

# School Organisation Review

---

## Public Consultation in the Bungay and Halesworth area

22nd September 2008 – 15th December 2008



Give your views at:  
[www.suffolk.gov.uk/sor/group2](http://www.suffolk.gov.uk/sor/group2)

**This booklet contains important information about possible changes to schools in the Bungay and Halesworth area. Please read it carefully and tell us what you think of the options. Your views will help us develop a pattern of schools in which children and young people can prepare for their future.**

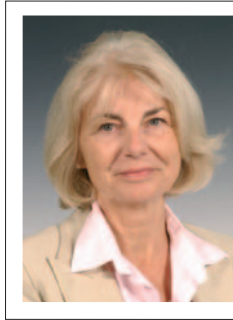
## **Contents**

- 1. Introduction**
- 2. Summary of possible changes in the Bungay and Halesworth area**
- 3. Why are we proposing change?**
- 4. Vision for Learning**
- 5. Policy framework**
- 6. Timetable for change**
- 7. Map of schools in the Bungay and Halesworth area**
- 8. Options for schools in the Bungay and Halesworth area**
- 9. How to have your say**

# 1. Introduction

**Our vision for children and young people is to:**

*“Enable all children and young people in Suffolk to aspire to, and achieve, their full potential, giving them the basis for a successful life as active members of the community.”*



**Patricia O'Brien**  
*Portfolio Holder,  
Children, Schools  
and Young People*



**Rosalind Turner**  
*Director for  
Children and  
Young People*

Schools are at the heart of delivering that vision. Outside of the family, nothing else offers greater opportunities or has greater responsibility for making sure children stay safe and healthy, enjoy and achieve, make a positive contribution to their communities, and are able to get the most out of life now, and into the future.

We want the very best for Suffolk's children, starting with early years through to their transition into adulthood. We are working with our partners in Suffolk's Children's Trust to ensure that all agencies and efforts are harnessed to that common aim. Achieving a great start in life for all our children will do a great deal to contribute to the wider aspirations for Suffolk to have a prosperous and sustainable economy and to ensure community well-being.

There are many challenges for schools and the local authority to ensure we can deliver the very best education now and into the future, to respond to the changes ahead of us, and to make the best use of the huge investment which will come to Suffolk over the next few years under the Building Schools for the Future programme (BSF).

Expectations of schools are high, both locally and nationally, to deliver a modern and relevant curriculum and to achieve even higher standards. There needs to be a thread of learning and continuity from when children first start school to when they leave. There will be more choices available from the age of 14, and schools are being encouraged to work together with colleges and others to ensure all young people remain within education or training up to the age of 18. Information technology offers new ways of learning and of delivering individual programmes tailored to the needs of each child.

Schools are also increasingly expected to provide a range of extended school opportunities for their children, their parents and the wider community, and to ensure there is support for every child to achieve their very best. Our school leaders, governors and staff are responding magnificently to these challenges. It is the local authority's role to support them and to ensure we have a school system, and structure, which can meet future needs.

Please read this booklet carefully so that you will be able to respond to the consultation. There will also be a series of meetings at each individual school where you can ask any questions you may have.

**Please ensure you have your say. Thank you for taking the time to get involved.**

**September 2008**

## 2. Summary of possible changes in the Bungay and Halesworth area

Options for the future pattern of schools in the Bungay and Halesworth area must follow the principles agreed by Suffolk County Council in March 2007. These are set out in section 5. Among other factors, the options must also take into account the number of children expected to be living in the area and the capacity of school buildings and sites. Options for each school are discussed in more detail in section 8.

### Number of pupils in the Bungay and Halesworth area

In common with most parts of Suffolk and the rest of England the number of children starting school in this area has been falling for some years. The county council has a duty to reduce the number of surplus places in schools because money spent on maintaining empty classes can not be spent on books and other equipment directly related to learning.

Forecasts indicate that the number of children expected to start school in this area is unlikely to exceed 150 for the foreseeable future. The options set out in this booklet provide enough places to allow for a degree of flexibility in meeting parental preference and for families moving into the area. These forecasts include the likely effect of new housing as set out in the Local Development Framework prepared by Waveney District Council.

### Early years

Suffolk County Council is committed to the provision of, effective, and local early years services. A children's centre is planned for the 2009-2011 development phase. It will be situated in Halesworth and will serve the whole area. Three schools have nursery classes and four schools have preschools on site. These proposals would maintain that provision. There are currently sufficient places to meet local demand.

### Summary of options

In accordance with the council's school organisation review principles, the options below set out a pattern of primary schools for children aged up to 11 and a single secondary school for young people aged 11–19. All village primary schools are retained as part of these options.

## Public Consultation

School	Present			Proposed		
	Age Range (Y=Year) (R=Reception)	Pupils on Roll (Jan 2008)	PAN (Maximum number of pupils in each year group)	Age Range (Y=Year) (R=Reception)	Total number of pupils if full	PAN (Maximum number of pupils in each year group)
<b>Bramfield CEVCP School</b>	YR-Y4	45	12	YR-Y6	84	12
<b>Bungay Primary School</b>	YR-Y4*	213	60	YR-Y6*	315	45
<b>Egar Sewter Community Primary School</b>	YR-Y4*	154	56	YR-Y6*	315	45
<b>Holton St Peter Community Primary School</b>	YR-Y4	83	17	YR-Y6	105	15
<b>Ilketshall St Lawrence School</b>	YR-Y4*	61	15	YR-Y6*	105	15
<b>St Edmunds Catholic Primary School</b>	YR-Y6	97	15	YR-Y6	105	15
<b>Wenhaston Primary School</b>	YR-Y4	46	10	YR-Y6	70	10
<b>Bungay Middle School</b>	Y5-Y8	370	120	–	–	–
<b>Halesworth Middle School</b>	Y5-Y8	520	156	–	–	–
<b>Bungay School</b>	Y9-Y13	996 (incl. 6th Form)	260	Y7-Y13	1250 (incl. 6th Form)	210

**\*The school also has a maintained nursery class**

## 3. Why are we proposing change?

As part of our overall 'Transforming Learning with Communities' programme we carried out a review of school organisation in 2006. This developed a policy framework and principles that meet the vision, aims and challenges for the future.

Based on these principles, which are set out in section 5, the county council has adopted a preferred model of primary and secondary schools across the Suffolk, rather than the current mixed provision that includes middle schools. We are now testing these principles through area based reviews. The first areas to be reviewed were Haverhill and Lowestoft. Work in these areas is progressing well.

### Pupil achievement

Children and young people in Suffolk generally perform well compared to national averages. However, the results for 11 year old pupils have been below the national average for a number of years. There are not enough young people staying on after the age of 16 and students in some of our sixth forms do not make the progress we would expect given their good GCSE results.

We need to improve performance for all age groups, but particularly at age 11 and after the age of 16. This will help ensure that our young people have the skills they need to compete in an increasingly global economy.

### Building Schools for the Future

Building Schools for the Future (BSF) is a national programme of investment in secondary schools (including special schools). This significant and possibly unique programme could mean investment of at least £600 million for Suffolk over the next 10 to 15 years. The programme aims to:

- Create learning environments which inspire young people to strive for the very best they can achieve
- Provide teachers with 21st Century work places and;
- Provide access to facilities that can be used by all members of the local community

The first areas to benefit from BSF investment are Felixstowe, and south and west Ipswich. Investment in those areas will be in the region of £150 million. We expect to hear when funding will be available in the Beccles, Bungay and Leiston area early in 2009.

### How are Suffolk schools currently organised?

Suffolk currently has two structures for its schools, two tier and three tier.

#### What are two tier schools?



In the two tier structure pupils complete Key Stages 1 and 2 at primary school before moving to secondary school for key stages 3 and 4.

## What are three tier schools?



In the three tier structure pupils complete Key Stage 1 at primary school and begin Key Stage 2. At middle school, pupils complete Key Stage 2 and begin Key Stage 3. Pupils complete Key Stage 3 at upper/high school, where they also complete Key Stages 4 and 5.

## 14 to 19 education and training

The government is introducing radical changes to the curriculum for pupils aged 14 to 19. This includes entitlements for young people to access a wider range of courses, including a greater emphasis upon vocational learning. It is also proposed to raise the age for compulsory participation in some form of learning or training from age 16 to 18 by 2015. These changes will require close collaboration between schools, colleges, and other organisations if they are to be implemented successfully. The county council and the Learning and Skills Council in Suffolk are committed to meeting these challenges.

To do this we need to think carefully about how we organise our schools because this will affect what our students can do after the age of 16. We have the opportunity to develop our schools and post-16 provision at the same time as developing a new university for Suffolk. Doing this together will enable us to get all these things right.

ore information about the Learning and Skills Council and University Campus Suffolk can be found by visiting their websites [www.lsc.gov.uk](http://www.lsc.gov.uk) and [www.ucs.gov.uk](http://www.ucs.gov.uk)

## Local Government Review

The current consultation by the Boundary Committee concerning the future structure of local government has not altered Suffolk County Council's focus on providing an education system which helps to raise levels of achievement and encourages children and young people to reach their full potential. Views received during this consultation will inform planning for schools under any future local authority established by the Boundary Committee. All of the existing local authorities are very aware of the county council's plans for schools. For example, Suffolk Coastal District Council and Ipswich Borough Council are fully involved with our Building Schools for the Future plans.

You can find out more about the local government review by visiting the Boundary Committee's website, [www.boundarycommittee.org.uk](http://www.boundarycommittee.org.uk)

## 4. Vision for learning

Our aim, as set out in the Vision for Learning which was adopted by Suffolk County Council in March 2008 is for 'Suffolk's education to be amongst the best in the country, to be innovative and high achieving.'

Our Vision will inform developments across the 0 – 19 age range in all learning settings. We aim to make learning in Suffolk successful, enjoyable, accessible to all, inclusive and ethically-based, to ensure learners are confident and responsible citizens. The vision has been developed after listening to the views of children and young people, and consultation with parents and carers, teachers, support staff, head teachers and governors. Local authority officers, councillors, representatives of the dioceses, the Learning and Skills Council (LSC) and Further Education (FE) colleges have also been involved.

The full version of the vision is available at [www.suffolk.gov.uk/sor](http://www.suffolk.gov.uk/sor)

### Transforming learning

The major programmes that are helping us to deliver our vision for learning include:

- Building Schools for the Future
- The School Organisation Review
- The Development of special educational provision
- The Primary Capital Programme (government money for rebuilding and refurbishing primary schools)
- The developing strategy for 14-19 year olds
- The children's centre and extended schools programmes

Transformation is also taking place through curriculum development, improving teaching and learning and the use of new technologies.

### Every Child Matters

The vision for learning is directly linked with the overall priorities for Suffolk's children and young people set out in the Suffolk Children and Young People's Plan. They are grouped into five main areas based on the government's national initiative 'Every Child Matters'. 'Every Child Matters' aims to bring together all the services needed to support children and their families. This includes education, social care, health, police and young people's services.

We are looking at ways to use our school buildings better, to enable clubs and other activities to flourish for children and the wider community outside school hours. We are also building 48 children's centres around the county, where a range of services for the under 5's and their families will be based. To succeed, we need to plan where these services should be and we can only do this if we are clear about the way schools are organised.

### Review of Special Education Needs Provision

Our aim for the long-term is that children and young people with special educational needs should:

- Either be able to attend their local school;
- Or access specialist provision in their own community, co-located on a mainstream school site;



- Or, if they have complex needs that require intervention from more than one agency, they should be able to access a complex needs school where learning can take place and where young people can be supported by a range of multi-agency services.

This review is also underpinned by a set of principles, which can be found at [www.suffolk.gov.uk/sen](http://www.suffolk.gov.uk/sen). The county council has agreed that in the future special schools should serve children and young people with complex needs and that there should be more local provision where it is needed. We also propose to increase provision for those students who have autism, dyslexia or social, emotional and behavioural difficulties.

## 5. Policy framework

During 2006, the county council carried out a review of school organisation in Suffolk. This review was focused on three key themes:

- How well pupils perform in school
- How well we use our resources
- How we can build a successful school system for the 21st Century.

At the end of this process, in March 2007, the county council agreed a series of principles and criteria for the future organisation of schools in Suffolk. The options within this booklet have been developed to meet these criteria. The principles are outlined below:

The county council has adopted a preferred option to move to a 2 tier system of primary schools covering the 4-11 age range and secondary schools covering the 11-6 or 11-18 age range. These schools will:

- Provide engaging and enjoyable learning experiences that deliver the highest possible standards for children and young people
- Ensure a single line of accountability for each Key Stage and minimise the number of points of transfer from one school to another within the statutory age range.
- Ensure all schools have the capacity, by working together with our key partners, to deliver a broad range of learning opportunities
- Develop Suffolk as a centre of professional excellence for all staff
- Ensure that schools provide suitable support for all children and young people, including those with additional educational needs
- Ensure that schools are able to develop a range of services, working together with our key partners that meet local needs, including where applicable, integrated early years and child care
- Ensure that all our schools promote social cohesion and harmony

### **The county council also intends that:**

- Priority be given to safeguarding the position of village schools, recognising their place at the heart of their communities, with the possibility of federation or other measures where their viability is at risk
- The preferred size for secondary schools should be in the range of 6 to 10 forms of entry, with an optimum size of 1200, excluding sixth form. The size of the sixth forms should be no less than 200 in number in 11 to 18 schools.
- Consideration should also be given, where there are compelling local reasons, to the option of all-through schools. This would be subject to the principles established for school structures, and a clear consensus of support within the local community arrived at by thorough local consultation. It may also require majority support from the governing bodies involved, and consideration of the effect on other schools.

The full list of principles can be found on our website at [www.suffolk.gov.uk/sor](http://www.suffolk.gov.uk/sor)

## School Organisation Review

---

At their meeting in March 2007, the county council agreed to proceed to a second stage of the review. At this second stage, specific proposals for schools in the county would be considered in detail in the light of the principles referred to above. Because of the number of schools potentially affected, the county council decided to carry out the review in three phases:

**Group 1: Lowestoft and Haverhill**

**Group 2: Beccles, Bungay, Leiston and Mildenhall and Newmarket (Forest Heath area)**

**Group 3: Bury St Edmunds, Thurston, Sudbury, Stowmarket**

## 6. Timetable for change

It is important that any changes to schools are the right ones and they are carried out carefully. Therefore, changing the pattern of schools is a long process.

### Step 1 – developing options

Schools in the Beccles, Bungay, Leiston and Forest Heath areas joined the review in 2008. Headteachers, school governors, parents, councillors and other stakeholders have been discussing options during the summer term. They have considered many factors and based on their discussions the options in this paper have been developed.

### Step 2 – public consultation

From September to December 2008, parents, teachers, young people and many other groups will have the opportunity to say what they think about the options. As well as this booklet, there will be meetings at schools in the area to explain what is being put forward.

Anyone will be able to send in their views using a questionnaire, by letter, on-line or by making comments at one of the meetings. This is not about voting, one well argued letter can have more effect than a petition.

All responses will be analysed and taken account of.

### Step 3 – Statutory proposals

In February 2009, Suffolk County Council's Cabinet will review the options in the light of consultation responses. They will then begin the legal process of making changes to schools by publishing statutory notices. You will find these in the local paper and at schools and libraries. They will also be available on our website, [www.suffolk.gov.uk/sor](http://www.suffolk.gov.uk/sor). There will be six weeks in which anyone can comment on the final proposals for each school.

### Step 4 – Decision making

In most cases the final decision on the proposals will be made by the county council. However, in some cases the Schools Adjudicator will be asked to make the final decision. The Secretary of State for Children, Schools and Families appoints the Schools Adjudicator. Final decisions for the Bungay and Halesworth area are expected by the end of 2009.

### Step 5 – Implementation

Even before decisions are made, we will be working with schools to prepare the staff and buildings for their future role.

For children the first changes would happen in September 2011 when children currently in Y2 would not transfer to middle schools, but would stay as Y5 in their primary schools. The following year, September 2012, these pupils would become Y6 in their primary schools.

Middle schools would close at the end of the summer term 2012 and in September 2012 their pupils would transfer to secondary school. The diagram below shows this.

September	YR	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11
2008	P	P	P	P	P	M	M	M	M	H	H	H
2009	P	P	P	P	P	M	M	M	M	H	H	H
2010	P	P	P	P	P	M	M	M	M	H	H	H
2011	P	P	P	P	P	P	M	M	M	H	H	H
2012	P	P	P	P	P	P	P	H	H	H	H	H
2013	P	P	P	P	P	P	P	H	H	H	H	H

**P – primary school M- middle school H- high school**

Pupils in Y5 and above in September 2008 will spend four years at middle school before transferring to high school in September 2012 aged 13.

Pupils in Y4 in September 2008 will transfer to middle school in September 2009 and after three years transfer to high school in September 2012 aged 12.

Pupils in Y3 in September 2008 will transfer to middle school in September 2010 and after two years transfer to high school in September 2012 aged 11.

Pupils in Y2 and below in September 2008 will spend seven years in their first school before transferring to high school in September 2013 aged 11.

We intend to keep to this timeframe. It will be kept under continual review in the light of consultation responses and implementation planning. Issues that may affect the timeframe could include:

- If a new school is required, Government rules are likely to require us to run a competition to determine who will set up the school. This process may take up to nine months. Where this is also followed by the need to build new accommodation, the combined impact could be a delay to the timeframes set out above.
- Some options may require phased implementation to minimise disruption to pupils, to enable building projects to be completed or to coordinate with implementation in neighbouring areas. This may cause some changes to the published timeframes. Schools and parents will be informed if any such issues arise.

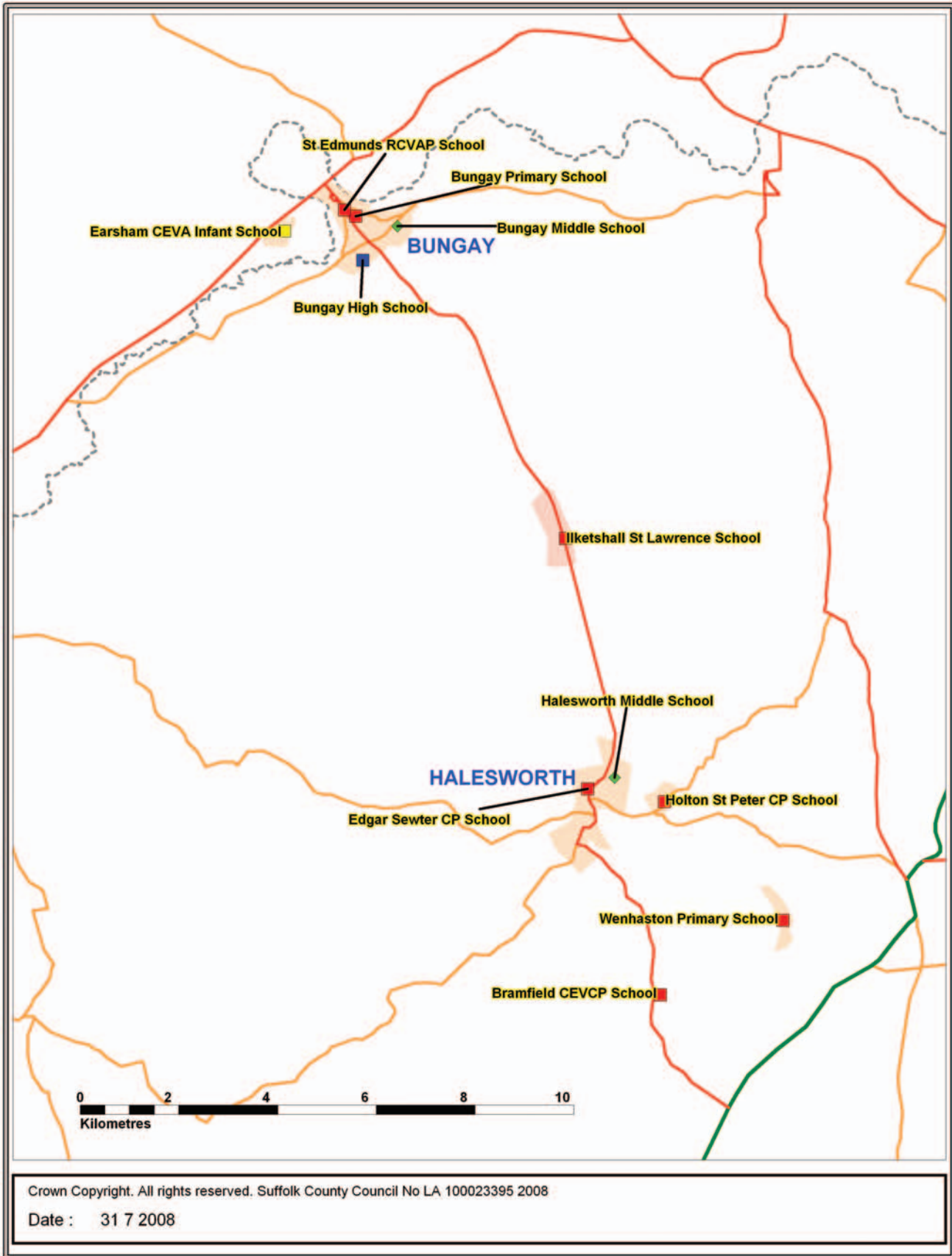
## Managing change

We are committed to managing change carefully and well, to minimise disruption and to ensure continuity of education and support for all children and young people. We have included a two-year period during which the changes can be planned with schools. Schools in this area are already planning together for change.

## High quality staff

To manage change successfully we need support and commitment from high quality staff. Change can be unsettling for all those involved so we are working with trade unions, staff representatives, head teachers and governors on employment stability and professional development programmes. The county council has developed a staffing protocol which encourages primary and secondary schools to consider appointing staff from middle schools first before advertising more widely. The protocol also sets out details of salary protection. The protocol can be viewed on the School Organisation Review web pages [www.suffolk.gov.uk/sor](http://www.suffolk.gov.uk/sor)

## 7. Map of area



## 8. Options for schools in the Bungay and Halesworth area

As well as the principles agreed by the county council, the local stakeholder forum, headteachers and chairs of governors, also identified things that were important to them. These have informed the review at a local level.

The following is the view of the Waveney and Blyth Pyramid of schools of the local proposal.

"We, the Waveney and Blyth Pyramid of schools, believe we are well placed to deliver the priorities of the School Organisation Review, in line with SCC's vision for Children and Young People, which is to:

***'Enable all children and young people in Suffolk to aspire to achieve their full potential giving them the basis for a successful life as active members of the community'.***

Without compromising our ability to act independently, we already collaborate and pool resources in order to provide an education that is full and equal.

The key elements of the Waveney and Blyth pyramid (group of schools) are

- A clear educational vision
- A compelling desire to succeed
- The freedom within the pyramid for each school to be individual and unique
- An overarching agreement to support each other, take risks and to move forward, with a shared commitment for achievement for individual learners not individual organisations
- Strong and definite leadership.

In creating our distinctive local 'Vision' we have taken a stand for our preferred future – a community of successful schools. We are committed to-

- High quality learning and teaching, within a broad curriculum -with learners needs central to all developments
- Outstanding facilities for learning, we have a once in a lifetime chance to achieve this
- Strong links between all pyramid schools, as well as other agencies recognising the Health, Care and Social needs of young people
- High quality support tailored to the needs of each learner
- Working together to raise aspirations and offer a wide range of opportunities
- Developing a 'Can Do' culture and ethos through mutual respect and trust
- Engaging parents and carers in education
- Promoting community cohesion within our area.

Our group is committed to working together and with others, to increase our capacity to provide young people with the opportunities to succeed in their education, in their working lives and as members of society and the communities in which they live now, and will live in the future."

### Bramfield CEVCP School

The option for Bramfield Primary School will be to extend its age range to include Y5 and Y6. This will give the school accountability for all of Key Stage 2 and retain the pupils at their local school for two more years.

Currently the school can admit up to 12 children into each year group. Keeping this at 12 is expected to be sufficient to meet forecast local demand and allow a degree of parental preference to be met for children living outside of the area.

## School Organisation Review

---

As a result of the changes the school would require additional accommodation. Feasibility studies suggest that the site would be able to accommodate the changes. Any building work will be developed in partnership with the school and governing body.

All pupils who have started Y3 and Y4 in September 2008 would transfer to middle school at the end of Y4 - exactly as they would do if there was no change.

Pupils in Y2 and below would continue at Bramfield Primary School until the end of Y6, when they would transfer to a secondary school. Pupils living in the Bramfield Primary School catchment area would also be in the catchment area for the Bungay High School.

Another option would have been to merge Bramfield Primary School with Wenhaston Primary School to create one larger primary school. While this may have enabled children to work in larger peer groups and brought together more staff to share their expertise within one school, there are many examples in Suffolk and elsewhere of small rural schools achieving outstanding results.

### Bungay Primary School

The option for Bungay Primary School will be to extend its age range to include Y5 and Y6. This will give the school accountability for all of Key Stage 2 and retain the pupils at their local school for two more years.

Currently this school can admit up to 60 pupils each year, but rarely does so. We propose to reduce this number to 45 which will be enough to meet local needs. An admission number of 45 helps effective classroom organisation and relates to the way school places are planned.

Due to the constrained nature and the ability to provide adequate outdoor sports facilities on the current site, the school and council are considering relocating the school to Bungay Middle school site, when it becomes available. This would require some adaptation of the buildings to make it suitable for younger pupils.

All pupils who have started Y3 and Y4 in September 2008 would transfer to middle school at the end of Y4 - exactly as they would do if there was no change.

Pupils in Y2 and below would continue at Bungay Primary School until the end of Y6, when they would transfer to a secondary school. Pupils living in the Bungay Primary School catchment area would also be in the catchment area for Bungay High School.

Consideration was given to creating an All Through School (YR- Y13) with Bungay High School, although it was considered that the advantages of closer co-operation between the schools could be achieved by developing existing close working.

### Edgar Sewter Community Primary School

The option for Edgar Sewter Primary School will be to extend its age range to include Y5 and Y6. This will give the school accountability for all of Key Stage 2 and retain the pupils at their local school for two more years.

Currently the school can admit up to 56 children into each year group, but rarely does so. We propose to reduce this number to 45 which will be enough to meet local needs. An admission number of 45 helps effective classroom organisation and relates to the way school places are planned.

As a result of the changes the school may require additional accommodation. Feasibility studies suggest that the site is large enough for this to be possible. Any building work needed will be planned in partnership with the school. Edgar Sewter has been identified as the favoured site for a Children's Centre in Halesworth. The relocation of Edgar Sewter to the Middle School site was also considered but as the present site offers good accommodation it was not considered necessary.

All pupils who have started Y3 and Y4 in September 2008 would transfer to middle school at the end of Y4 - exactly as they would do if there were no change.

Pupils in Y2 and below would continue at Edgar Sewter Primary School until the end of Y6, when they would transfer to a secondary school. Pupils living in the Edgar Sewter Primary School catchment area would also be in the catchment area for Bungay High School.

Another option would have been to merge Edgar Sewter Primary School with Holton St Peter Primary School to create one larger primary school. While this may have enabled children to work in larger peer groups and brought together more staff to share their expertise within one school, there are many examples in Suffolk and elsewhere of small rural schools achieving outstanding results.

### **Holton St Peter Community Primary School**

The option for Holton St Peter Primary School will be to extend its age range to include Y5 and Y6. This will give the school accountability for all of Key Stage 2 and retain the pupils at their local school for two more years.

Currently the school can admit up to 17 children into each year group, but rarely does so. Reducing this to 15 is expected to be sufficient to meet forecast local demand and allow a degree of parental preference to be met for children living outside of the area. An admission number of 15 helps effective classroom organisation and relates to the way school places are planned.

As a result of the changes the school may require additional accommodation. Feasibility studies suggest that the site is large enough for this to be possible. Any building work needed will be planned in partnership with the school.

All pupils who have started Y3 and Y4 in September 2008 would transfer to middle school at the end of Y4 - exactly as they would do if there were no change.

Pupils in Y2 and below would continue at Holton St Peter Primary School until the end of Y6, when they would transfer to a secondary school. Pupils living in the Holton St Peter Primary School catchment area would also be in the catchment area for Bungay High School.

Another option would have been to merge Holton St Peter Primary School with Edgar Sewter Primary School to create one larger primary school. While this may have enabled children to work in larger peer groups and brought together more staff to share their expertise within one school, there are many examples in Suffolk and elsewhere of small rural schools achieving outstanding results.

### **Ilketshall St Lawrence School**

The option for Ilketshall St Lawrence School will be to extend its age range to include Y5 and Y6. This will give the school accountability for all of Key Stage 2 and retain the pupils at their local school for two more years.

Currently the school can admit up to 15 children into each year group. Keeping this at 15 is expected to be sufficient to meet forecast local demand and allow a degree of parental preference to be met for children living outside of the area. An admission number of 15 An admission number of 15 helps effective classroom organisation and relates to the way school places are planned .

As a result of the changes the school may require additional accommodation. Feasibility studies suggest that the site is large enough for this to be possible. Any building work needed will be planned in partnership with the school.

All pupils who have started Y3 and Y4 in September 2008 would transfer to middle school at the end of Y4 - exactly as they would do if there were no change.

Pupils in Y2 and below would continue at Ilketshall St Lawrence Primary School until the end of Y6, when they would transfer to a secondary school. Pupils living in the Ilketshall St Lawrence Primary School catchment area would also be in the catchment area for Bungay High School.

Another option would have been to merge Ilketshall St Lawrence Primary School with Brampton and Ringsfield Primary Schools (who are in a soft federation, sharing a headteacher) to create one larger primary school. While

## School Organisation Review

---

this may have enabled children to work in larger peer groups and brought together more staff to share their expertise within one school, there are many examples in Suffolk and elsewhere of small rural schools achieving outstanding results.

### St Edmund's Catholic Primary School

As St Edmund's Catholic Primary School currently takes the full primary age range YR to Y6. There are no proposed changes for this school.

### Wenhaston Primary School

The option for Wenhaston Primary School will be to extend its age range to include Y5 and Y6. This will give the school accountability for all of Key Stage 2 and retain the pupils at the local school for two more years.

Currently the school admits up to 10 children into each year group. Keeping this at 10 is expected to be sufficient to meet forecast local demand and allow a degree of parental preference to be met for children living outside of the area. An admission number of 10 helps effective classroom organisation and relates to the way school places are planned .

As a result of the changes the school may require additional accommodation. Feasibility studies suggest that the site is large enough for this to be possible. Any building work needed will be planned in partnership with the school.

All pupils who have started Y3 and Y4 in September 2008 would transfer to middle school at the end of Y4 - exactly as they would do if there was no change.

Pupils in Y2 and below would continue at Wenhaston School until the end of Y6, when they would transfer to a secondary school. Pupils living in the Wenhaston Primary School catchment area would also be in the catchment area for Bungay High School.

Another option would have been to merge Wenhaston Primary School with Bramfield Primary School to create one larger primary school. While this may have enabled children to work in larger peer groups and brought together more staff to share their expertise within one school, there are many examples in Suffolk and elsewhere of small rural schools achieving outstanding results.

### Bungay Middle School

The county council has adopted a preferred option to move to a two tier system of primary schools covering the 4 to 11 age range and secondary schools covering the 11 to 16/19 age range. This will require the closure of middle schools.

The pattern of primary schools set out above would lead to there being no admissions to Bungay Middle School in September 2011 when Y5 pupils would remain in their primary schools.

In September 2011, Bungay Middle School would teach Years 6, 7 and 8. In September 2012, all year groups still remaining at the middle school would transfer to secondary school and Bungay Middle School would close.

The site could be used in the future by Bungay High School who will have the option of the use of Bungay Middle School as an annexe for the high school until the high school site is redeveloped through the Building Schools for the Future programme.

### Halesworth Middle School

The county council has adopted a preferred option to move to a two tier system of primary schools covering the 4 to 11 age range and secondary schools covering the 11 to 16/19 age range. This will require the closure of middle schools.



The pattern of primary schools set out above would lead to there being no admissions to Halesworth Middle School in September 2011 when Y5 pupils would remain in their primary schools.

In September 2011, Halesworth Middle School would teach Years 6, 7 and 8. In September 2012, all year groups still remaining at the middle school would transfer to secondary school and Halesworth Middle School would close.

The site will continue to be used by the Halesworth Skills Centre; however the possibility of selling part of the site to provide funding to invest in other schools will be investigated.

## Bungay High School

The option for Bungay High School will be to extend its age range to include Y7 and Y8. This allows students to complete Key Stage 3 studies in one school.

Currently the school could admit up to 260 students into each year group. However, the number of children living in the area is decreasing. Allowance must be made for those pupils living in Norfolk who have traditionally attended secondary schools in Bungay, so an admission limit of 210 is suggested to meet this requirement and allow some flexibility to meet any parental preference.

Bungay High School will take its additional year groups, (Y7 and Y8), in September 2012, when three year groups, (Y7, Y8 and Y9), will transfer to high school from the middle schools.

There would be a need for some additional accommodation for the two additional year groups. It is possible that this will be provided by the use of Bungay Middle school site. Providing either permanent or temporary accommodation on the high school site at this time may compromise future development options for the school when the Building Schools for the Future programme provides the opportunity for major investment

Consideration was given to creating an all through school (YR- Y13) with Bungay Primary School although it was considered that the advantages of closer co-operation between the schools could be achieved by developing existing collaborative activities.

## 16 – 19 provision

One of the principles of the School Organisation Review is that in order to be able to provide the necessary breadth of opportunity, school sixth forms should contain at least 200 students. Currently the number of sixth formers at Bungay High School exceeds this figure and it is expected to continue to do so. Additionally, each of the partners in the North Suffolk Partnership; Bungay High School, Leiston High School and Sir John Leman High School, have been working together with the support of their governing bodies and have agreed a partnership including a joint vision supported by values and objectives. Central to this collaborative approach is the Halesworth Skills Centre. This offers specialist facilities that are used by students from all three high schools. The three high schools are committed to developing the opportunities available to young people in the area through even closer collaboration based on a five year 14-19 Locality Partnership Plan.

## Norfolk schools

Earsham CEVA First School (YR to Y4) is in Norfolk but feeds into the Bungay High School pyramid of schools. Usually pupils transfer to Bungay Middle School at the end of Y4 before attending Bungay High School. Earsham CEVA First School will be going through a school reorganisation and are planning their changes to coincide with our proposed changes.

## 9. How to have your say

Consultation in other areas of Suffolk has influenced the pattern of schools being proposed for the future. Your views will be carefully considered as we move to the next stage in the process.

To help as many people as possible to be involved we are using a variety of methods:

- A paper questionnaire
- An online questionnaire (log onto [www.suffolk.gov.uk/sor/group2](http://www.suffolk.gov.uk/sor/group2))
- Public meetings.

You can also write to the School Organisation Review team at: Suffolk County Council FREEPOST NAT18364 Ipswich IP1 2BR

**Details of public meetings are on page 19 of this booklet. Posters will also be displayed in your local school and adverts will appear in local papers.**

### Who are we consulting?

Copies of this booklet have been sent to all parents of pupils within local schools, to staff, and to every school governing body. We are also seeking views from unions, professional associations, Catholic and Church of England Diocese, parish, town and district councils, and neighbouring local authorities. We have sent copies to local playgroups and other early years providers.

### How can I find out more?

If you want more information about the review you can log onto our website [www.suffolk.gov.uk/sor/group2](http://www.suffolk.gov.uk/sor/group2). Further copies of this booklet and other material can be found at your local library, school, or by calling 08456 031 842.

### When does consultation finish?

The consultation period lasts twelve weeks, running from 22 September 2008 to 15 December 2008.

### What happens after the consultation finishes?

In February 2009 the county council's cabinet will carefully consider the responses to the consultation before making a decision about the way forward.

Once a decision is made we will publish statutory notices detailing the changes we want to make to schools. You will be able to make representations about these notices during the six-week period after they are published. The notices will explain how you can comment on them.

Cabinet will then consider the options and the responses from the six-week statutory consultation. If the cabinet cannot agree the proposals, they will be referred to the Schools Adjudicator.

We expect a final decision before the end of 2009. Detailed planning for implementation will then be finalised for the agreed proposals.

## Public Meetings

**Education is changing –  
make sure you have your say.**

### **Bungay and Halesworth area**

Monday 13 October	Edgar Sewter Community Primary School (18:30–20:00)
Monday 20 October	Bungay Primary School (18:30–20:00)
Wednesday 22 October	Bramfield CEVC Primary School (16:30 – 18:30)
Tuesday 11 November	Wenhaston Primary School (18:30 – 20:30)
Thursday 13 November	Bungay High School (18:30–20:00)
Monday 17 November	Ilketshall St Lawrence (18:30–20:00)
Monday 17 November	Halesworth Middle School (19:30 – 21:00)
Monday 24 November	Bungay Middle School (19:30 – 21:00)
Wednesday 26 November	Holton St Peter Community Primary School (19:00 – 21:00)

**For more information about these meetings  
[www.suffolk.gov.uk/sor/group2](http://www.suffolk.gov.uk/sor/group2) or call 01502 405333**

If you need help to understand this information in another language please call the number below.

إذا تحتاج إلى مساعدة لفهم هذه المعلومات في أي لغة أخرى فالرجاء الاتصال على الرقم التالي.

Arabic

এই লেখাটি যদি অন্য ভাষাতে বুঝতে চান তাহলে নিচের নম্বরে ফোন করুন

Bengali

如果你需要其他語言來幫助你了解這些資訊，請撥以下電話。

Chinese

જો તમારે આ માહિતી બીજી ભાષામાં જામણવા મઠઠ ઓઈતી હોય, તો કૃપા કરી નીચેના નંબર પર કોલ કરો.

Gujarati

بەم زانیاریەش تێنی ئێ بە ت گەیی هتی هە یارمەر پ و س تیت بە گەیی بە کە وە ی خوارەم ژمارە نە دی بە ی وە بە زمان کە ی تر ت کایە

Kurdish

Jeżeli potrzebujesz pomocy w zrozumieniu tych informacji w swoim języku zadzwoń na podany poniżej numer.

Polish

Se precisar de ajuda para ler estas informações em outra língua, por favor telefone para o número abaixo.

Portuguese

If you would like this information in another format, including audio tape, large print or easy read, please call **08456 066 067.**

