

# Planning 11-19 education for the Carlisle area

A consultation document





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## introduction

We have in front of us a very exciting opportunity to reshape, modernise and improve the network of secondary schools and other educational facilities in the Carlisle area.

The number of secondary school pupils is set to decrease rapidly, taking us to a position where there will be a lot more school places than are needed. If this situation is not tackled, it will result in a poor use of resources.

As you may already know, the Government has earmarked a considerable amount of money to regenerate secondary education in the area after last year's floods. There may well be significant levels of other resources available to add to this.

We therefore have the chance to deal with the surplus places in a way which allows us to greatly enhance educational provision and outcomes. We want to grasp this opportunity so that, in the future, our young people are inspired and able to lead fulfilling lives as individuals, as citizens and as employees. We want to give them higher aspirations, improve their educational achievements and help them to secure better life chances.

These opportunities for 11-19 education link with other very positive changes that are set to occur. There are the plans for the Renaissance of the city as a whole, and for the development of the University for Cumbria.

This consultation document is mainly about the organisation of secondary schools and is therefore being led by the County Council, which has primary responsibility for planning provision in schools. However, its partner in education planning, the Cumbria Learning and Skills Council (LSC), is responsible for planning and funding learning for all young people from age 16 onwards and for supporting vocational learning for 14-16 year olds. Together, the County Council and the LSC want to know what you think about some options for the future that have been developed. Please read our consultation document and let us have your views.

This is a genuine and open consultation process. We hope that many ideas will emerge from the communities in the Carlisle area. We want to use these to develop our thinking and enable an outstanding secondary education system to be created.

**If you would like further information on our document and the things it covers, you can find out more by:**

- visiting our website: [www.cumbriacc.gov.uk/childrensservices/school-organisation](http://www.cumbriacc.gov.uk/childrensservices/school-organisation)
- ringing the School Organisation Project Team: **01228 606013**

The outcomes of today's planning are not just for the benefit of our children and their future. They will potentially lead to improvements in the area's economy and this will benefit the whole community. Your responses to this document will make a major contribution in helping to achieve these ambitions.

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Moira Swann, Corporate Director, Children's Services, Cumbria County Council  
Jack Stopforth, Chair of the Local LSC Council for Cumbria  
Ruth Bullen, Area Director for Cumbria LSC

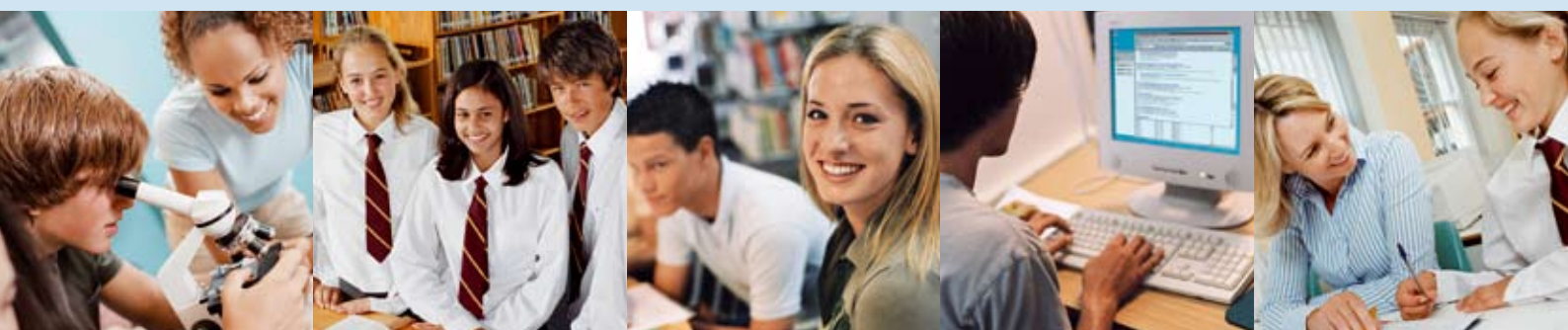
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## the purpose and nature of the consultation document



The purpose of this document is to provide information on different ways of delivering 11-19 education in the Carlisle area so that people can let us know what kind of changes they would like to see.

There are currently over 8,000 11-19 year olds being educated in secondary schools and other establishments in the Carlisle area. The process of considering change to the present education network, given its size and scope, is quite complex.

We have tried to achieve the right balance in this document, covering the most important issues whilst keeping it to a reasonable length. The document is aimed at parents, school staff, governors, young people and other members of the public who will have different starting points in terms of knowledge and understanding. We have attempted to take this into account. We also wanted to be direct and relevant and keep things as clear as we could. We hope that we have managed to make the document as easy as possible to read and understand.

Those who came up with the options for change accept that there will be other possibilities. We would welcome ideas on new options or variations to those identified in this document. We would appreciate you helping us in our thinking.

We realise that you may want more information to help you form your views and to let us know what you think. Further details of how to access additional information are given on page 24.

There are a number of options for the future at this stage. Because of this, the detailed planning will come later when a broad way forward has been agreed. This means that this document and the wide range of extra information available may not provide the answers to all your questions. Therefore, we are offering opportunities for you to talk over any issues of concern you have with us and to learn more. Details on this appear on pages 22, 23 and 24.

# a countywide approach to changing the school network

The consideration of the future of 11-19 education in the Carlisle area sits within a countywide context and approach. We feel that we should say a little about this before focusing on the Carlisle area.

Last Autumn, Cumbria County Council launched a strategic review of schools to be carried out by the end of 2007. The review covers all nursery, primary, secondary and special schools in the county. Other services for children are also part of the review.

The aim is to bring about higher achievement and better educational standards. The County Council sees this as a great opportunity to improve young people's education and their life chances and choices.

The review is taking place because the number of school age children is going to fall considerably over the next 20 years or so. With this in mind, it is important to plan for the future to ensure that we have the correct number of schools of the right size, in the right place and with buildings fit for education in the 21st Century.

The review process is a new and ambitious approach. It involves all partners with an interest in education and other services for young people, and several groups are involved:

- **Local Partnership Groups** who:
  - look at their areas of the county and identify options for the future
- **School Organisation Forum** which:
  - oversees the whole review process
  - considers options from Local Partnership Groups and makes recommendations to the County Council
- **Cumbria County Council** which:
  - decides which options should go to public consultation and considers the results of the consultation
  - makes formal proposals to the School Organisation Committee
- **School Organisation Committee** which:
  - takes decisions on formal proposals from the County Council and schools
- **School Organisation Project Team** which:
  - supports the entire review process



## focusing on the Carlisle area

### the current provision

A map showing the location of the schools and the further education college is provided as Appendix A. This also indicates catchment areas.

At present, the Carlisle area has eight secondary schools; five in the city itself and one each in Brampton, Dalston and Longtown. There is a special school which accommodates some 11-19 year old students. Carlisle College and work based learning organisations provide for 14-19 year olds, and Cumbria Institute of the Arts for post 16.

Information about the area's secondary schools is given in the table below:

school	status	age range	no of places*	no of pupils jan '06	unfilled places
<b>Caldew</b>	Foundation	11-19	1,118	973	145
<b>Lochinvar</b>	Community	11-16	352	174	178
<b>Morton</b>	Community	11-19	947	599	348
<b>Newman</b>	Voluntary Aided Catholic	11-19	654	568	86
<b>NCTC</b>	Foundation	11-19	956	498	458
<b>St Aidan's</b>	Foundation	11-19	1,576	1,518	58
<b>Trinity</b>	Voluntary Aided CE	11-19	2,069	1,838	231
<b>William Howard</b>	Foundation	11-19	1,498	1,487	11
* maximum of the net capacity range using the DfES formula for assessing the pupil capacity of schools			<b>9,170</b>	<b>7,655</b>	<b>1,515</b>

### why is Carlisle seen as a priority?

The first Local Partnership Group (LPG) to be formed as part of the countywide approach covers the Carlisle area. This was because:

- there was already a lot of debate going on about the need for change to secondary education provision;
- following a bid prepared by the County Council and schools, the Government had earmarked £30m for the development of secondary education facilities. This is part of the regeneration of Carlisle following the floods in January last year.

The LPG had serious concerns about:

- the 20% fall in secondary pupil numbers over the next 11 years (ie over 1,500);
- the likelihood that around one third of the secondary school places in the area would be unfilled by 2017;
- the probable impact of the fall in pupil numbers on the financial and educational viability of some schools;
- the general level of standards and achievement in secondary education in the area.

## the case for change in the Carlisle area

As indicated earlier, numbers of pupils in our secondary schools are set to drop dramatically over the next few years. If we do nothing, one out of every three classrooms in our schools will be empty by 2017. This would be an ineffective use of educational resources.

As our schools get smaller, some of them will find it more difficult to deliver choice for pupils. Lochinvar School, for example, is likely to have fewer than 100 pupils by 2011. With so few pupils and therefore a small staff, recruiting specialist teachers is problematic. With only one class in Year 10, there would be no

choice about which subjects to take for GCSE – everyone would have to do the same regardless of interest or aptitude. There are similar problems, though perhaps not so stark, in schools of around 400 pupils or fewer. By 2017, our projections show there are likely to be three schools like this in the city: Morton, NCTC and Newman. Doing nothing about this does not seem to be an option.

There has been no major secondary school reorganisation in Carlisle for almost 40 years. During that time, despite investment to create some very good facilities, our school buildings have become largely outdated. Too much of our school accommodation is fit for the last century not this one.

Standards in our schools should be higher; similar pupils in similar schools nationally do better. Our children deserve the best life chances we can give them. New buildings and facilities, up to date equipment and good specialist teaching can make a difference.

We have a great chance to begin to transform our schools, modernise them and make sure they are the right size and in the right place. Although there will be different ideas about outcomes, we can surely all agree that we want to change things for the better.

## identifying options for change

### how were the options identified?

The Local Partnership Group (LPG) had the job of coming up with the options. The LPG is made up of representatives of the County Council and its partners in providing education and linked services.

A small working group of the LPG carried out the 'hands on' work. To help in the process of coming up with an initial list of options, the group was given a lot of information. Very importantly, the group worked from a vision and a set of principles that was developed by the School Organisation Forum. It also had, for example, data on pupil numbers, educational achievements and standards, school transport and traffic patterns, capital costs and funding and the financial position of schools. It also took into account that learning for young people aged 16-19 is also provided by Carlisle College, Cumbria Institute of the Arts and by work based learning organisations across the Carlisle area.

The working group produced a range of options for the LPG to consider. The LPG then agreed to ask schools and other key organisations for their views on a list of six options. The feedback received helped the LPG to put four options to the School Organisation Forum. These were accepted by the Forum, and the County Council's Cabinet agreed, on 2 May, to this public consultation on those options.

### a radical change?

The Local Partnership Group (LPG) unanimously agreed that to keep things just as they are was not a viable option. It believed that doing so would not be for the good of the area's young people or the wider community. The current network of secondary schools in the area has existed for around 40 years and does not match present or future needs in terms of the pupil population, nor the quality of teaching/ learning environments.

Taken together the significant fall in pupil numbers that will occur over the next decade and beyond, and the potential availability of significant money for work to schools and other facilities, offer a real opportunity to bring about positive change.

The options identified contain some quite radical possibilities. They also offer the possibility of more modest changes.

outline map of school locations



## the options in outline

The Local Partnership Group's ideas are aimed at reshaping and improving the learning experiences and outcomes for young people aged 11-19 in the Carlisle area in the future.

There are four options for making this happen. As far as the city schools are concerned, they can be seen as falling into two basic models; one where we have most schools outside the city centre (the 'dispersed' model, Options 1 and 2) and the other where provision is concentrated in the centre (the 'learning village' model, Options 3 and 4). The options are summarised quite briefly opposite.

## information relating to the options

Before focusing on the specific and potential impact on individual schools and their communities, we feel it would be helpful to provide some more general information relevant to the options.

### vision and principles

At an early stage in the school review process we established some principles which would guide discussions and against which any options for change would be tested. First and foremost the whole process would be driven by the needs of learners and not by those of schools. It should also raise standards in our schools and increase the numbers of young people continuing in education at 16 and at 18. The many principles, which include statements about everything from rural schools to inclusive education, can be summed up as follows:

We must provide:

- **quality of provision** - the best teaching and learning;
- **equity** - so that all children have access to a good school;
- **collaboration** - so that all education providers work together.



option 1	
<b>Caldew</b> 1,120 places 11-19 Foundation School	No significant change
<b>Morton</b> 850 places 11-19 Community School	School remains on current site with some remodelling to reduce the number of places No change to catchment area
<b>NCTC/St Aidan's</b> 1,500 places 11-19 Academy or Foundation School	New build school on a new site in south-east Carlisle Catchment area: current NCTC and St Aidan's areas
<b>Newman</b> 650 places 11-19 Voluntary Aided Catholic School	No significant change
<b>Trinity</b> 1,500 places 11-19 Voluntary Aided CE School	School rebuilt on a new site in north Carlisle No change to catchment area
<b>William Howard</b> 1,500 places 11-19 Foundation School	School remains on current site with some additional facilities to accommodate extra pupils Catchment area expanded to include current Lochinvar area
<b>14-19 Centre</b>	New build centre located on Carlisle College site
<b>Lochinvar</b> is closed	

option 2	
<b>Sixth Form College</b> 700/750 places 16-19	New build college sited in central Carlisle
<b>Caldew</b> 1,120 places 11-19 Foundation School	No significant change
<b>Morton</b> 750 places 11-16 Community School	Change of age range to 11-16 School remains on current site with some remodelling to reduce the number of places No change to catchment area
<b>NCTC/St Aidan's</b> 1,200 places 11-16 Foundation School	New build school on a site in south-east Carlisle Catchment area: current NCTC and St Aidan's areas
<b>Newman</b> 600/650 places 11-16/19 Voluntary Aided Catholic School	Possible change of age range to 11-16 School remains on current site with alterations to buildings to reduce number of places if necessary
<b>Trinity</b> 1,200 places 11-16 Voluntary Aided CE School	School rebuilt on a site in north Carlisle Change of age range to 11-16 No change to catchment area
<b>William Howard</b> 1,500 places 11-19 Foundation School	School remains on current site with some additional facilities to accommodate extra pupils Catchment area expanded to include current Lochinvar area
<b>Lochinvar</b> is closed	

Some of the changes in the options where two schools are involved can be referred to as mergers/amalgamations. Technically, though, they involve the closure of the existing schools and the opening of new ones.

option 3	
<b>Caldew</b> 1,120 places 11-19 Foundation School	No significant change
<b>Newman</b> 650 places 11-19 Voluntary Aided Catholic School	No significant change
<b>St Aidan's</b> 1,800 places 11-19 Foundation School	Remodelled/extended St Aidan's school on its present site Catchment area: current NCTC and St Aidan's areas
<b>Trinity</b> 2,050 places 11-19 Voluntary Aided CE School	Remodelled school on current site Catchment area: current Trinity and Morton areas
<b>William Howard</b> 1,500 places 11-19 Foundation School	School remains on current site with some additional facilities to accommodate extra pupils Catchment area expanded to include current Lochinvar area
<b>14-19 Centre</b>	New build centre located on Carlisle College site
<b>Lochinvar, Morton</b> and <b>NCTC</b> are closed	

option 4	
<b>Caldew</b> 1,120 places 11-19 Foundation School	No significant change
<b>Morton</b> 850 places 11-19 Community School	School remains on current site with some remodelling to reduce the number of places No change to catchment area
<b>Newman</b> 650 places 11-19 Voluntary Aided Catholic School	No significant change
<b>St Aidan's, or NCTC/ St Aidan's (Academy)</b> 1,500 places 11-19 Foundation School or Academy	Remodelled school on St Aidan's site Catchment area: current NCTC and St Aidan's areas
<b>Trinity</b> 1,500 places 11-19 Voluntary Aided CE School	Remodelled school on current site No change to catchment area
<b>William Howard</b> 1,500 places 11-19 Foundation School	School remains on current site with some additional facilities to accommodate extra pupils Catchment area expanded to include current Lochinvar area
<b>14-19 Centre</b>	New build centre located on Carlisle College site
<b>Lochinvar</b> (and <b>NCTC</b> if there is no Academy) close	

## educational standards and achievements in the Carlisle area

There is some excellent practice in our schools and high standards in some areas. Where this is the case we need to build on it. However, there is also evidence that we could do better.

Overall, pupils in our secondary schools performed less well in 2005 than similar pupils in similar schools across the country. Though the main reason for the review of secondary education in Carlisle is falling numbers of pupils and empty places in schools, the review also gives the opportunity to improve provision and education for children and young people.

The judgements on schools below are based on the Government's Performance and Assessment Reports and A Level Performance System for 2005.

- At the age of 14, pupils in half of the schools did better than expected and half were below that level.
- At GCSE, pupils in only one school did better than similar pupils in similar schools, whilst those in other schools were below, or well below national expectations.
- In our sixth forms, standards were above a national benchmark in two schools, close to the average in one, and below average in the other four.

By providing better buildings and schools, which are seen by their communities as good schools, it is likely we can give more of our young people a better chance to succeed.

## pupil numbers, catchment areas and parental choice

We have already touched on the pupil number situation in general terms. Keeping a lot more school places than are needed is costly and wasteful. It does not achieve the best use of resources.

Each secondary school in the area (other than Newman), has a catchment area. Across the county these are generally important because they affect priority for admission to schools and entitlement to home to school transport. In the Carlisle area though, not all schools' admissions policies are based on defined catchment areas.

Families have the right to seek to find places at their preferred schools and in this area many are successful in doing so. In the area as a whole, only 57% of pupils attend their catchment area school. Leaving aside William Howard School, which attracts 94% of its catchment area children, the proportion is 51%. Though the pattern of choice varies to a degree each year, this information helps in our planning.

Our projections take account of pre-school children and pupils currently in schools, but not future housing developments. The extent and timing of new housing is unclear, and whether it would mean extra secondary school pupils, and how many more there could be, is uncertain. The best indication we have is that the secondary school population in 2017 could be up to 200-300 higher than our projections suggest.

Projections also reflect trends in parental choice. Whilst overall pupil population figures for the area are likely to be accurate, unknown future parental choices make pupil projections less reliable at the school level. Using present trends in the preferences of parents, the table opposite shows existing and projected school rolls up to 2017.



January	Caldew	Lochinvar	Morton	Newman	NCTC	St Aidan's	Trinity	William Howard	Carlisle
2006	973	174	599	568	498	1,518	1,838	1,487	<b>7,665</b>
2007	960	160	550	530	470	1,515	1,840	1,520	<b>7,545</b>
2008	960	140	490	495	430	1,475	1,840	1,495	<b>7,325</b>
2009	960	115	470	465	380	1,425	1,865	1,510	<b>7,190</b>
2010	940	100	445	435	350	1,355	1,845	1,510	<b>6,980</b>
2011	920	95	425	425	330	1,260	1,805	1,500	<b>6,760</b>
2012	915	85	410	420	315	1,235	1,770	1,490	<b>6,640</b>
2013	890	90	400	425	310	1,190	1,730	1,465	<b>6,500</b>
2014	855	95	385	420	315	1,170	1,665	1,425	<b>6,330</b>
2015	825	95	385	410	330	1,175	1,625	1,385	<b>6,230</b>
2016	790	100	400	405	350	1,195	1,605	1,360	<b>6,205</b>
2017	745	105	400	395	360	1,215	1,590	1,335	<b>6,145</b>

\* Projected figures are rounded to the nearest 5 pupils

### sixth form college (option 2)

Across the country, Ofsted reports indicate that sixth form colleges are well-managed, responsive and effective institutions. A proposal for a sixth form college in Carlisle was put forward in 2004, however it was not fully supported and therefore did not proceed. The schools proposed alternative collaborative arrangements, which have been operating for the last two years.

Any change in the pattern of post 16 learning, such as the creation of a sixth form college and removal of sixth forms from schools, would require the LSC to follow statutory procedures. Should Option 2 receive widespread support, and a sixth form college be welcomed within the Carlisle community, LSC Cumbria, with the support of the County Council, will progress the proposal.

### 14-19 centre (options 1, 3 and 4)

To prepare our young people for the future, and a more global economy, the Government's policy is to transform 14-19 education and training. At the heart of this policy is a more modern curriculum that includes personalised learning, new specialised diplomas and a curriculum entitlement for all young people. This will mean schools, colleges, work based learning providers and employers working together to make it happen.

14-19 centres are already being developed across the country to provide focus for this work. There is no single model and centres operate differently depending on local circumstances. In response to the announcement of the reforms, a study was commissioned into the feasibility of a 14-19 centre for Carlisle. This examines a proposal to create a centre that would be jointly managed by partners. Learners using the centre would still 'belong' to the school, college or work based learning provider where they have enrolled and would go to the centre to fulfil parts of their personalised learning programme.

Progress of the 14-19 centre is not dependent on the outcome of this consultation and, subject to a review that is underway, the second phase of the £10.3m building programme for Carlisle College will include a proposal for a 14-19 centre. If the proposal is implemented, there would be some transport implications for schools away from the city centre.

### academies (options 1 and 4)

The Government plans to build 200 new schools called Academies over the next few years in different parts of the country. They are built to a high specification and are aimed at giving children in areas where there is deprivation the best possible chance to succeed. They are funded directly from central Government and have more freedom than other schools to decide how they will operate. Some Academies have lengthened the school day and provided a different kind of curriculum.

Academies are almost always 11-19 schools. It is unlikely that the Government would approve an Academy that had more than 1,500 places. Where Academies replace existing schools, those schools are closed.

Academies have to be sponsored by an individual or organisation, or a group of individuals or organisations. The lead sponsor has influence over the way the school is organised. However, Academies have to keep to an Admissions Code and must operate within a Special Needs Code of Practice. They must also comply with guidance and regulations on exclusions from school.

Cumbria County Council's view is that it would support an Academy where it worked for the benefit of learners in partnership with other schools, the colleges, work-based learning and other providers of learning opportunities for 14-19 year olds, as well as strategic planning organisations such as the LSC.

Tentative discussions have taken place with Government ministers on the possibility of an Academy to serve the south-east of Carlisle. We have recently been given an indication that the Government will support this. If an Academy were to be established, the Government would fund the building costs involved.

### building schools for the future (BSF)

This is a countrywide Government initiative. Its aim is to bring about a transformation in secondary education. It involves completely rebuilding, extending or remodelling all secondary schools other than those built recently.

The initiative got underway in a small number of areas of the country in 2005, and is likely to last for more than 15 years. Cumbria will probably not begin to receive any BSF resources until between 2012 and 2015.

### church schools

The number of church schools is a significant feature of school provision in Cumbria. The church authorities are key partners in service provision. Cumbria County Council's position is that the balance of church and non-church provision should be maintained. The church authorities want to keep their schools in Carlisle: Newman Catholic School and Trinity Church of England School.

There is a strongly held view that Trinity School should continue to offer education to pupils from diverse social backgrounds, and that it should remain an 11-19 school. The Cathedral Foundation is regarded as an important aspect of Trinity's tradition and culture.

The Lancaster Diocese (Roman Catholic) regards Newman School as very important as it offers a Catholic option for parents. The view is that it should also be an 11-19 school. The Diocese is aware that, as a small school with a small sixth form, it could not stand alone and would need to enter into partnerships with other learning providers to deliver the range of choice that all pupils are entitled to.



## special educational needs

Cumbria County Council's vision is for an inclusive education system that enables all learners to benefit from successful learning opportunities in their local community. All new schools would, of course, be built to enable curriculum access for all young people regardless of special need.

Morton School has a strategic facility for children with specific physical and medical needs. Such a facility is needed in the area. However, parents are increasingly concerned that their child should attend the school which serves the community where they live. An aspiration if new schools were to be built could be that all schools have strategic needs emphases. They each might also have a different needs focus.

Social inclusion might best be achieved when schools have on-site facilities to help young people with social and behavioural difficulties. This could be facilitated through the design of new schools. We might aim for a collaborative community of schools to look after most pupils with these needs. This would imply a culture and ethos which fully supported social inclusion.

A vision for the future education of all children with severe and profound learning difficulties was set out in 2005. This stated that 'All pupils with severe or profound learning difficulties will have a learning programme tailored to their individual needs and an appropriately supported inclusive learning experience in a local setting where desired'. The review of 11-19 education for the Carlisle area creates an opportunity to consider what options will best enable young people with severe and profound learning difficulties to have their needs met. A range of options will be developed with our special schools and other relevant partners and fully consulted on.

## school specialisms

Government initiatives have enabled secondary schools to become specialist schools. Such schools must develop a particular specialist character; raise standards in their chosen specialism and support other schools with the curriculum development of the subject involved, for example Sports or Science.

Specialist schools develop community links which broaden their educational role. In our area there are well developed links between secondary schools, with primary schools (for the delivery of sport, languages and science, for example), with local commerce and industry and with higher education.

Six of the eight schools in the Carlisle area are specialist schools. In any revised network of provision, an appropriate mix of specialisms would hopefully be developed.



### extended schools and services

Children need to be healthy and safe and to enjoy school to do well. The 'Every Child Matters' agenda encourages schools to offer a range of extended services for pupils and allows specialist services to work more closely through schools when children have additional needs.

This is a changing role for schools. Secondary schools in Carlisle are likely to deliver a network of services to children and their families. The 'dispersed' options, with schools away from the city centre, would arguably be better suited to the delivery of extended services. Schools will also be encouraged to offer wider opportunities outside the school day. This will not be just for children, but for their families and communities too.

Of course, the secondary schools in the area already provide many opportunities for community use. For example, there is a wide range of adult education courses on offer. Sports facilities, including swimming pools at four of the schools, are used extensively by individuals and clubs.

It would be important to seek to preserve community facilities where schools close. In designing new schools, and in consultation with local people, we would want them to be equipped to offer services which meet local needs. We have in mind an extended school day with, for example, childcare facilities, breakfast clubs, 'drop-in' centres for social and medical services, and somewhere which would be a meeting place for parents. In addition, there could be wide community use of facilities, after school activities and study support for people of all ages.

### safeguarding pupils' education during change

The options contain some big changes, which would bring with them the risk of disruption. The County Council is committed to making sure that children's education is not affected negatively by the change process.

There will have to be support to ensure curriculum delivery, to provide transport between sites, and to make sure that schools have the accommodation and facilities they need whilst building work is occurring. The budgets of individual schools will not cover the costs of interim arrangements, which will need to be funded centrally.



## personnel implications

Falling pupil numbers in the secondary phase will certainly lead to staffing issues. Reorganisation in line with any of the four options would add further complexity to those issues.

As it is a long time since the County Council has been involved in any major secondary education reorganisation, there are currently no formal agreements for handling the staffing issues involved.

The County Council intends to develop protocols to deal with such wide-ranging staffing matters, following extensive consultation. In developing protocols of this kind, detailed discussions with staff representatives, headteachers and governing bodies will be essential. Such discussions will continue to take place throughout the process.

It is critical that the concerns of school-based staff about their future employment and how they will be treated during reorganisation are addressed in order to:

- ensure a smooth transition during the period of change which safeguards the educational entitlement of pupils;
- maintain staff morale throughout the process of consultation, implementation and delivery of any change;
- ensure effective, appropriate and fair arrangements for the appointment of staff to any new educational establishments;
- minimise potential anxiety and uncertainty for staff.

## sites for new schools

For Options 1 and 2 where new schools are proposed in north and south-east Carlisle, sites will have to be identified and planning approval obtained. We have consulted with Planning Authorities to determine where new schools could be provided and these locations are shown in Appendix B. Final site selection will require evaluation of many issues and would occur when a broad way forward has been agreed.

We have considered the potential locations in the context of the Carlisle District Local Plan, which affects land use and development in Carlisle. We have undertaken studies to assess the traffic, environmental and other technical criteria that will be considered in planning applications and decisions. Whilst subject to planning decisions in accordance with legislation, the results of the work done so far indicate that the locations do have the potential to be new school sites.

It is possible that the NCTC site could be developed for a new south-east school.

## traffic impact of the options

A detailed assessment of the impact of each of the options on traffic congestion at key points in the road network in the city has been undertaken.

This tells us that, assuming the pattern of roads does not change, the effect of Option 3 would be to worsen traffic congestion somewhat. The other three options would reduce congestion slightly.

Of course, the Carlisle Northern Development Route is scheduled to open around the same time as any agreed change to the secondary school network is likely to be in the process of implementation. This new road will run from Junction 44 of the M6 to the intersection of the A595 with Peter Lane and take traffic out of the centre of Carlisle. When this new route is factored in, traffic congestion will be reduced considerably, whatever option is followed.

## school transport policy

### the general policy

Under the normal transport policy, free transport is provided to a child's nearest or catchment school if the distance between their home and the school exceeds the 'statutory walking distance'. The 'statutory walking distance' is three miles for children aged eight and above. The distance is measure by the nearest available walking route.

### the policy in a secondary school reorganisation situation

Under the Authority's current school transport policy, pupils living in the catchment area who are attending a school at the time of its closure (or 'amalgamation'), and who transfer to the new catchment school, receive free transport until they leave school, providing the distance between home and school is more than two miles. Where a school transfers to a new site this is regarded as a closure situation.

### school transport costs

Given the current school transport policy, there will be additional costs for home to school transport. An indication of the additional cost for each option is shown in the table below. These costs are for schools in Carlisle city only (ie excluding any additional costs for Lochinvar, which appear on page 17).

	option 1 £k	option 2 £k	option 3 £k	option 4 £k
<b>additional cost in first year</b>	190	205	75	15
<b>total additional cost over four years</b>	420	445	165	35
<b>average additional annual cost</b>	105	110	40	10

Many assumptions had to be made in estimating these costs. It is expected that there will be no continuing additional costs once children in schools at the time of the reorganisation have completed their education.

### transitional arrangements involving building work

The effect that each option will have on arrangements to meet pupils' needs and school operations will vary. Where new schools are involved, it will be possible to complete the new buildings and then transfer operations from existing sites. Where existing school buildings are concerned, temporary arrangements will have to be made to enable the work to be undertaken. Building work on school sites is, of course, occurring all the time.

The present surplus capacity offers the potential to accommodate pupils in some existing school buildings to allow construction works where necessary. Similarly, existing buildings could be utilised temporarily until school rolls and revised capacities are balanced. The period for which those arrangements will be necessary will vary.

The detailed working-up of transitional arrangements would occur when decisions about school change are made. Staff and governors would be closely involved in that process. We believe that the facilities at the existing school sites will enable appropriate transitional arrangements to be made.





# considering the options and their implications



considering

## impact on the area as a whole

If implemented, the options set out on pages 6 and 7 would:

- present the chance to improve the educational opportunities for young people;
- produce a more viable and cost-effective network of provision;
- mean significant investment to build new and/or improve existing school buildings;
- reduce the number of secondary schools from eight to five (Option 3) or six (Options 1, 2 and 4);
- take out over 20% of total school places and leave 13%-14% surplus capacity to allow parental choice.

This could act as a cushion if new housing developments and other regeneration activity lead to there being more 11-19 year olds than predicted.

In our planning so far, we have assumed that it will not be necessary to change the catchment areas of schools significantly. The only changes envisaged are where schools close and two catchment areas are joined together. There is a high proportion of children attending other than their catchment area school at present. This seems likely to continue and means that extensive change to catchment areas will probably not be necessary.

## the timing of the implementation of change

We do not know what the outcome of the review will be and the detailed planning cannot take place until we do. Being precise about the timing of any changes is therefore not possible. We think that the earliest any change involving the closure of schools and/or the opening of new ones would begin to be implemented is 1st September 2008. The implementation period for some elements of the options is likely to be three to four years.

## individual schools

### caldew school

The school would not be significantly affected by any of the options. In all options, the school remains as an 11-19 school. Sixth form provision is currently shared with Morton. This arrangement would cease with Option 2 or 3. It is possible that a reduction in the number of schools, which would arise with each option, would see rather higher pupil numbers at the school than would otherwise be likely.

## lochinvar

### future viability

None of the four options see Lochinvar School staying open. This is because those involved in developing the options did not feel that the school would be viable in the future. They came to that conclusion for a number of reasons that arose from the low and falling numbers of pupils.

The school has around 175 pupils at present. From September 2010, it is projected to have fewer than 100 pupils. Numbers are anticipated to stay under 100 for at least five years. This situation is in part as a result of parental choice; around half of the children in the Lochinvar catchment area attend other schools.

With the numbers of pupils predicted, Lochinvar would find it virtually impossible to maintain an acceptable breadth of choice at GCSE level.

The school's budget is currently over £270k in deficit. This is partly due to the school spending more than it could afford to try to maintain educational quality. Having to pay off the deficit at the same time as numbers fall further will make it even more difficult to provide a reasonable level of education for the pupils.

Because of the Longtown area's regeneration needs, there is a Market Town Initiative scheme in place. Longtown is also identified as a key service centre in the Carlisle District Local Plan. There is housing development occurring now and in the pipeline. This is not particularly extensive, though, and is felt unlikely to have a significant impact on the numbers of children attending Lochinvar.

We recognise that the loss of the area's secondary school could work against the aims of regeneration, but key to the area's prosperity is good quality education for its young people. Given the level of the fall in the pupil population and the obvious preferences parents have for alternative schools, Lochinvar School seems simply unsustainable in financial and educational terms.

### transitional arrangements

As the closure of the school would occur if any of the four options were to be implemented, the County Council is keen to see the development of contingency plans. This is not intended to pre-empt a decision on the future of Lochinvar; it is to safeguard the educational interests of the school's pupils and to give some degree of stability for staff.

Bearing this in mind, discussions have taken place involving the head of Lochinvar School and the head and governor representatives of William Howard School. These have led to an in-principle agreement that the two schools consider what is required to set up a 'transitional partnership'. This arrangement is intended to ensure that there is high quality education for Lochinvar pupils during the period leading up to the school's closure, should a decision to close the school be taken.

The present thinking is that if it is decided that the school is to close, this would happen at the end of the 2007/08 school year. However, in September 2007 it is envisaged that:

- through agreement there would be no Year 7 entry to Lochinvar to avoid pupils starting there and moving to another school a year later (with the current assumption being that they would attend William Howard);
- pupils starting Year 10 would transfer from Lochinvar to William Howard so that they would not have to change schools half-way through their GCSE/other exam courses.



For pupils in other year groups, the partnership arrangement would support their continuing education at Lochinvar. William Howard would take a leadership role in this process and would have the capacity to provide additional specialist teaching. The partnership would be backed by funding from a central source to cover, for example, the additional costs of securing curriculum delivery and providing some temporary accommodation.

The choice of William Howard School as the transitional partner was made for two reasons. Firstly, many families living in the Lochinvar catchment area have already chosen William Howard School for their children. Secondly, there is the prospect of later implementation of school organisation change in Carlisle and we want to avoid Lochinvar pupils being involved in two sets of changes.

### **school transport**

Providing they live in Lochinvar's catchment area, those Year 7 and Year 10 children who would be part of the transitional arrangements during 2007/08 described above would receive free transport to and from William Howard School.

For early planning purposes we are assuming that, if Lochinvar School closes, its catchment area would be added to that of William Howard School. In line with the school transport policy set out on page 14, children attending William Howard School from this area would be provided with free transport from September 2008. This would include all children from Lochinvar's catchment area who are already attending William Howard School.

For those children living in the rural areas to the north and east of Longtown, the journey times to school in Brampton are likely to be similar. For the relatively few pupils living to the west of Longtown, extra travel time may be necessary. Careful planning of travel routes will keep this to a minimum.

The extra cost of the transitional transport arrangements during 2007/08 would be around £80k. The ongoing additional costs would be about £40k each year from 2008/09.

### **choice of school**

If Lochinvar School closes, its catchment area would need to be added to that of another school. The current assumption is that this will be William Howard. We would be interested in hearing what parents of current and prospective pupils feel about that idea. Parents of children transferring to secondary education can, of course, express a preference for any school.



### morton

At the moment, the school has around 600 pupils on roll. Taking no account of the possible reorganisation of schools, the number of pupils is anticipated to reduce to around 400 by 2017. This would leave the school with over 50% of its places unfilled.

However, if the number of school places were to reduce elsewhere in the city, as they would do with Options 1, 2 and 4, the roll at Morton would be likely to be much higher than projected (see page 9). Nevertheless, the school would still be relatively small and it would be essential for there to be strong collaborative arrangements in place, particularly post 16 (other than in Option 2 in which the school would not have a sixth form). Otherwise, there would be quite limited subject choice for students.

Under Option 3, Morton School would close and its catchment area would be added to that of Trinity School. Significant housing development is planned for the Morton area. Its timing is, however, unclear and the additional secondary pupils it is likely to generate is unlikely to be more than 60 - 70. It is nevertheless a factor to bear in mind.

The school's accommodation would be remodelled to reflect its intended future size in Options 1, 2 and 4.

### NCTC

At present the pupil roll is about 500. Without reorganisation of secondary provision, this number is expected to fall to around 330 in 2011 but pick up to 360 in 2017, probably as a result of recent substantial housing development in the area. In 2017, broadly 60% of the school's places would be unfilled.

In Option 1, the school together with St Aidan's School, would be closed and be replaced by an Academy or a foundation school in a new building on a new site in south-east Carlisle. One aim of the Academy would be to assist in the regeneration of the communities in that area. The new school would offer a wide range of extended services for the whole community. Option 2 would be as for Option 1 except that the new school would not have its own sixth form and would be likely to be a foundation school because Academies are nearly always required to be 11-19 schools.

The two other options would also see NCTC's closure. In Option 3, the pupils would transfer, subject to parental choice, to St Aidan's School. This would also be the case with Option 4 if there was not to be an Academy. If an Academy was created then St Aidan's School would also close. In all of these situations in Options 3 and 4, the new catchment area would be the whole of the existing NCTC and St Aidan's catchment areas and the St Aidan's buildings would be remodelled/partly rebuilt.

### newman

As the only Catholic secondary school in the area, it is retained in all of the options (although possibly without a sixth form, in Option 2). The school has around 570 pupils at present. Current trends suggest that the roll could fall below 400 by 2017. If there were to be fewer places in the area, that fall in pupils may not be as high. Inevitably, though, Newman will remain a small school in the secondary context. Because of this, there will be a need for extensive collaboration arrangements for 14-19 and post 16 education.

The school buildings, which were severely damaged by the 2005 floods, have been restored at a cost of £2.7m. Flood defence work that will protect the site in future is underway.



### st aidan's

The school currently has around 1,520 pupils on roll. Our projections, which take no account of possible school organisation change, suggest that numbers will reduce to 1,215 in 2017. The school has a maximum capacity of 1,576.

In Option 1, the school together with NCTC, would be closed and be replaced by an Academy or a foundation school in a new building on a new site in south-east Carlisle. The new school would offer a wide range of extended services for the whole community. Option 2 would be as in Option 1, but the new school would not have a sixth form and it would be likely to be a foundation school because Academies are nearly always required to be 11-19 schools.

In Option 3, NCTC pupils would transfer to the school which would be remodelled/partially rebuilt. It could not be an Academy because of its size. The development of the school to 1,800 places would be a challenge on the existing site. In Option 4 there would either be a new Academy on the St Aidan's site or NCTC pupils would transfer to the existing St Aidan's School. In both cases the school's accommodation would be remodelled/partially rebuilt rather than there being a completely new building.

### trinity

The school has about 1,820 pupils at present. If there is no school organisation change the roll is set to fall to 1,590 in 2017. The maximum capacity is 2,069.

In Option 1, with 1,500 places the new build school located in the north of the city would be smaller than at present. The location of the possible site would mean longer journeys for some pupils in its catchment area and shorter journeys for others. Without a sixth form as in Option 2, the school would obviously be smaller.

In Option 3, the school would be remodelled/partially rebuilt on its current site with a capacity of 2,050 which is close to the present maximum capacity of 2,069. In this scenario the school would be likely to be close to being full. This would mean a very large school. Collaboration with other schools and providers would be easier than with a location north of the river. Option 4 would be as Option 3 but the school would be reduced in size to 1,500 places through remodelling.

There are building projects associated with all four options. As a voluntary aided school, the governing body is responsible for running the projects and it is likely that the governors' foundation would have to make a contribution to the costs.

### william howard

In all of the options, the school remains as an 11-19 school. As each option proposes the closure of Lochinvar, appropriate arrangements would need to be made to cater for any pupils who may transfer to William Howard. Plans are being developed to achieve this.

New schools in the north and south-east of the city and a sixth form college might all have an effect on intake to William Howard.

### further detailed planning

As explained earlier, the possibilities for change cannot be fully developed at this stage. There will be much more detailed work necessary once there is an agreed overall plan to take forward. During that planning process we will look in more detail at things like catchment areas, admissions policies, school sites, school transport, accommodation needs and facilities at schools for the wider community. This may lead to changes to some of the details presented in this document.

## funding for the building work

The building work is likely to span up to three financial years starting in 2008/09. It may be possible for the County Council to establish a fund of £40m to help meet the costs involved. The biggest element of this would be the £30m from the Government for the Carlisle area referred to on page 4. The rest could come from governors of the voluntary aided schools, schools' own capital resources, the Council's general capital allocations and from borrowing.



If an Academy were to be created, and there is a real prospect that this could happen, then all of the costs involved would be met directly by the Government and the school's sponsor. Resources for a sixth form college would be found by the Learning and Skills Council (LSC), and for the 14-19 centre by Carlisle College and the LSC.

The potential £40m would therefore be available to fund the work involved in other aspects of whatever plan is finally agreed.

Leaving aside the sixth form college and 14-19 centre, the cost of the completely new school buildings included in the options are shown in the table below.

schools	estimated costs £m			
	option 1	option 2	option 3	option 4
trinity on a new site	30	25	-	-
new south Carlisle school	30	25	-	-
<b>total</b>	<b>60</b>	<b>50</b>		

Delivering both new schools at this stage in either Option 1 or Option 2 would not be possible unless one of them was an Academy. Without an Academy, funding for one of the schools would probably only be available under the BSF initiative described on page 10.

Assuming it was possible to assemble a £40m funding package, the resources available to remodel and extend existing school buildings (other than the St Aidan's building for an Academy in Option 4), would be:

option 1 £m	option 2 £m	option 3 £m	option 4 £m
10	15	40	40

The scope and specification for remodelling and extending schools could be managed to meet the available budget.

With BSF funding likely to come on-stream between 2012-15, there is an argument for targeting most of the £40m potentially available resources on two or three schools so that a big impact can be made now. The other schools would be enhanced later through BSF. It may be that this approach would achieve the most significant overall benefit for the school network.

Bringing about change would rely greatly on the Government's £30m allocation. The release of the funding is dependent on there being wide support for a way forward. There will also be the need to produce a business case to justify the investment.

# drawing conclusions

There is compelling evidence that it would be wrong to do nothing. All those involved in working on the options came to this conclusion.

There are four options for change and now is the time for us to find out which of them, or which parts of them, have your support.

Although Lochinvar School's closure features in all of the four options, no decision to close it has been taken and it could be retained. However, the LPG members who identified the options felt that this would not be in the best interests of the school, its governors and, most importantly, the young people of the Longtown area.

Broadly, the options for the city schools fall into two models. The 'dispersed' model has secondary schools out of the city centre located in the north, south-east and west of the city (with Newman, a small school, remaining in the centre). The 'learning village' model has three schools remaining where they are, with an option to retain a school in the west as well.

You might want to test the models against our principles of quality of provision, equal access to good schools and collaboration between providers.

Quality is about more than the buildings but new schools will give us an opportunity to transform education. New schools give us the best chance of state of the art school-wide ICT systems, modern equipment, and different and new learning environments. We might see a culture change which puts the individual child at the centre and where 'learning centres' and specialist learning areas within a school have much more emphasis. This is a culture of 'learning to learn' and independent learning, tailored to a child's needs. Similarly, a new school could provide meeting places for parents, bases for services like health and family support, and distinctive community access. We would be looking for different relationships between children, teachers, parents and agencies to provide this quality.

You might want to think which option is most likely to ensure that all schools are good schools. What size of school will be best? There is research evidence that the best results are obtained in medium sized schools, and the worst in very small or very large schools. Having a large sixth form seems to lead to better than expected results, whilst small sixth forms have a negative effect.

Will it be easier for schools and other providers to work together if the schools are near the centre of Carlisle? Transport arrangements would need to be made to deliver 14-19 courses if the schools were dispersed.

There are pros and cons to each of these models. Examples of these are: the 'dispersed' model might put schools nearer their communities; the 'learning village' model makes collaboration between schools easier; one of these options (3) would mean very large schools and less choice for parents; another (4) leaves one school outside the centre requiring travelling for partnership working.

There may be many more things that you have thought of whilst reading this document. Please turn now to the final section, which is about the next steps.

## next steps

### how long is the consultation period?

The basis for the consultation is this document, and the consultation period starts on Friday 16 June 2006. The final date for letting us have your thoughts and comments is **Friday 15 September 2006**. The consultation period is much longer than usual because of the summer holidays.

### how to express your views

This consultative document has been very widely distributed. It has gone to parents, school staff, governing bodies, all of the County Council's key partners in the provision of education, neighbouring local authorities, district councils, voluntary organisations, staff associations and unions, the church diocesan authorities and many others. It is important that we know what you think about the options, as well as any suggestions you may have for new options or variations to the four identified. We look forward to hearing from you.

### questionnaire

There is a questionnaire at the back of this document, and we would like you to complete it and return it to us. You can also complete the questionnaire on-line from 16 June - 15 September by following the consultation finder link on the County Council website: [www.cumbriacc.gov.uk/consultation](http://www.cumbriacc.gov.uk/consultation)

### meetings for parents and the general public

We are going to use the Council's Neighbourhood Forums. Special meetings have been arranged. The dates and venues are:

neighbourhood forum	date	venue
<b>Brampton and District</b>	Monday 26 June	Brampton Community Centre
<b>Stanwix and Belah</b>	Tuesday 27 June	Belah School
<b>Longtown and Bewcastle</b>	Wednesday 28 June	Longtown Community Centre
<b>Castle</b>	Thursday 29 June	Wigton Road Methodist Church Hall
<b>Currock and Upperby</b>	Tuesday 4 July	The Bishop Harvey Goodwin School
<b>Denton Holme</b>	Wednesday 5 July	St James CE Church Hall
<b>Belle Vue, Morton and Yewdale</b>	Thursday 6 July	Yewdale School
<b>Dalston and Cummersdale</b>	Friday 7 July	Victory Hall, Dalston
<b>Botcherby and Harraby</b>	Monday 10 July	Pennine Way School
<b>St Aidan's</b>	Tuesday 11 July	Greystone Community Centre
<b>Wetheral and Stanwix Rural</b>	Thursday 13 July	Scotby Village Hall

These meetings will all begin at 7.30pm. We would very much like you to attend one of them. Please choose which is the most convenient for you.

The meetings will start with a short introduction on how the meeting will be run. Then there will be a brief presentation on the main points in the consultation document. During the rest of the meeting you will be able to say what you feel about the options and issues covered in the document. You can also ask questions about the possible changes. It is expected that the meetings will last 1½ - 2 hours.



## meetings for school staff and governors

Separate meetings have been arranged for school staff and for governing bodies. These will be held in schools on the following dates:

school	date
William Howard	Monday 26 June
Trinity	Tuesday 27 June
Lochinvar	Wednesday 28 June
NCTC	Thursday 29 June
Caldew	Monday 3 July
Newman	Tuesday 4 July
St Aidan's	Wednesday 5 July
Morton	Thursday 6 July

It is intended that these meetings will last for 1-1¼ hours. Staff meetings will begin at 4pm and the meetings for governors will start at 5.30pm.

James Rennie School and Carlisle College will be holding joint staff/governor meetings at the following times:

Carlisle College	Tuesday 4 July	10am
James Rennie	Monday 10 July	4pm

## drop-in sessions

You may prefer to come to one of the drop-in sessions we have arranged during July and August. Here you will have an opportunity to talk the options over with us and find out more about what they mean for you and others. We will be using the meeting rooms at Carlisle Library in the Lanes complex, and will be there on the following dates:

10am-1pm, Thursday 20 July	10am-1pm, Wednesday 9 August	1pm-4pm, Thursday 17 August
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## young people

### information store and drop-in sessions

The Connexions office, 28 Lowther Street, Carlisle, will have a room dedicated to the Carlisle review from 17 July-18 August. Opening times will be Monday 10am-5pm, Tuesday 1-5pm, Wednesday-Friday 10am-5pm and Saturday 12-3pm. Plenty of information will be available for young people to find out more about the options. There will also be drop-in sessions from 5-7pm on some 'late-night' Thursdays during this period, shown below, when young people can talk about the review and options with members of the School Organisation Project Team.

Thursday 20 July	Thursday 27 July	Thursday 17 August
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### website

A dedicated website, designed in partnership with local young people, will be on-line from 3 July-15 September: [www.cumbriastudentvoice.org.uk](http://www.cumbriastudentvoice.org.uk) will provide information and a questionnaire to print or complete on-line.

## how can i find out more?

As was said earlier, we wanted to keep this document as short as possible. There is a lot of extra information available to you if you want to read more of the detailed background documents that we used when we wrote this paper. These include transport studies, summaries of school building use and condition, school performance and projections, as well as reports that the LSC and Carlisle College have done on learning in Carlisle.

All of these documents are available to view or download on our website:

[www.cumbriacc.gov.uk/childrensservices/school-organisation](http://www.cumbriacc.gov.uk/childrensservices/school-organisation)

If you do not have access to the internet, we can provide you with a hard copy of any sections of the additional information. All you need to do is to call the School Organisation Project Team on 01228 606013. Alternatively, requests can be made by fax to 01228 606016, or by post to the following address:

**School Organisation Project Team**  
18-19 Portland Square Carlisle Cumbria CA1 1PE

We will also try to answer any questions you have on the consultative document, the additional information or other relevant issues. You can get your questions to us by email at:

[school.organisation@cumbriacc.gov.uk](mailto:school.organisation@cumbriacc.gov.uk) or via the telephone, fax and postal address above.

## what happens after the consultation process?

Once the responses to the consultation process have been analysed it is likely that they will be discussed initially with the Council's key education partners.

Following these discussions, a report will be prepared for the County Council's Cabinet. The report will include notes of consultation meetings, a summary of comments received from individuals and photocopies of the responses from recognised organisations. The report will be a public document and, as such, will be accessible to the media.

The Cabinet will consider the response to the consultation and form a view about what they believe to be appropriate provision for the future. This is likely to occur on 17 October 2006. The LSC will also be considering the outcome of the consultation exercise.

If it is decided to seek to make changes to the current provision there are legal processes to follow. This is the case for the closure of existing schools and the opening of new ones, including Academies. There are less formal processes involved in reducing the level of admissions to schools. If there was strong support for a sixth form college, further consultation would need to be undertaken before any formal processes could begin.

As indicated earlier, it is not possible to say with certainty when any agreed changes would occur. It is very likely that no changes involving statutory processes would happen before 1st September 2008; some may occur one or two years later. Building work to prepare for implementation could, however, begin once formal approval to change is given. This will be planned with school staff and governors and with the involvement of the wider school community and others.

So now it's over to you. We want you to tell us what you think will work and what will not. Your views are important to the future of 11-19 education in Carlisle.



# appendix a: current situation

## current schools, catchment primary schools and colleges

Secondary catchment areas are shown in a lighter shade of each school's marker colour. They are made up of the combined catchment areas of the primary schools that are listed beneath each secondary school.

### Caldew

Burgh by Sands, Cummersdale, Cumwhinton\*, Fellview, Great Orton, High Hesket\*, Ivegill\*, Kirkbampton, Raughtonhead, Rosley, St Michael's, Stoneraise, Thursby, Welton, Wreay\*

### Lochinvar

Bewcastle\*, Fir Ends\*, Longtown, Shankhill\*

### Morton

Belle Vue, Caldew Lea\*, Morton Park, Newlaithes, Newtown, Yewdale

### NCTC

Inglewood, Pennine Way, Petteril Bank

### Newman School

St Bede's, St Cuthbert's, St Margaret Mary's

### St Aidan's

Bishop Harvey Goodwin, Brook Street\*, Cumwhinton\*, Norman Street, Scotby, Upperby, Wreay\*

### Trinity

Belah, Blackford, Caldew Lea, Crosby-on-Eden\*, Houghton, Kingmoor, Robert Ferguson, Rockcliffe, Stanwix

### William Howard

Bewcastle\*, Brampton, Castle Carrock, Crosby on Eden\*, Fir Ends\*, Gilisland, Great Corby, Hallbankgate, Hayton, High Hesket\*, Irthington, Lanercost, Lees Hill, Shankhill\*, Warwick Bridge

Catchment areas are very important in determining entitlement to free school transport in line with the policy set out on page 14. The admission policies of some schools rely on catchment areas as one of the criteria used in establishing priorities for admission where there is over-subscription.

### Carlisle College

Further and Higher Education provider

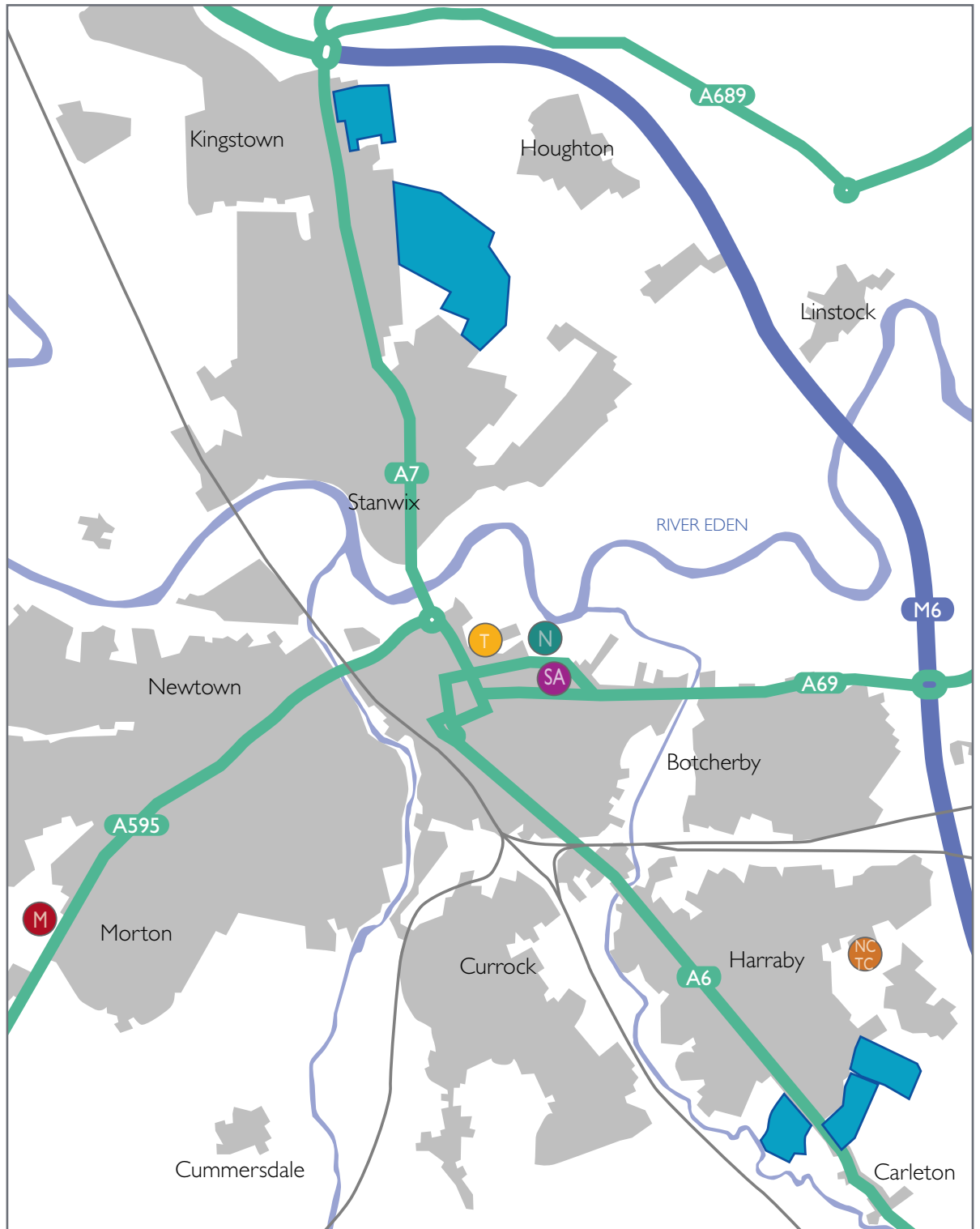
### Cumbria Institute of the Arts

Further and Higher Education provider

\* denotes a split between 2 or more secondary schools



## appendix b: potential areas for school sites



 potential areas for school sites

# questionnaire

## planning 11-19 education for the Carlisle area

This questionnaire is to help you put your views, comments and suggestions in writing. Please continue on a separate sheet if required. **All** views will be made available to those taking decisions. The last date for responses to be received is **Friday 15 September 2006**.

- Q1** The Local Partnership Group decided that it wasn't acceptable to continue with the same situation. Do you agree with this?

yes		no		don't know	
-----	--	----	--	------------	--

- Q2** For each of the four options, please tick a box to show how much you are in favour or against the option. Please also indicate which is your preferred option. We would be grateful for your thoughts/comments on any aspect of them.

	strongly in favour	in favour	no opinion	against	strongly against	don't know
<b>option 1</b>						
comments:						
<b>option 2</b>						
comments:						
<b>option 3</b>						
comments:						
<b>option 4</b>						
comments:						
<b>my preferred option is:</b>	1		2		3	
					4	don't know

**Q3** What are your views on the possibility of building schools in the areas indicated?

**Q4** Do you have any amendments to the options, or alternative options, to suggest?

**Q5** Please provide below any further comments or suggestions you wish to make on the information covered in this consultation document, or more generally. Please continue on a separate sheet if required.

**Q6** Please tell us the nature of your interest in this process. Please tick all that apply.

interest	✓	at which school?
student		
existing parent		
member of teaching staff		
member of support staff		
governor		
pre-school parent		
local resident		
other (please state)		

Name .....

Address .....

Age	under 20		20-39		40-59		60+	
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Signature .....

## translation services

এই তথ্যাদির বাংলায় একটি কপি আপনি পেতে চাইলে দয়া করে 01228 606013 নম্বরে ফোন করে বা [school.organisation@cumbriacc.gov.uk](mailto:school.organisation@cumbriacc.gov.uk) এই ঠিকানায় ই-মেইল করে আমাদের সঙ্গে যোগাযোগ করুন।

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[www.cumbriacc.gov.uk/childrensservices/school-organisation](http://www.cumbriacc.gov.uk/childrensservices/school-organisation)