

Implications of some of the options for education provision in the Haverhill locality.

Please note that the information that follows is not intended to be an exhaustive appraisal of the options. The information arose from discussions with stakeholders during the pre-consultation process and is offered to help people understand some of the key issues.

1. Two Tier: Primary (4-11) /Secondary (11-16/18)

Some Benefits
This is the council's preferred option i.e. primary/secondary
Reduces the number of transitions within statutory age limits
Ensures that accountability for each key stage is within one school
Children transferring from other areas would find the transition easier to manage i.e. because the structure of Suffolk 's education provision would be in line with that of other authorities
Promotes social cohesion and harmony e.g. wide social mix of pupils from town and rural locations working together
Retains and protects rural primary schools and improves their longer term viability by adding two extra year groups
Pupils at village primary schools do not require bussing to a more distant school until age 11 (i.e. two years later)
Enables effective recruitment and retention of staff. Also gives staff the opportunity to work anywhere in the country if they need to move.
Makes best use of resources with any savings from the change from 3 tier to 2 tier provision paid back into schools' balances
Enables partnerships for a range of services including early years
Leaves options open for closer working between primary and secondary schools towards all-through schooling (Federations)
Some Concerns/Issues
Children from rural areas are required to travel into Haverhill or Sudbury for an additional two years (compared to attending Clare Middle School)

2. Separate post -16 provision

Some Benefits
Offers an opportunity to re-brand provision, offer more specialist facilities, and increase participation among 16 and 17 year olds
A 16-19 centre can also offer provision from age 14 for vocational and other diploma subjects (using its more specialist facilities) and for progression for the most able in partnership with the schools
A separate high quality post-16 centre could raise the profile of education in the town and encourage pupils to continue their education in Haverhill, stemming the drift towards Cambridge
Greater participation post -16 will make a centre more viable in the longer term and enable a greater range of subjects to be offered
New 16-19 centre can form effective links with employers to increase work-based learning opportunities, including apprenticeships
New 16-19 centre likely to offer opportunity for staff at secondary schools to continue to teach at KS5
A new 16-19 centre can offer a consistency of approach to learning, and provides clear accountability for student progress
Some Concerns/Issues
A break at 16 with a separate post 16 centre could encourage more pupils to make alternative choices rather than remaining in the town
Lack of choice for pupils wishing to remain in a school setting for post 16 provision
The loss of the 6 th forms at the upper schools could have a negative impact on teacher recruitment and retention
Would the number of potential students enable curricular and financial viability?
Governance, management and staffing for the centre needs to be clarified

3. 4 to 14, 14 to 19

Some Benefits
Reduces transition points for pupils from 4 to 18/19
Ensures key stage accountability remains in one school
If one 14-19 school for the locality it would ensure coherent planning for the new 14-19 curriculum
All Post-16 provision as part of the 14-19 institution may increase participation post 16
One large 14-19 centre (rather than provision being provided at different sites) would aid management and communication

Some Concerns/Issues
Strategy and arrangements would be needed to manage pupil range as young as 4 with teenagers at 13/14 in same establishment
If Key Stage 2 and Key Stage 3 on separate sites (i.e. Middle school sites being used for KS3 provision) we are still faced with a transition
If this model is only applied in Haverhill it could impede student choice (for instance, if students wanted to go to another centre for Post 16 provision, such as Cambridge, they would change institution after only 2 years at the 14-19 school).
Would mean one 14-19 centre and potentially the loss of one of the existing upper schools
High cost option as new build/ possibly relocation required for primaries and adaptation or rebuild of post-14 centre. Most primary sites are not suited to this type of expansion.
Many schools start KS4 teaching in Year 9 for more able students – this personalisation would become more difficult if students have to change institution at the beginning of Year 10. It could result in more able pupils not making progress in their last years at the 4-14 schools.
It would require pupils to make their KS4 choices for Y10/Y11 in the 4-14 school, and then change school to start the courses with new teachers, in a new environment. The timing of the change might affect the choices of course, and may affect progress at the beginning of KS4 examination courses.
Extended primaries (the lower school 4/14), especially those in rural villages, could not offer the Key Stage 3 curriculum within their current facilities. The specialist facilities could not be offered on many sites due to site constraints, and it would not be a good use of resources to provide specialist facilities within this many schools. Collaboration with other schools would be more difficult because of transport.
Recruitment of specialist staff to teach the KS3 curriculum in small rural 4-14 schools could be difficult

4. All -Through Schools from 4-16 (and separate 16-19 provision)

Some Benefits
Minimises transition points for pupils who join the all-through school at age 4
Continuity from age 4 for students who join the all-through school at age 4
Ensures clear accountability for each key stage
Provides a 'joined up' approach to learning and enable ethos of learning to be embedded in school operations
Some evidence from Joseph Rowntree that it raises attainment
Enables pupils to progress at their own level throughout the primary / secondary curriculums – personalised learning
Enables staff expertise to be drawn down into the 'lower' school or taken up in the 'secondary' school as appropriate
Could mean better use of resources and economies of scale
More flexible approach to finances – enables school to target resources more effectively and provide wider range of service for all age ranges
Pupils may feel more emotionally secure and familiar within the school
Allows social, emotional and behavioural issues to be tackled at an earlier age in a coherent way
Larger visible resource providing facilities and opportunities for extended services for local community
A new school and new type of school provides opportunity to challenge perceptions of education in the locality

Some Concerns
Would pupils who join the school at age 11 from other primary schools feel 'second class'?
There is a lack of evidence at present about outcomes from all-through schools – although this might be forthcoming
Management of the school would be a bigger undertaking
The creation of all-through schools would require closing the predecessor primary and secondary schools and opening a new 'all-through' school. This new school would probably be created through a competition. This process could be very unsettling for all concerned – staff, parents and pupils.

5. An additional rural high school in Clare (3 Secondary Schools)

Some Benefits
Provides opportunity for some secondary aged pupils to be educated more locally
Reduces the number of changes of school for students within the statutory age-range
Provides clear key stage accountability
Gives greater parental choice at age 11 (3 schools rather than 2)
Builds on strengths arising from existing partnerships between rural schools
Rural school based in Clare could attract and retain high quality staff
Preserves existing networks for support of pupils with special educational needs

Some Concerns
Could impair viability of existing secondary schools in Haverhill and Sudbury/Great Cornard.
The limited size of all three secondary schools (Castle Manor, Clare, and Samuel Ward) could restrict student choice of subjects for KS4
Kedington and Long Melford, which look to Haverhill and Sudbury respectively, might need to be drawn into a new catchment area some distance away from their nearest school if the new school were to be made viable
Creation of the new Secondary School would require a competition following the closure of Clare Middle School.
Could impair social cohesion across the broader locality
Benefits of reduced travel for Clare and Glemsford pupils might be counter balanced by increased travel for Kedington and Long Melford pupils
Would place increased strain upon Clare highways infrastructure (approximately 750 pupils bussed in daily if the school was full, compared with 360 currently)
Benefits of young people being educated in their local school are retained whether local school is a high or a primary school (i.e. Clare Primary is expected to expand to take 2 extra year groups)