hard federations".
<b>GCSE General Certificate of Secondary Education.</b>	GCSEs are usually undertaken in Years 10-11 at schools, but they can also be taken by older and younger students. Many colleges offer GCSE courses as both full and part-time options. GCSEs are graded from A* (A star) the highest, to G the lowest.
<b>Greater Bath Consortium</b>	A consortium of the seven schools within the City of Bath.
<b>Home to School Transport</b>	A term specifically applied when the local authority is deemed to have a responsibility to provide transport for pupils between school and home.
<b>Key Stages</b>	The curriculum within schools is divided into 'Key Stages' from Foundation through to Key Stage 4. Each stage covers two or more school years. The relevant Key Stages for secondary schools are Key Stage 3, which covers School Years 7, 8 and 9; and Key Stage 4 which covers School Years 10 and 11 (including GCSEs).
<b>LA</b>	Local Authority (Council) – the local authority which is the subject of this report is Bath and North East Somerset Council.
<b>LEA</b>	Local Education Authority
<b>LSC Learning and Skills Council</b>	The Learning and Skills Council is the body which oversees education for everyone over sixteen, apart from those studying at University. It has overall responsibility for planning and funding, but works in partnership with local authorities and individual educational institutions.
<b>Ofsted</b>	Office for Standards in Education
<b>RSS</b>	Regional Spatial Strategy. This is a new type of framework for planning within a region, it will link in with for example health, education and crime. The South West RSS is still at draft stage.
<b>School Years</b>	Secondary Schools are divided into "Years". These consist of: Years 7, 8, 9, 10 and 11 covering approximate ages 11-15 Years 12 and 13 (also known as sixth form) covering approximate ages 16-19.
<b>Types of schools</b>	Examples of the <u>type</u> of school are primary, secondary, girls, boys schools. All types of schools are included within the legal Categories of schools.



## List of Appendices

Please note: Large and complex appendices are not commonly printed out in hard copy; this complies with the Council's environmental policies. Where these are available on the Council Website the links are shown. Copies can also be requested by contacting the Overview and Scrutiny Office:

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No	Document	Source
1	Terms of Ref	Available on the Council website: <a href="http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix01TermsofReference.htm">http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix01TermsofReference.htm</a>
2	Keynsham and Chew Valley Schools Interim Report (Nov 2005)	Available on the Council Website <a href="http://www.bathnes.gov.uk/scrutiny">www.bathnes.gov.uk/scrutiny</a>
3	Greater Bath Schools Interim Report (July 2006)	Available on the Council Website <a href="http://www.bathnes.gov.uk/scrutiny">www.bathnes.gov.uk/scrutiny</a>
4	Radstock and Midsomer Norton Schools Interim Report (Oct 2006)	Available on the Council Website <a href="http://www.bathnes.gov.uk/scrutiny">www.bathnes.gov.uk/scrutiny</a>
5	Full list of all Specialised Diplomas	Available on the Council Website <a href="http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix05FullListofSpecialisedDiplomas.htm">http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix05FullListofSpecialisedDiplomas.htm</a>
6	Information on Parents' Surveys (1999 & 2004)	Available on the Council Website <a href="http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix06InformationonParentsSurveys.htm">http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix06InformationonParentsSurveys.htm</a>
7	"A Secondary School for your Child, 2007/8" Bath & NE Somerset (pdf file)	Available on the Council Website <a href="http://www.bathnes.gov.uk/NR/rdonlyres/D1968958-E6F3-474C-B835-21FB3DEEA625/0/A_secondary_school_for_your_child_booklet_20078.pdf">http://www.bathnes.gov.uk/NR/rdonlyres/D1968958-E6F3-474C-B835-21FB3DEEA625/0/A_secondary_school_for_your_child_booklet_20078.pdf</a>
8	Pupil and Schools	Available on the Council Website

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	data set	<a href="http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix08PupilAndSchoolsData.pdf">http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix08PupilAndSchoolsData.pdf</a>
9	Map showing Areas of Prime Responsibility for each school	Available on the Council Website <a href="http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix09Map.htm">http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix09Map.htm</a>
10	Maps showing Pupil home locations by school	Available on the Council Website <a href="http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix10Maps.pdf">http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix10Maps.pdf</a>
11	Charts showing percentage of pupils by home location and school.	Available on the Council Website <a href="http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix11Charts.pdf">http://www.bathnes.gov.uk/committee_papers/OandSEYCL/EYCL070108/07zAppendix11Charts.pdf</a>

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