

MATTERS TO BE SPECIFIED IN SECTION 15 PROPOSALS TO DISCONTINUE A SCHOOL

Insert the information asked for in the expandable box below each section.

Contact details

1. The name of the local education authority or governing body publishing the proposals, and a contact address, and the name of the school it is proposed that should be discontinued.

Bury MBC, Children's Services Department, School Organisation Team, Athenaeum House, Market Street, Bury, BL9 0BN
Radcliffe Riverside High School

Implementation

2. The date when it is planned that the proposals will be implemented, or where the proposals are to be implemented in stages, information about each stage and the date on which each stage is planned to be implemented.

It is proposed that Radcliffe Riverside High School will cease to admit pupils at age 11 with effect from 31 August 2010.
Pupils on roll at Radcliffe Riverside High School at 1 September 2010 will continue to be educated at the school, which will cease to be maintained on 31 August 2014, when all existing year groups will have passed through the school.
There is a related proposal to enlarge the premises and increase the admission number at The Derby High School with effect from 1 September 2010.

Consultation

3. A statement to the effect that all applicable statutory requirements to consult in relation to the proposals were complied with.

Consultation on the proposal has been carried out in accordance with statutory requirements.

4. Evidence of the consultation before the proposals were published including—
- a list of persons and/or parties who were consulted;
 - minutes of all public consultation meetings;
 - the views of the persons consulted; and
 - copies of all consultation documents and a statement of how these were made available.

This proposal has emanated from the Authority's Secondary Strategy for Change, which has been developed in order to ensure that schools in Bury are better able to

meet future educational challenges, whilst also providing the basis of submissions for additional capital investment through the Government's Building Schools for the Future (BSF) Programme.

Since January 2008 extensive consultation has taken place with secondary school leadership teams and governors in order to inform the development of the Secondary Strategy for Change. Wider stakeholder consultation, both in respect of the vision for secondary learning and in respect of specific school organisation proposals, took place between 17 November 2008 and 16 January 2009.

The following stakeholders were consulted:

- All Bury Schools (staff, governing bodies, pupils, families of pupils)
- Bury Association of Secondary Heads
- Bury Association of Primary Heads
- Trade Unions representing staff in Bury schools
- The Children's Trust
- Manchester Diocesan Board of Education
- Salford Diocesan Schools Commission
- Bolton & Rochdale Methodist District
- The Beth Din
- Connexions
- MPs in Bury and neighbouring authorities
- Schools Forum
- Admissions Forum
- Governors Forum
- Local Area Partnerships
- Other neighbouring local authorities and other schools who may be affected by the proposals
- The Learning & Skills Council

The consultation document and the associated Strategy for Change are contained at Appendices One and Two respectively. These were available online on the Council's website, or on request by telephone, mail or by personal caller to the Children's Services Department.

A number of public consultation meetings were held, although due to their format they were not minuted. Comments were captured and included within the consultation responses. The LA also engaged with stakeholders as follows:

Letters were sent to all parents of pupils attending mainstream schools from the Executive Director of Children's Services, signposting them to the draft Strategy for Change and associated consultation document (see Appendix Three).

Letters were sent to all other stakeholders, enclosing a copy of the draft Strategy for Change and associated consultation document (see Appendix Four).

Letters were sent to all parents of children attending mainstream feeder primary schools to The Derby and Radcliffe Riverside High Schools from the Executive Director of Children's Services (see Appendix Five).

Meeting with the Governing Body of The Derby High School.

Meeting with the Governing Body of Radcliffe Riverside High School.

Meeting with the staff of The Derby High School.

Meeting with the staff of Radcliffe Riverside School.

Consultation advice surgery held at The Derby High School for parents/pupils attending the school.

Consultation advice surgery held at Radcliffe Riverside High School for parents/pupils attending the school.

Three consultation advice surgeries held at Primary feeder schools in Bury East and Radcliffe - Chesham, St. Luke's & Gorsefield Primary Schools for parents, pupils and members of the community.

Meeting with the Asian Development Association of Bury.

Meetings with community leaders, Bury and Radcliffe Mosques.

Consultation advice surgeries held for Asian Heritage families.

Consultation workshops with pupils.

Meeting with Children and Young People's Scrutiny Commission.

Meeting with Teachers Associations and Trade Unions.

Meeting with MP's, Bury North and Bury South.

Respondents to the consultation welcomed the opportunity to accelerate the BSF programme and were generally supportive of the vision for learning in Bury. They also welcomed the review of Secondary Schools in Bury in order that its schools are better able to meet the educational challenges of the 21st Century whilst continuing to provide excellent education opportunities for young people.

In respect of the proposals concerning Radcliffe Riverside and The Derby High Schools, a number of respondents proposed alternative options, including the rebuild of The Derby High School on its existing site and, alternatively the retention of Radcliffe Riverside until such a time as the new build on the ELPM was ready for occupation, at which time the two schools could be amalgamated.

Additionally, a number of respondents were concerned about the differential impact of this proposal on The Derby High School and Radcliffe Riverside High School, and expressed a preference for an amalgamation of the two schools.

The main themes to emerge from the consultation were:

The need to mitigate potential disruption to pupils of any changes.

The impact on pupils with disabilities that currently benefit from a fully accessible school at Radcliffe Riverside (East Campus).

The additional travel required if learning is to be accessed from a different site, and the availability of public transport.

The effect on the retention and recruitment of staff, and the potential impact this might have on standards.

The need for continued educational provision within Radcliffe.

The importance of proceeding with much needed capital investment in Radcliffe without further delay.

The need to maintain the strong tradition and ethos of the existing schools.

The closure of Radcliffe Riverside and the associated increase in capacity of the Derby was, of the two options presented, the one favoured by the staff and Governors of The Derby.

The amalgamation of the two high schools, of the two options presented, was the

most favoured by the staff and Governors of Radcliffe Riverside.

Objectives

5. The objectives of the proposal.

To cease to admit pupils to Radcliffe Riverside High School at age 11 with effect from 31 August 2010.

Pupils on roll at Radcliffe Riverside High School at 1 September 2010 will continue to be educated at the school, which will cease to be maintained on 31 August 2014, when all existing year groups will have passed through the school.

This proposal, and the related proposal concerning The Derby High School, has resulted from a review of secondary provision in the development of a Secondary Strategy for Change. The intention is to ensure a strong and sustainable secondary school provision, building on the considerable strengths of all existing schools, including the two most directly affected by the proposals.

Standards and Diversity

6. A statement and supporting evidence indicating how the proposals will impact on the standards, diversity and quality of education in the area.

Radcliffe Riverside will collaborate with a range of secondary schools and other educational partners to support the continued delivery of a broad and balanced curriculum for all pupils. Budget surplus and financial cushioning will allow for sufficient resources to be available to support the Key Stage 4 curriculum and the delivery of 14 – 19 Diplomas.

Bury has successful 11-16 schools that have made significant strides in developing their curriculum to ensure they are offering relevant academic and vocational qualifications that will enhance the life chances of all young people.

Standards and achievements across the Borough are high and improving. Since July 2007, OfSted inspections have taken place at nine secondary schools, the vast majority of which were found to be good or outstanding.

The learning community within Bury has a strong foundation based on well established good practice of the 'family of schools' working with post 16 institutions providing effective and successful education for all young people across the whole borough.

There is a related proposal to enlarge the premises and increase the admission number at The Derby High School. Additionally, The Derby High School will be relocated approximately 1.4 miles away into a new build on the site of the former East Lancs. Paper Mill (ELPM), Church Street East, Radcliffe and will serve the communities of Radcliffe, Redvales and parts of Bury East. The new purpose-built school could provide specialist provision in Science, Arts, Engineering and other 14-19 Diploma delivery.

The overarching Secondary Strategy for Change (Appendix Two) sets out the vision for future learning, articulating a clear vision of Bury as a distinctive and dynamic centre of excellence for lifelong learning in the North West, with a strong focus on choice and diversity, reducing inequalities and narrowing the gaps in achievement.

Provision for 16 -19 year olds

7. Where the school proposed to be discontinued provides sixth form education, how the proposals will impact on—

- (a) the educational or training achievements;
- (b) participation in education or training; and
- (c) the range of educational or training opportunities,

for 16-19 year olds in the area.

Not applicable.

Need for places

8. A statement and supporting evidence about the need for places in the area including whether there is sufficient capacity to accommodate displaced pupils.

Radcliffe Riverside High School was opened in September 2004 following the amalgamation between Radcliffe High School (West Campus) and Coney Green Technology College (East Campus). The number of pupils on roll has fallen from 1078 in September 2004 to 495 in January 2009.

The current demand for places at Radcliffe Riverside is so low that without action the total roll by 2010 could be less than 350 and, whilst the financial cushioning mechanism will continue to support the school, albeit at the expense of other schools, Radcliffe Riverside will find it increasingly difficult to offer a broad and balanced curriculum.

In September 2008 the school received 54 first preference applications for Year 7, and 44 first preference applications for admission in September 2009.

Pupils on roll at Radcliffe Riverside High School at 1 September 2010 will not be displaced. The related proposal to increase the admission number of The Derby High School, together with existing surplus in the area, will provide sufficient capacity.

Appendix Six contains details of current capacities and pupil numbers, together with forecast intakes, total rolls and surplus places – based on current and proposed capacity.

9. Where the school has a religious character, a statement about the impact of the proposed closure on the balance of denominational provision in the area and the impact on parental choice.

Not applicable.

Current School Information

10. Information as to the numbers, age range, sex and special educational needs of pupils (distinguishing between boarding and day pupils) for whom provision is made at the school.

Number of Pupils on Roll – School Census January 2009

Y7	Y8	Y9	Y10	Y11	TOTAL
61	77	108	125	124	495

Age Range: 11-16

Gender: Male: 266 Female: 229

Special Educational Needs

Number of Pupils at School Action: 67

Number of Pupils at School Action Plus: 81

Number of Pupils with Statement: 33

Displaced Pupils

11. Details of the schools or further education colleges which pupils at the school for whom provision is to be discontinued will be offered places, including—

- (a) any interim arrangements;
- (b) where the school included provision that is recognised by the local education authority as reserved for children with special educational needs, the alternative provision to be made for pupils in the school's reserved provision; and
- (c) in the case of special schools, alternative provision made by local education authorities other than the authority which maintains the school.

Pupils on roll at Radcliffe Riverside High School at 1 September 2010 will not be displaced. They will continue to be educated at the school, which will cease to be maintained on 31 August 2014, when all existing year groups will have passed through the school.

The related proposal to increase the admission number of The Derby High School with effect from 1 September 2010, together with existing surplus in the area, will provide sufficient capacity to meet future demand in the area.

Admission may also be sought to the following schools:

Community Schools: Broad Oak Sports College, Castlebrook High School, The Derby High School, The Elton High Specialist Arts College, Parrenthorn High School, Philips High School, Prestwich Arts College, Tottington High School and Woodhey High School

Voluntary Aided Schools: Bury Church of England High School, St. Gabriel's High School, St. Monica's High School

12. Details of any other measures proposed to be taken to increase the number of school or further education college places available in consequence of the proposed discontinuance.

Not applicable.

Impact on the Community

13. A statement and supporting evidence about the impact on the community and any measures proposed to mitigate any adverse impact.

Please see Appendix Seven – Equality Impact Assessment.

14. Details of extended services the school offered and what it is proposed for these services once the school has discontinued.

Extended Services Provided by the School

- Childcare or activities for children are offered in partnership with other schools and external providers
- Community use of school's sports, arts, ICT or other facilities and spaces
- Work with health and social care professionals to support pupils

The Extended Services currently provided by the school will continue until the school is discontinued on 31 August 2014.

The facilities provided by the new school building on the site of the former East Lancs. Paper Mill will enhance Extended Services Provision.

The Secondary Strategy for Change (Appendix Two) sets out our vision for building partnerships beyond individual schools, across Children's Services and including home-school and community partnerships. We aim for all Bury schools to be 21st century schools which:-

- support the aims of the National Children's Plan, and the local Children and Young People's Plan
- increase choice and diversity
- are well used by the community
- offer extended services and co-location of other services where appropriate

Travel

15. Details of length and journeys to alternative provision.

Pupils on roll at Radcliffe Riverside High School at 1 September 2010 will continue to be educated in the school until all existing year groups have passed through the school. Therefore they will not be required to seek alternative provision.

Respondents to the consultation on the proposals concerning The Derby and

Radcliffe Riverside High Schools felt that there was a need for additional public transport to serve The Derby High School in its new location, both to meet the needs of families living a greater distance from the location of the new school, and to make both existing and future provision a more attractive option to parents. As part of the development of these proposals, the Local Authority will investigate transport needs further and plan to meet those needs accordingly.

16. The proposed arrangements for travel of displaced pupils to other schools including how they will help to work against increased car use.

Pupils on roll at Radcliffe Riverside High School at 1 September 2010 will not be displaced.

Related Proposals.

17. A statement as to whether in the opinion of the local education authority or governing body, the proposals are related to any other proposals which may have been, are, or are about to be published.

There is a related proposal to enlarge the premises and increase the admission number at The Derby High School with effect from 1 September 2010. The current capacity of the school is 940 and the proposed capacity will be 1200. The current admission number for the school is 188 and the proposed admission number will be 240.

Rural Primary Schools

18. Where proposals relate to a rural primary school designated as such by an order made for the purposes of section 15 of the EIA 2006, a statement that the local education authority or the governing body (as the case may be) considered—

- (a) the likely effect of discontinuance of the school on the local community;
- (b) the availability, and likely cost to the local education authority, of transport to other schools;
- (c) any increase in the use of motor vehicles which is likely to result from the discontinuance of the school, and the likely effects of any such increase; and
- (d) any alternatives to the discontinuance of the school,

as required by section 15(4) of the EIA 2006.

Not applicable.

Maintained nursery schools

19. Where proposals relate to the discontinuance of a maintained nursery school, a statement setting out—

- (a) the consideration that has been given to developing the school into a children's centre and the grounds for not doing so;
- (b) the local education authority's assessment of the quality and quantity of the alternative provision compared to the school proposed to be discontinued and the proposed arrangements to ensure the expertise and specialism continues to be available; and
- (c) the accessibility and convenience of replacement provision for local parents.

Not applicable.

Special educational provision

20. Where existing provision for pupils with special educational needs is being discontinued, a statement as to how the local education authority or the governing body believes the proposal is likely to lead to improvements in the standard, quality and/or range of the educational provision for these children.

We believe that the BSF programme will lead to improvements in educational provision for children with special educational needs. Through investment in new and/or modernised buildings, significant improvements can be made to accessibility, both to facilities and to the curriculum, for the benefit of all children and young people, but particularly those with special educational needs.

The curricula developments associated with the transformational ambitions of Bury's BSF are intended to be fully inclusive, addressing the needs of students with a variety of preferred learning styles and needs. The Secondary Strategy for Change and associated school organisation proposals seek to strengthen the provision available for all current and future learners, meeting the needs of each and every community, and ensuring investment in new and modernised buildings, improving access to facilities and the curriculum by all learners.

Extensive consultation has taken place with secondary school leadership teams and governors in order to inform the development of the Secondary Strategy for Change. This has been followed by wider stakeholder consultation, both in respect of the vision for secondary learning and in respect of specific school organisation proposals.

The following table illustrates the number of pupils with special educational needs on roll at the school, based upon the school census in January 2009.

	SCHOOL ACTION	SCHOOL ACTION PLUS	STATEMENTED
YEAR 7	10	12	3
YEAR 8	8	17	7
YEAR 9	15	18	4
YEAR 10	13	16	10
YEAR 11	21	18	9

The proposals concerning The Derby and Radcliffe Riverside High Schools will see both buildings replaced with a new, fully accessible building. In the interim, until the new building is ready for occupation, the existing facilities at the two schools will remain available. Through the measures proposed, pupils with disabilities currently attending Radcliffe Riverside because of its good accessibility and facilities should have the opportunity to remain at that school with their peers.

In terms of achievements and standards, Ofsted inspection judgements at all secondary schools within Bury have rated "How well learners with learning difficulties and disabilities make progress" as a minimum of satisfactory, with some schools rated as good or outstanding.

An Equality Impact Assessment is contained at Appendix Seven.





BURY COUNCIL

BURY COUNCIL CHILDREN'S SERVICES

**SECONDARY STRATEGY FOR CHANGE CONSULTATION SUMMARY
CONSULTATION ON PROPOSALS FOR THE REORGANISATION OF
SECONDARY EDUCATION IN BURY**

NOVEMBER 2008

WE WANT TO HEAR YOUR VIEWS

Introduction

This document forms the basis of consultation by Bury Council on proposals for the reorganisation of secondary education in Bury.

It sets out our vision for the future of learning, contains information about the proposals, gives you details of where you can find out more and explains how and when you can make your views known.

We would be grateful for any views that are submitted and can assure you that these will be considered carefully before any decisions are made.

This consultation will run from 17th November 2008 until midnight on 16th January 2009.

Information about how to make your views known is included at the end of this document.

Why are we taking action now?

Bury Children's Services Department is committed to providing an environment where everyone enjoys learning and achieves success. Children and Young People should have access to the best educational opportunities and be supported in realising their potential.

We aim to ensure that our high quality education service is maintained, and that all pupils have access to a broad and balanced curriculum, in an environment that meets 21st century expectations.

Our vision sees schools at the centre of their communities working together to improve the attainment of their children and contribute to social inclusion and community cohesion.

Bury has successful 11-16 schools that have made significant strides in developing their curriculum to ensure they are offering relevant academic and vocational qualifications that will enhance the life chances of all young people. Our proposals will strongly enhance schools to develop further high quality provision within recognised centres of specialism and excellence. We are committed to the entitlement of every child to achieve their full potential through a high-quality personalised learning experience in all schools.

What has happened so far?

Over the last year, extensive consultation has taken place with secondary school leadership teams and governors in order to inform the development of a Secondary Strategy for Change. We are now consulting with all stakeholders, both in respect of our vision and in respect of the specific proposals.

The Secondary Strategy for Change

The Secondary Strategy for Change sets out the vision for the future of learning in Bury. This involves more personalised choices for young people, more use of new technologies and media, and full access to the new 14 – 19 Diplomas. This needs to be accompanied by proposed school organisation arrangements, setting out any changes to current provision necessary to respond to changing needs.

The Secondary Strategy for Change is a pivotal document in respect of the future of secondary learning in Bury. It is also essential if the Council is to secure significant, much needed capital investment in schools through the Government's Building Schools for the Future (BSF) programme, which provides funding to rebuild or modernise our secondary schools.

The full "Secondary Strategy for Change Consultation Paper" can be accessed via our website, at www.bury.gov.uk/EducationAndLearning (the internet can be accessed free of charge at all local libraries). Alternatively, you can request a copy by telephoning 0161 253 5685.

Principles for Secondary School organisation

The key principles, agreed by secondary school Headteachers, are:-

- The vision is focused on transforming learning and teaching in response to the necessary step changes required to ensure improved educational attainment and life chances
- Provision for choice and diversity will be made across the whole borough ensuring social cohesion
- The future of learning needs to build on existing strengths of provision
- School specialisms will be encouraged and developed through coherent strategic planning
- It is not essential to have a 'one size fits all' for school numbers; proposals and initiatives such as extended services, raising of school leaving age need to be considered
- 14-19 provision needs to build upon excellent resources currently available, whilst extending access & provision to 14-19 diplomas, with all establishments having a recognised role.
- Flexibility in age provision e.g. 3 – 16 schools may be appropriate in certain areas
- Continued inclusive practices within establishments will be complemented by distributed centres of excellence in specific SEN provision

What is Building Schools for the Future?

The Building Schools for the Future (BSF) programme is a government initiative aiming to promote a change in the quality of the nation's educational provision and is the biggest single government investment in improving school buildings for over 50 years. BSF is a 10 -15 year programme aimed at re-building and renewing school facilities so that every secondary school in England has 21st century facilities.

The funding is in waves, and Bury has the opportunity to submit an expression of interest seeking entry into the BSF programme in the next wave. It is anticipated that if successful in securing funding, the first authorities can start to spend in 2011.

What are the proposals for Bury?

First phase BSF Projects

It is proposed that the initial group of schools that will be put forward in the first phase of the BSF will be:

- Broad Oak Specialist Sports College – A substantial modernisation and the possibility of creating a Community Trust with East Ward Primary and community partners
- Bury Church of England High School – A substantial modernisation
- Elms Bank Specialist Arts College – A new school, possibly co-located with a partner school
- The Derby High School and Radcliffe Riverside High School – A new school serving the communities of Radcliffe and Bury East on the site of the former East Lancs. Paper Mill with a capacity for 1200 pupils
- The Elton High Specialist Arts College – A new school either on the existing site or a new site with a capacity for 950 pupils

Follow on BSF Projects

All other secondary schools in Bury have been included in a follow-on BSF project so that eventually all our schools will benefit from having new buildings fit for 21st century learning.

Proposed future projects are as follows:

- Castlebrook High School – Refurbishment - Specialist Science and Technology and Construction. Extensive site gives options for campus style provision
- Cloughside – A new school, including an interim study facility between the residential area and the formal part of school
- Manchester Mesivta – ICT improvements
- Parrenthorn High School – Refurbishment to complement existing investment
- Philips High School – A new school on the existing site with a capacity for 880 pupils
- Prestwich Arts College – A new school either on the existing site or a new site with a capacity for 860 pupils
- St Gabriel's Roman Catholic High School – Substantial modernisation or a new school with a capacity for 1045 pupils
- St Monica's Roman Catholic High School – Refurbishment to provide additional accommodation and sports facilities
- Tottington High School – A new school on the existing site with a capacity for 950 pupils
- Woodhey High School – Refurbishment to complement existing investment

Children and Young People With Behavioural, Emotional and Social Difficulties

Bury Children's Services undertook a review of provision for children and young people with behavioural, emotional and social difficulties in 2007. The review highlighted some key issues for this particular group of pupils. One specific area was around long term provision for pupils with statements of special educational needs for behaviour, emotional and social aspects of learning. These young people are currently either being provided for within the Pupil Learning Centre, or in relatively expensive independent placements outside of the borough. A range of alternative approaches to meeting their needs is being considered and therefore there will also be consideration of possible in-borough provision to meet the needs of this group of pupils in the BSF submission.

A New School for the Radcliffe/Bury East Area

The Derby High School currently has specialist status in science and arts, and Radcliffe Riverside has expertise and existing strong partnerships in engineering. These proposals would provide the opportunity to create a unique trailblazing school in Radcliffe with specialisms in science, arts and engineering. The new build could be expanded up to 1200 if required, providing an exciting option for children of Radcliffe and Bury East.

A new purpose-built school could provide specialist provision in Science, Arts, Engineering and other 14-19 Diploma delivery

The Derby High School & Radcliffe Riverside High School

As part of the Secondary Strategy we have to make sure that we have the right number of secondary schools for the present and future population of young people, and that they are in the right places for each community.

We are therefore consulting on options to close Radcliffe Riverside High School and relocate The Derby High School to the site of the former East Lancs Paper Mill in Radcliffe, or to merge the two schools onto the new site. This will help to make sure that any new school buildings will meet the needs of the future population and will be sustainable.

Option 1: Proposal to close Radcliffe Riverside School and to relocate The Derby High School into a new build on the site of the former East Lancs Paper Mill. This would require the Derby High School to have an increased capacity, commensurate with the current intake demand for both it and Radcliffe Riverside. It is proposed that the changes would be formally implemented on the 31st August/1st September 2010. It is further proposed that in the interim, the two schools look to establish a federation to support the continued delivery of a broad and balanced curriculum for all pupils, and specifically those attending Radcliffe Riverside. A decision could be made to maintain a small intake at the existing Radcliffe site until the new site is available. This will strengthen the provision within Radcliffe, building on the existing strengths of both schools initially through federation, and then by the relocation of a strong sustainable school into the area.

Option 2: Proposal to amalgamate Radcliffe Riverside School and the Derby High School, creating a new enlarged school on the site of the former East Lancs Paper Mill. The creation of a new school would require the Council to run a "competition" which invites interested parties to come forward and set up the new school, for example:

- parents and community groups
- universities and FE colleges
- education charities and business foundations
- voluntary and religious groups, including church and faith communities
- those offering distinctive educational philosophies
- existing schools or consortia of schools.

Local authorities are only allowed to bid to run new schools with the permission of the Secretary of State. The local authority would, however, be required to provide the land and build the school as if it was their own. This option would obviously take longer to implement, but again a federation of the two schools could be an option in the interim to secure strengthened provision through collaboration.

What is a Federation?

The term “federation” can describe many different types of collaborative working. Federations can be used as a mechanism to support the maintenance of standards during the transition period of either amalgamation or single school closure. Federations can also widen curriculum opportunities for young people at 14-19 level, and promote inclusion in its widest sense. Federations allow for transformational leadership to impact across a number of schools and to focus on network learning and effective use of the workforce.

Transitional Arrangements - Managing Change

The Local Authority will work closely with both schools in order to develop transitional arrangements to maintain continuity in the standards of teaching and learning.

We are committed to managing change carefully and sensitively, both for pupils and staff, to minimise disruption and to ensure continuity of education and support for all children and young people. The two schools are already planning together for some change and will continue to work with each other, and with the local authority, to minimise disruption in the event of change.

It is already planned that all children currently at Radcliffe Riverside will move onto the East Campus (the former Coney Green) site.

If Radcliffe Riverside is closed, it is proposed that the school will cease to admit pupils at age 11 with effect from September 2010. Pupils entering the school in 2009 and all pupils on roll at the school in September 2010 will continue to be educated at the school until such a time that they could be accommodated on a single site.

High Quality Staff

High quality staff are essential to realising our vision and to raising aspirations and achievement of young people. Change can be unsettling for all those involved so we will work with trade unions, staff representatives, head teachers and governors on employment stability and professional development programmes.

School Transport

We recognise the importance of effective school transport services and we will work closely with Greater Manchester Passenger Transport Executive to ensure that effective school transport links support the ambitions of our Secondary Strategy.

Who are we consulting?

We will provide this consultation document to the following people and organisations:

- All Bury Schools (staff, governing bodies, pupils, families of pupils)
- Bury Association of Secondary Heads
- Bury Association of Primary Heads
- Trade Unions representing staff in Bury schools
- The Children's Trust
- Manchester Diocesan Board of Education
- Salford Diocesan Schools Commission
- Bolton & Rochdale Methodist District
- The Beth Din
- Connexions
- MPs in Bury and neighbouring authorities
- Schools Forum
- Admissions Forum
- Governors Forum
- Local Area Partnerships
- Other neighbouring local authorities and other schools who may be affected by the proposals
- The Learning & Skills Council

What are the key dates?

17th November 2008	Start of consultation process (closes midnight on 16 th January 2009)
November 2008	Staff meetings at Radcliffe Riverside & The Derby High School
November/December 2008	Governors meetings at Radcliffe Riverside & The Derby High School
November/December 2008	Drop-In sessions to be held at: Radcliffe Riverside The Derby High School Broad Oak/East Ward Radcliffe Riverside & The Derby High feeder primary schools
Midnight 16th January 2009	Consultation process closes
28th January 2009	Consideration of proposals by the Executive Committee. (The remainder of the timetable will only apply if the Executive decide to publish a statutory

	notice to seek representations about the proposal)
5th February 2009	Publication of Statutory Notices (if agreed above)
5th February – 19th March 2009	6 week period of Representation
April 2009	Consideration of proposals by The Executive Committee of Bury Council
31st August/1st September 2010	Proposals are implemented

Key stakeholders will be advised of specific times and dates of meetings and drop in sessions as they are arranged.

Drop in sessions

Officers from Bury Council Children's Services Department will be in attendance at these events to discuss the proposals with you and answer any questions that you may have.

What do these proposals mean for me/my child(ren)?

We understand that you may have a number of questions about how any of these specific proposals may affect you, your child(ren) and/or their education. As part of this consultation we will identify solutions to some of the key issues and you will have the opportunity to raise any questions or concerns, either by responding to the consultation, speaking to officers at the drop-in sessions, or by contacting us directly.

What happens next?

Following this consultation, all comments received will be reported at a meeting of the Executive Committee of Bury Council on 28th January 2009 for consideration and a decision will then be made on whether to take the proposals to the next stage.

Questions about the proposals and consultation

If you have any questions about the proposals or the consultation please contact Rachael Stirk at Bury Council on 0161 253 5685 or email SchoolOrganisation@bury.gov.uk

How can I make my views known?

You can let us know your views by:

- Completing the consultation response form at the end of this document
- Writing to The School Organisation Team, Children's Services, Athenaeum House, Market Street, Bury, BL9 0BN
- Submitting your views online at www.bury.gov.uk/EducationAndLearning
- Emailing: SchoolOrganisation@bury.gov.uk

The deadline for submitting your views is midnight on 16th January 2009.

Consultation Response Form

Please specify which proposal(s) you are referring to:

Q1. Do you agree or disagree with the proposal(s)?

Agree Disagree Don't know

Q2. Can you tell us the reasons why you agree/disagree with the proposals? (Please continue on a separate sheet if necessary).

Q.3. Would you like to tell us in what capacity you are completing this form? (Please complete the grid below)

	Primary School	Secondary School
I am a pupil at		
My child(ren) attend		
I work at		
I am a Governor at		
I live close to		

If you are replying on behalf of an interested organisation, please provide details:

Q4. Is there anything else you would like to add? (Please continue on a separate sheet if necessary).



Secondary Strategy for Change Consultation Paper

1. Introduction

Bury has a clear understanding of both the successful educational heritage it enjoys and the aspirational learning future it promises to deliver to all.

We want to learn from the past, build for the future and build from today, learn for tomorrow.

It has a purpose led by high aspirations and a strong sense of local community that regards education as more than solely a preparation for future life, but rather as a learning process of present living that is authentic, motivational and deep seated. The learning community within Bury has a strong foundation based on well established good practice of the 'family of schools' working with post 16 institutions providing effective and successful education for all young people across the whole borough.

Parents within Bury recognise that the existing provision is characterised by excellence, lifelong learning, parental choice and diversity of provision.

The vision for future learning articulates a clear vision of Bury as a distinctive and dynamic centre of excellence for lifelong learning in the North West, with a strong focus on choice and diversity, reducing inequalities and narrowing the gaps in achievement. Alongside the strategic developments within BSF, Bury will play a pivotal role in the wider regeneration of the area envisaged by the Greater Manchester Challenge.

The vision for future learning will support and be supported by our Children's Workforce Development strategy and our development of locality provision for broader children's services. It will enable the transformation of learning for all young people, which is already underway, to be accelerated and consolidated. With the help of BSF we will achieve our vision to make Bury a dynamic centre of excellence for lifelong learning in the North West.

2. A strategic overview of the education policy

Bury has successful 11-16 schools that have made significant strides in developing their curriculum to ensure they are offering relevant academic and vocational qualifications that will enhance the life chances of all young people. Our proposals will strongly enhance schools to develop further high quality provision within recognised centres of specialism and excellence.

2.1 Excellence for all

We are committed to the entitlement of every child to achieve their full potential through a high-quality personalised learning experience in all schools, assisting Team Bury to meet their ambitions.

This will

- Confirm Bury as the centre of excellence for education in the North West
- Reduce inequalities and narrow the gaps in achievement
- Provide the specialist skills and talents which are needed in the 21st century
- Maximise engagement in learning at all ages;
- Place secondary schools at the heart of lifelong learning communities;
- Enhance the well-being of all children and young people.

We will enable all educational stakeholders to engage in a more structured and responsive approach to the learning of individuals, strengthening the link between learning at home with learning at school, with families as partners in the process. This will also help to strengthen and develop communities. Through a flexible curriculum delivering entitlement and choice, and a structured focus on the involvement, views and voice of students, we will embed effective teaching and enjoyable learning.

Our schools will meet the challenge of equipping their learners with the skills, knowledge and academic currency to break the cycle of deprivation and poverty and be the focus for community regeneration and increased life chances.

2.2 Strengthening Social Cohesion

Although Bury has deprivation statistics that appear favourable nationally, this can disguise the large range of socio-economic inequalities that exist within clusters across the borough. In the Index of Multiple Deprivation (IMD) for 2007 Bury's national rank order was 122nd most deprived district out of 342 in England. This is a marked improvement and is an increase of 25 places from 2004.

However when this figure is scrutinised at a Super Output Area level the gap between the most deprived and least deprived Super Output Areas in the borough has increased by 818 places over a three year period. This is a significant change which suggests an increase in inequalities. This is further substantiated by the fact that eleven super output areas within Bury have migrated into the bottom 10% of Super Output Areas nationally.

Social cohesion is a priority in many areas of Bury, and the vision for secondary learning provides a unique opportunity for regeneration through educational transformation.

For schools, this will be demonstrated by becoming a centre of excellence in serving socially deprived areas.

For some schools, this will be demonstrated by becoming a centre of excellence in serving within and beyond their faith communities they currently serve effectively.

This will provide opportunities for young people and families from other faith and heritage communities to integrate and benefit from an ethos that anyone can share, regardless of race, religion or prior nationality, and further meet the challenge of social cohesion.

2.3 Extended Services Provision

This is a varied range of activities which will often be provided beyond the school day though not necessarily by teachers or on the school site.

For schools, this will be demonstrated by becoming a centre of excellence in transforming extended services provision to become outward facing, at the centre of its community through its young people and their families.

Bury schools will be 21st century schools which:-

- support the aims of the National Children's Plan, and the local Children and Young People's Plan
- increase choice and diversity
- are well used by the community
- offer extended services and collocation of other services where appropriate

Building partnerships beyond individual schools, across our Children's Services and including home-school and community partnerships, is key to our strategy for supporting learning and enhancing the Every Child Matters outcomes.

2.4 Schools tailored to pupils' needs

By giving parents and children a genuine choice between schools that each offer a unique ethos and curriculum, every child can find a school place where they are happy and can flourish. By ensuring that the numbers of school places available are tailored to pupils' needs and that each one provides a good education, choice and diversity also help to raise standards.

The role of local authorities in relation to schools is to be strategic, with duties to promote choice, diversity, high standards and the fulfilment of every child's educational potential. 'Choice and diversity' means, in addition to providing a range of extended services (as above), consideration of the spread of a range of different forms of organisation involving foundation, trust and voluntary aided schools and academies, as well as the potential expansion of popular schools.

Trust schools support collaboration between schools and the model is a flexible one, allowing schools the opportunity to create learning and working environments that are tailored to the needs of their pupils, staff and local communities.

3. Principles for Secondary School organisation

The key principles for the proposal, agreed by secondary school Headteachers, are:-

- 3.1. The vision is focused on transforming learning and teaching in response to the necessary step changes required to ensure improved educational attainment and life chances
- 3.2. Provision for choice and diversity will be made across the whole borough ensuring social cohesion
- 3.3. The future of learning needs to build on existing strengths of provision
- 3.4. School specialisms will be encouraged and developed through coherent strategic planning
- 3.5. It is not essential to have a 'one size fits all' for school numbers; proposals and initiatives such as extended services, raising of school leaving age need to be considered
- 3.6. 14-19 provision needs to build upon excellent resources currently available, whilst extending access & provision to 14-19 diplomas, with all establishments having a recognised role.
- 3.7. Flexibility in age provision e.g. 3 – 16 schools may be appropriate in certain areas
- 3.8. Continued inclusive practices within establishments will be complemented by distributed centres of excellence in specific SEN provision

Additionally, consultation and research to date has revealed the following:-

- 3.9. Schools are an integral part of the drive to improve the economy of the region, raise skill levels and reduce worklessness. Their input and contribution to children's lives lasts a lifetime.
- 3.10. Schools are central to their communities. They need to enhance community life, and be responsive to it, as well as being part of whole borough provision in collaboration with other schools. The school building needs to be as accessible and open as possible, with a wide range of extended services being offered at the heart of lifelong learning communities, according to local need.
- 3.11. All children deserve the best schooling possible and to be challenged, supported and encouraged to achieve their potential. Some children and young people will need more help to achieve this than others and our systems should be able to offer this.
- 3.12. A review of secondary provision in Bury is necessary and overdue. In order to maintain and enhance our envied education position, we must be alert to changes in demography and policy and seize every opportunity to review and refresh our approach. This review needs to be based on a vision for the future which transforms learning, captures the new opportunities for 14-19 learning and takes into account the "Raising Expectations" white paper.
- 3.13. We need to maximise our efficiency and effectiveness to achieve the best education possible within the resources available. A level of surplus places is necessary to ensure some parental choice. However, too many surplus places in our schools lead to unnecessary costs which then detract from the effective education of our children. Surplus places should therefore ideally be kept between 5-8% across the Borough, with no school having more than 20%. The current projection is that by 2009/10 there will be 8% surplus places rising to 8.5% by 2010/11 and over 10% in 2011/12. By 2013/14 there are projected to be 11.8% surplus places, and rising. This confirms that action needs to be taken now with a view to removing 600 – 900 places from the system.
- 3.14. A secondary school of around 900 pupils provides an appropriate scale for broad curriculum choice and effective pastoral organisation though individual circumstances need to be taken into account, and size is less important than other factors such as clear vision, strong leadership and excellent teaching.
- 3.15. We are fully aware of the government's ambition to achieve diversity in the school system. There exists no strong imperative to radically re-design local provision, however any options which are beneficial to local schools must be considered, particularly where a case can be made that standards will be raised, community needs can be better met or that additional resources can be attracted.
- 3.16. The review must prepare us for the BSF application. It therefore needs to be visionary, designed to transform and improve learning and achievement and raise aspiration. It should conclude in proposals that are welcomed by the vast majority of schools and communities and demonstrate our readiness to deliver a BSF programme through the strength of our ongoing dialogues, unified intentions and desire for our children to succeed. We need to match at least the minimum government expectations for BSF consideration in our review work.
- 3.17. It is not a primary consideration of Bury Council to plan for out of borough pupils. However, it is noted that every school in Bury attracts students from beyond the LA boundaries, and parental choice for excellent educational provision and practice is likely to perpetuate this situation, requiring an agile and flexible policy for pupil numbers.

4. Criteria for Secondary School Phased Delivery

Criteria for this initial project include:

4.1 The initial project aims for educational transformation and is an integral part of an overarching strategy for change for all the secondary schools (mainstream and special) in the authority

4.2 Prioritisation of the initial project has been made by application of the following criteria

4.2.1 **Social and Educational need**, including:

- i) National Challenge schools;
- ii) less well performing schools;
- iii) areas of deprivation;

4.2.2 **Building need**, (suitability and/or condition)

4.2.3 **Contribution to local or regional regeneration**, including opportunities for collocation with other public services.

4.2.4 **School reorganisation to include current and projected surplus spaces**

4.2.5 **Sustainable communities**

4.3 There are clear strategic benefits in proposing geographically coherent groups of schools. However, for this initial project, priority has been given to addressing the strategic needs of geographical areas of highest deprivation within the borough, in addition to the broader criteria in section 3.

4.4 Guidance on the submission of BSF projects

4.4.1 Clearly, there is a large range of local needs, some of which are of high importance to some authorities but not to all. There was, for instance, high support for building need as a criterion. Whilst recognising these local needs, Ministers wish the focus of prioritisation to remain on social and educational need.

4.4.2 Where the Department prioritises which authorities will be asked to provide evidence of readiness to deliver, they will only use the average social and educational need of the schools within each project. Data to do this is already available, and is statistically reliable.

4.4.3 An initial project for, say, a group of schools with high building need but with high attainment and low social need will be towards the end of this queue

4.4.4 For educational need, the DCSF will use as proxy the most recent data on the percentage of pupils in each school receiving 5A*-C GCSEs including English and Maths.

4.4.5 For social need, the DCSF will now use the Tax Credit Indicator (TCI) rating for the school. This responds to several comments that the previous proxy, eligibility for Free School Meals, often does not, for local and cultural reasons, fully reflect social deprivation. TCI was not available at the previous prioritisation, but has now been used for other programmes, including allocation of Dedicated Schools Grant and in the Primary Capital Programme.

4.5 Providing opportunities for all schools in Bury to benefit from the BSF programme at the earliest opportunity

Local authorities are invited to prioritise their follow-on projects in line with local need. The DCSF will follow the prioritisation of projects proposed by each authority within its overall programme. There will therefore be follow-on projects within this category – second projects and possibly third projects. All authorities with second projects will be invited to demonstrate that they are ready to start the project; and then all those with third projects, and so on.

5.1 Full Proposals (no phasing)

School	Investment Proposals under BSF	Proposed School type post BSF	Notes
Broad Oak	50 – 70% new build	Community Trust	Possible Community Trust With East Ward primary, local business, FE & HE Partners, Health & Social Care providers
Bury Church	20 – 50% new build	Voluntary Aided	Remodelling to develop flexible and adaptable learning spaces and multi-faith access
Castlebrook	20 – 50% new build on existing site or new build subject to asbestos survey	Community or Studio	Specialist Science and Technology and Construction may give opportunities for Studio school. Extensive site gives options for campus style provision.
Cloughside	100% new build	Hospital	Including an interim study facility between the residential area and the formal part of college.
Elms Bank	100% new build	Community Special	Possibly explore co-location suitable partner school/site. A number of schools are keen to explore this option.
Manchester Mesivta	ICT only	Voluntary	Integral part of Learning Platform development, and community ICT
Parrenthorn	0 -20% new build	Community	To complement existing investment
Philips	100% new build	Community	On existing site
Prestwich Arts College	100% new build on new site	Community	Rebuild on same site or new site.
Radcliffe	Planned closure or amalgamation	-	To/With The Derby
St Gabriel's	50 - 100% new build	Voluntary	Further discussions with Diocese re funding support
St. Monica's	20 -50% new build	Voluntary	Additional accommodation and sports facilities
The Derby	100% new build, or new build in amalgamation with Radcliffe Riverside, on new site	Community	On Riverside site
The Elton	100% new build, possibly on new site	Community	With Business & Enterprise specialism, either existing or new site
Tottington	100% new build	Community	Rebuild on existing site
Woodhey	0 -20% new build	Community	To complement existing investment

5.2 Proposals for BSF phasing

Initial Project

School	Investment Proposals under BSF	Proposed School type post BSF	Notes
Bury Church	20 – 50% new build	Voluntary Aided	Remodelling to develop flexible and adaptable learning spaces and multi-faith access
Broad Oak	50 – 70% new build	Trust	Possible Community Trust With East Ward primary, local business, FE & HE Partners, Health & Social Care providers
The Derby	100% new build, or new build in amalgamation with Radcliffe Riverside, on new site	Community	On Riverside site
Elms Bank	100% new build	Community Special	Possibly explore co-location suitable partner school/site. A number of schools are keen to explore this option.
Radcliffe	Planned closure or amalgamation	-	To/With The Derby
The Elton	100% new build, possibly on new site	Community	With Business & Enterprise specialism, either existing or new site

Follow-on project(s)

Castlebrook	20 – 50% new build on existing site or new build subject to asbestos survey	Community or Studio	Specialist Science and Technology and Construction may give opportunities for Studio school. Extensive site gives options for campus style provision
Cloughside	100% new build	Hospital	Including an interim study facility between the residential area and the formal part of college.
Manchester Mesivta	ICT only	Voluntary	Integral part of Learning Platform development, and community ICT
Parrenthorn	0 -20% new build	Community	To complement existing investment
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St Gabriel's	50 - 100% new build	Voluntary	Further discussions with Diocese re funding support
St. Monica's	20 -50% new build	Voluntary	Additional accommodation and sports facilities
Tottington	100% new build	Community	Rebuild on existing site
Woodhey	0 -20% new build	Community	To complement existing investment

6. Initial Project – Individual School Proposals

6.1 Broad Oak Sports College

Profile

The vast majority (95%) of students come from the surrounding wards of East, Redvales and Moorside and these in themselves present issues with regards to deprivation and the associated problems that accompany certain socio-economic dispositions. The East Ward continues to attract the most vulnerable families and the demographics are such that this is likely to continue. The most vulnerable need access to a quality educational provision, that access needs to be immediate and in close proximity to where they live. The needs of our community transcend the 'traditional' educational provision and as such we need to look carefully at the style of learning provision we have on offer.

The school has undergone 2 positive and successful Ofsted inspections within the last 3 years and its examination results have shown an upward trend over the last 4 years. Indeed its performance with regard to 5A*- C grades, including Mathematics and English, have met or exceeded agreed targets for the last 4 years.

As a Sports College BOSC is in a unique position to support and enhance the requirement on the Local Authority to ensure quality provision of PE and Sport across the district.

Proposal – a combination of some 'new build' and some refurbishment, forming a Community Trust with East Ward Primary school and other partners

- Challenge the traditional image of education and develop a **Learning Centre** which will serve the whole of its community from 'birth to the grave'.
- Create a learning campus that will equip its students with the skills, knowledge and academic currency to break the cycle of deprivation and poverty. This campus will have at its core a high quality 0 – 16 provision that will be the focus for community regeneration.
- Innovative use of technology within the community, to bridge the digital divide that is currently developing into a major obstacle to learning for the 'socially deprived'. BOSC has already begun to address this challenge by providing a wireless linked network for the local community.
- Provide a community provision where adults can learn and reignite their desire for education and the world of work through such areas as Hair and Beauty and ICT.
- Provide access beyond the normal school hours, touching the lives of those that need it the most.
- Strong partnerships being formed to ensure the 'birth – grave' concept can be delivered over time. Trust Status is recognised as ensuring the sustainability of these partnerships and as such is a concept that BOSC would want to develop.

To further consider

Trust schools provide excellent and unique opportunities for transformation, however the LA will need to support the complex process that is required for effective and sustainable implementation. Broad Oak and East Ward have already begun gathering information.

6.2 Bury Church Church of England High School

Profile

Bury Church serves a faith community rather than a geographical community. It holds Specialist Status College for the Humanities with Geography as leading subject, plus RE & History. School premises are 1960s build but very well maintained by Governors. Most classrooms are much too small for proposed Teaching & Learning innovation and 1970 built ROSLA block no longer fit for purpose. There is an excellent new Sports Hall and good sports fields but not enough accommodation for increased KS4 PE.

Bury Church have identified that pupils lack some basic skills needed for the future: independence, self-motivation, problem-solving, creativity and enterprise. Current Teaching and Learning is too content driven and it needs to become skills & attitude driven. They also want to use the new freedom of KS3 to develop more offsite and independent learning

Proposal - a combination of some 'new build' and some refurbishment

- Innovate learning and teaching approaches, leading to raised attainment and achievement at KS3 curriculum, KS4 subjects, specialised Diplomas, and CVA scores.
- Closer home-school partnership through Learning Platform and e-communication.
- Increased capacity to contribute to collaborative projects with other schools.
- Improvement in pupils' skills of independent learning, creativity, enterprise
- Incremental changes to the curriculum and modes of delivery year on year as each innovation becomes embedded: move to bigger blocks of time, then more flexible pupil groupings, etc.
- less rigid learning spaces; instead some rooms capable of taking 75 pupils at a time and all rooms to include ICT spaces
- more small group and one-to-one learning spaces
- cover over the internal quad and make it a learning hub for the whole building
- Further integration of ICT into teaching and learning across the curriculum as the Learning Platform embeds and a virtual learning environment is implemented. Provide a range of ICT resources throughout the whole building
- Develop the Library further into a multi-resource centre.

To further consider

Bury Church does not service a geographical community but is considering how to rise to the challenge of providing Extended Services, particularly as it is within a town centre grouping of schools.

Bury Church is strongly placed to be innovative and transformational in developing a wider faith provision.

6.3 Elms Bank Specialist Arts College

Profile

Elms Bank Specialist Arts College is Bury's Secondary Special School for pupils with statements of special educational needs drawn from the Bury area. The school gained specialist status for the visual and performing Arts in September 2004. Re-designation was successful in July 2008. In addition Elms Bank received notification of status as a high performing specialist school (HPSS), which will enable the school to apply for a second specialism.

Proposal – Re-build on existing or new site

- A special school co-located or stand alone with adequate facilities to meet the needs of pupils with challenging behaviours and autism with severe learning difficulties allowing Bury to provide 'in-house' support for one of its most challenging group of young people.
- Facilities for pupils with multi-sensory impairment, which as stated above will provide for pupils who previously may have had to be educated outside the authority.
- Extended Services (staff and facilities) providing short breaks, respite or residential provision. This could be a separate 4, 6 or 8 bed unit. Opportunities for extended services 50 weeks of the year.
- Fully equipped multi-disciplinary facilities (medical and examination rooms, speech and language therapy, physiotherapy and occupational therapy) able to provide swift and easy referral and to be available to parents and pupils during periods of school closure.
- The development of vocational facilities, which would enable the school to deliver aspects of the diplomas. Elms Bank has to be able to meet the needs of the most vulnerable pupils in Bury and will be able to do this confidently with a re-build providing modern, fit for purpose facilities. Classroom facilities are particularly poor and unable to meet the needs of re-grouping learners in any meaningful way. Many of the pupils are resource intensive and as such need facilities, which assist in developing an appropriate educational environment.
- A fully equipped school bungalow or like provision which will give pupils opportunities to acquire life skills in household management.

To further consider

A co-located special school alongside a mainstream school could more effectively enable Elms Bank to provide for this cohort of pupils in addition to other obvious benefits available to both schools (inclusive ethos, work experience placements, positive peer role models, and wide range of facilities including specialist facilities). Further consultation will be required with any possible partners in this venture, ensuring that the pupils' needs are best catered for by any such arrangement.

6.4 Radcliffe Riverside

Profile

Radcliffe Riverside School was opened in September 2004 following the amalgamation between Radcliffe High School (West Campus) and Coney Green Technology College (East Campus). Both schools are within half a mile of each other and serve the same catchment areas within Radcliffe. The 2006 Inspection report characterised the school context as unusual and challenging.

Radcliffe serves the third most deprived area in Bury with 87% of its pupils coming from the 3 Radcliffe wards. The primary schools within the school's catchment area are amongst the lowest in the Borough's league tables. The Year 7 intake (2007) has the lowest level of achievement at Level 4 in Bury in Maths and the second lowest in English.

Ofsted (2007) commented "the aspirations of parents are lower than those of the students"

Radcliffe High School was a school 'facing challenging circumstances' and in danger of becoming a 'failing school' and both schools had falling rolls.

The split site arrangements and the conflicting cultures of the two schools initially caused difficulties in continuity and communication. The ongoing aim has been to develop and share good practice from both of the former schools and to develop one strong school which will move into a 'state of the art' building. Much progress has been made in raising attainment and increasing the 'value added' of the school.

The vision for the new school in the new buildings on a new site within Radcliffe is based upon the provision of high quality education providing 'Learning for Life' for the students and the local community.

Radcliffe governing body and leadership team have worked together in outlining the key outcomes they would be seeking for the new school in the area.

- Raising secondary performance
- To create a "seamless" pathway from 11 (or younger) to 19
- Linked to a full adult/parent programme of learning / training
- Linked to community use and programmes not necessarily all 'academic'
- Enhanced sporting/active/healthy lifestyle commitment for young people and the community
- Provide an environment (not seen as a school) which everyone wants to attend
- Make up for all the disadvantages our students encounter in their day to day lives
- Make Radcliffe a community envied by others

Whilst recognising the significant and successful efforts and initiatives made by all who serve the Radcliffe Riverside school community, future and projected pupil numbers continue to present an unacceptably large number of surplus places. It is considered that the strategic school provision across the authority proposed elsewhere in both the overall secondary strategy, and specifically this initial project of schools will provide the transformational outcomes for the young people that Radcliffe Riverside currently serves.

Proposal – school closure or amalgamation – land allocated used for The Derby relocation or amalgamated school

To further consider

Project planning and processes necessary for effective transition.

6.5 The Derby High School Science and Arts College

Profile

The Derby High School serves a community that includes the most deprived wards in the borough: Redvales, Radcliffe, Moorside and Bury East. Around 40% of the students live in one of the most deprived areas nationally. The school has been very successful in raising attainment, achieving results well above similar schools with good contextual value added.

The school is a 'bridge' for social cohesion in Bury with 36% of pupils of an ethnic minority largely British Pakistani. The Derby is described by Ofsted as 'a community that shares and values the experiences of others' "where students' contribution to their school and its community is outstanding". The Derby has been very successful in raising attainment, which in a multicultural context makes it one of the very best performers in the Greater Manchester English as an Additional Language family of schools

The school's achievement derives from strong leadership, high quality teaching and learning, and excellent use of data, close monitoring and focussed intervention.

The Derby is committed to producing the scientists, mathematicians and artists of tomorrow alongside flexible, creative young people with cultural appreciation and excellent communication skills.

Proposal – Amalgamate or Re-build on new site – land allocated for Riverside

- Specialist provision in Science and Arts

These could include a dance studio, music and technology facilities, practice rooms, television and broadcasting studios, and facilities for textiles, 3D, product design, computer game design and animation.

- Science facilities

These would realise the prototype for Science created by the Faraday Project and would include both heavy and light service laboratories based around a performance/demonstration space (ideally, a planetarium). This could be incorporated within the theatre design creating a unique SPACELAB (Science and Performing Arts Centre for Education).

- The SPACELAB would also be the hub for a Centre for Science Education in Bury which would aim to raise achievement and inspire excellence in Science with bookable facilities.

- Sports facilities

To provide joint use facilities for the local community. Usage of sports facilities would serve to benefit the deprived community who are targeted for improvements in health and fitness.

- Inclusion

A new build would allow full disabled access and provide space for counselling by a range of providers, SEN support and additional work with the many students on school action for emotional and behavioural difficulties or for learning.

- Assisting the whole community

A new build could also incorporate a range of extended provision for the community including health services, counselling and advice centres.

To further consider

Stages in process, particularly maintaining pupil entitlement every year, and community engagement will be critical in the success of such an ambitious project. This is also true for Radcliffe Riverside.

6.6 The Elton High School

Profile

Just under half of Elton's students are admitted from the immediate physical proximity of the School (Elton Ward, Church Ward) while approximately 1/5th of students are admitted from Radcliffe North with the remainder from other adjacent wards. One fifth of students have Bolton postcode addresses although a number of these attend Bury primary schools. These students generally live close to the Bury/Bolton border and are served by transport connections to the School.

Hence the community of the School reflects both its physical proximity and a wider field of support, as parents exercise choice in the education of their children.

The School is likely to continue to attract its students from the immediate local area and beyond, through its reputation for high and improving academic performance, provision in the Arts and a commitment to personal service for all its families.

The current School building is not 'fit for purpose' in terms of either condition or suitability, the bulk of the building being built in 1954, showing serious wear and tear signs of its age. Its structure and design inhibits planned developments.

Proposal – Re-build on existing or new site

- The School will establish itself as a Centre of Excellence for provision in the Arts and Business and Enterprise including an Enterprise Centre that can be used by School students, students from a wider Bury educational community, and workplace training participants from the world of work.
- Arts provision could include extensive facilities for the Visual Arts (Fine Art, Textiles, Photography, Graphic Art including computer access, 3-D studio, and design base for vocational provision), a studio for Dance, provision for Drama and appropriate facilities for Media and Music.
- Enhanced sports facilities supporting the healthy school agenda and increasing community access, building on existing usage.
- Specialist facilities for the delivery of Diploma lines
- Flexible learning spaces that can accommodate differential group sizes.
- Specialist facilities, reflecting subject provision – Science, Design Technology, Food Technology, Information Technology, Modern Foreign Languages, Geography, History, Mathematics, English.

To further consider

The school can be rebuilt on the current site though investigations should continue to identify any alternative sites, particularly if they provide opportunities to slightly increase geographical distance from Tottington. Staging of the process relative to the Radcliffe/Derby proposals will also need careful planning.

7. Follow-on Projects – Individual School Proposals

7.1 Castlebrook High School

Profile

Castlebrook is unique in that it achieved specialist school status as the only college of science and technology in the country, effective from September 2005.

As part of the successful specialist status, a purpose-designed construction centre has been built catering for Construction Skills courses and the new dual award GCSE 'Construction and the Built Environment', also used by Bury College to deliver Level 1 & 2 construction courses and planning to deliver the new 14-19 specialised diploma in construction.

Castlebrook was built in the early 1970s. The shell is structurally sound but is riddled with asbestos making design changes and improvements to use of space very costly. The school's facilities including the 'Astro-turf' and the new Construction Centre are used extensively by the wider community. The school has invested heavily in ICT facilities including dedicated suites, an administration computer in every classroom, interactive whiteboards in some classrooms, a limited cable infra-structure and wireless network. They are currently piloting the introduction of Bury's Learning Platform.

Proposal – 20-50% new build on existing site

- Provide higher standards of attainment, lower levels of exclusion, greater inclusion and less disaffection, raised student expectations and aspirations. These would be manifest through higher attainment grades at KS3 and KS4 together with a wider 14-19 curriculum, higher numbers of students pursuing further education/training together with greater use of the schools facilities by the community in life-long learning opportunities.
- Create a number of flexible learning areas (learning pods) to facilitate a variety of learning experiences – lead lessons for large numbers of students together with smaller areas for research, team work/ group work, collaborative learning, individual learning.
- Expand the leisure facilities for use by the school and the wider community, including investigating provision of Theatre/conference facilities for use by the school and the wider community
- Create student support/services areas including common rooms/ flexible learning areas, use of CCTV to help develop the school as a safe-haven.
- Further developing the Construction Centre – providing a range of Level 1, 2 & 3 qualifications in partnership with Bury College.
- Make the school barrier-free in terms of access.
- Create an infra-structure to enable the school to fully embrace and future proof developments in ICT including use of hand held devices, biometrics and a Virtual Learning Environment.

To further consider

The school is committed to developing flexible learning environments, building new facilities and removing access barriers on a split level site. Refurbishing/modernising the existing building will depend on the cost and feasibility of removing asbestos from existing structures, requiring extensive site surveys and expert advice. The extensive site provides opportunities for campus-style provision, and stakeholder consultation will need to be thorough and well managed. Partners need to be involved at every stage of the consultation process.

7.2 Cloughside College

Profile

Cloughside College is a co-education provision and has now been established over many years, serving two adjacent units for adolescents admitted to The Young Person's Directorate at Greater Manchester West (GMW) National Health Service Mental Health Trust provision at their Prestwich site. The College is a Group 2 (hospital) Community Special School, and is administered by Bury Children's Services Department.

Teaching facilities on this unit comprise 8 classrooms and a gymnasium. There are specialist facilities for English, Mathematics, Science, Citizenship Education, Art, Cookery and Technology, with more general provision for Modern Foreign Languages and Music.

The Gardener Unit was built in the 1980's and took in young people from 1986. It was until recent years the only national provision; it is now one of six facilities in England.

The McGuinness Unit was built in approximately 1970 with a life expectancy of approximately 15 years. It is a 'pre-fabricated' building, flat roofed, expensive to run and repair, and is now described as 'unfit for purpose'.

Proposal – 100% new build

- The vision is to create a new facility adjacent to the current (Gardener) unit. There are various advantages to this, including economies of scale. There is already a purpose built sports hall (in the Gardener Unit). This could be used by the McGuinness Unit for half the day and the Gardener Unit for the other half.
- Cloughside is already advanced in terms of individual programmes of learning. Any future build will include the facility for accessing learning beyond the classroom – including an interim study facility between the residential area and the formal part of college. The college learning platform, already a component of this years' improvement plan, will need to be further developed and customised to address the new curriculum.
- Develop flexible and agile learning spaces to reflect a changing curriculum. For example, it will be desirable to include within a new build a media studies facility (with access possible from the secure unit) and a design technology workshop (again accessible to all learners) whereby painting and decorating can be demonstrated. It may be that such facilities are not then required in say 10 years time but a greater need is identified for a beauty salon (hairdressing, manicure etc).
- Enable a component to address distant learning especially for learners who will be studying for the Vocation Qualifications which normally require the learner to attend a specialist college. (If learners are well enough to attend another college, they will be well enough to be discharged).
- Develop further means of communication – videoconferencing and in/outreach. Can a home school learning mentor attend and support their learner whilst they are resident? Should an outreach mentor be appointed to support the learner as they re-commence attending their own school?

To further consider

There needs to be further dialogue to ascertain how the GMW Trust envisage a time scale for their re-build. The precise location of buildings and car parks and the area available for education provision needs to be defined. There are questions related to how much of the education provision is solely for college only, what may be shared. Additionally, consideration need to be given to what staff only facilities (changing rooms etc) will be incorporated.

7.3 Manchester Mesivta School

Profile

Manchester Mesivta is a boys community school serving the orthodox Jewish Community of Manchester & the North West.

The school is placed very well in the League Table of Top Comprehensive Schools published in 'The Times'. All pupils who finished school move to a Yeshiva to continue their Torah learning before applying for University. The school continues to provide a well balanced curriculum where each morning Sunday -Thursday is devoted to Torah studies. The secular programme continues to 5.30 pm for years 7-9 and 6.10 pm for years 10 & 11.

A new web based IT course was introduced with boys able to achieve the equivalent of 4 additional GCSE subjects over a two year period. All the pupils received either a credit or distinction in ICT after the first year.

There are numerous links to the Jewish community, and in addition, Mesivta are now part of a cluster of schools which are delivering the extended school agenda to the local community. The school organises parenting courses for both our own parent body and for the wider community. It has established links with Delamere Special School and the Heathlands Village for the elderly.

Parents receive a full written report each term but also can obtain daily information through the innovative homework line which they access via a local phone call. Mesivta are keen to develop the use of ICT within an environment that supports the ethos and values that the school subscribes to strongly.

Proposal – no changes to buildings, enhancement to ICT provision

Initiatives undertaken by the school to include:-

- Improve the enterprise and work experience available to our pupils.
- Introduce a new syllabus to improve the pupils' knowledge of Hebrew Grammar
- Introduce a short course in PE GCSE and look to extend this provision.
- Aim to ensure that every pupil attains his maximum potential by providing greater support through school mentors and a more targeted approach to using assessment data to help motivate pupils.
- Extend parent-school homework line to include information on marked homeworks.
- Introduce a cashless canteen system which will also permit parents to monitor their children's food purchases. This will assist the drive to a healthier school.
- Create an infra-structure to enable the school to fully embrace and future proof developments in ICT including use of hand held devices, biometrics and a Virtual Learning Environment.

To further consider

Manchester Mesivta is uniquely positioned in serving a community that extends across northern Manchester and beyond. In addition, they work effectively in building relationships within Prestwich and the local community, providing a variety of extended services. This is an area that can be built on by extending online provision, linking local, regional and global communities and enhancing social cohesion.

7.4 Parrenthorn High School

Profile

Parrenthorn High School is a community, co-educational, comprehensive day school, opened in 1974 and awarded Technology College status in 2004.

It is a popular school, valued by its local community, with first-choice applications by parents leading to a growth in pupil numbers.

Extensive playing fields are on site, together with tennis, netball and basketball courts. A new all weather astro-turf playing surface was completed in June 2007 for school and community use. A major building and refurbishment programme with £7.5 million invested into new classrooms, Assembly Hall, Music suite, Science and Technology laboratories began in November 2007 to complete in February 2009.

Proposal – 0-20% new build on existing site

- Provide an alternative curriculum, to complement its strong 'academic' curriculum, with a range of courses linked to work experience that provide higher standards of attainment, lower levels of exclusion, greater inclusion and less disaffection, raised student expectations and aspirations. Emphasis will be placed on developing both 'hands-on' and transferable skills to engage and empower students.
- To further develop the range of Technology options by introducing the Manufacturing and Product Design Diploma when it is available
- Prepare all pupils to become global citizens in a rapidly changing commercial and economic world.
- Develop their experience in the use of technology to take advantage of the 'normalisation' of learners use of ICT to effect tangible improvements in teaching and learning for a variety of learning styles.
- Continue to improve the consistency of monitoring and assessment procedures across the whole school in order to implement target setting for individual pupils. An increasing range of technologies will be effectively implemented in this area.
- Develop a transformational school vision that resists pressure to grow numerically, and focuses on continuously improving reflective practices in teaching and learning, with the objective of preparing learners better for the 21st century.
- Develop and extend a range of services, accessible to the community, that take advantage of the facilities and integrate into the school curriculum, providing a range of opportunities for families and community to access leisure and academic offerings.

To further consider

The school has received significant investment in new buildings in the recent past. BSF investment needs to complement existing and committed development and enhance the transformational vision the school has for learning, teaching, and curriculum offering. Parrenthorn leadership team have invested time and creative thinking into understanding the needs and requirements for young people who are disaffected and disengaged with 'traditional' offerings from secondary schools. They could become leaders in developing strategies to implement across the authority in curriculum design and 24/7 lifelong learning opportunities.

7.5 Philips High School

Profile

Philips High School is a well established, popular and over-subscribed school serving the community of Whitefield. The catchment area is a diverse demographic mixture with a wide range of socio-economic backgrounds. Philips takes pride in the fact that they are able to weld the pupils together into a cohesive community.

The school is a Specialist Maths and Computing College, with an excellent range of sporting facilities which are soon due to be extended. This will form the basis of our extended school, we also have proved to be very effective in the area of Enterprise and the school is looking to extend its Specialist Status to either Sport or Enterprise within the next three years.

The school is part of the Specialist School and Academies Trusts Transforming Learning Project and received a commendation in London for its high level of participation and active involvement in the scheme.

There will be a huge expansion of access to sporting facilities and other aspects of the school in the next few years as part of the contribution to Extended Schools.

Proposal – 100% new build on existing site

- Develop young people as independent learners, capable not only of learning, but also empowered and inquisitive researchers, becoming creative producers within the knowledge economy.
- Design a new school that retains the attractive exterior and extensive outdoor spaces but transforms the school through purpose-built structures, integrated into a learning landscape, accommodating the community focus and pedagogical innovation that Philips is committed to deliver.
- Become a learning community, linked with primary schools, other secondary schools in the area, higher education and FE, local facilities such as the Adult Learning Centre and the Library together with neighbouring sports clubs. Ensure that people of all ages are involved in aspects of the work of the school, not just in the school's normal working day, but also in the times beyond it and during the holidays.
- Improve examination results, producing high levels of achievement across the ability range, through the provision of better facilities and a more extended curriculum.
- Develop further aspects of the Every Child Matters agenda either through Enterprise addressing financial and other matters, through mentoring and through a concerted Health Education Programme, the focus of which would be involvement in physical activity of both a competitive and recreational nature.
- Provide an Extended Schools Curriculum and menu of opportunities through a project team and involving other agencies and associations within the neighbourhood, such as the Libraries, sporting associations, associations related to the Arts in the broadest sense, and basic skills agencies.

To further consider

By engaging with the community, by actively encouraging other community based associations and businesses, Philips will begin to generate a network of expertise which can then be used to the benefit of members of the community. It will be essential that the school plays a pro-active part in leading these initiatives in developing the 'learning community'. Stages in process, particularly maintaining pupil entitlement every year will be critical.

7.6 Prestwich Arts College

Profile

Prestwich Arts College serves the people of Prestwich and provides families from the inner city areas of North Manchester and North Salford with access to the high quality learning experiences which characterise Bury Schools. In 2007, OFSTED judged Prestwich Arts College to be 'an effective and improving school' and in July 2008 the School Improvement Partner judged the school's capacity for securing further improvement as 'outstanding'.

Its 'Performing Arts' specialism, its record of community engagement and its status as a 'full core' extended services provider, have resulted in a school with a clear vision of developing a lifelong enthusiasm for learning aimed at raising standards and supporting regeneration. Our ethos is simple, 'Excellence and Inclusivity' for all.

Suitability studies show a school where current facilities are inadequate to deliver our ethos and aspirations. In 2001 OFSTED inspectors expressed surprise at the lack of overall investment and, currently, the school has no dedicated dining room resulting in classrooms being used as the only alternatives.

Proposal – 100% new build on new or existing site

- To transform education in Prestwich by ensuring that innovative learning provision is at the heart of the overall regeneration of the local community.
- To challenge traditional 'phase' and 'sector' models of schooling and explore transformational alternatives which meet the needs of learners in the 21st Century
- Providing all learners with the knowledge, skills and flexibility of provision which will offer ground breaking opportunities for accelerated learning, personalisation, specialist teaching & curriculum enhancement.
- Address the post transition 'dip' in pupil performance between KS2 and KS3.
- Provide the community with extended access to a range of high quality community resources (eg health, police and support services) on one site. The integration of such facilities will physically embed the school into the community, promote social cohesion, healthy living and responsible citizenship.
- Provide adults within the community with extended access to range of high quality dual use leisure, cultural, sporting and flexible learning facilities and resources which will support the L.A.'s mission statement of providing appropriate opportunities for adults to develop their skills and maximise their potential, especially in the Arts, Creative Media and the 'technologies' of the arts.
- Promote the joy of life long learning within the community by providing and developing the creative and flexible use of technology as a vehicle which allows individuals of ages to access learning, anytime, anywhere.

To further consider

The Local Authority would need to address the viability and feasibility of achieving the above aims with either a co-located learning campus involving Elms Bank Specialist Arts College and Prestwich Arts College, sharing a commitment to the same specialism or a transformational multi phase (4-16) learning campus which is committed to raising attainment.

Prestwich Arts College will develop discussions with URBED about an integrated approach to regeneration within the Prestwich community including the formation of a 'Future Change Management Group' to ensure that all stakeholders are consulted regularly and that 'best practice' future learning needs are identified as central to regeneration planning.

7.7 St Gabriel's RC High School

Profile

St Gabriel's is a Roman Catholic Secondary School provided by the Diocese of Salford and is maintained by the Bury Local Education Authority as a Voluntary Aided School. The school has a strong tradition of being a caring faith community, with a first responsibility to serve the Roman Catholic community for which it has been established.

The school was awarded both Healthy Schools Status and High Performing Specialist School in 2008, also recording its best ever results at age 16.

The quality of the care and support pupils receive is outstanding and contributes to their excellent personal development throughout the school.

The fabric of the current school buildings is inflexible in providing a range of opportunities to develop the curriculum from the traditional successes it has enjoyed towards personalised pathways that will assist the achievement and life chances of all students.

Proposal – 50-100% new build on existing or new site

- Provide courses which meet the needs of all learners, building on the good and often inspirational teaching that the school provides.
- Work effectively in partnership with Holy Cross College and other providers, to ensure the 14-19 provision provides opportunities for all learners.
- Design new buildings to facilitate a variety of learning experiences – lead lessons, team work/group work, collaborative learning, individual learning.
- Expand the leisure facilities for use by the school and the wider community
- Create an infra-structure to enable the school to fully embrace and future proof developments in ICT including use of hand held devices, biometrics and a Virtual Learning Environment.
- Make the use of ICT to support teaching and learning consistent across different subjects
- Improve the quality of teaching in year 7 with more emphasis on key skills that pupils need to develop to develop and closer links between subject area
- Prepare a diploma in Environment and Land Based Studies for our future students
- Develop our facilities for outdoor education and explore qualifications linked to horticulture and learning through landscapes
- Raise standards further by introducing challenging learning targets for each pupil in all subjects
- Provide additional support to pupils who speak English as an additional language

To further consider

Discussions with the Diocese and other stake-holders to explore opportunities with location of the school, and extent of re-build to be undertaken.

7.8 St. Monica's RC High School

Profile

St. Monica's serves the Catholic community across the whole of the borough, with the largest 11-16 capacity of any Bury School. It is a Specialist Language College and has recently achieved Second Specialism in Applied Learning. St Monica's is a popular, over-subscribed school which also attracts pupils from neighbouring authorities

It has been recognised by the Department of Education as a high performing specialist school and the last Ofsted Inspection recognised that "*St Monica's is seen as a flagship school by the local authority education services*".

The majority of the school premises were built in the 1960's along with extensions in 1987 following amalgamation and in 2003. 70% of the school provides good accommodation. However, the poor sports facilities and technology areas hinder the development of specialist diplomas, the desire to fully embrace extended schools and drive community cohesion in the area. The fact that the school has no playing fields further limits the entitlement of pupils in the school, to a full specialised physical educational programme.

Proposal - a combination of some 'new build' and some refurbishment

- The school is seeking to further raise its attainment, innovate in teaching and learning and to lead in these areas both locally and nationally
- Develop St. Monica's as a Training school, with specialist spaces and resources for **Leadership, Teaching & Learning, and Applied Learning.**
- **Leadership:** The National College for Leadership has recently approached the school to be a local leader in the Greater Manchester Challenge. This would add to the school already being a major facilitator in the Salford Diocese in terms of training Assistant and Deputy Head's for future Headship.
- **Teaching and Learning:** Sharing good practice locally and nationally with Language development for the twenty first century and technical performing arts
- **Applied Learning:** Further develop the a network of local partnerships, other schools, colleges, centres of vocational excellence (CoVEs), training providers, local businesses and employers, to drive up the numbers of young people achieving level 2 qualifications, including English and mathematics, as well as increasing the proportion of young people staying on in education and training post 16 as the system works towards raising the participation age.
- **Sports/Leisure Community facilities:-** (see profile) to develop a range of sports facilities that serve both school curriculum and extended community use.
- **Technology Area:** The introduction of catering and management, media and creative arts and photography, embracing new specialised diplomas, but also to enhance the present curriculum in partnership with Holy Cross College and MANCAT.

To further consider

St Monica's will be working in partnership with St Gabriel's and Holy Cross College in the centre, and other schools in the south of the borough to build and develop effective collaborative approaches to curriculum provision focusing on driving up standards for all students. With the stakeholder discussions of extended services, St Monica's will be ensuring a diversity of community use and access is effectively and efficiently managed.

7.9 Tottington High School

Profile

Tottington High School is set at the heart of the village community, providing education for generations of children for over fifty years. The school's success and popularity has led to significant increases in pupil numbers over the last 20 years. The school achieved specialist college status over four years ago as a Mathematics and Computing College. Tottington normally admits 190 to each year group. In 2008, they had 200+ first choices, of which the vast majority live within the borough, with very few extra-district admissions.

The earliest part of the school premises were built in the 1930's and have been extended over the following fifty years. The extended school was officially opened in 1955 with various additional buildings being added up to 1999. The deteriorating external brickwork, an increasingly obsolete heating system and the need to update significant parts of the school's electrical systems has provided Governors with a huge challenge.

Proposal – 100% new build on existing site

- Design a new school building that supports students' capacity in the areas of independent thinking and learning, self motivation, problem solving, creativity and enterprise, to include:-
 - *Adaptable, flexible learning spaces – capable of taking various group sizes.*
 - *Greater number of small group facilities and private study areas.*
 - *New designs might introduce 'streets', 'spokes'/hubs and reduce corridors.*
 - *More creative use of external space where screen / canopies can create additional covered learning spaces*
 - *Need for light imaginative and eco-friendly environments.*
- Transform Teaching and Learning away from content towards skill based activities. This has already begun by identifying 'gaps' in provision and alerting key departments to work towards meeting any deficits.
- Re-design Key Stage Three to align with skills/theme based delivery now required. The new freedom built into the Key Stage Three programme will allow the development of more varied provision; off-site visits, theme days, creative use of ICT and Drama.
- Review the structure of the school day to accommodate pedagogical transformation.
- Strong commitment to the use of ICT as a teaching and learning tool will continue. All staff have lap top computers; all rooms have multi-media provision including white-boards. BSF will provide the opportunity to enable parents direct access to a child's assessment data, behaviour log and learning resources including homework assignments.

To further consider

Change leadership will be addressed by coherent models, stakeholder engagement, and visionary planning in moving the whole school community through a transformation that will retain the 'best' of Tottington's established provision of excellence and care whilst preparing the community for an exciting future. The most valuable asset to any school is the talented and committed staff who work to develop and extend the opportunities and potential of the students who attend. Leading the staff through the changes, developing pedagogical transformation prior to a new building, will provide additional opportunity for further improvements in professional development, leadership capacity and succession planning. Stages in process, particularly maintaining pupil entitlement every year will be critical in the success of the project.

7.10 Woodhey High School

Profile

Woodhey High School (Specialist Science College) is a mixed comprehensive school which serves the town of Ramsbottom, the neighbouring districts in the north of Bury and increasingly the district north of the town in the south of Lancashire LA.

The school is currently undergoing an £8m refurbishment under the Targeted Capital Funding programme. This funding was secured through a competitive bid and the project is due to be completed in August 2008.

Woodhey has an excellent reputation in the community and the LA. It is highly regarded for its SEN provision and its inclusive practices. A new Autistic Spectrum Disorder resource provision for 10 pupils will open in January 2009.

Proposal – Selected refurbishment/remodelling

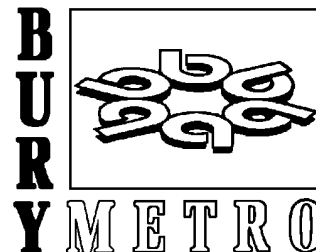
- increase the CVA of the pupils by developing a personalised curriculum, particularly to those in the 70th to 100th percentile range, aiming to take the 5 A*-C score at GCSE well over 80% in two years time, and diversify provision beyond that date.
- Extend the Sports Hall for further community use. Consider the development of a multi-gym for school and community use
- Extend the library for supported self-study for sixth form learners who have “free” time from their colleges. Also develop adult learners working alongside these learners.
- Provide greater opportunities for both primary pupils and post-16 learners to work alongside secondary learners on our site, developing a ‘stage-not-age’ provision in time.
- Develop diplomas in Science, Hospitality and Catering, Sport.
- Further develop online provision and become a strong leader in community use of the Bury Learning Platform, supporting family learning and personalised learning pathways.
- Following from previous, to work towards a 24/7 access and offering for learners that supports personalised provision.
- Continue to develop pedagogical innovation by re-engineering both curriculum and learning spaces, designed to accelerate and deepen learning.
- Be a key player in the formation of a local leadership college network for leaders at all levels
- Remodel the Technology area to provide for a 21st Century curriculum

To further consider

Organisational system design requires some research and clarity of thinking in developing creative pastoral systems, including vertical tutoring and personal mentoring. In developing modular approaches to learning, the types/variety of pathways available needs to be closely matched to the needs of the pupils, and also allow lifelong learning opportunities beyond the school ‘formal’ curriculum and timescale. In developing greater partnerships between school and the community, communication with parents via the new technologies requires a defined and coherent strategy for stakeholder engagement. Following from that requirement, recruitment, retention and staff development needs to prioritise excellence in the exploitation of ICT to enhance learning and teaching.

Eleni Ioannides
Executive Director of Children's Services

APPENDIX THREE



Our Ref RS/SSfC
Your Ref
Date 18th November 2008
Please ask for Rachael Stirk
Direct Line 0161 253 5685
Direct Fax 0161 253 5653
E-Mail SchoolOrganisation@bury.gov.uk

**CHILDREN'S SERVICES
DEPARTMENT**

Athenaeum House
Market Street
Bury BL9 0BN
Tel: 0161 253 5652

**Electronic service of
legal documents** legalservices@bury.gov.uk
accepted only at 0161-253 5119 (Fax)

Dear Sir/Madam,

THE FUTURE OF SECONDARY LEARNING IN BURY: CONSULTATION ON THE STRATEGY FOR CHANGE

Bury Council is consulting on a new Strategy for Change for Secondary Schools in the Borough. We have the opportunity to identify a group of schools to be part of the government's Building Schools for the Future (BSF) programme, which aims to re-build or renew school facilities so that every secondary school in England has 21st century facilities.

Over the last year, extensive consultation has taken place with secondary school leadership teams and governors to develop a Secondary Strategy for Change. We are now consulting with all stakeholders, both in respect of our vision and in respect of the specific proposals.

The Secondary Strategy for Change sets out the vision for the future of learning in Bury. This involves more personalised choices for young people, more use of new technologies and media, and full access to the new 14 – 19 Diplomas. This needs to be accompanied by proposed school organisation arrangements, setting out any changes to current provision necessary to respond to changing needs.

The Consultation Summary document contains information about the proposals, gives you details of where you can find out more and explains how and when you can make your views known.

Both the Consultation Summary and the Secondary Strategy for Change Consultation Paper can be accessed via our website, at www.bury.gov.uk/EducationAndLearning (the internet can be accessed free of charge at all local libraries). Alternatively, you can request a copy by telephoning 0161 253 5685.

The consultation will run from 17th November 2008 until midnight on 16th January 2009. We would be grateful for any views that are submitted and can assure you that these will be considered carefully before any decisions are made.

It is proposed that the initial group of schools to be put forward will be:

- Broad Oak Specialist Sports College – a substantial modernisation and the possibility of creating a 3 - 16 "all through" school with East Ward Primary and community partners
- Bury Church of England High School – a substantial modernisation

b Bury b Prestwich b Radcliffe b Ramsbottom b Tottington b Whitefield
BURY METROPOLITAN BOROUGH
www.bury.gov.uk



- Elms Bank Specialist Arts College – a new school, possibly co-located with a partner school
- The Derby High School and Radcliffe Riverside High School – a new school serving the communities of Radcliffe and Bury East on the site of the former East Lancs. Paper Mill with a capacity for 1200 pupils
- The Elton High Specialist Arts College – a new school either on the existing site or a new site with a capacity for 950 pupils

All other secondary schools in Bury have been included in a follow-on BSF project so that eventually all our schools will benefit from having new buildings fit for 21st century learning.

How can I make my views known?

You can let us know your views by:

- Completing the consultation response form at the end of the Consultation Summary document
- Writing to The School Organisation Team, Children's Services, Athenaeum House, Market Street, Bury, BL9 0BN
- Submitting your views online at www.bury.gov.uk/EducationAndLearning
- Emailing: SchoolOrganisation@bury.gov.uk

The deadline for submitting your views is midnight on 16th January 2009.

What happens next?

Following this consultation, all comments received will be reported at a meeting of the Executive Committee of Bury Council on 28th January 2009 for consideration and a decision will then be made on whether to take the proposals to the next stage.

Questions about the proposals and consultation

If you have any questions about the proposals or the consultation please contact Rachael Stirk at Bury Council on 0161 253 5685 or email SchoolOrganisation@bury.gov.uk

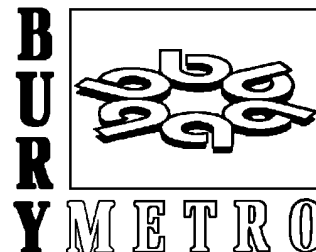
Yours faithfully,



**ELENI IOANNIDES
EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES**

Eleni Ioannides
Executive Director of Children's Services

APPENDIX FOUR



Our Ref RS/SSfC
Your Ref
Date 20th November 2008
Please ask for Rachael Stirk
Direct Line 0161 253 5685
Direct Fax 0161 253 5653
E-Mail SchoolOrganisation@bury.gov.uk

**CHILDREN'S SERVICES
DEPARTMENT**

Athenaeum House
Market Street
Bury BL9 0BN
Tel: 0161 253 5652

**Electronic service of
legal documents** legalservices@bury.gov.uk
accepted only at 0161-253 5119 (Fax)

Dear Sir/Madam,

**THE FUTURE OF SECONDARY LEARNING IN BURY: CONSULTATION
ON THE STRATEGY FOR CHANGE**

Bury Council is consulting on a new Strategy for Change for Secondary Schools in the Borough. We have the opportunity to identify a group of schools to be part of the government's Building Schools for the Future (BSF) programme, which aims to re-build or renew school facilities so that every secondary school in England has 21st century facilities.

Over the last year, extensive consultation has taken place with secondary school leadership teams and governors to develop a Secondary Strategy for Change. We are now consulting with all stakeholders, both in respect of our vision and in respect of the specific proposals.

The Secondary Strategy for Change sets out the vision for the future of learning in Bury whilst the Consultation Summary document contains information about specific proposals. Copies of both documents are enclosed for your perusal.

The consultation will run from 17th November 2008 until midnight on 16th January 2009. Responses to the consultation can be submitted either via the response form on the website, at www.bury.gov.uk/EducationAndLearning, by e-mail to SchoolOrganisation@bury.gov.uk, or in writing to the School Organisation Team, Children's Services, Athenaeum House, Market Street, Bury, BL9 0BN.

All views expressed throughout the consultation will be taken into account. A report will be presented to the Executive Committee of Bury Council on 28th January 2009 for consideration and a decision will then be made on whether to take the proposals to the next stage.

If you have any questions about the proposals or the consultation please contact Rachael Stirk at Bury Council on 0161 253 5685 or email SchoolOrganisation@bury.gov.uk

Yours faithfully,

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

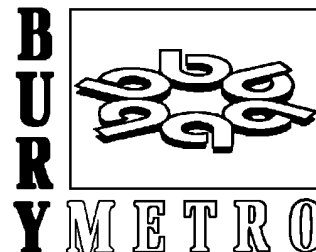
ELENI IOANNIDES
EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES



INVESTOR IN PEOPLE

Eleni Ioannides
Executive Director of Children's Services

APPENDIX FIVE



**CHILDREN'S SERVICES
DEPARTMENT**

*Athenaeum House
Market Street
Bury BL9 0BN
Tel: 0161 253 5652*

Our Ref RS/SSfC
Your Ref
Date 12th December 2008
Please ask for Rachael Stirk
Direct Line 0161 253 5685
Direct Fax 0161 253 5653
E-Mail SchoolOrganisation@bury.gov.uk
**Electronic service of
legal documents** legalservices@bury.gov.uk
accepted only at 0161-253 5119 (Fax)

Dear Parent or Carer,

**THE FUTURE OF SECONDARY LEARNING IN BURY: CONSULTATION
ON THE STRATEGY FOR CHANGE**

I wrote to you recently about our consultation on a new Strategy for Change for Secondary Schools in the Borough, explaining that we have the opportunity to identify a group of schools to be part of the government's Building Schools for the Future (BSF) programme. This aims to re-build or renew school facilities so that every secondary school in England has 21st century facilities.

This is a long term strategy that will determine the future of secondary learning in Bury. As part of the consultation process we are holding a number of local drop-in sessions at primary schools for parents and carers. The following dates have been arranged in your area:

Chesham Primary School Tuesday 6th January 2009 6 – 8pm
St Luke's Primary School Wednesday 7th January 2009 6-8pm
Gorsefield Primary School Tuesday 13th January 2009 6 – 8pm

All families are welcome to attend the drop-in sessions. Officers from Bury Council Children's Services Department will be in attendance at these events to discuss the proposals with you and answer any questions that you may have.

Further information about the Secondary Strategy for Change, and the consultation documents can be accessed via our website, at www.bury.gov.uk/EducationAndLearning (the internet can be accessed free of charge at all local libraries). Alternatively, you can request a copy by telephoning 0161 253 5685.

The deadline for submitting your views is midnight on 16th January 2009.

Yours faithfully,

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

ELENI IOANNIDES
EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES



BEST LARGE TOWN
North West in Bloom



INVESTOR IN PEOPLE

CURRENT CAPACITIES AND PUPIL NUMBERS

	Net Capacity	Admission Number 2008/2009	Intake 2008/09	Pupil Roll 2008/2009	Surplus places 2008/2009	% of surplus places
Broad Oak	720	144	116	580	140	19.4%
Bury Church of England	746	156	156	780	-34	0
Castlebrook	935	187	158	803	132	14.1%
Derby	940	188	177	912	28	2.8%
Elton	950	190	202	953	-3	0
Manchester Mesivta	430	55	26	162	268	62.3%
Parrenthorn	780	168	175	788	-8	0
Philips	880	176	176	870	10	1.1%
Prestwich	821	172	168	821	0	0
Radcliffe Riverside	900	180	57	498	402	44.7%
St Gabriel's	1045	209	207	1017	28	2.7%
St Monica's	1050	210	231	1114	-64	0
Tottington	982	190	192	940	42	4.3%
Woodhey	960	192	192	977	-17	0
Group Totals	12139	2417	2233	11215	924	7.6%

Data from School Census October 2008

FORECAST INTAKES, TOTAL ROLLS AND SURPLUS PLACES**Community Schools**

	<i>Net Capacity Assessment</i>	<i>Admission Number Capacity</i>	<i>2007/ 2008</i>	<i>2008/ 2009</i>	<i>2009/ 2010</i>	<i>2010/ 2011</i>	<i>2011/ 2012</i>	<i>2012/ 2013</i>	<i>2013/ 2014</i>
Intake		1727 *	1569	1613	1607	1571	1464	1490	1487
Rolls	8868	8635	8297	8142	8076	8014	7834	7745	7619
Total No. of Surplus Pupil Places			571	726	792	854	1034	1123	1249
% of surplus places			6.4%	8.2%	8.9%	9.6%	11.7%	13.7%	14.1%

Church of England

	<i>Net Capacity Assessment</i>	<i>Admission Number Capacity</i>	<i>2007/ 2008</i>	<i>2008/ 2009</i>	<i>2009/ 2010</i>	<i>2010/ 2011</i>	<i>2011/ 2012</i>	<i>2012/ 2013</i>	<i>2013/ 2014</i>
Intake		156	154	156	156	156	152	153	151
Rolls	746	775	756	780	778	778	773	773	768
Total No. of Surplus Pupil Places			0	0	0	0	0	0	0
% of surplus places			0%	0%	0%	0%	0%	0%	0%

Roman Catholic

	<i>Net Capacity Assessment</i>	<i>Admission Number Capacity</i>	<i>2007/ 2008</i>	<i>2008/ 2009</i>	<i>2009/ 2010</i>	<i>2010/ 2011</i>	<i>2011/ 2012</i>	<i>2012/ 2013</i>	<i>2013/ 2014</i>
Intake		419	426	438	432	432	389	427	434
Rolls	2095	2095	2147	2131	2159	2157	2118	2118	2113
Total No. of Surplus Pupil Places			0	0	0	0	0	0	0
% of surplus places			0%	0%	0%	0%	0%	0%	0%

Jewish

	<i>Net Capacity Assessment</i>	<i>Admission Number Capacity</i>	<i>2007/ 2008</i>	<i>2008/ 2009</i>	<i>2009/ 2010</i>	<i>2010/ 2011</i>	<i>2011/ 2012</i>	<i>2012/ 2013</i>	<i>2013/ 2014</i>
Intake		55	24	26	26	24	25	24	26
Rolls	430	275	168	162	154	126	127	125	124
Total No. of Surplus Pupil Places			262	268	276	304	303	305	306
% of surplus places			60.1%	62.3%	64.1%	70.7%	70.4%	70.9%	71.2%

Total

	<i>Net Capacity Assessment</i>	<i>Admission Number Capacity</i>	<i>2007/ 2008</i>	<i>2008/ 2009</i>	<i>2009/ 2010</i>	<i>2010/ 2011</i>	<i>2011/ 2012</i>	<i>2012/ 2013</i>	<i>2013/ 2014</i>
Intake		2357*	2173	2249	2235	2201	2057	2101	2110
Rolls	12139	11780	11368	11215	11166	11076	10852	10761	10625
Total No. of Surplus Pupil Places			771	924	973	1063	1287	1378	1514
% of surplus places			6.4%	7.6%	8.0%	9%	10.6%	11.4%	12.5%

* With effect from September 2009

FORECAST INTAKES, TOTAL ROLLS AND SURPLUS PLACES**Based on adoption of proposal – with a school of 1200 place capacity****Community Schools**

	<i>Net Capacity Assessment</i>	<i>Admission Number Capacity</i>	<i>2007/ 2008</i>	<i>2008/ 2009</i>	<i>2009/ 2010</i>	<i>2010/ 2011</i>	<i>2011/ 2012</i>	<i>2012/ 2013</i>	<i>2013/ 2014</i>
Intake		1659	1569	1613	1607	1571	1464	1490	1487
Rolls	8288	8295	8297	8142	8076	8014	7834	7745	7619
Total No. of Surplus Pupil Places						274	454	543	669
% of surplus places						3.3%	5.5%	6.56%	8.1%

Total

	<i>Net Capacity Assessment</i>	<i>Admission Number Capacity</i>	<i>2007/ 2008</i>	<i>2008/ 2009</i>	<i>2009/ 2010</i>	<i>2010/ 2011</i>	<i>2011/ 2012</i>	<i>2012/ 2013</i>	<i>2013/ 2014</i>
Intake		2289	2173	2249	2235	2201	2057	2101	2110
Rolls	11525	11445	11368	11215	11166	11076	10852	10761	10625
Total No. of Surplus Pupil Places						449	673	764	900
% of surplus places						3.9%	5.8%	6.6%	7.8%

EQUALITY IMPACT ASSESSMENT STAGE 2 – PARTIAL IMPACT ASSESSMENT

As the Initial Impact Assessment of this policy, procedure or working practice identified some gaps in evidence or an unjustified positive/negative impact, the following Partial Impact Assessment will enable a more detailed analysis of the pros and cons of the proposal, with the opportunity to canvass the views of experts or interested parties.

Report To	Executive
Title of Report	Future of Secondary Learning
Date of Meeting	28th January 2009

1. In which areas were unjustified positive/negative impact(s) identified? Please ✓

Race		Age	
Religion/Belief		Sexual Orientation	
Disability		Caring Responsibilities	
Gender incl Transgender			

2. Please describe the concerns you have about these impact(s)

The strategy and associated school organisation proposals seek to strengthen and improve the quality of educational provision for all children and young people. However, in making changes to provision, there will be a potential impact for two of the equality strands.

Disability.

Through investment in new and/or modernised buildings, significant improvements can be made to the accessibility, both to facilities and to the curriculum, for the benefit of all children and young people but particularly those with disabilities.

In respect of proposals involving The Derby High School and Radcliffe Riverside, the recommended option will see both buildings replaced with a new, fully accessible building. In the interim, until the new building is ready for occupation, the existing facilities at the two schools will remain available. Through the greater collaboration envisaged with this option, pupils with disabilities currently attending Radcliffe Riverside because of its good accessibility and facilities, should have the opportunity to remain at that school with their peers.

Race.

With a large Asian heritage community being served predominantly, but not exclusively by The Derby High School, changes to provision involving that school has the potential to adversely affect that community. The consultation process has gone to some lengths to listen to, and understand any concerns that the Asian heritage community might have about the proposals. The outcome of this consultation is reflected in the recommended options contained within the report.

3. Given the impact(s) identified, what are the risks associated with introducing/changing this policy, procedure or working practice?

It is anticipated that the measures set out, in responding to the consultation, mitigate the potential negative impact of the proposed changes to school organisation.

4. What are the benefits associated with introducing/changing this policy, procedure or working practice?

The Strategy for Change responds to demographic change across the borough, thus demonstrating that future provision meets the needs of both current and future populations, and that any capital investment is sustainable.

5. Are there any expert individuals or relevant groups or organisations who you can consult with in respect of the concerns raised? Please ✓

Yes

No

6. Details of Consultations

Please complete the following table detailing:

- names of the expert individuals, groups or organisations you have consulted;
- if this consultation was internal or external;
- when you consulted;
- how you consulted;
- what the outcome of the consultation was; and
- how these results have impacted on your policy, procedure or working practice.

Appendix Seven

Name of expert individuals, groups or organisations consulted	Internal/ External	When did you consult?	How did you consult? (i.e. what method did you use?)	What was the outcome of the consultation (i.e. what did you learn; what was the feedback on your policy, procedure or working practice?)
<p>All Bury Schools (staff, governing bodies, pupils, families of pupils)</p> <p>Bury Association of Secondary Heads</p> <p>Bury Association of Primary Heads</p> <p>Trade Unions representing staff in Bury schools</p> <p>The Children's Trust</p> <p>Manchester Diocesan Board of Education</p> <p>Salford Diocesan Schools Commission</p> <p>Bolton & Rochdale Methodist District</p> <p>The Beth Din</p> <p>Connexions</p> <p>MPs in Bury and</p>	<p>Internal and external</p>	<p>17th November 2008 – 16th January 2009</p>	<p>Letter to all parents of pupils attending mainstream schools from the Executive Director of Children's Services, signposting them to the draft Strategy for Change and associated consultation document. These were available online, or on request by telephone, mail or by personal caller to Athenaeum House.</p> <p>Letter to all other stakeholders, enclosing a copy of the draft Strategy for Change and associated consultation document.</p> <p>Letter to all parents of children attending The Derby High School from the school's Headteacher.</p> <p>Letter to all parents of children attending Radcliffe Riverside High School from the school's Headteacher.</p> <p>Letter to all parents of children attending mainstream feeder primary schools to The Derby and Radcliffe Riverside from the Executive Director of Children's Services.</p> <p>Meeting with the Governing Body of The Derby High School.</p>	<p>Concern was expressed by members of the Asian heritage community about potential changes involving The Derby High School which is seen by a significant proportion of that community as its school of choice.</p> <p>The Derby High School is held in high regard by the community and, whilst some respondents expressed a wish to maintain the status quo, many expressed support for option one, recognising that provided an opportunity to enhance provision whilst still protecting the ethos and values of The Derby School.</p> <p>Additionally, parents expressed concern about the impact on transport and travel resulting from the change of location of the school, and felt that the provision of additional school bus services would be of significant value.</p> <p>In consultation with parents of pupils, with pupils, and with staff of Radcliffe Riverside High School concern was expressed about the impact of changes involving the school, on pupils with disability. The Radcliffe Riverside (East Campus) Secondary School building is fully accessible to pupils with disabilities and respondents have suggested that any proposal that would see the closure of Radcliffe Riverside would disadvantage those pupils.</p>

Appendix Seven

neighbouring authorities
 Schools Forum
 Admissions Forum
 Governors Forum
 Local Area Partnerships
 Other neighbouring local
 authorities and other
 schools who may be
 affected by the proposals
 Learning & Skills Council

Meeting with the Governing Body of Radcliffe Riverside.
 Meeting with the staff of The Derby High School.
 Meeting with the staff of Radcliffe Riverside School.
 Consultation advice surgery held at The Derby High School.
 Consultation advice surgery held at Radcliffe Riverside High School.
 Three consultation advice surgeries held at Primary feeder schools in Bury East and Radcliffe.
 Meetings with community leaders, Bury and Radcliffe Mosques.
 Consultation advice surgeries held for Asian Heritage families.
 Consultation workshops with pupils.
 Consultation advice surgery held at East Ward Community Primary School
 Meeting with Children and Young People's Scrutiny Commission.
 Meeting with Teachers Associations and Trade Unions.

Furthermore, those pupils must have the opportunity to learn alongside their peers, and should not be required to access the curriculum any differently than their peers as a result of barriers that may exist in other school buildings, most notably at The Derby High School.
 The recommended options contained in the Executive report respond to the outcome of the consultation and seek to mitigate the potential negative impact on these groups.

SUMMARY OF STAGE 2 PARTIAL IMPACT ASSESSMENT

7. Please summarise the facts and issues, and the opinions of the consulted groups. Are there any gaps in the evidence?
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<p>The Asian heritage community have concerns about the proposals affecting The Derby High School and Radcliffe Riverside High School, most notably the potential impact on the ethos and values of The Derby HS, and the impact on transport and travel to the school when it relocates to the new site.</p>

<p>Parents of pupils with disabilities attending Radcliffe Riverside, the pupils themselves, and staff of Radcliffe Riverside are concerned about the impact of the closure of Radcliffe Riverside on pupils with disabilities, with the Radcliffe Riverside building being amongst the most accessibly across the secondary school estate. There is a concern that alternative provision for pupils with disabilities would not provide the same level of accessibility and that those pupils would therefore be disadvantaged by the proposals.</p>

8. Compare the risks and benefits of the proposal, and explain the rationale behind what you intend to do next eg. proceed with the proposal, or carry out further investigations and a Full Impact Assessment.
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<p>The proposed option meets the most clearly expressed preference by members of the Asian heritage community whilst also acknowledging concerns about the impact on travel and transport, and recommending measures to address these concerns.</p>

<p>The proposed option also seeks to ensure that, for those pupils who have a disability and have chosen to attend Radcliffe Riverside High School because of its accessibility, should have the option of remaining at that school and continue to be taught with their peers.</p>

<p>Overall, the strategy and associated school organisation proposals seek to strengthen the provision available for all current and future learners, meeting the needs of each and every community, and ensuring investment in new and modernised buildings, improving access to facilities and the curriculum by all learners..</p>

9. Please list clearly what monitoring arrangements have been put in place to monitor the impact of the policy.

<p>The Strategy is intended to provide a long-term framework within which secondary schools will develop. Pupil numbers are subject to annual review and will inform future iterations of the strategy.</p>

<p>As part of this annual review, the pupil numbers are analysed to identify demographic change, included within which is detailed monitoring of pupil numbers broken down by Race.</p>

10. As a result of this Stage 2 Assessment, is a Stage 3 Full Impact Assessment required?

Yes

No

11. What date will the Stage 2 or Stage 3 Impact Assessment be completed by?

12. Are the findings of the Partial Impact Assessment included in the main body of your report, and a copy of the EIA attached to the report for submission?

Yes

13. Has this Partial Impact Assessment been sent to Corporate HR to be uploaded to web (equality@bury.gov.uk)?

Yes

This Partial Impact Assessment has been completed to the best of our knowledge

Details of Officer Completing Stage 2 Partial Impact Assessment

Name:	Paul Cooke
Post Title	Head of School Organisation
Department/Section	Children's Services
Contact Number	0161 253 5674
Signature:	
Date	20 th January 2009

Details of Departmental Equalities Representative

Name:	Elizabeth Trayford
Post Title	Planning & Research Officer
Department/Section	Children's Services
Contact Number	0161 253 5658
Signature:	
Date	20 th January 2009

