

# Planning 11-16 education for Barrow

A consultation document



October 2007

## 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 Barrow area. This would contribute significantly to the ambitious plans for the town's regeneration.

There are good things happening in Barrow secondary schools, but also there is an awareness that things could be even better, so that in future all our young people are inspired and better able to lead fulfilling lives as individuals, as citizens and in the world of work. We want them to have higher aspirations, improve their educational achievements and secure better life chances. In other words we want to use this opportunity to transform our secondary education in the town.

This opportunity arises because the number of secondary school students is set to decrease rapidly taking us to a position where there will be a lot more school places than are needed. We need to tackle this situation otherwise it will result in a poor use of resources. The falling student population might also cause serious difficulties for one or more of the local secondary schools. We have the chance to address the issues of surplus places in a way which allows us to greatly enhance educational provision and outcomes.

Some aspects of change are already in the pipeline. Work is well underway on what is called 'The Barrow Trust School Pathfinder'. This involves schools working much more closely together and having close links with the University of Cumbria and employers. This way of working should provide new, shared and creative curriculum opportunities to transform educational experiences for every young person. We all now need to consider what further changes should be made.

This consultation is led by the County Council, which has responsibility for planning in schools. Its partner, the Cumbria Learning and Skills Council (LSC), has responsibility for planning and funding all post 16 learning. Together we 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 Barrow 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. This will benefit the whole community. Your responses to this document will make a major contribution in helping to achieve these ambitions.



Jim Buchanan



Moira Swann



Graham Lamont



Ruth Bullen

County Councillor Jim Buchanan, Cabinet Member for Children's Wellbeing, Cumbria County Council  
Moira Swann, Corporate Director, Children's Services, Cumbria County Council  
Graham Lamont, Chair of the Local Learning and Skills Council Cumbria  
Ruth Bullen, Area Director for Learning and Skills Council Cumbria

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# The purpose and nature of the consultation document



The purpose of this document is to provide information about different ways of delivering 11-16 education in Barrow so that people can let us know what kind of changes they would like to see.

There are currently well over 3,500 11-16 year olds being educated in secondary schools and other establishments in Barrow. The process of considering change to the present secondary 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. We hope the brief summary provided on page 3 will give you an early feel for what it is about. 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 also recognise that it will be of interest to the Department for Children, Schools and Families (DCSF). We have attempted to take all of 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.

Your views will be a great help in reaching a decision on the issues being considered. 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 30.

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 will 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 these appear on pages 27-29.

# Summary

## Why are we undertaking a review?

The number of secondary school students in Barrow is going to fall considerably over the next ten years. If we do nothing about that, more than one in three classrooms will be empty by 2017. Having schools with lots of unfilled places is not an effective use of the resources for education. It would be likely to negatively affect the quality of the educational process. As the number of students falls it will be difficult for our smaller schools to offer a broad curriculum. This will potentially limit choices of courses for young people.

We don't want to take the risk that standards will decline. We want to make the town's secondary education better. This will offer young people more opportunities and improved life chances. It will also help in the area's regeneration.

We also want to have improved school buildings. Although the schools in Barrow have some good facilities, accommodation has become outdated. New, modern buildings can help to lift students' aspirations and raise educational standards.

## What are the options?

### Option 1 - four secondary schools: 'the smaller schools option'

This option has been included as we know that some people prefer smaller schools. This option would see the development of two new but smaller schools on the Parkview and Thorncliffe sites. This would probably have to wait for 8-10 years for funding to be available. Walney School and St Bernard's School would remain at their current size.

### Option 2 - three secondary schools: 'the close Walney option'

This option seeks to test local opinion on whether there should be a school on Walney Island. In this option an Academy could be built on the Parkview site by 2012 taking students from Parkview and most of the students from Alfred Barrow. A new school would be developed on the Thorncliffe site, but again may have to wait for 8-10 years for money to build it. Once the new school was built, Walney School would close.

### Option 3 - three secondary schools: 'the start now, finish later option'

This option would see some early change with the development of an Academy on the Parkview site taking students from Parkview and Alfred Barrow by 2012 but a new school on the Thorncliffe or Walney site may have to wait 8-10 years. Whilst waiting for funding for a single new school, Thorncliffe and Walney Schools would become quite small.

### Option 4 - three secondary schools: 'the do it now option'

This option would make a radical change and involves all of the Barrow schools over the next few years. Change would happen in one go rather than waiting 8-10 years for funding. Walney and St Bernard's Schools would be expanded and funded through a mix of County Council capital funds and Government grants. An Academy would replace Alfred Barrow, Parkview and Thorncliffe Schools and might open in 2012.

### Option 5 - the status quo: 'the do nothing option'

This option retains all five secondary schools in Barrow. Issues regarding surplus places are left unaddressed and the opportunity to improve the educational experience for the young people of Barrow in a properly planned way would be missed.

## What happens next?

The consultation period begins on Friday 12 October and ends on Friday 7 December 2007.

During this period, a series of consultation meetings has been arranged. This will give you the opportunity to express your views and opinions and ask questions about the individual options and any concerns that you may have. Details of the meetings are contained in the section titled 'Next steps – the consultation and decision making process' on page 26.

We have included a questionnaire in the middle of this document to enable you to let us have your views on the future organisation of secondary education in Barrow. We would be grateful for any suggestions you may have for other options or variations to the five options outlined above.

Your views will be considered by the County Council's Cabinet along with those of everyone else who responds. These will help the Cabinet form a view about what it believes to be the appropriate way forward for 11-16 education in Barrow.



## A countywide approach to changing the school network

In Autumn 2005, 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 main reason that the countywide review is taking place is because the number of school age children is going to fall considerably over the next 10-15 years. There are also some key educational issues which need to be addressed. With all of this in mind, it is important to plan for the future to ensure that we have the appropriate number and type of schools which are of the right size, in the right place with the best quality provision. This will lead to higher aspirations and transformed educational experiences for all of our students.

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 (LPGs)** 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 statutory proposals to achieve school organisation change
  - decides, in most situations, whether or not to approve statutory proposals, after considering any formal objections to them
- **School Organisation Project Team** which, on behalf of Children's Services:
  - supports the entire review and decision-making processes

The review of 11-16 education in Barrow sits within this countywide context and approach.

# Focusing on the Barrow area

## The current provision

A map showing the location of the schools and colleges is provided in Appendix A. This also indicates secondary school catchment areas.

At present, Barrow has five secondary schools, one special school, a sixth form college and a further education college.

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

School	Status	Age Range	No of places*	No of students January 2007	Unfilled places
The Alfred Barrow School	Community	11-16	647	404	243
Parkview School	Foundation	11-16	1102	962	140
St Bernard's Catholic High School	Voluntary Aided Catholic	11-16	924	854	70
Thornccliffe School	Community	11-16	954	765	189
Walney School	Community	11-16	791	683	108
<b>Total Places</b>			<b>4,418</b>	<b>3668</b>	<b>750</b>

\*This refers to the maximum of the net capacity range using the Department for Children, Schools and Families (DCSF) formula for assessing the student capacity of schools.

## Why is Barrow seen as a priority?

The second Local Partnership Group (LPG) to be formed as part of the countywide approach covered the Barrow area. This area was given priority because the need for change had already been recognised locally and a lot of debate on the subject was taking place.

When Furness LPG met to consider secondary education for the future in early 2006, it had serious concerns about:

- the projected 26% fall in secondary student numbers by September 2017 (i.e. a reduction of almost 1000 students);
- the likelihood that more than one third of the secondary school places in the area would be unfilled by 2017;
- the probable impact of the fall in student numbers on the financial and educational viability of some schools;
- the level of standards and achievement in secondary education in the area.

## The case for change in the Barrow area



The projected drop in secondary schools' numbers is considerable over the next few years. If we do nothing, more than one out of every three classrooms in our schools will be empty by 2017. This would be an ineffective use of educational resources, which would be likely to lead to a dilution of the quality of education provided.

As our schools get smaller, some of them will find it more difficult to deliver choice for students. When secondary school rolls fall to around 400 students or fewer, delivering a broad curriculum tends to become an issue. For the benefit of the town and its young people, it is vital that we address the increasing gap between overall student places and student numbers.

There has been no major secondary school reorganisation in Barrow for almost 30 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.

We want standards in our schools to be as high as possible. 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.

Because numbers are falling in the secondary phase we now have a great chance to begin to transform our schools, to begin to provide new facilities, modern classrooms and state of the art ICT provision to deliver 21st Century learning for our young people. This will enable students to have higher aspirations and to take full advantage of the exciting opportunities which will be available locally through the new University of Cumbria.

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 Furness 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 data on, for example, student 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 the fact that very good learning opportunities for young people aged 16-19 are provided by Barrow Sixth Form College, Furness College and by work based learning organisations across the Barrow 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 five options. The feedback received helped the LPG to put those five options to the School Organisation Forum. These were accepted by the Forum on 9 November 2006, and the County Council's Cabinet agreed, on 28 of November 2006, to consult publicly on those options.

It was accepted by the LPG, the Forum and the Cabinet that consultation should not be undertaken until there was a reasonable prospect of funding being available in the near future to deliver at least one of the options. We are now confident that there is a very good chance of being able to fund one of the options within the next four or five years, though others would have to wait longer for resources to become available.

## A radical change?

The Local Partnership Group (LPG) generally accepted that change was required and there was a degree of excitement about the opportunity to make real improvements in the Barrow education system and community.

We face a scenario which involves:

- a big reduction in the number of secondary school students over the next decade which threatens school viability and the effective use of resources;
- the potential availability of a lot of money to provide new and enhance existing school buildings.

These two factors offer a real opportunity to bring about significant and positive change.

So, the options identified contain some quite radical possibilities for school organisation change. However, the timescales for this change vary depending on the option. One option produces relatively early change for all the Barrow schools, others have a long timescale and involve a much slower process, taking a number of years. The longer-term possibilities are much less certain in terms of the availability of money to deliver them. The options even include keeping things as they are, though the LPG feels strongly that this outcome would be inappropriate.

As mentioned in the introduction, ideas for innovation in the form of a trust arrangement are being developed. This began to happen after the options for school organisation change had been identified. The proposals for a trust are likely to be helpful in paving the way for the future structural changes included in the options because schools which might 'amalgamate' under some of the options will already be working closely together. (More information on the formulation of a trust is given on page 15.)

## The options explained



The Local Partnership Group's ideas are aimed at reshaping and transforming the learning experiences and outcomes for young people aged 11-16 in the Barrow area in the future.

There are four options for making this happen, plus the status quo. The options are summarised and explained below.

### Option 1- four secondary schools: 'the smaller schools option'

<b>Walney School</b>	School remains open. Number of places = 800
<b>St Bernard's School</b>	School remains open. Number of places = 900
<b>Parkview School</b>	New school developed on the Parkview site. Number of places = 650
<b>Thornccliffe School</b>	
<b>The Alfred Barrow School</b>	
<b>Total Number of Places 3,000 (2017)</b>	

- Two new schools would replace Alfred Barrow, Parkview and Thornccliffe Schools which would close.
- This option provides smaller schools than the other options. However, there is research that suggests larger schools with 1,000-1,200 students are more effective.
- The new schools are probably too small to be considered for an Academy.
- Funding for the new schools would almost certainly have to be through the Building Schools for the Future initiative which will probably not be available for 8-10 years.
- If we wait ten years for change, not all of the existing schools will remain viable.
- A national competition to decide who would run the new schools would be required.
- To offer some choice this option provides around 7.5% more places than the projected number of students in 2017. If there turned out to be more young people than predicted, the number of places would be adjusted accordingly.

## Option 2 - three larger secondary schools: 'the close Walney option'

St Bernard's School	School remains open. Number of places = 900
The Alfred Barrow School	An Academy developed on the Parkview site. Number of places = 1050  New school developed on the Thornccliffe site. Number of places = 1050
Parkview School	
Thornccliffe School	
Walney School	
<b>Total Number of Places 3,000 (2017)</b>	

- This option would see the closure of Walney School. We have been told that there has to be a school on Walney Island. Nevertheless, we wanted to test that view out.
- We envisage that an Academy could be built on the Parkview site by 2012, replacing Parkview and Alfred Barrow Schools.
- An Academy for 1050 students is a size which is in line with DCSF preferences.
- BSF funding could be available in 8-10 years to create a new school on the Thornccliffe site. At that point Walney and Thornccliffe Schools would close.
- A reality of this option is that it doesn't provide change and improvement in one go.
- Academies are not subject to the rules about competitions. As for the new schools in Option 1, there would need to be a competition to decide who would run the new school to be located on the Thornccliffe site.
- The comment on Option 1 about the total number of places also applies to this option.



### Option 3 - three secondary schools: 'the start now, finish later option'



<b>St Bernard's School</b>	School remains open. Number of places = 900
<b>The Alfred Barrow School</b>	New Academy developed on the Parkview site. Number of places = 1,200
<b>Parkview School</b>	
<b>Thornccliffe School</b>	New school built on either the Thornccliffe or Walney site when funding becomes available and when falling rolls allow. Number of places = 900
<b>Walney School</b>	
<b>Total Number of Places 3,000 (2017)</b>	

- In this option a new Academy, which could well be built by 2012, would replace Parkview and Alfred Barrow Schools.
- This option is very similar to Option 2, except that there might be a new school on the Walney site rather than at Thornccliffe.
- As for Option 2, the existing Walney and Thornccliffe Schools would stay open for 8-10 years until BSF funding became available.
- The new school to be based on either the Thornccliffe or Walney site would be subject to a national competition to determine who would run it.
- During the period leading up to the creation of a new school to replace them, both Walney and Thornccliffe Schools could become quite small (400-500 students each).
- The comments relating to Options 1 and 2 about the total number of places also apply to this option.



## Option 4 – three secondary schools: ‘the do it now option’

<b>Walney School</b>	School remains open and capacity increased. Number of places = 900
<b>St Bernard’s School</b>	School remains open and capacity increased. Number of places = 1,000
<b>Parkview School</b>	Three schools amalgamate to form an Academy built on the Parkview site. Number of places = 1,200
<b>Thornccliffe School</b>	
<b>The Alfred Barrow School</b>	
<b>Total Number of Places 3,100 (2012)</b>	

- This option is the most radical one involving change for all five Barrow secondary schools between now and 2012.
- An Academy would replace Alfred Barrow, Parkview and Thornccliffe Schools. The new building would probably be completed in 2012.
- Walney and St Bernard’s Schools would, by 2011, be expanded to provide for additional students.
- To balance the student numbers in the town’s schools, admissions to Alfred Barrow, Parkview and Thornccliffe would be limited to a total of 240 from 2010. Students not admitted to those schools would, subject to parental choice, go to the expanded Walney and St Bernard’s Schools.
- Funding is available to achieve this option in full by 2012.
- This option would not involve a competition, as the only new school is an Academy which is exempt from that requirement.
- This option does offer:
  - a more equitable solution because funding for new facilities would go to all schools;
  - the overprovision of places is tackled as soon as possible;
  - a single and early change is likely to lead to a better transformation of secondary education in Barrow.
- This option requires an extra 100 places because it would be implemented earlier when the total number of students will be rather higher.



## Option 5 - the status quo: 'the do nothing option'



Walney School	School remains open
St Bernard's School	School remains open
Parkview School	School remains open
Thornccliffe School	School remains open
The Alfred Barrow School	School remains open
Total Number of Places 4418 (2007)	

- This option retains all secondary schools in the town.
- It does not address the issue of surplus places.
- The viability of schools would almost certainly be brought into question. Doing nothing appears to be unrealistic.
- The opportunity to improve the educational experience for the young people of Barrow in a properly planned way would be missed.
- Despite the aims of the proposed Trust to bring about greater partnership-working, collaboration would be made more difficult as all of the existing schools compete for a reducing number of students.
- By 2017 there would be around 37% more secondary school places in the town than there are young people to fill them.



There are, of course, variations which could be made to the options e.g the sizes of schools. Please include any suggestions you have when you fill in the questionnaire. Information to help you understand the options and put them in context is provided on pages 14-23.

### Impact on the town as a whole

If implemented, the options for change set out on pages 8-12 would:

- present the chance to improve through transformation 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;
- take out over 30% of the total school places, leaving around 8% surplus capacity to allow parental choice.

### 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 linked to the closure of schools and/or the opening of new ones would begin to be implemented is 1 September 2010. The implementation period for some elements of the options is likely to be three to four years.

### Further detailed planning

As just explained, 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.



## Information relating to the options

To help you to consider and form a view on the various options, we are providing in this section some more information, both general and specific to Barrow.

### Vision and principles

At an early stage in the school review process, we established some principles that 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. The 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.

Our 'Vision Statement' is included in the additional information which is available. See page 30 for details about how this can be accessed.

### Educational standards/achievements in the Barrow area

The review presents the opportunity for us to work together to transform the educational standards and opportunities for all young people in Barrow. This will involve building on the excellent partnerships that currently exist with the community, local businesses and further and higher education partners.

There is some good practice in the five schools. Where this is the case we need to build on these successes. However, there is evidence that we can do better, in particular in improving students' literacy and numeracy skills. The new Diplomas for 14-19 year old students (see the section 'the 14-19 agenda' on page 16) should provide opportunities for schools to transform the provision they offer. This will give students greater scope for using their numeracy and literacy skills more effectively in their school work and everyday life and to improve their overall performance in examinations. Students should then have improved opportunities to access further and higher education and a broader range of employment.

The Government produces Performance and Assessment Reports for all schools. When they make judgements about an individual school's performance, they firstly compare the school's performance against the performance of all schools nationally, they then compare the performance against those schools that have similar factors that can influence students' achievements. The Reports also show how pupils have made progress since they entered secondary school. This judgement is based on students' results at the end of Key Stage 2 – primary education, at the end of Key Stage 3 – Year 9 and at the end of Key Stage 4 aged 16.

At the age of 14, the reports for 2006 show that students in three of the five schools did less well than we should expect. In English and mathematics, the results were below the average for those schools in similar circumstances. In the other two schools, students did much better; they achieved results more in line with that which should be expected. In one school, students achieved higher than the average. In 2007 pupils did much better in English, about the same in mathematics but slightly worse in science.



At the age of 16, taking into account all examinations, many individual students achieved some excellent results in 2006 and 2007. However, if we compare the five schools' results against the performance of schools nationally in 2006, students in only one school gained five or more GCSEs grade A\* - C or equivalent that was above the national average. In the other four schools, the percentage was below the national averages. When comparing against schools in similar circumstances the reports show that in two schools students achieved less well than we should expect, students in two schools achieved as expected and students in one school did much better than expected. Overall, in the 2007 results there was an improvement in the percentage of pupils gaining five or more A\* - C grades at GCSE, but in relation to English and mathematics we still have much to do to improve results further.

Thornccliffe School has been through a difficult period having been placed in Special Measures by Ofsted. The school is now performing much better and HMI monitoring reports show the school is making satisfactory progress on all the issues originally identified by Ofsted.

The most recent summary Ofsted inspection judgements for the other schools are:

Parkview, 2007, satisfactory  
 St Bernard's RC, 2006, good  
 Walney School, 2006, satisfactory  
 Alfred Barrow, 2004, effective

### Barrow trust school pathfinder (TSP)

Building on the history of partnership working in the education field in the Furness area, a successful bid was made for pathfinder status to explore the establishment of a trust school arrangement for Barrow. Funding for this work, which is now well underway, has been provided by Government.

The model being developed via the Barrow Pathfinder involves a multi-school trust. This is essentially a group of local authority maintained schools supported by a charitable trust. In the case of the Barrow Trust, it comprises, Alfred Barrow, Parkview, Thornccliffe, Walney and George Hastwell Schools. The Trust also embraces, as partners, all of the other secondary schools as well as the two colleges in the Furness peninsula. There are also 'external' partners representing a wide range of important and influential public, private and voluntary sector organisations.

The thinking is that, through the establishment of the Trust and its engagement with a diverse range of local partners will come enhanced provision and outcomes for learners throughout the local community. The philosophy which underpins the Trust is one of collaboration and it is the nature of this kind of working which produces new and different opportunities. The Barrow TSP aims to support, amongst other initiatives, the development of:

- better access to locally-based higher education;
- highly effective extended services for children, families and the wider community;
- aspirational community-wide lifelong learning and training opportunities;
- new learning pathways for students in the 11-19 age-range; this will be particularly effective in the delivery of the new 14-19 curriculum (see the next section).

The schools which will comprise the Trust will have to consult parents and other stakeholders about their proposals. Consultation on this will occur in the next few months.

## The 14-19 agenda

To prepare 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 Diplomas and a learning entitlement for all young people. A key element of the new 14-19 curriculum is the Learning Entitlement and access to the 14 lines of learning available in new Diploma qualifications.



Furness is one of only ten partnerships in the country to be successfully assessed as being able to offer the new Diplomas in all of the first five subjects to come on stream in September 2008. Achievement in the new Diplomas will allow students to progress to further school or college study, university or employment. The Diplomas are employer-designed, offered at three levels, and give students aged 14-19 a fully rounded education which comprises theoretical and practical learning.

The successful Diploma bid is a direct result of the excellent partnership working between secondary schools, colleges, work-based learning providers and employers in Furness. This partnership, which will be cemented by the proposed Trust, is already planning how best to work together to provide new learning provision across the peninsula. This joint working is essential as the full range of Diplomas could not be provided by a single institution. The Diplomas provide an increase in personal choice for students, new learning pathways and much greater opportunity for learning the skills, knowledge and attitudes looked for both by employers and universities.

Any area of specialism (see page 20 for more information) planned by the sponsors of an Academy will also need to be consistent with the LSC and Local Authority 14-19 strategy, as well as complementing specialist provision and initiatives already in place.

## Student numbers, catchment areas and parental choice

We have already touched on the student 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.

St Bernard's Catholic High School does not have a catchment area. Each of the other four schools in the area do. Across the county, catchment areas are generally important because they affect priority for admission to schools and entitlement to home to school transport. In Barrow 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 Barrow as a whole, only 50% of students on average attend their catchment area school. Though the pattern of choice varies to a degree each year, this information helps in our planning. This is because it demonstrates the potential mobility of students in terms of choice of school. It also suggests only limited allegiance to particular schools on the basis of location within families' local communities.



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

January	Alfred Barrow	Parkview	St Bernard's	Thornccliffe	Walney	Barrow
2007	404	962	854	765	683	3668
2008	359	978	864	713	676	3590
2009	320	963	871	655	663	3472
2010	271	940	870	591	629	3301
2011	251	922	859	532	603	3167
2012	237	904	845	506	595	3087
2013	237	868	829	494	566	2994
2014	233	853	812	478	543	2919
2015	229	836	792	474	545	2876
2016	219	816	788	483	547	2853
2017	211	790	780	481	520	2782

Our projections take account of pre-school children and students currently in schools. They also reflect trends in parental choice. They do not, however, take account of any growth in the student population generated by housing development. This is because there is a great deal of uncertainty about how many, if any, additional children would come into the area as a result. In line with the Barrow Local Plan and advice from the Borough Council, we have assumed that the limited new housing planned will not mean extra students.

We need to mention here the current movement of students out of Barrow to Dowdales School in Dalton. At present an average of 50 children per year group who live in Barrow attend Dowdales. If Dowdales remains as popular as it is currently, and as the number of children in its catchment area falls, there will be more places available for Barrow students. This could mean that there will be fewer students at the Barrow schools in the future than the numbers given in the above table. On the other hand, a transformed network of schools in the town could change trends in parental preferences.

## Academies

Academies are a new type of school. They are established by a sponsor or a group of sponsors, usually from business, faith or voluntary groups and educational institutions. The sponsors of Academies operate in highly innovative partnerships with central government and local education partners.

The DCSF meets all the capital and running costs of Academies which have more freedom than other schools to decide how they will operate. This offers new and exciting opportunities for their staff to develop educational strategies to raise standards and achievement.

Academies employ their own staff and have responsibility for their own student admissions. Despite having more freedoms than other schools, Academies need to operate in line with the national Admissions Code and a local Special Needs Code of Practice. They must also comply with guidance and regulations on exclusions from schools.

Academies are all-ability schools which usually have places for between 1000 and 1500 students. They are generally 11-19 schools, though they can be 11-16, providing existing post-16 provision is of good quality, has the potential to expand and is able to offer appropriate learning opportunities. Post-16 provision in Barrow meets all these criteria. Both Barrow Sixth Form College and Furness College perform above national benchmarks and their capacity to improve has been assessed as outstanding.

Whether Academies have completely new buildings or a mixture of new and remodelled accommodation, they invariably have excellent teaching and learning environments. This is because the Government has given its Academies Programme a high priority in terms of funding for capital development.

As well as providing greatly enhanced opportunities for their students, Academies have a key part to play in the regeneration of the communities they serve. Academies focus on learning for young people, their families and other local residents.

The general picture in relation to student performance in Academies is one of overall improvement against a range of indicators at Key Stages 3 and 4 and post-16 levels. Furthermore, in terms of their achievement, the progress of students attending Academies has generally exceeded that of students at other schools.

The establishment of Academies is a key part of the Government's educational agenda for improvement. Local Authorities are expected to consider promoting the setting up of Academies as part of their strategic planning in order to increase diversity in secondary education and improve educational opportunity. As part of its strategic approach to school organisation (see page 4), the County Council is in the process of helping to develop two new Academies in Carlisle and one in North Copeland.

Discussions have taken place with Government officials on the possibility of the establishment of an 11-16 Academy in Barrow. The Government has indicated it will support this. Work is being undertaken on sponsorship arrangements. It is planned that a consortium of sponsors from education and industry will be put together. This would no doubt have the backing of the Council and local schools.



## Special education 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 needs.

George Hastwell School is a special school for students with severe or profound and multiple learning difficulties and disabilities. Many students also have additional autistic spectrum disorders, challenging behaviours, sensory impairment and physical / medical needs. The school has 82 students aged 2-19 and is heavily oversubscribed. There are currently 22 more students than there are registered places.

Walney School is a 'strategically resourced school' for physically and medically disabled students within our mainstream schools. 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 students 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 students 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'.

## Innovative models of provision

Around the country there are recent examples of developments of integrated education and community services provision located on a single campus. These can involve, for example, a primary school, a secondary school, a special school, a children's centre and a wide range of other community facilities on the same site.

In developing the Barrow secondary schools in whichever option for change is implemented, it might be possible to consider embracing this kind of concept. One element of that could be the co-location of George Hastwell School in a new building on one of the sites of the new schools.

The potential advantages of this might include:

- the opportunity for secondary and special school students to share and use specialist facilities for science, technology, etc;
- the flexible use of staff between the schools involved;
- supporting the Government's aim of having a more personalised approach to learning;
- the arrangement would be more inclusive and better mirror the society in which all young people live.

**You are invited to let us know via the questionnaire whether you would support the transfer of George Hastwell School to sit alongside one of the potential new secondary schools.**

### 'Competitions' for new schools

Normally, local authorities must now hold a 'competition' whenever proposals are to be made for a new school. This would involve an invitation to any interested parties to compete to establish a new secondary school.

Competitions are not required to create Academies (Options 2, 3 and 4). The competition requirement would, however, apply to the other new schools which are part of Options 1, 2 and 3. The legislation requiring competitions is new and relatively untested. It is therefore uncertain how much interest from potential new school providers there would be.

### 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 around 20 years. Unless things change, Cumbria will probably not begin to receive any BSF resources for another 8-10 years or even longer.

### 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 and science, for example), with local commerce and industry and with higher education.

Three of the five schools in Barrow are specialist schools. Parkview has specialist status in technology and Thorncliffe School holds specialist status as a sports college. St Bernards' specialism is science. 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 students and work more closely with specialist services where children and young people have additional needs.

This is a changing role for schools. Secondary schools in Barrow already deliver a network of services to children and their families and offer wider opportunities outside the school day. Reorganisation allows the opportunity for co-location of services on school sites so that learning, social, sporting and cultural provision for all members of our community make our schools genuine learning communities.

It will be important to seek to preserve community facilities where schools close. In designing new and remodelled schools, and in consultation with local people, we would want them to be equipped to offer improved services which meet local needs and raise the profile of the value of learning. Facilities would be open beyond the school day and provide 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 will be wide community use of facilities, after school activities and learning opportunities for people of all ages.



## Safeguarding students' education during change

The options contain some significant changes. Closing schools and opening new ones brings the risk of disruption. The County Council is committed to making sure that children's education is not affected negatively by the change process. For example, the Council will need to ensure that curriculum delivery is protected and that the accommodation and facilities needed are always available throughout the period of change.

For each area where changes arise from the countywide review covered on page 4, a local group to manage the transitional arrangements is set up. These groups are made up of County Council officers and representatives from the local schools. The groups can access additional resources to ensure educational standards are maintained during the period of change.

## Personnel implications

The County Council has an agreed set of protocols associated with the re-organisation of schools in Cumbria. Governing bodies are strongly encouraged to adopt the protocols and to work closely with staff and trade unions throughout the reorganisation process. The protocols include guidance on co-operation, consultation and ring-fencing posts between schools which seek to minimise the uncertainty and maximise the benefits for staff within any proposed reorganisation of schools.

Schools which are to close will have the benefit of the kind of transition group mentioned in the previous section. It will have a wide ranging brief including focusing on student and staff movements.

Where new schools or Academies are formed staff are normally protected by the Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE). More clarity on TUPE will be available once the outcome of the review is known and as preferences for specialist school curriculum areas are resolved. TUPE regulations ensure that thorough and meaningful consultations take place with recognised Trades Union Representatives and all staff who are identified as being affected by the transfer. Affected staff, along with their Trades Union representatives, will also be consulted on the proposed staffing structure for the new school or Academy and the process for making appointments into the new posts.

Communications and staff involvement plans will be supported by Children's Services Human Resources officers. Further guidance and information will be available from the school governors' human resource service provider and on the schools' portal which will hold links to relevant local and national sites.

## Traffic impact of the options

As is frequently the case, there are some problems at the moment involving the Barrow secondary schools concerning traffic volume and congestion at the beginning and end of the school day. The nature, magnitude and location of these would change to varying degrees depending on the option involved.

It will be important to carefully plan building projects which result from this review to take account of traffic and access issues. The promotion of walking to school and the use of public transport, wherever possible, will also need to be part of the overall strategy for change.

## School transport policy

### The general policy

Under the normal transport policy, free transport is provided to a student'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 students aged eight and above. The distance is measured by the nearest available walking route. (In some circumstances, families on low income may qualify for assistance with transport if the distance from their **chosen** school is between two and six miles).

### The policy in a secondary school reorganisation situation

Under the Authority's current school transport policy, students living in the catchment area who are attending a school at the time of its closure, and who transfer to the new catchment school, receive free transport until the time they would have left that school had it remained open, providing the distance between home and school is more than **two** miles. This only applies if students have to go to a different site which is further from their home than the site they previously attended. If the distance from their home is more than the statutory walking distance of three miles, then the general policy (set out above) applies.

## School transport costs

Given the location of the schools which would result from the options and the distances involved, the school organisation changes which might occur in Barrow will not lead to any significant increase in the cost of school transport to the County Council.



## School buildings

The condition of most of the school buildings is reasonable with only a limited backlog of maintenance work. There are short-comings though, particularly with the Parkview buildings, in terms of their suitability for delivering the present day curriculum. This is not surprising given the age of most of the accommodation involved.

- The Parkview buildings have a range of curriculum-related suitability issues, although none of these are incapable of resolution. The biggest problem stems from the layout of the buildings round two courtyards; the resulting circulation and access to classrooms is narrow and contains many changes of level. Making the buildings accessible is impractical.
- Thorncliffe is housed in two sets of buildings with a public road splitting the site; this is far from ideal from either an organisational or a health and safety point of view.
- Alfred Barrow has very limited on-site PE facilities and is a restricted site. The school is also housed in a listed building and this limits its development potential.
- The biggest issue in relation to Walney School is the limited indoor PE facilities and the lack of PE storage. Most other issues are relatively minor.
- St Bernard's School has no significant suitability problems.

This review of secondary education in Barrow is happening at a very exciting time for the town. There are the ambitious plans for economic regeneration which are beginning to be implemented. Regeneration of learning and of the educational infrastructure would contribute significantly to this.

Extensive building projects are already being planned for Barrow Sixth Form College and Furness College. New accommodation to cater for University of Cumbria students will be part of this development. If, as a result of this consultation process, an option is chosen which includes early new-build, extension and remodelling of secondary schools, there will be a unique transformational opportunity to redesign learning pathways, learning provision and learning spaces for students aged 11-19 and on into further and higher education.

## Transitional arrangements involving building work

The effect that each option will have on arrangements to meet students' needs and school operations will vary. In some cases where new schools are involved, it should be possible to complete the new buildings and then transfer operations from existing sites. In other instances, and 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 students 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.

## Funding for the building work

The estimated costs of the building projects involved in each of the options and the period in which funding for them might be available are shown in the table below:



School / Option	Possible period funds available	Extended costs £m	Total costs £m
<b>Option 1</b>			
New School - Parkview site	2015 - 2017	18	
New School - Thorncliffe site	2015 - 2017	18	36
<b>Option 2</b>			
New Academy - Parkview site	2010 - 2012	22	
New School - Thorncliffe site	2015 - 2017	22	44
<b>Option 3</b>			
New Academy - Parkview site	2010 - 2012	25	
New School - Thorncliffe or Walney site	2015 - 2017	18	43
<b>Option 4</b>			
New Academy - Parkview site	2010 - 2012	25	
St Bernard's School - Extended/remodelling	2009 - 2011	2	
Walney School - Extended/remodelling	2009 - 2011	3	30

There is a very good chance of securing an Academy for Barrow. If that happens all of the costs of the building project to create it would be met by the Government. This is relevant to Options 2, 3 and 4.

The money to expand St Bernard's and Walney Schools by 2011 (Option 4) is already contained in the Council's five year capital plan.

The new schools, other than Academies, included in Options 1, 2 and 3 could only be funded through resources from the BSF initiative. We do not feel that they are likely to be available until 2015-2017 or later. There is also less certainty about BSF resources than those associated with the Government's Academies Programme which is one of its key priorities. If and when BSF money reaches Barrow, all of the secondary schools, other than any brand new Academy which results from this review, will be either rebuilt or significantly improved.

## Drawing conclusions

It is hard to avoid the conclusion that we should take this opportunity to regenerate and transform learning for young people alongside the planned regeneration of the town's commerce, industry and tourism, and the economy as a whole. Plans for education should be a key part of those ambitious and broader plans for Barrow.

We have the chance, with the close involvement of the University of Cumbria, Furness College and Barrow Sixth Form College to make sure that newly built or refurbished schools combine with them in partnership. This would enable seamless progression from school to college to university – perhaps through vocational as well as academic courses and degrees. This would make participation in higher education the norm, and create a flexible and skilled workforce to help our economic development.

We should take the opportunity to build new and different facilities, and to explore fresh new ways of engaging young people with a new curriculum. We are looking for radical change and transformation, building on partnerships established by the Trust to do new and different things.

Of course, not all the options deliver this to the same extent, or in the same timeframe. We know that if we decide to take action quickly, as in Option 4:

- funding will be available;
- that the new vision for Academies is that they will work with partners;
- an Academy would be of the community and for the community;
- we have the close involvement and support of the University of Cumbria, Furness College and local industry.

### Now seems the time to act



## Next steps - the consultation and decision making process



### The consultation period

The consultation is based on this document which was prepared by the County Council's School Organisation Project Team with the help of local secondary headteachers. The consultation period starts on Friday 12 October 2007. The final date for letting us have your thoughts and comments is **Friday 7 December 2007**.

### How to express your views

This consultation document has been very widely distributed. It has gone to parents, school staff, governing bodies, the Barrow primary, secondary and special schools, neighbouring schools, all of the County Council's key partners in the provision of education, neighbouring local authorities, district councils, voluntary organisations, teachers' associations, the church diocesan authorities and many others. It is important that we know what you think about the options set out on pages 8-12. We would also be grateful for any suggestions you may have for new options or variations to those identified. We look forward to hearing from you.

### Questionnaire

There is a questionnaire in the middle of this document. We would like you to complete it and return it to us using the Freepost address given on the form. Alternatively, you can complete the questionnaire online from Friday 12 October 2007, by following the consultation finder links on the County Council website: [www.cumbriacc.gov.uk/consultation](http://www.cumbriacc.gov.uk/consultation).



## Meetings

A series of consultation meetings will be held in late October and during November 2007. They will give you the opportunity to express your views and to ask questions. Some are open to everyone, whilst other events are solely for groups such as students, staff and governors.

### Meetings for student councils, staff and governors

Meeting For	Times	Date	Venue
<b>The Alfred Barrow School</b> Student Council Staff Governors	3.00pm - 3.30pm 3.45pm - 5.00pm 5.00pm - 6.00pm	Thursday 1 November 2007	The Alfred Barrow School
<b>St Bernard's Catholic High School</b> Student Council Staff Governors	3.00pm - 3.30pm 3.45pm - 5.00pm 5.00pm - 6.00pm	Monday 5 November 2007	St Bernard's Catholic High School
<b>Parkview School</b> Student Council Staff Governors	3.00pm - 3.30pm 3.45pm - 5.00pm 5.00pm - 6.00pm	Thursday 8 November 2007	Parkview School
<b>Thornccliffe School</b> Student Council Staff Governors	3.00pm - 3.30pm 3.45pm - 5.00pm 5.00pm - 6.00pm	Thursday 15 November 2007	Thornccliffe School
<b>Walney School</b> Student Council Staff Governors	3.00pm - 3.30pm 3.45pm - 5.00pm 5.00pm - 6.00pm	Monday 19 November 2007	Walney School

Each meeting will start with a short introduction on how the session will be run. Then there will be a very 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 what is said in the document and ask questions of the panel of County Council officers who will be present.

Student council and joint staff/governor meetings at George Hastwell School, Furness College and Barrow Sixth Form College will be held at these times:

Meeting For	Times	Date	Venue
<b>Barrow Sixth Form College</b> Student council Staff/governors	3.00pm - 4.00pm 4.00pm - 6.00pm	Wednesday 31 October 2007	Barrow Sixth Form College
<b>George Hastwell School</b> Student council Staff/governors	3.00pm - 3.30pm 4.00pm - 6.00pm	Tuesday 13 November 2007	George Hastwell School
<b>Furness College</b> Student council Staff/governors	3.00pm - 4.00pm 4.00pm - 6.00pm	Wednesday 14 November 2007	Furness College



### Meetings for parents and the general public

We are going to use the County Council's Neighbourhood Forums which serve the area for the main community meetings. These meetings will begin at **7.30pm**, and we would very much like those of you who are not attending one of the other meetings to come along. Please choose the most convenient location and evening for you.

Neighbourhood Forum	Date	Venue
<b>Old Barrow Ward</b>	Thursday 1 November 2007	Town Hall
<b>Old Barrow/Newbarns Ward</b>	Thursday 8 November 2007	Forum 28
<b>Hawcoat Ward</b>	Thursday 15 November 2007	BAE Sports Club
<b>Walney Ward</b>	Monday 19 November 2007	Vickerstown Institute

The meetings will be run in a similar way to those at the schools. It is expected that the meetings will last about 1-1½ hours.

### Additional parents' meetings

We have also arranged a series of meetings for parents who are unable to attend the Neighbourhood Forum meetings. The meetings are intended for parents living in the area who have pre-school, primary or secondary-age children.

Date	Times	Venue
Tuesday 13 November 2007	10.00am - 11.00am	Forum 28
Tuesday 13 November 2007	12.45pm - 1.45pm	Forum 28
Wednesday 14 November	10.00am - 11.00am	Forum 28
Wednesday 14 November	12.45pm - 1.45pm	Forum 28

### Drop-in sessions

You may prefer to come to one of the drop-in sessions that we have arranged. 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. The sessions are open to all members of the community of all ages.

Date	Times	Venue
Tuesday 13 November 2007	11.00am - 11.45pm	Forum 28
Tuesday 13 November 2007	1.45pm - 2.30pm	Forum 28
Wednesday 14 November	11.00am - 11.45am	Forum 28
Wednesday 14 November	1.45pm - 2.30pm	Forum 28

### Work Based Learning Providers meeting

A meeting has been arranged for providers of Work Based Learning in the Barrow area.

Date	Time	Venue
Thursday 8 November 2007	11.00am - 12.30pm	Nan Tait Centre, Meeting Room

Notes of each meeting and drop-in session will be taken to summarise the points made. These will be made available to members of the Council's Cabinet when they are taking decisions regarding changes to the existing schools.



## What happens after the consultation process?

Once the responses to the consultation process have been analysed, a report will be prepared for the County Council's Cabinet. The report will include notes of the consultation meetings, a summary of comments received from individuals in the form of completed questionnaires, letters or emails and photocopies of written responses from recognised organisations. All responses received from individuals will be treated in confidence and personal details will not be included in the final report. The report will be a public document, so will be available to the media and on the County Council website.

The Cabinet will consider the response to the consultation and form a view about what it believes to be the appropriate provision for the future. This is likely to occur on Tuesday 5 February 2008.

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. All of the decisions involved are taken by the County Council's Cabinet other than those which technically relate to the establishment of Academies.



## How can I find out more?

Members of the School Organisation Project Team will be more than happy to discuss with you any of the issues covered in this document or anything else related to the Barrow schools. You might find this helpful before completing the questionnaire.

The number to ring is 01228 606013.

As we said earlier, we wanted to keep this document as short as possible. There is extra information available if you want to read some of the detailed background documents that we used when we wrote this paper. These include data on student numbers and the most recent Ofsted inspection reports for the five schools.

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 printed 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:

Freepost RRBS-RLBG-GZGL  
CUMBRIA COUNTY COUNCIL  
School Organisation  
18 Portland Square  
CARLISLE, CA1 1PE

## Translation services

### English

You can get a copy of this document in different formats such as large print, braille, audio, or in a different language by calling 01229 894401.

### Bengali

আপনি। 01229 894401 -এই নম্বর ফোন করে, বিভিন্ন ফরম্যাট যেমন বড় প্রিন্ট, ব্রেইল, অডিও বা একটি ভিন্ন ভাষাতে এই নথিটির একটি কপি পেতে পারেন।

### Portuguese

Pode obter uma cópia deste documento em vários formatos, como por exemplo em Braille, áudio, ou numa outra língua. Para tal ligue para o 01229 894401.

### Cantonese

如果您想获取该文件的不同版本，如：大字体印刷、盲文、音频或不同语言版本，请致电：01229 894401。

### Lithuanian

Paskambinę telefonu 01229 894401, galite užsisakyti šio dokumento kopiją įvairiais formatais, pavyzdžiui, atspausdintą dideliu šriftu, Brailio raštu, užsisakyti garso įrašą arba gauti dokumentą, išverstą į norimą kalbą.

### Polish

Aby otrzymać kopię tego dokumentu w innych formatach, takich jak duży druk, druk Braille'm, audio, lub w innym języku proszę dzwonić pod numer 01229 894401.

### Turkish

01229 894401'u arayarak, bu dokümanın bir kopyasını büyük puntolu, körler için kabartmalı, ses dosyası gibi değişik formatlarda veya farklı bir dilde edinebilirsiniz.

### Tagalog (Filipino)

Maaari kang makakuha ng kopya ng dokumentong ito sa iba't ibat uri tulad ng nakalimbag sa malaking titik, Braille, audio, o sa ibang lengguwahe sa pamamagitan ng pagtawag sa 01229 894401

### Thai

ท่านสามารถขอรับเอกสารนี้ในรูปแบบอื่น อย่างเช่น ตัวพิมพ์ใหญ่ อักษรเบรลล์ เสียง หรือในภาษาอื่นก็ได้  
เพียงโทรมาที่ 01229 894401

## Appendix A: The current situation

### Current schools, catchment primary schools and colleges

The map opposite, shows the location of the current secondary schools, the special school and colleges in Barrow. 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 listed beneath each secondary school. St Bernard's does not have a catchment area but gives priority for admission to students from the Catholic primary schools listed.

#### The Alfred Barrow School

\*Barrow Island Primary School, \*Cambridge Primary School, Greengate Junior School, \*St George's CE Primary School, St James' CE Junior School, \*Roose Primary School.

#### Parkview School

\*Cambridge, Primary School, Newbarns Primary School, \*Roose Primary School, \*St George's CE Primary School, Yarlside Primary School, \*St Paul's CE Junior School.

#### St Bernard's Catholic High School

Our Lady of the Rosary Catholic Primary School, Holy Family Catholic Primary School, Sacred Heart Catholic Primary School, St Columba's Catholic Primary School, St Pius X Catholic Primary School.

#### Thornccliffe School - A Specialists Sports College

\*St Paul's CE Junior School, Ormsgill Primary School, Victoria Junior School, Dane Ghyll Primary School.

#### Walney

\*Barrow Island Primary School, North Walney Primary School, South Walney Community Junior School, Vickerstown School.

Catchment areas are very important in determining entitlement to free school transport in line with the policy set out on page 22. 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.

#### Barrow Sixth Form College

Further Education provider.

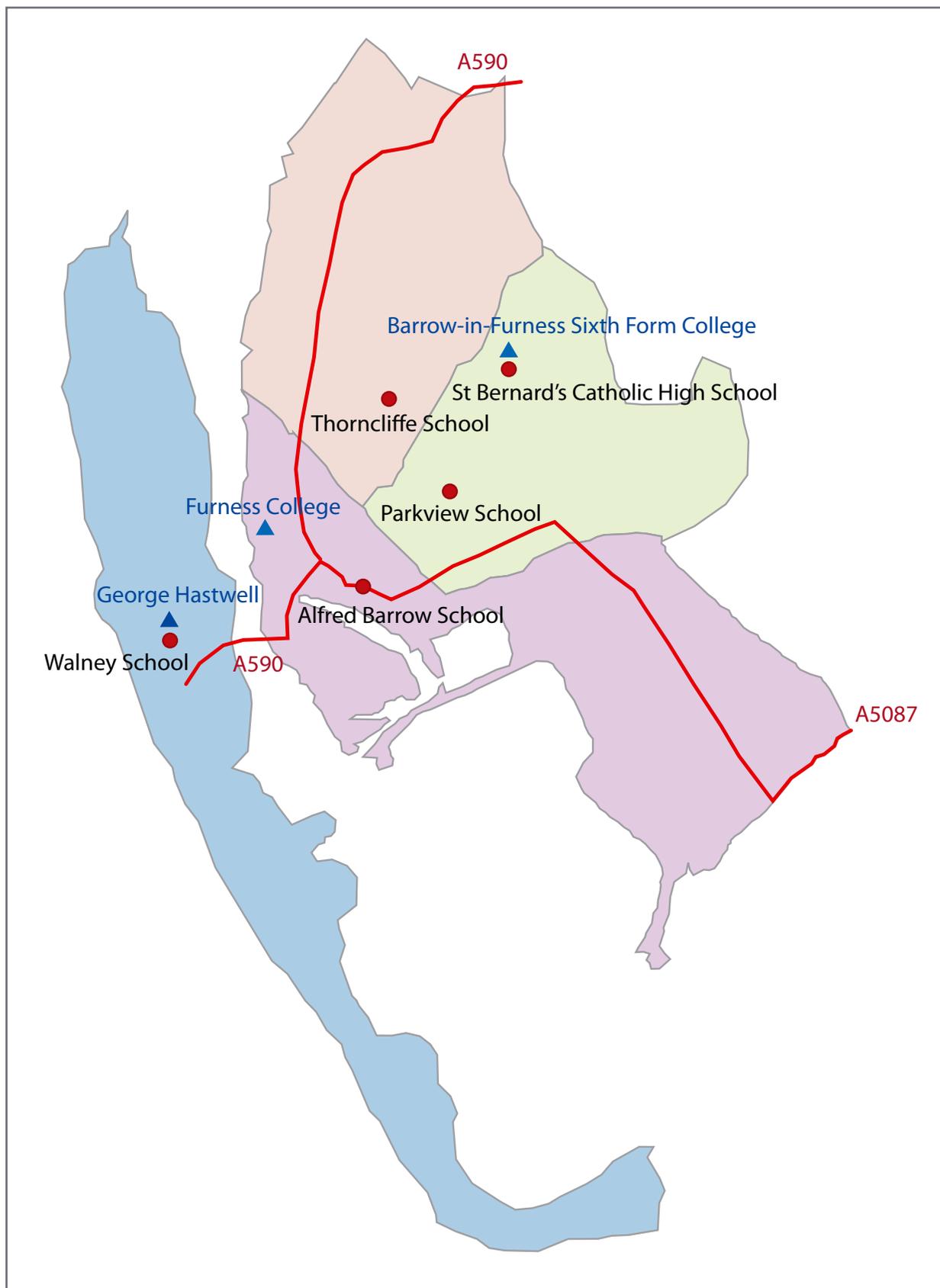
#### Furness College

Further Education provider.

\* denotes a split between two secondary schools



# Appendix A: The current situation





### School Organisation Project Team

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