



# **School Organisation Review**

**Public Consultation in Sudbury and  
Great Cornard**

**28 September 2009 - 18 December 2009**

[www.suffolk.gov.uk/sor/group3](http://www.suffolk.gov.uk/sor/group3)



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# 1. Introduction

This booklet explains why we want to reorganise schools in your part of Suffolk, the changes we are suggesting and how we would put them in place. It also explains how you will be able to have your say on the possible changes. While planning for the future we are committed to making sure the achievement of children in the schools today does not suffer.

Our children are growing up in a world that is changing all the time. They will do jobs which do not exist today using technology that has not been invented yet. We must make sure that the school system in Suffolk enables our young people to achieve high standards and get the skills and qualifications they need to be successful in the future. Raising attainment at every level in our schools remains one of the county council's key objectives. By 2015 all young people will have to be in education or training up to the age of 18 and we have to prepare for this.

While many young people in Suffolk do very well at school, others do not do as well as they should, particularly at the age of 11 or 16. We have carried out extensive research into children's progress in Suffolk. Our findings show that where children change school at age 9 and then again at 13, their progress is not as good as it is when there is the single change of school at age 11. Although their teachers work hard, this dip in progress leads to those children achieving lower results at age 16 than they could have done. We are working with the unions and professional associations to manage the redeployment of staff and we are encouraging schools to work closely together for the benefit of their pupils.

We need to prepare for future waves of investment from the Building Schools for the Future (BSF) programme. This programme intends to replace or refurbish all secondary schools in the country so



Councillor Graham Newman, Portfolio Holder for Children, Schools and Young People's Services



Simon White, Interim Director for Children and Young People's Services

that young people can learn in modern environments which support new and innovative ways of learning. Before BSF investment is given to us we must demonstrate that we have a clear vision for the future of our schools to show how we propose to improve standards across the county.

To ensure schools have the necessary facilities to deliver an effective education for young people we will deliver appropriate changes to buildings from our existing resources, including funding from the Primary Capital Programme (PCP). The PCP is similar to BSF, but targeted at primary schools.

The small number of local authorities who still have middle schools face similar challenges and many are taking similar action. Middle school systems introduced in the 1970s are becoming rarer and there are significantly fewer people training to teach in them.

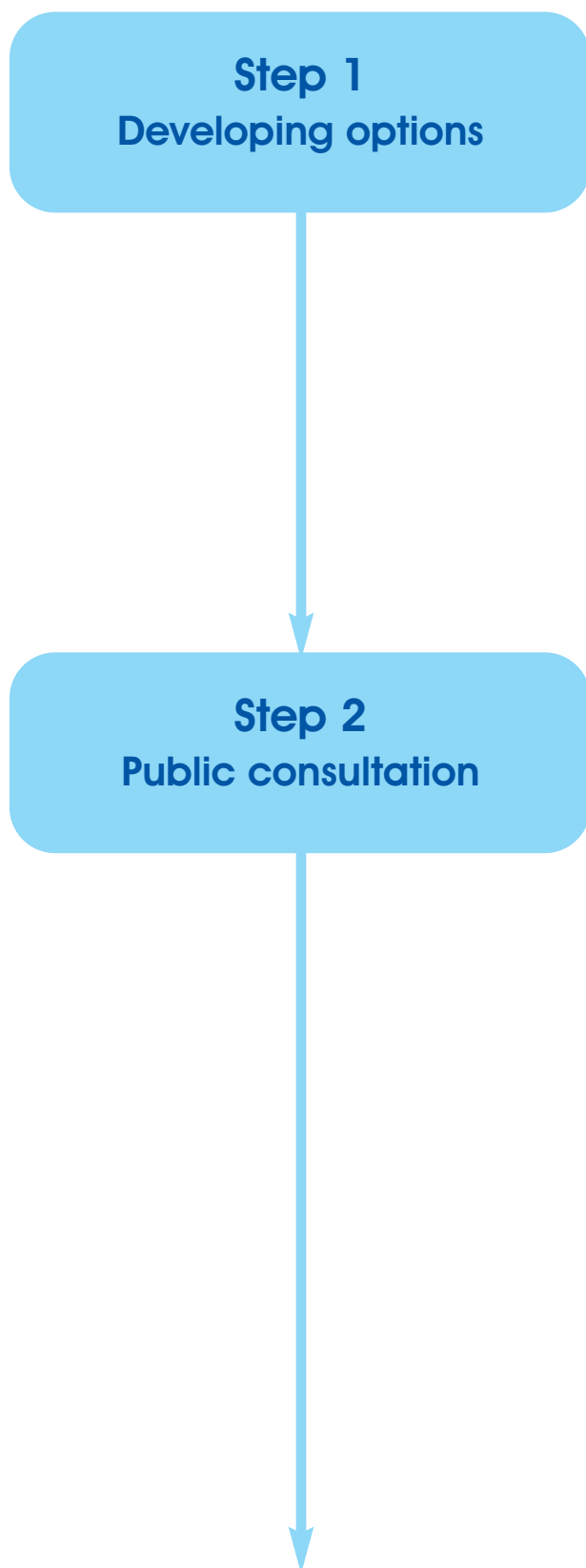
This booklet sets out a possible pattern of schools for the Sudbury and Great Cornard area based on Suffolk County Council's preferred options. The options for consultation have been developed taking into account comments from local headteachers, governors and others. No decision has yet been taken about what will happen to individual schools in this area. Consultation elsewhere in Suffolk at this stage changed the pattern of schools which were finally agreed.

We encourage you to read this booklet carefully, attend one of the meetings and send us your views by any of the methods set out on page 34 of this booklet.



## 2. Process 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.

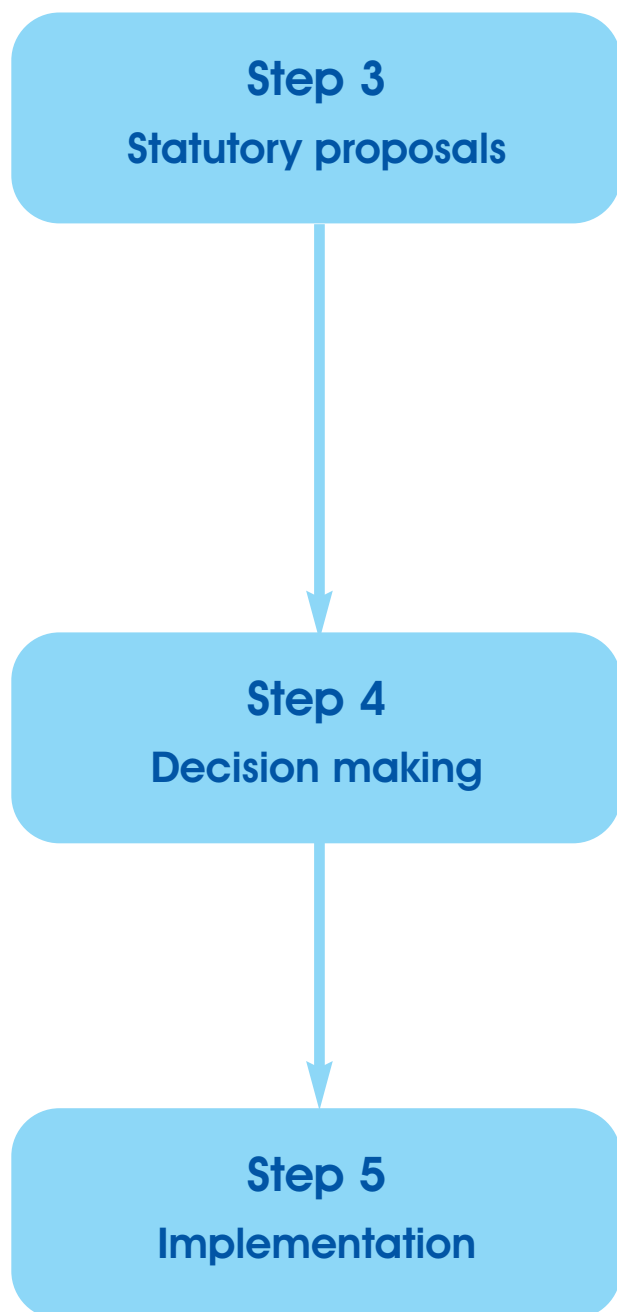


### Step 1 – Developing options

Most schools in the Sudbury and Great Cornard area joined the review in 2009. Head teachers, school governors, parents, councillors and other stakeholders have been discussing options during the summer term. Information has also been obtained from architects, planners, highways specialists and other experts. All these discussions and the information obtained have been taken into account in developing preferred options which are consistent with the principles in the policy framework. Where alternative options are consistent with the principles, these have also been included in this booklet.

### Step 2 – Public consultation

From September to December 2009, parents, teachers, young people and many other groups will have the opportunity to say what they think about the preferred options. This booklet sets out what the preferred options would look like and responses are invited on all aspects of the options, including whether or not you agree that there should be a move to a two-tier system for a particular school or schools. As well as this booklet, there will be meetings at schools in the areas affected to explain what is being put forward. Anyone will be able to send in their views using a questionnaire, by letter, online or by making comments at one of the meetings. This is not about voting; one well argued letter may have a greater effect than a petition. All responses will be analysed and taken into consideration. In previous consultations relating to schools in Groups 1 and 2, comments received at the public consultation stage changed the proposals that were taken forward to the next stage.



### Step 3 – Statutory proposals

In February 2010, Suffolk County Council’s Cabinet will decide what the proposals should be for each school in the light of consultation responses. It will then begin the legal process of making any changes to schools by publishing statutory notices. You will find these in local newspapers and at schools and libraries. They will also be available on our website, [www.suffolk.gov.uk/sor/group3](http://www.suffolk.gov.uk/sor/group3)

There will be a six-week period 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 law states that the Schools Adjudicator will make the final decision. The Secretary of State for Children, Schools and Families appoints the Schools Adjudicator. Final decisions for the Sudbury and Great Cornard area are expected by the end of 2010.

### Step 5 – Implementation

When any changes are decided, the first changes would happen in September 2012 when children currently in Year 2 would not transfer to middle schools, but would stay as Year 5 in their primary schools. The following year, September 2013, these pupils would become Year 6 in their primary schools.

Middle schools would close at the end of the summer term 2013 and in September 2013 their pupils would transfer to secondary school.

We intend to keep to this timeframe. However, it will be kept under continual review in the light of consultation responses and any unexpected events. Parents will be consulted if any change in the timeframe is needed.

The diagram below shows how the changes in the preferred options would affect individual children as they progress through the school system. First, use the child's date of birth to identify his or her school year group as at September 2009. Then, follow the chart across to the right to identify the type of school the child would attend, and the periods during which they would attend them.

Date of birth between	Year group as at Sept 2009	Progression from Sept 2009 onwards
1st Sep 2004 and 31st Aug 2005	Reception	Start at primary school 2009, spending Year R to Year 6 there Move to high school 2016, spending Year 7 onwards there
1st Sep 2003 and 31st Aug 2004	1	Continue at primary school, spending Years 1 to 6 there Move to high school 2015, spending Year 7 onwards there
1st Sep 2002 and 31st Aug 2003	2	Continue at primary school, spending Years 2 to 6 there Move to high school 2014, spending Year 7 onwards there
1st Sep 2001 and 31st Aug 2002	3	Continue at primary school, spending Years 3 and 4 there Move to middle school 2011, spending Years 5 and 6 there Move to high school 2013, spending Year 7 onwards there
1st Sep 2000 and 31st Aug 2001	4	Continue at primary school, spending Year 4 there Move to middle school 2010, spending Years 5, 6 and 7 there Move to high school 2013, spending Year 8 onwards there
1st Sep 1999 and 31st Aug 2000	5	Move to middle school 2009, spending Years 5, 6, 7 and 8 there Move to high school 2013, spending Year 9 onwards there
1st Sep 1998 and 31st Aug 1999	6	Continue at middle school, spending Years 6, 7 and 8 there Move to high school 2012, spending Year 9 onwards there
1st Sep 1997 and 31st Aug 1998	7	Continue at middle school, spending Years 7 and 8 there Move to high school 2011, spending Year 9 onwards there
1st Sep 1996 and 31st Aug 1997	8	Continue at middle school, spending Year 8 there Move to high school 2010, spending Year 9 onwards there
1st Sep 1995 and 31st Aug 1996	9	Move to high school 2009, spending Year 9 onwards there
1st Sep 1994 and 31st Aug 1995	10	Continue at high school, spending Year 10 onwards there
1st Sep 1993 and 31st Aug 1994	11	Continue at high school, spending Year 11 onwards there



## Managing change

We are committed to making sure children in schools continue to make progress during the changes. We will manage change carefully and well, minimising disruption and ensuring continuity of education and support for all children and young people. We have included a three-year period during which any changes can be planned with schools. Some schools in this area are already working together to plan 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 website, [www.suffolk.gov.uk/sor](http://www.suffolk.gov.uk/sor)

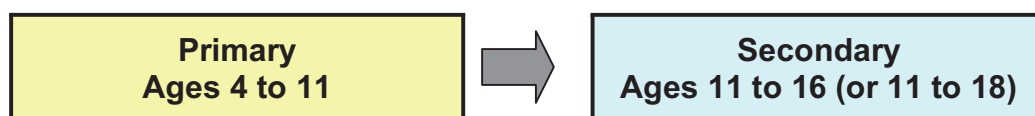


### 3. Why Change?

#### How are Suffolk schools currently organised?

There are two systems of school organisation in Suffolk, the two-tier system and the three-tier system.

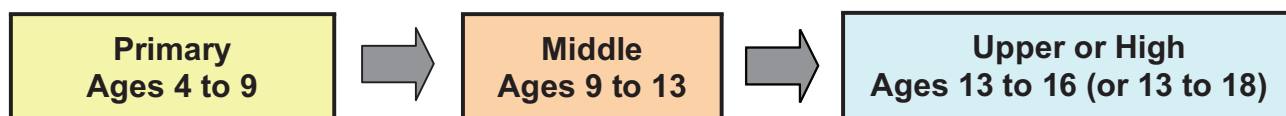
#### What are two-tier schools?



In the two-tier system, children attend primary school between the ages of 4 and 11 and secondary school between the ages of 11 and 16 or 11 and 18.

This means that pupils complete Key Stages 1 and 2 of the National Curriculum at primary school before moving to secondary school for Key Stages 3 and 4.

#### What are three-tier schools?



In the three-tier system, children attend primary school between the ages of 4 and 9, middle school between the ages of 9 and 13 and upper or high school between the ages of 13 and 16 or 13 and 18.

This means that pupils complete Key Stage 1 and begin Key Stage 2 at primary school. Then they move to middle school where they complete Key Stage 2 and begin Key Stage 3. Then they move to upper or high school where they complete Key Stage 3 and Key Stage 4. As a result, responsibility for both Key Stage 2 and Key Stage 3 is split between different schools.



## School Organisation Review in Suffolk

In 2006, Suffolk County Council started a review of school organisation in Suffolk, to see whether the current situation, involving a mixture of two-tier and three-tier schools, was providing the best possible education for children in Suffolk.

In 2007, after carrying out public consultation and considering research evidence which compared children's progress in the two-tier and three-tier systems, the county council adopted a preferred model, based on the two-tier system, of primary and secondary schools across Suffolk.

A policy framework document was also produced to help guide the process of developing options for schools in different areas. Further information about the policy framework is in Section 4 of this document.

Because of the number of schools affected, the county council decided to carry out the review in three groups:

### **Group 1: Lowestoft and Haverhill**

### **Group 2: Forest Heath, Beccles, Bungay and Leiston**

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

Changes for schools in Group 1 have been agreed. A decision on final proposals for change in Group 2 is expected soon. This consultation document relates to the review for the Sudbury and Great Cornard area.

There are a number of issues the review must address. These are set out below:

## Standards of education

Although some children and young people in Suffolk perform well compared to national averages, there is room for improvement. Standards need to rise for all age groups but, in particular, improvement is needed at Key Stages 2 and 4.

Almost all the key attainment measures show that children in the two-tier system do better than those in the three-tier system. This is in no way a reflection of staff in three-tier schools, as they work hard for the benefit of their pupils. However, the system makes it more difficult for children to make the progress which they should. Research shows this may be because the two-tier system only has one point of transfer between schools and responsibility for each key stage is in a single school.

In the present system, children are also faced with choosing the options they will follow from the age of 14 whilst in their first term at a new school. Transferring to a new school when aged 11 would allow more time for information, advice and guidance to be given before making those choices.

## Building Schools for the Future and the Primary Capital Programme

Building Schools for the Future is a national programme to raise standards in secondary schools (including special schools). This significant investment programme will help to rebuild or refurbish Suffolk's secondary schools. The buildings will be designed to support best practice in teaching and learning.

The Primary Capital Programme is a similar national investment programme for primary schools.

The timescale for investment under these two programmes is decided by the Government. We need to demonstrate that there is a clear policy as to how we will organise schools in the county to raise levels of achievement for young people. Only with such a policy, will the county council be able to take advantage of these investment opportunities and receive funding under the programmes.

## Changes in the number of pupils

In common with the rest of England the number of children in schools in Suffolk has been falling for some years. It is important to reduce the number of surplus places in schools because money spent on maintaining empty classes cannot be spent on staff, books or equipment to help learning.

However, if housing development in the area leads to the need for more school places, they will be provided when and where they are needed.

## Value for money

Like all councils, Suffolk County Council faces major pressures on its budget. We have to make sure that available money is spent wisely to ensure value for money for taxpayers. We also have to make sure that we deliver high quality services that the people of Suffolk deserve.

The costs of the preferred options are split into capital and revenue.

Capital costs cover the costs of any building work carried out. These costs will be paid for partly out of capital funds from the Government, partly from the sale of any school sites which are no longer needed, and partly from contributions from the schools themselves.

### Revenue costs of the preferred options include:

- Costs relating to the transfer of staff from the three-tier to the two-tier system (for example, retraining costs);
- Additional costs from running schools on split sites on a temporary basis;
- Setting-up costs to enable schools to take on the additional year groups (for example, the costs of additional textbooks and classroom equipment);
- Costs of employing the review project team.

Revenue costs are being funded from existing budgets.

If the preferred options are chosen, this will not change the overall amount of money available to schools. In the longer term, the preferred move to a two-tier system is expected to create efficiency savings, which would be spent on teaching and learning.



## Sustainability

In the last ten years, there has been a reduction in the number of middle schools nationally and fewer teachers are being trained for middle schools. This makes it difficult to recruit and retain teachers for those schools still operating within the three-tier system.

A move to the two-tier system would also strengthen the viability of small schools, by providing them with two extra year groups. This is of particular importance in rural areas.

## Transport

Currently many pupils in Years 5 and 6 have to travel by bus to their middle schools. Under the preferred options, these children would be able to stay at their primary schools. There would however be some pupils in Years 7 and 8 who are currently able to walk to middle school, who would need to travel by bus to high school. While this means some children would have additional journeys, many younger pupils would not need to travel by bus to school. Currently about 500 children aged 9 to 13 travel by bus to middle schools in this area. If the preferred options in this booklet are approved about 300 of these children aged 11–13 would travel by bus to high schools. This reduces the number of children needing to travel by bus to schools by about 200.

### Frequently asked questions

The answers to frequently asked questions relating to the review can be found at

[www.suffolk.gov.uk/sor](http://www.suffolk.gov.uk/sor)

## 14 to 19 education and training

The Government is introducing radical changes to the curriculum for pupils aged 14 to 19. These include an entitlement for young people to access a wider range of courses, with a greater emphasis being placed upon vocational learning. The Government has increased the age for compulsory participation in some form of learning or training from 16 to 18 by the year 2015.

This will mean that all schools will have to offer their students 17 diploma courses alongside GCSE options. Schools will need to work in partnership to do this with some young people taking courses at more than one school or college. For these changes to be implemented successfully, close collaboration between schools, colleges and other organisations, will be needed.

The county council and the Learning and Skills Council in Suffolk are fully committed to meeting the challenges presented by the Government's 14 to 19 proposals. We currently have a rare opportunity to develop our schools and post-16 provision at the same time as developing a new university for Suffolk, so as to ensure the best outcomes for pupils aged 14 to 19.

More 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.ac.uk](http://www.ucs.ac.uk). More information about diplomas can be found at [www.direct.gov.uk/diplomas](http://www.direct.gov.uk/diplomas)

## Review of Special Education Needs Provision

There is a review of Special Educational Needs (SEN) provision taking place in parallel with the School Organisation Review. Most of the funding to make changes to facilities for SEN will be through BSF investment. There will be further detailed consultation when schools in this area enter the BSF programme. It is however important that in making changes to mainstream schools, we do not miss opportunities for the development of special schools, special support centres or other types of provision.

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

- Be able to attend their local school wherever possible;
- Or, if that is not appropriate to meet their needs, be able to access specialist provision in their own community, co-located on a mainstream school site;
- Or, for those that have the most complex needs requiring intervention from more than one agency, 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.

The SEN Review focuses on a hub school and satellite centre model. These hub special schools would become flagship schools and they would be largely based on our current pattern of special schools together with development of new and additional provision called 'satellite' centres.

A hub school would cater for children with the most complex needs. It would be a centre of excellence that would bring support and specialist services together, for example, family support, health services and therapies and parent partnership. There would be at least one hub in each of the three areas of the county, south, north and west. The hub schools would manage local satellite centres in partnership with the local mainstream school.

A satellite would be a local centre for pupils with complex needs. This would offer more flexible opportunities to support young people locally. It would increase the opportunities for young people to develop friendship groups in their locality. Satellite centres would provide opportunities for children to be taught in small groups by specialist staff who have experience of and understand working with those who have learning difficulties and disabilities. Pupils would be on the roll of their mainstream school and may have a place at the satellite centre for all or part of the week as well. The satellite centre would provide support to local mainstream schools, increasing their capacity and expertise in working with children who have additional needs.





## 4. Policy Framework and Vision for Learning

### Policy Framework

In 2007, Suffolk County Council adopted a preferred model of school organisation for the whole county, based on the two-tier system, of primary schools (for pupils in the 4 to 11 age range) and secondary schools (for pupils in the 11 to 16 or 11 to 18 age ranges).

A policy framework document was also produced, containing principles to help guide the process of considering options for schools in different areas. The preferred options within this booklet have been developed in accordance with these principles. The key principles are set out below:

- The organisation of schools will be such as to ensure a single line of accountability for each key stage.
- The number of points of transfer from one school to another within the statutory age range will be kept to a minimum.
- A review of special educational provision will take place alongside the Review of School Organisation, based on the principle that special schools will be co-located on mainstream school sites.
- Priority will be given to safeguarding the position of village schools, in recognition of their place at the heart of their communities. Where the viability of village schools is at risk, federation of schools and other measures will be considered.
- The preferred size for secondary schools is in the range of 6–10 forms of entry (180–300 students in one year group), with an optimum size of 1200 pupils, excluding the sixth form.

- Sixth forms, in 11 to 18 schools, will have no less than 200 pupils.
- Consideration will be given, where there are compelling local reasons, to the option of all-through schools.

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

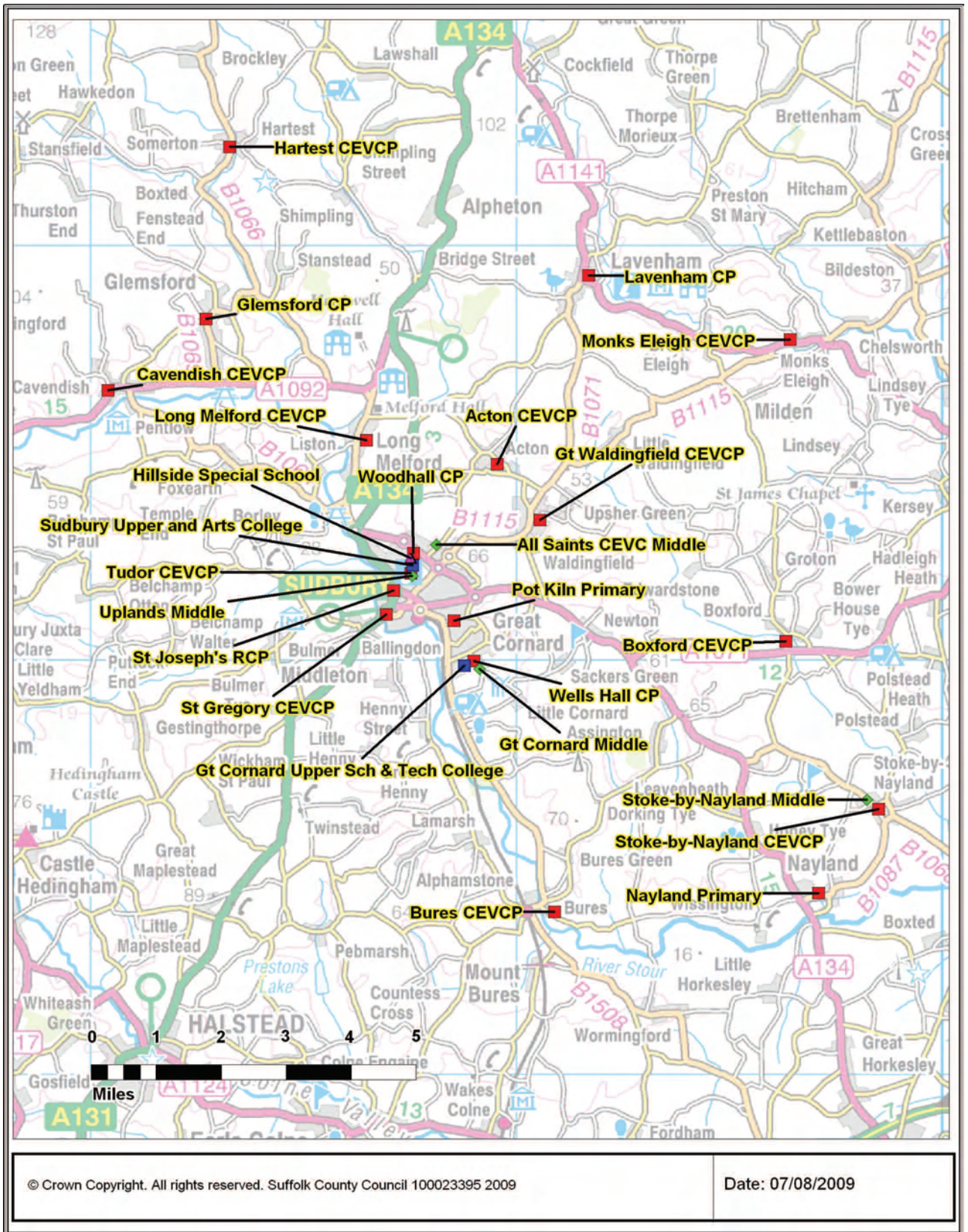
### Vision for Learning

Suffolk County Council's Vision for Learning, adopted in March 2008, states 'our aim is for Suffolk's education to be amongst the best in the country, to be innovative and high achieving'. The full version of the Vision for Learning is available at [www.suffolk.gov.uk/sor](http://www.suffolk.gov.uk/sor)

The Vision for Learning is directly linked with the county council's overall vision for children and young people, namely 'to enable all children and young people in Suffolk to aspire to and achieve their full potential, giving them a basis for a successful life as active members of their community'. This overall vision is contained in the Suffolk Children and Young People's Plan 2009–2011, which is a plan of all the services needed to support children and their families, including education, social care, health, police and young people's services. The Plan accords with the principles of the Government's national initiative, Every Child Matters.

The decision to carry out a review of school organisation in Suffolk is entirely consistent with, and supportive of, both the Vision for Learning and the county council's overall vision for children and young people.

# 5. Map of Sudbury and Great Cornard Area





## 6. Summary of Preferred Options for Schools in the Sudbury and Great Cornard Area

The preferred options for the future pattern of schools in the Sudbury and Great Cornard area as set out below follow the principles agreed by Suffolk County Council in March 2007. These principles are set out in Section 4. Among other factors, the preferred options also take into account the number of children expected to be living in the area and the capacity of the school buildings and sites. Preferred options for each school are discussed in more detail in Section 7. The contents page explains where you will find more information about the schools you are interested in.



### Number of pupils

Forecasts indicate that the number of children expected to start school in this area each year is unlikely to be more than 500 for the foreseeable future. The options set out in this booklet provide 530 primary school places each year. This would allow a degree of flexibility in meeting parental preference and providing for families moving into the area. We are planning on providing 480 secondary school places across the area as some children take secondary school places in other towns, for example at Church schools.

In accordance with the council's school organisation principles, the preferred options overleaf set out a pattern of primary schools for children aged up to 11 and two secondary schools for young people aged 11 to 18. All primary schools are kept as part of these preferred options.

School	Present				Preferred options		
	Age Range	PAN (Maximum number of pupils in each year group)	Total number of pupils if full	Number on roll (Summer 2009)	Age Range	PAN (Maximum number of pupils in each year group)	Total number of pupils if full
Acton CEVC Primary School	Reception– Year 4	30	150	109	Reception– Year 6	<b>30</b>	210
Boxford CEVC Primary School	Reception– Year 4 <sup>(N)</sup>	36	180	175	Reception– Year 6	<b>30</b>	210
Bures CEVC Primary School	Reception– Year 4 <sup>(N)</sup>	30	150	141	Reception– Year 6	<b>30</b>	210
Great Waldingfield CEVC Primary School	Reception– Year 4	20	100	72	Reception– Year 6	<b>20</b>	140
Lavenham Community Primary School	Reception– Year 4	15	75	66	Reception– Year 6	<b>15</b>	105
Long Melford CEVC Primary School	Reception– Year 4 <sup>(N)</sup>	36	180	134	Reception– Year 6	<b>30</b>	210
Monksleigh CEVC Primary School	Reception– Year 4	10	50	38	Reception– Year 6	<b>10</b>	70
Nayland Primary School	Reception– Year 4 <sup>(N)</sup>	30	150	137	Reception– Year 6	<b>30</b>	210
Pot Kiln Primary School	Reception– Year 4 <sup>(N)</sup>	54	270	168	Reception– Year 6	<b>45</b>	315
St Gregory CEVC Primary School	Reception– Year 4 <sup>(N)</sup>	45	225	218	Reception– Year 6	<b>30</b>	210
St Joseph's Roman Catholic Primary School	Reception– Year 4	25	125	115	Reception– Year 6	<b>20</b>	140
Stoke-by-Nayland CEVC Primary School	Reception– Year 4 <sup>(N)</sup>	18	90	71	Reception– Year 6	<b>15</b>	105
Tudor CEVC Primary School	Reception– Year 4	36	180	159	Reception– Year 6	<b>45</b>	315
Wells Hall Community Primary School	Reception– Year 4 <sup>(N)</sup>	80	400	300	Reception– Year 6	<b>60</b>	420
Woodhall Community Primary School	Reception– Year 4 <sup>(N)</sup>	50	250	174	Reception– Year 6	<b>60</b>	420
All Saints CEVC Middle School	Year 5– Year 8	90	360	258	—	—	—
Great Cornard Middle School	Year 5– Year 8	125	500	469	—	—	—
Stoke-by-Nayland Middle School	Year 5– Year 8	120	480	426	—	—	—
Uplands Middle School	Year 5– Year 8	140	560	552	—	—	—
Great Cornard Upper School and Technology College	Year 9– Year 13	260	780 (+ 6th form)	635 (+ 152 6th form)	Year 7– Year 13	<b>240</b>	1200 (+ 6th form)
Sudbury Upper School and Arts College	Year 9– Year 13	275	825 (+ 6th form)	770 (+ 168 6th form)	Year 7– Year 13	<b>240</b>	1200 (+ 6th form)

(N) With maintained nursery class

Changes to some schools in the Sudbury and Great Cornard area were agreed by Cabinet in June 2008 as part of the Haverhill review. These changes are as follows:

School	Previous				Agreed changes		
	Age Range	PAN (Maximum number of pupils in each year group)	Total number of pupils if full	Number on roll (Summer 2009)	Age Range	PAN (Maximum number of pupils in each year group)	Total number of pupils if full
Cavendish Community Primary School	Reception–Year 4	15	75	54	Reception–Year 6	15	105
Glensford Community Primary School	Reception–Year 4 <sup>(N)</sup>	39	195	117	Reception–Year 6	30	210
Hartest CEVC Primary School	Reception–Year 4	18	90	61	Reception–Year 6	15	105

(N) With maintained nursery class

## Early Years

In Sudbury and Great Cornard there are the Phoenix and Cornfields Children’s Centres. A third children’s centre is due to open in Glensford in 2010. Ten schools have nursery classes on site. The options set out in this booklet would not change the number of places available in nursery classes.





## 7. Preferred Options for Schools in the Sudbury and Great Cornard Area

In addition to the principles contained in the policy framework, a local stakeholder forum, consisting of headteachers, governors, parents, councillors and others from across the Sudbury and Great Cornard area, identified priorities that were important to them. These have informed the review at a local level. In the Sudbury and Great Cornard area, the local priorities can be summarised as:

- Maintaining standards through the transition and raising them beyond
- Ensuring a smooth transition for pupils and staff with minimal disruption to learning and attainment
- Meeting the needs of children and young people of all abilities
- Providing an aspirational education system with opportunities for young people's future enjoyment
- Providing a broad range of academic, vocational and sporting provision
- Increasing post-16 participation
- Involving parents fully and actively in the review process
- Supporting families to access flexible funded early years provision in their locality
- Maintaining local and rural schools
- Providing schools which are fit for the future, whilst maximising opportunities available under the Building Schools for the Future and Primary Capital Programmes, with a view to providing specialist facilities incorporating up-to-date technology in appropriate buildings, in the longer term
- Creating centres of excellence for teachers, support staff and governors
- Increasing the integration of schools within the community, optimising opportunities for extended services and multi-agency use

The preferred options for the Sudbury and Great Cornard area should be considered in the context of these local priorities.



### Frequently asked questions

The answers to frequently asked questions relating to the review can be found at

[www.suffolk.gov.uk/sor](http://www.suffolk.gov.uk/sor)



## Preferred Options for Individual Schools

### **Acton Church of England Voluntary Controlled Primary School (CEVCP)**

The preferred option for Acton School would be to extend its age range to include Year 5 and Year 6. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 30 children into each year group, and has up to 150 pupils overall. We suggest continuing to offer 30 places each year, as this number of places meets local needs.

Although the admission number would remain the same, the changes would lead to the school having up to 210 pupils on the site. Our architects have told us that it is possible to extend the school to meet the needs of additional pupils. Any building work needed would be planned in partnership with the school.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at Acton School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the Acton School catchment area would be in the catchment area for Sudbury Upper School and Arts College.

### **Boxford Church of England Voluntary Controlled Primary School (CEVCP)**

The preferred option for Boxford School would be to extend its age range to include Year 5 and Year 6. This would mean the school would be responsible for

all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 36 children into each year group, and has up to 180 pupils overall. Reducing the number of pupils in each year group to 30 is expected to be enough to meet the forecast demand from the school's catchment area. It would also allow us to meet some parental preference for children living outside the area who would like to go to the school. An admission number of 30 would also help the school to organise classes in line with the law on infant class sizes.

An admission number of 30 would lead to the school having up to 210 pupils on the site, with an expected peak of approximately 235 pupils in 2013 as larger year groups already in the school pass through. Our architects have told us that it is possible to extend the school to meet the needs of additional pupils. Any building work needed would be planned in partnership with the school.

Continuing to offer 36 places each year would need even more classrooms to be built, reducing the outside areas of the school, and make it more difficult to organise classes in line with the law.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at Boxford School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the Boxford School catchment area would be in the catchment area for Great Cornard Upper School and Technology College.

### **Bures Church of England Voluntary Controlled Primary School (CEVCP)**

The preferred option for Bures School would be to extend its age range to include Year 5 and Year 6. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 30 children into each year group, and has up to 150 pupils overall. We suggest continuing to offer 30 places each year, as this number of places meets local needs.

Although the admission number would remain the same, the changes would lead to the school having up to 210 pupils on the site. Our architects have told us that it is possible to develop the school to meet the needs of additional pupils. Any building work needed would be planned in partnership with the school.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at Bures School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the Bures School catchment area would be in the catchment area for Great Cornard Upper School and Technology College.

### **Cavendish Community Primary School**

Changes for Cavendish School were agreed, together with changes for schools in the Haverhill area in 2008. It was agreed that the number of pupils per year group would remain at 15. Cavendish School will increase in size to include Year 5 pupils in September 2010, and Year 6 pupils in September 2011. Places will be available at Sudbury Upper School and Arts College for Cavendish pupils in Year 7 and Year 8 from September 2011.

### **Glemsford Community Primary School**

Changes for Glemsford School were agreed, together with changes for schools in the Haverhill area in 2008. It was agreed that the number of pupils per year group would be reduced from 39 to 30. Glemsford School will increase in size to include Year 5 pupils in September 2010, and Year 6 pupils in September 2011. Places will be available at Sudbury Upper School and Arts College for Glemsford pupils in Year 7 and Year 8 from September 2011.



## **Great Waldingfield Church of England Voluntary Controlled Primary School (CEVCP)**

The preferred option for Great Waldingfield School would be to extend its age range to include Year 5 and Year 6. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 20 children into each year group, and has up to 100 pupils overall. We suggest continuing to offer 20 places each year, as this number of places meets local needs.

Although the admission number would remain the same, the changes would lead to the school having up to 140 pupils on the site. If the school filled it would need changes to its buildings. Our architects have told us that it is possible to extend the school to meet the needs of additional pupils. Any building work needed would be planned in partnership with the school.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at Great Waldingfield School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the Great Waldingfield School catchment area would be in the catchment area for Sudbury Upper School and Arts College.

## **Hartest Church of England Voluntary Controlled Primary School (CEVCP)**

Changes for Hartest School were agreed, together with changes for schools in the Haverhill area in 2008. It was agreed that the number of pupils per year group would be reduced from 18 to 15. Hartest School will increase in size to include Year 5

pupils in September 2010, and Year 6 pupils in September 2011. Places will be available at Sudbury Upper School and Arts College for Hartest pupils in Year 7 and Year 8 from September 2011.

## **Lavenham Community Primary School**

The preferred option for Lavenham School would be to extend its age range to include Year 5 and Year 6. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 15 children into each year group, and has up to 75 pupils overall. We suggest continuing to offer 15 places each year, as this number of places meets local needs.

Although the admission number would remain the same, the changes would lead to the school having up to 105 pupils on the site. Our architects have told us that it is possible to extend the school to meet the needs of additional pupils. Any building work needed would be planned in partnership with the school.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at Lavenham School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the Lavenham School catchment area would be in the catchment area for Great Cornard Upper School and Technology College.

## Long Melford Church of England Voluntary Controlled Primary School (CEVCP)

The preferred option for Long Melford School would be to extend its age range to include Year 5 and Year 6. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 36 children into each year group with up to 180 pupils overall. Not all these places are usually taken up. Reducing the number of pupils in each year group to 30 is expected to be enough to meet the forecast demand from the school's catchment area. An admission number of 30 would also help the school to organise classes in line with the law on infant class sizes.

An admission number of 30 would lead to the school having up to 210 pupils on the site. Our architects have told us that it is possible to extend the school to meet the needs of additional pupils. Any building work needed would be planned in partnership with the school.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at Long Melford School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the Long Melford School catchment area would be in the catchment area for Sudbury Upper School and Arts College.

## Monks Eleigh Church of England Voluntary Controlled Primary School (CEVCP)

The preferred option for Monks Eleigh School would be to extend its age range to include Year 5 and Year 6. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Monks Eleigh School is one of our smaller primary schools. Currently the school can admit up to 10 children into each year group, and has up to 50 pupils overall. We suggest continuing to offer 10 places each year, as this number of places meets local needs.

Although the admission number would remain the same, the changes would lead to the school having up to 70 pupils on the site. Our architects have told us that it is possible to extend the school to meet the needs of additional pupils. Any building work needed would be planned in partnership with the school.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at Monks Eleigh School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the Monks Eleigh School catchment area would be in the catchment area for Great Cornard Upper School and Technology College.

### Frequently asked questions

The answers to frequently asked questions relating to the review can be found at

[www.suffolk.gov.uk/sor](http://www.suffolk.gov.uk/sor)



## Nayland Primary School

The preferred option for Nayland School would be to extend its age range to include Year 5 and Year 6. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 30 children into each year group, and has up to 150 pupils overall. We suggest continuing to offer 30 places each year, as this number of places meets local needs.

Although the admission number would remain the same, the changes would lead to the school having up to 210 pupils on the site. Our architects have told us that it is possible to extend the school to meet the needs of additional pupils. Any building work needed would be planned in partnership with the school.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at Nayland School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the Nayland School catchment area would be in the catchment area for Great Cornard Upper School and Technology College.

## Pot Kiln Primary School

Options for Pot Kiln School are linked with those for Wells Hall School, because together they provide primary school places for Great Cornard. Forecasts suggest that 105 primary school places in each year group are needed in the area covered by these two schools. These could be provided with 45 places at Pot Kiln and 60 at Wells Hall, or 30 at Pot Kiln and 75 at Wells Hall.

The preferred option for Pot Kiln School would be to extend its age range to include Year 5 and Year 6 and offer 45 places in each year group. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 54 children into each year group and could have up to 270 pupils overall. Not all these places are usually taken up. Reducing the number of pupils in each year group to 45 is expected to be enough to meet the forecast demand. An admission number of 45 would also help the school to organise classes in line with the law on infant class sizes.

An admission number of 45 would lead to the school having up to 315 pupils on the site. There is enough surplus space at the school to meet initial growth. Our architects have told us that it is possible to extend the school to meet the needs of additional pupils when needed. Any building work needed would be planned in partnership with the school.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at Pot Kiln School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the Pot Kiln School catchment area would be in the catchment area for Great Cornard Upper School and Technology College.

The alternative option of providing 30 places at Pot Kiln and 75 places at Wells Hall would leave empty classrooms at Pot Kiln and more classrooms would have to be built at Wells Hall than under the preferred option. Pupils living in the Pot Kiln catchment area would have further to travel to Wells Hall.

## St Gregory Church of England Voluntary Controlled Primary School (CEVCP)

The preferred option for St Gregory School would be to extend its age range to include Year 5 and Year 6. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 45 children into each year group, and has up to 225 pupils overall. Although this number of places reduces the number of Church of England places here, this reduction is balanced by the suggested increase in places at Tudor School. An admission number of 30 would also help the school to organise classes in line with the law on infant class sizes.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at St Gregory School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the St Gregory School catchment area would be in the catchment area for

Sudbury Upper School and Arts College.

We considered keeping the admission number at 45, but this is not the preferred option because an admission number of 45 would lead to the school having up to 315 pupils on the site. We consider 315 pupils to be too many children for the site. However, an admission number of 30 pupils per year group would lead to a maximum of 210 pupils in the longer term, with an expected peak of approximately 278 pupils in 2013 as larger year groups already in the school pass through.

This school currently has a specialist support centre offering small group teaching arrangements for children with learning difficulties. We intend keep this centre within the school and expand its support to the extra year groups.





## St Joseph's Roman Catholic Primary School

The preferred option for St Joseph's School would be to extend its age range to include Year 5 and Year 6. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 25 pupils into each year group with up to 125 pupils overall. Not all these places are usually taken up. The preferred option would be to reduce the number of places it offers in each year group to 20, which is expected to be enough to meet the forecast demand. An admission number of 20 is consistent with organising classes in line with the law on infant class sizes.

This school is on a small site. Keeping the admission number at 25 would mean there could be 175 pupils which is thought to be too many for this site. We also considered reducing the number of places available each year at this school to 15, which would lead to a total number of 105 pupils on site, but this would not always have met the demand for Roman Catholic places in the area.

An admission number of 20 would lead to the school having up to 140 pupils on the site. Our architects have told us that it is possible to extend the school to meet the needs of additional pupils. Any building work needed would be planned in partnership with the school.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at St Joseph's School until the end of Year 6, when they would transfer to a secondary school.

## Stoke-by-Nayland Church of England Voluntary Controlled Primary School (CEVCP)

The preferred option for Stoke-by-Nayland Primary School would be to extend its age range to include Year 5 and Year 6. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 18 children into each year group with up to 90 pupils overall. Not all these places are usually taken up. Reducing the number of pupils in each year group to 15 is expected to be enough to meet the forecast demand from the school's catchment area. It would also allow us to meet some parental preference for children living outside the area who would like to go to the school. An admission number of 15 would also help the school to organise classes in line with the law on infant class sizes.

An admission number of 15 would lead to the school having up to 105 pupils on the site. Our architects have told us that it is possible to extend the school to meet the needs of additional pupils. Any building work needed would be planned in partnership with the school.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at Stoke-by-Nayland Primary School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the Stoke-by-Nayland Primary School catchment area would be in the catchment area for Great Cornard Upper School and Technology College.

## Tudor Church of England Voluntary Controlled Primary School (CEVCP)

The preferred option for Tudor School would be to extend its age range to include Year 5 and Year 6. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 36 children into each year group, and has up to 180 pupils overall. We suggest increasing the number of places in each year group to 45. This is expected to be enough to meet the forecast demand from the school's catchment area. It would also allow us to meet some parental preference for children living outside the area who would like to go to the school. This increase in the number of places is also needed to balance the possible reduction in the number of places at St Gregory School, so as to provide enough Church of England school places in the area. An admission number of 45 would also help the school to organise classes in line with the law on infant class sizes.

An admission number of 45 would lead to the school having up to 315 pupils on the site. Our architects have told us that it is possible to extend the school to meet the needs of additional pupils. Any building work needed would be planned in partnership with the school.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at Tudor School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the Tudor School catchment area would be in the catchment area for Sudbury Upper School and Arts College.

## Wells Hall Community Primary School

Options for Wells Hall School are linked with those for Pot Kiln School, because together they provide primary school places for Great Cornard. Forecasts suggest that 105 primary school places in each year group are needed in the area covered by these two schools. These could be provided with 45 places at Pot Kiln and 60 at Wells Hall, or 30 at Pot Kiln and 75 at Wells Hall.

The preferred option for Wells Hall School would be to extend its age range to include Year 5 and Year 6 and offer 60 places in each year group. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 80 children into each year group with up to 400 pupils overall. Not all these places are usually taken up. Reducing the number of pupils in each year group to 60 is expected to be enough to meet the forecast demand from within the school's catchment area. An admission number of 60 would also help the school to organise classes in line with the law on infant class sizes.

An admission number of 60 would lead to the school having up to 420 pupils on the site. Our architects have told us that it is possible to extend the school to meet the needs of additional pupils. Any building work needed would be planned in partnership with the school.

### Frequently asked questions

The answers to frequently asked questions relating to the review can be found at

[www.suffolk.gov.uk/sor](http://www.suffolk.gov.uk/sor)

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at Wells Hall School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the Wells Hall School catchment area would be in the catchment area for Great Cornard Upper School and Technology College.

The alternative option of providing 75 places at Wells Hall and 30 at Pot Kiln would leave empty classrooms at Pot Kiln and more classrooms would have to be built at Wells Hall than under the preferred option. Pupils living in the Pot Kiln catchment area would have further to travel to Wells Hall.

This school has a satellite base offering provision for children with severe autistic spectrum disorders. Beacon Hill Special School in Ipswich is the complex needs hub school supporting this provision. This provision would continue at Wells Hall under either option.



## Woodhall Community Primary School

The preferred option for Woodhall School would be to extend its age range to include Year 5 and Year 6. This would mean the school would be responsible for all of Key Stage 2 and would keep the pupils at their local primary school for two more years.

Currently the school can admit up to 50 children into each year group with up to 250 pupils overall. The school site is capable of taking more pupils so our preferred option would be to offer 60 places each year to make sure there are enough places available across the town.

An admission number of 60 would lead to the school having up to 420 pupils on the site. Our architects have told us that it is possible to extend the school to meet the needs of additional pupils. Any building work needed would be planned in partnership with the school.

All pupils who have started Year 3 or Year 4 in September 2009 would transfer to middle school at the end of Year 4, as they would have done if there was no change.

Pupils in Year 2 and below in September 2009 would continue at Woodhall School until the end of Year 6, when they would transfer to a secondary school. Pupils living in the Woodhall School catchment area would be in the catchment area for Sudbury Upper School and Arts College.



## All Saints Church of England Voluntary Controlled Middle School (CEVC)

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 or 11 to 18 age range. If the preferred option is adopted in the case of All Saints CEVC Middle School, the school would be closed.

If the pattern of primary schools set out above is adopted, it would lead to there being no admissions to All Saints CEVC Middle School in September 2012 when Year 5 pupils would stay in their primary schools.

This would mean that in September 2012 All Saints CEVC Middle School would teach Years 6, 7 and 8. In September 2013, the three year groups remaining at the middle school would transfer to secondary school and All Saints CEVC Middle School would close.

In the future, the site would be considered for an alternative educational or community use. However, if no such use is identified, the site could be sold and the money reinvested in other schools.



## Great Cornard 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 or 11 to 18 age range. If the preferred option is adopted in the case of Great Cornard Middle School, the school would be closed.

If the pattern of primary schools set out above is adopted, it would lead to there being no admissions to Great Cornard Middle School in September 2012 when Year 5 pupils would stay in their primary schools.

This would mean that in September 2012 Great Cornard Middle School would teach Years 6, 7 and 8. In September 2013, the three year groups remaining at the middle school would transfer to secondary school and Great Cornard Middle School would close.

The site could be used in the future as an annex to Great Cornard Upper School and Technology College, pending implementation of the Building Schools for the Future (BSF) programme. This programme will provide funding to redevelop the campus.

## Frequently asked questions

The answers to frequently asked questions relating to the review can be found at

[www.suffolk.gov.uk/sor](http://www.suffolk.gov.uk/sor)

## Stoke-by-Nayland 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 or 11 to 18 age range. If the preferred option is adopted in the case of Stoke-by-Nayland Middle School, the school would be closed.

If the pattern of primary schools set out above is adopted, it would lead to there being no admissions to Stoke-by-Nayland Middle School in September 2012 when Year 5 pupils would stay in their primary schools.

This would mean that in September 2012 Stoke-by-Nayland Middle School would teach Years 6, 7 and 8. In September 2013, the three year groups remaining at the middle school would transfer to secondary school and Stoke-by-Nayland Middle School would close.

In the future, the site would be considered for an alternative educational or community use. However, if no such use is identified, the site could be sold and the money reinvested in other schools.

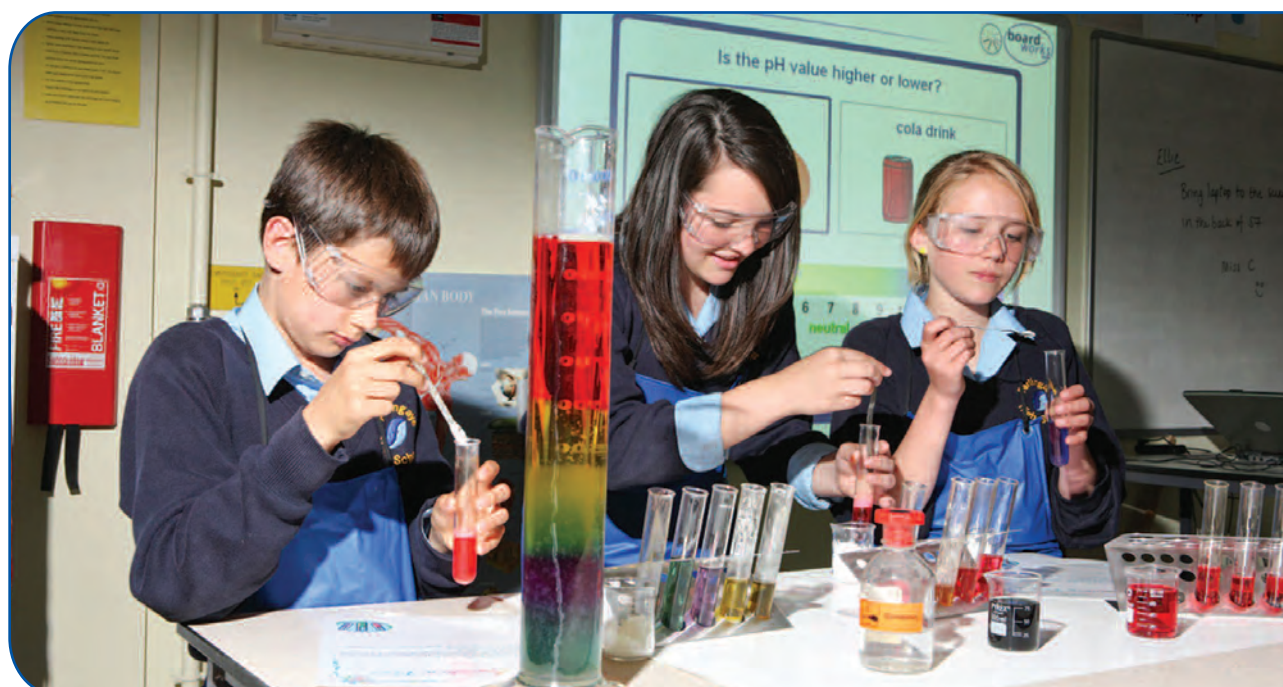
## Uplands Middle School

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 or 11 to 18 age range. If the preferred option is adopted in the case of Uplands Middle School, the school would be closed.

If the pattern of primary schools set out above is adopted, it would lead to there being no admissions to Uplands Middle School in September 2012 when Year 5 pupils would stay in their primary schools.

This would mean that in September 2012 Uplands Middle School would teach Years 6, 7 and 8. In September 2013, the three year groups remaining at the middle school would transfer to secondary school and Uplands Middle School would close.

The site could be used in the future as an annex to Sudbury Upper School and Arts College, pending implementation of the Building Schools for the Future (BSF) programme. This programme will provide funding to redevelop the campus.



## Great Cornard Upper School and Technology College

The preferred option for Great Cornard Upper School and Technology College would be to extend its age range to include Years 7 and 8. This would allow students to complete Key Stage 3 studies in one school.

Currently Great Cornard Upper School and Technology College admits up to 260 students into each year group, and has up to 780 students overall (excluding sixth form). We suggest reducing the number of students in each year group to 240, which is expected to be enough to meet the forecast demand from the school's catchment area. It would also allow us to meet some parental preference for students living outside the area who would like to go to the school. This size meets the county council's principles for school organisation which state that the preferred size of secondary school is from 6 to 10 forms of entry (or 180 to 300 places each year). It would also mean that an equal number of places were offered at Great Cornard Upper School and Technology College and Sudbury Upper School and Arts College.

An admission number of 240 would lead to the school having up to 1200 students on the site compared to the 780 maximum currently (both figures excluding sixth form). It is expected that this school will benefit from investment under the Building Schools for the Future (BSF) programme shortly after reorganisation. In order not to compromise BSF options the use of the adjacent Great Cornard Middle School building is suggested to provide the additional space necessary for the extra pupils before BSF money is available.

Great Cornard and Sudbury Upper Schools are forming a Trust which will help them work together for the benefit of students in both schools. This close co-operation is particularly important to help offer the 17 diploma courses.

Great Cornard Upper School and Technology College would take its new year groups (Year 7 and Year 8) in September 2013, when three year groups (Year 7, Year 8 and Year 9) transfer to high school from the middle schools.

## Sudbury Upper School and Arts College

From September 2011 Sudbury Upper School and Arts College will be admitting up to 60 pupils in Year 8 and 60 pupils in Year 7 from Cavendish, Glemsford and Hartest when Clare Middle School closes as part of the Haverhill reorganisation.

The preferred option for Sudbury Upper School and Arts College from September 2013 would be to extend further to admit Years 7 and 8 from Sudbury. This would allow students to complete Key Stage 3 studies in one school.

Currently Sudbury Upper School and Arts College admits up to 275 students into each year group, and has up to 825 students overall (excluding sixth form). We suggest reducing the number of students in each year group to 240, which is expected to be enough to meet the forecast demand from the school's catchment area. It would also allow us to meet some parental preference for students living outside the area who would like to go to the school. It would also mean that an equal number of places were offered at Great Cornard Upper School and Technology College and Sudbury Upper School and Arts College. Under the preferred option, the size of Sudbury Upper School and Arts College would meet the county council's principles for school organisation, which state that the preferred size of secondary school is from 6 to 10 forms of entry (or 180 to 300 places each year).

An admission number of 240 would lead to the school having up to 1200 students on the site compared to the 825 maximum currently (both figures excluding sixth form).



It is expected that this school will benefit from investment under the Building Schools for the Future (BSF) programme shortly after reorganisation. In order not to compromise BSF options the use of the adjacent Uplands Middle School building is suggested to provide the additional space necessary for the extra pupils before BSF money is available.

Great Cornard and Sudbury Upper Schools are forming a Trust which will help them work together for the benefit of students in both schools. This close co-operation is particularly important to help offer the 17 diploma courses.

Sudbury Upper School and Arts College would take its new year groups (Year 7 and Year 8) in September 2013, when three year groups (Year 7, Year 8 and Year 9) transfer to high school from the middle schools.



### **Hillside Special School (for children with severe and profound learning difficulties)**

Hillside Special School is adjacent to Sudbury Upper School and Arts College and caters for children and young people aged 3 to 19 years. We would like to develop Hillside Special School as a hub school and extend flexible opportunities for integration with the adjacent mainstream schools.

### **Post-16 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, Great Cornard Upper School and Technology College and Sudbury Upper School and Arts College operate their sixth forms together in partnership. With over 300 students between them, they are of a size capable of offering a wide range of opportunities to students. No changes to this model are suggested.

We would like to hear your views on whether this pattern of school sixth forms will support the new approach to 14 to 19 offer described on page 13 of this booklet.

### **Church School Places**

The county council plans schools in partnership with the local Church of England and Roman Catholic Dioceses.

The preferred options set out above keep the present number of places in Catholic schools. However they do reduce the number of places at Church of England Schools, particularly in secondary schools. The county council and the Diocese will work together to identify opportunities for the Church of England to continue its long standing involvement in the provision of education in the area.

## 8. How to Have Your Say

Consultation elsewhere in Suffolk at this stage changed the pattern of schools which were finally agreed. 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 (visit [www.suffolk.gov.uk/sor](http://www.suffolk.gov.uk/sor))**
- **Public meetings**

Details of public meetings are on page 35 of this booklet. Posters will also be displayed in your local school and adverts will appear in local papers

You can also write to the School Organisation Review team at:

**Suffolk County Council FREEPOST  
NAT18364, Ipswich IP1 2BR**

**Or email: [sor@suffolk.gov.uk](mailto:sor@suffolk.gov.uk)**

### 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 Dioceses, parish, town and district councils, and neighbouring local authorities. We have also 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 visit our website [www.suffolk.gov.uk/sor](http://www.suffolk.gov.uk/sor). Further copies of this booklet and other material can be found at your local library, school, or by calling 01284 758540.

### When does consultation finish?

The consultation period lasts twelve weeks, running from 28 September 2009 to 18 December 2009.

### What happens after the consultation finishes?

In February 2010 the county council's Cabinet will carefully consider the responses to the consultation before making a decision about the options it wants to take forward for each school.

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.

The 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 2010. Detailed planning for implementation will then be finalised for the agreed proposals.

## 9. Public Meetings

Education is changing— make sure you have your say.

All meetings are for dates in 2009.

Meetings will run from 6:30pm to 8:00pm unless stated otherwise.

Monday 5th October	Monks Eleigh CEVC Primary School
Wednesday 7th October	Woodhall Community Primary School
Thursday 8th October	Stoke-by-Nayland CEVC Primary School (7:00pm to 8:30pm)
Monday 12th October	Pot Kiln Primary School
Tuesday 13th October	All Saints CEVC Middle School (7:30pm to 9:00pm)
Thursday 15th October	Great Cornard Middle School (7:30pm to 9:00pm)
Monday 19th October	Acton CEVC Primary School (6:00pm to 7:30pm)
Wednesday 21st October	Nayland Primary School
Thursday 22nd October	St Joseph's Roman Catholic Primary School
Monday 2nd November	Great Waldingfield CEVC Primary School
Tuesday 3rd November	Wells Hall Community Primary School
Wednesday 4th November	Sudbury Upper School and Arts College
Monday 9th November	Stoke-by-Nayland Middle School (7:30pm to 9:00pm)
Tuesday 10th November	Long Melford CEVC Primary School
Thursday 12th November	St Gregory CEVC Primary School
Monday 16th November	Boxford CEVC Primary School
Wednesday 18th November	Uplands Middle School (7:30pm to 9:00pm)
Thursday 19th November	Bures CEVC Primary School
Monday 23rd November	Great Cornard Upper School and Technology College
Tuesday 24th November	Tudor CEVC Primary School
Thursday 26th November	Lavenham Community Primary School

For more information about these meetings

[www.suffolk.gov.uk/sor/group3](http://www.suffolk.gov.uk/sor/group3) or call 01284 758540

[www.suffolk.gov.uk/sor/group3](http://www.suffolk.gov.uk/sor/group3)



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 સમજવા માટે જોઈતી હોય, તો કૃપા કરી શીલોના નંબર પર સંપર્ક કરો.

Gujarati

بەم زانیاریەش تۆی ئە بەت ئاگەیتە دە ئارمەر یە و ئیستیت بەگەیتە نیکە وەئی خوارم ژمارەندی بەتووە بەزمان ئکی نیر تکیایە

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 or large print, please call 08456 066 067.



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