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Bedfordshire  
county council

# ORGANISING FOR EXCELLENCE

## Consultation on the Review of School Structures in Bedfordshire

**Consultation ends April 4<sup>th</sup> 2006**



## Executive Summary

Bedfordshire County Council is committed to providing its young people with the best possible start in life to ensure they fulfil their potential. A high quality education is recognised as being important for future economic performance. The standards of pupil attainment within Bedfordshire are a cause for concern – e.g. GCSE results (measured by the number of pupils achieving 5 A\*-C grades) have fallen twice since 2000, and in 2005 were significantly below the national average.

The Council is reviewing the structure of schools within the county to discuss whether a change in structure would be likely to support raising pupil attainment. This is the right time to conduct such a review for the following local and national reasons, which are explained further in Section 1:

**Attainment** – the need to raise pupil attainment

**National Curriculum** – In Bedfordshire pupils change school in the middle of the National Curriculum Key Stages

**National trends** – we need to consider whether Bedfordshire should retain a three-tier system or follow the current national trend

**Demographics** – some reorganisation is necessary to manage changing pupil numbers

**Opportunities** – we need to grasp opportunities to make best use of Government funding through ‘Building Schools for the Future’

Bedfordshire currently has a three-tier system of schools:

**146 Lower Schools** – which take pupils from the age of 4 to 9 (Reception through to year 4)

**40 Middle Schools** – which take pupils from the age of 9 to 13 (years 5 to 8)

**17 Upper Schools** – which take pupils from the age of 13 to 19 (years 9 to 13).

All Upper Schools have Sixth Form provision.

We must look towards the future: what structure will be the most effective for the next generation and ensure that Bedfordshire pupils fulfil their potential? **Current standards of attainment are too low – we must ensure that they improve.**

If the existing three-tier system is retained, we must consider what actions will be put in place to enhance pupil performance: “doing nothing” is not acceptable. If the school structure is to change, possible alternative future structures include:

Changing school at 11 – over 95% of pupils in England change from primary to secondary school at age 11 (this may include infant schools to age 7 and junior schools to age 11).



Tertiary education – If Bedfordshire adopted a system of changing school at age 11, it would need to decide whether to retain sixth forms within schools, or have Sixth Form Colleges (such as exist in Cambridgeshire and Luton)

Mixed System – Some parts of the County continue with the existing three-tier system, while others change to one of the alternative models (such as changing school at age 11)

All Through Schools – Where pupils attend one school from age 4 through to either age 16 or 18. Bedfordshire could trial this system in one part of the County.

**YOUR VIEWS ARE IMPORTANT!** Bedfordshire have commissioned Four S to undertake the consultation to guarantee impartiality. Please take the time to become involved in the consultation by any of the following methods:

- Consultation Proforma:** Use the Proforma at the back of this document (or complete the electronic version of the Proforma available at [www.fours.co.uk/bedfordshire](http://www.fours.co.uk/bedfordshire)).
- Online survey:** [www.fours.co.uk/bedfordshire](http://www.fours.co.uk/bedfordshire) - it should only take a few minutes to complete
- Paper survey:** available from schools, libraries and County Hall.
- Email:** email any comments or thoughts to [bedfordshire@fours.co.uk](mailto:bedfordshire@fours.co.uk)
- Fax:** fax any comments or thoughts to 01372 834000
- Public Meetings:** there will be seven public meetings across the County as part of the consultation. Details will be available on [www.fours.co.uk/bedfordshire](http://www.fours.co.uk/bedfordshire) as soon as they are confirmed.

**The consultation ends on Tuesday April 4<sup>th</sup> 2006. Please ensure that you have your say before then.**

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If you require this information in your own language or in a special format, such as Braille, large print, CD, audio tape or British Sign Language please contact Joan Wheeler at County Hall, Cauldwell Street, Bedford MK42 9AP or telephone 01234 228822 and she will arrange this.

## Section 1: Introduction and background

High quality education is recognised as vital to future economic performance, for individuals and communities. It is essential that young people are provided with the best possible opportunity to fulfil their potential, and this is one of Bedfordshire County Council's four objectives. We want to ensure that the school structures within Bedfordshire help our young people to achieve this.

On 19 July 2005, the Executive of Bedfordshire County Council approved a formal review of the three-tier school structure within Bedfordshire. A Member Working Group was established to manage this review, and this group is due to make its recommendations to the Executive in summer 2006. The Member Working Group includes County Councillors from each political party, as well as representatives from Diocesan Boards and parent governors.

This document explains the reasons for undertaking this review, and outlines the issues being considered as part of the consultation. **We are seeking your views and reasoning on the structure of schools within Bedfordshire, and wish to encourage as many people as possible to be involved.** Until a decision has been made about the principle of whether to retain the existing system or change to an alternative structure there will be no detailed considerations about the future of individual schools.

Bedfordshire County Council has commissioned Four S to undertake the consultation. This is to ensure that the consultation is impartial and independent from the Council. Four S is an experienced consultancy which specialises in supporting schools and councils to improve pupil attainment and school management.

### What is the current structure of schools within Bedfordshire?

Mainstream education within Bedfordshire is provided in three tiers:

- 146 Lower Schools** – which take pupils from the age of 4 to 9 (Reception through to year 4)
- 40 Middle Schools** – which take pupils from the age of 9 to 13 (years 5 to 8)
- 17 Upper Schools** – which take pupils from the age of 13 to 19 (years 9 to 13). All Upper Schools have Sixth Form provision.

This Review is considering mainstream schools. It is not including the 10 Special Schools (including the Pupil Referral Unit) or 7 Nursery Schools.

## Why Review School Structures?

The provision of education within England is continuing to undergo substantial change. These are exciting times for Bedfordshire schools and pupils. It is important that Bedfordshire seizes opportunities that will help raise pupil attainment. Whether this means improving the way the current structure works or changing to a different structure, the County Council believes that this is the time to take a thorough look at the nature of our schools to ensure that they can best help current and future generations of pupils to fulfil their potential. There are real opportunities for improving what we do, and we must grasp these. **Doing nothing is not an option.**

The reasons behind the decision to review structures at this time are:

**Pupil Attainment** – pupil attainment in Bedfordshire is above the national average at age 7 (Key Stage 1), but significantly below the national average at age 16 (GCSE results). Between the ages of 7 and 16 pupil attainment is generally below that of councils similar to Bedfordshire, although broadly in line with national averages at ages 11 and 14. Performance at age 16 has risen more slowly than the national average since 1998 and in 2005 53.8% of pupils gained 5 A\*-C GCSEs compared with a national average of 57.1% (*DfES January 2006*). In 2002, the Council said that it would reconsider structures after 2005 if standards had not improved sufficiently. A summary of pupil attainment statistics is provided in the attached appendix and more details are available on the Four S website – [www.fours.co.uk/bedfordshire](http://www.fours.co.uk/bedfordshire). If the school structure is not changed, we need to be clear what further actions will be taken to raise attainment.

**National Curriculum** – under the current three-tier system pupils change school during National Curriculum Key Stages, which means that more than one school is responsible for a single Key Stage. In particular, Upper Schools do not have pupils for the full five years up to GCSE as most schools elsewhere in England have. The breaks between the National Curriculum Key Stages at the ages of 7, 11 and 14 do not align with the lower, middle and upper school structure where transfers are at the ages of 9 and 13. We need to consider whether this affects standards of achievement compared to other councils.

**National trends: In most parts of England children change school at 11** – the three-tier system was established in Bedfordshire in the early 1970's. It was felt that this system reflected the social development of young people and avoided the need to establish very large secondary schools. A number of other authorities set up similar structures at that time but most of these have now changed to a two-tier system where pupils attend primary schools from the age of 4 to 11 (reception through to year 6), and secondary schools from the age of 11 to 18 (years 7 to 11, with a sixth form to year 13). There are now very few authorities who run an exclusively three-tier system like Bedfordshire. We need to consider whether Bedfordshire can continue to operate a different system to most other councils. With so few other authorities running a three-tier system, in future the

curriculum, guidance and resources, including ICT software, are likely to focus more and more on a two tier model.

**Demographics: Some reorganisation is inevitable** - in some parts of the County schools have surplus places (there are over 5000 surplus places across the County) and in other areas more pupil places will be needed to meet increased demand from new housing. We need to be sure that we are reorganising and building schools effectively for the next generation of pupils. The Review will help to identify how to make the best use of resources to meet the demand for school places. Some additional information is provided on the Four S website ([www.fours.co.uk/bedfordshire](http://www.fours.co.uk/bedfordshire)) or within the Bedfordshire School Organisation Plan ([www.Bedfordshire.gov.uk](http://www.Bedfordshire.gov.uk)).

**Opportunities: Shaping our Schools for the Future** - under its Building Schools for the Future programme, the Government is committed to providing many millions of pounds of additional funding to improve school buildings and ICT. Bedfordshire could receive over £300m to improve secondary-phase provision, starting within the next three years. We must be certain that we have the right school structure for the future before we can ensure that we use this funding effectively. The funding will enable us to transform school facilities to support high-quality learning in the 21<sup>st</sup> Century. We also need to make sure that our structures are the best to deliver the Government's agenda to develop schools as community resources open for a larger part of the day, throughout the year, and offering a broader range of services to parents and the community.

**Teacher Recruitment and Retention** - although there are national issues about the recruitment and retention of teachers, there are concerns about the ability to recruit staff to Bedfordshire schools if most other authorities, including all of our neighbouring authorities, are running a different system. Almost all teacher training is based upon primary and secondary school models (where pupils change school at age 11) rather than middle schools. The leadership and management of schools is a crucial factor in improving standards, therefore we must ensure that we are able to recruit high quality headteachers and teachers in the future.

**Post 16 Provision** – today's young people are the workforce of tomorrow. We need to ensure that our young people have appropriate skills to support the growth of the Bedfordshire economy and contribute to the prosperity of the County. The Learning and Skills Council (LSC) has a responsibility for post-16 education and shares with the County Council a strong desire to widen the opportunities for young people in our schools and colleges. There may be opportunities offered by exploring sixth form or tertiary colleges. However, any change in arrangements for education after age 16 would impact upon school structures. We must ensure that we have high quality post 16 education that enables young people in Bedfordshire to be properly prepared for working life.

**Local Pressure** - there is pressure for a Review to be carried out. A number of groups within the County, including some schools, have indicated that they would welcome a review of the current structure. We must ensure that we are able to respond to legitimate local concerns.

**This is not a cost cutting exercise. The Review is about investment in our schools and how we make the best use of all the resources available to benefit the young people of Bedfordshire.**

## **Does that mean that structures have to change?**

No. We must ensure that our pupils are able to fulfil their potential, and we must ensure that the education they receive is the best that we can provide.

We must improve the performance of the overall educational system, but there may be more than one way of achieving this. Our decision about reviewing structures will be based on the balance of probability to raise pupil attainment. It is possible that we could raise standards by improving the current system. Examples that stakeholders may wish to consider include:

**Improve accountability:** We could accelerate the National Curriculum so that Key Stage 3 finished at the end of middle school (year 8) rather than during year 9. This would allow Upper Schools to focus on Key Stage 4 and would increase school accountability for pupil attainment.

**Increase Federations:** We could increase co-working between schools within geographical areas to improve pupil transition – for example through Federations within the Learning Communities that already exist.

Many councils have chosen to adopt a system that links to the national curriculum key stages; however, there are also arguments for the retention of the existing system. These include:

**Pupil social development** – one of the reasons for the establishment of the three-tier structure in the 1970s was to reflect social maturity of pupils as they grow up. A reorganisation could impact upon different groups of pupils in different ways.

**Other initiatives could raise standards** – school structures are only one factor to consider. Other factors such as leadership and quality of teaching are important and any change to structures could divert attention away from the focus on standards.

**Time and cost** – any change to school organisation will require significant staff time and funding to implement, which could be spent on other work.

**School organisation** – any change will impact upon the number, location, and size of schools. Depending upon the type of change, this may have a particular impact within rural areas.

**Surplus places** – the number of surplus places in some parts of the County, and increasing pupil numbers in other areas, could be addressed within the existing three-tier system. This would mean some reorganisation of schools, and possible school closures.

## Section 2: What structures could Bedfordshire adopt for the future?

The table below outlines the structures that Bedfordshire could adopt. There is a brief description of each, an outline of significant advantages and drawbacks, and an indication as to which other councils use that structure.

Structure and description	Possible advantages	Possible drawbacks	National Usage
<p><b>Three-tier</b> Retain existing three-tier structure: Lower Schools for ages 4-9 Middle Schools for ages 9-13 Upper Schools for ages 13-19</p>	<p>Minimum disruption to existing pupils and buildings Familiarity to parents and school staff Allows focus to be upon other projects to raise pupil attainment</p>	<p>Has not successfully raised attainment in recent years Bedfordshire may be one of three councils exclusively running this system within a few years – likely impact upon future teacher recruitment and retention</p>	<p>Outside Bedfordshire only the Isle of Wight and the London Borough of Harrow may remain wholly or mainly 3 tier</p>
<p><b>Change school at age 11</b> Adopt a structure that is based upon national curriculum primary and secondary schools: Primary education from ages 4-11. This may include infant schools to age 7 and junior schools to 11 Secondary Schools from age 11 upwards</p>	<p>Links to National Curriculum Key Stages – primary schools would concentrate on Key Stages 1 and 2 and secondary schools on Key Stage 3 and above Makes Bedfordshire the same as most other councils, including all neighbouring authorities</p>	<p>Significant reorganisation programme and likely to involve substantial building projects Secondary schools would need to liaise with a larger number of primary schools</p>	<p>Over 95% of pupils in England are educated in this system</p>

<p><b>Tertiary Education</b> Adopt a structure that is based upon national curriculum primary and secondary schools with transfer to a College at the age of 16: Primary Schools from ages 4-11 (this may include infant schools to age 7 and junior schools to 11) Secondary Schools from age 11-16 Sixth form or tertiary college for post 16 students</p>	<p>Links to National Curriculum Key Stages – primary schools would concentrate on Key Stages 1 and 2 and secondary schools on Key Stage 3 and above Colleges may find it easier to offer a wider range of courses, particularly vocational courses, and to innovate Upper schools would not need to take in two extra year groups</p>	<p>11-16 schools would not have the benefits of sixth forms Pupils would change school twice, although not across key stages Greater average distance to travel for post 16 students</p>	<p>There are sixth form colleges in Luton and parts of Cambridgeshire</p>
<p><b>Mixed System</b> Adopt a system where some areas retain three-tier schools and others have an alternative structure (such as changing school at age 11)</p>	<p>Allows provision to be tailored to local needs Resources can be focused on areas most in need of change Less disruption</p>	<p>Lack of consistency throughout the County May be difficult to justify why one model is appropriate in some areas and not others Possible issues arising from different ages of transfer in different areas</p>	<p>Authorities which have a mixed system include Hertfordshire, Suffolk, West Sussex, and Worcestershire</p>
<p><b>All Through Schools</b> The Council could trial whether a school for children from ages 4-18 could be effective.</p>	<p>Pupils do not need to transfer from one school to another Fewer schools so fewer headteachers &amp; more cost-effective Opportunities for innovation</p>	<p>More schools would close All Through school could be very large Challenges of having all ages in one establishment Likely to need to operate on more than one site</p>	<p>Northamptonshire has an all through school</p>

Any of the above structural options may include the development of Federations, for example several schools sharing one Governing Body.

This table provides the most recognised future structural options. Other options may emerge during the consultation period. These will be considered on their merits. You may wish to suggest an alternative option in your response.

## Section 3: The Consultation and how to get involved

### What is the consultation asking?

This consultation is being undertaken in an open manner. There is no preferred option, and no pre-determined outcome. It must be re-emphasised that this consultation is not driven by any pressure to reduce expenditure, but the Council has a duty to use public money effectively.

The consultation is focussing upon two key areas:

**Reflection** – considering the strengths and weaknesses of the existing three-tier system: why is pupil performance below national averages? Are reasons for lower pupil performance related to the fact that Bedfordshire has a three-tier system? How can the Council make the most of new opportunities and initiatives?

**The Way Forward** – considering what structure of schooling Bedfordshire should have in the future to maximise pupil attainment. The options for the future include keeping and improving the current system, alongside the possibility of changing the school structure. This will include working with stakeholders to consider the pros and cons of the current structure and possible alternatives. If the present system is kept, how will it be improved in order to raise standards? If the system is changed, what alternative structure of provision would be most likely to raise standards?

The consultation process will ask stakeholders their impressions of the current system, including how it overcomes or creates barriers to improving the attainment of pupils. This will include direct issues (such as whether the difference between the national Key Stages and school transfer ages is significant) and indirect issues (such as whether the structure impacts upon recruitment and retention of teachers).

The consultation is not considering the structure of Special Schools (including the Pupil Referral Units) or Nursery Schools.

### What should I think about in my response?

To assist your response, set out below are some questions that we are especially keen to hear views upon. The end of this document has a form that includes these questions and gives spaces to answer (an electronic version of this form is available on the Four S website if you would prefer – [www.fours.co.uk/bedfordshire](http://www.fours.co.uk/bedfordshire)). These

questions are not designed to restrict the topics on which you can comment, or the amount that you can write on each question, but rather to offer a structure for your comments. If you wish to include other or additional issues in your response, please do so.

### **General Issues**

- How can we maximise the opportunities and benefits of Building Schools for the Future and funding for primary school buildings?
- How can we best provide more opportunities for 14-19 year olds?
- Is the number of times children change school an issue affecting their attainment?
- How can we minimise the need to transport children to school?
- How can we make the best use of resources and address long-standing issues of surplus places and schools that do not have sufficient pupil numbers to be financially viable?
- How can we support the development of schools as a key community resource – i.e. open longer each day, and for more weeks every year, and providing more services to parents and the community?

### **Current Structure**

- What are the strengths and weaknesses of the existing three-tier system?
- Why do you think that pupil progress and achievement in Bedfordshire between the ages of 7 and 16 does not keep pace with national averages?
- Do you believe that the structure of schools has a significant impact upon pupil attainment?

### **The Future**

- Do you believe that Bedfordshire should change the structure of schools?
- If you do think Bedfordshire should change, what structure should be adopted?
- Why should that structure be adopted?
- If you think the existing three-tier system should be retained, how could it be enhanced to ensure the necessary improvement in standards?
- What other actions do you think should be taken in Bedfordshire to improve pupil attainment?

## **What is the consultation process? How can you have your say?**

The consultation is using a variety of methods to reach different stakeholder groups. These methods provide an opportunity for everyone to have their say.

**Your views matter! Please get involved!**

The following are ways to become involved:

**Reply to this Discussion Paper** – use the proforma at the end (or the electronic version available from the Four S website – [www.fours.co.uk/bedfordshire](http://www.fours.co.uk/bedfordshire)), or send any comments or thoughts, to Four S by:

- Email – [bedfordshire@fours.co.uk](mailto:bedfordshire@fours.co.uk)
- Fax – 01372 834000
- Freepost – FREEPOST, Four S, Bay Tree Avenue, Kingston Road, Leatherhead, Surrey, KT22 7UE

**Online Questionnaire** – go to [www.fours.co.uk/bedfordshire](http://www.fours.co.uk/bedfordshire) and complete the short questionnaire. It should take only a few minutes.

**Paper Questionnaire** – leaflets summarising the consultation and including a brief questionnaire are available from schools, libraries, and Bedfordshire County Council buildings.

**Public Meetings** – Four S will be running seven public meetings during March at locations across the County. The dates and locations will be advertised on the Four S website – [www.fours.co.uk/bedfordshire](http://www.fours.co.uk/bedfordshire)

Four S will also be running workshops with headteachers, school staff, pupils, governors, Further Education Colleges, town and parish councils, and other organisations involved in educational provision.

## How do I find out more information?

Bedfordshire County Council has commissioned Four S to undertake the consultation process to ensure that it is fully independent and impartial. Findings from the consultation will be made available on the Four S website – [www.fours.co.uk/bedfordshire](http://www.fours.co.uk/bedfordshire)

Further information about the broader Review of School Structures, and the Bedfordshire County Council process for making a decision about the future structure of schools, can be found on the Bedfordshire website: [www.bedfordshire.gov.uk](http://www.bedfordshire.gov.uk)

The Four S project team can be contacted on the following email address with any queries: [bedfordshire@fours.co.uk](mailto:bedfordshire@fours.co.uk). The Four S project phone number is 01372 834014. The Four S Project Manager is David Groves. Four S will do its best to respond to practical queries, but has no view about what is the correct way forward for Bedfordshire County Council.

## Section 4: Principles for the future

The Bedfordshire Member Working Group, which is managing the overall Review, has adopted the following principles for schools within Bedfordshire. These are schools which

### **For all are:**

- welcoming and inclusive
- committed to working together as part of a wider education service
- located in innovative and stimulating buildings
- flexible and ready to adapt to meet changing needs
- embracing new technologies for the 21<sup>st</sup> century

### **For pupils:**

- offer an exciting, challenging and innovative learning environment
- are safe and healthy places
- have a full range of facilities to support academic, cultural, practical and sporting activities
- offer spiritual, moral and social guidance and support
- provide a range of choices and support personalised learning
- encourage them to take ownership of their learning
- enable them to reach their full potential academically, vocationally and socially
- raise aspirations and prepare them for life, leading to personal, social and economic well-being
- enable them to make a positive contribution to the well-being of the community
- give them a voice and listen to what they say
- are good places in which to enjoy learning
- care for them and encourage them to care for others
- provide a range of out of hours activities

### **For staff:**

- are good places in which to work
- support and care for those who work in them
- help them to develop their professional skills

### **For parents, guardians and carers:**

- involve them fully in their children's education
- give them a voice
- encourage them to share ownership of and responsibility for their children's learning & behaviour

### **For the wider community:**

- are active members of and leaders within that community
- provide a range of out of hours activities

## Section 5: What happens after the consultation?

### What is the timetable for making a decision?

January 2006	Public Consultation launched Meetings and workshops with stakeholders begin
4 April 2006	Public Consultation concludes and meetings and workshops finish
Early May 2006	Four S presents findings of the consultation to Bedfordshire County Council
May 2006	Bedfordshire Member Working Group formulates its recommendations Four S publishes its report to all stakeholders
27 June 2006	Bedfordshire Executive considers the Recommendations from the Member Working Group
13 July 2006	Bedfordshire County Council consider the Executive proposals and makes a decision

The decision in summer 2006 will be a 'Decision in Principle'. It is a statement of intent about how Bedfordshire County Council intends to proceed. If the decision is to retain the current three-tier structure, Bedfordshire will not need to undertake further Review work. If the decision is to adopt an alternative structure, Bedfordshire County Council will need to undertake considerable further work to establish precisely the implications of and timetable for the changes. It is unlikely that very much would change before September 2008.

If the decision is to adopt an alternative structure, Bedfordshire County Council will be undertaking work to determine the cost of making the change, both in terms of costs of any necessary building projects and also revenue costs such as staff time, HR issues, and any necessary retraining to ensure that the cost of change is managed effectively. If the decision is to change school structure, there would inevitably be significant implications for staff. The County Council would work with Unions, Professional Associations and Schools to develop processes that ensure that members of staff are kept informed and given appropriate advice and support. These are likely to cover matters such as recruitment, redeployment and issues relating to re-training.

## **What will Bedfordshire County Council consider to inform its decision?**

The County Council believes that the changes taking place in Education, and the additional funding available, offer an exciting opportunity to make improvements in the Education Service. The most important consideration is to ensure that standards of education and pupil opportunities are maximised.

There will be a range of other issues which will need to be taken into consideration:

- The financial cost of any future structure that may be proposed, both short-term and long-term

- The need to develop post-16 education so that it best meets the needs of young people and the local and national economies

- The implications for travel to school, including school transport arrangements

- The opportunities offered by other initiatives, such as the Government target for all schools to be extended schools, open from 8am to 6pm by 2010.

- The need to recruit and retain staff of the highest quality.

The County Council will listen carefully to all arguments put forward before making any decision. That decision will be informed by the strength and quality of those arguments.

## Section 6: Pupil Attainment Information

KS1 All Pupils Level 2+ (age 7)															
	Reading					Writing					Mathematics				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Bedfordshire	88	87	87	89	90	89	89	85	85	88	92	93	93	93	94
England Average	84	84	84	85	85	86	86	81	81	82	91	90	90	90	91

KS2 All Pupils Level 4+ (age 11)															
	English					Mathematics					Science				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Bedfordshire	77	75	77	79	80	67	70	71	72	74	87	86	88	86	86
England Average	75	75	75	78	79	71	73	73	74	75	87	86	87	86	86

KS2 All Pupils Level 5 + (age 11)															
	English					Mathematics					Science				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Bedfordshire	28	27	25	27	25	22	24	25	28	29	34	37	40	43	47
England Average	29	29	27	27	27	25	28	29	31	31	34	38	41	43	47

KS3 All Pupils Level 5+ (age 14)															
	English					Mathematics					Science				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Bedfordshire	65	69	73	72	74	70	70	74	76	76	70	70	72	69	71
England Average	64	67	69	71	74	66	67	71	73	74	66	67	68	66	70

KS3 All Pupils Level 6+ (age 14)															
	English					Mathematics					Science				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Bedfordshire	29	30	35	30	29	46	47	53	55	55	35	34	42	34	37
England Average	N/A	33	35	34	35	N/A	45	49	52	53	N/A	33	40	34	37

GCSE										
	5 or more A*-C					At least 1 A*-G				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Bedfordshire	49.2	51.2	50.8	51.2	53.8	95.3	95.2	95.2	96.6	97.0
England Average	50.0	51.6	52.9	53.7	57.1	94.5	94.6	94.8	95.9	97.4

A level				
	Average points per candidate			
	2002	2003	2004	2005
Bedfordshire	253.3	255.3	257.8	264.9
England Average	254.7	258.0	269.2	277.6

Sources for 2005 data: National Curriculum Assessments of 7 year olds in England, 2005 (Provisional); National Statistics, Published Aug 23, 2005; National Curriculum Assessments at Key Stage 2 and Key Stage 1 to Key Stage Value Asses Measures in England, 2004/2005 (revised); National Statistics, Published Dec 1, 2005; National Curriculum Assessments of 14 Year Olds in England, 2005 (Provisional); National Statistics, Published Sept 8, 2005; DfES School and College Attainment Tables, Published Jan 19, 2006; GCE/VCE A/AS Examination Results for Young People in England, 2004/05; National Statistics, Published Jan 18, 2006

## Section 7: If you have additional needs

Bedfordshire County Council is currently reviewing its structure of lower, middle and upper schools. This consultation paper explains why the review is happening and asks for your views about current and future school structures. If you need this information in your own language please write to Joan Wheeler at Bedfordshire County Council, County Hall, Cauldwell Street, Bedford MK42 9AP who will arrange this.

### Rishikimi i strukturave të shkollave

Këshilli i Qarkut të Bedfordshire (Bedfordshire County Council) aktualisht po rishikon strukturën e shkollave të arsimit të ulët, të mesëm dhe të lartë. Ky dokument konsultimi shpjegon arsyen e këtij rishikimi dhe kërkon që ju të jepni mendimet tuaja për strukturat aktuale dhe të ardhshme të shkollës. Nëse ky informacion ju nevojitet në gjuhën tuaj amtare, ju lutem shkruajini Joan Wheeler në adresën: Bedfordshire County Council, County Hall, Cauldwell Street, Bedford MK42 9AP, i cili do t'ju ndihmojë në lidhje me këtë.

### مراجعة لبنية المدارس

إن مجلس مقاطعة بيدفوردشاير حاليا يقوم بمراجعة بنية المدارس الابتدائية والمتوسطة والعليا فيه. إن ورقة الاستشارة هذه تشرح لماذا تحدث المراجعة وتساؤلكم عن آرائكم حول البنى الحالية والمستقبلية للمدارس. إذا كنتم تريدون هذه المعلومات بلغتكم الخاصة فنرجو أن تكتبوا إلى جوان ويلر على العنوان التالي:

Joan Wheeler at Bedfordshire County Council, County Hall, Cauldwell Street

وهي ستولى أمر ذلك.

### স্কুলের কাঠামোর পুনঃসমীক্ষা

বেডফোর্ডশায়ার কাউন্টি কাউন্সিল বর্তমানে নিম্ন/লোয়ার, মধ্যবর্তী/মিডিল এবং উচ্চ/আপার স্কুলের কাঠামোর পুনঃসমীক্ষা করছে। এই পুনঃসমীক্ষা কেন হচ্ছে সে সম্বন্ধে এই পরামর্শ পত্রটি ব্যাখ্যা প্রদান করে এবং স্কুলের বর্তমান ও ভবিষ্যৎ কাঠামো সম্বন্ধে আপনার মতামত জানতে চায়। এই তথ্যাদি যদি আপনার নিজের ভাষায় প্রয়োজন হয় তাহলে অনুগ্রহ করে জোয়ান হুইলারকে এই ঠিকানায় বেডফোর্ডশায়ার কাউন্টি কাউন্সিল কাউন্টি হল কৌল্ডওয়েল স্ট্রীট বেডফোর্ড MK42





Bedfordshire  
county council

## اسکولی تنظیموں پر نظر ثانی

بیڈفورڈ شائر کاؤنٹی کونسل اپنے ابتدائی، مڈل اور اپر اسکولوں کی تنظیم پر نظر ثانی کر رہا ہے۔ اس مشاورتی دستاویز میں اس نظر ثانی کی وجوہات کی وضاحت کے ساتھ ساتھ اسکول کی موجودہ اور آئندہ تنظیم کے بارے میں آپ کی رائے طلب کی گئی ہے۔ اگر آپ کو یہ معلومات اپنی زبان میں درکار ہوں تو براہ کرم

آپ کی رائے کا اظہار کرنے کے لیے اس کاؤنسل کی ویب سائٹ پر [www.bedfordshire.gov.uk](http://www.bedfordshire.gov.uk) پر **MK42 9AP** تک

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## Organising for Excellence: Consultation Response Form

Thank you for responding to the Bedfordshire *Organising for Excellence* consultation. The table below offers a structure for your response. It is not designed to be prescriptive – you may include comments on other or additional topics if you wish, continuing on additional pieces of paper.

**A Microsoft Word version of this form is available on the Four S website ([www.fours.co.uk/bedfordshire](http://www.fours.co.uk/bedfordshire)) if you wish to reply electronically.**

General issues to consider in your response are:

How can we maximise the opportunities and benefits of Building Schools for the Future and funding for primary school buildings?

How can we best provide more opportunities for 14-19 year olds?

Is the number of times children change school an issue affecting their attainment?

How can we minimise the need to transport children to school?

How can we make the best use of resources and address long-standing issues of surplus places and schools without sufficient pupil numbers to be financially viable?

How can we support the development of schools as a key community resource – i.e. open longer each day, and for more weeks every year, and providing more services to parents and the community?

<b>Bedfordshire's current school structure</b>
Please give your views on the current school system and performance in Bedfordshire. We have suggested three key questions as a guide, but you may wish to address other points in your response.
<b>What are the strengths and weaknesses of the existing three-tier system?</b>
<b>Why do you think that pupil progress and achievement in Bedfordshire between the ages of 7 and 16 does not keep pace with national averages?</b>



**Do you believe that the structure of schools has a significant impact upon pupil attainment? If so, how?**

**Bedfordshire's future school structure**

Please give your views on the future school structure that you think Bedfordshire should adopt. We have suggested questions as a guide, but you may wish to address other issues.

**Do you believe that Bedfordshire should change the structure of schools?**

**If you do think Bedfordshire should change, what structure would you prefer? Why should that structure be adopted?**

**If you think that Bedfordshire should retain the existing structure, why do you think this? What other improvements will be made to raise pupil achievement?**

To enable the County Council to understand the responses more fully, please complete the following information about yourself.

1) Are you replying on behalf of: (please circle/highlight the correct answer)

Yourself?

An organisation?

If an organisation, what is it called?

2) If you are replying on behalf of yourself are you: (please circle/highlight all that apply)

A parent, carer, or guardian of a school aged child or children?

A member of school staff?

A teacher?

A resident?

A school governor?

Other (please state)

3) If you are a parent, carer, or guardian, is/are your child/children a pupil at:  
(circle/highlight all that apply)

Lower School

Middle School

Upper School

**Thank you for completing this Response Form.**

Please return this form to Four S: FREEPOST, Four S, Bay Tree Avenue, Kingston Road, Leatherhead, Surrey, KT22 7UE