

# APPENDIX 5

## Appendix 5

Written Responses to the Isle of Wight Secondary (11-16) and Post 16 A-Level Education Consultation.

On behalf of:

- 1 Academies Enterprise Trust
- 2 Newport parish Council
- 3 Councillors Priest, Gilbey and Blezzard
- 4 Island Innovation Trust and governing bodies of Medina and Carisbrooke colleges
- 5 Platform One College of Music
- 6 Southern Vectis
- 7 Catholic Diocese of Portsmouth
- 8 Isle of Wight College governing board
- 9 Portsmouth Church of England Diocese
- 10 Member of public
- 11 Isle of Wight Council's planning department
- 12 National Union of Teachers
- 13 Member of public
- 14 Cowes Enterprise College



**Academies  
Enterprise Trust**  
To make our best better

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IC/kr

24 April 2015

Secondary (11-16) and Post-16 A-level Education Consultation  
Isle of Wight Council  
County Hall  
High Street  
Newport  
Isle of Wight  
PO30 1UD

Dear Sirs

**Isle of Wight Secondary (11-16) and Post-16 A-level Education Consultation**

We write in response to the consultation above and as proprietor of Ryde Academy and Sandown Bay Academy.

**We welcome and support your proposals for 11-16 provision as set out in Options 1 and 2 of the consultation document.** The capital investment that has been secured for our academies will facilitate these proposals. We will work with the Education Funding Agency (EFA) to ensure that the significant investment in a new building for Ryde Academy provides exceptional facilities for the young people of Ryde in our care and at an increased capacity of 1500 at 11-16, if this is the agreed outcome. Similarly, we will ensure that the funds available for the refurbishment of Sandown Bay Academy are directed towards those areas most in need and allow the accommodation on the site to be rationalised to best serve the proposed reduction in capacity to 1200 at 11-16.

**With regard to the proposals for Post-16 A-level provision, we ask that you consider our original education vision for Ryde and Sandown Bay Academies** as presented to the Council in May 2012. This vision identified the need for 350 Post-16 places across the two academies, which in turn supports our aim to offer a broad curriculum that is developed co-operatively and locally involving other schools, the Isle of Wight College and other providers. By working together in this way:

- we can offer a **significantly broader curriculum** than each institution, particularly the schools, could provide individually
- a **greater number of courses and more subject combinations** are available to our students and there is a wider range of routes for progression
- **highly valued courses**, such as general certificate of education advanced level (GCE A level) modern languages and music, can be protected

- we **can reduce unnecessary duplication** of provision in an area, and clarify the choices open to our students post-16
- there is **increased stability in planning** the provision because of the larger numbers of students
- students will receive **more balanced and comprehensive information** about courses and progression routes
- we **will provide a bridge** between school and further/higher education, as students gain confidence and experience of moving between different sites and adjusting to different environments and styles of teaching
- **opportunities are created for staff** to teach advanced level work in a wide range of subjects
- joint working provides **professional development for staff**
- joint production of teaching materials and shared use of teaching resources lead to **greater efficiency**
- **students benefit** from a wider range of social contacts.

Critical to this outcome is a commitment to include Post-16 accommodation at Ryde Academy as part of the Priority Schools Building Programme.

We would welcome the opportunity to develop this option in conjunction with the wider proposals that form the basis of the consultation.

Yours faithfully

*Group Chief Executive*

cc (email only): [regional.director@acemts-trust.co.uk](mailto:regional.director@acemts-trust.co.uk) - Regional Director, Academies Enterprise Trust  
[head@ryde.acemts-trust.co.uk](mailto:head@ryde.acemts-trust.co.uk) - Sandown Bay Academy

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**From:**  
**Sent:** 28 April 2015 13:48  
**To:** Holt, Chris  
**Subject:** FW: Secondary (11-16) and Post 16 A-Level Education Consultation 2015

**From:**  
**Sent:** 23 March 2015 12:31  
**To:** [consult@iow.gov.uk](mailto:consult@iow.gov.uk)  
**Subject:** Secondary (11-16) and Post 16 A-Level Education Consultation 2015

Hello,

Newport PC discussed the consultation at their meeting on 9th March.

While they did not wish to register support any of the options listed, they wished to register their support for retaining Medina College as a 9 form entry school on the existing site.

**Clerk and Responsible Financial Officer**  
**Newport Parish Council**

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**From:**  
**Sent:** 01 June 2015 13:25  
**To:**  
**Subject:** FW: Consultation on IW Secondary (11-16) and Post-16 A Level Education

Dear Colleagues

Please see attached comments on the proposals contained within the consultation document:

#### Drafting of Proposals

We expressed concerns, at that time and through the scrutiny process, regarding the timing of the consultation, the content of the original papers being flawed, and the lack of engagement with stakeholders prior to the publication of the proposals - the consequence being to damage the progress made since 2013, and undermine the 'bridge-building' that had been achieved since the re-organisation of schools on the Island, and that lessons had not been fully learnt from that re-organisation.

The decisions made during the previous re-organisation, have created a context (Free School, Academies, et al) which constrains the ability of the Local Authority to directly implement decisions it may wish to make, and, in fact, had the schools wished to go forward in the way contained in the proposals they could have (eg Carisbrooke could merge with Medina if the Governing Bodies thought this in the best interest of the students, and Christ the King could close its 6th Form).

The proposals, in themselves, could undermine the viability of those schools specifically identified, could impact on the recruitment of teachers and other staff to those schools identified, which in turn could impact on the learning of students: the proposals do not contain any financial information, any commentary on the recruitment of school leaders (NB the Turnover of Headteachers in Island Secondary Schools during the past 2 years), and the risks to the significant progress made in Secondary Schools since 2013 (nb the recent OFSTED Report on Carisbrooke is to be welcomed and the progress made could be compromised as a consequence of these proposals).

#### Background

The priorities for securing Education Improvement on the Isle were contained in the Strategy Paper approved by IWC Cabinet on 9th January 2014, a paper endorsed by OFSTED in its letter of 1st July 2014 - the 'Areas for Improvement' did not contain any reference to surplus places or how any of the proposals in the consultation paper would lead to the raising of standards, improving attainment or increasing attendance.

In fact, the 'Education Attainment on the Isle of Wight 2014 - Results and Priorities' Paper presented to the Executive on 13th January 2015 did not give any priority to addressing 'surplus places' as critical to improving Educational Attainment.

The issue of 'Surplus Places' on the Island extends beyond Secondary Schools, including Primary Schools where the financial implications (in addition to the Free School Meals initiative, increase in

NI contributions, Teacher Pay Thresholds, etc) are equally of concern, and a more comprehensive and considered way forward justified.

NB The complexity of 'School Places' varies across the Island, with West Wight facing a 'surplus', whereas Sandown is facing a potential lack of capacity: with IWC having to make a significant capital investment in East Cowes to address under-capacity in 2014 and beyond.

As a result of the lessons learnt from the previous re-organisation - itself the reason why many councillors stood for office in 2013 - and the consequent complexity of Island School structures we have consistently supported a more inclusive approach to the development of education provision on the Island, facilitating improved links between primary and secondary sectors, with an incremental approach to addressing the issues of 'places' within the context of how that would raise standards, improve attainment or increase attendance.

### Specific Proposals

As highlighted above, none of the proposals clearly articulates how standards will be raised, attainment improved or attendance increased as a result of the proposals.

The 'Numbers on Roll' contained within the consultation reflect the consequence of post-reorganisation OFSTED reports and academic results, and the response of parents to the situation that was created - this may also impact on parental engagement in the consultation process, given previous experience and commitments made during the 2013 election.

Comparisons between schools are not easy to evaluate, the Free School and Studio have little academic data to compare with the other Secondary Schools, and similarly in respect of 'Numbers on Roll' and the viability of each school.

The inclusion of actual and potential capital investment in Island Schools, whilst welcome, may become a distraction (nb the Cowes Enterprise College experience) and the bids that have gone forward must have been based on 'what is' and not 'what may be': any decision should be based on the impact any change will have on standards, attainment and attendance.

Creation of a 'sixth-form' will have an impact of the leadership and staff recruitment plans of all secondary schools, will in turn impact on the total number of school places at each location, and the infrastructure (transport, specialist facilities, et al) needed to support such a development.

NB The Report does not contain any details of governance arrangements to support the 'sixth form' options, employment structures for staff, potential enhanced curriculum and learning provision for students, the extended curriculum offer, or how schools can opt out (eg Academies, Christ the King) without the permission of the local authority.

### Conclusion

We are concerned that the manner in which these proposals have been published can undermine the progress that has been made since OFSTED 2013, and the proposals do not articulate any link with raising standards, improving attainment or increasing attendance - the priorities that were agreed in 2014, endorsed by the Full Council and Ofsted in 2014.

Whilst we cannot put back the clock, what is needed is meaningful engagement with all stakeholders and a considered approach to the long-term vision for education provision on the Island - building on the Education Improvement Strategy of 2014 which is already achieving the outcomes contained within it.

If the issue of surplus places is to be addressed, it needs to be considered from 0-19, needs to fully acknowledge the complexity of the 'market place' that was created post-reorganisation, and take account of the geographical diversity of the Island.

The partnership with Hampshire has secured major gains, and securing the most effective long-term educational structure for Island students underpins the whole community: consequently, we recommend an incremental approach is taken, with greater engagement area by area.

Had a different process been adopted from the start, much of what has happened could have been avoided, and a more effective outcome achieved.

Submitted by Cllrs B Blezzard, J Gilbey and R Priest

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**Carisbrooke College**  
ASPIRE AND ACHIEVE



**Medina College**  
ASPIRE AND ACHIEVE

## **Consultation Response on behalf of the Island Innovation Trust and the Governing Body for Carisbrooke College and Medina College**

### **Meeting today's needs**

We believe that our school communities are best served at this time by maintaining the hard Federation of Carisbrooke and Medina Colleges at their current locations with all post-16 provision remaining at the Nodehill site.

Our response is based upon three critical elements:

1. We have listened to the views of parents and students
2. We recognise the absolute need to avoid the mistakes of the past reorganisation resulting in significant disruption to the Islands education system
3. Recognising that stability underpins our clear focus on continuing to improve both the quality of teaching and levels of children's achievement

The Trust and Governing Body have fully considered the consultations options carefully and we believe we have a financially sustainable future without the need for a merger of the two Colleges on a single site

### **Improving education outcomes**

Both Carisbrooke and Medina College have recently undergone OfSTED inspections and both reports confirmed the impact and appropriateness of the school improvement strategies as well as confirming the confidence they have in the leadership teams to continue to drive improvements towards them becoming high-quality education providers in the near future.

### **Maintaining public confidence in the locations.**

The Island community is still recovering from the lack of confidence resulting from the school reorganisation in 2011. All but one of the new secondary schools created as a result of the reorganisation soon went into Special Measures and that is not lost on the community. School leaders confirm that the legacy of the reorganisation is still deeply felt in their school amongst staff and especially in families and children who went through the heart of the change and that generation is still in our schools. Another 'reorganisation' through any merger at this time would undermine the progress made in both Medina and Carisbrooke in improving outcomes for children and in rebuilding confidence in families, staff and the wider community including local businesses.

There is a long history and deep affection for the institutions of Carisbrooke and Medina. This has been passionately and strongly expressed at the public consultation meetings as too has the feeling that parents were not listened to



during the last consultation. Councillor Bacon himself promised this would not be repeated and our community have made it very clear that they want Carisbrooke and Medina to remain as separate Colleges.

The locations of both sites serve existing and established 'catchment' areas well served by both public and school service bus routes. Both are located with large 'walk in' populations and responses at the public consultations confirmed that the communities are happy with those arrangements. Accurate observations were also made about the 'as the crow flies' calculations made in the documentation not reflecting the reality of transport networks on the island.

Nodehill is a popular and practical location for post-16 education. Increasing costs means that its location next to the bus station makes it an ideal location in terms of access without the need for two bus journeys, car sharing and even traveling with parents or neighbours who work in Newport. This will be more important with the changes in transport which will commence in September 2015.

### **Supporting the Island Sixth Form Centre concept**

The VI Form Campus is a success. It currently has over 500 students on roll and delivers both the breadth of subjects which is the envy of most schools as well as the increasing quality confirmed by OfSTED. More than half of the intake are from schools other than the 'home' Colleges and through shared staffing the Colleges are able to deploy the best teaching staff now, not tomorrow who otherwise may not choose to stay on the Island to teach A Level. We support the concept as outlined in the consultation document of a large post – 16 provider focusing on academic A Levels and would suggest that we have that already, however we would seek to secure a formal and long term lease on the Nodehill site to continue to develop this provision. We have also begun discussions with the Principal of the Isle of Wight College as to how we can further develop co-ordinated provision for post-16 students across the whole Island

## **Meeting tomorrow's needs**

We recognise the once in a lifetime opportunity that the PSPB funding for a 'new build' on the current Carisbrooke site. We are excited about the potential to provide the best possible facilities to support outstanding education provision both in the very near future and for future generations of young people. Additionally, the University of Portsmouth has a strategic commitment to provide ladders of opportunity for people on the Isle of Wight and elsewhere in the region to take part in higher education. As part of this commitment the University, a Trust partner, is keen to explore the potential for a higher education presence with the Island Innovation Trust.

As a federation we are currently in a restructuring process that could support a range of potential future options and configurations and effectively respond to the changes in demographic trends, national funding settlements and the inevitable changes in school popularity that will occur as current improvement strategies become increasingly embedded and effective. We would welcome the opportunity for further discussions with Councillors and Hampshire County Council Officers.

This response has the support of our two Headteachers.

Chair

Island Innovation Trust

Chair

Governing Body for Carisbrooke and Medina College



# Isle of Wight Council

Post-16 Consultation (April 2015)

Platform One College of Music is a not for profits, independent provider of high quality contemporary music education. Since opening in 1999 (sixteen years ago), Platform One has gone from strength to strength, consistently delivering FE results that are significantly above national benchmarks and with the majority of learners progressing to their first choice universities.

Platform One also works in partnership with the University of Chichester, running a full time undergraduate programme. This exciting degree offers excellent progression routes for learners both on and off the Island. Platform One is currently attracting learners from across the United Kingdom, Europe and South Africa.

The unique model that Platform One has provided to the Island's post-16 education offer clearly demonstrates that young people do have ambition, drive and the aspiration to progress to higher education and into meaningful employment.

Many Platform One graduates have settled on the Island, contributing to the economic and cultural well being of their community.

Platform One has always aimed to be strategic in its approach towards post-16 education, valuing the work of other providers and deliberately avoiding duplication. Unfortunately, it is clearly evident that many aspects of the current system do not offer best value and the right opportunities for young people across the Island.

Our specialist team is committed to providing high quality and innovative education for young people and as part of this consultation we strongly believe that the work of Platform One should be considered in any restructuring of post-16 education. Platform One is determined to be part of the debate and enthusiastic about being part of the solution.

With regards to the outcome of the consultation, Platform One believes that the rationalisation of the current sixth-form offer is essential in order to eliminate the barriers to student achievement that have become apparent over the past few years:

- The current excess of providers competing for post-16 students has meant that the curriculum offer has become watered down - there are simply not enough learners to sustain all of the programmes on offer.
- The curriculum offer is often limited and under developed due to resource constraints, including teaching staff, appropriate specialist facilities and timetabling issues.
- Many learners and parents are confused by the legal requirements to stay in education post-16.

- Many learners and parents select post-16 education options based on travel costs.
- Post-16 learners are actively encouraged to stay in their local sixth-form, often for the wrong reasons - financial as opposed to in the best interest of the learner.
- There is much foul play between providers in order to keep learners on role in the sixth-forms. This is not moral and is totally unacceptable if the best interests of learners are to be considered.
- As an independent provider, Platform One enrolls many learners who drop out of the sixth-form, often because they were studying on an unsuitable programme in the first place. Platform One is then hit with a reduction in funding as the learner moves into their third (and in some cases fourth) year of post-16 education.
- Specialist facilities needed to deliver high quality specialist provision are diluted and duplicated across multiple providers - this is also an ineffective use of public funding.
- A co-ordinated and strategic approach to higher education is needed across Island based providers. There is great potential and necessity to develop higher education on the Island.
- Many young people who consider higher education do not go through with the application process due to the expense of getting to the interviews.

## **The Future**

Platform One to develop and establish a brand new post-16 centre focused on the development of the cultural and creative industries i.e. a dedicated 'Creative and Cultural Industries Hub'.

This 'Hub' facility would work closely with all sixth-form provision in order to provide industry relevant and innovative educational experiences that lead to higher education and employment opportunities.

Platform One would work in partnership with sixth-form providers, in order to develop and deliver a specialist, Island wide curriculum offer.

Platform One to take a lead role in the development of higher education and postgraduate programmes on the Island, working with established partners from reputable universities.

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the island's buses

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9am - 5pm Mondays to Fridays

islandbuses.info

**Response from Southern Vectis to the consultation on Isle of Wight Secondary and Post-16 A-level Education**

30<sup>th</sup> April 2015,

Dear Sir / Madam,

I am writing on behalf of Southern Vectis, the islands primary bus operator, in regard to the consultation on changes to the education provision.

This response is intended to inform the decision makers over the practicalities of each proposal in respect of public transport provision and potential unintended consequences of each proposal on public transport.

The Isle of Wight is served by a network of bus routes linking all conurbations of significant size with most routes operating on at least 30 minute frequencies from early until late, seven days per week. The Isle of Wight is one of the few local authorities where bus usage has increased year on year in recent years and at times leads to occasions where demand exceeds capacity and has lead to additional investment in capacity.

Southern Vectis is currently contracted by the Isle of Wight Council to provide dedicated home to school transport through a network of bus routes utilising a dedicated fleet of vehicles. The network of schools services are reviewed at the beginning of each academic year and adjusted to match changes in demand.

Below is our response to each of the options as laid out in the consultation document dated February 2015:

**Secondary Education 11-16**

**Option 1:**

We do not foresee this option having a significant effect on public transport provision. All the existing sites are served by a nearby public bus service running at a frequency of at least 30 minutes or more frequent throughout the school day. Any reductions in school sizes are unlikely to have a significant adverse impact on the public bus network. The contracted school bus services would be adjusted as per the current process of review at the beginning of each academic year.

### **Option 2:**

A merger of Medina and Carisbrooke Schools will have a significant impact on the public transport provision depending on the site chosen. Currently many students travel to and from both sites using the public transport network.

Medina school has six buses per hour to/from Newport town centre, three per hour to/from Ryde and three per hour to/from Whippingham and East Cowes.

Carisbrooke College has two buses per hour to/from Newport town centre and two buses per hour to/from Newport, Yarmouth and West Wight from a bus stop a short walk away.

The Medina school site is considered well connected by public transport and bus provision has some capacity for additional passenger journeys should the school site expand. The Carisbrooke College site is considered to be less well served by public transport with limited additional capacity for additional passenger journeys should the school site expand.

### **Post 16 A-level Education**

#### **Option A:**

All the current post-16 education providers have public transport provision passing within walking distance from their sites. We do identify significant changes in traffic flows each September depending on courses offered and respective popularity of each education provider and we do try to adjust our service provision to match demand where possible.

#### **Option B:**

Concentrating A-level provision for up to 1,500 students on one site would have significant impact on public transport provision. There is not one location that we currently serve where the public transport network could cope with the significant influx of students, especially around the morning peak.

Should this option be selected we would need to work with education providers at a very early stage to review our network of services and adjust supply accordingly. This could have unintended consequences for the rest of the network whilst resources are switched to serve the new site creating an adverse impact on other bus users who share the public transport network to access work, other education establishments, retail, etc.

#### **Option C:**

Our response is much the same as option B although the effect on the public transport network would be slightly mitigated by the retention of one sixth form at a current site.

We would still look to work with education providers at a very early stage to review our network to suit the revised travel patterns of students and this may have unintended consequences on other bus users as resources on our network are reallocated.

**Option D:**

Again our response follows on from the response to option C although the effects of the new sixth form college would be mitigated by retaining two existing sites.

We would need to work with education providers to review our network and this again may lead to unintended consequences as resources are reallocated.

**Additional information:**

The public bus network provides journey opportunities for a whole range of customers. Those using buses to access 11-16 and post-16 education make up a significant proportion of bus journeys made during the morning peak period.

We currently discount student travel by 50% over the price of our adult fares for bus travel. From September 2015 our public bus network will be provided entirely commercially, that is the revenue received from journeys made must cover the full operating costs of providing the comprehensive service.

The 50% discount of bus fares given to students can undermine the commercial viability of any bus services provided either wholly or largely for the use of students. Therefore bus service provision to any new education site would need to be as part of the wider bus network and not exclusively for students in order to be commercially viable.

The separate reduction in funding of network term tickets for 16-18 year olds attending education by Isle of Wight council has lead to Southern Vectis to commence a review of pricing of our young person's ticketing arrangements. This review has not yet concluded. We would need to incorporate any prospective changes in demand from students because of consolidating locations of education provision in that review.

Should you require any more information then please do not hesitate to contact me.

Yours sincerely,

General Manager



30 April 2015

## RESPONSE TO ISLE OF WIGHT CONSULTATION ON SECONDARY (11-16) AND POST-16 A-LEVEL EDUCATION

### Post-16 A-level education

The Portsmouth Church of England Diocese expect and support the College continuing as an 11-18 school retaining its sixth form provision. The Diocese along with the Trustees of the Catholic Diocese of Portsmouth supported the establishment of the College as an 11-18+ school for students of the Church of England and Catholic denominations and for those who wished for an education in a Christian environment. The Isle of Wight Council supported the proposals and in 2009 agreed the establishment of the College for students aged 11-18+ years.

The Diocese recognising that available resources need to be deployed efficiently, strongly believe that a diverse range of post-16 provision is necessary to meet the individual needs of pupils. Provision that best meet the individual needs of students is of paramount importance if each is to fulfil his /her potential and consequently contribute to the overall raising of standards across the island. Students vary in their level of maturity and independence and one type of provision will not be suitable for all. Not all students will be ready for a post-16 college environment. Choice is essential.

Collaboration is a key factor in raising standards. It provides the opportunity for a greater range of opportunities for individual students in a cost effective way. Collaboration allows for students to belong to an institution with its particular environment and ethos which best meets their individual needs whilst at same time providing the opportunity to take up a minority subject outside of their home institution if they wish. It could be argued that one centre is the most cost effective way of providing the full range of subjects and teacher expertise – that would be neat and tidy. However,



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the needs of the individual should come first if excellence is to be achieved. A balance needs to be struck.

Teachers are key in raising standards. Their individual needs and professional development opportunities need to be considered. Creating one sixth form centre creates a divide and continuity becomes an issue not only for the teacher but for pupils also. Continuity is of the essence. The issues associated with pupil transfer from one phase to another have been well recorded in primary to secondary school transfer.

Portsmouth Church of England Diocese would support a range of provision which could include a sixth form centre, the Isle of Wight College with some secondary schools retaining their sixth form.

### **Secondary education 11-16**

As stated earlier in this response, the Church of England and Catholic dioceses supported the establishment of the College as an 11-18+ joint school for students of the Church of England and Catholic denominations and for those who wished for an education in a Christian environment. It is of concern that, as statutory partners in education, neither the Church of England or Catholic diocese has been consulted about the options for Christ the King College as set out in the consultation paper.

The College, an 8 forms of entry school, with an admission number of 240 is sited on land owned by the dioceses. The trustees of both dioceses expect to be fully involved in discussions with the Council and the Education Funding Agency concerning Christ the King College. Such discussions have been distinctly lacking. Both the Council and the Education Funding Agency are reminded that they will require the approval of the trustees of both the Church of England and Catholic dioceses for any proposal to enlarge the College permanently in respect of the provision for the 11-16 age range by varying the admission number including the need for increasing the net capacity through physical expansion.

Diocesan Director of Education  
Portsmouth Diocese



Programme Manager  
 Hampshire County Council  
 Children's Services Department  
 3<sup>rd</sup> Floor, Elizabeth II Court North  
 The Castle  
 Winchester SO23 8UG

28 April 2015

Dear . . .

**Re: Consultation on the future of Secondary (11-16) and Post-16 A-level Education on the Isle of Wight**

I am writing on behalf of the board of governors of the Isle of Wight College (the 'College') in response to the local authority consultation, 'Isle of Wight Secondary (11-16) and Post-16 A-level Education'. My fellow governors and I have carefully considered the points set out in the consultation paper and have attended the public meeting held at the College on Tuesday 24 March. The College has a strong tradition of providing high quality education and training to the island community and has maintained its 'Outstanding' status as awarded by Ofsted in 2007. The college believes it is well placed to have a significant involvement in the future of post-16 education, including A-levels. Therefore, I have set out below the thoughts of the College Board and hope that these are carefully considered and taken into account as part of the consultation process.

We recognise the need for change and accordingly welcome the consultation process as a means of enabling this to happen. We strongly believe that doing nothing is no longer an option. For too long standards have been allowed to fall behind those elsewhere, limiting the opportunities and life chances for young people on the island. The current system is not financially viable nor is it delivering effective education with positive outcomes for the majority of A-level students. The consultation document clearly sets out the over provision of A-level education on the island and we agree that a smaller number of larger providers would be in the best interest of learners. One or two A-level centres would provide the economies of scale to enable them to offer the highest quality learning experience for students.

It is also very important to note that the success of any future model for the delivery of A-levels must be underpinned by young people being able to access high quality, independent information, advice and guidance. Too often, young people are not given the support they deserve in order to make informed choices of what, and where, to study post 16; this leads to many having to 'start again' at age 17, a fact clearly illustrated in the data contained in the consultation documentation.

**Summary of the governors' response:**

- Option A: Retain the current pattern of sixth form provision  
 The College governors consider this to be neither an educationally nor a financially viable option.

- Option B: Establish a new sixth form college to replace the current sixth form provision at the six island secondary schools and the A-level provision at the Isle of Wight College  
**The College governors could support this option should the College either be invited to take a lead on the proposal or play a central role within a partnership to establish a new sixth form college in Newport.**
- Option C: Establish a new sixth form college to replace the current sixth form provision at 5 out of the 6 island secondary schools and the A-level provision at the Isle of Wight College  
**The College governors could support this option should the College either be invited to take a lead on the proposal or play a central role within a partnership to establish a new sixth form college in Newport. If another centre is established, there should be strategic linkages between them to ensure a coherent approach.**
- Option D: Establish a new sixth form college to replace the current sixth form provision at 4 out of the 6 island secondary schools and the A-level provision at the Isle of Wight College  
**The College governors could support this option should the College either be invited to take a lead on the proposal or play a central role within a partnership to establish a new sixth form college in Newport. If another centre is established there should be strategic linkages between them to ensure a coherent approach. Options B or C would be preferable as economies of scale begin to disappear once more than two centres are operating.**
- Option E: Alternative proposals  
**The College's strongly preferred, alternative proposal is the introduction of a tertiary model of education on the island, with secondary schools offering key stage 3 and 4; the College and independent providers offering a range of vocational provision, and a single central sixth form college, led by the Isle of Wight College, based in Newport offering A-level provision with a potential second centre in a suitable geographical location. This model offers choice for learners; provides the most cost effective solution; is the most likely to raise educational standards quickly and will deliver stability and the capacity to implement changes in the 16-19 curriculum into the future. 11-16 schools would then be able to concentrate their resources and focus their efforts on improving GCSE results for island students.**

We believe a central Newport sixth form, in which the College plays a significant lead or partnership role, would offer the following benefits to learners:

- A large range of AS/A levels available to increase learner choice.
- Ability to recruit, retain and support high quality specialist teaching staff across a broad range of subjects, for example, maths.
- The ability to study a range of academic and vocational subjects, which allow learners to experience a more dynamic learning environment and offers flexibility and choice.
- The ability to continue minority subjects which will then be sustainable due to efficiency and economies of scale.
- Increased range of work experience and progression opportunities through the college links with over 800 businesses.
- Independent initial advice and guidance to identify the correct programme of study.
- State of the art learning environment with access to an excellent ICT infrastructure to support learning.

- High progression rates to university and excellent value added.
- Increased range of access to higher education opportunities both on and off island.
- An established, experienced, island based senior team offering stability, reliability and high quality leadership and management.

The College prides itself on delivering high quality teaching and learning enabling learners to meet their ambitions to progress into work or further study. This is also true of students studying A-levels at the College. I share with you a small sample of the success of our A-level students below:

- 84% of A2 students achieved at least 3 A\*-E grades in 2013-14 (87% in the previous year) compared to a national benchmark of 77.9% and 66.9% on the island.
- Alps value added grades for both AS and A2 students over the last 5 years have been either Grade 3 (excellent) or Grade 4 (very good) and have never fallen below this standard.
- Of the students who left in July 2014: 83% were offered university places; 5% went into employment; 1% came back to study at college on FE programme; 3% returned to a college HE programme; 8% went onto an apprenticeship.
- In 2013-14, A2 success were 97.2% or 3% above the general further education (GFE) national average. AS success rates were 2% above national average for GFE colleges.

Given the above, the Isle of Wight College governors would like to express their disappointment that the consultation documentation often represented the College in an unnecessarily negative light:

1. The consultation document does not fully represent that the College is providing very positive A-level outcomes, with very good progression data, value added scores and success rates. These are lost in the overall presentation of the data.
2. Data in the DfE tables has been wrongly interpreted in places, for example, on page 5 College progression data is reported as being 10% in 2011, whereas the tables actually say it was 59%.
3. Option C and D of the consultation document specifically refer to the A-level provision at the Isle of Wight College, implying it will close while others may remain open.

At the College we always strive to be responsive to the needs of the island community which we serve. In 2006 the College, supported by the Learning and Skills Council (LSC) and the local authority, engaged in a detailed planning and consultation process to consolidate island post-16 education at the College by providing the capital funding to establish a new sixth form centre. Unfortunately the national capital building programme ran out of funds which meant that the major (£83m) new campus incorporating a sixth form could not go ahead. However the governors agreed to fulfil their commitment to launching a sixth form by investing in a £5m new build. My fellow governors and I feel strongly that this commitment, which has been successfully fulfilled, now needs to be recognised by ensuring the College's involvement in any future plans for the delivery of A-levels on the island.

More recently the college has been successful in securing financial support for three exciting new builds:

- STEM (science, technology, engineering and maths) funded with support from the Skills Funding Agency
- SLDD (students with learning difficulties and disabilities) funded with support from the Education Funding Agency

- Centre for Excellence in Composites, Marine and Advanced Manufacturing in partnership with GKN Aerospace and funded with support from the Solent Local Enterprise Partnership.

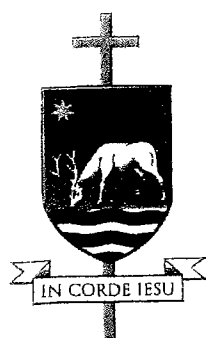
These projects enable the College to support local authority plans and to meet national, regional and local strategic priorities which will benefit the island economy significantly and improve both learning and employment opportunities for young people and adults now and into the future. It would be a lost opportunity and potentially wasteful of public funds if these new facilities were ignored in developing the plan for the island.

I hope the position I have set out in this letter is clear but if you have any queries please do not hesitate to contact me via the Principal's office at the College. I look forward to reading the outcome of the consultation and offering the College's continuing support to help the people of the island achieve their learning goals.

Yours sincerely



**Chair of Governors**



*Diocese of Portsmouth*

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30 April 2015

### RESPONSE TO ISLE OF WIGHT CONSULTATION ON SECONDARY (11-16) AND POST-16 A-LEVEL EDUCATION

#### Post-16 A-level education

The trustees of the Catholic Diocese of Portsmouth expect and support the College continuing as an 11-18 school retaining its sixth form provision. The Trustees along with the Trustees of the Church of England Diocese of Portsmouth supported the establishment of the College as an 11-18+ school for students of the Catholic and Church of England denominations and for those who wished for an education in a Christian environment. The Isle of Wight Council supported the proposals and in 2009 agreed the establishment of the College for students aged 11-18+ years.

Trustees, recognising that available resources need to be deployed efficiently, strongly believe that a diverse range of post-16 provision is necessary to meet the individual needs of pupils. Provision that best meet the individual needs of students is of paramount importance if each is to fulfil his /her potential and consequently contribute to the overall raising of standards across the island. Students vary in their level of maturity and independence and one type of provision will not be suitable for all. Not all students will be ready for a post-16 college environment although a number will. Choice is essential.

Collaboration is a key factor in raising standards. It provides the opportunity for a greater range of opportunities for individual students in a cost effective way. Collaboration allows for students to belong to an institution with its particular environment and ethos which best meets their individual needs whilst at same time providing the opportunity to take up a minority subject outside of their home institution if they wish. It can be argued that one centre is the most cost effective way of providing the full range of subjects and teacher expertise – that would be neat and tidy. However, the needs of the individual should come first if excellence is to be achieved. A balance needs to be struck.

Teachers are key in raising standards. Their individual needs and professional development opportunities need to be considered. Creating one sixth form centre creates a divide and continuity becomes an issue not only for the teacher but for pupils also. Continuity is of the essence. The issues associated with pupil transfer from one phase to another have been well recorded in primary to secondary school transfer.

Trustees would support a range of provision which could include a sixth form centre, the Isle of Wight College with some secondary schools retaining their sixth form.

### **Secondary education 11-16**

As stated earlier in this response, the Trustees of both the Catholic and Church of England dioceses supported the establishment of the College as an 11-18+ joint school for students of the Catholic and Church of England denominations and for those who wished for an education in a Christian environment. It is of concern to the trustees that, as statutory partners in education, neither the Catholic diocese nor Church of England diocese has been consulted about the options for Christ the King College as set out in the consultation paper.

The College, an 8 forms of entry school, with an admission number of 240 is sited on land owned by the dioceses. The trustees of both dioceses expect to be fully involved in discussions with the Council and the Education Funding Agency concerning Christ the King College. Such discussions have been distinctly lacking. Both the Council and the Education Funding Agency are reminded that they will require the approval of the trustees of both the Catholic and Church of England dioceses for any proposal to enlarge the College permanently in respect of the provision for the 11-16 age range by varying the admission number including the need for increasing the net capacity through physical expansion.

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Interim Director of Schools  
Catholic Diocese of Portsmouth

## **Consultation Response:**

### **Executive Summary:**

The consultation material published is perceived insufficient to form a considered opinion on the matter being consulted upon. In particular the lack of clarity over any constraints associated with the PSBP rounds' 'awards', the lack of clarity over possible transition arrangements, and capacity assessments, make it difficult for a respondent to weight the options being suggested. Systemic flaws in forecasting methodology do not give confidence in the assessments presented. The focus of the consultation does appear to be weighted towards the desire to have PSBP funding to manage, rather than enhancing educational outcomes. In particular, the relationship between the two consultation aspects, 11-16 and post-16, is not made clear, especially the funding options for post-16 reorganisation. Regrettably the large quantity of data and arithmetic errors further confuse the consultation exercise.

### **Introduction:**

This response is based upon consultation material published, presentations given, responses to clarifications sought (see annex), and independent research, together with experience and knowledge obtained from the previous IW school reorganisation.

### **Main Issues:**

- |   |                             |
|---|-----------------------------|
| 1. Insufficient Detail                                    | See Annex: including:       |
| a. PSBP constraints for awards                            | 2.7                         |
| b. Use of Nodehill building for IIT VI <sup>th</sup> form | 2.33 & 2.34                 |
| c. 'short term disruption'                                | 2.25                        |
| d. Sixth Form offer                                       | 2.36                        |
| e. Housing Growth (only App A – not used!)                | 2.48                        |
| 2. Forecasting Methodology                                | See Annex: including:       |
| a. Christ the King's intentions (10fe) + preferences      | 2.18 & 2.51                 |
| b. Totals inconsistent                                    | 2.47 & 2.53                 |
| 3. Insufficient Consideration                             | See Annex: including:       |
| a. Parental preferences (outside Newport)                 | 1.7                         |
| b. Oversubscription criteria and implications             | 1.8                         |
| c. Capacities   | 2.16                        |
| 4. Data Errors  | See Annex: including:       |
| a. Progression to University (later corrected)            | 2.10                        |
| b. Nearest school diagrams based on Carisbrooke           | 2.23                        |
| 5. Remaining clarity / accuracy / completeness issues     | See Annex: remaining issues |

### **Responses to consultation 'questions':**

#### **11-16:**

**Option 3:** Alternative Proposal: Allow IIT/governors (after their consultation with stakeholders) to propose how they wish to proceed, recognising PSBP offer. Other schools 'sized' to continue to be based on actual capacity NOT artificial PANs to support the LA's case for PSBP funds to manage.

#### **Post-16:**

**Option A:** Although there would be strong arguments for a single dedicated sixth form, it is considered that the disruption and diversion of attention to the formation and governance of a new facility would cause greater educational detriment, especially as there appears to be no funding provision. Given the size/strength of the combined IIT VI<sup>th</sup> form, it should be allowed to intrinsically grow, and other providers could gracefully cease a provision should they wish. The location by default would remain unchanged, unless an alternative site was sought by IIT, and non-revenue funding was available to facilitate

**Annex: Observation/Question (and response) Matrix**

V001 contained initial observations and questions

V002 captured further aspects, - Responses received

V003 Orange observation text added, following initial response (13/03/15).

V004 Responses appended (from email of 27/04/15)

1			
General Comments		General Comments	
1.1	Strategic Rationale	<p>It is not clear what is being consulted upon. What is trying to be achieved? What is the quantitative or qualitative measure, or threshold, that will be evaluated to decide which, if any, proposals should proceed? What are the relative weightings of:</p> <ul style="list-style-type: none"> <li>o Educational attainment improvement Key Stage 4,</li> <li>o Educational attainment improvement Key Stage 5,</li> <li>o Reduction of IWC school transport costs,</li> <li>o Reduction of other IWC revenue costs,</li> <li>o Release of School sites for capital receipt (e.g. Nodehill),</li> <li>o Improvement of school buildings under PSBP,</li> <li>o Sufficiency and geographic distribution of places,</li> <li>o Reduction in surplus places.</li> </ul> <p>Later responses e.g. 2.3 and throughout do seem driven more by the 'optimisation' of PSBP funding. Cllr Bacon is also reported referring to the consultation as "a consultation on plans to tackle surplus places in our secondary schools"  <a href="http://www.iwcp.co.uk/news/news/parents-school-closure-fears-65348.aspx">http://www.iwcp.co.uk/news/news/parents-school-closure-fears-65348.aspx</a></p>	<p>We are consulting on how best to provide the right number and geographical distribution of high quality 11-16 and post-16 school and college places to meet future need and improve outcomes for students. The key issue is the raising of standards.</p>
1.2	Consultation scope	<p>Consultees are not provided with sufficient information with which to provide an informed opinion. Based on DfE guidance it is not considered that this 'consultation' constitutes the required statutory consultation for a prescribed action, and is merely an opinion forming informal 'consultation'. (<a href="#">DfE guidance link</a>)</p> <p>Without sufficient detail provided, those to be most impacted by the change (particularly post-16 education) may not have the same understanding of the current 'challenges' as those who have (and who may be less inclined to respond, as they will be through the system)</p>	<p>This is a preliminary consultation setting out a range of possible options, the outcome of which may result in a statutory consultation being undertaken.</p>
1.3	Consultee input	<p>The relative quantitative benefits to the students, for the options, is not clear. Statements from the educational providers would be needed so that parents/students could evaluate the impact.</p> <p>Valid questions for parents/students at this stage could have included:</p> <ul style="list-style-type: none"> <li>o Willingness to travel to have a greater choice of subjects/modules/enrichment?</li> <li>o Willingness to travel to have a statistically greater expected attainment measure?</li> </ul>	<p>Consultee input is invited through input at meetings, written responses and questionnaires, one which has just been specifically designed for 11-18 year olds.</p>



## Representation to Secondary & Post-16 Education Consultation

		Observation	
1.4	Repeat of previous reorganisation concerns	Have current officers seen the report from the previous reorganisation, such that 'problems encountered' might become 'lessons learnt'? (as per email of 28/01/15)  'Awareness' is perhaps not the same as learning lessons!	Officers are aware of previous school re-organisations on the island which have served to inform this consultation process.
1.5	Primary places	Primary Surplus Places – Why are these not being looked at?	This consultation is specifically about secondary (11-16) and post-16 A-level provision.
1.6	Academisation	Jan 2014 Executive report suggested IIT schools were going down this route. Little public statement since. How far was it progressed? Interested sponsors?	I am not aware of any movement on this front.
1.7	Assumptions I	It appears to be assumed that parental preference for places is only considered for the Medina/Carisbrooke. (Option 1 text).  Other reasons may exist for preferences of non-nearest school, and this may increasingly be the case as improvement activities show benefits at different rates,	Proposed school sizes are predicated on all schools being good or better and pupils accessing their nearest school. Parental preference will inevitably change over time for a variety of reasons.
1.8	Assumptions II	It appears to be assumed that oversubscription criteria are not relevant.  These could change an adoption of other criteria such as Fair Banding, Specialism, and/or Lottery could be adopted by the Admissions Authorities, and a lack of surplus places would impact the LA in terms of transport costs, for students unable to secure a place at their closest school. (Transitionally this could be an issue with sibling criteria too.) Response does not address the issue of onward resilience/vulnerability to future transport costs. Hope next report will, as 2.26 response.	See above
1.9	Assumptions III	It appears to be assumed that there are assumptions on maximum student number growth which are not stated e.g. cessation of home schooling / private sector / mainland schooling.	Proposed school sizes will enable all island pupils to access a secondary school place.
<b>2</b>		<b>Consultation Document (as at 26/01/15)</b>	
2.1	P2 para 3	Exclusions: The Free School and Studio School are stated to be exempt from proposals. This appears incompatible with the media-reported statements that the consultation is to shape the provision for ~30 years, and incompatible with the FAQ suggestion that post-16 viability is upward of 250 to 300 students.	The places which the newly established Free School and Studio School offer have been fully incorporated into the proposals. Post-16 viability is in the context of A-level provision, the Studio School curriculum offer for post-16 students will be much broader than this.
2.2	P2 final para	To what level of detail are alternative proposals to be offered? How will a proposer know whether IWC will pursue an idea, or summarily dismiss it?	All alternative financially viable proposals designed to focus on raising educational standards will be considered.

## Representation to Secondary & Post-16 Education Consultation

2.3	P3 paras 1-3	<p>What is the rationale for wanting to adjust sizes to 'better match the future needs'? If the supply is there, and demanded, then the 'need' is satisfied. Is the desire to have a lower PAN solely to attempt to justify funding (by disguising capacity), or are you seeking to encourage providers to partially vacate premises to lower overheads on the perception that educational attainment will improve (contrary to the acknowledgement in Appendix J)?</p> <p><b>Optimise' in response: Is this 'maximise'? (Else clarify).</b></p>	<p>The proposed school sizes, as well as offering sufficient school places in the right geographical location, are designed to optimise the capital funding available through the Priority Schools building Programme.</p>
2.4	P3 paras 4-	<p>What is the rationale/calculation for 1650 A-level places (currently &lt;1200 students at Island providers)?</p> <p><b>How many students are there in "IoW College A-level provision" (Can't find in document.)</b></p>	<p>The authority has a duty to ensure there is sufficient provision to support participation by all young people, and we have modelled a sixth form with the capacity to do so. In 2014/15 16-18 funded learner places at the island's 6 secondary schools and the IoW College A-level provision totalled 1300+. There are presently 150+ post-16 students accessing provision on the mainland and in the future the Studio School will offer 150 post-16 places.</p>
2.5	P5	<p>First line is not a sentence! (Noted to have been removed in the *v2.pdf 02/02/15, but then causing poor pagination! Version of document not clear. Not marked, other than filename.)</p>	<p>Corrected in updated document identified by "Consultation Updated February 2015" at the bottom of each page.</p>
2.6	P5 para 3	<p>'Do nothing... not considered a viable option' (a.k.a. 'No change is not an option') – Is it not the case that 'No change' is the default option, and it is any deviation from 'no change' that needs to be justified? Political rhetoric? Exactly why is change vital and inevitable?</p>	<p>Change to the sizes of some schools is inevitable to ensure that the PSBP funding is optimised.</p>
2.7	P5 para 3	<p>No detail provided of what PSBP (round 1) application was, or what the offer is (and conditions attached {surplus place count?}). Reader cannot see why change is vital and inevitable?</p> <p>Still not clear. What are the PSBP details for each school? (Rejected Medina one was clarified to be plant only). E.g. is CfK size or location or cost_limit included? Others – Rebuild? Refurb? Other?</p> <p>would have seen (past tense). Please explain</p>	<p>PSBP funding is to be used to address the condition of school buildings most in need of repair or replacement. Round 1 applications for Carisbrooke, Ryde and Christ the King would have seen changes to the capacities of the schools. The present consultation may result in different changes to schools' capacities and potentially changes to some age ranges</p>

## Representation to Secondary & Post-16 Education Consultation

2.8	P5 para 3	<p>PSBP (round 1) – Justification for CtK? – Government headline for programme relates to dilapidated buildings. Is this the case for CtK, or is it to correct the unlawful LA <u>delegated decision</u> for expansion? (Decision should have been made by the Schools Adjudicator as IWC failed to decide within lawful time window, but that would have highlighted that the stated BSF funding for expansion was not agreed by Secretary of State.)</p> <p>'No knowledge...': Section 12 &amp; 13 of statutory notice (<a href="http://www.iwight.com/council/committees/cabinet/10-2-09/Paper%20C%20-%20Appendix%20B.pdf">http://www.iwight.com/council/committees/cabinet/10-2-09/Paper%20C%20-%20Appendix%20B.pdf</a>) identify £18M need, but instead of attaching the required SoS's BSF confirmation, it only referenced the BSF bid. (IWC approved on 'a wing and a prayer'? {... same lead councillor and lead officer involved as CEC building specification fiasco} )</p>	<p>PSBP (round 1) funding for CtK is predicated on buildings not being fit for purpose. Having checked back it would appear that the decision to establish the new school was not made within the 2 month period following the expiry of the statutory notice. I have no knowledge of your reference to BSF funding.</p>
2.9	P5 para 6	<p>How is 'right place' defined? (In the context it would appear to preclude the closing of a site.)</p> <p>'attending their nearest school.' – Only having a single school on the Island would achieve this, but does not represent a useful 'right place'</p>	<p>This is in the context of pupils attending their nearest school.</p>
2.10	P6 para 1	<p>Progression to university statistics incorrect. Relate to College students alone. See email of 29/01/15 (&amp; <u>DfE</u> link + <u>newer data</u>). (IW: 43% {11% top third}; England: 53% {16% top third}).</p>	<p>Thank you and corrected.</p>
2.11	P7 list	<p>Table 24 not provided in document. (Noted to have been removed in the *v2.pdf 02/02/15.)</p>	<p>Thank you and corrected.</p>
2.12	P8	<p>Why use 1fe = 30? During the last reorganisation it was advised that such a simplification may be appropriate for Primary sector only (infant class size limit?) Approximation loses accuracy and may not be appropriate for all premises / organisations.</p>	<p>This is a simple and consistent way to present capacity.</p>
2.13	P8 table 1	<p>125 + 75 = 200. (Not 275 as stated below Studio school PAN) (Noted to have been removed in the *v2.pdf 02/02/15.)</p>	<p>Thank you and corrected</p>
2.14	P8 table 1	<p>54 + n is not equal to 54 (4 + n is not equal to 4)</p>	<p>n/a refers to the forms of entry for the Studio School not being applicable as admissions to that school start in year 10.</p>
2.15	P8 table 1	<p>Carisbrooke &amp; Total rows do not have correct summation: 102+116+181+211+226 is not equal to 835 (total not 6084)</p>	<p>Thank you and corrected</p>
2.16	P8	<p>No figures provided for Net Capacity. Previously seen as: Car=1467, Cow=1650, Chr=1038, Med=1482, Ryd=1400, San=1933 (superseded?)</p>	<p>As explained in appendix J capacities of schools can be derived in different ways. Change to some school's capacities. whatever methodology is used to calculate them, is inevitable through the commitment of PSBP funding.</p>

## Representation to Secondary & Post-16 Education Consultation

<b>2.17</b>	P9 para 4	Initially states 8fe factored in for CtK – not in these forecasts.	Yes. Forecasts within the document are predicated on nearest school.
<b>2.18</b>	P9 para 4	Advises that CtK governors will 'substantiate' 9fe, but their own current consultation for 2016 is 240 students (as 2015) ( <a href="#">link</a> )	The school have indicated that, if oversubscribed, they will admit in excess of the published admission number of 240 and up to 270 pupils.
<b>2.19</b>	P10 table 2	Ryde's 10fe (300 students) is significantly above the current 210 PAN. No explanation offered. (Also in Option 2)	10 fe reflects the number of pupils in the context of nearest school.
<b>2.20</b>	P10 para 5	For Medina PSBP(2) is it only 11-16 with 9fe (45fe), or provision for post-16?	The PSBP(2) application for Medina was for plant updating and not intended to impact on school places. In the event the application was unsuccessful.
<b>2.21</b>	P10 para 5	<p>What is the current status of the approach to the EFA with respect to completing CEC? (Impact of other IW requests?)</p> <p>Response does not sit comfortably with Cllr Bacon's Full Council Public Question response from 19/11/15 (PQ 25/14). Clarification sought.</p> <p>Also, decreasing the capacity from 270 to 240 entry could be considered to reduce its 'individual merit'</p>	<p>With effect from 1 September 2014 CEC became part of the Ormiston Academies Trust (OAT). On behalf of the IWC Hampshire County Council's Property Services team undertook a detailed exercise to understand the outstanding issues associated with the new building. The IWC has shared this information with OAT who are now working directly with the EFA on all matters related to capital. With regard to the impact on other IWC requests I can confirm that the EFA will consider all requests on their individual merit.</p>

## Representation to Secondary & Post-16 Education Consultation

2.22	P10 Issues	<p>Fifth bullet considered misleading if, as stated, DfE would treat Carisbrooke as 4fe, given that it is the nearest school for up to 227 (table 13) (Also for Option 2)</p> <p>Response does not address observation!</p> <p><del>DfE committed to a 9fe CtK. Is the recent statement of 10fe from CtK an unfounded aspiration (<a href="http://www.iwcp.co.uk/news/news/christ-the-king-college-plans-more-pupil-places-77593.aspx">http://www.iwcp.co.uk/news/news/christ-the-king-college-plans-more-pupil-places-77593.aspx</a>) – potentially to destabilise other schools?</del></p>	<p>The DfE have committed to a 9fe CtK and there are no plans to change the capacity of Medina from its current 9fe. Assuming the DfE accept the need for 20fe for the 3 Newport schools logic would point to Carisbrooke being 2fe but this would not be viable as a secondary school, hence the</p>
			reference to 4fe as a minimum viable size.
2.23	P10	<p>Option 2 Nearest school data appears to be based on a Carisbrooke site (see maps- particularly around Wooton Bridge areas). The numbers would obviously be different if modelling based on the Medina site was undertaken.</p> <p>More than slightly – e.g, see Ryde Academy figures in tables 13 &amp; 16, Other too.</p>	Yes but only slightly.
2.24	P11	CtK 'could' be build to the stated capacity. Which capacity? Is it in the PSBP(1)?	The stated capacity is as in the table above – 9fe.
2.25	P11	'short-term disruption' – What is the transition plan?	Plans will be formulated when the way forward is clear with the purpose of minimising any disruption.
2.26	P12	'fewer contracted buses' – Would there be more contracted journeys? More locations more than 3 miles away if a site closes? Costs?	Implications for transport/journeys will form part of the report back on the outcome of consultations and be considered as part of the decision making process.
2.27	P12	PSBP(1) 'unlikely to be transferable' – has anyone specifically asked? (EFA opinion?)	Initial indications from the DfE supported this statement. Subsequent discussions have revealed that this may be possible. This sentence has now been removed from the document.
2.28	P12	<p>Medina suitable for post-16. Will PSBP(2) application cover? Otherwise, how is it to be funded? (Transition costs)</p> <p>Buildings may be. Furnishings? Equipment?... How funded? Expected that provider should use the revenue budget? (part-year from September) Appears as an unwelcome disruptive transition</p>	<p>See 2.20</p> <p>As it stands the Medina buildings are suitable for post-16 provision.</p>

Representation to Secondary & Post-16 Education Consultation

2.29	P12	Both options – What are the traffic issues?  Where are the candidate locations (within 'Newport')? Likely to impact other schools.	See 2.26. As well as both options a further factor which we will be taking account of is the future location of CtK.
2.30	P12	Both options – What are the impacts to other facilities (theatre / sports centre)?	Were the schools to merge on the Carisbrooke site the Medina leisure facilities would continue to operate. Were the schools to merge on the Medina site the increase in pupil numbers would likely necessitate greater use of the facilities by the college which would impact on public use availability.
2.31	P14	Geographic distribution of 150 students at mainland provision? Rationale for travel? (Course provision? Enrichment? Attainment?) What is the historic trend in this number? Will it decrease under proposals?	The number of students accessing post-16 provision off the island is relatively constant. We are surveying 11-18 year olds living on the island to better understand the key factors which do, and will, influence their choice of A-level provider.
2.32	P14	Does the STEM facility at the IW college impact post-16 A-level provision, or vocational only?  Impacts A-level provision, but not discussed, and could be closed?	Both
2.33	P14	No reference to joint IIT VI Form centre at Nodehill site.	The document refers to the 6 school sixth forms on the island as both Medina and Carisbrooke have separate DfE numbers and are funded separately for post-16 provision. That said it is recognised that the sixth form provision at Node Hill caters for students from both schools and, indeed, schools across the island.
2.34	P14	What is the current tenure of the Nodehill site by IIT? Was there a five year lease from September 2011 as agreed to be offered by IWC?  I do not believe that to be the case. Please check and update definitively <a href="http://www.wight.com/2011/08/11/college-site-to-be-2011-2016-lease/">http://www.wight.com/2011/08/11/college-site-to-be-2011-2016-lease/</a>	I believe that to be the case.

## Representation to Secondary & Post-16 Education Consultation

2.35	P14	If the Nodehill site is released, will the potential capital receipt be ring-fenced for particular capital investment, or be used for any educational purpose (potentially as a substitute for other sources of money into education e.g. Children's Service revenue budget). There was a commitment to ring-fence such capital receipts. E.g. Para 34 ( <a href="http://www.iwight.com/council/committees/cabinet/3-6-08/Paper%20B.pdf">http://www.iwight.com/council/committees/cabinet/3-6-08/Paper%20B.pdf</a> )	If the Node Hill site is released from its use for sixth form provision the IWC will wish to consider all options.
2.36	P14	Need to understand the current Sixth Form offer. Over 500 students at IIT, ~60 at Ryde, >1000 at 'Tauntons'. Reader does not know what the different offering is? 2.4 & table 6 do not cover the differences in A-level provision vs. size. E.g. range of subjects offered, the uncertainty for Y11 students as to whether the courses will actually run at the smaller providers, - extra-curricular offer...	See 2.4 and table 6 on page 13 of the document refers.
2.37	P14	Claim that performance is poor. The subset travelling to the mainland may not be a representative subset of the cohort population, and willingness to travel is likely to correlate with motivation. The remaining subset is therefore weighted. No analysis offered? Context is post-16 so table 10 irrelevant, tables 18-23 are understood to be the locations of the providers, not the home addresses of the students.	Point taken re the 10% off island post-16 students. However tables 10 and 18-23 do demonstrate under-performance.
2.38	P14	Cross funding from 11-16. Is this evidenced/perceived on IW? What is cost of no post-16 in terms of teacher recruitment, teacher CPD, inspirational influence, unused (and un-releasable) space?	No specific data re cross funding exists for schools on the island. It is not clear whether there would be any costs re teacher recruitment. PSBP will serve to match space to need.
2.39	P14	Explanation of drop-out experience might assist? Explanation of drop-out experience might assist? !	
2.40	P15 3 <sup>rd</sup> bullet	Is 1350 the 43%, or the cohort size?	1350 = 43%
2.41	P15	New 6th form governance – What is process? Competition?	The LA is the strategic commissioner for post 16 education and skills. The commissioning and decommissioning of provision is undertaken with the EFA, and in accordance with legislative processes, which vary depending on the options being pursued.
2.42	P19 Appendix A	Table 7 14/15 figures vary from table 1 (1211 & 6323 vs 1206 & 6284 {when corrected}) Is difference understood? Is difference documented?	Table 1 represents actual numbers on roll. table 7 represents forecast numbers.
2.43	P20 Appendix B	Table 6 is not on page 18 (Table 8 on page 21?)	Thank you and corrected
2.44	P20 Appendix B	Table 7 (twice, on once as page 18)? (Table 9?)	As above

## Representation to Secondary & Post-16 Education Consultation

2.45	P21 Appendix B	Tables 8 & 9: 'Current Year Group' is out by one. First row is current Year 8, if based on Jan 14 census data, as stated. Readers may interpret 'current' as 'current'! Tables, I believe, should call that row 'Then year group'	The January 2014 census is within the 2013/14 schoolyear.
2.46	P21 Appendix B	Table 8 overall totals are typically greater than the figure in the Autumn 2014 data. E.g. 1408 vs. 1366. Is difference understood? (e.g. migration from Island) Is difference documented? Trend?	Autumn 2014 data in table 1 represents actual numbers on roll, table 8 represents pupil numbers by nearest school.
2.47	P21 Appendix B	Are Mainland-schooled and home-schooled excluded in this data? (Not clear how treated in document as a whole) if included, then difference between tables 8 and 1 looks erroneous. E.g. as 2.46 above, 1143 Y7 students with addresses in Jan 14, By Autumn (then Y8) 1125 in maintained schools (+91 private, +14 special) + Mainland-schooled + Home-schooled. Net inward migration! Please clarify.	Both will have addresses on the island and therefore are included in the data.
2.48	P21 Appendix B	Relationship to Appendix A? Are future housing areas factored in here, e.g. Pennyfeathers? (Or just actual addresses of current students – contrary to earlier inferences?) So new development LOCATIONS are not considered in analysis? App A is a single Islandwide count. App B is existing addresses only!	Appendix A – forecast pupil numbers takes into account known housing developments. Appendix B represents known children living in existing housing.
2.49	P21 Appendix B	CEC funded bus from floating bridge: Assumption of continued funding? Impact or withdrawal?	No assumptions made.
2.50	P23 Appendix D	Table 11: Figures appear out by a year (or not 'Current' Year Group) given Jan 2014 census data. (Also elsewhere)	See 2.46
2.51	P24 Appendix D	Table 12: Why is Overall Total not at 240 or 270 students, given past level of over-subscription experience? What algorithm was used to obtain these figures? (Also table 15). ALGORITHM not provided! 'average... trend' is that averaging legacy PANs of 180, 200, 210... Given the past regular oversubscription, any algorithm showing less than the admissions number is suspect. E.g. 226 for Sept 15, when actual appears to be 270, with 312 on-time 1 <sup>st</sup> -place applications (and there would probably have been more if it was not foreseen to be oversubscribed, particularly for the few non-faith category in the oversubscription criteria (20 places IIRC)) ( <a href="http://www.islandecho.co.uk/news/school-popularity-revealed-as-admissions-data-published">http://www.islandecho.co.uk/news/school-popularity-revealed-as-admissions-data-published</a> )	Pupil numbers forecast to attend CtK are based on the average of historic trends of the number of "nearest school" pupils attending CtK.
2.52	P25 Appendix D	Table 13: Use of 'fe' (and the applied rounding) not helpful here. 74 students = 2fe!	Point taken but numbers rarely fall in exact multiples of 30.
2.53	P28 Appendix E	Table 15: Why is Overall Total numerically different to Table 12? Why, at this level of modelling, would the boundary changes of other schools influence CtK intake? (Notwithstanding Table 12 Q). Again, algorithm looks suspect. Statistical orthogonal parameters should give the same Overall Total for each year in tables 12 & 15 (individual school-area figures may change, it should be the same population irrespective of any geographical sort, ethnicity, gender or any other demographic). Please clarify.	The removal of a school results in subtle changes to "nearest school" numbers which in turn, give rise to changes to the historic trends of pupils attending CtK.
2.54			



## Representation to Secondary & Post-16 Education Consultation

		Representation	Comments
2.55	P32 Appendix F	Anecdotal evidence of Yr14 students at Sandown. Are these stats accurately compiled (interpretation as Yr13 repeat?) They may be an accurate reflection, but given the veracity of my anecdotal evidence, it may be worth enquiring with the provider(s), if the Y14 figures are important. {If Y14 students attract less funding, could it be the case that...}	The figures are an accurate reflection of school census return data.
2.56	P34 Appendix G	Table 19: AAB+(2f) – IW figure n/a? 8.3% in Table 20?	Table 20 represented provisional data for 2014 published by the DfE. Having not produced this data in the past for 2012 the DfE decided to include it in the 2014 provisional data
2.57	P35 Appendix G	Other measures at school-level? (e.g. number with 3 A-levels?)	Thank you. Included in the amended version of the document.
2.58	P36+ Appendix H	What is basis of Statistical Neighbour choice? Education or social? At least one of the entries has a large proportion of selective schools, I believe. Source noted, thanks. Also noted neighbours changed in February version of document e.g. Poole, Bournemouth, Devon & Nottinghamshire have gone, Lancashire, Plymouth, Suffolk, Telford+ added...	Please see <a href="http://www.nfer.ac.uk">www.nfer.ac.uk</a> and search "statistical neighbour".
2.59	P 40 Appendix J	No impact to outcomes from surplus places? (Rather late in the document to make statement!) School 'full' argument to stop churn!!! This, if relevant, would not be achieved unless there were no surplus spaces at all, which could cause significant school transport costs for LA. (PAN, admissions appeal, balance of arguments, and Fair Access protocol diminish this argument.)	Point taken re a full system.
<b>3</b>		<b>FAQ (as at 26/01/15)</b>	
3.1		Sep 2016 earliest date. What aspect does this relate to? IIT are advising that they will be at Nodehill site until at least July 2017.	No particular aspect and an optimistic timescale accepted.
3.2		Minimum viability: 250 to 300? (CEC previously stated 150) (Studio School {exempted} but based on 150). Source? Opinion of current providers?	There is no set minimum when modelling a 'stand alone' sixth form offer. Professional opinion from the sector was historically '200+' but with unit funding cuts, post 16, this figure is likely to have risen to 250-300. The studio school operates as a 14-19 school.
<b>4</b>		<b>Consultation main web page (as at 26/01/15)</b>	
4.1		Island Studio School – East Cowes, not Cowes - corrected on main page. but then error appeared again in press release.	

## Representation to Secondary & Post-16 Education Consultation

<b>Representation to Secondary &amp; Post-16 Education Consultation</b>			
4.2		No free school meeting vs. 'every secondary school'. Was the press release issued without arrangements having been agreed?	The Free School declined the offer to host a meeting as they did not consider their present accommodation suitable to do so.
4.3		Consultation process: further info? Latest results? PSBP(2)?	The consultation web-page <a href="http://www.iwight.com/schools">www.iwight.com/schools</a> will be updated re new data and FAQs
4.4		Consultation process: configuration control? (v2 not marked) There have been at least three version published formally, there was a 'v2' (in filename, not document) that I printed on 02/02/15 which had corrected some parts, before the 'February' footer version,	See 2.5
4.5		Consultation process: feedback management / service level? See email of 28/01/15 ? – Email sought clarification of how you would respond to clarification requests and error notifications. Pleased that you did respond to this table... and hopefully will again!	?
<b>5</b>		<b>Consultation meeting (03/02/15)</b>	
5.1	Slides	"... Good or Excellent" or "... Good or Outstanding"?(schools)	Thank you. Corrected
5.2	Slides	'Emillions – Once in a generation opportunity' – it was only ~5 years ago we were told that about the <u>£196m BSF for IW!</u>	
5.3	Slides	For rebuild/refurb for Sept 2017, need decision Summer 2015. This appears incompatible with DfE process of consultation / publication / representation given this informal consultation lasts until late April ( <a href="#">DfE guidance link</a> ). Risks claim of predetermination. (Shortest) Schedule still not clear.	See 1.2
5.4	Slides	If using Einstein's equation in an education presentation make sure it is correct! $E=mc^2$ (c, speed of light in vacuum, squared)	Thank you. Corrected.
5.5	Slides	Missed exact numbers but a statement about the increase in number of IW households was made. ~5000 extra from ~120000? Figures looked questionable given population of ~140000 and council tax base of ~60000 Band D equivalents. Check?	Being checked, I suspect you are right. Slide removed from presentation.
5.6	Slides	Verbal voice-over (Philip Walker?) of 150 students travelling to mainland 'per year' (just after slide on poor progression). I read the consultation document as 150 pupils total Clarity?	There are over 150 students enrolled in mainland providers across three year groups, 12-14 Inc.
5.7	Slides	Potential confusion in 2012 progression slide listing cohort size for the six schools: ( <a href="#">DfE quantisation to multiples of 10</a> ) (90 50, 100, 50, 40 which sums to 430, but listed as 440) (Similarly 440 at school + 250 at college = 680)	Yes, we were aware that the figures don't add up but this is a straight lift from DfE data and the decision was taken not to tamper with it.
5.8	Discussion	Dependence between the 11-16 (merger) decision outcome, and the post-16 options, could usefully be clearer (No post-16 facility PSBP funding in place or readily transferable)	Point taken

## Representation to Secondary & Post-16 Education Consultation

Item	Reference	Observation	Response
<b>6</b>		<b>New Observations (13/03/15)</b>	
6.1	P13 (main doc)	Table 6. Count of students in column 2 (2012/13) more than 200 out! (3547, not 3330)	
6.2	FAQ (06/03/15) P3	Forecasting model / Parental choice modelling: Only for CTK?	
6.3	FAQ (06/03/15) P6	Future Housing location: Claims used in forecasting. Where (other than the unused Islandwide figured in App A)? (see 2.48)	
6.4	FAQ (06/03/15) P6	Currently Leased (Nodehill). If now true, see 2.34, until when, and what renewal options please?	
6.5	Overall	Given the number of observations, and accuracy concerns, will the consultation report be published sufficiently ahead of any future Executive/Full Council meeting, such that concerns can be raised and responses received? (i.e. not just with the meeting agenda, 8 days before meeting.) Please advise anticipated schedule.	
		27/04/15: Responses received to 13/03/15 observations and questions (i.e. those arising from initial responses, and later material):	<p>2.3 – optimise as in use as well as possible.</p> <p>2.4 – circa 200</p> <p>2.7 – details will depend on outcome of consultation. "would have" refers to funding predicated on previously submitted data.</p> <p>2.9 – in context of 6 or 5 existing schools</p> <p>2.21 – proposed reduced published admission number (PAN) for CEC does not decrease capacity. If there is demand governing body can choose to admit above PAN.</p> <p>2.22 – majority refers to all island.</p> <p>2.28 – yes</p> <p>2.29 – yes and very unlikely.</p> <p>2.32 – IW college has capacity for more A-level students than present and could expand provision if demand. Any A-level provision could close if insufficient demand.</p> <p>2.34 – apologies, no lease signed, tenancy at will in hand.</p> <p>2.35 – in context of BSF</p> <p>2.36 &amp; 2.37 – Yes.</p> <p>2.47 – table 8 based on nearest school, table 1 based on number on roll.</p> <p>2.53 – CTK numbers based on historical percentage from other schools attending. Merged Medina Carisbrooke results in slight changes.</p> <p>5.3 – decision summer 2015 will be re the way forward. Any required statutory consultation would be undertaken in the autumn term.</p> <p>6.1 – aware. Table is straight copy of DfE publication.</p> <p>6.2 – yes.</p> <p>6.3 – just app' A and in individual primary school forecasts.</p> <p>6.4 – Correction in hand</p> <p>6.5 – Not yet known will advise</p>



## Head of Planning &

### Housing Services

Isle of Wight Council, Council Offices,  
Seaclose, Fairlee Road, Newport, Isle of  
Wight, PO30 2QS

**Tel** (01983) 823552  
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**Web** [iwight.com/planning](http://iwight.com/planning)

**Contact**  
**Date** 29 April 2015

**IWC Ref**  
**Your Ref**

Dear Sir/Madam,

### Isle of Wight Secondary (11-16) and Post-16 A-level Education Consultation

Thank you for providing the local planning authority (LPA) with the opportunity to respond to the above consultation.

In terms of the options for both secondary and post-16 education provision, the LPA does not offer support or objection to any of the options, but wishes to make the following general observations.

#### Use of population modelling

The LPA notes that the options outlined in the consultation document have taken account of 'future inward and outward migration on the Island and adjustments for forecast population changes across the island'. The LPA seeks confirmation that the planned level of residential development and spatial distribution set out in policies SP1 and SP2 of the Island Plan Core Strategy have been taken into account. It would also be helpful to know what population change forecasts have been used.

#### Potential impacts on the highway network

The LPA is concerned over the potential impacts on the highways network that may arise from any change to the current level of provision on existing sites. It is therefore keen to understand whether, and to what extent, such issues will be taken into account in the process of selecting the preferred option.

The key area of concern is associated with the future provision within Newport; Carisbrooke College, Christ the King College and Medina College.

#### Carisbrooke College and Christ the King College

The LPA is concerned that, due to their proximity of each other (and indeed Carisbrooke Primary School), the shared main access road (Wellington Road) and the likelihood of in-combination effects there is the potential for a significant highways impact.

The highway issues within and surrounding Wellington Road are well known and an argument could be made that these have been exacerbated through additional pupil numbers arising from Schools Re-organisation and the provision of the sixth form at Christ the King College. That said, I

Cont ...

am aware that the number on roll at Carisbrooke College has reduced because the sixth form previously based at Carisbrooke High is now provided at the former Nodehill site. Regardless of how pupil numbers may or may not have changed of recent times, Wellington Road is frequently congested at the beginning and end of the school day when the demand for parking by both parents and buses exceeds the space available and indiscriminate parking often causes lengthy traffic queues.

Should any option require redevelopment or expansion of an existing school site, particularly where this could result in a further concentration of pupils, then it is important that the designed scheme is based upon the findings of an up to date traffic assessment and includes practical measures to mitigate against the impact of the additional traffic demands including provision for accessing the site by means other than the car (walking/cycling/bus).

#### Medina College

The increased use of the Medina College site is likely to have a less of an impact on the surrounding road network than the increased use of the Carisbrooke College site.

Notwithstanding this, the increase in vehicular movements to and from Medina College is likely to impact on Fairlee Road, which is part of the Island's strategic road network (as defined in the core strategy). Any increase in numbers which, in turn, would intensify the use of the access is likely to require off-site highway improvement works.

The LPA would anticipate that sufficient highway modelling would be undertaken to ensure that the likely impacts can be identified and then mitigated.

#### **Potential impacts on playing pitch provision**

Should the preferred option(s) necessitate development onto existing playing pitches or open space then it is strongly advised the Council refreshes work previously undertaken in respect of the playing pitch assessment in order to better understand the current provision based on a qualitative and quantitative assessment. It is fundamentally important that Sport England is engaged with at the earliest opportunity. Should planning permission be required for any future provision, the LPA will expect any planning applications to include such an assessment and to include mitigation and provision that is supported by Sport England as part of any submission.

#### **General observations**

This letter has so far identified some specific, yet fundamental planning considerations that may arise depending on which options are pursued. There are likely to be other more general considerations depending on the nature and scale of any future planning proposals in order to facilitate educational changes. It is important to be aware of Government planning advice regarding schools developments:-

*"It is the Government's view that the creation and development of state-funded schools is strongly in the national interest and that planning decision-makers can and should support that objective, in a manner consistent with their statutory obligations. We expect all parties to work together proactively from an early stage to help plan for state-school development and to shape strong planning applications. This collaborative working would help to ensure that the answer to proposals for the development of state-funded schools should be, wherever possible, "yes"*

*The Government believes that the planning system should operate in a positive manner when dealing with proposals for the creation, expansion and alteration of state-funded schools and that the following principles should apply*

Cont ...

- *There should be a presumption in favour of the development of state-funded schools, as expressed in the National Planning Policy Framework.*
- *Local authorities should give full and thorough consideration to the importance of enabling the development of state-funded schools in their planning decisions. The Secretary of State will attach significant weight to the need to establish and develop state-funded schools when determining applications and appeals that come before him for decision.*
- *Local authorities should make full use of their planning powers to support state-funded schools applications. This should include engaging in pre-application discussions with promoters to foster a collaborative approach to applications and, where necessary, the use of planning obligations to help to mitigate adverse impacts and help deliver development that has a positive impact on the community."*

#### **Likelihood of planning permission being required**

The LPA anticipates that whatever the preferred options are for future education provision, it is highly likely that planning permission in some form will be required for them to be achieved.

The planning process is likely to identify issues that fall outside the specific remit of the education consultation. The LPA, therefore, wishes to make the point at this stage that the option that may be identified as preferable through the education consultation may not be the best option from a planning perspective, and indeed may not even be acceptable in planning terms.

In light of the above, the LPA would find it helpful to understand how such considerations will inform the determination of the options, and the LPA would welcome the opportunity to discuss these issues in more detail.

If you have any queries, or require further information, please do not hesitate to contact me.

Yours sincerely,

**Head of Planning & Housing Services**

This information is available in Braille, large print, tape and community languages from the above offices and Typetalk calls are welcome.

**Holt, Chris**

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**From:**  
**Sent:** 01 June 2015 11:34  
**To:** zz...@iow.gov.uk  
**Cc:** ...@iow.gov.uk  
**Subject:**  
**Attachments:** FW: Response to the Consultation on the Future of Secondary & Post-16 Education

Dear

~~I write in response to your letter of 29 April (see attached) and the query which you raise regarding the use of~~  
population modelling. I can confirm that the planned level of residential development and its distribution on the island have been taken into account in forecast pupil numbers and have set out below the forecasting model which we use, for your information.

We use a cohort survival model which essentially means we roll forward the year groups and account for in year variations, i.e. children joining or leaving the school. Also where there are known housing developments with an agreed build out rate we assume a yield of primary age children arriving in the new houses and show them arriving in area in keeping with the build out rate. The standard yield in Hampshire for primary age children is 30 children for every 100 new houses of mixed type and tenure. Our data for the IoW suggests that figure is lower but we haven't been studying it for long enough to be more precise.

The figure that predicts reception year school intake is arrived at by looking at the number of four year olds living in the school place planning area. We calculate a participation rate based on individual schools' 3 most recent intakes and use that going forward to predict the number of four year olds joining a school. The number of four year olds is taken from anonymised data from the Health Authority with sufficient address details attached for us to know how many 0 to 4 year olds are on the island and in which school place planning area. The participation rates applied at school level take account of inflow and outflow from an area. Again children moving to new houses are factored into this data. Please come back to me as necessary.

Yours sincerely,

**Programme Manager**  
**Children's Services Department**  
**Tele: 01962 845673**  
**e-mail: [chris.holt@hants.gov.uk](mailto:chris.holt@hants.gov.uk)**

## Consultation on the Isle of Wight Secondary (11-16) and Post-16 A-level Education – NUT Response



April 2015

### Introduction

The National Union of Teachers (NUT) welcomes this opportunity to respond to this consultation on the proposed changes to secondary and post-16 A-level education on the Isle of Wight. We want to support the effective provision for both secondary and A-level students on the Island.

The NUT's role in this is to represent the views of teachers and provide a robust response to the consultation document. The NUT is committed to working with the Isle of Wight Council for the betterment of Island education. This response is based on a survey<sup>1</sup> of NUT members employed in Island secondary schools and a detailed analysis of the consultation document<sup>2</sup>.

The NUT believes that another wholesale reorganisation, so soon after the last one, would have a major destabilising effect on Island schools. The changes as a result of the previous reorganisation are still taking effect on Island education as a number of schools continue to readjust to new intake sizes and staffing structures. Hence, we call for a period of stability after the turmoil of recent years; and therefore, the NUT is not in favour of another large-scale reorganisation of schools based around the formation of a centralised sixth form college based in Newport.

### The options for 11-16 provision

The NUT would urge caution in attempting a further reorganisation before the effects of the most recent reorganisation have been fully evaluated (70% of members surveyed don't believe that the Isle of Wight school system could withstand another reorganisation). Surveys<sup>3</sup> carried out by this Union have indicated that many teachers on the Isle of Wight have, or are considering leaving teaching or moving to teaching positions off Island. Isle of Wight schools are experiencing problems with teacher retention and recruitment. Hence, the NUT would suggest that, if another reorganisation was to go ahead, its scope needs to be extended to address teacher supply including addressing workload concerns of current staff and looking at ways of attracting teachers to come and live here. To this end, the NUT welcomes recent suggestions from the Isle of Wight Council – such as considering a London style salary weighting<sup>4</sup> for the Island – and we urge council members to consider other similar innovations. These could include provision for teacher development, resettlement grants and subsidised accommodation for those new to the Island or the profession.

<sup>1</sup> Survey of secondary members of the NUT employed in Island schools carried out between 20<sup>th</sup> and 27<sup>th</sup> February 2015. 32% response rate.

<sup>2</sup> Isle of Wight Council (2015) *Isle of Wight Secondary (11-16) and Post-16 A-level Education Consultation 26 January – 30 April 2015 (updated February 2015)*, Isle of Wight Council, Newport

<sup>3</sup> To the question 'Are you considering leaving teaching or moving to a school off Island?' 63% of NUT members said 'yes' to this question in October 2013, 62% said 'yes' in April 2014, and 53% of secondary members said 'yes' to this question in February 2015.

<sup>4</sup> <http://onthewight.com/2014/11/19/teachers-salaries-boosted-weighting/>



### ***Option 1 – retain the current six secondary schools***

Given that the NUT believes in a good local school for every child, this option would be preferable. There are clear advantages for children attending their local community school including more children walking or cycling to school. Additionally, it is difficult to know what the policy landscape will look like for free and studio schools after the General Election. Hence, the Isle of Wight Council should consider the long-term feasibility of the Island Free School and the Isle of Wight Studio School. Free schools<sup>5</sup> and studio schools<sup>6</sup> are closing in other parts of England. Table 1 of the consultation document indicates that the number of pupils entering Ryde School is falling to half the previous number. Hence, the council school should consider the possible impact of Ryde School reverting to the maintained sector should their pupil entry numbers continue to fall.

### ***Option 2 – Merge Medina and Carisbrooke***

This is the option with the most risks. Successfully merging two schools is a highly complex process. However, carrying out a school rebuild at the same time would multiply these risks. The consultation document does not outline how any possible merger would be handled and there is no reference made to how impacts on pupils' education will be minimised. This includes the timeframe for merger, the implications for exam groups and the safeguarding of teacher employment. Add to this the prospect of a rebuilding of the current Carisbrooke College site, then it would be a highly complex and potentially disruptive move. Hence, it is difficult to make a full assessment of the merits of this option. The NUT fears that, as with the previous reorganisation, the logistical burden of any possible merger would fall to the individual schools and teachers. Clearly this is unacceptable and the NUT would seek assurances that this would not be the case.

### ***Option 3 – Financially viable alternative***

The NUT would urge the Isle of Wight Council to explore other means of securing financial savings in the school provision. For example, given the increasing reliance of temporary teaching staff in schools, the NUT would ask the Isle of Wight Council to establish the amount of money schools are currently spending on expensive teacher supply and recruitment agencies. Anecdotal evidence suggests that this is a considerable amount of money including a centrally-employed body of Supply Teachers.

### **Post 16 A-level provision - challenging the case for change**

The NUT does not believe that the case for significantly changing post 16 A-level provision on the Isle of Wight has been made convincingly.

### ***Poor justification from the London Economics report***

In presenting the case for change in the consultation document, reference is made to a report by London Economics<sup>7</sup> - commissioned by the Sixth Form Colleges' Association - as justification for moving to a sixth form college model for the Island. The report presents Sixth Form Colleges' Average Point Score (APS) per student as above those of non-selective

<sup>5</sup> Durham Free School closure confirmed (<http://www.bbc.co.uk/news/uk-england-tyne-31632509>)

<sup>6</sup> 'Hull Studio School to close two years after opening' (<http://www.bbc.co.uk/news/uk-england-humber-26764936>)

<sup>7</sup> G Conlon and M Halterbeck (2014) *Assessing value for money in Sixth Form education. Final Report for the Sixth Form Colleges' Association*. London Economics. London

maintained schools and academies; however, there is no statistical difference, according to the London Economics report, in the Valued Added scores between the different types of institutions. Hence, this alone cannot be used as a reason for changing the structure of sixth form provision on the Island.

### **Use of statistical neighbour data**

The use of 'statistical neighbours' is appropriate for general comparison and benchmarking purposes. They operate across all areas of local authority provision including health and education. They should not be used in this way to justify whole-scale reorganisation of the education system.

### **Proposal not based on most recent available evidence**

The statistics on achievement for island sixth forms in the consultation document are unrepresentative as they do not include any vocational qualifications, only A-Levels. The consultation document states, 'sixth form performance across the Island is poor' (page 14). However, this statement appears not to be based on the available evidence. The most recent Ofsted report for Sandown Bay Academy<sup>8</sup> judges the sixth form as being 'Good' with Ofsted reporting 'students in the sixth form achieve well. They are well supported, and encouraged to be ambitious.' Additionally, Ofsted<sup>9</sup> rate the curriculum at the Island Innovation Sixth Form as 'well matched to students' interests and abilities and provides them with a good range of experiences'.

### **Clarification needed over use of funding**

Based on the consultation document, the NUT does not recognise the urgency regarding funding for the sixth forms. There appears to be uncertainty in the consultation document about whether sixth form places in island secondary schools are subsidised by 11-16 funding. It is the NUT's view that, considering the lack of information, this should not be used as a reason to support the movement to a centralised sixth form. The NUT recommends that further research be carried out in this area.

### **Sixth Form Colleges pay VAT**

The opening of a sixth form college is not an answer to potential funding shortfalls. For example, unlike schools and academies, sixth form colleges pay VAT (value added tax) on purchases, which cost an average sixth form institution £335,000 a year<sup>10</sup>. This would be a significant drain on funding for a sixth form college on the Isle of Wight. Totton College in Hampshire is about to closure due to a financial shortfall<sup>11</sup>.

### **Recommendations**

- The Isle Of Wight Council needs to allow the changes from the last reorganisation to run their course before embarking on a new whole-scale reorganisation of schools. There

<sup>8</sup> <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136751>

<sup>9</sup> <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136010>

<sup>10</sup> <http://www.theguardian.com/education/2015/feb/13/sixth-form-colleges-we-are-an-endangered-species>

<sup>11</sup> [http://www.dailyecho.co.uk/news/11826935.Minister\\_calls\\_for\\_action\\_over\\_college\\_threatened\\_with\\_closure/?ref=ar](http://www.dailyecho.co.uk/news/11826935.Minister_calls_for_action_over_college_threatened_with_closure/?ref=ar)

needs to be a thorough evaluation of the legacy and effectiveness of the previous reorganisation.

- The Isle of Wight Council should carry out an assessment of how current sixth form funding is spent in schools. Where necessary, rationalisation of the current provision should be carried out based on evidence.
- It is no longer sufficient to make structural changes to the schools without considering the possible unintended consequences. Running alongside any further reorganisation of island schools, there needs to be a clear strategy for retaining and attracting good teachers. We recommend that the Isle of Wight Council commission an independent assessment of retention and recruitment of teachers on the Island. Further consideration should be given to a London style salary weighting for the Island.



# WHITEFIELD

28 April 2015  
 Our Ref: 0428 JG  
 Your Ref:

Programme Manager  
 Hampshire County Council  
 Children's Services Department  
 3<sup>rd</sup> Floor Elizabeth ii Court North

~~The Castle~~

Winchester  
 Hampshire  
 SO23 8UG

By e-mail and post

Dear Sir

**CONSULTATION ON THE FUTURE OF SECONDARY (11-16) AND POST 16 A LEVEL EDUCATION ON THE ISLE OF WIGHT**

I refer to the above consultation.

I should declare that I am a Governor of Isle of Wight College.

As well as being a Governor of the college I am a former student of the college, some thirty years ago for two years between 16-18, and more recently have run a small business on the island employing up to 25 people recruiting at both 16, 18 and post graduate level and offering trainings at various levels, both accounting technician and full accountancy qualifications.

On this basis I feel I am well placed to comment on my experiences of working with Isle of Wight College both as a student, governor and employer and my experiences of the education system on the Isle of Wight generally as an employer.

When I have recruited at either 16 or 18 staff from the local high schools it has been apparent that whilst academic achievement may have been satisfactory on paper the personal development was not nearly as adequate as I would have liked; put simply I was not presented with rounded confident candidates.

On the other hand my experience with recruiting at the college is that whilst academically the students may have the same or similar level qualifications, what has come across is a more rounded and developed personality, more easily adaptable to the world of work.

This ties in with my personal experience of the college – leaving what was Medina High School at 16 and bucking the trend for going into immediately what was then one of the larger sixth forms on the Island and going to the college instead helped me as a person tremendously in working in a more adult environment, which combined both academic and vocational studies and a wide range of ages.

It is against this background that I have concerns on the post 16 element of your proposals that seem to imply closure of the sixth form at the IOW College. I feel that the adult environment of the college provides a significant benefit to students over and above the implied culture that comes with sixth forms located in secondary school whereby the sixth form is simply seen as an extension of the school – certainly it was for my peers 30 years ago.

As an employer it feels to me that school based sixth forms simply extends schooling and does not prepare candidates for the world of work in the same way as discrete post 16 provision. Therefore leaving aside my role as a governor of the Isle of Wight College, as an employer, based on my experiences as an employer and as a student myself, I would be very concerned with any proposal that does not have the Isle of Wight College having a significant role in the delivery of post 16 ~~education both vocational and A Level~~

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Whilst clearly some rationalisation is needed, there is also a need to consider choice for pupils and fitness for purpose. Island secondary schools have, with certain exceptions, been failing over recent years - witness the string of Ofsted related problems - I feel the task they have in developing the 11-16 curriculum and improving quality is one of such importance and scale that they should be free to concentrate on this and not be impinged by supporting small unsustainable sixth forms or extending their curriculum reach into the post 16 environment. To this end I feel a provider such as Isle of Wight College would be better placed to lead on post 16 education, both vocational and A level, possibly with a dedicated sixth form college under the auspices of Isle of Wight College.

I feel also it is important that in the consultation the parochial interests of the existing secondary schools be put to one side in favour of what is best for students and clearly the Isle of Wight College has a much better track record in recent years than the secondary schools, eg the difference between the Ofsted rating for the college and the Ofsted rating for the schools. I believe it would be foolish and reckless for any future post 16 structure on the Isle of Wight not to acknowledge this and work with the strengths available.

In summary, leaving aside my role as a governor of the Isle of Wight College I feel both as a former student of Isle of Wight secondary schools and Isle of Wight College and as an employer who has recruited from both the secondary schools and Isle of Wight College and has used the college for training, that the Isle of Wight College needs to have a significant lead role in the provision of both vocational and A level course post 16.

Yours faithfully

Cc:

Isle of Wight Council

**POST-16 REORGANISATION**

Dear

I am extremely concerned that the responses made to the consultation on behalf of the academy, using the online system (respondent number 340) appear to have lesser weight than the written responses made by individual schools. Our online entry was clearly identified as from the Principal at the academy, but our comments and views have been lost in the pages of extract from the online questionnaire.

What particularly concerns me is the specific comments made regarding our sixth form provision, which may not be brought to the attention of the scrutiny committee.

I have summarised these below, and would like to ask please that they are given equal weighting with the written comments made by other schools.

Thank you for your attention,

Yours sincerely

## COWES ENTERPRISE COLLEGE RESPONSE

The Leadership and Governing Body of Cowes Enterprise College would wish the Scrutiny Committee to be fully aware of our position in relation to 16-19 provision, which has not been made clear from the analysis of the online responses.

1. The current student numbers at Cowes are not typical, and result from the significant disruption that the school experienced over the last three years. The current Year 13 is very small, but Year 12 is much larger. We are anticipating that Year 12 in 2015/16 will be at least similar to the current Year 12. Another year of consistent steady improvement pre-16 will re-establish the normal pattern of post-16 choice. We therefore anticipate, with good evidence, that a much more viable sixth form will exist here within two years (the minimum timescale for any reorganisation to have commenced).
2. The removal of post-16 provision would result in a very large, new building at Cowes Enterprise College being only partially occupied. Whilst other potential educational uses could possibly be found in the long term for the surplus space, it would require substantial additional expenditure, as there is no obvious way to section off a part of the building.
3. Any major reorganisation, such as the creation of one sixth form college, is high risk because:
  - a. It requires another reorganisation and round of redundancies or redeployment with further disruption to the continuity of provision
  - b. There is no guarantee that a single sixth form college will be a good one – there are plenty of examples where this has not been the case, and students on the Island have no alternative should it fail.
  - c. Requiring all students to travel to Newport will not provide the best solution to engaging the most vulnerable and currently underachieving, who are less likely to travel.
  - d. Moving all post 16 provision to Newport impoverishes the coastal fringes of the Island and makes it more unlikely that the wider curriculum and opportunities such as community service and involvement with 11-16 events such as drama, music, CCF etc. will include 16 – 19 students.
  - e. Conversely, the opportunities for 16-19 year old students to develop leadership skills are far greater in 11-18 schools than in post-16 institutions.
  - f. Most of our good and outstanding teachers are also very good A level teachers. If they transferred to the sixth form college, we would have considerable difficulty replacing them.
  - g. Recruitment in 11-16 schools, particularly at middle and senior leadership level is much more difficult in areas where recruitment is already challenging.
  - h. The loss of 16 – 19 role models in 11-16 schools will not help to raise aspirations.
  - i. Should one school retain its sixth form, it will result in a perceived status difference between this school and others. This is likely to have a detrimental impact on recruitment at 11+ for all others.
  - j. Even large sixth form colleges are not always able to offer the opportunities for musical participation and high-level school sport participation that 11-18 schools can.
  - k. There are pockets of excellence within the current system that might be lost. Average A-level grades achieved in 2014 at Cowes Enterprise College were amongst the highest of all the other alternative state school providers within travelling distance (on and off the Island).
4. Our proposal is that schools, colleges and academies are encouraged to develop localised collaborative post-16 provision.
5. For example:
  - a. East Wight: - Ryde, Sandown and The Island Free School

- b. Central and south Wight – Medina (merged with Carisbrooke) and Christ the King
- c. West and North Wight – Isle of Wight College, Platform 1, Island Studio School, UKSA and Cowes Enterprise College. This is already included in our offer for 2015/16 where we have a collaborative course in Marine Hospitality with UKSA and arrangements for students to undertake joint study at Cowes and Platform 1.

Each of these clusters would be more than viable in terms of student numbers and each could develop both a strong core offering and a unique individuality.

- 6. Competition between similar sized providers would be healthy for raising standards across the Island as a whole.