

Options for the future of the Dunmore Infant and Junior Schools



The case for change versus maintenance of the status quo

Where are we now?

- Educational provision for children aged 3-11 will continue to be needed on the school site for the foreseeable future.
- Strong ethos of caring in both schools.
- Some improvements in performance in the Junior School but not enough to be removed from Special Measures.
- Good leadership of education for ages 3-7 and 11-18.
- Committed staff.
- Supportive parents and governors.
- A site with potential for children and staff as part of an extended community provision.



Weaknesses

- By the age of 11 children have not been achieving as well as they should – that is why Dunmore Junior School is in Special Measures.
- No guarantee of sustaining the raising of achievement by the recruitment of the right calibre of headteacher for the Junior School.
- An existing gap of leadership skills at Key Stage 2 that is currently being filled by Local Authority (LA) staff on a temporary basis.
- So no real capacity to sustain the level of school improvement required over the longer term because of continuing leadership issues.



Opportunities

- To offer a consistent high standard of primary education from age 3 to age 11.
- To provide consistent and stable leadership of learning from age 3 to 11 and beyond.
- To make more effective use of staff and resources on the Dunmore site for the benefit of the children and the community.
- To provide better career development opportunities for staff and to increase their expertise across the age ranges.



Opportunities

- To improve the achievement of children by the age of 11.
- To enable greater team work.
- To improve practice in teaching, learning and assessment.
- To give children a better learning experience by making more effective use of existing resources.
- To create an extended school incorporating a children's centre.



Challenges

- A leadership gap at Key Stage 2 (KS2) in Dunmore Junior School from September 2007.
- No guarantee of sustainability of improvement at Dunmore Junior School from September 2007 unless leadership issues are solved.
- Continued uncertainty and stress for staff, governors and parents until leadership void is filled.
- Children's entitlement to high quality education undermined.
- Continuity of educational experience for the children is a challenge in separate infant and junior schools.



So to achieve a sustainable future of high quality education for the children of Dunmore:

We need to:

- seize the opportunities to move forward, not stand still;
- build on the achievement of infant age children and ensure their progress continues between the ages of 7 and 11;
- work together to provide exciting new ways to provide high quality extended schools and services fit for children's education in the 21st century;
- provide high quality education that the children of the Dunmore schools deserve; one which enables them to achieve across all aspects of learning.



The case for Option 1: An all through primary school

- A tried and tested model that works well throughout the rest of Oxfordshire and beyond with no transition break at age 7.
- A model that will fit in easily with the rest of the primary schools in the Abingdon partnership.
- A model that enables continuity of teaching and learning from age 3 to 11.
- A model that enables staff to demonstrate their skills in teaching children from age 3 to 11 – an important factor in career development.
- A model that is understood easily by parents.

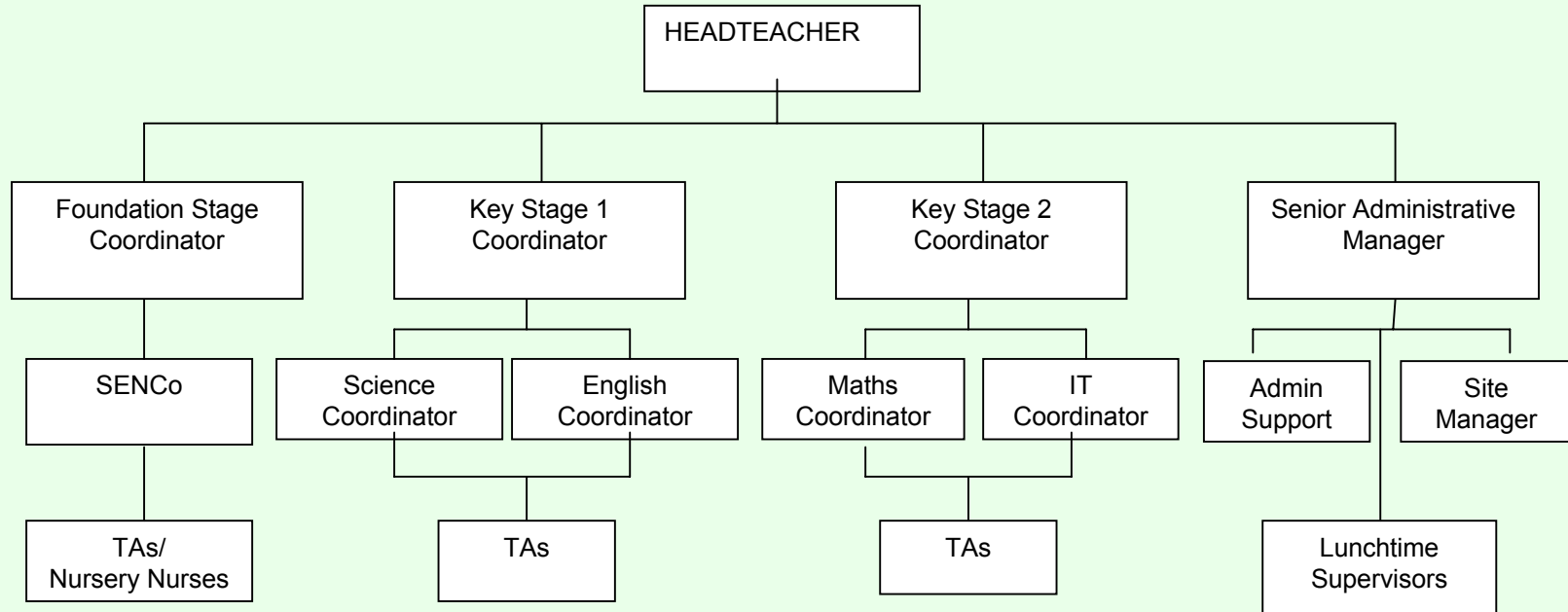


Leadership

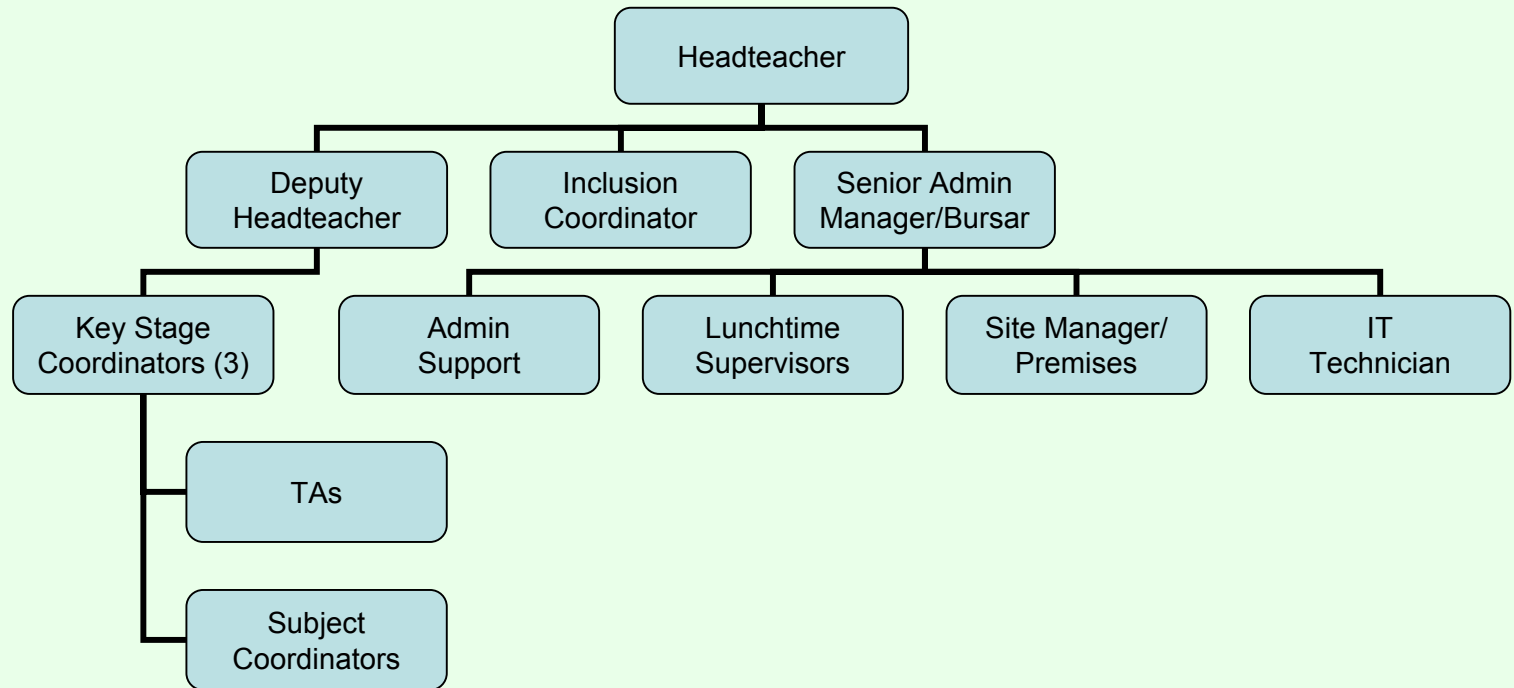
- A model that provides a solution to the skills gap in Key Stage 2 (KS2) leadership by the appointment of a headteacher with experience of all three key stages.
- A model that builds on the proven expertise of the Infant School.
- A model that allows a new organisational structure.
- A model that makes better use of existing human and physical resources and offers better value for money to the community.



Model A: Leadership and management for a primary school



Model B: Leadership and management for a primary school



Case Study of an Oxfordshire school



Benson Primary School opened in September 2005 as a result of bringing together the separate infant and junior schools. It has produced the following successful outcomes:

Case Study:

Successful outcomes

- Improving trends in achievement at Key Stage 2 (KS2) in Science and English;
- Creation of an excellent ethos that built upon the previous caring ethos of the two former schools;
- Creation of a new staffing structure that is fit for purpose;
- Improved practice in teaching, learning and assessment;
- A united staff team;
- A greatly enhanced learning environment;
- Oversubscription in admissions.



The case for Option 2: An all through 3-19 school by extending the age range of Fitzharrys School

- An opportunity to remove two transition points at age 7 and age 11 to provide continuity of learning.
- A model that enables curriculum development between ages 7-14 and allows for secondary subject sampling.
- A model that enables enriched provision for more able pupils through access to specialist teaching and resources usually only available to older children.
- A model that enables integrated and enhanced Special Educational Needs (SEN) provision running from early identification at age 3 or earlier through to age 19.



The case for Option 2: An all through 3-19 school by extending the age range of Fitzharrys School

- A model that enables school support services to be delivered more efficiently which will free up more money to spend on the children.
- A model that enables parents to develop long term relationships with teachers and a core leadership team.
- A model that enables a consistent ethos to be developed for ages 3-19.



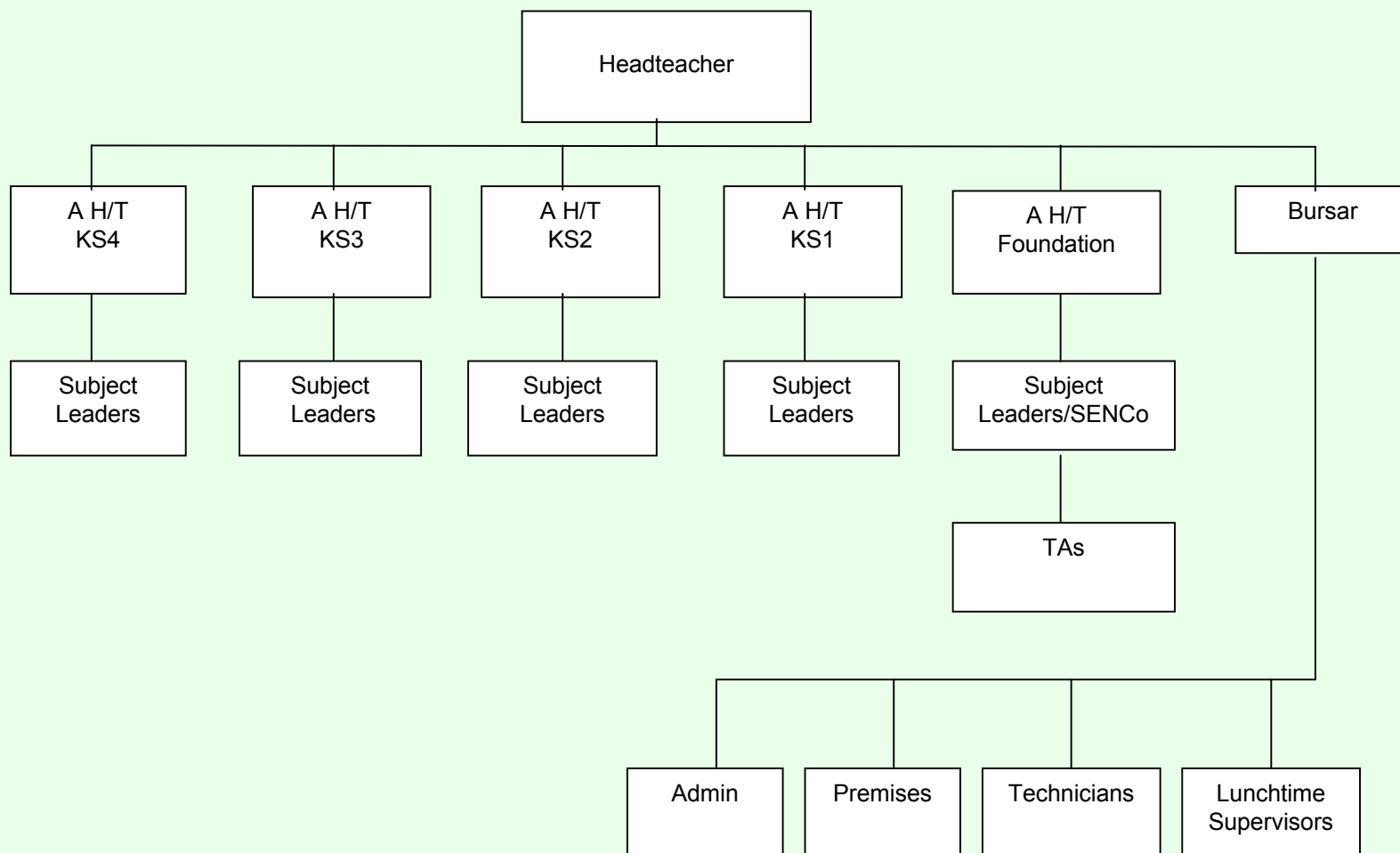
Leadership

The proposed 3-19 model would:

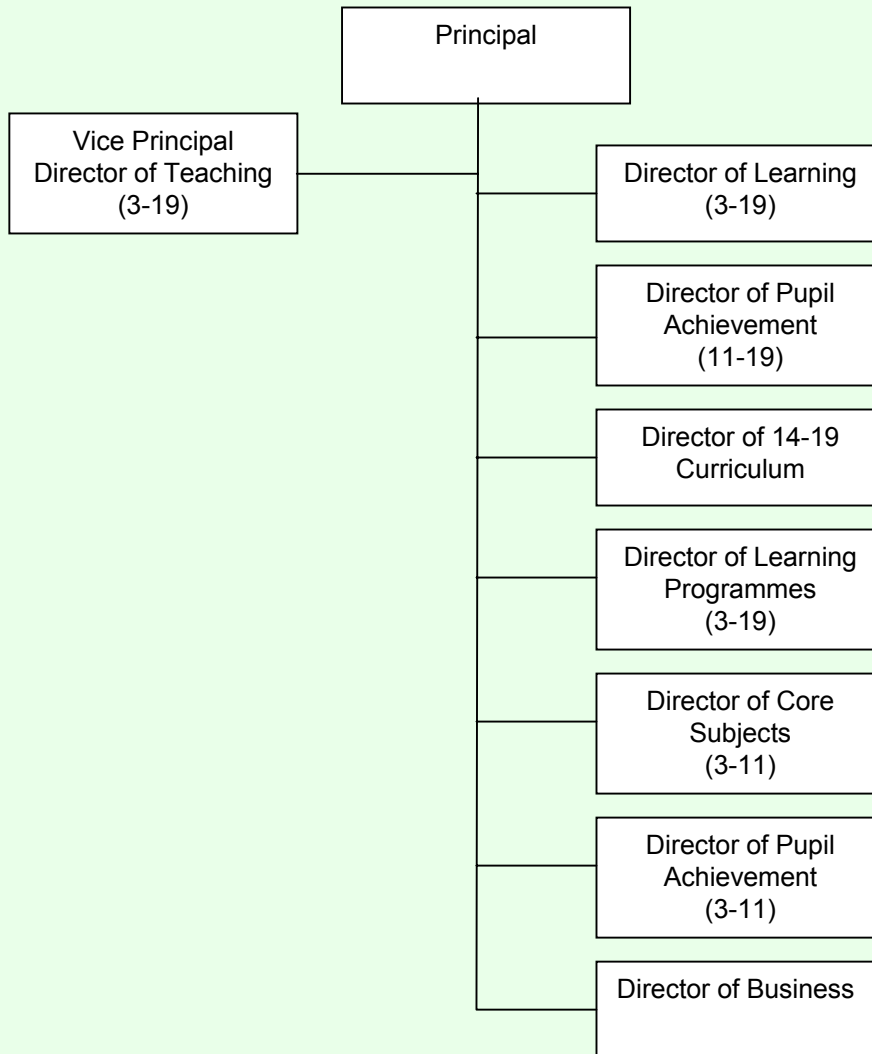
- Remove the need to appoint a new headteacher by extending the responsibilities of the existing headteacher of Fitzharrys School;
- Enable a new, integrated leadership model for ages 3-19 to be developed using existing leadership for ages 3-7;
- Allow for the appointment of a new key stage leader to fill the Key Stage 2 (KS2) leadership skills gap;
- Enables new career development opportunities for all staff across the much wider age range of 3-19.



Model A: Leadership and management for a 3-19 school



Model B: Leadership and management for a 3-19 school



Case Study of a 3-19 school: The Caroline Chisholm School, Northants



This school opened in September 2004 in the Wooldale Centre for Learning, a development that includes secondary and primary education, a public library, nursery and extensive community facilities and provision for autistic children in the secondary area.

The school currently has children from age 4 to age 15. When it reaches full capacity it will have 1700 students. The school is a Business and Enterprise specialist school.

Outcomes of the Ofsted Inspection: May 2006

A good school with many outstanding features that include:

- Quality and standards in the Foundation Stage (FS);
- Behaviour and attitudes of all the pupils;
- Personal development and well-being of pupils;
- The progress made by pupils with a statement of autism.



Outcomes of the Ofsted Inspection: May 2006

Good features include:

- Standards of attainment and achievement;
- Teaching with outstanding elements;
- Care and guidance.



Another Case Study of a 3-19 school: West London Academy



The academy was formed in 2003 and sponsored by Alec Reed of the Reed Recruitment and Training Group. It has 1260 pupils made up of nursery, primary, special school and high school children.

Outcomes of the Ofsted Inspection: September 2006

Ofsted Inspector comments:

“Your academy is remarkable. Few schools have primary, secondary, Sixth Form and special school students sharing accommodation and activities. It was good to see you mixing so well in your new building.”



Outcomes of the Ofsted Inspection: September 2006

Ofsted Inspector comments:

“The opportunity to draw on expertise and specialised resources available within the academy is enhancing primary pupils’ learning. Around the school there is a strong adult presence. As one student comments: “There are teachers everywhere. It gives you a good feeling because it makes you feel safe.”



Legal process of school re-organisation

- Decision by Members
- Publication of Notices
- Consideration by School Organisation Committee
- Implementation





YOU ARE INVITED TO GIVE
YOUR VIEWS AND ASK
MORE QUESTIONS.....