

1. A Summary of the Proposal from the South and West Ipswich and South Suffolk Group of Schools (in collaboration with Suffolk College)

We aim to provide a New 14-19 (16-19) Learning Centre (*referred to as The New Centre*) which will provide all learners with high quality learning, allowing individual gifts and talents to flourish. It will be a Centre of Academic Excellence that allows students to access the full range of courses including A Level, International Baccalaureate and Specialist/Vocational courses. Students will be able to follow personalised pathways and mix and match their courses to fit their individual requirements.

The New Centre will provide a caring, secure learning environment with state-of-the-art facilities and it will be partly staffed with teachers and support staff drawn from the partnership of schools and the College. The partnership includes Chantry High School, Claydon High School, East Bergholt High School, Hadleigh High School, Holbrook High School, Stoke High School, Suffolk College, Thurleston High School, Thomas Wolsey (Special) School, Westbourne High School & Westbridge Pupil Referral Unit (*referred to as The Partnership*). The Partnership will build upon the established links with local business and work-based learning providers

After consultation it was decided that the South West Ipswich partnership should be extended to include the South Suffolk/Essex border group. Discussions with Suffolk County Council have led to the proposals that incorporate a Special School onto the site, ensuring the new Centre will be inclusive and accessible.

Our proposal involves all post-16 education in South West Ipswich and South Suffolk being provided at The New Centre. This will involve the closure of the Sixth Form in the local High Schools at Claydon/Thurleston, Chantry/Stoke and Westbourne. The New Centre will be located on the south west edge of Ipswich close to good transport links and it will provide access for learners 14-16 in specialist subjects and the Specialised Diplomas.

These Sixth Forms were identified in the Suffolk 14-19 Area Wide Inspection and the Post-16 Strategic Area Review (StAR) as small Sixth Forms where students tended to do less well than in larger ones and where there was a limited choice of courses. The schools and college decided to put institutional self-interest to one side and respond to the needs of individual learners in the locality. This is a once in a lifetime opportunity to provide a world class Centre that is able to provide a broad, coherent and flexible curriculum that caters for the needs of all learners.

2. INTRODUCTION and BACKGROUND

The Suffolk 14-19 Area Wide Inspection (March 2003) and the Post-16 Strategic Area Review (StAR) identified a number of issues that needed to be addressed across the County and specific issues for individual locality groups.

The Locality Plans for South Suffolk, South and West Ipswich and the Suffolk Thresholds can be found at *Appendix 1, 2 and 3* respectively.

The Suffolk 14-19 Strategy has identified four key areas for development:

- Extending Breadth and Choice in the range of subjects young people can study.
- Raising participation by encouraging young people to continue in learning between 16 and 18 years.
- Ensuring High Quality Learning.
- Offering Value for Money by using the resources available to Suffolk for its young people in its most effective way.

The Locality Groups were established in autumn 2004 and were asked to consider their local priorities and develop their action plans. The Headteachers met regularly throughout 2005 and the following priorities were identified:

- A. Increase the range of Learning Opportunities (at 14-16 and 16+ for Foundation and GCSE levels).
- B. Significantly increase participation in learning for 16-18 year olds.
- C. Significantly raise attainment at 14-19.
- D. Address current small Sixth Form sizes while offering more breadth and choice.

The group also identified key factors from a local context:

- Further develop the partnerships across the area and share excellence (staff collaboration).
- Mix of General and Vocational courses.
- Ensure continuity for our learners.
- Joint Governance or Federation.
- Affiliation for our students at 14-16 (Vocational or Specialist opportunities)

A series of consultation events involving Governors and the Leadership Teams from all of the partners gave the local stakeholders an opportunity to discuss the main issues and develop their ideas. All of the Governing Bodies passed a resolution to work in collaboration and establish a New Centre and this was communicated to all parents in a letter, April 2006 (*Appendix 4*).

The consultation events confirmed the overwhelming commitment of all partners to work in collaboration and to put the needs of learners above the needs of institutions. The partnership has a record of successful collaborative working including long established flexible learning programmes. The GOALS (Learning for Life), PAVE and Young Apprenticeship programmes complement a range of specialist or vocational provision in the schools.

There has been unanimous support for a New Centre across the partnership. The major issue throughout the consultations was the location of The New Centre and the need for a local provision. Although there are advantages to a town centre site the Partnership decided to establish the centre within the locality on the west side of Ipswich.

3. THE PROPOSAL

3.1 The Collaboration

Chantry High School	a Specialist Humanities College
Claydon High School	a Specialist Humanities College
East Bergholt High School	a Specialist Science College
Hadleigh High School	a Specialist Science College
Holbrook High School	a Specialist Humanities & Languages College
Stoke High School	a Specialist Technology College
Suffolk College	Centre of Vocational Excellence (CoVE)
Thomas Wolsey (special) School	3-19 School for Physically Disabled
Thurleston High School	a Specialist Science College
Westbourne High School	a Specialist Sports College
Westbridge Pupil Referral Unit	Key Stage 4 Pupil Referral Unit

The Partnership includes all of the local High Schools with a diverse range of experience and specialist status. The Special School, Pupil Referral Unit and Further Education College partners ensure there is the range of skills and experience across The Partnership and make this a unique collaboration that is well placed to respond to the needs of all learners. All of the partners are committed (*Appendix 5 – Letters of support*) and the collaboration will ensure that staff experience will be shared across a wider educational community.

The partners have a track record of success in delivering specialist, vocational education with a range of courses including the PAVE courses, GOALs projects and Young Apprenticeship schemes. Suffolk College is at the heart of much of this work and The New Centre will complement the courses on offer at Suffolk College to ensure a breadth of choice for learners.

The Partnership has a Curriculum Group that is working on the Specialised Diploma Pilots and preparing for the Gateway Process. (*Appendix 6 – Expression of Interest Specialised Diplomas*).

The Partnership is already sharing staff development and training opportunities and pooling resources and facilities where possible. The Partnership has decided to combine 14-19 grants in a central fund and jointly fund co-ordinator posts for work across the collaboration.

There are two long established post-16 partnerships: the Claydon & Thurleston Sixth Form and Chantry & Stoke Sixth Form. This expertise would be utilised as The New Centre is established and the facility for staff to work in both their home school and at The New Centre will ensure effective collaboration, remove professional isolation and support a wider network of educational professionals.

The Partnership would provide an attractive organisation to recruit and retain new staff as it would provide a wide range of professional development opportunities and career pathways.

The Partnership has considerable experience in Initial Teacher Training and would look to become a Training Provider, working with other providers in the region. This would ensure a supply of new staff not only for The New Centre but also for the wider education community.

Partnerships have also been established with University College Suffolk (UCS) and other HE providers. The Sixth Form Colleges Forum has provided support and advice to The Partnership and the New Centre would become a member of the Forum. Other locality groups in the Ipswich area have added their support to the proposals and believe a New Centre would provide a range of courses for learners in other localities.

The real benefits of the collaboration are for the learners. They will have access to a wide range of learning opportunities and staff that will be able to meet their individual needs and allow them to follow their personalised learning pathways.

3.2 Curriculum

The New Centre will provide the breadth and choice that is required locally and will have a curriculum that is creative and flexible to engage with all learners. All pathways and qualifications will be given equal value and students will be able to mix and match both traditional subjects with specialist or vocational options.

The inclusive nature of the New Centre will ensure there is access for all students. The guidance and pastoral care arrangements will be planned carefully with the partner school and staff will be able to work across institutions to provide continuity for learners. All students will have access to a mentor and will be encouraged to become independent learners, developing key learning skills and high aspirations.

As the New Centre grows the range of courses on offer will increase and it will play a significant role in delivering the 14-19 Learning Entitlement in the area.

14 – 16 Curriculum Offer

Specialised Diplomas:

Level 1 (Foundation Level) Level 2 (Intermediate Level) Specialised Diplomas in:

1. ICT
2. Health and Social Care
3. Engineering
4. Creative and media
5. Construction and the Built Environment
6. Land based and Environmental
7. Manufacturing
8. Hair and Beauty

9. Business Administration and Finance
10. Hospitality and Catering
11. Public Services
12. Sport and Leisure
13. Retail
14. Travel and Tourism

Also specialist provision for gifted and talented students such as minority languages, critical thinking, music technology, as well as access to post-16 curriculum.

Post-16 Curriculum Offer

- Advanced Level (AS/A2) – full range of subjects (40+ with a range of options)
- International Baccalaureate

Subject Grouping	Options
1. Language	English with Lit/Lang combinations
2. Second Language	A wide range of languages are available
3. Individuals and Societies	Business, History, ICT, Philosophy, Psychology, Anthropology
4. Science	Biology, Chemistry, Physics, Environmental Science, DT
5. Maths	A range of levels are available
6. Arts	Visual, Music and Theatre Arts

Within this programme students can select to study an extra option in groups 1-4 by not selecting something from group 6 and can opt to do an additional unit in group 1 rather than a second language option.

- Specialised Diplomas:

Specialist Elements of the Level 3 (Advanced Level) Specialised Diplomas in the 14 lines of learning (see list above).

There will be a collaborative offer for some lines of learning. A partner would be sought to deliver the more technical and skills based elements and the centre would deliver the more general elements.

- Level 1 & Level 2 Options Post 16:

See list above 14-16 Specialised Diplomas

- Enhancement Options:

Alongside AS/A2/ Diploma options it would be possible to offer additional courses that would cover aspects of work related learning, community or work placements and enable students to gain skills they will need for life and future careers outside of the classroom and to enhance their advantage in gaining entry to High Education.

3.3 The New Centre Building and Location

The heart of the proposals is The New Centre and the development of world class facilities for our local communities. The New Centre will be a Local Authority School.

The Partnership has worked with Suffolk County Council to consider a range of locations for The New Centre and to produce a summary of the building costs.

An extensive site search (*Appendix 7 – site search*) was conducted and after consultation with Suffolk County Council, Ipswich Borough Council, and other stakeholders, the IP8 site on London Road/Scrivener Drive in South West Ipswich was chosen. This site is owned by Ipswich Borough Council but is within the Babergh District Council boundaries. Suffolk County Council would purchase the land and negotiations between the three Councils have been very positive.

The Ipswich Borough Council Executive Committee have authorised the Head of Economic Development to progress discussions with Suffolk County Council on the terms of the sale of the land (*Appendix 8 – IBC letter re sale of site*).

The site is close to the A12 and A14 and there is a Park and Ride Scheme in the area. There are a number of local bus services and discussions with Suffolk County Council and Ipswich Borough Council have begun regarding a sustainable travel plan that will utilise the existing transport systems and further develop high quality public transport to limit the use of private car traffic.

A number of students within the locality already travel significant distances across Ipswich or to Colchester and the proposals will reduce the travelling time for many.

The site will also be used to co-locate a Special School and Suffolk County Council have been very supportive of the development of a truly inclusive provision that will ensure all learners will have access to a wide range of learning opportunities.

A Project Brief, Design Statement, Site Plan and Drawings, and Cost Summary have all been attached (*Appendix 9, 10, 11, 12, 13 and 14 respectively*).

The New Centre should be completed in Spring 2009 for a start date of September 2009.

3.4 Management and Governance

There will be a core staff at The New Centre employed on a permanent basis. They will cover the main areas of leadership and management.

A Head or Principal will be appointed who will work with the governors to determine the staffing structure of The New Centre. There will be opportunities for staff in the partner institutions to work at both their home school and The New Centre.

Under School Regulations a Governing Body of up to 20 must comprise of the following:

- one third parent governors (current or former students)
- at least two staff governors
- one fifth Local Authority governors
- one fifth (or more) Community governors

This would allow representation from across The Partnership – for example:

7 parent governors (from partner schools)
2 staff governors
1 New Centre Head/Principle governor
4 Local Authority governors
6 community governors (from partner institutions)

Associate governors may also be appointed (non-voting status).

This proposal is based on current regulations and would allow representation from across The Partnership on the new Governing Body. It may be that, with the government's encouragement to innovate, a future model may evolve that will be more effective and responsive to the collaboration.

3.5 Funding

The initial costs for the building have been broken down into the post-16 (Sixth Form) element, the special school element and the site abnormalities. There is a general concern that we build significant capacity into this project and visits to other new centres indicate they rapidly reach capacity and expansion becomes an issue.

The New Centre would be a school and would attract 100% funding from the LSC Capital Fund. The likely funding would include:

£25,000,000	LSC Capital Fund
£10,000,000	DfES Targetted Capital Fund
£5,000,000	Capital Receipts from sale of SCC land (after purchase of site)
£4,000,000	E.E.D.A.
£4,000,000	Local Business and Sponsorship

The Sixth Forms in The Partnership at the present time number around 500 students. We would estimate that this will increase significantly as students will have local access to a far wider range of A Level courses and the specialist diplomas. There will also be an increase in the provision for post-16 Level 1 and 2 courses. Students in Key Stage 3 and 4 of the partner schools will see this as “their New Centre” and it will raise aspirations. This has been illustrated by the experience of Greenwich and the opening of a new Post-16 Centre, Shooters Hill (*Appendix 15 – Greenwich Data*) and in Sheffield, Langley Park.

The demand for places will rise significantly and we would expect to see the following increase in numbers:

2009	2011	2013
1000	1300	1600

These numbers are conservative estimates based on total school rolls within the locality of around 1300 in each year and the additional learners from other localities. The final figure in 2013 will be close to 2000 as we strive to meet local and national targets for participation.

There will be around 2600 learners (aged 16-18) in the locality alone and these figures may well increase significantly when learners from other localities access The New Centre. It should also be noted that 14-16 learners will have access to the specialist vocational provision at The New Centre.

4. CRITERIA

4.1 How will the proposal ensure effective collaboration with existing providers and complement existing provision as part of a locally coherent system?

The Partnership includes all of the local providers in the area and we have the support of a range of organisations that are keen to work in collaboration with the Partnership in the future.

The Partnership proposals reflect the Government's expectation that the only way learners will have access to a suitable range of skills, experiences and qualifications is through effective local collaborations. The Suffolk 14-19 Strategy's *Expanding Horizons 14-19: Vision into Reality* has six goals:

- To provide an appropriate range of personalised learning opportunities to meet the varied needs of all young people aged 14-19 through effective planning and formalised partnerships.
- To ensure that all young people and their parents/carers receive comprehensive and impartial information guidance and support to enable successful progression into, during and beyond the 14-19 Phase.
- To raise aspirations, participation and achievement.
- To establish a learner-centred culture within all our 14-19 organisations.
- To enhance the quality of provision through a programme of continuous improvement, the sharing of good practice and the effective use of resources.
- To develop an infrastructure which supports the realisation of the vision for 14-19 learning.

The Partnership's proposals would form an integral part of the wider Suffolk plan and not only address the needs of learners in South West Ipswich and South Suffolk/Essex Borders, but also provide access for learners in other parts of the County.

These proposals will build upon the collaborative work across The Partnership. The schools and Suffolk College already have successful Increased Flexibility/GOALS projects in place and there is high quality vocational experience in The Partnership. As already stated, many of the schools have Specialist Status and Suffolk College has CoVE status. The proposals will allow the staffing experience to be shared across The Partnership, encouraging professional dialogue and the sharing of good practice.

The Partnership has completed a comprehensive curriculum audit and is working on a pilot project with the County team to map out progression routes and the Proposals will ensure that curriculum planning will be co-ordinated across all the partner institutions and the New Centre will complement, not compete with provision in the County.

The New Centre will provide integrated services for students working in collaboration with a range of agencies including the Health Services, Social Care and the Police. The inclusive nature of the provision and the co-location of a Special School will ensure the New Centre will be well placed to address the key issues of the *Every Child Matters* agenda.

The *Building Schools for the Future (BSF)* programme in Suffolk should commence 2008-2011. The first wave of schools identified in this programme include Thurleston, Westbourne, Chantry and Stoke High Schools. Our proposals should fit in with this programme as the post-16 provision is delivered at the New Centre and the local schools are remodelled as part of the BSF programme.

The New Centre will follow School Regulations and the Governors will be drawn from The Partnership to represent the local stakeholders. There will be a Principal and a dedicated Leadership Team. This will allow the New Centre to develop its own identity but ensure it is responsive and responsible to all of The Partnership and the local community.

4.2 Will there be an adverse impact on existing, successful 16-19 provision? If so, what will the impact be?

The proposals are planned to complement, not compete with other local provision. The last 14-19 inspection highlighted the corrosive effect of competition in Ipswich. The providers on the North East side of Ipswich support our proposals for a New Centre in the South West of the town. Other locality groups are keen to work with The Partnership and see the New Centre as an important addition to the range of provision in the area.

The New Centre will provide a range of learning opportunities to engage more young people at 16 and provide a more creative curriculum with vocational opportunities at 14.

The population of Ipswich and Colchester are both rising and there will be a need to increase provision in Ipswich. The experience from other areas such as Greenwich and Sheffield indicates that a New Centre raises aspirations and participation rates across the area.

Discussions with the Principal at Colchester VI Form College were very positive and we believe that a New Centre will improve provision in the area and collaboration between the two centres will improve the opportunities for learners. Colchester VI Form College have offered their support, particularly in the planning and delivery of the International Baccalaureate.

Careful curriculum planning with University College Suffolk (UCS) will increase the numbers of young people taking undergraduate courses.

4.3 How will the proposal ensure a broad range of sustainable provision?

The size of the New Centre will ensure a wide range of courses and specialised lines of learning. This broad range of provision will meet the needs of learners at all levels equipping them with those learning skills/transferable skills that are of real value to local employers.

As the quality of the curriculum is established and numbers increase, a broader range of subjects will be offered. The New Centre will work with the partner schools (especially at Key Stage 4), Suffolk College and UCS to ensure that there is a coherent curriculum offered across the institutions.

Staffing experience will be shared across institutions and the provision at the New Centre will be tailored to complement other local provision (working closely with the local LSC).

All students will use a common application procedure and they will be provided with learner centred, not institutional centred advice and guidance.

The Local Annual Plan and EEDA priorities will be incorporated into the curriculum and an Employers' Forum will be established. The Suffolk Chamber of Commerce, Ipswich Borough Council and other local employers are very keen to work with the New Centre to ensure that young people are equipped to make a significant contribution to the local economy and wider community.

Discussions with Ipswich Borough Council and Suffolk County Council have begun on the routing of existing public transport systems, such as the local Park and Ride scheme and the operation of a shuttle bus between the New Centre and the Education District (UCS and Suffolk College).

The proposals have received much support from the local education community including other locality groups, UCS, Suffolk College, University of Essex and Colchester VI Form College, and the business community.

All of the schools and the New Suffolk College Governors have expressed their support and passed resolutions and the VI Form Colleges Forum have provided valuable advice and support.

4.4 How will the proposal meet the basic need for additional 16-19 learners?

The New Centre has been designed to provide the capacity and flexibility to allow for growth in the student population. The co-location of a Special School, and the inclusive nature of the provision, will ensure all learners will have access to world class facilities.

The staffing of the institution will include staff based in partner schools and this network will provide a wide range of expertise to share good practice and improve retention rates by providing a unique learning community across a range of institutions. The high quality, state of the art provision, will attract new staff and provide a superb working environment.

The increase in numbers over the first five years will allow for a planned expansion, and the size of the institution within a larger networked learning community will provide the flexibility and economies of scale required to cater for this growth.

We aim to become a centre for Initial Teacher Training, working with other local centres to provide high quality professionals for the New Centre and for the wider education community. The Partnership will be large enough for trainees to experience the range of institutions necessary for any ITT course and we will have a ready made network for any scheme to operate within.

4.5 How will the proposal increase levels of participation and/or increase attainment at levels 2 and 3 to meet local, regional or national targets?

The New Centre will have a significant impact on both the Locality Targets and Suffolk Targets.

The breadth and choice that the New Centre will provide will ensure that there will be mapped progression across The Partnership from Year 9 to Year 13. There will be an assumption that all learners will remain in education until 18/19 years.

The wide range of courses and the inclusive nature of the provision (including the co-location of a Special School and the integration of other agencies onto the site), will ensure that the more vulnerable students will be supported, and close pastoral and academic links with the partner schools will provide the security that many young learners need.

There will be an emphasis on academic excellence and the AS/A2 offered, along with the International Baccalaureate, will provide new opportunities for learners in Suffolk. The ability to offer new and exciting combinations, with the facility to mix and match traditional

and specialist or vocational courses, will engage a wide range of learners in improving participation, progression and ultimately attainment.

The New Centre and The Partnership will be ideally placed to offer the new Specialised Diplomas and The Partnership has already begun to plan for these initiatives. Learners at 14-16 will be able to access the new provision and the New Centre will be the hub of The Partnership.

These vocational or specialist courses can only be delivered in collaboration and a partnership on this scale will be large enough to generate the necessary numbers to make a wide offer a viable option. This will include an expansion to the work-related learning and apprenticeship-led pathways.

The New Centre will have close links with UCS and transition projects, curriculum groups and individual mentors will provide the framework to ensure progression routes for learners and the professional support for providers to work effectively together. These links will start in Key Stage 3 and 4 and follow through from the schools into the New Centre, Suffolk College and on to UCS and other universities. Evidence from other new centres indicates that a new and co-ordinated provision raises participation and attainment. The New Centre will have close links with the local partners and this sense of local ownership will improve participation rates.

The New Centre will have world-class facilities and quality assurance will be an integral part of all aspects of the new provision. All of the local schools and Suffolk College have established procedures in place for quality assurance and the New Centre will build upon this expertise and look to work with organisations such as the Sixth Form Colleges Forum (SFCF) to ensure that performance is of the highest quality. Common procedures for lesson observation, value added analysis and other indicators of success for achievement and attendance will be incorporated into the New Centre's self-evaluation procedures and strengthened by external inspections, advice and support.

4.6 How will the proposal enhance institutional and curriculum choice?

The size and scale of the New Centre will ensure that all students will have access to the widest possible range of courses. The ability to mix and match specialist vocational courses with traditional academic courses, and the inclusive nature of the provision, will ensure that all learners will be able to access courses that are suited to their individual needs. The Partnership will be able to provide enhanced curriculum coherence for the 14-19 age range.

Close collaboration with the Suffolk College will provide complementary curriculum opportunities to cater for all learners.

There will be a significant increase in the range of opportunities for learners at Level 1 and Level 2 and the potential to offer courses for young people outside of the local areas will provide a much needed provision in the wider educational community. These will be linked to clear pathways to Level 3 courses and beyond.

The New Centre will be able to offer a number of courses that are currently unavailable in the area or are regarded as minority subjects with an uncertain future in smaller institutions.

The Partnership will be able to enter into new relationships with other providers and services because of the scale of the collaboration and we are confident that the necessary transport and infrastructure improvements will follow a proposal of this size.

Much support has been given to our proposals and they provide an excellent opportunity for the education and business sectors to offer a world class solution for our local communities.

4.7 How will the proposal contribute to delivering the specialised diploma lines?

The Specialised Diploma lines can only be offered by institutions working in collaboration. The scale of The Partnership with a New Centre at the hub of the network of providers means that our proposals would make a significant contribution to the delivery of these exciting new lines of learning.

The Partnership would be able to offer all lines of learning by working together across the institutions in The Partnership and by working with Work Based Providers and Otley College.

The Partnership has a Curriculum Group, with representatives from all partners, which has begun to plan for the new Specialised Diplomas and the Gateway Process. Support from the Local Authority and the Suffolk LSC will ensure that we can build upon these foundations and plan for delivery of the new Diplomas as the government releases further details.

There is a wealth of specialist and vocational expertise and a network of support in place. The Partnership will have significant advantages over many other providers with this experience and ready-made contacts across the area. There is a track record of successful local delivery and a genuine commitment to specialist and vocational learning within The Partnership.

5. SUMMARY

The Partnership's Proposal for a New Centre for South & West Ipswich and South Suffolk will complement the provision in other localities and provide the range of learning opportunities that our young people deserve. The close collaboration with Suffolk College and the opportunities to link curriculum across the centres will ensure an efficient, effective local delivery.

The co-location of a Special School is seen as a tremendous opportunity to provide a truly inclusive facility in a world-class complex. There will be challenges in developing this new provision but the energy, commitment and expertise within The Partnership, with the support of the wider community, will ensure we are able to deliver a world class centre.

The support from local business and work-based learning providers will ensure we are able to meet local demand for skills, and the size and nature of the Partnership will allow us to be flexible and creative in providing a curriculum to meet the needs of all our learners.

The level of collaboration and trust, particularly when you consider what some of the partners have to lose, is exceptional. All of the consultations across the partner institutions, with the local councils (IBC and SCC) and the LSC, as well as discussions with local business, have been unanimous in their conclusions. Advice and support from other areas of the country, including newly built Colleges and successful, well established providers (thanks go to Colchester VI Form College, Langley Park Sixth Form College, Shooters Hill, Crossways Academy, Greenwich Local Authority, Nottinghamshire Local Authority and SFCF) have all been unanimous.

This is an exceptional opportunity that requires commitment and bravery from government if we are to deliver what the young people in Suffolk deserve.

SUFFOLK 14-19 STRATEGY - Locality Plan for South Suffolk

The Locality

- This locality comprises the area in South East Suffolk close to the Essex border. It includes the catchment areas of East Bergholt, Hadleigh and Holbrook High Schools.
- None of these schools currently has post 16 provision and their students transfer at 16 to a variety of schools and colleges including some in North Essex.
- Current student achievement at GCSE is generally above the County average.
- South Suffolk is one of the least deprived areas of Suffolk. The education skills and training deprivation score for the area is 9.01 (Suffolk 20.03). However, there are small pockets of concentrated deprivation.
- Economic activity is high with a particular concentration in the managerial and professional occupations.
- Slightly less than a quarter of those aged 16-74 have no qualifications (Suffolk 30.3%).
- The demographic profile matches that for Suffolk as a whole.

Levels of Achievement	Baseline 2004		Locality Actual	Locality Targets		
	Locality	County	2005	2006	2008	2010
Proportion of students achieving 5 or more grades A*-C at GCSE	64%	57.8%	67%	66%	68%	70%
Participation of 16-18 year olds in structured learning	86.5%	70.1%		86.5%	86.5%	86.5%
Average points score per entry at A Level and equivalent	N/A	N/A	N/A	N/A	N/A	N/A
Proportion of 18 year olds completing Level 3 study and progressing to Higher Education	71.8%	48.6%		N/A	N/A	N/A
Participation in Apprenticeships (16-22 year olds)	5.7%	6.3%		-	-	-
Proportion of 16-18 year olds Not in Education, Employment or Training (NEET) as at May	6.2%	6.4%		6.1%	6.0%	5.9%

Further Education

The principal providers of further education for this locality are Colchester VI Form College and Suffolk College. In 2003/04 42.7% of the 16-18 year old students involved in Further Education were attending Colchester VI Form College and 40.2% Suffolk College. For 2003/04 and 2004/05 the percentage rates of successful course completions at Suffolk College were:

Year	2003/04			2004/05		
Level	1	2	3	1	2	3
National Benchmark	53	50	59	56	52	61
Suffolk College	45	58	53	68	63	64

Summary of the Key Priorities identified by the Locality Group

1. To increase the range of learning options for 14-16 building on the current good levels of student achievement at 16.
2. To increase participation in learning for 16-18 year olds.
3. To develop a cross-institutional approach to the provision of impartial advice and guidance.

Key Actions identified

A detailed Action Plan sets out targets and timescales for the implementation of the Locality Plan. In summary, the Key Priorities will be met by:

1. Developing the curriculum offer of the schools individually, as well as increasing access to Suffolk College through twilight courses and seeking to develop some vocational provision.
2. Promoting post-16 opportunities including apprenticeships.
3. Working collaboratively through the existing regular meeting structure.

New Models for Learning

The South Suffolk Locality Group has joined with the South and West Ipswich group to plan and co-ordinate developments across the neighbouring areas. The group sees this as the best way of offering high class local provision to its students that will offer appropriate breadth, choice and value for money.

To progress this, members of the South Suffolk Locality Group will become part of a local 14-19 Partnership with colleagues representing South and West Ipswich.

The members of the Locality Group were:

Chris Boreham	VT Plus
Sally Butler	Otley College
Kevin Cook	East Bergholt High School
Catherine Forsdyke	Suffolk College
Moira Humphries	East Bergholt High School
Rob Sherington	Holbrook High School
Mike Taggart	Hadleigh High School
Kathy Tooze	Hadleigh High School
Jane Vincent	WS Training
Marilyn Watsham	Suffolk College
Philip Winfield	Otley College

With support from:

Peter Feeney	14-19 Strategy Team
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SUFFOLK 14-19 STRATEGY - Locality Plan for South and West Ipswich

The Locality

- This locality includes the southern and western parts of Ipswich as well as part of the surrounding rural area. It includes the catchment areas of Chantry, Claydon, Stoke, Thurleston and Westbourne High Schools.
- Current post-16 participation rates and levels of student achievement are below County averages.
- Ipswich is the third (out of 48) most multiply deprived district in the East of England with a high concentration of Education Skills and Training deprivation.
- Levels of economic activity in Ipswich South and West are similar to Suffolk although unemployment is marginally higher.
- A higher percentage of 16-74 year olds in Ipswich South and West (34%) have no qualifications than across Suffolk (30.3%).
- Between 2004 and 2009, pupil numbers at Ipswich South and West High Schools are forecast to decrease by 6.25%.

Levels of Achievement	Baseline 2004		Locality Actual	Locality Targets		
	Locality	County	2005	2006	2008	2010
Proportion of students achieving 5 or more grades A*-C at GCSE	45%	57.8%	52%	52%	56%	60%
Participation of 16-18 year olds in structured learning	67.7%	70.1%		69%	80%	86%
Average points score per entry at A Level and equivalent	64.9	76.4	67.7	67	75	83
Proportion of 18 year olds completing Level 3 study and progressing to Higher Education	28.4%	48.6%		30%	49%	50%
Participation in Apprenticeships (16-22 year olds)	5.4%	6.3%		7%	9%	12%
Proportion of 16-18 year olds Not in Education, Employment or Training (NEET) as at May	7.0%	6.4%		6.7%	6.3%	5.8%

Further Education

The principal provider of further education for this locality is Suffolk College. In 2003/04 81.4% of the 16-18 year old students involved in Further Education were attending this college. For 2003/04 and 2004/05 the percentage rates of successful course completions at this college were:

Year	2003/04			2004/05		
Level	1	2	3	1	2	3
National Benchmark	53	50	59	56	52	61
Suffolk College	45	58	53	68	63	64

Summary of the Key Priorities identified by the Locality Group

4. To increase the range of learning options for 14-16 year olds and for Level 1 and 2 post-16.
5. To significantly increase participation in structured learning for 16-18 year olds.
6. To significantly raise student achievements across the 14-18 age range.
7. To develop a cross-institutional approach to the provision of impartial and appropriate advice and guidance.

Key Actions identified

A detailed Action Plan sets out targets and timescales for the implementation of the Locality Plan. In summary, the Key Priorities will be met by:

No information supplied on short/medium term plans

New Models for Learning

The Locality Group has concluded that a significant change is needed in this area to bring about the improvements that are needed in participation rates and standards of achievement.

The group has given active consideration to the establishment of a Sixth Form and Vocational Centre in Ipswich that would replace the existing separate sixth forms and provide additional vocational options for 16-18 year olds, as well as some vocational provision from 14-16.

The South Suffolk Locality Group has concluded that there would be significant advantage in fully supporting this proposal and this would extend the number of high schools in the group to nine.

The funding of such a project will need very careful consideration, but the proposal could provide a useful model for other areas of significant underachievement.

The members of the Locality Group were:

Chris Boreham	VT Plus
Wendy Crocket	Beacon Hill School
Chris Edwards	Westbourne High School
Mike Everett	Thurleston High School
Jenny Milsom	Otley College
Debbie Rawlinson	YMCA Training
Anne Rickwood	Chantry High School
Dave Siddall	Westbridge PRU
Beth Soule	Claydon High School
Marilyn Watsham	Suffolk College
Alan Whittaker	Stoke High High School
Philip Winfield	Otley College

With support from:

Ian Brown	Suffolk County Council
Janice Lee	Suffolk County Council
Delyth Miles	Connexions
Judith Mobbs	14-19 Strategy Team

Suffolk Thresholds for 14-19 Provision – March 2005

	BY 2006	BY 2008	BY 2010
CURRICULUM BREADTH AND CHOICE			
1.	<p>Arrangements in place in each local area to enable every young person to have access from their institution to a breadth of learning options including some entry and higher level programmes and specialised diplomas at each level.</p> <p>KS4 – at least 2 lines specialist learning Post 16 – at least 8 lines specialised learning</p>	<p>Arrangements in place in each local area to enable every young person to have access from their institution to a breadth of learning options including some entry and higher level programmes and specialised diplomas at each level.</p> <p>KS4 – at least 4 lines specialist learning Post 16 – at least 12 lines specialised learning</p>	<p>Arrangements in place in each local area to enable every young person to have access from their institution to a breadth of learning options including some entry and higher level programmes and specialised diplomas at each level.</p> <p>KS4 – at least 8 lines specialist learning Post 16 – at least 14 lines specialised learning</p>
2.	The full statutory entitlement for Work Related Learning and Enterprise at Key Stage 4 to be available to all pupils.		
3.	All young people studying Post-16 to have access to further study in literacy, numeracy and ICT where they have not already achieved a Level 2 qualification in that skill.		
PARTICIPATION			
4.	Participation of 16-18 year olds in structured learning to be at least 80%.	Participation of 16-18 year olds in structured learning to be at least 84%.	Participation of 16-18 year olds in structured learning to be at least 86%.
5.	The proportion of young people in the NEET group to be less than 7.1%.	The proportion of young people in the NEET group to be less than 6.65%.	The proportion of young people in the NEET group to be less than 5.8%.
6.	<p>Participation in apprenticeships 16 to 22 years) to be increased at least 2% based on 2004 data.</p> <p>Floor target 8%.</p>	<p>Participation in apprenticeships 16 to 22 years) to be increased at least 2% based on 2004 data.</p> <p>Floor target 10%.</p>	<p>Participation in apprenticeships 16 to 22 years) to be increased at least 2% based on 2004 data.</p> <p>Floor target 12%.</p>
7.		All providers to have commenced work towards the Suffolk Information and Guidance Standard.	All providers to have achieved the Suffolk Information and Guidance Standard.
8.	At least 48% of 18 year olds completing Level 3 study progress to HE study (including Gap Year students with HE place).	At least 49% of 18 year olds completing Level 3 study progress to HE study (including Gap Year students with HE place).	At least 50% of 18 year olds completing Level 3 study progress to HE study (including Gap Year students with HE place).

	BY 2006	BY 2008	BY 2010
QUALITY			
9.		70% of curriculum/programme areas to have teaching and learning inspection grades for post-16 provision of good or outstanding.	75% of curriculum/programme areas to have teaching and learning inspection grades for post-16 provision of good or outstanding.
10.	Proportion of students achieving 5A*-C to be increased by at least 2% based on 2004 performance. Floor target 54% pupils achieving 5A*-C grades.	Proportion of students achieving 5A*-C to be increased by at least 2% based on 2006 performance. Floor target 58% pupils achieving 5A*-C grades.	Proportion of students achieving 5A*-C to be increased by at least 2% based on 2008 performance. Floor target 60% pupils achieving 5A*-C grades.
11.	5 A*-C including English and Mathematics.	Proportion of students achieving 5A*-C including English and Mathematics to be increased by at least 2% based on 2006 performance. Floor target 45% pupils achieving 5A*-C grades.	Proportion of students achieving 5A*-C including English and Mathematics to be increased by at least 2% based on 2008 performance. Floor target 47% pupils achieving 5A*-C grades.
12.	Success rates for 16-18 year old learners on Level 1 long courses at least 60%.	Success rates for 16-18 year old learners on Level 1 long courses at least 65%.	Success rates for 16-18 year old learners on Level 1 long courses at least 70%.
13.	Success rates for 16-18 year old learners on Level 2 long courses at least 56%.	Success rates for 16-18 year old learners on Level 2 long courses at least 61%.	Success rates for 16-18 year old learners on Level 2 long courses at least 66%.
14.	FE success rates for 16-18 years on Level 3 long courses at least 64%.	FE success rates for 16-18 years on Level 3 long courses at least 69%.	FE success rates for 16-18 years on Level 3 long courses at least 74%.
15.	Achievement at A Level and equivalent, average points score per entry at least 78.5 points.	Achievement at A Level and equivalent, average points score per entry at least 83 points.	Achievement at A Level and equivalent, average points score per entry at least 84 points.
16.	Value added data either neutral or positive for at least 50% of students based on points per entry. (cf NCER Value Added national dataset)	Value added data either neutral or positive for at least 55% of students based on points per entry. (cf NCER Value Added national dataset)	Value added data either neutral or positive for at least 60% of students based on points per entry. (cf NCER Value Added national dataset)
17.	WBL framework achievements at least 50%	WBL framework achievements at least 52%	WBL framework achievements at least 54%
VALUE FOR MONEY			
18.	Average group size across an institution for post-16 provision at least 12 learners.	Average group size across an institution for post-16 provision at least 13 learners.	Average group size across an institution for post-16 provision at least 14 learners.
19.	<i>Future parameter to be defined relating expenditure per student to success rates (retention and achievement).</i>		

Threshold statements in bold relate to nationally agreed targets.

Dear Parents,

14-19 Education in South West Ipswich and South Suffolk

The Governing Body of NAME OF SCHOOL has met to consider the future development of 14-19 education in the area and has agreed to work in partnership with the governing bodies of schools in the South West Ipswich and South Suffolk 14-19 Partnership to improve and extend the provision for pupils by seeking to establish a joint 14-19 Centre, under formal governance arrangements, that will:

- Provide access for all students to a full range of courses in high quality new buildings;
- Ensure continuity of education for students aged 11-19; and
- Be sited at a suitable neutral location, with good transport links, accessible to all students from these areas.

The Governing Body is committed to a location in South West Ipswich for this new Centre in the interests of all students in the Partnership. This provision will build upon the current Sixth Form provision in the area and offer some minority/specialist and vocational options for Key Stage 4 students in the participating schools, ensuring a smooth transition from the current arrangements. We believe these proposals are in the best interests of local learners. They would allow our staff to be involved in the teaching at the new centre and provide an exciting range of new learning opportunities.

As part of our planning for these future developments I would urge you to get involved in any local consultations and there will be notices in the press outlining the proposals. The Governors, Headteachers and Leadership Teams of all of the schools in the partnership (Chantry, Claydon, East Bergholt, Hadleigh, Holbrook, Stoke, Thurleston, and Westbourne High Schools, Thomas Wolsey Special School and the Westbridge Unit) have been involved in an extensive series of consultations and they are united in their proposals for the future development of education in the area. Suffolk College has been involved in the collaboration and we will work in partnership with Suffolk College as we develop plans for the new centre.

We look forward as we work together to shape the future and improve the learning opportunities for everyone in our local communities.

Yours sincerely

Headteacher

Chair of Governors

LETTERS OF SUPPORT

Suffolk 14-19 Strategic Partnership

Expression of Interest to Participate in the Specialised Diploma Pilots for 2008

<i>Name of partnership</i>	South and West Ipswich and Essex Borders Partnership		
Contact for further information	Alan Whittaker Stoke High School Maidenhall Approach Ipswich Suffolk IP2 8PL Telephone 01473 601252 Fax 01473 601255 E-mail whittakera@stokehs.suffolk.sch.uk		
<i>Providers in the partnership</i>	Chantry High School Claydon High School East Bergholt High School Hadleigh High School Holbrook High School Stoke High School Suffolk College Thurleston High School Thomas Wolsey (special) School Westbourne High School Westbridge Pupil Referral Unit		
Specialised Diploma Subjects / levels to be offered in 2008 pilot (for those diplomas you propose to pilot please indicate the number of learners at the relevant levels in the boxes provided)			
	Foundation	Intermediate	Advanced
<i>Health and Social Care</i>	60	60	30
Information Technology	60	60	30
Engineering	60	60	30
Creative and Media	60	60	30
Construction & the Built Environment	60	60	30

The South and West Ipswich and Essex Borders Partnership (SWIEBP) is a strong and effective collaboration of providers with a proven track record of partnership working. The size of the group and the diversity of its membership (comprising 11-16 schools, 11-18 schools, the local FE College, a special school and a PRU) make it ideally suited to implement the actions required to introduce the new vocational diplomas in their entirety and to time.

The economy of the area is buoyant and developing rapidly. Employment prospects are good. The group enjoys good working relationships with local government and the Learning and Skills Council and there are strong links with local businesses and industry. The SWIEBP is looking to establish a new post 16 centre which, when completed, will serve all of the schools in the Partnership and offer a rich and diverse curriculum pre and post 16. The headteachers and college vice-principal are highly operational and relationships between them are good. These features, together with a universal commitment to inclusion, are particular strengths.

The partnership judges that it has the capacity to offer all five vocational diplomas in September 2008. The judgement is based upon the following four factors:

- 1) Excellent experience of partnership working
- 2) Diverse expertise and curricular strengths
- 3) A strong and developing partnership infrastructure
- 4) Significant capacity in student cohorts

Experience of partnership working

Within the overall partnership there are two long-standing post 16 collaborations: the Claydon and Thurleston sixth form and the Chantry High and Stoke sixth form partnership. Both have been successful in extending post 16 opportunities to students in their broad locality areas and in developing significantly the expertise of staff. There is also on-going collaboration between Suffolk College and partnership schools and intra-school collaborations through the GOALS project and other collective enterprises. These partnerships bring invaluable experience to the SWIEBP: in dealing with timetable issues across institutions, for example and in developing creative solutions to transport problems.

Diverse expertise and curricular strengths

There is a good range of specialist status amongst the partnership schools and significant strengths in vocational provision. All schools are addressing the vocational curriculum and, although the scale and range of provision varies, all are making progress. At Chantry High School there is a very wide range of school-based vocational courses on offer with new 'real-workplace' facilities. Some schools are developing vocational provision in collaboration with others. New provision at Hadleigh High, for example, will enable students from two other schools, East Bergholt High and Holbrook High to access courses in hairdressing from September 2006. Prospects for further development are good and overall, there is sufficient knowledge of the vocational areas covered by the first five pilot 'lines' to ensure effective implementation. To support development, the SWIEBP leadership group is committed to sharing resources and expertise and, where viable, facilities and equipment. Health and Social Care provision at Suffolk College was judged outstanding in the recent Ofsted inspection and Creative and Media gained a grade two. The College is a Centre of Vocational Excellence in Health and Social Care (in partnership with West Suffolk College) and is leading a four Colleges CoVE in Construction. Confirmation of a further COVE in ICT is expected in early autumn.

A strong and developing partnership infrastructure

The SWIEBP is developing the necessary infrastructure to ensure that 14-19 provision can be managed efficiently and within the timescales set by the Government. In addition to the Leadership group, there is a curriculum group and other sub groups to manage specific issues such as the development of a common approach to impartial advice and the further development of links with employers. The Leadership group is taking action to bring timetables into greater alignment and the group will also establish a partnership calendar setting out common dates for training days and meeting times of key groups.

Significant capacity in student cohorts

The Partnership has set ambitious performance targets and targets for raising post 16 staying-on rates. These are based upon careful analyses of performance and potential. All are using value-added data to identify student capability and, increasingly, student voice and other methods to identify learners' needs. There is a healthy uptake of vocational course amongst current cohorts and further curriculum development,

together with actions such as the careful location of vocational courses within option choices, are helping to build student capacity for the vocational uptake. All partners judge that raising staff awareness is key to engaging students in vocational learning and the SWIEBP is developing partnership approaches to staff development and training.

14-19 SCHOOL SITE SEARCH

BRIEF: To provide a broad desktop study of possible sites for the establishment of a 14-19 Partnership School within an area to the West and South of Ipswich, and identified upon the attached map. Sites may include an existing School or SCC site, or brown/green development land. The ideal size would be 3-5 acres. In addition to identifying a site, the broad positive and negative issues should be identified. Note that no detailed study has been undertaken.

Comments upon planning:

Ipswich Borough Council currently control development within the relevant area by way of the Adopted Local Plan 1997, together with the Draft Local Plan 2001. Comments below are based upon the guidance within these documents.

Sites Considered:

1. Whitehouse Industrial Estate
2. Ipswich Waterfront/Docks
3. Former B & Q site, Grafton Way
4. Site at Portman Road
5. Land at Kelly Road
6. Land at Stoke Park Drive
7. Broadmeadow Site
8. Stone Lodge Community Centre
9. Anglia Parkway, Bury Road
10. Land at Scrivener Drive
11. St Edmund House, Rope Walk
12. Belstead House, Belstead Lane

1. Whitehouse Industrial Estate

Comprises a large area of 1950's- 1970's mainly light industrial/office buildings, situated on the northwestern fringe of Ipswich. Currently defined as an Existing Employment Area.

Pro's

- Size: Substantial, with more than sufficient area for the requirement.
- Location: Within the search area. Situated upon the western fringes of Ipswich.
- Transport: Good transport links via the public network and the nearby Park and Ride facility.
- Environmental: No comment.
- Flooding: Outside of the Environment Agency flood map boundary

Con's

- Multiple owners, with no single large site available. Site acquisition could be time consuming and costly
- Planning: Designated by IBC as employment land

- Location: Distance from the centre of town may cause inconvenience.
- Environmental: Any acceptable site would require the appropriate assessment.

2. Ipswich Waterfront/Dock Sites

A central area of Ipswich currently undergoing substantial re-development, with numerous sites, principally in private ownership, and designated by IBC for predominantly residential, 20% leisure and B1 employment use. One site of just under 3 acres is designated for educational use (off Duke Street) and one area for higher education use, currently used as a car park (to the south of Fore Street), forming part of the site for UCS.

Pro's

- Planning: Two sites are currently designated for educational use in one form or another.
- Location: Close (walking distance) to Ipswich town centre.
- Transport: Adequately served by bus routes and highways.
- Environmental: No comment
- Flooding: Duke Street falls outside of the Environment Agency flood map boundary

Con's

- Multiple ownerships, with no single large site currently available. Site acquisition could be time consuming and costly.
- Planning: The area generally is of significant importance to IBC .The existing school designated site is intended for a primary school .The car park site forms part of the development for UCS. It is believed unlikely that IBC would consider any significant change to the area use.
- Size: Both existing designated sites are too small for the 14-19 Partnership templates.
- Environmental: There are likely to be issues within the Waterfront/Docks area.
- Transport: The volume of traffic using the surrounding area is significant at present, and is a continuing issue.

3. Former B & Q site, Grafton Way, Ipswich

A site of about 2 acres, located to the south of the town centre. Previously the area has been used for retail but is now vacant, with the car park area being operated on a casual basis. Currently defined by IBC for retail use.

Pro's

- Location: Central Ipswich
- Transport: Well served by highways, bus routes and within walking distance of the town centre.
- Environmental: The site was re-developed in the recent past. Environmental concerns are not likely to be an issue.
- Currently available for acquisition.

Con's

- Location: Grafton Way is a busy one-way system with a two lane public highway. The former (unimproved) railway line and sidings are to the rear of the site. There may be security issues.
- Planning: The site is designated for retail use, in keeping with the general area.
- Size: The site is too small in relation to the area required and very narrow.
- Transport: The site would present traffic/highway difficulties
- Flooding: The site falls within the Environment Agency flood map boundary.

4. Site at Portman Road, Ipswich

This site amounts to in excess of 5 acres and is centrally located in Ipswich, between the town centre and Ipswich Town Football Club .The site is currently used as car parking and is designated by IBC for Leisure use.

Pro's

- Size: Of suitable size within the given parameters.
- Location: Very close to the town centre, bus and rail station, together with abounding public highways
- Transport: Likely to provide many options.
- Environmental: It is not envisaged that any major issues would affect the site.
- Currently a bare land site

Con's

- Planning: The area is designated for retail use.
- Sensitivity: The land is in a sensitive area, abutting the Football Club, substantial commercial businesses and is to the town centre.
- Transport: The public highways surrounding the site already support a high volume of traffic.
- Flooding: The site falls within the Environment Agency flood map boundary.

5. Land at Kelly Road

The site is currently owned by Suffolk County Council and held in the Land Bank for the purpose of being used as a school site. The site is located close to the town centre within a predominantly residential area with good transport links. The site is approximately 2.67 acres in size.

Pro's

- Location: The site is located well within the search area being just off London Road, the main route into the town from the A12/A14.
- Transport: Good transport links via the public network
- Planning: The site is designated in the Local Plan for use as a school site.
- Flooding: Outside of the Environment Agency flood map boundary
- Bare site as it is currently used as public open space.

Con's

- Size: The site is 2.67 acres in size, which is slightly under that specified in the search criteria.
- Site may have high alternative residential value

6. Land at Stoke Park Drive

The site is located in southwest Ipswich within a predominantly residential area. The 32nd Ipswich Scout Group currently occupies part of the site along with the SCC Realise Project. The site was acquired by Suffolk County Council in 1971 and held for the purpose of a future school site.

Pro's

- **Location: Within the search area.**
- **Transport: Good transport links.**
- Size: Site is larger than the specified area.
- Flooding: Outside of the Environment Agency flood map boundary

Con's

- **Planning: Much of the site is woodland and has been designated a nature reserve in the Local Plan.**
- Size: The area of the site the scouts occupy, which is not designated, is only approximately 0.3 acres.

7. Broadmeadow Site

The site is located west of Ipswich just off the A14 in a predominately employment/industrial area. The site has good transport links and is located adjacent to the A14 with good access. A planning application for Broadmeadow has been submitted for predominantly residential use with a section allocated for a school site. However, the site is designated for employment use and we understand that this application has been rejected.

Pro's

- Transport: Good public transport/access onto the A14.
- Size: Very large site

Con's

- Planning: It is likely the Borough planning department would wish to see a proposal for the whole site rather than in part.
- Environmental: Previously industrial use and there may well be land contamination issues.
- Flooding: The whole site falls within the Environment Agency flood map boundary.

8. *Stone Lodge Community Centre*

The Stone Lodge Community Centre is on Hawthorn Drive in Chantry, southwest of Ipswich. The site is currently used as a Community Centre (operated by Community Education) and library owned by Suffolk County Council. The site is 2 acres in size with the adjoining NHS health clinic occupying a further 0.5 acre site. If it were possible to acquire this adjoining clinic then this site may be a possibility. A re-development of both sites has been discussed in the past, however, the NHS clinic did not have available funds.

Pro's

- Excellent location
- Good transport links and good road access.
- Current buildings on site are ageing and will require attention.
- Already own majority of site.
- Flooding: Outside of the Environment Agency flood map boundary

Con's

- Size: Small site

- Acquisition of Health Centre may not be possible, and could prove to be problematic and time consuming.
- Library would have to be re-provided.

9. Anglia Parkway, Bury Road

This is a vacant site to the north of the town accessed from the P&R roundabout near Asda.

Pro's

- Location: Close to A14 and Bury Road Park and ride
- Single owner
- Greenfield site
- Transport: Good transport links
- Flooding: Outside Environmental Agency Flood map boundary
- Planning: Shown in Local plan as employment land

Con's

- Size: Shape and size of site - 2 acres, long thin site – difficult to achieve good development and too small
- Planning: B1 type uses
- Location: Northern edge of search area.
- Site behind retail park – difficult to find/unexposed
- Owner unlikely to sell – wants Design and build

10. IP 8 Scrivener Drive, Ipswich

A large area of land which has been assembled by IBC, and unused for many years. IBC's aspirations are residential which will maximise values and may eventually come with increased pressure for housing in the area. In the latest Local Plan residential has been rejected as Babergh regard it as a gateway site in need of prestigious development

Pro's

- Location: Close to A12 and London Road Park and Ride
- Transport: Good transport links/ Well serviced – roads etc
- Size: Large 20 acre site
- Flooding - outside Environmental Agency Flood map boundary
- In Public ownership (IBC)
- Greenfield site

Con's

- Planning: In Babergh Local Plan as B1 - prestigious business development – Gateway site
- Greenfield site
- If Residential development values – expensive

11. St Edmund House, Rope Walk, Ipswich

Former SCC property built in late 70s (3 storey office building) - East side of town center

Pro's

- Location: In new Education Quarter/ Close to existing Suffolk College (Established education quarter)
- Flooding - outside Environmental Agency Flood map boundary
- Former SCC building
- Completed building

Con's

- Forms part of new Suffolk College/University Campus.
- Building sold to EEDA last year
- Politically untenable as we've just sold

12. Belstead House, Belstead Lane, Ipswich

A residential center, with adjoining land, used by SCC for many years for internal and external training courses. Referred to in training review carried out by property circa. 2004.

Pro's

- Location: SW Ipswich & Close to other Education uses (Special School)
- Flooding - outside Environmental Agency Flood map boundary
- In SCC ownership
- Close to Belstead Country Park.

Con's

- Transport: Poor access & public Transport
- Could affect options in terms of disposal of remainder

Comments upon potential acquisition costs:

1. Whitehouse Industrial Estate:

Comprises numerous sites in different ownership's with freehold and leasehold interests. There would be substantial time and cost implications in acquiring the eventually identified sites and therefore it is not possible to provide any guidance as to cost implications.

2. Ipswich Waterfront/Docks:

In the event that the owner would accept commercial use value, the acquisition costs would be a minimum of £500,000 per acre. It is more likely, that due to the re-development of the docklands area in general to principally residential use, a minimum of £1,000,000 per acre would be required.

3. Former B & Q site, Grafton Way, Ipswich:

Unlikely to become available .The freehold is owned by Prudential, although B & Q currently hold the lease .We are informed that the owners also have an interest in adjoining land and were seeking to enhance the site by further acquisition.

4. Site at Portman Road, Ipswich

Due to the high visibility and location of the site, acquisition costs are envisaged to be in the region of at least £1,000,000 per acre.

6. Land at Stoke Park Drive:

This site is already owned.

7. Broadmeadow Site:

The site is designated for employment use and if the equivalent value is demanded, this is likely to be in the region of £500,000 per acre.

8. Stone Lodge Community Centre:

The main site is already owned. If the adjoining NHS site was required then a likely acquisition cost would be in the region of £ 300,000 (for the 0.5 acre site)

9. Anglia Parkway, Bury Road:

Acquisition costs are likely to be between £450-500,000 per acre.

10. Scrivener Drive, Ipswich:

If the owners were willing to accept the equivalent commercial value for the land required, this would be in the region of £450-500,000 per acre.

11. St Edmund House, Ipswich:

Sold to EEDA last year. The cost of re-acquisition is not relevant.

12. Belstead House, Belstead Lane, Ipswich

This site is already owned.

The above comments are based upon a desktop study only. No direct enquiries have been made to Ipswich Borough Council. The comments are therefore subjective, and provided for discussion purposes only. Time limitations have restricted investigations to a superficial level. Further in depth analysis of any of the above can be undertaken.

IBC LETTER RE SALE OF SITE

South West Ipswich – Updated September 2006

PROJECT BRIEF

1. Objectives

- 1.1 Provide a centre that will provide A level and vocational courses for 14 to 19 year olds.
- 1.2 Provide fully integrated facilities for the current 11 to 19 year old pupils of Belstead Special School.
- 1.3 Provide a conference facility.
- 1.4 Provide a community resource facility incorporating police/health/social services etc.
- 1.5 Provide retail outlets for training and on site service use.

2. Background

- 2.1 A consortium of ten secondary schools have in principal agreed to relinquish their sixth form facilities to be replaced by a new centre that will provide academic and vocational courses for 14 to 19 year olds based on the south west outskirts of Ipswich. These schools are: East Bergholt, Hadleigh, Thurlston, Holbrook, Claydon High, Stoke High, Chantry High, Wesbourne, Thomas Wolsey and Westbridge.
- 2.2 All pupils from Belstead Special School will be accommodated within the centre.
- 2.3 A site has been identified off Scrivener Drive. The site is approximately 6 acres and owned by Ipswich Borough Council. Favourable negotiations have begun with IBC to purchase this land.
- 2.4 Despite this parcel of land being within Babergh District Council planning jurisdiction, due to the substantial financial contribution that SCC will make towards this project, SCC will determine planning approval.
- 2.5 The site is close to a park and ride site and public transport facilities. It is hoped, following tentative enquiries, that these could be extended to incorporate this facility.
- 2.6 A proposal is to be submitted to the Learning and Skills Council by end of September 2006 as a first round bid. If successful a further detailed bid for funding will need to be submitted in Spring 2007.
- 2.7 Site to provide basic sports facilities with main sports resources to be utilised at schools within the consortium.
- 2.8 Accessible width doors throughout complex. At least one accessible toilet with space for changing bed in each block. Mobility stores in each block.

3. General School requirements

Teaching Accommodation – based on BB98

3.1 General Teaching Facilities

- 3.1.1 **Maths** – 3 teaching bases – (43m² each)
- 3.1.2 **Art** – 6 teaching bases – plus kiln and dark room. (77m² each)
- 3.1.3 **Modern languages** – 3 teaching bases (55m² each)
- 3.1.4 **English** – 5 teaching bases (43m² each)
- 3.1.5 **Humanities** – 21 teaching bases (43m² each)
- 3.1.6 **RE** – 1 (43m² each)
- 3.1.7 **Music** – 5 teaching bases – in addition need mixing booth/practice rooms – at least four/sound studio and lockable instrument store. (59m² each – one may be a designated music recital room and will need to be 77m²)
- 3.1.8 **PE (theory)** – 4 teaching bases (43m² each)
- 3.1.9 **Health and social care** – 13 teaching (43m² each)
- 3.1.10 **Travel and tourism** – 7 teaching bases (43m² each)
- 3.1.11 **Leisure and recreation** – 8 teaching bases (43m² each)

Total = 76 class bases. Average group sizes – 20 pupils

3.2 Specialist Teaching Facilities

- 3.2.1 **Science** – 7 labs – full labs plus prep rooms. (90m² each)
- 3.2.2 **Design technology** – 4 teaching bases – use for metal/wood/resistant materials/textiles. Benching and lots of stores/machine room. (85m² to 116m² each).
- 3.2.3 **Construction, engineering and manufacturing** – 9 teaching spaces – water/gas/electric – numerous outlets so can be utilised for practical work in different areas i.e. gas boiler training, plumbing, electrics training etc. (107m² each).
- 3.2.4 **Hospitality, catering and retail** – 9 teaching bases (7 at 43m² plus 2 standard food rooms at 100m²) – in addition a catering kitchen to be used as teaching environment as well as to service student dining area – adjoining dining area – close to main central facilities – ability to open to public use without access to rest of complex. Retail outlets – number and size to be discussed.
- 3.2.5 **Hair and beauty** – 5 teaching bases – sinks/electric/ability to store portable work stations/flexible space that can be adapted for theory work. (3 at 43m² and 2 at 100m²).
- 3.2.6 **Drama** – 7 teaching bases – lighting and sound – also need audio/visual studio. (2 at 43m², 3 studios at 77m², 2 rehearsal rooms at 77m² – (note – two of the rooms @77m² need to be able to be opened up into one big performance space and double as a dance studio).

Total = 41 class bases. Average group sizes – 20 pupils

3.3 Sport Facilities

- 3.3.1 Fitness suite
- 3.3.2 Sports hall for badminton etc – approximately 200m².
- 3.3.3 External basket/tennis courts.

3.4 Possible faculties to be linked

- 3.4.1 Maths, science, design technology and construction, engineering and manufacturing.
- 3.4.2 Modern languages, English, humanities and RE.
- 3.4.3 Travel tourism, leisure and recreation, PE and health and social care.
- 3.4.4 Music, drama and art
- 3.4.5 Hospitality, catering and retail and hair and beauty.

3.5 General

- 3.5.1 Wireless network throughout building.
- 3.5.2 Interactive white boards or projectors in all teaching areas.
- 3.5.3 All teaching bases to have easy access to sinks – maybe in central location in each block.
- 3.5.4 All blocks to have at least two group rooms - with access to gas taps, water, IT and electric. (24m²)
- 3.5.5 Ability to make a proportion of the teaching spaces larger by removing partitions between class bases easily.
- 3.5.6 Each block to have study area for students and staff accommodation comprising staff work/social room, head of faculty office and administration office.
- 3.5.7 Covered main street(?) linking blocks to comprise of student social area, dining, and main student library with study area.
- 3.5.8 Storage to be central in each block and class base.
- 3.5.9 All student study areas and library resource areas to total 725m².
- 3.5.10 Centre to fulfil BREEAM requirements and include appropriate sustainable features.
- 3.5.11 Exam facilities – to be provided by utilising space within blocks at appropriate times – no additional facilities required.
- 3.5.12 Sprinklers throughout all areas.
- 3.5.13 Security – extensive system throughout complex utilising swipe cards/cash free school system etc.

4. Staff Accommodation/central administration

4.1 Central Administration Area

- 4.1.1 Central block – support services for students, conference facilities (need to be in close proximity to catering kitchen), retail outlets, main reception area, health/police/social services etc, careers etc.
- 4.1.2 Conference facilities to accommodate 1000 people seated. Retractable seating. Ability to place temporary stage at one end.
- 4.1.3 Sick bay/medical inspection room.
- 4.1.4 Central staff room with workstations.
- 4.1.5 Central changing area with showers etc – near to fitness studio and cycle

racks – clothes store/lockers.

4.1.6 Lockers – not need for all students – approximately 1000.

4.1.7 Dining area – maybe divided into two/three separate spaces allowing various amounts of dining facility to be used at any given time.

5. Transport

5.1 Need for bus/coach park for minimum of 8 vehicles. Also need bus stop for local services.

5.2 Car park for approximately 250 to 300 vehicles.

5.3 Covered/lockable bike sheds.

5.4 Appropriate space for delivery and service vehicles i.e. near to kitchens/main school supply store/main administration area.

6. Special School Requirements

6.1 General

6.11 All accommodation to be on one level.

6.12 IT/electric points for personal computers.

6.13 Large central store near entrance for equipment used to assist travel to and from centre.

6.14 Need under cover drop off and collection point – possibly with car waiting facility on site.

6.15 Staff team room – though will also use main staff room accommodation. Minimum of two staff offices.

6.16 Swimming pool – beneficial but not essential.

6.17 Music/art and science facilities will be utilised within other blocks.

6.18 Additional changing and store areas.

6.2 Specific Teaching Areas

6.21 Ten class bases required (?m²). Preferably with large store attached and toilet/changing facility.

6.22 Large hall/sports hall – 150m² – with stores of it to house sports equipment/chairs etc.

6.23 Independent living skills facility – kitchen/living room layout.

6.24 Dining facilities.

6.25 Suite of rooms to facilitate speech therapy, OT and physiotherapist.

6.26 Small ICT suite.

6.27 Soft play area room.

6.28 Chill out rooms.

6.29 Laundry.

7. Funding and budget

7.1 At present no LA funding has been allocated to this project. LA funding will be required for any 11 to 16 teaching provision as this will fall outside of the remit of the LSC.

7.2 There is a second stage bidding process for funding. This will take place in Spring 2007 if the project is successful in its initial LSC bid.

8. Key personnel

8.1 Project board to be agreed.

Accommodation requirements

Room	Size	Quantity
General Teaching		
Maths	43m ²	3
Art	77m ²	6
Modern Languages	55m ²	3
English	43m ²	5
Humanities	43m ²	21
RE	43m ²	1
Music	59m ²	4
Music recital room	77m ²	1
PE (theory)	43m ²	4
Health and social care	43m ²	13
Travel and tourism	43m ²	7
Leisure and recreation	43m ²	8
Total		76
Specialist Teaching		
Science	90m ²	7 + prep rooms
Design Technology	85m ² to 116m ²	4
Constr., eng. & manu.	107m ²	9
Hosp., catering & retail	43m ²	7
As above	100m ² (standard food rms)	2
Hair and beauty	43m ²	3
As above	100m ²	2
Drama	43m ²	2
As above	77m ² (studios)	3
As above	77m ² (rehearsal rooms)	2
Total		41
Sports facilities		
Fitness suite		1
Sports hall	200m ²	1
Total		2
General facilities		
Staff team rooms/office/admin		1 in each block
Student study areas		1 each block
Library/main study area	Total student study areas & library 725m ²	1
Group rooms	24m ²	2 in each block
Storage		
Conference/main hall	Ability to seat 1000 people	1
Sick bay/MI room		1
Health/social		1

services/police services suite		
Administration facilities		
Retail outlets		?
Staff room		1
Dining hall/s		1+

Special School		
Teaching		
General class bases	?	10
Sports/general hall	150m2	1
ICT suite	?	1
Independent living skills suite	?	1
General facilities		
Staff team room	?	1
Office accommodation	?	1
OT/physio/speech therapy suite	?	1
Soft play area	?	1

Proposed South West Ipswich Sixth Form Centre

Design Statement

1. **General:** The site is located on land adjoining the principal route leading to the centre of Ipswich from the junction of the A12 and A14 trunk roads to the South West of the Town. Scrivener Drive, a local two-way road, serving the Belstead Housing Estate, forms the North, and East, boundaries of the site. The Southern edge of the site is not at present physically defined. Therefore, the design assumes that this boundary will be a legally defined line originating from the existing roundabout, extending to the boundary with London Road, to the West of the site.
2. **Site characteristics:** The site is generally level and covered with long grass and small bushes. There are a number of mature trees along the boundary with London Road but no other significant trees within the site area.
3. **Orientation:** The site is not affected by shadows from any buildings on nearby sites, and the effect of trees would be minimal on the proposed development. Therefore, the exposure of the site to sunshine and solar gain is unrestricted at all times of the year.
4. **Environmental issues:** The principal issue to be addressed is the noise emanating from traffic using London Road, and to a lesser extent, Scrivener Drive. A survey would be required to ascertain the characteristics of this issue to inform the design process.
5. **Design issues:** The main issues addressed in the initial proposals are,
 1. Access to the site and vehicular movements.
 2. Setting down and parking arrangements.
 3. Integration of Belstead School.
 4. Integration of Public access.
- 5.1 **Access to the site and vehicular movements:** London Road is a main route into Ipswich Town Centre and it would be unlikely that permission would be given for a new major junction to serve the proposed development. Scrivener Drive is a two-way road with a significant curve. For this reason, it is unlikely that permission would be given for a new major junction to serve the proposed development. Therefore, the design envisages that the existing junction at the roundabout in Scrivener Drive would be enhanced and utilised for access into the site.

The Brief envisages that the use of public transport to travel to and from the College will be encouraged, including the nearby “park and ride” service, and other existing bus services from the Town Centre and Rail station. The proposed re-location of Belstead School, to form an integral part of the College, will entail the provision of special services for students by means of mini-buses and taxis.

- 5.2 **Setting Down and parking arrangements:** Adequately covered entrance facilities would be required for setting down and collection services. Bus and coach services would call at the designated lay-by off the access road into the site. Mini-buses and Taxis serving Belstead School building would call at the setting down and collection lay-by under Building 5. From this point, access would be available to both the school and the main entrance area. Further parking bays would be available under Building 5 at Ground level and adjacent to the School. Additional parking could be formed at a lower level under Building 5, with access ramps from the ground level access road.
- 5.3 **Integration of Belstead School:** An allowance for an area equivalent to the existing school has been made and integrated within the proposed development. However, a measure of separation is required for functional purposes and external play space adjoining the school accommodation has been allocated within the site.
- 5.4 **Integration of Public access:** The principal access would be through the Main entrance and into those areas designated for use by the Public. A reception point would be located in the main entrance where visitors would be registered.
6. **Principles of the proposed design:** The proposed design addresses the various environmental and logistical issues described earlier. At the heart of the College, the Hall is intended to be the focus of the student community. This has been placed centrally to emphasise this importance, and to protect the interior acoustics from intrusion by traffic noise. The remaining academic and ancillary accommodation has been arranged around the central hall. Access to all parts of the College accommodation would be within internal routes emanating from the main entrance. These would be enclosed by glazing, forming internal “Streets”, providing a place for social interaction between students with sources of information, retail outlets, and direct access to the refreshment services.

Environmental issues and the principles of sustainability would be addressed by giving special attention to the method of construction and choice of materials. A significant amount of energy could be produced on site by utilizing roof areas to mount solar panels, and wind driven turbines. Subject to detailed investigation, the project would include a special installation of the latter on the roof over the main entrance. This would be a significant external feature and would demonstrate the commitment of the College to renewable energy sources.

In accordance with the County Council’s policy, special attention would also be given to the need for accessibility to all parts of the proposed College. This would include aspects of the D.D.A., and the requirements of the Building Regulations.

The County Council is committed to a policy of equality, inclusion and accessibility in the delivery of its services to members of the public and in the employment opportunities afforded to existing and future employees. The County Council continually monitors access for people with disability to its buildings, both the public and staff. The provision of its services will be in such a way as to enable its

employees and the public to reasonably access those services in a non-discriminatory manner. It is committed to ensuring that the facilities it provides, uses and manages, afford its visitors and employees the opportunity to maximize their individual abilities and enjoy safe and, wherever possible, independent participation and access.

Main design references will include:

- The Approved Document to Part M (2004)
- BS 8300:2001
- Building Sight (RNIB)
- DRC Codes of Practice
- Guidance on Access Statements (DRC)
- Inclusive Projects (DPTAC)
- Planning and Access for Disabled People – A Good Practice Guide (ODPM)
- Inclusive Mobility (Department for Transport)
- The Access Directory (DPTAC)

The aim is to provide an excellent range and quality of facilities that will be valued, and which will be seen as a focal point in encouraging participation amongst the local population. Ease of use by all potential users, including disabled people, parents and toddlers, older people, and young people, is also considered to be an essential element of breaking down language and cultural barriers.

Vehicle and pedestrian areas within the site will be separated to provide a much safer environment for the children. Managing the correct use of the area has been identified for inclusion in the management practices programme for the School. External lighting along all access routes will be designed and maintained to meet the standards laid down in BS 5489 and described in 'Inclusive Mobility' (DfT). In terms of accessibility, all pedestrian approaches to the building will have shallow ramps leading to the main entrances. All doors will have low force overhead cam closers. Designated parking spaces will be available for persons with a disability and will be located adjacent to the main pedestrian paths. All entrances into the proposed building will have level thresholds.

A Building / Accessibility and Services Manual is being developed by the design team. It will detail the use, testing and replacement of specialist equipment, suggested maintenance cycles and priorities, and the reasons why particular designs, materials, finishes, equipment and colour schemes were chosen. The manual is seen as an important resource in the on-going management of the facility. SCC is committed to undertaking a structured programme of regular reviews of new Technology, constructional developments and training to ensure that the ongoing and evolving obligations imposed by the DDA are met.

SITE PLAN

DRAWING OF NEW CENTRE

DRAWING OF NEW CENTRE

IPSWICH SOUTH WEST SIXTH FORM CENTRE

COST SUMMARY

DESCRIPTION OF PROJECT

To provide sixth form centre campus and relocation of special school with associated infrastructure

DESIGN ASSUMPTIONS

Sixth form centre to be high profile building - Building area 13,939 m2

- Multi storey, probably reinforced concrete frame
- Sustainability elements where possible
- Parking, external works
- Approach road
- Services infrastructure
- Road noise barrier

Special school - Building area 2,800 m2

- Single storey building
- Sustainability elements
- Special parking set down pick up area
- Significant sensitive siteworks

COST CONSIDERATIONS

DFES Basic Need (BN) Cost Multipliers 2006/7 based on BB98 or BB99 set @ £17013 per student

2,000 students @ £17,013 = £34,026,000 PLUS siteworks, furniture & equipment, and professional fees

VAT & land purchase costs excluded

LSC Further Educational (FE) Survey, average cost £1,625/m2 4Q05 (fourth quarter 2005)

Base uplift for targeted costs area by 15%

- The leaner environment
- The building fabric
- Sustainability

Average set at £1,781/m2 @ 4Q05

VAT & land purchase costs excluded

Works likely to commence 2009, consider effect on labour, plant and materials for

- 2012 London Olympic games
- Possible Snoasis development near Ipswich
- Building Schools for Future (BFS)
- Predicting costs beyond available forecast indices (2008)

IPSWICH SOUTH WEST SIXTH FORM CENTRE

COST SUMMARY

Based on block layout sketch October 2006

Sixth Form building (13,939 m2 @ £1,700)	£24,000,000
Fittings, furniture & equipment	£ 2,000,000
Siteworks	£ 1,500,000
Special school (2,800 m2 @ £1,800)	£ 5,000,000
Fittings, furniture & equipment	£ 1,000,000
Siteworks	£ 750,000
Site abnormal	
Approach road to highways adoptable standard	£ 1,000,000
Road noise issue from A12	£ 400,000
Adjacent residents screening	£ 500,000
Services infrastructure	£ 300,000

	£36,450,000
Project uplift to 2Q09	£ 6,050,000

	£42,500,000
Professional fees @ 12%	£ 5,100,000

	£47,600,000
	=====

EXCLUDING
VAT & LAND ACQUISITION COSTS
COSTS IN DECOMMISSIONING SIXTH FORMS ON OTHER SITES

GREENWICH DATA