

**REPORT TO EXECUTIVE****PORTFOLIO AREA: CROSS CUTTING**

Date of Meeting: 20 March 2006

Public

Key Decision: No

Recorded in Forward Plan: No

Inside Policy Framework

Title: CUMBRIA SCHOOL ORGANISATION REVIEW: CARLISLE
LOCAL PARTNERSHP GROUP - OPTIONS FOR SECONDARY
EDUCATION

Report of: TOWN CLERK & CHIEF EXECUTIVE

Report reference: CE 07/06

Summary:

This report updates the Executive of the work of the Cumbria School Organisation Review and the Carlisle Local Partnership Group (LPG), including the LPG's options for secondary education in Carlisle.

Recommendations:

That the Executive notes the report and the options for secondary education in Carlisle, identified by the Carlisle Local Partnership Group (LPG).

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1. BACKGROUND INFORMATION AND OPTIONS

- 1.1 In September 2005 Cumbria County Council's Cabinet decided to carry out a County wide review of all schools in Cumbria. The aim of the review is to ensure higher levels of achievement and better education standards for children and young people across the County. The driver for the review was the significant and sustained decline in the pupil population over the next ten years and beyond.
- 1.2 The Cumbria School Organisation Forum was established to oversee the review process and this comprises all the key partners involved in providing education and other services for children and young people. The Town Clerk & Chief Executive of the City Council represents the District Councils on this County wide forum.
- 1.3 To undertake the review, the County has been divided into 5 areas (based on the secondary school consortia areas). Each of the 5 areas will have its own Local Partnership Group (LPG) and the Carlisle LPG was one of the first one established, together with Furness and West Cumbria.

2.0 Carlisle Local Partnership Group (LPG)

- 2.1 The Carlisle LPG agreed to focus on secondary education and the key factors for this decision were:
- A 21% fall in secondary pupil numbers over the next 10 years
 - Unfilled secondary school places rising by up to 35% by 2017
 - The earmarking of Government funding of £30M for the development of schools following the floods in Carlisle in January 2005.
- 2.2 The LPG formed a small working group, which has met a number of times between January and early March 2005. The role of the working group was to formulate a range of options for change. On the 2nd March 2006 the LPG considered these options and made some adjustments to them.
- 2.3 There are currently 6 options and these are outlined in detail in Appendix 1.
- ### **3.0 Consultation Process**
- 3.1 The first stage of the consultation process is to take soundings on the LPG's options from organisations and partners across Carlisle. These options will be considered

by the County Council's Cabinet on 2nd May 2006 when it will decide which options will go forward for full public consultation.

- 3.2 A briefing for Members of Carlisle City Council will be held on 14th March 2006, when the Chair of the Cumbria School Organisation Forum and the Carlisle LPG, will give a presentation on the options. Notes from this briefing will be drawn together to submit to the County Council to help inform their decision making.

4.0 **Future Work for the City Council**

- 4.1 The Town Clerk and Chief Executive will ensure that elected members are kept up to date on the progress of the Review and that further presentations and/or workshops are held over the next few months.

- 4.2 Clearly the Review is at an early stage as it progresses, more evidence has to be assembled to inform the options. This evidence will include:

- Socio-economic impact of the options
- Information regarding land availability.

Officers in Development Services will give support to the Local Partnership Group and elected members in drawing this together.

- 4.3 It is crucially important that City Council members are closely involved in this Review not only because of the community leadership role of the Council, but also the agenda which is being progressed:

- Carlisle is a Learning City – one of the City Council's two key priorities
- Carlisle Renaissance
- University of Cumbria.

5. **RECOMMENDATIONS**

That the Executive notes the report and the options for secondary education in Carlisle, identified by the Carlisle Local Partnership Group (LPG).

6. **REASONS FOR RECOMMENDATIONS**

- 6.1 To ensure that Executive Members are fully briefed in respect of the School Organisation Review.

7. IMPLICATIONS

- Staffing/Resources – Staff within Development Services will be asked to provide additional information to help inform the secondary school options. The Town Clerk and Chief Executive will continue to be clearly involved in the Review process
- Financial – No implications for the City Council
- Legal – No implications for the City Council
- Corporate – No direct implications, though the outcomes of the Review will impact upon the Learning City agenda and Carlisle Renaissance
- Risk Management – no implications for the City Council
- Equality Issues – A clear aim of the Review is to ensure equality of opportunity and access for children and young people
- Environmental – No implications for the City Council currently, though there will be transport and movement issues to consider in the future
- Crime and Disorder – No implications for the City Council
- Impact on Customers –No direct implications for the City Council,. However, the outcome of the reorganisation of schools will have a significant impact upon the families, children and young people in all local communities of Carlisle.

The Working Group decided that all the options for secondary school organisation in Carlisle could be put into two basic models. One where we have schools away from the centre of the city, as far as is feasible (the “**Dispersed Model**”), and the other where we deliberately concentrate provision in the centre (the “**Learning Village**”). This is applied just to the “city” schools and not to Lochinvar School in Longtown, William Howard in Brampton, or Caldew in Dalston.

In general terms the advantage of the Dispersed Model lies in schools being nearer to their communities, and of the Learning Village in making collaboration between schools, and between schools and other providers like colleges, easier.

The Local Partnership Group for Carlisle has decided to take initial soundings on 3 options within each model.

DISPERSED MODEL

SECONDARY EDUCATION IN CARLISLE – POTENTIAL OPTIONS FOR SCHOOL ORGANISATION CHANGE		
OPTION NO.	DESCRIPTION OF OPTION	ANALYSIS OF IMPLICATIONS AND OTHER COMMENTS
5. 1.	<ul style="list-style-type: none"> • William Howard remains as an 11-19 school • Caldew remains as an 11-19 school • Newman remains as an 11-19 school • Lochinvar ceases to operate and pupils are absorbed into other schools through a well planned transition. • We aim to provide 3 schools in the city all 11 to 19 <ul style="list-style-type: none"> - Morton in the west - Trinity on a site north of the river - A merger of St Aidans and NCTC on a new site in the east (possibly an Academy) • We aim to build a 14 to 19 Centre next to Carlisle College 	<ul style="list-style-type: none"> • Pupils from Lochinvar can be “absorbed” by William Howard and the schools in the centre of Carlisle – though William Howard might need additional capacity if closure was in the short term. • There would be a need for flood prevention measures for Newman. • A suitable site would need to be found for a new Trinity School and perhaps for a new school for the east of the city. • The only school to (almost) meet the Academy criteria is NCTC – though there would be the possibility of an amalgamation of NCTC with another school. • Without Academy funding we could not build 2 new schools • There are 5,076 pupils in the city schools at present • By 2017 there would be 4000 pupils in the city schools. If Newman had 500 pupils the 3 other schools could each have capacity for 1200 pupils. • There would need to be a phased approach to re-organisation because of the incremental decline in numbers to 2017, resources implications, and the logistics of the building process. • The 14 to 19 Centre would only be justified (and funded) by additional post 16 participation. • We need a tighter definition of the delivery purposes of the 14 to 19 Centre. • Use of the Centre by pupils from the “dispersed” 11-19 schools would depend on common arrangements for timetabling between the schools and extensive travel arrangements for access.

SECONDARY EDUCATION IN CARLISLE – POTENTIAL OPTIONS FOR SCHOOL ORGANISATION CHANGE

OPTION NO.	DESCRIPTION OF OPTION	ANALYSIS OF IMPLICATIONS AND OTHER COMMENTS
2.	<ul style="list-style-type: none"> • William Howard remains as an 11-19 school • Caldew and Morton merge to form a new school • Newman remains as an 11-19 school • Lochinvar ceases to operate and pupils are absorbed into other schools through a well planned transition. • We provide 2 other schools in the city as in Option 1, north and east – 11 to 19 • We aim to build a 14 to 19 Centre next to Carlisle College 	<ul style="list-style-type: none"> • A merger of Caldew and Morton might imply new building on one or other of the sites. • This option might be phased. A merger of Caldew and Morton might take place at a later stage – possibly when new resources become available.
3.	<ul style="list-style-type: none"> • William Howard remains as an 11-19 school • Caldew remains as an 11-19 school • Newman remains as an 11-16 or an 11-19 school • Lochinvar ceases to operate and pupils are absorbed into other schools through a well planned transition. • We provide 3 schools, north ,east and west as above but 11-16 • The LSC builds a sixth form college in Carlisle 	<ul style="list-style-type: none"> • The Sixth Form College might have the capacity for 700 to 900 students with wide curriculum range and choice for students (this is a similar size to Barrow Sixth Form College – see curriculum design and operation). • Previous consultation on a Sixth Form College resulted in large scale opposition from school communities and the Churches, and had little support from the LA (though that proposal included Caldew and William Howard).

THE LEARNING VILLAGE

SECONDARY EDUCATION IN CARLISLE – POTENTIAL OPTIONS FOR SCHOOL ORGANISATION CHANGE

OPTION NO.	DESCRIPTION OF OPTION	ANALYSIS OF IMPLICATIONS AND OTHER COMMENTS
4.	<ul style="list-style-type: none"> • William Howard remains as an 11-19 school • Caldew remains as an 11-19 school • Newman remains as an 11-19 school • Lochinvar ceases to operate and pupils are absorbed into other schools through a well planned transition. • Trinity and St Aidans are rebuilt or refurbished on the same sites (possible Academy, St Aidans) • Morton and NCTC cease to operate and pupils are absorbed into other schools through a well planned transition. • We aim to build a 14 to 19 Centre near to Carlisle College, St. Aidans and Trinity 	<ul style="list-style-type: none"> • As Option 1 in terms of Lochinvar and Newman • As Option 2 in terms of the 14 to 19 Centre except that access would be considerably easier • Concentration of provision in the city centre would not ease the perceived traffic density problems • Concentration in the city centre would aid collaboration and facilitate the wide use of a 14 to 19 Centre • The 4000 pupils in 2017 might indicate Newman with 500 pupils and two schools each of a capacity of 1800 • The logistics of re-building 2 new schools on the city centre sites would be difficult • Transitional arrangements would be needed as numbers decline up to 2017 – at least one other school would be needed for a number of years – and the consequences for learners in a school marked for closure might be difficult • Without Academy funding we could not build 2 new schools
5.	<ul style="list-style-type: none"> • As above but Morton remains as an 11 – 19 school • The 2 schools in the city centre are down sized 	<ul style="list-style-type: none"> • The 4000 pupils in 2017 might be shared as in Option 1 – Newman at 500 with the other 3 at 1200 each • The accessibility of the 14 to 19 Centre is more difficult for learners in Morton • The building logistics in the centre might be easier with smaller schools, and transitional arrangements would be easier with 3 schools than with 2. • Without Academy funding we could not build 2 new schools

SECONDARY EDUCATION IN CARLISLE – POTENTIAL OPTIONS FOR SCHOOL ORGANISATION CHANGE

OPTION NO.	DESCRIPTION OF OPTION	ANALYSIS OF IMPLICATIONS AND OTHER COMMENTS
6.	<ul style="list-style-type: none"> • William Howard remains as an 11-19 school • Caldew remains as an 11-19 school • Newman remains as an 11-19 school • Lochinvar ceases to operate and pupils are absorbed into other schools through a well planned transition. • We build one new school in the centre of Carlisle (the “schools within schools” model) 	<ul style="list-style-type: none"> • The new school might have 3500 pupils on roll • The “schools within a school” model is untried in this country and would be “experimental” • The removal of choice for parents runs counter to the Government’s position • Such a school would provide equity and facilitate collaboration with other providers, higher education, employers etc.

NOTES – SECONDARY EDUCATION IN CARLISLE

1.	<p>What about the education of pupils during the reorganisation process?</p> <p>Throughout the process of re-organisation, the County Council with its partners will make sure that the quality of education for all children involved is sustained. Our first priority is to make sure that this is so.</p>
2.	<p>What is an Academy?</p> <p>The government plans to build 200 new schools called Academies over the next few years in different parts of the country. They are built to a high specification and are aimed at giving children in areas where there is deprivation the best possible chance to succeed. They are funded directly from central government and have more freedom than other schools to decide how they will operate. Some Academies have lengthened the school day and provided a different kind of curriculum.</p> <p>Academies have to be sponsored by an individual or an organisation, (or a group of individuals or organisations) The lead sponsor has influence over the governance of the school and the way it is organised.</p> <p>However, Academies have to keep to the Admissions Code, they must operate within the Special Needs code of practice, and they must comply with guidance and regulations on exclusions from school.</p> <p>Cumbria County Council's view is that an Academy would be supported where it worked in partnership with other schools and with the Local Authority, with common strategic purposes, for the benefit of learners.</p>

NOTES – SECONDARY EDUCATION IN CARLISLE

3. What is a 14 to 19 Centre?

Over the next two or three years a new 14 to 19 curriculum will be implemented in all schools. The idea is to encourage pupils to see their education as a continuing progression up to 19 and beyond, rather than stopping at 16. Pupils will take Diplomas which will be collections of subjects, some of which might be academic and some vocational. All of them will include English and Maths. The General Diploma will be a collection of subjects very like GCSEs are at present. However, there will also be 14 Specialist Vocational Diplomas which pupils will be entitled to take.

The government's view is that individual schools will not be able to provide these on their own. They will need to work in collaboration with other schools, with colleges and with work based learning providers.

A 14 to 19 Centre would be a shared Centre where specialist facilities and teaching could be provided for students from different institutions to enable the new curriculum to be delivered for the young people of Carlisle. It might also include excellent careers advice and guidance and help with other issues which affect young people.

4. What are Schools Within Schools?

This is a model which originated in America. It has been compared to a large office block which different companies share. The companies have things in common and share specialist equipment and rooms, but they are independent of each other in many ways.

Transferred to schools it involves breaking a large school into smaller parts. Pupils with particular needs or who are following particular programmes join a "school" which has its own specialist group of teachers (who get to know the pupils very well because they stay with them). The big institution provides the strategic view, the specialist teachers and support, the facilities, and the technology, which because of the scale of the operation, can all be "state of the art".

The smaller "Schools" though have a high degree of autonomy. These "schools" can be focussed on literacy and numeracy, on children who are gifted and talented, on young people with specific vocational interests, on the arts, or science or sport, or on vulnerable young people who need extra support.

At various stages of education pupils may change their "school" – but if they do they will join another team who get to know them well.