

**AGENDA MANAGEMENT SHEET**

**Name of Committee**

**Cabinet**

**Date of Committee**

**14 April 2011**

**Report Title**

**Statutory Proposal to Establish Post 16 Provision of Ash Green School from September 2011**

**Summary**

Ash Green School and Arts College has published a statutory notice of their proposal to establish post-16 provision (sixth form) at the school with effect from September 2011. This report includes a suggested response to the proposal which Elected Members are asked to decide upon for return to the Governors of the school and other interested parties.

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**Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision]**

No

**Background papers**

Statutory Proposal - Appendix A

Principles for Commissioning Post 16-18 Provision – Appendix B

AGS Post 16 Proposal – a response to local authority concerns – Appendix C

Timeline of process – Appendix D

Copies of consultation responses to Ash Green School and representations to the Local Authority will be made available to Councillors.

**CONSULTATION ALREADY UNDERTAKEN:**

Details to be specified

- Other Committees  .....
- Local Member(s)  Cllr Frank Mccarney
- Other Elected Members  CYP&F O&S Chair & Vice Chair for information:  
Cllr June Tandy  
Cllr John Ross  
  
CYP&F O&S Spokespersons for information:  
Cllr Peter Balaam  
Cllr Carolyn Robbins
- Cabinet Member  Cllr Heather Timms
- Other Cabinet Members consulted  Cllr Martin Heatley
- Chief Executive  .....
- Legal  Fay Ford – *“Comments incorporated into the report”*
- Finance  John Betts  
Chris Blundell, Finance *“Comments incorporated into the report”*
- Other Strategic Directors  .....
- District Councils  .....
- Health Authority  .....
- Police  .....
- Other Bodies/Individuals  .....

**FINAL DECISION**

**YES**

**SUGGESTED NEXT STEPS:**

Details to be specified

- Further consideration by this Committee  .....
- To Council  .....
- To Cabinet  .....
- To an O & S Committee  .....
- To an Area Committee  .....
- Further Consultation  .....

## Cabinet – 14 April 2011

### Statutory Proposal to Establish Post 16 Provision of Ash Green School from September 2011

#### Recommendation:

Officers recommend that Cabinet, as the Decision Maker, rejects this proposal on the following grounds:

The proposal is not in the interest of learners because:

- the breadth of curriculum offer and facilities the school could offer are limited;
- there is a risk to 11-16 learners if the sixth form has a negative financial impact upon the whole school;
- small sixth forms are generally not as effective as larger providers;
- there will be an adverse impact on other post 16 providers in the area as learners will be displaced rather than participation increased.

#### 1. Background

1.1 Ash Green School is an 11-16 school in Bedworth close to the boundary with Coventry. The Governors have brought forward proposals to establish post 16 provision at the school. The proposals have been the subject of formal consultation, following which the Governors have published statutory notices with details of the proposal. It is for the County Council now to determine the proposal. In doing so, the Authority is required to assess whether the proposal:

- would lead to higher standards and increased participation post 16
- would contribute to the post 16 provision made collaboratively in the area as a whole and is in the interests of learners not just at the school but in the area as a whole
- represents good value for money

1.2 A copy of the schools proposal is detailed in **Appendix A**.

## 2. Structure of the Report

- 2.1 Paragraph 3 gives a summary of the main points presented by the school in support of proposals, and of the concerns which Officers have identified.
- 2.2 The Authority is required to determine whether the Governors of the school have followed the required process of consultation and this is considered in paragraph 4.4 of the report.
- 2.3 The remainder of the report considers whether the proposal will meet those criteria set out above, i.e. whether the proposal will secure standards, higher rates of progression and value for money.

## 3. Summary

### 3.1 Points presented by the school in support of the proposal:

- The school has pupils aged 11-16 when other schools in Coventry and Bedworth are 11-18. The school believes this to be unfair and discriminatory and that young people in the local area have an entitlement to post 16 provision in their local school.
- The school performance has improved markedly. In 2010, the school gained 100% 5 A\*-C and 67% A\*-C including English and maths. Ash Green was one of the fastest and most improving schools in the county and country.
- In the initial consultation the school says they have sufficient capacity without a need for any initial capital investment beyond £35k from its devolved capital fund. Any future capital need would be funded from their own budget. Subsequent discussions with Officers suggests that by year three this will not be the case, with anticipated costs higher than stated.
- Parents, pupils and other members of the wider community who responded in writing to the initial consultation and those who made representation to the Local Authority are in favour and support the proposal.
- The school are concerned at the distances their students have to travel to access post 16 provision. No students currently attend the sixth form at Nicholas Chamberlaine School and are therefore travelling to provision in Coventry or Nuneaton. The school point out that the Authority now charges post-16 students for transport.
- The school believes the impact on other providers will be minimal.

### 3.2 Against the proposal:

- In the view of Officers this proposal does not fully meet the Principles for Commissioning Post 16-18 Provision as ratified by the Cabinet on 27 January 2011. These principles were also agreed by the Warwickshire County 14-19 Strategic Partnership Group and four Area Partnerships in Autumn 2010. A copy of the post 16 principles is attached as **Appendix B**.

- There is already sufficient quality and choice of post 16 provision within the area.
- There are concerns about the consultation process carried out by the school. Significant details regarding the expansion of the school in terms of proposed numbers, accommodation and development in collaboration were omitted from the consultation and statutory documentation. Officers have raised these concerns and the school have responded but it remains the case that details were not included in the original consultation document.
- There are concerns that existing accommodation will be insufficient in the medium and long term to support post 16 and that requirements for additional capital may result.
- There is evidence that small 6th forms, similar to that proposed by Ash Green, are not as effective as larger providers.
- There is a risk to 11-16 learners if the sixth form is not financially viable. The numbers planned are not large and the curriculum offer is fairly narrow. The provision may not attract sufficient funding and this shortfall could impact adversely across the whole school.
- This proposal may have an adverse impact on King Edward VI Sixth Form College in Nuneaton and other providers in the area. Officers believe that if this proposal goes ahead it may have significant impact on existing provision and will lead to further requests for post 16 provision from other 11-16 schools.
- This proposal may not result in high quality provision for post 16 learners as the breadth of curriculum and facilities the school would be able to offer learners would be limited.

#### **4. Process for Consultation**

- 4.1 Ash Green School carried out a formal consultation with stakeholders between 18 November 2010 and 14 January 2011 and subsequently published statutory notices on 18 January 2010 to provide post 16 education, on-site, from September 2011.
- 4.2 Ash Green is a small 11-16 secondary (foundation) school which became a specialist arts college in July 2007. It is located to the north of Coventry but falls within the county of Warwickshire and serves part of the town of Bedworth as well as Keresley and parts of North East Coventry. The current Headteacher was appointed in January 2009.
- 4.3 The process for adding post 16 provision has five steps – consultation, publication of statutory notice, representation period, decision by the Local Authority and implementation. There is a right of appeal to the Office of the Schools Adjudicator following the Local Authority decision.
- 4.4 A timeline of process is detailed in **Appendix D**.

- 4.5 The following table shows responses made to the school (and passed to the Local Authority) following their initial consultation and representations made to the Local Authority following the publication of the statutory proposal.

	Type respondent	For	Against	Neutral
<b>School initial consultation</b>	Parents	32	0	0
	Governors	2	0	0
	Councillors	5	0	3
	Primary schools	1	0	0
	Secondary schools	3	0	2
	FE	1	3	0
	Miscellaneous	5	0	0
	<b>Total</b>	<b>49</b>	<b>3</b>	<b>5</b>
<b>Representation to Local Authority</b>	Parents & pupils	8	0	0
	Other locals	2	0	0
	Miscellaneous	7	0	0
	FE	0	3	0
	Secondary schools	0	0	1
	<b>Total</b>	<b>17</b>	<b>3</b>	<b>1</b>

- 4.6 Overwhelmingly responses to the consultation from representations of the local community and from parents have been supportive of the proposal. The school reports 348 positive response cards from parents of pupils in Years 8 to 11.
- 4.7 A meeting of the Nuneaton and Bedworth Area Committee is to be held on 13 April at which this proposal will be discussed. The committee is advisory and a summary of the discussions will be fed back verbally to Cabinet on 14 April 2011.
- 4.8 Prior to judging the statutory proposals the County Council as the 'decision maker' must consider whether the statutory notice has complied with statutory requirements and whether consultation has been carried out appropriately prior to the publication of the notice.
- 4.9 There are concerns about the consultation process followed by the school. Officers have met with the school to discuss those concerns and they have very helpfully prepared a new document in response to those concerns. That document is given in **Appendix C**. The question for the County Council is whether the original document which was the basis of the proposal gave sufficient information for the consultees to be able to judge the proposal. The concern related to the following areas:
- (i) The consultation document suggests that little or no capital investment would be required for the post 16 provision. The school have subsequently clarified that some investment would be needed in due course but this information was not provided in the original proposal.
  - (ii) There is a lack of clarity in the notice and the published proposal as to the capacity of the school and the planned admission numbers to be admitted to the post 16 provision.
- 4.10 Some of these issues have been addressed and clarified in subsequent discussions with officers, but these remain concerns.

- 4.11 The legal advice received confirms that the consultation paper and the statutory notice should contain sufficient information for consultation to be clear about the nature of the proposal.
- 4.12 In this case, the advice is that there are concerns that this has not been the case.

## 5. Factors to be Considered by Decision Makers

- 5.1 The Department for Education School Organisation and Competitions Unit provides statutory guidance on the factors to be considered by decision makers. These are covered in sections 5 to 6.

### 5.2 Standards

#### School Performance (Results in key stage assessments and public examinations)

- 5.2.1 The following table shows year on year comparisons of the % pupils at end KS4 achieving 5+ A\*-C (or equivalent) including English and maths.

	2007	2008	2009	2010
AGS	29%	30%	47%	67%
Local Authority	48%	51%	54%	59%

Source 2010 Validated Key Stage 4 Results from Performance Tables

- 5.2.2 In 2010 Ash Green was placed 14th out of 38 Local Authority maintained secondary schools in Warwickshire (five of which are Grammar Schools). This has improved from 23rd place in 2009.
- 5.2.3 Value Added scores measure the progress of a pupil from one stage to the next. Contextualised value added (CVA) takes into account additional factors that are known to affect achievement such as gender, special educational needs (SEN), family circumstances etc. Ash Green CVA score in 2010 was 1041.0, the second highest in Warwickshire. Fisher Family Trust Data places Ash Green within the top one percent of schools nationally for attainment and achievement when compared to similar schools.
- 5.2.4 These results do not reflect the schools performance in the newly introduced English Baccalaureate. The EBacc recognises student's achievements across a core of selected academic subjects – English, mathematics, sciences, a language and a humanities subject. Achievement of the EBacc measure in Warwickshire secondary schools (excluding grammar schools) range from 0%-38%. It is important to recognise however that the English Baccalaureate was introduced retrospectively as a measure of pupil's attainment and many schools are in a similar position to Ash Green. The average figure for the percentage of pupils achieving the measure in Warwickshire is 17% (including grammar schools).
- 5.2.5 Ash Green delivers a range of GCSEs and BTEC qualifications in Key Stage 4. A summary of the results are shown below.

	Number of Entries	Number of passes or above and GCSE grade A*-C
BTEC 1 <sup>st</sup> Cert (equivalent 2 GCSEs)	356	356 (100%)
BTEC 1 <sup>st</sup> Diploma (equivalent 4 GCSEs)	3	3 (100%)
GCSE Full	444	299 (67%)

Source EPAS, NCER, January 2011

5.2.6 A large proportion of the schools achievement is predicated on BTEC vocational provision. This type of provision is currently under consideration by the Department for Education as a result of the Wolf Review. The school may need to make significant changes to their curriculum as delivery of vocational courses in Key Stage 4 is expected to be reduced.

### 5.3 Effect on Standards

5.3.1 Ash Green School has improved its Key Stage 4 results in the last two years particularly the 5+ A\*-C including English and maths results which have increased significantly. As stated in paragraph 5.2 above, Ash Green is a very rapidly improving school and its results in 2010 are outstanding on a number of key measures. They have focused on the core subjects of English, Maths and Science and a strong vocational offer which has produced very high levels of attainment and achievement. The school has seen improvement year on year with a sharp improvement in 2010. There is no doubt of the contribution of the school and its capacity to sustain that improvement but the school may wish to consider consolidating those results before embarking on future expansions. In particular, the school will need to consider its performance with regard to the Government proposed English Baccalaureate. Only 1% of the pupils at Ash Green achieved this threshold in 2010.

5.3.2 Again there is no doubt that the school has made rapid and very significant progress and the results achieved in 2010 are remarkable. However changes in the approach to vocational qualifications signalled by the Government may impact on the schools results in future years and clearly the school's focus may need to be on responding to curriculum change and ensuring the sustainability of the schools achievements.

5.3.3 There is a further concern that success pre16 does not guarantee success post 16. Moreover evidence nationally suggests that:

- (i) smaller sixth forms tend to be less successful than large sixth forms or sixth form colleges
- (ii) schools with sixth forms tend to be less successful in terms of attainment at 16

5.3.4 The latest Ofsted inspection of Ash Green took place 10 -11 May 2010. The overall effectiveness of the school was judged to be satisfactory. The schools capacity for sustained improvement was judged to be good.



5.3.5 The school is not deemed high performing by Ofsted and as such is not subject to the strong presumption in favour of the approval of the proposals.

5.3.6 The school has expressed a clear view that post-16 economies of scale and expertise within teaching staff would actually support and develop student choice into more academic subjects and post-16 provision would also seriously aid the ability to retain and recruit the best teachers.

## 5.4 Performance of local institutions

5.4.1 Performance at Key Stage 5 in local institutions.

Institution	Average Point Score per entry
Coventry City College	219.6
Polesworth	205.8
Henley College	204.3
North Warwickshire & Hinckley College	196.0
King Edward Sixth College	194.9
Coleshill	192.2
President Kennedy	189.3
Nicholas Chamberlaine	175.4
England (excluding independent schools)	211.1

Source 2010 DfE performance table

5.4.2 The highest performing institution (by average point score per entry), at key stage 5, accessible to Ash Green pupils is Coventry City College. They achieve an average point score of 219.6 which is 8.5 points above the national average.

### Value added

Institution	CVA measure KS2-KS4	KS4-KS5 Value Added
Ash Green	1041.0	N/A
Polesworth	1010.4	1013.3
Coventry City College	N/A	1013.2
Coleshill	972.6	1006.5
Henley College	N/A	1002.7
President Kennedy	1008.3	999.3
Nicholas Chamberlaine	979.8	986.9
King Edward Sixth College	N/A	979.1
NWHC	N/A	973.5

Source 2010 DfE performance table

## 5.5 Demand for Places – Student Numbers

5.5.1 The number of pupils by year group in Nuneaton and Bedworth shows declines for the next seven years before starting to rise again.

	R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr10	Yr11
N&B 2010	1,427	1,375	1,413	1,260	1,245	1,306	1,294	1,330	1,338	1,443	1,448	1,454
AGS 2010	-	-	-	-	-	-	-	164	130	146	138	96

Source NOR School Oct Census 2010 year group by year of study (including special schools & academies)

5.5.2 Ash Green year 7 intake for 2010 was 164 (against a planned admission number of 170) and is currently the schools largest year group. As numbers lower in the school rise it is likely to lead to an increasing demand for post 16 provision in future years.

5.5.3 Demand for places is demonstrated by those choosing Ash Green as first preference when applying for secondary school places.

	2011	2010	2009	2008
First Preference–Warwickshire	130	103	93	108
First preference–Coventry	22	44	23	22
Total	152	147	116	130

Source Pupils and Student Services, WCC

5.5.4 The number of Warwickshire residents opting for Ash Green as first choice increased by 26% between 2010 and 2011. Those applying from Coventry declined by 50%. The school is expected to be full in year 7 in September 2011, a measure of the popularity of the school within its community and more widely.

5.5.5 Information from PLASC data on 2010 year 7 pupils shows that 76% are resident in Warwickshire. The remaining 24% are resident in Coventry.

5.5.6 The proposed expansion would reduce the time and cost of transport for those learners whose needs are met entirely on a limited curriculum if they remained at Ash Green. This would support the Local Authority duty to promote the use of sustainable travel. However it is still likely that students will need to travel to other institutions if they wish to follow a broader range of courses offered in collaboration.

5.5.7 Distances to neighbouring schools and colleges are shown in the following tables:

School	County	Driving distance from AGS (miles)	Walking distance from AGS (miles)
President Kennedy	Coventry	1.4	1.4
Cardinal Newman (catholic)	Coventry	2.2	2.2
Foxford School	Coventry	2.7	2.4
Nicholas Chamberlaine	Warwickshire	3.1	3.1
Scoundon Court	Coventry	3.6	3.4
George Eliot	Warwickshire	6.2	5.0
sSt Thomas More (catholic)	Warwickshire	6.6	5.4

Source Bing Maps Direction finder

FE College or Sixth Form College	Location	Driving distance from AGS (miles)	Walking distance from AGS (miles)
Henley College	Coventry	4.1	3.7
City College Coventry	Coventry	5.3	4.5
King Edward Sixth College	Warwickshire	7.3	5.8
North Works&Hinckley College	Warwickshire	8.3	6.6

Source Bing Maps Direction finder

5.5.8 There are five schools within 3.4 miles of Ash Green, four of which are in Coventry. The closest is President Kennedy; information from Coventry City Council indicates there is spare capacity at the school which is likely to increase with the overall decline in cohorts.

5.5.9 Demographic trends suggest two things:

- firstly the number of students in years 12 and 13 is likely to continue to fall and there is therefore no 'basic need' case to support the development of new provision
- Ash Green School is likely to be full in year 7 in September 2011 and successive years and is likely therefore to need all its existing capacity. It strengthens the case that additional accommodation will be needed to provide opportunity for post 16 students.

## 5.6 Demand for Places

5.6.1 The guidance to the 'decision maker' in this case the Local Authority says:

*'The Decision maker should consider whether there is a need for the expansion and should consider the evidence presented for the expansion. The Decision maker should take into account not only the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists.'*

*Decision makers should consider how the proposals will contribute to local diversity. They should consider the range of schools in the relevant area of the LA and whether the expansion of the school will meet the aspirations of parents, help raise local standards and narrow the attainment gap.*

5.6.2 The Local Authority acknowledges the expansion will meet the aspirations of a number of parents and young people who responded to the consultation and or representation process. The Authority is concerned however that there is already sufficient post 16 provision in the Nuneaton Bedworth area and the Ash Green proposal will not contribute to more choice and diversity for learners.

5.6.3 The consultation document reports that the school does not wish to replicate level 3 provision at the FE college and will only deliver what is appropriate for school based vocational provision.

5.6.4 Under the current configuration there is more choice of level 3/A level courses, and type of provider, in the north of the County than any other area of Warwickshire. If the viability of other institutions is at risk the consequence could be a substantially reduced breadth of offer. Almost all of the young people from Ash Green leave for positive destinations in particular education and training at three main centres, City College Coventry, North Warwickshire and Hinckley College and for A level provision King Edward VI College.

5.6.5 There are three new sixth forms opening in Nuneaton in 2011:

St Thomas More	(250 places)
Etone School	(250 places)
Nuneaton Academy	(150 places)

- 5.6.6 All of these providers will offer some A level (level 3) provision and some vocational courses. Members will recall that the Council had a number of concerns about the expansion of post 16 provision in the Nuneaton Bedworth area but because of the strong presumption rights that Etone and St Thomas More schools had the Council did not oppose their establishment. The result is likely to be an over provision of post 16 provision in the area which may impact on the viability of these school sixth forms or the King Edward VI College. This college because of its relative size (approximately 1,100 students) is able to offer more than 30 different A level courses. If numbers were to fall as a result of the expansion of school sixth forms then the opportunity for the college to offer the range of courses is reduced. King Edward VI College is currently judged satisfactory but it must maintain its capacity to sustain the improvement that it has made recently.
- 5.6.7 The proposal from Ash Green needs to be decided on its merits in terms of the needs of their pupils and their community but in the context of the overall strategy for post-16 provision. The principles of that strategy in 2004 were that there was sufficient post-16 provision in the area but that it could be improved by increased collaboration between providers and in particular between the sixth form and further education colleges. That strategy has been undermined to some extent by the development of post-16 provision at Etone School, St Thomas More and the Nuneaton Academy. While the numbers currently in for example King Edward VI College are relatively small the potential impact on the college remains. More generally agreement to the Ash Green proposal will lead to further similar requests from other 11-16 schools.
- 5.6.8 The school is proposing an initial curriculum of eight subjects at A level and five BTEC courses at level 3. This represents initially a relatively limited offer to students at Ash Green School compared for example with King Edward VI College. If learners were to be offered a more extensive range of courses, this could only be achieved through collaboration with other providers which is likely to involve travel to other institutions. The school says that President Kennedy is the most likely alternative post-16 provider which is less than a mile from the school. The school have implemented in its budgetary planning the cost of a minibus and driver.
- 5.6.9 Crucial for young people will be the provision of independent advice and guidance in order to ensure that students take courses best suited to their abilities and career aspirations.
- 5.6.10 Research by the Learning and Skills Council published in 2008 "School Sixth Form Challenge and Support" concluded that 6th forms where there are less than 200 students have results that indicate students that make less progress than similar students in larger schools or colleges. An inevitably restricted curriculum offer in the small Ash Green sixth form is likely to mean that learners will have less choice and achieve less well than they would if they attended other post 16 provision.

5.6.11 Ofsted data (Sept 2008) shows that larger sixth forms perform better than small sixth forms. The report summed up that ‘General FE colleges and sixth form colleges, because of their larger size, provided much greater choice than school sixth forms, even where sixth form provision was enhanced effectively through collaboration with other institutions’.

5.6.12 A National Audit Office report in March 2011 ‘*Getting value for money from the education of 16-18 year olds*’ reports that less than 10 percent of learners attend sixth forms with fewer than 200 students. However these schools account for a quarter of all providers. Smaller school sixth forms generally have worse performance than larger ones.

5.6.13 Key to having a pattern of successful post 16 provision in the area is collaboration between providers so that students are able to access in the area but perhaps at different institutions. Collaborative arrangements are in place in the Nuneaton Bedworth area through the work of the Area 14-19 partnership with some joint timetabling.

5.6.14 The decision maker is required to assess the extent to which proposals for new sixth forms have been developed in collaboration with existing providers. However in subsequent written correspondence the school has stated that there is a significant change within the proposal following the consultation process. This is the decision to federate solely with the Coventry North East Federation of 14-18 schools where, in principle, agreement for Ash Green School to form a partnership has been agreed.

5.6.15 The table below shows the destinations of Ash Green leavers in 2010 and therefore the potential impact on existing providers of the development of provision at Ash Green School.

Destination	2010	2009	2008
Coventry City College	37 (35.6%)	22 (17.3%)	16 (13.2%)
North Warwickshire & Hinckley College	23 (22.1%)	36 (28.3%)	35 (28.9%)
King Edward VI College	15 (14.4%)	26 (20.5%)	19 (15.7%)
Henley College Coventry	8 (7.7%)	13 (10.2%)	18 (14.9%)
Not on System	5 (4.8%)	9 (7.1%)	11 (9.1%)
Stratford Upon Avon College	5 (4.8%)	4 (3.1%)	0 (0.0%)
Heart of England Training - Coventry	2 (1.9%)	0 (0.0%)	0 (0.0%)
Heart of England Training – Rugby	0 (0.0%)	3 (2.4%)	3 (2.5%)
Other schools, providers, colleges	9 (8.7%)	14 (11.0%)	19 (15.7%)
Total	104	127	121

Source Connexions

5.6.16 The top three destinations of Ash Green year 11 leavers are City College Coventry, North Warwickshire and Hinckley College and King Edward VI College. In 2010 they accounted for 72% of leavers.

5.6.17 Research has shown that students are not more likely to stay on if their school has a sixth form. *Source Learning and Skills Research Centre ‘Do Post 16 structures matter?’ 2006.*

- 5.6.18 A major concern for the Authority and for schools is to reduce the number of school learners at 16 who are not in education, employment or training (NEET). Ash Green has been very successful in this regard: in 2010 only 4 learners (3.7%) were NEET. The addition of a sixth form at the school is unlikely to increase staying on rates which are already above the county average. Provision in colleges of further education or independent training providers are more likely to meet the need of NEET young people.
- 5.6.19 In summary the school have put strong arguments forward to provide local post 16 provision for the community they serve building on their success at Key Stage 4 which will ensure high quality provision. The school assert that such provision would meet the aspirations of parents and students in the locality (although the response to the consultation from parents was relatively few in number).
- 5.6.20 Against this, it can be argued, the additional provision may impact adversely on the provision for young people in the area as a whole, that success at 16 does not automatically lead to success post 16 and that small sixth forms tend to be less successful and that the relatively limited offer proposed may not meet learner needs.

## **6. Funding and Capital**

- 6.1 Ash Green is a foundation school and the school site and school buildings are vested in the foundation. The guidance requires the County Council as the decision maker to be satisfied the accommodation is available or that the sources of capital investment are identified and can be met.
- 6.2 The formal consultation states that the sixth form will be accommodated in the existing school accommodation at a cost of £35,000 from the 11-16 devolved capital funding. On 18 January the school approached the Local Authority's Commercial Property Services to discuss plans for additional buildings to accommodate a sixth form centre at an approximate cost of £500k. This is the same day the statutory proposal was published predicated on the statement 'no build required'.
- 6.3 Officers have devised a curriculum analysis and accommodation schedule based on information provided by the school. The curriculum analysis indicates that based upon proposed pupil numbers and taking account of the proposed alterations the school will have a deficit of accommodation and is unlikely to be able to deliver, or will be severely restricted in its delivery of, the proposed timetable. To address all of the identified deficits Officers have estimated the school would require the addition of approximately 750m<sup>2</sup> of new (purpose built) accommodation and this is likely to cost in the order of £1.75 million.
- 6.4 The admission numbers of the school are a fundamental consideration of the expansion, details of which were omitted from the schools consultation. There were no proposals in the consultation to indicate a change to the capacity of the school or the admission limit. What was provided in the resulting statutory proposal was unclear. The short version of the statutory proposal refers to the school capacity as being 850 and an admission number of 170 pupils. However the same paragraph states that the proposed capacity will be 1,010

and the proposed admission number will be 190. The Local Authority sets the net capacity based on a formula that takes into account the need for a different pattern of room occupation for sixth formers than the rest of the school.

- 6.5 Following subsequent meetings with Officers the school has now produced several iterations of the net capacity and can demonstrate a capacity in the region of 1,010 or slightly more.

## **7. Value for Money**

- 7.1 Reference is made in paragraph 6 above to the scarcity of capital resources and questions follow as to whether the provision of additional accommodation for post 16 provision represents the best use of available resources.
- 7.2 In terms of revenue expenditure school sixth forms are funded on a formula basis from the Young Persons Learning Agency (YPLA). The school will need to attract enough learners to achieve economies of scale so as not to impact on funding in the rest of the school.
- 7.3 The risk for the school is that future funding arrangements will reduce the amount per learner a school sixth form will receive. The danger will be that 11-16 learners will have resources taken from them to support a limited range of opportunities at post 16. The risk is therefore that learners as a whole will suffer as a result of this proposal.
- 7.4 Research published by LSDA demonstrates that an institution needs substantial numbers of students if it is to exploit to the full the available economies of scale, and that the cost penalties associated with operation at a smaller size are large. This implies that the total cost of Level 3 provision in England is higher than it would be if it were concentrated in fewer institutions, and could rise still further if the number of institutions were to proliferate. Source Learning and Skills Development Agency 'Size Matters: Economies of scale in schools and colleges' 2006.

## **8. Outcomes of Consultation**

- 8.1 The responses to the school consultation were overwhelmingly in support of the proposal, the school received 49 responses of which 32 were from parents. Responses from the colleges of further education raised concerns and opposed the proposal.
- 8.2 The County Council received 21 responses to the published statutory notice which included eight responses from pupils and parents who all supported the proposal. The points raised included support for the continuity of learning in the same institution, reduced travel and equity of choice.
- 8.3 Three objections to the proposal were made by two colleges of further education, the King Edward VI Sixth Form College and Nicholas Chamberlaine School in Bedworth expressed concerns.

- 8.4 All four institutions concluded that the case for additional provision had not been made, that there is clearly sufficient provision and choice of provision, and that the proposal could not be supported on the basis either of the curriculum offer or value for money. They queried the viability of the provision, the apparent lack of specialised accommodation and the availability of high quality independent advice and guidance in those large institutions. Nicholas Chamberlaine School in Bedworth raised concerns about funding, the stability of student numbers and about external pressures that may place their post-16 offer under threat. It concluded that any development of post-16 provision at Ash Green School may not be in the best interests of Nicholas Chamberlaine Technology College. However they also recognise there may be opportunities at a later time to develop some collaborative arrangements.

## **9. Summary and Recommendation**

- 9.1 The school have made a strong case for post 16 provision at Ash Green for young people from their community. They believe that the development would increase the capacity of the whole school still further to improve outcomes for young people and improve outcomes for young people and give better access to high quality post 16 provision.
- 9.2 The responsibility of the Local Authority is to ensure that the proposal is not only in the interest of young people in the school but in the area more widely. For the reasons outlined above, members are recommended to reject this proposal.
- 9.3 If the Authority rejects the recommendation, it will be open to the Governors to refer the matter for consideration by the Office of the Schools Adjudicator.

**Report Author:** Yvonne Rose, Service Manager - Learning and Achievement

**Head of Service:** Mark Gore

**Strategic Director:** Marion Davis – Children, Young People and Families

**Portfolio Holder:** Councillor Heather Timms

April 2011



**Full copy of Statutory Proposal**



## **Ash Green School and Arts College**

A proposal for Ash Green School and Arts College to deliver post  
16 provision from September 2011

## Statutory Notice

Published in the Coventry Telegraph on Tuesday 18 January 2011 and at Bedworth Library, Keresley Library and St Giles Church, Ash Green.

### Proposal to establish post 16 provision at Ash Green School and Arts College

**Notice is given in accordance with section 19(3) of the Education and Inspections Act 2006 that The Governing Body of Ash Green School and Arts College intends to make a prescribed alteration to Ash Green School and Arts College, Ash Green Lane, Coventry, CV7 9AH Foundation School from 05 September 2011.**

The Governing Body at Ash Green School and Arts College is seeking to provide post 16 education, on-site, from September 2011. There are three main reasons for this proposal:

1. To enable Ash Green School to sustain its recent history of dramatic improvement and to further develop as a centre of academic and vocational excellence.
2. To provide a local, accessible and sustainable high quality provision for our communities students.
3. To allow our students to move seamlessly from GCSE/BTEC level 2 provision to advanced level 3 study within a single institution thus removing a point of transition.

We aim to deliver the start of this journey as of September 2011. We already have strong, indicative evidence of parent and student demand to this effect. We believe that this proposal is in line with the desire of Government to meet parent demand through the expansion of successful schools and the creation of a rich and diverse educational choice.


The current capacity of the school is 850 and the proposed capacity will be 1010. The current admission number for the school is 170 and the proposed admission number will be 190.

The admission number at age 11 (Year 7) will remain at 170 and the proposed admission number at age 16 (Year 12) will be 20. This is an estimate of the minimum number of external candidates likely to be admitted into the school for the first time. It may be exceeded if demand for available courses can be met.

The Governing Body will implement the proposal.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: [www.ashgreenschool.co.uk](http://www.ashgreenschool.co.uk) or from the school directly at: Ash Green School and Arts College, Ash Green Lane, Coventry, CV7 9AH. Tel: 02476-366772. Email: [head.teacher@admin.ashgreen.warwickshire.sch.uk](mailto:head.teacher@admin.ashgreen.warwickshire.sch.uk)

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to Marion Davis, MSc Strategic Director - Children, Young People and Families, Saltisford Office Park, Ansell Way, Warwick, CV34 4UL.

Signed: 

Publication Date: 18<sup>th</sup> January 2011

### **Explanatory Notes**

We propose to offer 9 GCE A-levels and 5 BTEC Subsidiary Diplomas options, in the first year. We anticipate an initial Year 12 cohort of 63 students, rising to 143 for the start of year two, comprising of 80 in Year 12 and 63 in Year 13. By year three, we anticipate a Year 12 cohort of 80, creating a total of 160 students as a minimum planning expectation. This growth would be accompanied by an expanded options choice consisting of both GCE A-levels and BTEC Subsidiary Diplomas. The precise nature of which would be determined by student choice. Breadth of provision, particularly for minority subjects will be provided through increasingly formal collaboration with other schools and providers within the communities of Bedworth and North Coventry.

## PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS – A proposal for Ash Green School and Arts College to deliver post 16 provision from September 2011

### **Extract of Part 1 of Schedule 3 and Part 1 of Schedule 5 to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended):**

#### **In respect of a Governing Body Proposal: School and governing body's details**

Ash Green School and Arts College, Ash Green Lane, Coventry, CV7 9AH.

Ash Green School and Arts College is a Foundation School.

#### **Implementation and any proposed stages for implementation**

The proposal is planned to be implemented from the start of the academic year commencing September 2011.

#### **Objections and comments**

Any person may make a representation, which can be objections as well as expressions of support for the proposal. Any representation must be made to the local authority at the address below.

The representation period is four weeks commencing from 21 January 2011 and will be completed on 18 February 2011.

Please send your representation to;  
Marion Davis, MSc  
Strategic Director -  
Children, Young People and Families  
Saltisford Office Park  
Ansell Way  
Warwick  
CV34 4UL

### Alteration description

For September 2011: A Sixth Form comprising 63 students with options in 8 GCE A-Levels in English, Maths, Physics, Chemistry, Biology, Psychology, History and Geography, plus 5 BTEC Subsidiary Diplomas in Business, Creative Media Production, Art & Design, Performing Arts and Sport. Subjects would be taught for 4 hours per week, with each student being entitled to 3 periods of Enrichment and 3 periods of supported self-study.

For September 2012: A 6<sup>th</sup> Form comprising 143 students.

For September 2013: A 6<sup>th</sup> form of 160 students with the same options and wider provision as in September 2011, plus a further 3 A-level options in Sociology, Forensic Science and ICT.

### School capacity

Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 (GB proposals)/paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include — not applicable.

### Implementation

The proposals are to be implemented by the Governing Body of Ash Green School and Arts College.

## Objectives

### **There are three main objectives behind this proposal:**

1. To enable Ash Green School to sustain its recent history of dramatic improvement and to further develop as a centre of academic and vocational excellence.
2. To provide a local, accessible and sustainable high quality provision for our communities students.
3. To allow our students to move seamlessly from GCSE/BTEC level 2 provision to advanced level 3 study within a single institution, thus removing a point of transition.

- 1. To enable Ash Green School to sustain its recent history of dramatic improvement and continue to be a centre of academic and vocational excellence.**

AGS is a rapidly improving school that has set outstanding levels of achievement and attainment in the summer of 2010. If you remove the selective and private school sector, AGS was the 6<sup>th</sup> highest performing school in terms of the key measure, 5 A-C including English and Maths, in the county of Warwickshire. The core subjects of English, Maths and Science are all ranked similarly. The CVA score for 2010 is 1040.1 and that would have placed us in the top one hundred achieving schools in England based on last year's data and within the top 3% of schools nationally.

All key indicators show that attainment will rise further. In May 2010, Ofsted identified the capacity for improvement as good. Parent satisfaction with the school is very high with an additional 30 students requesting places for September 2010, on the back of the previous year's successful results. We would anticipate reaching and exceeding the PAN of 170 for September 2011.

Post 16 provisions would also create a strong driver for the sustainable development at AGS and within the local community of schools. The current high levels of attainment and achievement are creating a real sense of confidence in the school and wider community and it is critical that this is built upon and strengthened further.

It would support the recruitment and retention of specialist staff as teachers and leaders seek to gain 11–18 experience and the perceived status that this brings. The staffing and leadership of the school also becomes more dynamic and new opportunities are created to challenge and extend staff.

The presence of a Sixth Form on the school site will also create a significant halo effect within the school and the communities that it serves, generating high expectation, ambition and aspiration.

**2. To provide a local, sustainable and accessible, high quality provision for our communities students.**

The School occupies a unique position within the north of Warwickshire as it serves three distinct communities and is relatively isolated from the north of Bedworth. It is significantly removed from Nuneaton, both in terms of real physical and social separation. Over a third of AGS students live within the city boundary of Coventry, a large proportion in rural and semi-rural commuting communities and a large proportion for the urban areas of south Bedworth.

Ash Green School can provide accessible provision for these communities who currently have no focal point for excellence and aspiration post 16. We believe that sustainable, local access is a key strength of this proposal in an age when subsidised transport, educational maintenance allowance and even child benefit are being significantly withdrawn or removed.

AGS students currently face a 6.9 mile journey to access academic post 16 provision in Nuneaton and a 8.1 mile journey for vocational provision. This currently costs approximately £500 per year, with a subsidised bus pass. Within Coventry, no student has to travel a distance of more than 2 miles between providers, unless by choice. AGS students pursuing vocational studies in Coventry, post 16, face a 4.1 mile journey. Those students furthering their Performing Arts education in Stratford-Upon-Avon, the nearest specialist provider for post 16 Arts, face a 23.8 mile journey.

AGS also has significant neighbouring schools within Bedworth and the north of Coventry that we would expect to form partnerships with. This would be to secure breadth of provision and an inclusive community of learners. We are especially interested to receive feedback on this aspect of the proposal.

**3. To allow our students to move seamlessly from GCSE/BTEC level 2 provision to advanced level 3 study, within a single institution thus removing a point of transition.**

AGS is now operating a three year Key Stage Four with Year 9 students embarking upon their examination courses a year earlier than is traditionally the case. We are not unique in this as schools are rapidly changing the way they teach to allow for individual student needs to be met as ability and aptitude require.

Many of our students will be ready and able to access level 3 academic and vocational courses within Year 11. Current arrangements do not allow for transition at the end of Year 10 and any such process would become too complex to manage. Distance to other providers would also be a major problem.

Post 16 provision at AGS would allow for seamless progression into advanced study with the potential for many students to access level 3 provision over two or three years. This would enable the school to engage with and allow many more students to

succeed at level 3 that current arrangements allow. For example, our most able could accelerate their learning into AS and A2 courses whilst insecure learner's could complete introductory work into advanced study as a foundation year.

We aim to deliver the start of this journey as of September 2011. We already have strong, indicative evidence of parent and student demand to this effect.

We believe that this proposal is in line with the desire of the Government to meet parent demand through the expansion of successful schools and the creation of a rich and diverse educational choice.

**Consultation****1a. In total, 1115 consultation letters were sent to the following persons / organisations.**

AGS Parents - 677 letters

AGS Governors - 15

AGS Staff - 80

<b>Primary Schools</b>	<b>Headteacher</b>
Keresley Newland x 44 letters Parents/Carers	Andrew Moorcroft
Goodyers End x 96 letters Parents/Carers	Rosemary Daniels
Wheelwright Lane x 56 letters Parents/Carers	D Barrow
St Giles	Ann Perry
Keresley Grange	C Thorpe
Newdigate Primary School	Siobhan Marrow
<b>North Warwickshire &amp; Coventry Secondary Schools</b>	<b>Headteacher</b>
President Kennedy School & Community College	Peter Thomas
Foxford School & Community College	Ruth Williamson
Cardinal Newman Catholic School & Community College	Carol Buchanan
Nicholas Chamberlaine Technology College	Nicholas Smallman
Coundon Court School & Community College	Deborah Morrison
Cardinal Wiseman Catholic School & Language College	Helen Knight
Lyng Hall School	Paul Knight
Grace Academy Coventry	Steve Allen
Barr's Hill School & Community College	Selwyn Calvin
Stoke Park School & Community Technology College	M Harrison
St Thomas More Catholic School & Technology College	Martin Moore
Caludon Castle School	Carol Reid
The Coventry Blue Coat Church of England School & Music College	Julie Roberts
Exhall Grange Special School	John Truman
Etone Technology Language Vocational College	Colin Turner
Nuneaton Academy	Carol Reid



## APPENDIX A

Whitley Abbey Business & Enterprise School	L Allen
Higham Lane School A Business & Enterprise College	Phil Kelly
Hartshill School	Mike Garlick
Queen Elizabeth School	Tony Wilmot
	Catherine
The Coleshill School Maths & Computing College	Kearney
Kingsbury School	Simon Cotton
Alderman Smith School & Sports College	Trevor Nunn
George Elliot Community School Business & Enterprise College	Tim Over
<b>Colleges</b>	<b>Principal</b>
Henley College	Ray Goy
City College Coventry	Paul Taylor
	Esther
King Edward VI College Nuneaton	Maughan
Hereward College of Further Education	Janis Firminger
North Warwickshire & Hinckley College	Marion Plant
<b>Coventry Councillors</b>	
Faye Abbott	
Allan Andrews	
Raja Asif	
Malkiat Singh Aulkuck	
Sucha Bains	
Roger Bailey	
Linda Bigham	
John Blundell	
Ken Charley	
Dave Chater	
Chris Cliffe	
Joseph Clifford	
Gary Crookes	
Susanna Dixon	
George Duggins	
Russell Field	
Kevin Foster	
Jogn Gazey	
Michael Hammon	
Jack Harrison	
Lindsley Harvard	
Heather Johnson	
Lynette Kelly	

Brian Kelsey  
 Abdul Khan  
 Tariq Khan  
 Ram Lakha  
 Rachel Lancaster  
 Marcus Laspa  
 Nigel Lee  
 Julia Lepoidevin  
 Ann Lucas  
 John McNicholas  
 Kevin Maton  
 Keiran Mulhall  
 John Mutton  
 Mal Mutton  
 Dave Nellist  
 Hazel Noonan  
 Jim O'Boyle  
 Gary Ridley  
 Ed Ruane  
 Tim Sawdon  
 Harjinder Singh Sehmi  
 Bally Singh  
 Tony Skipper  
 David Skinner  
 David Smith  
 Hazel Sweet  
 Ken Taylor  
 Phil Townshend  
 Seamus Wlash  
 David Welsh  
 Andrew Williams

#### **Parish Councils**

Arley  
 Corley

Fillongley

Mr G Brough  
 Mrs S Osborne  
 Heather  
 Badham

#### **MP'S**

North Warwickshire  
 Coventry North  
 Nuneaton

Dan Byles  
 Bob Ainsworth  
 Marcus Jones

<b>Department for Education</b>	
Young People's Learning Agency	Sara Jackson
<b>Nuneaton and Bedworth Borough Councillors</b>	
Jill Sheppard	
Neil Joseph Patrick Phillips	
Andrew James Burtenshaw	
Kevin Young	
Clive Stringer	
Peter James Gilbert	
Martyn Russell Findley	
Francis Patrick McGale	
William John Hancox	
John Haynes	
Julian Harry Gutteridge	
Desmond O'Brien	
Ian Keith Lloyd	
Dennis Harvey	
Don Christopher Navarro	
Roma Ann Taylor	
Bryan John Grant	
Matthew Peterson Grant	
Damon Power Brown	
Danny Aldrington	
John Waine	
Christopher Mark Watkins	
John Glass	
Robert Gordon Copland	
John Ison	
Anthony Alan Lloyd	
Thomas George Wilson	
David Carr	
Jeffrey Stephen Clark	
Gerald Smith	
Julie Anne Jackson	
William Henry Sheppard	
Nicholas Grenville Grant	
Kristofer David Wilson	
<b>Director of Children &amp; Young People Services Warwickshire</b>	
Mark Gore	
Marian Davis	

Yvonne Rose  
David Gill

**Director of Children & Young People Services  
Coventry**

Colin Green

**Warwickshire County Council Councillors**

Julie Jackson  
Colin Charles Hayfield  
Frank McCarney  
John Francis Sims  
Bob Hicks  
Sid Tooth  
Jim Foster  
Alan John Farnell  
Martin Leslie Mann Heatley

**1b. There were no public consultation meetings.**

**1c. The views of those consulted were as follows:**

**AGS Parents / Students** – overwhelmingly in favour of the proposal.

**Year 11 student / parent survey – conducted through a letter, options card and assembly**

Post-16 Options					
GCE A-level			BTEC Subsidiary Diploma		
English	20	1	Performing Arts	13	
Maths	12		Creative Media Production	16	1
Physics	3		Business Studies	7	
Chemistry	7		Sport	7	1
Biology	9		Art & Design	15	1
Psychology	14	4			
History	6	1			
Geography	6	1			
Probable candidates: 43, 49% of the 88 surveyed (cohort is 96)					
<b>Select any 4, a reserve or none at all</b>					

**Year 10 student / parent survey – conducted through a letter, options card and assembly**

Post-16 Options					
GCE A-level			BTEC Subsidiary Diploma		
English	48	6	Performing Arts	30	2
Maths	36	9	Creative Media Production	49	3
Physics	7	2	Business Studies	16	1
Chemistry	12	2	Sport	27	3
Biology	15	1	Art & Design	49	3
Psychology	19	3	Music	31	
History	12	2			
Geography	22	1			
Probable candidates: 93, or 76% of 122 surveyed (cohort is 138)					
<b>Select any 4, a reserve or none at all</b>					

**Year 9 student / parent survey – conducted through a letter, options card, assembly and a parents evening**

Post-16 Options					
GCE A-level			BTEC Subsidiary Diploma		
English	60	3	Performing Arts	51	2
Maths	39	7	Creative Media Production	53	3
Physics	8	3	Business Studies	18	7
Chemistry	16	3	Sport	31	7
Biology	27	4	Art & Design	53	3
Psychology	31	4	Music	17	5
History	13	2			
Geography	19				
Probable candidates: 112, 81% of the 139 surveyed (cohort is 148)					
<b>Select any 4, a reserve or none at all</b>					

The Y11 and Y10 responses demonstrate a significant proportion of students wanting to embark on both Academic and Vocational courses at AGS. Y11 is a small year group and will clearly only produce a small first cohort.

However Y10 is significantly larger and also has significantly higher internal academic targets, resulting higher levels of predicted demand and therefore an increasingly viable sixth form.

The Year 9 is indicative of strong parent and student aspiration and demand for post 16 provision at AGS but subject numbers are not to be taken at face value.

**Email / Letter responses from parents – separate to the above surveys - we received 30 direct representations from parents all of whom strongly endorsed the proposal. The main reasons were as follows:**

- reduce a point of transition, important as all students now have to continue in education until 18
- maintain peer group friendships and support structures
- continuity of experience within a rapidly improving school
- create real choice within a community that currently lacks this and create competition to raise standards – “The community that Ash Green serves is presently not being afforded the choice and options that are offered to other communities such as Nuneaton, or indeed Coventry, and thus **this community is disadvantaged** by the present status quo.”

The extract below is typical of the support expressed

*“Our views as parents of two children at AGS are that the post 16 sixth form provision will be a positive thing for the school and the local area. Now the school has shown it has made excellent progress over the past few years, the school is ready to add to the overall provision for the students and the local area.*

*As mentioned in the letter to us as parents, the local 6<sup>th</sup> form provision in the local areas is very restricted and a provision at AGS would address this. It would also be good for the hard work the school and students have put in during their 5 years at AGS to be continued at the same venue to further improve the standards that are being achieved. If the standards of the school leavers are already of an improved standard, the sixth form provision would suggest a higher achievement rate of advanced qualifications could be achieved.*

*It is also important that school leavers from AGS and the local area have choice. This not only benefits the student but also drives up standards within the post 16 provision to ensure students and parents choose the best performing schools and colleges for the provision” Paul Watson – email extract.*

I have also included in full the response from a Year 7 parent who made AGS a first choice for September 2009. In September 2009 we received an additional 34 students into the cohort that were positive first choices based on our recent and dramatic improvements as a school. The e mail reflects the very high aspirations of a large body of parents who have invested in their local, fast improving school who want to see AGS as a local beacon of excellence. It makes a very compelling case for Sixth Form provision and I believe it represents a large body of opinion within the local community.

*"Dear Mr. Clay and Consultation Committee,*

*Thank you for your letter dated 17NOVEMBER2010.*

*In respect of the proposal for post 16 provision at Ash Green, we would like to add our **strongest support** for this proposal to begin this provision at the School from September 2011.*

*As you mention in the letter issued to interested parties, the case for extending the school age beyond 16 at Ash Green is compelling. Not only has the school continued to add to its excellent academic results over the last two years - its CVA score is now in the top 3% of schools nationally, but this extension in academic studies offered to students at Ash Green will add to the choice available to the students and parent body in an otherwise limited set of options for our community.*

*Our daughter has only this year started in Year 7 at the school, so she is one of those that make up the additional demand for places at Ash Green. When we reviewed the options that were available for secondary schooling within the North Warwickshire area [North Coventry, South Bedworth], there were really only 2 choices that were practical - Ash Green or Nicolas Chamberlain. Our daughter was really keen and happy to start at Ash Green post her visit to the school as part of the review process. One limitation that both my wife and I noted was the distinct lack of provision of education beyond 16 at Ash Green, and this was a very real concern to us both as we cannot stress enough the value that we place on continuity and comfort for a child when they are progressing through school life. For a child to excel and achieve all that they can potentially from their schooling, we do not underestimate the value to be placed on a child being within a familiar and comfortable setting, with peers that they respect, admire and enjoy being around, in an environment that is nurturing, challenging and aspirational. To have our daughter, and indeed her siblings, move from primary, to secondary, and then post secondary education within such a stable and comfortable environment will, we feel, offer them the best educational experience.*

*Ash Green now needs to meet the aspirations of the parents that have entrusted their childrens' academic wellbeing to the school. To do this credibly, the school must move to delivering a full range of curriculum subjects for the 11-18 age range, and thus offer its students the best spring-board into higher education. The community*

*that Ash Green serves is presently not being afforded the choice and options that are offered to other communities such as Nuneaton, or indeed Coventry, and thus this community is disadvantaged by the present status quo.*

*As per your communication, the increase in school numbers at Ash Green is concrete proof that the demand for the service provision is there, it is real, and likely to grow as the school continues to strive for further success. Limiting Ash Green to the provision of education only to 16 is counter-productive, and unfair on a body of students/parents/educators that have not only delivered on expectations in the last few years, but significantly exceeded them. As parents of an excelling child in 7A at the school, we unashamedly ask that Ash Green be rewarded with additional resources and investment to allow this excellence and endeavour to grow, to help mould the talented children at the school to be the leaders of the next generation. Not affording the stakeholders at Ash Green the same level playing field that is available to other communities is unfair.*

*Having a seamless bridge for students from GCSE to A Levels at Ash Green removes any unnecessary stress/tension/disruption for students as they continue their academic progress. It makes no sense to dislodge children from continued progress and attainment; moving children at this critical juncture makes no sense at all, particularly when it would be a relatively simple exercise to extend the provision at the established site. Only this extension will allow the children the opportunity to maintain the confidence building and valued relationships with their trusted teachers and peers, to continue to flourish within the security and stability of the school environment that they are accustomed to at Ash Green, and to accelerate unhindered their educational attainment. The disruption of sending children to Coventry, Nuneaton or indeed elsewhere at 16 will invariably detract from their stability and progress - they will not only have to deal with the challenges of higher education, but furthermore worry about the 'softer' issues that they will be required to leave behind at Ash Green [a stable and trusted educational environment, friends and peers that will invariably fracture as a result of moving from Ash Green, building new relationships with new educators that may be more focused on the established body of children moving through a school that has post 16 provision in another community.*

*Having a well established and progressive Sixth Form embedded at Ash Green will be inspirational for all of the School Years below, and aid in school representation beyond the school boundaries within the local community. It will act as a focal point for Ash Green, and represent a strong body for good for the school and the community, leading by example and striving for excellence. We are sure that just as the school has delivered above expectations for pre 16 educational attainment, this success will also be delivered in a post 16 environment and make Ash Green a sought after choice for parents not only within the local community, but elsewhere also. We relish the opportunity for our children to be part of the Ash Green success story, and for them to be given the same choice and options as children in other communities. Having a well performing school at the heart of our community, a school that offers full academic/vocational options from 11-18 for all the children will*



*deliver this community the well rounded, inspirational, success seeking citizens that it deserves to flourish into the next generation.*

*We strongly, and with no reservations, support Ash Green's proposal for post 16 education provision at the Ash Green site, and encourage all community stakeholders to impress upon the decision makers the importance of allowing Ash Green to make this transition by September 2011 for the good of the community and the cohort of children of this school today as well as those planning to attend in the years to follow.*

*Yours sincerely*

*Mr. and Mrs. Tutt  
Parents of Sundeesh Tutt, 7A”*

**Political Consultation – we extensively consulted at parish, borough, county and national levels – we received seven responses, of which 6 were in favour of the proposal and none were against.**

**Constituency M.P.** – Honourable Dan Brown M.P. – in favour.

**Nuneaton and Bedworth Borough Council** – Cllr Damon Brown and Cllr John Haynes – in favour

**Coventry City Council** – Cllr Lynette Kelly – in favour but asked the school to plan carefully in consultation with Coventry F.E. providers. Cllr Jim O’Boyle – no objections. Cllr Kevin Foster – no objections.

**Warwickshire County Council** – Cllr Frank McCartney – in favour

**The teaching and non teaching unions / professional associations** known to represent staff at the school were all consulted via letter and a copy of the outline proposal. This was conducted at County / Branch level. Internal representatives were consulted with as members of staff.

There was one response from the **NASUWT Warwickshire Federation**. This was in favour of the proposal in terms of the educational benefits of the proposal, the access issues and also the provision allowing the school to compete favourable with other local schools that have provision. This would create greater parity of teachers pay and conditions across Warwickshire schools

**Local Providers - the school consulted through a letter and a copy of the outline proposal to all North Warwickshire schools and post 16 providers. All Coventry schools and post 16 providers were also consulted with in the same manner.**

There have been three expressions of opposition from the colleges consulted. **King Edward VI Post 16 College, North Warwickshire and Hinckley College** in Nuneaton and **City College**, Coventry have expressed opposition on the grounds of viability, learner experience and learner outcomes. The Headteacher has also met the Principal of King Edward VI and expressed a view that collaboration was still possible within the Northern Area partnership framework.

The Headteacher has also informed the **Northern Area Headteacher group** and the **Northern Area Partnership group**. Further consultation with the Northern Area Headteacher group will take place at the first meeting in 2011. There was no initial opposition to the proposal by the Northern Area Headteacher group.

There were 9 direct responses by letter or email. 8 were positive.

**Hereward FE College** was open to explore the potential for collaboration.

The **Nuneaton Academy** expressed positive support.

**Goodyears End Primary School** felt that parents ought to respond directly and so issued the consultation letter and proposal to all Y5 and Y 6 Parents. Wheelwright Lane Primary School also did the same.

**St Thomas More Catholic School Governing Body** expressed positive support for the “legitimate aspirations” but asked that any development “complements” existing provision”.

**Cardinal Newman School** expressed positive support as have **President Kennedy School** and also the **Coventry North West Federation** Chair. These are immediate neighbouring providers.

**Nicholas Chamberlaine Technology College** felt that they could not make a clear commitment to collaboration in the immediate future but saw longer term possibilities.

We have also received support and a desire for partnership work from two special schools, both of whom are immediate neighbours within less than half a mile. The **Exhall Grange Special School** has a sixth form and would aim to secure elements of shared course delivery and enrichment collaboration in order to create more inclusive learning opportunities. The **RNIB Rushton School** also wishes to develop similar activities. This would also support teaching staff development and well as enrich and deepen students learning. This work would be a development from existing collaborative work within our Specialist Community Arts plan.

proposal. Warwickshire officers met with the AGS Headteacher immediately prior to the consultation process. Coventry made a formal response via the elected representative with cabinet responsibility for education.

The YPLA do not respond to consultation processes as a matter of policy.

**1d. In producing this proposal the Governing Body has ensured that all applicable statutory requirements in relation to the proposals to consult have been complied with and that due regard has been given to initial consultation responses in forming the proposal.**

The initial proposal was made available through direct letters to those on the consultation lists. The consultation window was extended to six weeks to allow for the Christmas Holiday period. Responses were invited in writing and also by email. The proposal was also made available on the School website.

The outline proposal was kept to an accessible two sides of A4 and contained sufficient detail for interested parties to make considered representations.

The proposal does not require a second expansion proposal as the school premises will not be expanded and net capacity / student numbers will not increase by more than 25%. There is also no capital funding requirements.

The views received have been considered by the Headteacher of AGS and have helped to shape the proposal. This is explained below.

**The local authority (LA) was asked to consult in a letter.** The Headteacher and Deputy Headteacher have also met with Warwickshire education officers to share our proposal at the start of the consultation exercise. As a consequence of this meeting and subsequent formal response from the LA the following actions were taken to support this proposal:

**Concern over more choice and diversity** – It is important to note that although there is a decline within the Nuneaton and Bedworth area of 16 year olds the future numbers at AGS are dramatically increasing. We are currently expanding to 7 teaching groups across Years 7 and 8 for September 2011. This is to accommodate 160 plus students in each cohort. The success of the school is creating its own strong internal market. The decline may well affect other localities and providers but it is creating demand within our own community.

The proposal is built on our own raised attainment levels and the creation of new level 3 clients. (see page 28)

The Post 16 College will only lose single figure intake numbers from AGS. If this is placed in the context of structural changes within Nuneaton and the creation of four hundred or so new post 16 places in two schools and one academy this is insignificant.

The proposal deliberately only allows for academic and general vocational level 3 provision at AGS. Whilst the vast majority of students leaving Ash Green do access a broad range of education and training only a small proportion have done so at level 3 in the past. We are building new progression for students attaining at higher levels than before. The success of our vocational curriculum at KS4 is creating a new client group. As cohort numbers increase and the proportion of attainment stays high this will create a considerably increased market of level 3 learners.

This is also a more attractive route for many of our learners than GCE A Level courses. The number of learners at the post 16 college declined from 29 in 2009 to 14 but the number of level 3 learners increased. Whilst NWHC numbers remained static at around 14, City College numbers rose from 7 to 33. We believe that it is appropriate for a number of these to continue their vocational or a mixed curriculum at AGS – especially in the context of a three year KS4, transport issues and parental / student demand described elsewhere

The raised attainment levels will also stimulate new level 3 specialist / technical vocational provision elsewhere and also level 2 extension / consolidation i.e. learners embarking on full Diploma courses based on L2 Certificate achievement at AGS. We do not intend to replicate existing sub level 3 provision within the FE and training sector. We will also not replicate specialist / technical FE vocational provision at level 3. (see pages 23, 27, 28).

The reality of the proposal's impact is more complex and less threatening than it appears at face value.

**Concern over a broad provision with viable group size to enhance attainment -** we have created a model for sixth form provision that will require collaboration with other local providers. This will ensure viable group size and a suitably challenging classroom environment, within students can flourish. This would be especially the case for minority subject provision. (see page 29)

We have also built and costed a viable, cost effective curriculum and staffing model,

form.

**Concern over bigger sixth forms delivering improved outcomes** – based on serious academic research we believe that this is not an absolute rule and indeed current Warwickshire Performance Tables do not demonstrate a clear correlation between size of sixth form and outcomes. Both Key Stage Four to Five value added data and average point score data for 2010 show this.

The critical factors are quality of teaching and learning and leadership and management within the institution. We have created capacity to lead and manage the development through the appointment of a six strong leadership team from September 2010. Ofsted in May 2010 described leadership and management as good and capacity to improve as good. We also have suitably qualified and experienced staff able to deliver the courses planned.

**Concern over value for money** – we have created a strong business model for the development of post 16 provision over three years. This is based on a whole school curriculum model and staffing costs, the creation of additional support staff, capital need and realistic funding income based on accurate and current data from the Young Peoples Learning Agency and also LA officers.

It does not create any drain on the core activity of the school and will not adversely effect resources available to the other key stages. This is very clear in the business model extracts below. The economy of scale of expertise within the school will be significantly enhanced as will the economy of scale of capacity/leadership and teaching and learning expertise. Post 16 provision will add significantly to the teaching skill base and this will only benefit outcomes at key stage three and four.

**Business Model summary** – a full business model with supporting documentation is available and can be explained on request.

The following tables demonstrate the income streams generated by post 16 student numbers planned for in the proposal. The data is based on up to date YPLA and LA funding information and takes into account current known reductions in funding for 2011/ 2012. It assumes a normal balance of course uptake and additional activity per student.

The substantive costs of staffing are created by a robust curriculum plan for September 2011, the need for an additional support post and predicted examination fees. The net benefit column identifies remaining funding to be deployed to cover curriculum development need, capitation, deployment of additional TLRs for subject coordination, ICT access for student individual study and administrative costs.

As the proposal does not require building expansion no additional costs have been generated for heating, lighting and premises costs as this will not significantly change.

As the sixth form expands over three years it is clear that the provision will not impact at all on existing key stage three and four provision and that resources will be available to secure and enrich the students experience.

Should there be a future capital need there is clear capacity to fund new classroom deployment.

Should there be a need for enhanced leadership or student support staffing increases this can also be readily be provided for.

<b>2011-2012: Year 1</b>				
Sixth form entrants	Income	Staff costs	Costs (inc exam fees, net staffing costs and post 16 Pastoral Manager)	Net benefit
40	172,000	-96,012	-36,912	39,076
50	215,000	-96,012	-40,390	78,598
60	258,000	-96,012	-43,868	118,120

<b>2012-2013: Year 2</b>				
Sixth form entrants	Income	Staff costs	Costs (inc exam fees, net staffing costs and post 16 Pastoral Manager)	Net benefit
100	430,000	-267,796	-57,780	104,424
120	516,000	-267,796	-64,736	183,468
140	602,000	-267,796	-71,692	262,512

<b>2013-2014: Year 3</b>				
Sixth form entrants	Income	Staff costs	Costs (inc exam fees, net staffing costs and post 16 Pastoral Manager)	Net benefit
140	602,000	-267,796	-71,692	262,512
160	688,000	-267,796	-78,648	341,556
180	774,000	-267,796	-85,604	420,600

**Coventry Education Authority** was also consulted with, along with Coventry post 16 providers. We received no specific feedback.

They were also asked to complete possible choice form with a draft model of provision.

**Teachers** were all informed via an email with a copy of the outline proposal or with a hard copy of the outline proposal. Teaching staff have been informed of the proposal through internal line management and meeting structures as the curriculum model has been produced for 2011 / 2012. Staff and Teacher Governors were also involved in agreeing and scrutinising the outline proposal and approving the detailed curriculum models.

**Headteachers / Principals** were asked in a letter to share the consultation document with their Governing Bodies to ensure that all groups represented had the opportunity to provide feedback – these included parents, councillors and community groups.

The statements of intent for collaboration have been as a consequence of direct consultation with Nicholas Chamberlaine and President Kennedy schools. This has been through Headteacher meetings and also Governing Body representation through the Chair of Governors.

Nicholas Chamberlaine School see the proposal as a possible threat to their post 16 offer but the proposal is designed to promote collaboration and not competition. We are creating our own demand from within our own priority catchment area and do not anticipate a collapse in numbers at Nicholas Chamberlaine. Both schools serve distinctly separate communities and Ash Green's recent expansion has not been at their expense. It's Governing Body do recognise that "there may be opportunities at a later time to develop some collaborative arrangements".

The Principals of the three Colleges in Nuneaton and Coventry raised objections on the grounds of viability, experience, duplication, expertise, outcomes and the fact that we were unlikely to achieve the quality of their outcomes. The proposal deals with these issues as described in the response to the LA concerns above.

We have a viable, cost effective model and the ability to enrich and deepen the learners experience through AGS provision and also collaboration. Indeed collaboration within Bedworth will produce a more socially cohesive experience for the students; learning, working and enriching their experiences within the local area. We also have created a balanced sixth form with academic and vocational routes that is different to the sixth from college provision.

Our plans are designed to create a genuinely local and easily accessible provision. The FE College in Nuneaton describes its central and accessible location as a key

future transport issues will only sharpen this view. Our proposal offers a blended mix of provision through collaboration with genuinely accessible partners within Bedworth and the north west of Coventry.

The FE Colleges raised valid concerns about our capacity for employer links to support vocational and practical applications. Within our proposal we will not replicate specialist/ technical vocational qualifications. Within the vocational offer we can and do use real work contexts to support the delivery of Btec First Certificate courses and this will be extended into level 3 provision as specifications demand. We do not require though the same extensive network that the F.E. Colleges require and enjoy. We do not need to and could not do.

It is not possible to respond to the shared concerns about outcomes as there is no objective comparison to be made. The proposal is not based on a simple claim that we would do better.

However we have been very careful in the proposal to not replicate level 3 provision at the FE Colleges, that they quite rightly describe as “outstanding” technical, practical and skills education. We will only deliver what is appropriate for school based vocational provision.

There will be replication of post 16 academic provision at King Edwards VI College but this is in order to meet new demand. The proposal does contain specific reference to how a reduced point of transfer, linked to the schools three year key stage four, will raise attainment across the ability range of a new group of level 3 learners who want local provision. In 2009 26 learners enrolled at King Edwards but this reduced to 14 in 2010, in spite of raised attainment levels within the cohort. A decline in numbers already exists and AGS proposals would only impact the sixth form college at the margins of its operation. More students would appear to want to access vocational F.E. based provision. The impact on this is addressed on pages 26 – 28.

**The Teaching and non teaching Unions / Professional Associations** known to represent staff at the school were all consulted via letter and a copy of the outline proposal. The issue of teacher working pay and conditions and the link to increased capacity to improve is very clear. Post 16 provision in schools is clearly desirable to recruit, retain and motivate teachers. This is particularly the case in an area where the majority of surrounding schools have a sixth form.

Consultation with **political representatives** was through letter and a copy of the outline proposal. The Headteacher has had email exchange with borough and county councillors.



The Local MP has visited the school twice to hear about our plans. A Borough Councillor has also issued our consultation outline proposal on the Nuneaton and Bedworth Conservative Party website with our contact details.

The decision to only provide for level 3 courses is also a consequence of our shared concern with a Coventry City Councillor that we do not impinge upon F.E. provision within Coventry.

**The strong parent and local political support has reinforced the intent to issue a proposal in January 2011 with a view to delivery in September 2011. The desire for an AGS Sixth Form is urgent and the school believes it has a duty to meet this demand.**

**1e. Copies of all the consultation documents are enclosed as appendix 1.**

Consultation Letters

Outline proposal

## Project costs

The capital costs of the proposal are to be met by the School through use of its devolved capital, ICT investment plans and site maintenance budget plans. The proposal requires no external funding.

There are two reasons for this.

AGS currently utilises 75% of its learning and teaching capacity. There is significant physical capacity within current well equipped general and specialist classrooms to accommodate the expansion.

AGS benefits from a relatively old site and as a consequence has many large spaces suitable for adaption into post 16 general teaching rooms and an ICT suite. There are also spaces suitable for adaption into office and social facilities. These changes can be accommodating through minor building works. Our curriculum analysis creates a need for four non specialist teaching rooms for post 16 deliveries, each accommodating up to 20 students.

We propose to convert / develop the following from the schools devolved capital allocation for 2011 / 2012:

A large office space into a meeting / conference facility and post 16 teaching room to accommodate up to 25 people. 5K

An existing ICT suite and adjacent studio / green room space that are surplus to need to be converted into 3 post 16 general classrooms for up to 20 people. 15K

A dance studio that is surplus to need to be converted into a post16 social and study space, incorporating an ICT suite of 20 pc's. 15K

## Age range

The current age range at Ash Green School and Arts College is 11 – 16.

### Changes to sixth form provision

Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (i) improve the educational or training achievements;
- (ii) increase participation in education or training; and
- (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

Post-16 provision will build upon current outstanding levels of achievement and attainment, among the highest in the Local Authority and among the most improved, nationally; In 2010, AGS surpassed challenging FFTD targets for 5 A\*-C inc EM by 17% and 100% of students achieved 5 A\*-C in any subject. The best schools should be allowed to expand and spread their ethos and success and no school in the Northern Area has enjoyed such improvements and success in recent years, none in the county and very few across the entire country. Students at AGS achieved 304 A\*-A grades in 2010, a cohort size of 106. This massive improvement in standards indicates a need for Post-16 provision at the school, given the large numbers of students that are being better prepared for level 3 study on the back of improved standards at AGS in KS4. Furthermore, the high quality of teaching and learning, particularly in the proposed KS5 subjects, supports the view that provision will be of a particularly high standard. Ofsted 2010 commented on the significant capacity to improve still further.

AGS has rapidly improved and has exceptionally high standards in key subject areas, not least in the specialism subjects of Performing Arts, Art and Design, Music and Media Studies (the Arts Learning Team). In 2010, every single student that opted for 1 or more of these subjects achieved a double GCSE equivalence of C or better. Furthermore, the Average Point Score, set against FFTD targets was equally impressive: Performing Arts were almost 1.5 grades above for every student, Art and Design more than 1 grade over, Music half a grade above and Media Studies more than 1 grade above; stunning outcomes. Internal self-evaluation processes demonstrate the highest calibre of teaching and learning in these subject areas. As a Learning Team, the Arts team has a lesson observation rating, on average from a large sample, of 1.57, therefore clearly tending towards outstanding.

Post-16 at AGS would best serve both secure and insecure level 3 students with progression routes into and beyond level 3, raising both standards of achievement, aspiration and numbers of students able to access higher education. The flexibility of the AGS 3-year KS4 curriculum enables students, all students, to learn at an appropriate pace and achieve higher standards. Increasingly, the boundaries between Year 11 and 12 will blur as the more able students progress to level 3 during the Year 11 phase, with less able students being able to extend L2 learning into Post-

16 to solidify their opportunities for further progression and education.

When this is coupled with the rise in attainment we are confident that this provision will improve standards for more students and increase uptake of level 3 courses within our communities. Parent surveys demonstrate an overwhelming desire for Post-16 provision to be offered at AGS. 80% of parents have returned responses to the survey, 99% of those agreeing that the proposal demands to be supported. It is essential that the views of parents are listened to.

Adding Post-16 at AGS would inevitably mean the removal of a point of transition, that from KS4 to KS5. This is often cited, quite rightly, as a key barrier to progression and is compounded by the large travel distances involved and considerable economic hardship, itself compounded by the abolishing of the travel allowance.

AGS students are significantly disadvantaged by the lack of close proximity of Post-16 opportunities. The 3 largest providers, currently, are City College, Coventry, 4.1 miles away, King Edward VI College, Nuneaton, 6.9 miles away and North Warwickshire and Hinckley College, 8.1 miles away. Those students furthering their Performing Arts education in Stratford-Upon-Avon, the nearest specialist provider for Post-16 Arts, the AGS Specialism, face a 23.8 mile journey.

The additional point of transition is unique to the students of AGS, certainly within the local area where other schools offer Post-16 provision; this places AGS at a significantly unfair disadvantage, compounded by the outstanding outcomes that exist at KS4 and would continue into KS5. Local access to quality provision will increase participation rates.

We do not believe that expansion at AGS would be to the detriment of other local providers and impact on standards or provision elsewhere. We believe it will expand opportunities when coupled with the rise in standards of attainment at AGS.

The academic GCE take-up numbers at King Edward VI Sixth Form College have been small; last year saw 14 students enrol. Some may still choose to attend there out of preference or for access to minority, specialist GCE courses. However, increased levels of performance at AGS will create a larger market of students that we would want to retain at AGS. We will not be removing any significant number from the College and do not intend to compete with the College.

The drive to collaborate with our neighbouring providers is driven more by a desire not to compete as much as by a cost effectiveness rationale.

For vocational provision, we will be expanding provision and increasing uptake without detriment to FE providers. We believe that increased level 2 attainment rates at AGS will boost FE uptake within the area. Level 3 take-up at both main FE providers has been very limited in the past but saw a rapid increase in 2010. We

believe the AGS proposal will further increase participation and success rates.

Between 2007 and 2009, 608 courses have been started by AGS students at NWHC. Of those, only 41 (less than 7%) have been level 3 qualifications, only 1 being for GCE 'A'-Level studies. Of those 41, AGS would offer 28. On average, therefore, less than 11 students per year choose NWHC, only 7 per year for courses that AGS is proposing to offer. The numbers of individual students are small as in 2009 only 16 students accessed level 3 provision at the College and 14 in 2010.

We believe that the higher number of level 2 learners that AGS is producing, because of exceptionally high standards at KS4, will provide NWHC with a greater number of level 3 learners in their specialised BTEC National courses that AGS cannot offer, such as Engineering. Indeed, in 2010, AGS produced 304 Grade A\* or A from a cohort of only 106 students. Of those 304, 268 came in vocational courses, the courses most selected by AGS students at NWHC.

In 2010 the number of AGS students taking level 3 vocational courses rose to 60 from 27 in 2009. We are clearly generating a new level of demand for level 3 provision that NWHC can compete for.

Some students will inevitably be unable to access level 3 learning but will want to extend their studies at level 2, for which NWHC would remain the college of choice. Furthermore, with AGS not offering level 2 courses at Post-16, NWHC will certainly benefit from a greater demand for level 2 BTEC Diplomas from an increasingly better qualified group of AGS leavers;

Overall, it is reasonable to suggest that the impact on NWHC is likely to be positive, with more level 3 learners and a higher number of level 2 learners, mainly better qualified with higher grades, seeking to extend into BTEC Diplomas.

For City College, Coventry, the impact of Post-16 at AGS pre 2010 would have been negligible at level 3. From 2007 to 2009 a mere 11 students have studied level 3 courses at City College, 5 for BTEC National, 6 for GCE 'A'-Level.

It is clear that from 2010 the picture has changed. Increased attainment at AGS has created a cohort of 33 level 3 students at City College. The proposal would clearly impact on City College more than NWHC. The loss of students would be at the margins of their operation however. 23 students took vocational qualifications that we would not offer. Students may choose to take up the AGS offer rather than these specialist courses but City College would still enjoy a net increase in numbers. If we had a sixth form for 2010 they would not have seen the initial dramatic increase and so the potential loss would be less problematical. However we believe that we would deliver equally as well and the proposal would only result in a fair distribution of students across the two providers.

At AGS, we would expect students to complete a broader range of 3 BTEC National

awards or a combination of three A-levels and BTEC National awards over the two years of Post-16 study. This will create greater career, training or further/higher education flexibility for AGS students, at ages 17 and 18, than currently exists.

The removal of a point of transition and a flexible curriculum across Y9 to Y13 will also support vulnerable students in making the transition. Year 11 at AGS will become a significant bridging year for these students. This will increase success rates for this nationally recognised group of vulnerable learners.

- (b) A statement as to how the new places will fit within the 16-19 organisation in an area;

Ash Green School is part of a north Warwickshire area partnership that works to promote collaboration across the 14 – 19 age range. Ash Green is currently delivering a Creative and Media Diploma as part of its contribution to the partnership entitlement curriculum at 14 - 16. We have also worked within the partnership to shape strategic planning.

At 14 – 16 our location prohibits extensive collaboration within the Northern area as we are significantly remote from the majority of schools. Parental and student choice has not required shared provision of courses or students accessing other Diploma provision elsewhere. Geographic isolation is a key factor in this.

However for post 16 provision it will be essential to create a set of long term strategic partnerships to secure a breadth and depth of curriculum and enrichment activity. We will create a main partnerships with President Kennedy School (0.9m from AGS) and its partner schools in the North West Coventry Federation (none more than 3.9m from AGS)

In the longer term it may well be possible to secure further collaboration with Nicholas Chamberlaine Technology College within Bedworth itself (3.6m from AGS).

The nature of the partnerships will evolve over time as student need and institutional need dictates. In the first instance they will be pragmatic contracts to allow for cost effective provision for marginal subjects and to address individual school gaps in provision and expertise.

- (c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

Through a wider partnership with President Kennedy and the north west federation of Coventry Schools we would be able create a greater breadth of provision and progression routes. Students will be able to choose from a range of subjects delivered as part of their Humanities College status. These would be minority courses for our students, such as Philosophy, Politics and Economics which we cannot or would not want to deliver as part of our non competitive approach.

Our own Arts College specialism would enable us to reciprocate this arrangement and to offer new opportunities to President Kennedy students and also add provision to the wider north west federation that President Kennedy actively works within.

There would also be the opportunity for wider collaboration across the north west federation of Coventry schools to extend provision across the schools in both academic, vocational and enrichment provision.

Over time we would also aim to work with Nicholas Chamberlaine Community Technology College to allow for two separate, non competitive, viable and robust sixth forms for the local communities of Bedworth. Each school would retain its own ethos and sense of location but would actively collaborate to ensure breadth of provision.

We also share a vision to include Exhall Grange Special School and the Rushton RNIB School in arrangements to create an inclusive post 16 provision across the family of schools in Bedworth. We would aim to create a real sense of community cohesion and a joint beacon of excellence within the local community.

(d) The proposed number of sixth form places to be provided.

**Year 1 2011 / 2012**

63 Y12 students – assuming 43 AGS students and 20 external admissions.

**Year 2 2012 / 2013**

80 Y12 students

63 Y13 students

143 total

**Year 3 2013 / 2014**

80 Y12 students

80 Y13 students

160 total



**APPENDIX 1**

**CONSULTATION LETTERS**





ACL/LPH

24<sup>th</sup> November 2010

Dear Parents/Carers,

Ash Green School and Arts College is seeking to deliver Post 16 provision from September 2011. We are required to consult widely on the proposal and would welcome your views on the matter. An outline proposal is enclosed that explains the reasons for the planned expansion of the school. Our intent is to receive a range of views and create a detailed and compelling proposal. This would be put to the Local Authority in January 2011 for approval.

AGS was the fourth most improved school in England in 2009 and in 2010 we demonstrated outstanding levels of attainment and achievement with 67% of our students gaining 5 A\* - C, including English and Maths, 100% of students achieving 5 A\* - C in any subject. Our value added score (CVA) of 1040.1 places us in the top three percent of schools nationally.

As a consequence of this dramatic rise in standards, we are creating a significant demand for post 16 provision at the school. We believe that we can provide excellent progression for our learners through a balanced menu of academic and vocational subjects. The Governing Body is especially keen to create a local, accessible and sustainable alternative for our communities' parents and students to choose.

Our intentions match the Governments desire to see the best schools expand and therefore create a rich and diverse choice of provision. Our view is that a thriving and high attaining neighbourhood school can only benefit the local area. Our communities are placing increased levels of trust in the school as evidenced by the large increase in our intake number. The current Year 7 has 163 students, thirty more than the previous year and more than 60% up on 2006. We believe the school needs to respond to this investment by delivering a full 11-18 curriculum that is currently available to many other communities in Warwickshire and Coventry, but not to our own.

We would like to know what you think and are consulting with existing parents, staff, governors, local schools and other interested parties. Please send your views on the proposal in the attached self addressed envelope, returning it by **Friday 14<sup>th</sup> January 2011**. You may also reply via email to [agspost16@we-learn.com](mailto:agspost16@we-learn.com)

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Andrew Clay', written in a cursive style.

Mr. Andrew Clay  
**Headteacher**



ACL/LPH

6<sup>th</sup> December 2010

Dear Councillors,

Ash Green School and Arts College is seeking to deliver Post 16 provision from September 2011. We are required to consult widely on the proposal and would welcome your views on the matter. An outline proposal is enclosed that explains the reasons for the planned expansion of the school. Our intent is to receive a range of views and create a detailed and compelling proposal. This would be put to the Local Authority in January 2011 for approval.

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Yours sincerely,

A handwritten signature in black ink, appearing to read 'Andrew Clay', written in a cursive style.

Mr. Andrew Clay  
**Headteacher**  
ACL/LPH

ACL/LPH

29<sup>th</sup> November 2010

Dear Governors,

Ash Green School and Arts College is seeking to deliver Post 16 provision from September 2011. We are required to consult widely on the proposal and would welcome your views on the matter. An outline proposal is enclosed that explains the reasons for the planned expansion of the school. Our intent is to receive a range of views and create a detailed and compelling proposal. This would be put to the Local Authority in January 2011 for approval.

AGS was the fourth most improved school in England in 2009 and in 2010 we demonstrated outstanding levels of attainment and achievement with 67% of our students gaining 5 A\* - C, including English and Maths, 100% of students achieving 5 A\* - C in any subject. Our value added score (CVA) of 1040.1 places us in the top three percent of schools nationally.

As a consequence of this dramatic rise in standards, we are creating a significant demand for post 16 provision at the school. We believe that we can provide excellent progression for our learners through a balanced menu of academic and vocational subjects. The Governing Body is especially keen to create a local, accessible and sustainable alternative for our communities' parents and students to choose.

Our intentions match the Governments desire to see the best schools expand and therefore create a rich and diverse choice of provision. Our view is that a thriving and high attaining neighbourhood school can only benefit the local area. Our communities are placing increased levels of trust in the school as evidenced by the large increase in our intake number. The current Year 7 has 163 students, thirty more than the previous year and more than 60% up on 2006. We believe the school needs to respond to this investment by delivering a full 11-18 curriculum that is currently available to many other communities in Warwickshire and Coventry, but not to our own.

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Yours sincerely,



Mr. Andrew Clay  
**Headteacher**  
ACL/LPH



ACL/LPH

17<sup>th</sup> November 2010

### Secondary Schools

Ash Green School and Arts College is seeking to deliver Post 16 provision from September 2011. We are required to consult widely on the proposal and would welcome your views on the matter. An outline proposal is enclosed that explains the reasons for the planned expansion of the school. Our intent is to receive a range of views and create a detailed and compelling proposal. This would be put to the Local Authority in January 2011 for approval.

AGS was the fourth most improved school in England in 2009 and in 2010 we demonstrated outstanding levels of attainment and achievement with 67% of our students gaining 5 A\* - C, including English and Maths, 100% of students achieving 5 A\* - C in any subject. Our value added score (CVA) of 1040.1 places us in the top three percent of schools nationally.

As a consequence of this dramatic rise in standards, we are creating a significant demand for post 16 provision at the school. We believe that we can provide excellent progression for our learners through a balanced menu of academic and vocational subjects. The Governing Body is especially keen to create a local, accessible and sustainable alternative for our communities' parents and students to choose.

Our intentions match the Governments desire to see the best schools expand and therefore create a rich and diverse choice of provision. Our view is that a thriving and high attaining neighbourhood school can only benefit the local area. Our communities are placing increased levels of trust in the school as evidenced by the large increase in our intake number. The current Year 7 has 163 students, thirty more than the previous year and more than 60% up on 2006. We believe the school needs to respond to this investment by delivering a full 11-18 curriculum that is currently available to many other communities in Warwickshire and Coventry, but not to our own.

We would like to know what you think and are consulting with existing parents, staff, governors, local schools and other interested parties. Please send your views on the proposal in the attached self addressed envelope, returning it by **Friday 14<sup>th</sup> January 2011**. You may also reply via email to [agspost16@we-learn.com](mailto:agspost16@we-learn.com)

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Andrew Clay', written in a cursive style.

Mr. Andrew Clay  
**Headteacher**



ACL/LPH

18<sup>th</sup> November 2010

Primary Non Feeder Schools

I have enclosed an outline proposal for post 16 provision at Ash Green School & Arts College. There is also a letter inviting feedback from all interested parties. Your own views are warmly welcomed.

As Headteacher/Principal I would also appreciate it if you were able to share the letter and outline proposal letter with your Governing Body and encourage them to respond. This will allow the consultation to receive feedback from a range of opinions within the local and wider community, for example parents, local businesses and community groups.

Your support in assisting in this important consultation would be greatly appreciated.

Yours sincerely,

A handwritten signature in blue ink that reads 'Andrew Clay'.

Mr. Andrew Clay  
**Headteacher**

The logo for 'ags' is displayed in white lowercase letters on a dark blue rectangular background.

ACL/LPH

18<sup>th</sup> November 2010

Primary Main Feeder Schools

I have enclosed an outline proposal for post 16 provision at Ash Green School & Arts College. There is also a letter inviting feedback from all interested parties. Your own views are warmly welcomed.

As Headteacher/Principal I would also appreciate it if you were able to share the letter and outline proposal letter with your Governing Body and encourage them to respond. This will allow the consultation to receive feedback from a range of opinions within the local and wider community, for example parents, local businesses and community groups.

If you would be willing to distribute this to Year 5 and 6 parents, I would be very grateful. I can arrange for sufficient enveloped copies to be delivered to the school. Could you please contact Linda Phillips, Headteacher's P.A., to make arrangements? The consultation asks for any views to be sent back to Ash Green School & Arts College directly, so there will be no collection required.

Your support in assisting in this important consultation would be greatly appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Andrew Clay'.

Mr. Andrew Clay  
**Headteacher**

## Consultation on the proposal for post 16 provision at Ash Green School

The Governing Body at Ash Green School and Arts College is seeking to provide post 16 education, on-site from September 2011. It is a legal requirement that the Governing Body consult on this proposal. It would be helpful for you to provide us with your views.

There are three main reasons for this proposal:

1. To enable Ash Green School to sustain its recent history of dramatic improvement and to further develop as a centre of academic and vocational excellence.
2. To provide a local, accessible and sustainable high quality provision for our communities students.
3. To allow our students to move seamlessly from GCSE/BTEC level 2 provision to advanced level 3 study within a single institution thus removing a point of transition.

**To enable Ash Green School to sustain its recent history of dramatic improvement and continue to be a centre of academic and vocational excellence.**

AGS is a rapidly improving school that has set outstanding levels of achievement and attainment in the summer of 2010. If you remove the selective and private school sector, AGS was the 6<sup>th</sup> highest performing school in terms of the key measure, 5 A-C including English and Maths, in the county of Warwickshire. The core subjects of English, Maths and Science are all ranked similarly. The CVA score for 2010 is 1040.1 and that would have placed us in the top one hundred achieving school in England based on last year's data and within the top 3% of schools nationally.

All key indicators show that attainment will rise further. In May 2010, Ofsted identified the capacity for improvement as good. Parent satisfaction with the school is very high with an additional 30 students requesting places for September 2010, on the back of the previous year's successful results. We would anticipate reaching and exceeding the PAN of 170 for September 2011.

Post 16 provisions would also create a strong driver for the sustainable development at AGS and within the local community of schools. The current high levels of attainment and achievement are creating a real sense of confidence in the school and wider community and it is critical that this is built upon and strengthened further.

It would support the recruitment and retention of specialist staff as teachers and leaders seek to gain 11–18 experience and the perceived status that this brings. The staffing and leadership of the school also becomes more dynamic and new opportunities are created to challenge and extend staff.

The presence of a Sixth Form on the school site will also create a significant halo effect within the school and the communities that it serves, generating high expectation, ambition and aspiration.

### **To provide a local, sustainable and accessible, high quality provision for our communities students.**

The School occupies a unique position within the north of Warwickshire as it serves three distinct communities and is relatively isolated from the north of Bedworth. It is significantly removed from Nuneaton, both in terms of real physical and social separation. Over a third of AGS students live within the city boundary of Coventry, a large proportion in rural and semi-rural commuting communities and a large proportion for the urban areas of south Bedworth.

Ash Green School can provide accessible provision for these communities who currently have no focal point for excellence and aspiration post 16. We believe that sustainable, local access is a key strength of this proposal in an age when subsidised transport, educational maintenance allowance and even child benefit are being significantly withdrawn or removed.

AGS students currently face a 6.9 mile journey to access academic post 16 provision in Nuneaton and a 8.1 mile journey for vocational provision. This currently costs approximately £500 per year, with a subsidised bus pass. Within Coventry, no student has to travel a distance of more than 2 miles between providers, unless by choice. AGS students pursuing vocational studies in Coventry, post 16, face a 4.1 mile journey. Those students furthering their Performing Arts education in Stratford-Upon-Avon, the nearest specialist provider for post 16 Arts, face a 23.8 mile journey.

AGS also has significant neighbouring schools within Bedworth and the north of Coventry that we would expect to form partnerships with. This would be to secure breadth of provision and an inclusive community of learners. We are especially interested to receive feedback on this aspect of the proposal, as a willingness to collaborate could form a part of the formal proposal to follow in January.

### **To allow our students to move seamlessly from GCSE/BTEC level 2 provision to advanced level 3 study, within a single institution thus removing a point of transition.**

AGS is now operating a three year Key Stage Four with Year 9 students embarking upon their examination courses a year earlier than is traditionally the case. We are not unique in this as schools are rapidly changing the way they teach to allow for individual student needs to be met as ability and aptitude require.

Many of our students will be ready and able to access level 3 academic and vocational courses within Year 11. Current arrangements do not allow for transition at the end of Year 10 and any such process would become too complex to manage. Distance to other providers would also be a major problem.

Post 16 provision at AGS would allow for seamless progression into advanced study with the potential for many students to access Level 3 provision over two or three years.



## APPENDIX A

This would enable the school to engage with and allow many more students to succeed at level 3 that current arrangements allow. For example, our most able could accelerate their learning into AS and A2 courses whilst insecure learner's could complete introductory work into advanced study as a foundation year.

We aim to deliver the start of this journey as of September 2011. We already have strong, indicative evidence of parent and student demand to this effect.

We believe that this proposal is in line with the desire of Government to meet parent demand through the expansion of successful schools and the creation of a rich and diverse educational choice.

We would like to know what you think about the proposal and we are consulting with existing parents, staff, governors, local schools and other interested parties. Please send your views on the proposal to Post 16 Consultation, Ash Green School and Arts College, Ash Green Lane, Coventry, CV7 9AH, returning it by **Friday 14 January 2100**. You may also reply via email to [agspost16@we-learn.com](mailto:agspost16@we-learn.com).

### Principles for Commissioning Post 16 Provision

In considering the future options and judging the outcome for the delivery of post 16 provision in Warwickshire the following principles will be adhered to;

- 1) The needs of young people are considered as paramount and take precedence over the needs of individual institutions.
- 2) Structures and provision should result in the widest possible choice, progression and offer of curriculum opportunities for all the young people within the area and need to be responsive to learner demand.
- 3) Any proposed developments must contribute to the further raising of education, training and employment aspirations and increase overall participation.
- 4) All provision must be of a high standard as demonstrated by high levels of achievement, good completion rates and progression opportunities.
- 5) The outcome should contribute to local diversity and safeguard the interests of vulnerable young people including looked after children and those young people with special educational needs and disabilities.
- 6) Provision on offer must be fully accessible to learners and take into account sustainable transport arrangements to a learning site/opportunity.
- 7) The value for money of any proposal will be a major consideration, including any capital resource requirements. The viability of any individual post 16 institutional offer must be taken into account.
- 8) Regard should be given to the needs of the labour market and employer demand when considering 14-19 development proposals.
- 9) We will promote 14-19 collaborative arrangements to maximise all learner choice and opportunity.



**AGS Post 16 Proposal – a  
response to local authority  
concerns**

The Local Authority expressed three key concerns at a meeting held on 16 February 2011 to explore the merits of the AGS Post 16 proposal. These were:

1. The net capacity of the school not being sufficient to support the proposed expansion.
2. Insufficient details on the capital financing of planned adaption / new build to accommodate increased numbers.
3. Concern that the school budget would not be able to support the post 16 development and that post 16 needs may draw key resource away from key stages three and four and therefore impact on sustained progress at AGS.

The school agree to respond with a detailed building use plan and net capacity calculations for the first three years of the proposal, a more detailed capital plan and a business case / financial plan. This is in order to substantiate the proposals assertion that the school can both accommodate expansion and independently afford the longer term capital investment in creating new learning space.

This document details out the schools response:

**Net Capacity** – the local authority was concerned that the expansion envisaged within the proposal would exceed the net capacity of the school in each year of development and beyond. We believe we have now demonstrated that the proposed expansion can be accommodated in the short term without exceeding net capacity calculations. This is as a consequence of minor alterations to existing room use and reconfiguring room use due to known curriculum change.

**Capital Expenditure** – the local authority was concerned that the school could not accommodate the planned expansion and that within three years new space would be required, creating a demand on local authority capital expenditure. The school has created a business model that will allow for a self financed development of the site, create sufficient space to allow for a net capacity that matches the proposed admission number and allow for a more efficient use of existing space whilst also improving the learning facilities for the Arts team at AGS.

**School Budget** – the local authority was concerned about the ability to fund required capital investment and also that post 16 provision would not be a cost effective entity, given planned numbers, and therefore leach funding from Key Stages Three and Four and hold back sustained improvement at AGS.

We have created a four year budget projection that demonstrates the ability of AGS to self finance the proposal, sustain high levels of attainment for its students and meet the challenges of the new financial world that we have to operate within.

A separate post 16 budget model has also been created to separate out both income and expenditure, as far as is practicable, to help demonstrate the viability of the proposal.

### **Net Capacity, Learning Space and Admission numbers**

The Proposal allows for an increase in student capacity without a formal enlargement of capacity proposal. This is within the guidance for expansion rules. The requirement for a formal expansion proposal is triggered by a 25% or 200 student increase and the proposal does not reach this. It proposes a 19% increase.

The local authority raised a concern that the schools net capacity assessment would be breached by the proposal resulting in undue pressure upon school accommodation and suitable use of space. We accept that the Proposal will exceed the current net capacity calculation and understand that whilst a formal expansion proposal is not required we do need to demonstrate that learning space is fit for purpose and that the site can accommodate the numbers of students planned for.

We have created four net capacity models that demonstrate the proposal can be appropriately accommodated for in each year of the development and beyond. This has been possible as:

With local authority officer support we have reviewed the net capacity assessment and also developed our own understanding of the site and efficiency of room use.

We have amended the existing out of date net capacity assessment in terms of actual room usage. Curriculum change i.e. reduction ICT rooms and also revised accommodation use has been accounted for.

We have revised our initial minor capital works plans contained within the proposal due to our increased understanding of net capacity calculation and efficient use of space. This has resulted in new changes to accommodation but equally small scale capital requirements.

In Year 3 the proposal envisaged a need for additional learning space creation. We now have a full understanding of the capacity gap and how to utilise the site to best advantage to create a cost effective solution to expansion. The solution is to create three new performing arts spaces. This places our key specialist subject in purpose built accommodation as opposed to converted general classrooms.

It also creates two general classrooms to be used for general teaching which is more efficient and better use of space. A third current performance room will already have been converted into two classrooms in year one.

The net capacity spreadsheet models are not included in this document but Appendix A is a summary table of revised calculations. A copy of the spreadsheets is with the local authority.

They show that for each year of the development we can create sufficient net capacity for the planned increase in student numbers. By year three the net capacity, with capital investment, can be 1010 with an indicated admission number that is very close to the Planned Admission Number.

The table below is an extract from the summary spreadsheet – Appendix A

net capacity dfe spreadsheet calculation				
	Year 1	Year 2	Year 3	Year 5
PAN	170	170	170	170
indicated admission no.	173	170	178	180
net capacity	951	967	1010	1010
total number on roll	812	927	965	1010
<b>spare capacity</b>	<b>139</b>	<b>40</b>	<b>45</b>	<b>0</b>

### Planned and Indicated Admission numbers

Where the indicated admission number is marginally excess of the current planned admission number we do not propose to change the Planned Admission Number. The guidance states that the net capacity if divided by the number of year groups “can indicate the admission number that can **generally** be accommodated”.

### Curriculum Room use analysis

We have conducted a curriculum room use analysis that demonstrates sufficient actual physical space is available within the proposed expansion. This is Appendix B. It allows for 25 lessons a week in each room and assumes 7 teaching groups in years 7 – 11 and sufficient specialist, small general and suited accommodation for a post 16 curriculum supporting 160 students.

It clearly demonstrates that actual physical capacity exists within existing subject specialist suites of classrooms, a range of non specialist classrooms and new room capacity created as described in the following capital planning section. In no area is there a specialist rooming deficit.

## **Capital Planning**

**Year One** - we will use minor building works to reconfigure existing space. The plan has been modified from the original proposal based on a secure understanding of net capacity and efficient use of space.

We will:

Convert one wing of the old building into an exclusive post 16 area.

To the upper floor refurbish and enhance existing surplus accommodation to include a common room and teaching space with a small kitchen, social space, office / administrative space and a self study area.

**£11,930** set aside as an estimate for furniture, display, storage and small kitchen facilities

To the lower floor reconvert an existing light and practical teaching room (rooms 55 and 55 on site plan), store cupboards and office space into two general teaching spaces, office, self study and storage space for post 16 use.

**£1769 actual quote** - Frontweb quote Music classroom – Appendix E1a

Reconfigure an existing very large light and practical teaching space (room 170 on site plan) into two rooms, one light and practical and one general teaching space.

**£6970 actual quote** - - Frontweb quote P3 Classroom conversion - Appendix E1b

Reconfigure an existing light and practical room (room 250 on site plan) into two general teaching spaces for predominantly post 16 use.

**£4331 actual quote** – Frontweb quote Arts Suite conversion - Appendix E1c

**Total Costs Year One - £25,000 – see appendix E1**

The following alterations are minor in scope and will be financed through existing site maintenance and development budgets.

Convert two existing but redundant ICT light and practical spaces (rooms 1230 and 1115 on site plan) into general teaching classrooms. Replace benching with new tables and chairs.

Convert an existing office space (room 670 on site plan) into a general teaching space. Add a new data projector and whiteboard and utilise existing stock of tables and chairs.

**Year Three** – we will create three new purpose built performing arts spaces for large and performing activity, each at 120 square meters, using modular accommodation.

The quote attached in appendix E2a from Midlands Portable Building Ltd is for a single company costing based on classrooms of 115 square meters but including space for storage and an office. It also comes with a price range dependent on various options. This also includes purchasing pre owned buildings at a considerable cheaper cost.

The quote is to provide an indicative cost only. There would be an increase in cost due to the 120 square meter requirement in order to meet the net capacity figure. This would be offset by potential for pre owned purchase and / or cost savings brought about through a formal tendering process. We cannot embark on this at present as the project is not authorised and is potentially three years into the future.

A second company, Built Off Site – see appendix E2b – have quoted £225,000 plus Groundwork at approximately £30,000 for three 120 square meter rooms.

It is a reasonable estimate that a new build modular solution will cost between £225,000 and £337,500 based on the quotes received.

**Costs - £300,000 approximately. as a new build – see appendix E2a and b**

The following alterations are minor in scope and will be financed through existing site maintenance and development budgets:

Convert two large general teaching spaces currently used as performing arts light and practical learning spaces into general classrooms.

Based on the net capacity calculation and our own analysis of room use requirements by curriculum areas we will have sufficient net capacity and also sufficient actual teaching spaces to match curriculum need.



## Budget Planning

The overall school budget is in a strong position due to expansion of student numbers across years seven to eleven. It is well placed to manage the uncertainties of the next few years.

The Budget model allows for a very conservative allocation of funding to post 16 student numbers based on the YPLA funding mechanism and local authority officer advice.

<u>Funding Model</u>					
SLN	NFR	Prov Factor	ALS	Funding	SLN assumes
1.2 x	2920 x	0.9 +	0 =	3154	3 AS / A2 @ 150
					ALH @56
					Warwickshire SLN average is 1.48.
					NFR based on LA expectation
					Provider Factor - Warwickshire average
					ALS - cannot be calculated without actual student data
<b>Students</b>	<b>Funding</b>				
63	£198677				
143	£450965				
160	£504576				

The standard learner number (SLN) has been calculated on the assumption of an individual student taking three GCE A Level courses at 150 learning hours and 56 additional learning hours for enrichment. This is a conservative estimate as half of the proposed curriculum is vocationally based and these courses carry a higher learning our weighting. Some students will take four courses.

The National Funding rate is based on local authority best estimate given that it has yet to be confirmed. It is a lower figure than current rates as a cut is expected.

The Provider Factor is based on the Warwickshire average school figure as provided by the local authority. This is the figure likely to be used by the YPLA for year one.

The Additional Learning needs allocation cannot be factored in as it is individual student data led. There would be some element of additional funding drawn down due to known data about deprivation levels within the student population.

This data has been fed into the HCSS Budget planner and an overall budget plan has been created.

Year One of the HCSS Budget model - Appendix C - is the actual working budget model for 2011 / 2012 assuming a sixth form. We also have a non post 16 model. It is based upon actual staffing requirements, all known costs and new costs associated with increased devolvement of funds to schools and the increased levels of local authority traded services. It also assumes a post 16 led proportionate increase in overall costs by 20% over three years.

It has also been constructed with local authority finance officer support. It is an accurate and robust model.

It comes with a note of caution in that predicted surpluses are very high for the next four years. We do not expect this to be a realistic picture by year four as the school will develop new needs as it continues to expand and also devolved capital levels are reduced. Future funding settlements may also impact upon this. There is a very high margin for manoeuvre though and the school budget is set to allow for self financed capital development.

Appendix D is a separate budget plan for post 16 provision that accounts for post 16 income and isolated costs. It is a guide only, as separating out fixed costs and variable costs to isolate post 16 elements of a budget is not normally required.

It is based on the following assumptions:

A proportion of school costs for post 16 provision can be calculated on a 1/6 allocation given that years 12 and 13 add up to a cohort size of 160 alongside five Year 7 – 11 cohorts of 170.

That the proportion of costs will increase as the numbers increase over three years.

That you can tease out a proportion of leadership and management time from senior staff based on a 1/6 allocation.

That some costs are fixed and predictable i.e. examination fees and additional teaching and learning responsibility points (TLRs).

That school variable costs can be proportioned out on a 1/.6 basis and that they will increase by 20% over three years in line with an expansion in student numbers by the same amount. As illustrated in the table below.

<b>variable admin site proff services costs with 7% p.a. increase for increase in school size.</b>				
<b>HCSS CFR</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
E13 site maintenance	13000	13910	14844	15926
E14 cleaning caretaking	1837	2002	2183	2379
E15 water		7417	8084	8812
E16 energy			63000	63000
E18 occupation costs	32857	35157	37617	40251
E20 ICT current expenditure	37000	37000	37000	37000
E22 admin costs	35698	38910	42412	46229
E09 development / training	5911	6324	6767	7241
<b>total</b>	<b>10525</b>	<b>23453</b>	<b>35318</b>	<b>36806</b>
	one twelfth	one sixth	one sixth	one sixth

That the use of devolved capital and additional support from school current revenue will be sufficient to allow for minor building works in year one.

An element of the year three and four projected surplus will also be used to support the wider school capital costs in reallocating performing arts space into general teaching space and also the larger capital expenditure on three new performance spaces. This is the £20,000 allocated as expenditure under capital refurbishment.

### Capital Costs funding

#### Year One £25,000

In year one we expect to fund the alterations through £20,000 devolved capital and £5,000 from current income. Contract standing order due process may well result savings due to competitive tendering.

This is accounted for within the post 16 budget plan. The £5,000 additional contribution from current revenue is not accounted for within the HSCC budget plan but would be removed from the projected surplus as identified in the table below.

#### Year Three £300,000

In year three we plan to fund a building project for three specialist performing arts classrooms. This will cost in the region of ££225,000 and £337,500 based on two quotes from specialist contractors. Contract standing order due process may well result savings due to competitive tendering. This will equate to approximately £60000 a year for a lease purchase scheme over five years. This would be paid for by the school from within its planned budget surplus for the next five years plus additional Post 16 income. See table below.

### HCSS Summary Income Expenditure and Balance

	2011	2012	2013	2014
	2012	2013	2014	2015
total income	3607688	4121957	4285892	4342178
total expenditure	3506493	3756435	3950135	4101678
in year balance	101195	365522	335757	240500
previous year c/f	77122	178297	543909	879666
School Capital exp	5000	60000	60000	60000
balance	72122	118297	483909	819666

Appendix A – Net Capacity Summary Table

AGS student numbers and net capacity assessment summary

	Year 1	Year 2	Year 3	Year 5
<b>student totals</b>				
Y7	170 known	170 planned	170 planned	170 planned
Y8	163 known	170 known	170 planned	170 planned
Y9	132 known	163 known	170 known	170 planned
Y10	149 known	132 known	163 known	170 planned
Y11	135 known	149 known	132 known	170 known
Y12	63 planned	80 planned	80 planned	80 planned
Y13	0 planned	63 planned	80 planned	80 planned
total number on roll	812	927	965	1010
net capacity year 1	951	967	1010	1010
<b>net capacity dfe spreadsheet calculation</b>				
PAN	170	170	170	170
indicated admission no.	173	170	178	180
net capacity	951	967	1010	1010
total number on roll	812	927	965	1010
<b>spare capacity</b>	<b>139</b>	<b>40</b>	<b>45</b>	<b>0</b>

Year One and two net capacity figures created through internal reconfiguration and redesignation of learning space. See net capacity spreadsheets.  
 Year Three and beyond capacity created through three new performing arts rooms.  
 It is not possible to balance the PAN with the indicated admission number without raising the PAN to around 176. The School does not wish to increase its PAN.

Appendix B Actual Room Use Capacity Analysis

**Room Analysis if 7 form entry in all year groups and full 6th Form**

Year Group	Subject												
	English	Maths	Science	Performing Arts	Business Studies	Media Studies	Art and Design	Music	Social Studies (inc. Geog/Hist)	French	Psychology	Citizenship/PR/Work Skills/Sport	
	(E1 - E7)	(M1 - M5, I5)	(S1 - S5, I6)	(New Rooms)	I3, I4	I7, A4	A1, A2, A3, A4b	Dance Studio	H1 - H3, L2	L1	See Other Rooms 6th Form	See Other Rooms Below	
No of Rooms	7	6	6	3	2	2	4	1	4	1			
Total Capacity	175	150	150	75	50	50	100	25	100	25			
7	35	28	21	14			21	7	21	7		7	
8	35	28	21	14			21	7	21	7		7	
9	28	28	28	9	9	9	9	3	13	3		23	
10	28	28	28	9	9	9	9	3	13	3		23	
11	28	28	28	9	9	9	9	3	13	3		23	
12	4	4	12	4	4	4	4		8		4	4	
13	4	4	12	4	4	4	4		8		4	4	
Total Requirement	162	148	150	63	35	35	77	23	97	23	8	91	
Over/Under Capacity	13	2	0	12	15	15	23	2	3	2			

	No of Rooms	Total Requirement	Total Capacity	Over/Under Capacity
Other Rooms any year	5	91	125	34
Other Rooms 6th Form	5	8	125	117

Note: Many of the 6th form classes will take place in specific 6th Form rooms unless special equipment is required e.g. Media studies, science etc. The current plan does not remove these from the subject areas.



Appendix C HCSS Budget Plan 2011 /

Ash Green School - GFR Report						
Income						
GFR	Details	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
I01	Funds Delegated by the LA	2,581,525	3,278,964	3,557,934	3,668,372	3,724,658
I02	Funding for Sixth Form Students	0	198,639	450,984	504,480	504,480
I03	SEN Funding	5,326	17,031	6,447	6,447	6,447
I04	Funding for Minority Ethnic Pupils	0	0	0	0	0
I05	Standards Fund	299,367	0	0	0	0
I06	Other Government Grants	0	0	0	0	0
I07	Other Grants and Payments	0	0	0	0	0
I08	Income from Facilities & Services	22,306	19,103	12,638	12,638	12,638
I09	Income from Catering	75,000	76,575	76,575	76,575	76,575
I10	Supply Teacher Insurance Claims	10,000	10,210	10,210	10,210	10,210
I11	Other Insurance Claims	2,000	2,042	2,065	2,065	2,065
I12	Contributions to Educational Visits	0	0	0	0	0
I13	Donations and/or Voluntary Funds	5,000	5,105	5,105	5,105	5,105
I14	School Standards Grant - SSG Pupil Focused	154,969	0	0	0	0
I15	Pupil Ext Sch Funding and/or Grants	0	0	0	0	0
I16	Community Ext Sch Funding and/or Grants	0	0	0	0	0
I17	Community Ext Sch Facilities Income	0	0	0	0	0
<b>Total Income Revenue</b>		<b>3,155,493</b>	<b>3,607,668</b>	<b>4,121,957</b>	<b>4,285,892</b>	<b>4,342,173</b>

Expenditure						
GFR	Details	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
E01	Teaching Staff	1,845,024	1,966,868	2,123,940	2,216,675	2,311,971
E02	Supply Teaching Staff	10,000	10,000	10,200	10,404	10,612
E03	Education Support Staff	258,532	254,772	246,174	252,424	257,592
E04	Premises Staff	116,166	108,054	117,313	121,551	125,202
E05	Administrative and Clerical Staff	241,067	287,433	321,229	330,423	337,707
E06	Catering Staff	55,628	61,159	65,843	67,750	69,476
E07	Other Staff	14,193	13,493	13,493	13,493	13,493
E08	Indirect Employee Expenses	8,118	15,280	15,586	15,898	16,216
E09	Development and Training	5,715	5,911	6,324	6,767	7,241
E10	Supply Teacher Insurance	31,927	38,869	41,590	44,501	47,616
E11	Other Staff Related Insurance	7,919	8,678	9,285	9,935	10,631
E12	Building Maintenance and Improvement	56,213	56,513	60,469	64,702	68,231
E13	Grounds Maintenance and Improvement	7,140	13,000	13,910	14,884	15,926
E14	Cleaning and Caretaking	1,685	1,837	2,002	2,183	2,379
E15	Water and Sewerage	6,242	6,804	7,417	8,084	8,812
E16	Energy	60,000	63,000	67,410	72,129	77,178
E17	Rates	13,639	13,912	13,912	13,912	13,912
E18	Other Occupation Costs	32,212	49,857	35,157	37,617	40,251
E19	Learning Resources (not ICT)	131,167	151,994	159,994	174,994	174,994
E20	ICT Learning Resources	45,901	97,172	102,318	127,926	134,040
E21	Exam Fees	78,000	100,428	128,252	135,208	133,208
E22	Administrative Supplies	32,750	35,698	38,910	42,412	46,229
E23	Other Insurance Costs	15,659	15,850	15,850	15,850	15,850
E24	Special Facilities	0	0	0	0	0
E25	Catering Supplies	51,000	55,590	60,593	66,046	71,991
E26	Agency Supply Teaching Staff	0	0	0	0	0
E27	Bought in Prof Services - Curric	36,283	46,888	50,170	53,682	57,440
E28	Bought in Prof Services - Other	24,464	22,433	24,003	25,684	27,481
E29	Loan Interest	0	0	0	0	0
E30	Revenue Contributions to Capital	0	0	0	0	0
E31	Extended School Staff	0	0	0	0	0
E32	Extended School Costs	0	5,000	5,000	5,000	5,000
<b>Total Expenditure Revenue</b>		<b>3,186,645</b>	<b>3,606,493</b>	<b>3,756,346</b>	<b>3,950,165</b>	<b>4,101,678</b>
<b>In Year Surplus / (Deficit)</b>		<b>(31,152)</b>	<b>(101,175)</b>	<b>365,612</b>	<b>335,726</b>	<b>240,500</b>
<b>Surplus / (Deficit) Brought Fwd</b>		<b>108,274</b>	<b>77,122</b>	<b>178,297</b>	<b>543,989</b>	<b>879,666</b>
<b>Cumulative Surplus / (Deficit) C/Fwd</b>		<b>77,122</b>	<b>178,297</b>	<b>543,909</b>	<b>879,666</b>	<b>1,120,166</b>

Capital Income						
GFR	Details	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
C01	Capital Income	0	0	0	0	0



Appendix D Post 16 Extracted Budget Plan

Post 16 Expenditure - estimated costs as an independent entity

	Y1	Y2	Y3	Y4	
staffing	127100	278800	278800	278800	based on teaching periods and school average salary cost
capitation	6300	14300	16000	16000	based on £100 per head as compared to £46 1.1 - 16 average
exam fees	20868	48692	55648	55648	actual known costs based on student numbers
dht 1/6	13000	6500			1/6 salary cost for Deputy Headteacher
past man 1/6		13000	13000	13000	1/6 salary cost for pastoral support structure
aht 1/6		20600	20600	20600	2/6 salary cost for Assistant Headteacher
en	2535	2535	2535	2535	additional Teaching and Learning responsibility points for subject areas
ma	2535	2535	2535	2535	
sc	2535	2535	2535	2535	
hums ss	2535	2535	2535	2535	
PE	2535	2535	2535	2535	
A and D	2535	2535	2535	2535	
capitation start up	6000	6000			
ict post 16		4300	4300		purchase of 32 additional thin client machine for post 16 private study in two phases
mini bus 1/6	840	840	840	840	1/6 of an additional minibus, primarily for consortium travel
clerical admin 1 fte	8500	12750	17000	17000	One FTE clerical post, scale E for data and administrative support to post 16
catering 1.0	4000	4000	4000	4000	One additional catering post for post 16 provision, no inflation
site services	4000	4000	4000	4000	0.2 of a caretaker's time for mini bus transport to federation schools
Connexions	4458	6500	8500	8500	estimated costs of independent advice and guidance advice based on Connexions proposals
work experience	2961	6721	7520	7520	estimated costs of work experience placements based on Connexions proposals with schools
1/6 admin site profff services costs	10525	23453	35318	36806	Costs of additional services purchased to support the school - E13,14,15,16,18,20 and 22 budget areas.

variable admin site proff services costs with 7% p.a. increase for increase in school size.

HCSS CFR	Y1	Y2	Y3	Y4
E13 site maintenance	13000	13910	14844	15926
E14 cleaning caretaking	e14 1837	2002	2183	2379
E15 water	e15 7417	8084	8812	
E16 energy	e16 63000	63000	63000	63000
E18 occupation costs	e18 32857	35157	37617	40251
E20 ICT current expenditure	e20 37000	37000	37000	37000
E22 admin costs	e22 35698	38910	42412	46229
E09 development / training	5911	6324	6767	7241
<b>total</b>	<b>10525</b>	<b>23453</b>	<b>35318</b>	<b>36806</b>

Funding Model

SLN	NFR	Prov Factor	ALS	Funding	SLN assumes
1.2	2920	0.9	0	3154	3 AS / A2 @ 150
					ALH
					Warwickshire SLN average is 1.48.
<b>Students</b>	<b>Funding</b>				
63	198677				NFR based on LA expectation
143	450965				Provider Factor - Warwickshire average
160	504576				





Our Ref: AB/9152

17<sup>th</sup> March 2011

Mrs K Capell  
Ash Green School  
Ash Green Lane  
Coventry  
CV7 9AT

Dear Mrs Capell

**Re: Music Classroom Conversion**

We thank you for your valued enquiry in connection with the above and have pleasure in submitting our quotation for your consideration.

To infill three openings along the room width using metal stud work, sound block plaster board with sound insulation quilt in the void and finished with two coats of emulsion paint or vinyl sheet wall covering.

**For the Sum of £1,769.00**

We wish however the following points to be taken into account when considering our offer.

We have allowed for the works to be completed during normal working hours Monday to Friday.

This quotation is exclusive of V A T and would therefore be subject to a separate charge.

Our payment terms are monthly applications settled in full within 14 days from the date of invoice.

We trust that we have correctly interpreted your requirements and look forward to your further instructions in due course.

Yours sincerely

Alan Biggs  
Director

Frontweb Ltd  
38 Providence Street / Earlsdon / Coventry CV5 6ED  
Tel: 024 7667 3322 Fax: 024 7667 8536  
E-mail: frontwebservices@btclick.com  
Registration No: 3289961

Electrical Contractors Association

Part L Registered

Gas Safe and Corrig Registered



Our Ref: AB/9150

17<sup>th</sup> March 2011

Mrs K Capell  
 Ash Green School  
 Ash Green Lane  
 Coventry  
 CV7 9AT

Dear Mrs Capell

**Re: Arts Suite Conversion**

We thank you for your valued enquiry in connection with the above and have pleasure in submitting our itemised quotation for your consideration.

<p>To infill the opening across the width of room with a dividing partition complete with a sapele veneered door, at the low level ceiling end to erect an L shaped partition from the column to the window to form a storage area.          The partitions being erected using metal stud work, sound block plaster board with sound insulation quilt in the void and finished with two coats of emulsion paint or vinyl sheet wall-covering.          To install a 3000mm section of work bench along the partition using benching recovered from room P3          To modify the lighting circuit wiring to provide separate lighting switches for each room.          To remove the emergency exit door within the first room and install an entrance door with vision panel and door furniture, the door lock being provided free issue by others.</p>	<b>£4,331.00</b>
<p><b>Option:</b>          To supply and install air conditioning in each of the two rooms comprising of a wall mounted unit connected to an external condensing unit.</p>	<b>£5,627.00</b>

We wish however the following points to be taken into account when considering our offer.

We have allowed for the works to be completed during normal working hours Monday to Friday.  
 This quotation is exclusive of V A T and would therefore be subject to a separate charge.  
 Our payment terms are monthly applications settled in full within 14 days from the date of invoice.

We trust that we have correctly interpreted your requirements and look forward to your further instructions in due course.

Yours sincerely

Alan Biggs  
 Director

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 38 Providence Street / Earlsdon / Coventry CV5 6ED  
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 E-mail: frontwebservices@btcltek.com  
 Registration No: 3219961

Electrical Contractors Association

Part L Registered

Gas Safe and Corgi Registered

Our Ref: AB/9151

17<sup>th</sup> March 2011

Mrs K. Capell  
 Ash Green School  
 Ash Green Lane  
 Coventry  
 CV7 9AT

Dear Mrs Capell

**Re: P3 Classroom Conversion**

We thank you for your valued enquiry in connection with the above and have pleasure in submitting our quotation for your consideration.

<p>To infill four openings along the room length then erect a dividing partition across the width of room to form two rooms, two of the openings having an entrance door with vision panel and door furniture.</p> <p>The partitions being erected using metal stud work, sound block plaster board with sound insulation quilt in the void and finished with two coats of emulsion paint or vinyl sheet wall covering.</p> <p>To modify the lighting circuit wiring to provide separate lighting switches for each room.</p> <p>To board over the existing entrance door then open up the other boarded door way and fit an entrance door to access the newly formed low level corridor.</p> <p>To isolate and remove the electrical sockets and data points within the wall mounted dado trunking and fit blank plates then remove the benching.</p>	£6,970.00
--	-----------

We wish however the following points to be taken into account when considering our offer.

We have allowed for the works to be completed during normal working hours Monday to Friday.

This quotation is exclusive of V A T and would therefore be subject to a separate charge.

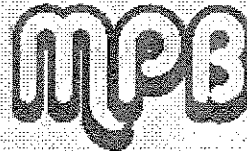
Our payment terms are monthly applications settled in full within 14 days from the date of invoice.

We trust that we have correctly interpreted your requirements and look forward to your further instructions in due course.

Yours sincerely

Alan Biggs  
 Director

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 38 Providence Street / Earlsdon / Coventry CV5 6ED  
 Tel: 024 7667 3522 Fax: 024 7667 8536  
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 Registration No: 3299961



Midlands Portable Buildings Ltd

281 Lichfield Road

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Cambridgeshire

SG12 1JY

01462 41111

Tel/Fax: 01462 41124

Mobile: 07500 127010

Web: [www.midlands-portable-buildings.co.uk](http://www.midlands-portable-buildings.co.uk)

Email: [admin@mpb.co.uk](mailto:admin@mpb.co.uk)

18/03/11

Ash Green School  
Ash Green Lane  
Coventry  
West Midlands  
CV7 9AH

Attn: - Mr Michael Rennie

**SALES QUOTATION - NGT1242**

Dear Michael,

We have pleasure in submitting the following budget quotations for the provision of modular buildings to fulfil your need for a drama studio at Ash Green School. We have supplied two prices below, one for the provision of a bespoke, new build, modular classroom, the other is for the supply of a refurbished pre owned building, adapted to your requirements.

**New Build**

The below basic prices are for the provision of a building in our Textured Timber specification, complete with all the enabling works. Specification includes an 8' internal headroom height, double glazed windows and electric heating. We have included the upgrades to the building as extra over costs below.

12 Bay modular classroom 36.0m x 9.6m	£205,000.00
Foundations	£13,000.00
Delivery, Erection and Craneage	£36,000.00
Mains Services and Drainage	£8,000.00
Ramps and Steps	£15,000.00
Pathways	£4,000.00
<b>SUB TOTAL</b>	<b>£279,000.00</b>
Plastiso Steel exterior walls	£9,000.00
Regulation compliant Air Conditioning	£30,000.00
SBEM Testing	£5,000.00
9' Internal Ceiling heights	£10,000.00
Suspended Ceiling (per 9.6m x 9.0m classroom)	£4,500.00

Directors: N.G. Tranter, E.A. Tranter, G.M. Tranter  
Company Reg No. 5181101

### Pre Owned

We have assumed the prices below upon us supplying you with a 13 bay, pre owned, modular building in textured timber specification, complete with double glazed windows and electric heating. This would be a standard specification building with an 8' internal ceiling height.

13 bay modular classroom 39.0m x 10.8m	£60,000.00
Foundations	£13,000.00
Delivery, Erection and Craneage	£75,000.00
Mains Services and Drainage	£6,000.00
Ramps and Steps	£15,000.00
Pathways	£4,000.00
<b>SUB TOTAL</b>	<b>£173,000.00</b>

Regulation compliant Air Conditioning. £30,000.00

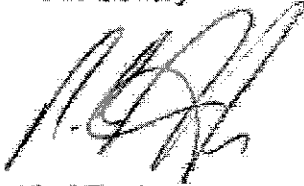
I hope the information provided in this quotation is of use. If you require any further details on either option, please feel free to give us a call and we will endeavour to provide you with any assistance we can.

Exclusions: - Site Preparation, connection to incoming services, foundations, craneage, delivery, drainage, steps, ramps, pathways, stairs, garties, covered walkways, planning/building applications fees, smoke detection, fire alarms, disabled facilities, external skirting. Any additional works or alterations caused by building control, fire and environmental Health Offices or Local Authority regulations, unless otherwise quoted for.

Terms: - 25% Deposit with order. Balance on delivery

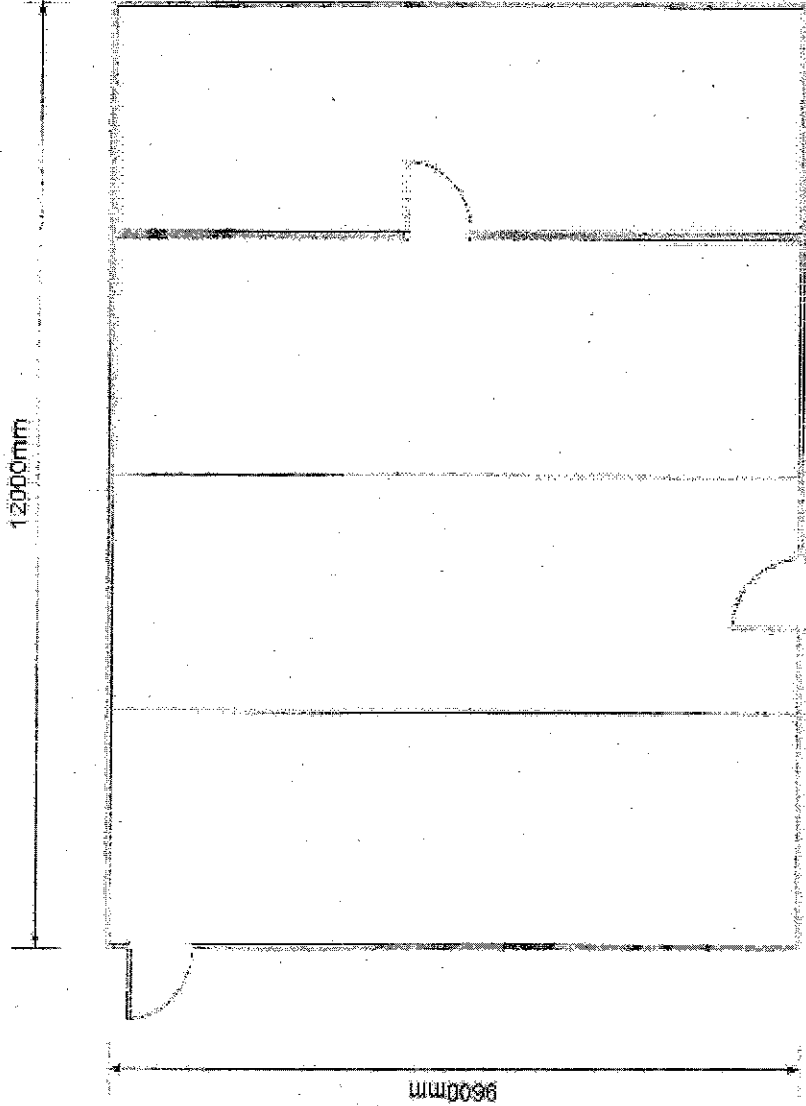
All prices quoted are exclusive of VAT, which will apply to the final invoice at the current standard rate.

Yours faithfully



Nigel Trenter  
Midlands Portable Buildings Ltd





Design For Sale  
 CLASS ARCHES ALUMINUM BUILD  
 Doors + Windows 75  
 Suits

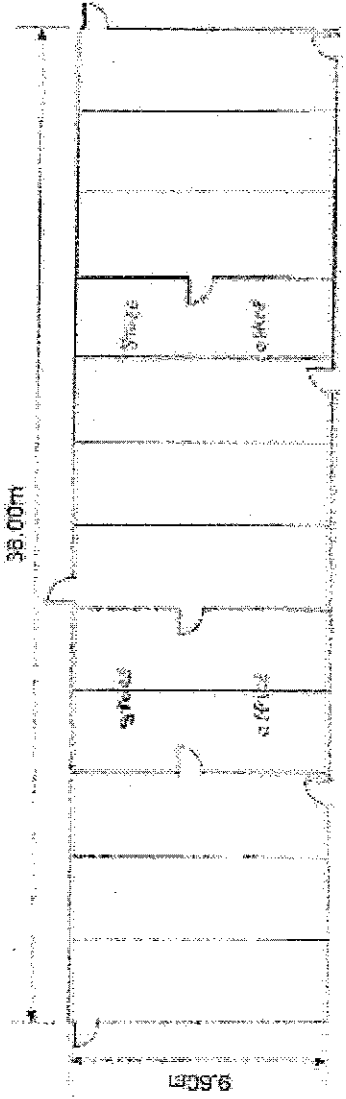
Midlands Portable Buildings Ltd  
 28 Littleworth Road  
 Hednesford  
 Staffordshire  
 WS12 1PA

admin@mpbltd.co.uk

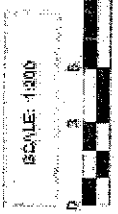
01543 876124  
 07809 427610

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12 Bay Heavy Goods  
Widened to Suit



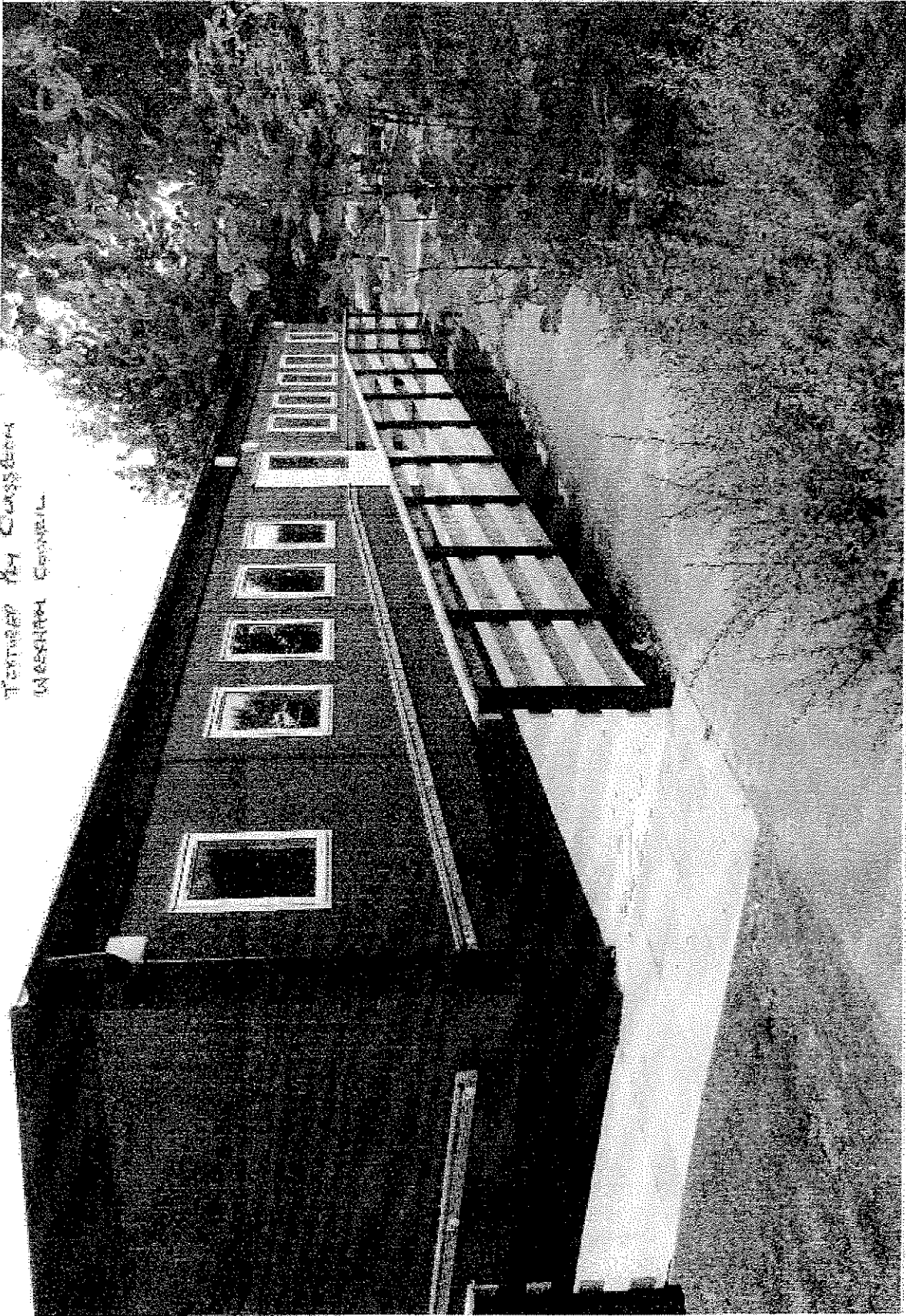
Midlands Portable Buildings Ltd  
88 Littleworth Road  
Hednesford  
Staffordshire  
WS12 1PA



admin@mpbltd.co.uk

01543 876124  
07809 427010

Temple by Cassock  
North Devon



E2b

**From:** Neil Blow [mailto:NBlow@built-offsite.com]  
**Sent:** 02 March 2011 09:05  
**To:** M Rennie AGS  
**Cc:** Tony Mellish  
**Subject:** RE: thanks

Hi Michael,

The full classroom block to purchase is £511,200 (+VAT and Ground-works)

The treble classroom block to purchase is £225,900 (+VAT and Ground-works)

One Double classroom block to purchase £141,300 (+Vat and ground-works)

I understand your point regarding the lease purchase, but it does mean you pay as you receive the income from the new students rather than needing this upfront.

Tony is putting together a floor plan and some elevations (with a colour option) of the three classroom block and if you wanted us to go for planning permission we can still do this for you.

Kind Regards,

Neil Blow

*Neil Blow*

Regional Director Midlands and South  
Built Offsite Ltd

T. +44 (0) 1939 252168

M. +44 (0) 7825 159489

E. [nblow@built-offsite.com](mailto:nblow@built-offsite.com)

W. [www.built-offsite.com](http://www.built-offsite.com)

*Built Offsite is a proud partner of the Education Show 2011*



A. London House  
Shawbury Business Park  
Shrewsbury  
SY4 4EA

*Built Offsite Ltd is a family company with over 35 years experience in the modular and portable buildings industry. We pride ourselves on our ability, approachability, quality and attention to detail, with every customer being valued and getting a complete service the whole way through their project. If there is anything that you think we may be able to help you with, please get in touch with one of the team today to get your project...*

Company Registration Number: 5395228

VAT Number: 907075331

### Timeline of process

18/11/10	Informal consultation received by LA from AGS inviting feedback by 14 <sup>th</sup> January 2010
22/11/10	AGS governors extraordinary meeting where governors discussed proposals for post 16 provision at AGS. It was agreed to embark on implementing post 16 provision for September 2011
29/11/10	AGS Standards Committee considered curriculum offer for post 16
13/12/10	AGS Governing Body approved model for post 16 broad structure. Headteacher had mixed responses from local schools regarding collaboration. Governors received and noted Post 16 Statutory Notice.
14/01/11	Close of informal consultation
17/01/11	AGS Governing Body met and approved the statutory proposal for Post 16 provision at AGS
18/01/11	Statutory notice published with formal consultation
10/02/11	LA Officers met to consider proposal and steps needed before report taken to cabinet
14/02/11	LA wrote to AGS detailing concerns that the school had not complied with statutory requirements in publishing their notice
15/02/11	Close of receipt of comments or objections to the LA in response to the statutory notice
16/02/11	LA met with Headteacher and Chair of Governors where the school shared minutes of Governors meetings, consultation responses and revealed their intention that should the proposals be turned down the school will seek to open apply to set up a free school for post 16 students and have had discussion with the DfE
28/02/11	Deadline for school to respond to LA concerns
03/03/11	Response received to LA concerns
09/03/11	Further paper from AGS – a response to local authority concerns
13/04/11	Nuneaton and Bedworth Area Committee
14/04/11	Cabinet meeting of County Council (deadline for LA decision within 2 months of close of statutory representation period therefore 15 <sup>th</sup> April)

Any appeals must be submitted to the LA within 4 weeks of the notification of the LAs decision.