

HEAD TEACHER'S REPORT MARCH 2019

Nigel Pressnell

THE ARNEWOOD SCHOOL LOCAL GOVERNING BODY

Head Teacher's Report March 2019

School Roll

We currently have 1047 students on roll with *single roll* status. A further 28 students are dual rolled with us and we are classified as the main school. These students primarily attend Eaglewood School or Greenwood School. The number on roll remains fairly consistent and is typical in its *turbulence* (numbers leaving and joining in year).

See – SIMS School Report March 2019 – Pupil Numbers

Mrs Caroline Johnston, Finance Officer, has analysed projected numbers for Year 7 in the years ahead.

Year of Entry	No in Feeder Schools	No Predicted to Apply	Other Admissions (Non-Feeder)	Anticipated Total
2018/19 Sept 2019	219	161	21	182
2019/20 Sept 2020	241	179	21	200
2020/21 Sept 2021	222	164	21	185
2021/22 Sept 2022	214	158	21	179
2022/23 Sept 2023	224	170	21	191
2023/24 Sept 2024	232	176	21	197
2024/25 Sept 2025	210	157	21	178

These figures are based on the percentage we receive from our feeder schools remaining constant and the applications for non-feeder schools remaining the same. There are obviously many factors that could change these predictions over the next six years but this is the best we have for assessing future student numbers for planning budget, staffing and curriculum. These predictions have been consistently accurate in recent previous years.

Attendance

We continue to focus on school attendance as a key priority and with some success particularly in Year 7. Out of 182 students with known attendance levels ending Year 6, 132 currently have increased attendance in Year 7. This includes 35/45 pupil premium (PP)

students, some with significant percentage increases. At the end of the autumn term 45 students were identified at below 95%. The Year 7 pastoral team have been working with both students and their parents/carers using a variety of incentives or possible sanctions. Of those 45 students 15 are currently at 100% attendance since the beginning of spring term, four of these being PP students. A further 19 of these students have also made increases on last term, eight being PP. There are interventions in place for this number to increase as the year continues.

See – SIMS School Report March 2019 – Session Attendance Summary

Academic Outcomes

Predicating examination outcomes is a fine art and anticipated grades can change significantly in the final months of Year 11. Anecdotally, the year group have matured earlier than in some previous years and, to give one example, attendance at revision classes is higher earlier on than last year.

The current Year 11 cohort is smaller than last year's Year 11, it also has a significantly higher proportion of boys (96 boys and 80 girls). Potentially both factors are likely to contribute to lower examination outcomes overall (small years create volatility in statistics and boys do less well than girls nationally). This notwithstanding we have ten more students entered for EBACC subjects in 2019 and the percentage of standard and strong passes is anticipated to be better than in 2018 at 34% and 24% respectively. Standard passes (4-9) in English and in mathematics could be similar to last year but the percentage of higher passes (7-9) lower. I am cautious of predictions in Humanities subjects for the EBAC measure given results in previous years for geography and history.

Based on the Autumn 2 assessment data (which includes mock results and teacher estimates for coursework) the Attainment 8 score and Progress 8 score might be similar to 2018 at around 43 – 45 for A8 and -0.33 for P8. These results include all children on roll including those in alternate provision.

See – 4Matrix Actual GCSE Results 2018
4Matrix Predicted GCSE Results 2019 (Autumn 2 Assessment)

Sixth Form

The company we use to check our sixth form funding has analysed our data and confirmed that it is correct and has maximised funding.

Recently released performance table data for post 16 shows that, using national measures, The Arnewood School sixth form is doing very well and in the top 5%, compared with other schools/colleges in England. The school's progress score at 0.32 for 2017/18 is well above national average at A Level and outperforming schools/colleges in the locality.

See – A Level Performance Data (Comparison of Local Providers)

Current A Level predictions indicate that academic sixth form outcomes are less likely to be as strong as previous years. The intake of the Year 13 is less able overall but this should not impact on their progress. It is also a small year group which limits curriculum opportunities and class size (small classes at A Level are more difficult to teach e.g. less group work and discussion). Using the Alps Quality Indicator Scale, outcomes are currently predicted as more likely to be classified as *strong average* than *higher*. Currently predicted results indicate concern for English Literature, French, photography, geography, law, media studies and music. Currently predicted areas of high value added outcomes are anticipated in biology, chemistry, German, maths, further maths and physics. Data at this stage is typically at best an indication of likely results in August.

See - Alps Predicted A Level Results 2019 – Strategic Overview

Student numbers recruited for the sixth form in September 2019 are lower than we would like. We currently hold applications for 114 students including 11 external applicants. We anticipate a further 16 students from Italy and two from Germany in 2019 and possibly a few more from Spain or China. This is the first year where we have been unable to recruit for further mathematics. This is already being addressed with the current Year 10.

Analysis of University Clearing and Application Service (UCAS) data 2018 shows a decline in the number of students from Arnewood making applications last year. The most popular courses last year were computer science, law and physics. Local university providers are the most popular.

See – Centre Progression Summary Page UCAS 2018

New to the sixth form careers programme this year, Young Enterprise has provided four funded workshops and an offsite skills match programme for 26 of our year 12 students. This has given the students a chance to improve their employability skills and have contact with a number of local businesses. This alongside the life skills programme, careers fair and interview day give the students a real opportunity to find out about their next steps.

Staffing

We currently have temporary staffing in science and psychology. There are three long-term staff absences, one in English, one in the site team, and a Pastoral Assistant to Head of Year. I have received indication of likely staff movement in food technology, workshop technology, science and childcare for September 2019. In light of announced redundancy processes I am seeking to reduce overall staff costs while managing the challenge of simultaneously improving educational standards. Although we have some surplus teaching capacity, these colleagues are not immediately in a position to fill potential vacancies with adequate confidence to deliver more specialist CGSE or A Level courses. I would appreciate direction from the governing body as to their priority as we shall potentially need to reduce our students' curriculum.

This notwithstanding, Mrs Cook and I have appointed a newly qualified teacher in science and a teacher in drama. Both appointments are significantly less expensive than the teachers on fixed term contracts whom they replace. I have placed an advert for two Design and Technology posts but we cannot currently afford to make job offers, even if we receive applications.

I am in discussion with the trust's CEO Mr Alan O'Sullivan about the request he has received to increase site team staffing. While it would certainly assist site maintenance and other duties, the timing is less than ideal given The Arnewood School's projected budget.

Training and Professional Development

We continue to commission support for music from Hampshire Music Services. The following action points have been achieved:-

- complete resourcing of Year 8 schemes of work ready to teach at the beginning of the spring term
- co-planning Year 7 schemes of work with full resourcing
- completing the Key Stage 3 curriculum map based on new 'musical understanding' approach to planning
- development of the Year 10 Overview discussed and mapped out on an earlier visit
- updating of Key Stage 4 trackers and completing follow up phone calls with parents regarding deadlines and work improvement
- Year 11 solo performances, ensembles and composition have been shared with the music advisor for co-marking.

At the most recent meeting on 6th March 2019 the music advisor:-

- observed Mr Richard Elkington teaching Year 8 (All of Me, and The History of Pop Ballads) and Year 10 (Music for Ensemble – Baroque) having
- offered feedback on lessons regarding progression of learning and related planning
- cross moderated first Year 11 compositions and offered feedback on solo and ensemble performances
- worked with Mr Richard Elkington Year 11 tracking, listening activities actions
- reviewed planning of new Year 7 schemes of learning with Mr Mike Byles.

The advisor, Mr Shaun Riches, reports he is pleased with the high level of engagement from the department and the tangible improvement observed in adopting new subject content, teaching strategies and planning and delivery of work.

Other Outcomes

Visits and Events

Working with Mr Kelvin Geary, Headteacher at New Milton Junior School, a series of monthly meetings have been established to share practice around cross phase transition in English, mathematics, science and SEND. Colleagues from Eaglewood School are participating to ensure effective co-planning. Mr Anthony Oliver has taken a look at New Milton Juniors' scheme of work for science and identified areas where there is an overlap between what is being taught at KS2 and what we teach at KS3. He has discussed the use of scientific terminology that could be integrated lower down so that it is more familiar when pupils arrive with us. He notes the focus on using key terminology early on and increasing the demand through KS2 by removing some of the scaffolding around students' conceptual understanding of identifying variables and drawing conclusions. Mr Simon King, Head of Maths, met with Mr Tom Chapel from New Milton Junior School and reviewed teaching strategies and curriculum content. The junior school is keen to maintain post SAT maths teaching so that it helps children prepare for transition to secondary school.

The school's production of *We Will Rock You* was extremely well received by the audience over three nights. The musical is well suited to schools as it has a good number of lead roles and scope for a large chorus. Opportunities for experienced student performers and developing talent were abundant. I am grateful to Mrs Kirsten Watson and Mr Richard Elkington for their hard work with the crew, cast and band. They were ably supported by Mr Mike Byles and Dr Lucinda Evans, and a number of other colleagues.



We Will Rock You

I am grateful to Mr Paul Barrett who over the half-term vacation led a party of students to Europe to support them with their history GCSE. This is the 14th such visit he has taken from Arnewood and over 600 students have participated visiting among other places Nuremburg, Auschwitz, and Berlin. Accompanying colleagues were complimentary in their comments about the organisation of the visit and the conduct of the students over ten days.

The Arnewood School Student Council met with New Milton Town Council's Youth Coordinator Silma Ramsaywack this week to discuss exciting plans for a proposed new youth centre. Mrs Ramsaywack was joined by Mr Mark Drury and Mr Tom Sofikitis from Spud. Spud is world leader in developing collaborations involving art, architecture and education based in Sway. The group helped brainstorm ideas for the new youth centre building as part of the process of creating a brief for the architects. Other young people, including a group from Eaglewood School, are also contributing ideas over the consultation period. The site for the proposed youth centre is on land kindly donated by Double H nursery adjacent to Fawcetts Field.

Behaviour and Safety

Regrettably, in the Spring Term, it was necessary to permanently exclude a Year 8 student for violently attacking a boy in the year above. The victim was attacked without provocation and required hospital treatment to his eye. The context around the attack was concerning

as this was the third occasion the victim had been assaulted in recent months. Governors upheld my decision to permanently exclude the Year 8 boy. Prior to taking the decision to exclude the child, I took advice from Education Inclusion Services at Hampshire County Council. The Local Authority was invited to participate in the permanent exclusion hearing but subsequently the parents requested the governors' decision was reviewed by an independent review panel (IRP). This hearing occurred on Tue 5th March 2019 with Mr Bryan Maugham leading giving evidence to the panel at a meeting convened at Elmer's Court Hotel. The outcome of the IRP was that the panel upheld the governors' decision and found the permanent exclusion of the student legal and proper.

Generally our exclusions and permanent exclusions are lower than last year and broadly in line with rates across the county for similar schools.

See – Fixed Period Exclusions and Days Lost by School 2018-2019 Autumn Term
Permanent Exclusions (PEX) in Hampshire Schools 2018-2019 Autumn Term

The existing school hall theatre lighting system is now considered obsolete and the 5 amp supply channels are considered unsafe for our existing theatrical lanterns. The existing dimmer packs and lighting desk are also in need of replacement and the current electrical cabling no longer meets regulation. Electrical testing records do not appear to exist for this lighting system, or for its component parts. The system is currently isolated. The cost of making the system safe runs to approximately £15,000 and I suggest is taken from the addition £60,000 additional funding given to schools for "little extras" in the chancellor's last budget. This grant has to be used for capital expenditure and cannot be transferred to staffing as much as schools nationally may wish.

Parents have been advised of the new school skirt which can be purchased from the uniform shop in New Milton.

Governance

Mrs Kim Watson, AHT (Designated Teacher for Looked After Children), has produced a report advising governors of the progress of Looked After Children. Mrs Watson will make a presentation to governors this evening at their request. Also in attendance at the meeting will be Mr Paul Barrett, AHT who will report on pupil premium children at the request of governors.

Mr David Hardcastle, County Education Manager (School Improvement), has written to the school expressing his appreciation of our OfSTED report 2018.

See – Letter from David Hardcastle County Education Manager (School Improvement)

A certificate of completion has been issued by the contractors for the extensive building work completed in January. A matter of concern is the finish to the exterior of the building about which a decision is being taken at Easter regarding the render. The building was completed in two phases and the colour match between the front and rear half is questionable. This second half of the renovation may weather to match to the first but if not then remedial work will be necessary. The project managers, Kendall Kingscott, have assured us that if we are not satisfied with the quality of the finish, then we should hold the retention owed which is about £45,000. By means of further reassurance, the contract was signed as a deed, which holds a 12 year latent defects period. In effect any defect is a breach of contract and therefore in theory we would be able to recover 'damages' for any patent or latent defects during this period. Originally our intention was to deal with the issue in the coming months with Kendall Kingscott and the building contractor Dawnus. However Dawnus went into administration on 14th March 2019. In order not to be left holding money that Dawnus's creditors may seek to recover, Mr David Cornford will expedite the lift installation and such remedial work as he can through Dawnus's sub-contractors. While this is far from ideal, we are at least fortunate that the majority of the building work is complete, albeit the finish requires substantial snagging.

See – Letter to Dawnus Construction Holdings Ltd from Kendall Kingscott

The school's welfare officer, Mrs Susanne Currie, has represented the interests of the school at the strategy discussion regarding the three local GP practices (The Arnewood Surgery, New Milton Health Centre, and Barton on Sea - Webb Peploe) which are to amalgamate on 19th March 2019 creating one core trust called the The Coastal Medical Group. This change is to cope with the instability of the current system due to the increasing complex demands on local primary care. This change is expected to integrate care across the catchment area (34,000 patients). The PCN aim to work alongside acute community services and the voluntary sector to deliver better joined up care for local people; Government finance will now be directed to networks not GP services, with the aim of more proactive and preventative care. Concerns were raised that locally mental health; childhood intervention; education in self-care – healthy eating and marginal disability groups was essential to long-term success.

Mrs Elizabeth Cook, Chair of Governors, and I have written separately to Sir Desmond Swayne MP to advise him of the difficulty we are experiencing with school funding. Mrs Cook's correspondence and the reply received are included in this report with her permission.

See – ECK letter to Sir Desmond Swayne MP and Reply

Miss Sarah Milligan, IT Services Manager, has completed a costing exercise so that school leaders/governors can anticipate future ongoing expenditure on PCs. A proportion of the school's stock reaches the end of their effective working life each year and generally speaking we would need to replace an IT suite or two each year to maintain the status quo. Her analysis shows the reoccurring expenditure which unfortunately is currently beyond that which can be afforded. As a conclusion of recent discussion in school, it appears the most viable option in the current economic climate is to reduce the number of ICT suites drawing down working PCs to replace those in other rooms as they fail. With this in mind Miss Milligan will: -

- meet with Head of Departments and make plans for reducing the number of ICT rooms and equipment available as devices become 'end of life'
- continue assisting and training teachers with the iPads to ensure they are used as much as possible
- approach charities, educational institutions and businesses locally with a view to potentially receiving some monetary or equipment donations.

See – IT Recommendation – End of Life Desktops – Miss Milligan

Redundancy Process

I continue to consult with staff on cost savings including possible redundancy. It has been explained to staff that there are a number of reasons for needing to reduce staff: -

- Due to national formula funding we are now receiving less per student in 2018/19 than we were in 2017/18.
- Schools have to provide the cost of 1% inflationary pay rise plus increments with no extra funding. The cost for teachers is approximately £112k and for support staff about £30k. (The teachers' pay award grant covers the additional cost of the increase above 1% however there is no additional funding for support staff award above 1%. This cost a further £28k.)
- Drop in student numbers – 2017/18 funded for 1126 students, 2018/19 funded for 1093 students, an increase of 42 students in the lower school giving increased income of £200k but a reduction of sixth form students giving a reduced income of £300k leaves a shortfall of £100k.
- 2017/18 gives an in-year deficit of approximately £200k. Add to this the £270k of 2018/19 losses above, gives an in-year deficit of £470k. However, significant savings in teaching staff were made this year reducing 2018/19 teaching staff cost by £270k leaving us in the status quo with another in year deficit of £200k forecast for this year.
- This year's deficit will wipe out the remaining surplus from prior years meaning that staff costs against income are not sustainable.

Unfortunately no expressions of consideration for voluntary redundancy have been received.

A number of proposals have been received from staff in response to the consultation process aimed at identifying cost savings. The senior team have drafted appropriate responses. While many of the ideas have already been considered and some previously rejected there is some mileage in considering the allocation of staff duties and exam administration. We shall have to consider restructuring curriculum entitlement in order to make most economical use of teaching staff. This may mean that subjects cannot run at KS3 or GCSE.

As the timescale for redundancy has been published and we need to stick to it to minimize distress to staff, I have written to support staff who are now confirmed as being in pool identified for potential redundancy. Fortunately this no longer involved science technicians who have offered to cut their hours to make the necessary saving required.

See – Consultation Process – Staff Suggestions

The reduction in staffing was reported in The Bournemouth Echo and New Milton Advertiser and Times recently. I believe there is public sympathy for schools regarding this matter. I have received a supportive email from a parent encouraging the school to write to parents with a view to lobbying MPs.

Attached Documentation

SIMS School Report March 2019 – Pupil Numbers
4Matrix Actual GCSE Results 2018
4Matrix Predicted GCSE Results 2019 (Autumn 2 Assessment)
A Level Performance Data (Comparison of Local Providers)
Alps Predicted A Level Results 2019 – Strategic Overview
Centre Progression Summary Page UCAS 2018
Fixed Period Exclusions and Days Lost by School 2018-2019 Autumn Term
Permanent Exclusions (PEX) in Hampshire Schools 2018-2019 Autumn Term
Letter from David Hardcastle County Education Manager (School Improvement)
Letter to Dawnus Construction Holdings Ltd from Kendal Kingscott
ECK letter to Sir Desmond Swayne MP and Reply
IT Recommendation – End of Life Desktops – Miss Milligan
Consultation Process – Staff Suggestions

The SIMS School Report

The Arnewood School, 07 Mar 2019

School Details

Head Teacher	Mr Nigel Pressnell	Governance	Academies	School Years	Year 7 to Year 14
School Phase	Secondary	Local Authority	Hampshire	Pupils of this school	1075

Pupil Numbers

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		All Years	
Pupils of this school	194		176		181		173		175		104		63		9		1075	
Male	55.67%	108	48.86%	86	49.17%	89	50.29%	87	54.86%	96	49.04%	51	34.92%	22	44.44%	4	50.51%	543
Female	44.33%	86	51.14%	90	50.83%	92	49.71%	86	45.14%	79	50.96%	53	65.08%	41	55.56%	5	49.49%	532
Single Reg	193		175		174		163		166		104		63		9		1047	
Male	107		85		84		83		90		51		22		4		526	
Female	86		90		90		80		76		53		41		5		521	
Dual Main	1		1		7		10		9								28	
Male	1		1		5		4		6								17	
Female					2		6		3								11	
Total Pupil Numbers	194		176		181		173		175		104		63		9		1075	
Male	108		86		89		87		96		51		22		4		543	
Female	86		90		92		86		79		53		41		5		532	

Key Pastoral Factors

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		All Years	
Free School Meals	12.37%	24	15.34%	27	12.15%	22	16.76%	29	9.71%	17	3.85%	4	11.11%	7	11.11%	1	12.19%	131
English as Add'l Language	6.19%	12	4.55%	8	8.84%	16	6.36%	11	8.00%	14	21.15%	22	6.35%	4			8.09%	87
Pupil Premium	24.23%	47	31.25%	55	26.52%	48	28.32%	49	23.43%	41	15.38%	16					23.81%	256
Medical Condition	50.52%	98	53.41%	94	47.51%	86	54.34%	94	40.57%	71	51.92%	54	39.68%	25	11.11%	1	48.65%	523
Service Children							0.58%	1			2.88%	3					0.37%	4
In Care	0.52%	1	0.57%	1	2.76%	5	2.31%	4	2.86%	5							1.49%	16
Young Carer	1.03%	2	0.57%	1			0.58%	1			0.96%	1					0.47%	5
Gifted and Talented	5.15%	10	6.25%	11	4.42%	8	5.20%	9	8.57%	15	12.50%	13	6.35%	4			6.51%	70
SEN Needs	25.26%	49	22.73%	40	23.76%	43	24.86%	43	24.00%	42	10.58%	11	23.81%	15	22.22%	2	22.79%	245
SEN Status	21.65%	42	21.59%	38	19.34%	35	14.45%	25	20.57%	36	4.81%	5	1.59%	1			16.93%	182

Session Attendance Summary (03 Sep 2018 - 06 Mar 2019)

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		All Years	
Attendance	95.18%		94.32%		93.70%		91.79%		90.10%		57.63%		41.45%		23.77%		85.91%	
Authorised	4.47%		4.88%		5.84%		6.71%		6.76%		3.51%		6.71%		5.86%		5.53%	
Unauthorised	0.35%		0.65%		0.46%		1.35%		2.53%		2.31%		3.31%		2.73%		1.31%	
Persistent Absence >=10%	22		24		39		32		37		18		29		3		204	
AEA	0.35%		1.32%		0.96%		0.36%		1.51%		1.05%		0.25%		0%		0.86%	
Present	94.83%		93.00%		92.74%		91.43%		88.59%		56.58%		41.20%		23.77%		85.04%	
Lates	0.40%		0.43%		0.71%		0.67%		0.78%		1.26%		1.01%		0.57%		0.68%	

Conduct Summary (03 Sep 2018 - 07 Mar 2019)

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		All Years	
Behaviour Incidents	0		1		0		0		0		0		0		0		0	
Behaviour Points	0		1		0		0		0		0		0		0		0	

Exclusions (03 Sep 2018 - 07 Mar 2019)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	All Years
Number of Exclusions	5	13	23	9	9	0	0	0	59
Total Days	10	22	35	21	30	0	0	0	118
Maximum Duration	3	5	4.5	4	5	0	0	0	5
Number of Permanent Exclusions	0	1	0	0	0	0	0	0	1

Year 11 (2017/2018) Actual Results

Whole Cohort

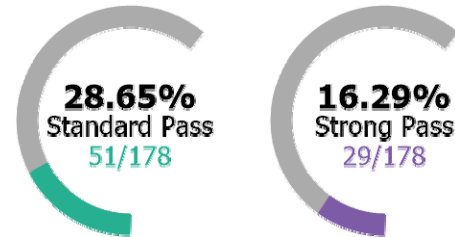
Pupils

178 Pupils 88 Boys 90 Girls

Baccalaureate

71

71 Pupils Entered - 39.89%



Baccalaureate Subjects

	Eng	Ma	Sci	Hums	Lang
Entries	169	173	170	149	78
	95%	97%	96%	84%	44%
Standard	136	134	113	104	62
	76%	75%	63%	58%	35%
Strong	111	83	79	73	44
	62%	47%	44%	41%	25%

Baccalaureate APS

4.06 5.52 6.15 6.74

All Entered Standard Strong

English

Entries	9 to 7	9 to 5	9 to 4	
175	33	111	136	
Pupils	98.31%	18.54%	62.36%	76.40%
Entries	-	18.86%	63.43%	77.71%

Maths

Entries	9 to 7	9 to 5	9 to 4	
175	40	83	134	
Pupils	98.31%	22.47%	46.63%	75.28%
Entries	-	22.86%	47.43%	76.57%

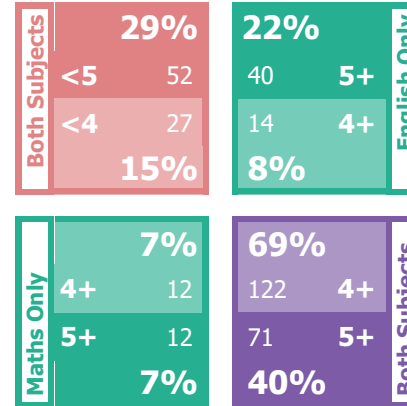
Science

	Entries	Pupils	Entries
1 Science	172	96.63%	-
Grade 4+	114	64.04%	66.28%
2 Sciences	172	96.63%	-
Grade 4+	113	63.48%	65.70%
3 Sciences	48	26.97%	-
Grade 4+	39	21.91%	81.25%
Bio/Chem/Phys	39	21.91%	-
Grade 4+	35	19.66%	89.74%

MFL

	Entries	Pupils	Entries
1 MFL Entry	79	44.38%	-
Grade 4+	62	34.83%	78.48%
2 MFL Entries	1	0.56%	-
Grade 4+	0	0.00%	0.00%

English & Maths Threshold

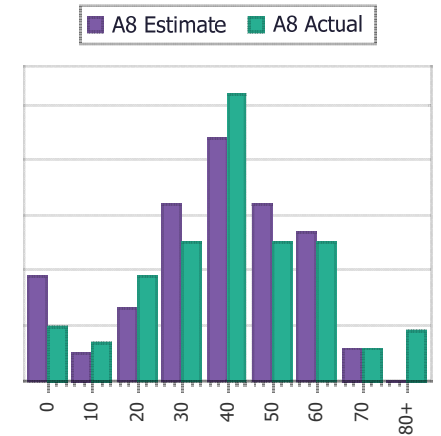


175 Pupils Entered - 98.31%

Entries

9 to 8 - inc A*'s	(7.95%)
	108
9 to 7 - inc A*-A	(16.63%)
	226
9 to 5 - inc A*-B	(48.42%)
	658
9 to 5 - inc A*-C	(52.61%)
	715
9 to 4 - inc A*-C	(70.13%)
	953
Total	Average
1359.00	7.63

Progress 8



	A8	P8
English	9.61	-0.35
Maths	9.25	+0.01
EBac	13.28	-0.19
Other	12.69	-0.69
Overall	44.83	-0.33
Entries	159	89.33%

Performance

	Pupils	Percent
5 A* to C	113	63.48%
Inc EnMa (4+):	107	60.11%
Inc EnMa (5+):	69	38.76%
5 Grade 5+	67	37.64%
Inc EnMa:	57	32.02%

Year 11 (2018/2019) Autumn 2

Whole Cohort

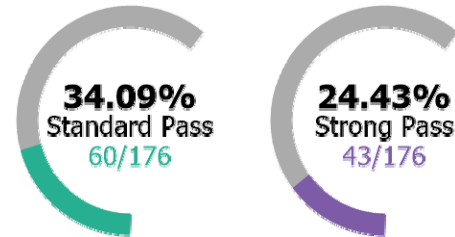
Pupils

176 Pupils 96 Boys 80 Girls

Baccalaureate

81

81 Pupils Entered - 46.02%



Baccalaureate Subjects

	Eng	Ma	Sci	Hums	Lang
Entries	166	163	165	159	84
	94%	93%	94%	90%	48%
Standard	132	131	103	133	71
	75%	74%	59%	76%	40%
Strong	92	82	75	90	55
	52%	47%	43%	51%	31%

Baccalaureate APS

3.96 5.43 5.98 6.36

All Entered Standard Strong

English

Entries	9 to 7	9 to 5	9 to 4
168	24	92	132

Pupils	95.45%	13.64%	52.27%	75.00%
--------	--------	--------	--------	--------

Entries	-	14.29%	54.76%	78.57%
---------	---	--------	--------	--------

Maths

Entries	9 to 7	9 to 5	9 to 4
163	27	82	131

Pupils	92.61%	15.34%	46.59%	74.43%
--------	--------	--------	--------	--------

Entries	-	16.56%	50.31%	80.37%
---------	---	--------	--------	--------

Science

	Entries	Pupils	Entries
1 Science	166	94.32%	-
Grade 4+	104	59.09%	62.65%
2 Sciences	165	93.75%	-
Grade 4+	103	58.52%	62.42%
3 Sciences	39	22.16%	-
Grade 4+	29	16.48%	74.36%
Bio/Chem/Phys	27	15.34%	-
Grade 4+	24	13.64%	88.89%

MFL

	Entries	Pupils	Entries
1 MFL Entry	84	47.73%	-
Grade 4+	71	40.34%	84.52%
2 MFL Entries	1	0.57%	-
Grade 4+	1	0.57%	100.00%

English & Maths Threshold

Both Subjects	36%	13%
<5	64	22
<4	22	15
English Only		5+
	13%	4+
	9%	

Maths Only	8%	66%
4+	14	117
5+	12	70
Both Subjects		4+
	7%	5+
	40%	

163 Pupils Entered - 92.61%

Entries

9 to 8 - inc A*'s	(4.04%)
54	

9 to 7 - inc A*-A	(14.00%)
187	

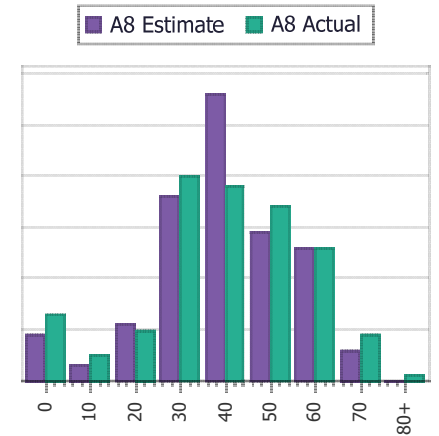
9 to 5 - inc A*-B	(49.85%)
666	

9 to 5 - inc A*-C	(53.82%)
719	

9 to 4 - inc A*-C	(76.12%)
1017	

Total	Average
1336.00	7.59

Progress 8



	A8	P8
English	9.02	-0.54
Maths	8.63	-0.26
EBac	12.92	-0.17
Other	13.16	-0.4
Overall	43.73	-0.33

Entries	167	94.89%
---------	-----	--------

Performance

	Pupils	Percent
5 A* to C	127	72.16%
Inc EnMa (4+):	116	65.91%
Inc EnMa (5+):	70	39.77%
5 Grade 5+	71	40.34%
Inc EnMa:	61	34.66%

Alps A level - Strategic overview

Overall

Alps Connect Interactive Report | The Arnewood School Academy | M.colman@arnewood.hants.sch.uk | 11.02.19

		Nov A level 2018	Nov AS Level 2018	Dec A Level 2018	Feb A2 2019
A	A level student numbers (2 or more entries)	45	98	45	45
B	% Students (>=2 A levels) on mixed study programmes	4.4%	0.0%	2.2%	2.2%
C	Total exam entries (excluding general studies)	125	368	126	125
D	6.4 - 8.0 student numbers %	28.9%	26.5%	28.9%	28.9%
	5.5 -< 6.4 student numbers %	40.0%	44.9%	40.0%	40.0%
	0.0 -< 5.5 student numbers %	31.1%	28.6%	31.1%	31.1%
E	Average GCSE score	5.94	5.93	5.94	5.94
	Average QCA score	45.66	45.56	45.66	45.66

		Nov A level 2018	Nov AS Level 2018	Dec A Level 2018	Feb A2 2019
1	T score - Single year score	4.67	6.33	3.33	4.67
	T score - Single year grade	5	6	3	5
2	RED teaching & learning %	30.1%	11.2%	49.6%	22.8%
	RED teaching & learning grade	4	7	3	5
3	BLUE teaching & learning %	31.6%	35.0%	15.3%	25.7%
	BLUE teaching & learning grade	5	6	4	5
4	Provider A level Quality Indicator score	0.94	0.90	0.98	0.97
	Provider A level Quality Indicator grade	5	6	3	4
5	T score - Three year score			-	
	T score - Three year grade			-	
6	A levels on target %	69.9%	60.3%	78.1%	75.0%
	A levels on target grade	4	6	2	3

Different years are using different benchmark data.
See introduction for more information.

Apply Centre Progression Summary Page

Confidential analysis for Apply centres The Arnewood School

Changes in brackets refer to the previous cycle. PP refers to a percentage point change.

Cycle:

2018

Applicants
51 (-39%)

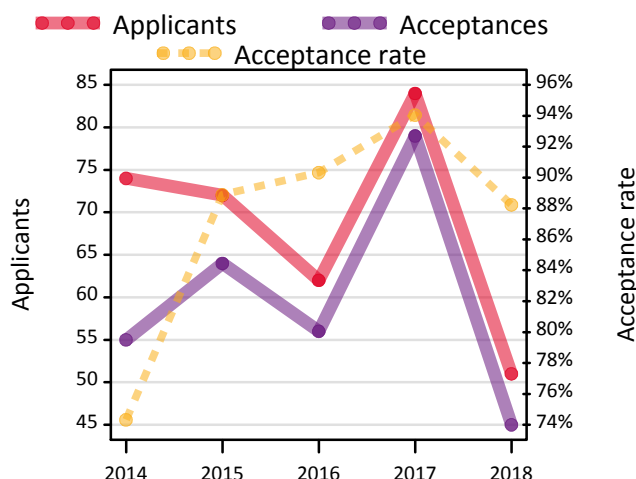
Acceptances
45 (-43%)

Acceptance Rate
88% (-6pp)

Offers (Applicants)
51 (-39%)

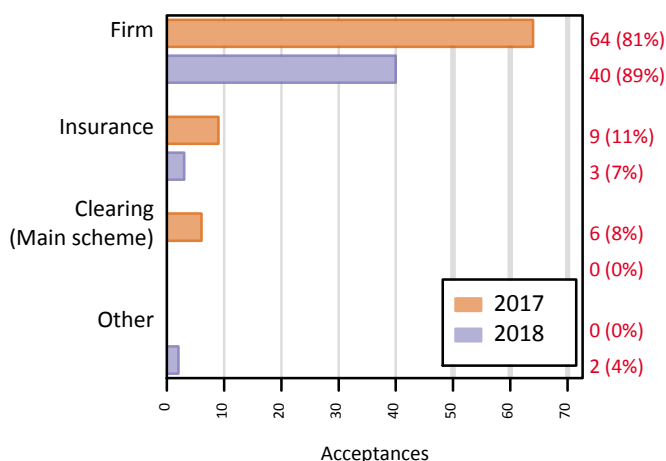
Applicant Offer Rate
100% (+1pp)

Applicants and acceptances (2014 — 2018)

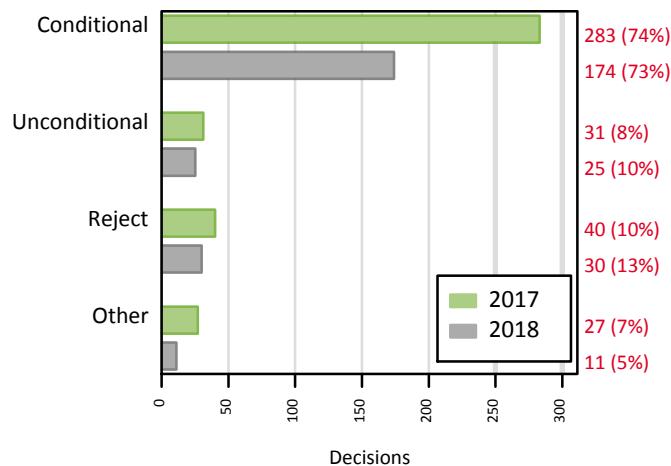


Deadline applied by	2018	2017
Applied by 15 Oct deadline	6%	6%
Applied by 15 Jan deadline	98%	98%
Applied after 15 Jan, before 30 Jun	2%	2%
Applied after 30 Jun deadline	0%	0%

Acceptance routes



Provider decisions



Top 5 HEPs by acceptances (2018 ranking)

	2018	2017
University of Surrey	7	4
University of Winchester	5	7
University of Southampton	4	4
University of Portsmouth	3	9
Bournemouth University	3	8

Top 5 subjects (JACS3) by acceptances (2018 ranking)

	2018	2017
F1 - Chemistry	6	0
I1 - Computer Science	3	8
M1 - Law by Area	3	7
B7 - Nursing	3	1
F3 - Physics	2	5

Technical notes and definitions

Applicant

A person who has made an application in the UCAS system during the cycle reported. This includes those who submit applications for deferred entry.

Acceptance / Placed applicant

An applicant who at the end of the cycle has been placed for entry into higher education.

Acceptance rate

The number of acceptances divided by the number of applicants.

Main scheme

The main UCAS application scheme through which up to five providers/courses can be applied to. This opens in September and closes to new applications on 30 June the following year.

Offers (Applicants)

The number of main scheme applicants holding at least one offer as captured at 30 June deadline.

Applicant Offer Rate

The number of main scheme applicants holding at least one offer divided by the number of main scheme applicants as captured at 30 June deadline.

Deadline

One of key application deadlines during the UCAS application cycle. May be: 15 October for medicine and dentistry courses or applications to Oxford or Cambridge; 15 January for most undergraduate courses; 24 March for some art and design courses; 30 June for any other main scheme choices. Applicants who apply after 30 June can only enter directly into Clearing.

Provider decision

Applications are referred to providers who consider the application and return a decision. The decision can be to make an offer (conditional or unconditional) or to reject the application. Applications that are yet to receive a decision are classified as 'Other'. In this report, if an application is withdrawn, it is classified as 'Reject'.

Acceptance route

Firm Choice, Insurance choice, Main Scheme Clearing, Other Acceptance routes

Firm Choice

The applicant was accepted to their first choice. In order to be defined as placed at their firm choice, an applicant must have been placed at the provider with which they hold their firm choice at 30 June.

Insurance Choice

The applicant was accepted to their second choice. In order to be defined as placed at their insurance choice, an applicant must have been placed at the provider with which they hold their insurance choice at 30 June.

Main Scheme Clearing

An applicant was unsuccessful in the main scheme (i.e. applied before 30 June) and subsequently found a place using Clearing.

Other Acceptance routes

This includes Other Main Scheme Choice, Direct Clearing, Adjustment, and Extra. For definitions of these, please see the full report.

JACS3 subject group

Classifies course applied to into one of 26 subject groups.

Detailed subject group

Classifies course applied to into one of 215 detailed subject groups.

Suppression

The proportional change statistics are suppressed if numbers are too small.

If there is no data from either of the years represented on this page, some outputs could be suppressed due to lack of data.

For more information about JACS3 subject coding, go to www.hesa.ac.uk/support/documentation/jacs.

For more definitions and statistics, see the full Apply Centre Progression Report.

Fixed Period Exclusions and Days Lost by School
Autumn Term 2018-19
Hampshire Secondary Schools
Table 1

See notes below and all 4 worksheet tabs

Data as uploaded by schools by 27 December 2018

Basingstoke

Excluded School	Number of exclusions	Cumulative days lost	Average number of days lost per exclusion	Number of pupils	NOR	% NOR*
Aldworth School	29	123	4.2	22	979	2.96%
Bishop Challoner Catholic Secondary School	10	22	2.2	9	863	1.16%
Brighton Hill Community School	16	45	2.8	12	665	2.41%
Cranbourne	30	58	1.9	24	712	4.21%
Everest Community Academy	15	58.5	3.9	11	461	3.25%
Testbourne Community School	38	55	1.4	20	866	4.39%
The Clere School	21	66	3.1	15	440	4.77%
The Costello School	19	31	1.6	8	1110	1.71%
The Hurst Community College	18	39.5	2.2	15	988	1.82%
The Vyne Community School	26	95	3.7	19	720	3.61%
Grand Total	222	593	2.7	155	7804	2.84%

Eastleigh

Excluded School	Number of exclusions	Cumulative days lost	Average number of days lost per exclusion	Number of pupils	NOR	% NOR*
Crestwood Community School	37	87	2.4	20	1109	3.34%
The Hamble School	30	46	1.5	21	1005	2.99%
The Toynbee School	13	17	1.3	11	874	1.49%
Thornden School	7	13	1.9	6	1477	0.47%
Wildern School	46	110.5	2.4	31	1934	2.38%
Wyvern College	35	58.5	1.7	19	1280	2.73%
Grand Total	168	332	1.9	108	7679	2.19%

New Forest

Excluded School	Number of exclusions	Cumulative days lost	Average number of days lost per exclusion	Number of pupils	NOR	% NOR*
Applemore College	45	73	1.6	29	620	7.26%
Hounslowdown Academy	24	69	2.9	17	1244	1.93%
Noadswood Academy	68	93	1.4	37	1026	6.63%
Priestlands School	38	89	2.3	24	1247	3.05%
Ringwood Academy	33	50	1.5	23	1276	2.59%
Testwood School	15	15.5	1.0	12	713	2.10%
The Arnewood School	41	82	2.0	23	903	4.54%
The Burgate School and Sixth Form	8	11	1.4	8	753	1.06%
The New Forest Academy	2	7	3.5	2	443	0.45%
Grand Total	274	489.5	2.0	175	8225	3.33%

Test Valley

Excluded School	Number of exclusions	Cumulative days lost	Average number of days lost per exclusion	Number of pupils	NOR	% NOR*
Harrow Way Community School	16	31.5	2.0	13	919	1.74%
John Hanson Community School	38	68	1.8	21	877	4.33%
Test Valley School	43	84	2.0	16	551	7.80%
The Mountbatten School	49	103	2.1	32	1424	3.44%
The Romsey School	33	68	2.1	20	1180	2.80%
Winton Community Academy	0	0	0.0	0	565	0.00%
Grand Total	179	354.5	2.0	102	5516	3.25%

Winchester

Excluded School	Number of exclusions	Cumulative days lost	Average number of days lost per exclusion	Number of pupils	NOR	% NOR*
Henry Beaufort School	50	98	2.0	32	930	5.38%
Kings' School	37	84	2.3	21	1688	2.19%
Perins School	23	49	2.1	16	1152	2.00%
Swanmore College	59	91.5	1.6	39	1256	4.70%
The Westgate School (All through school)	17	21.5	1.3	13	1502	1.13%
Grand Total	186	344	1.8	121	6528	2.85%

Havant

Excluded School	Number of exclusions	Cumulative days lost	Average number of days lost per exclusion	Number of Pupils	NOR	% NOR*
Crookhorn College	33	54.5	1.7	25	789	4.18%
Havant Academy	10	19	1.9	10	400	2.50%
Horndean Technology College	32	69.5	2.2	21	1344	2.38%
Oaklands Catholic School	39	83	2.1	30	1132	3.45%
Park Community School	46	82	1.8	25	881	5.22%
Purbrook Park School	22	35.5	1.6	18	743	2.96%
The Cowplain School	27	70.5	2.6	16	772	3.50%
The Hayling College	3	7.5	2.5	3	542	0.55%
Warblington School	21	43.5	2.1	15	631	3.33%
Grand Total	233	465	2.0	163	7234	3.22%

Fareham

Excluded School	Number of exclusions	Cumulative days lost	Average number of days lost per exclusion	Number of pupils	NOR	% NOR*
Brookfield Community School	40	94	2.4	22	1774	2.25%
Cams Hill School	50	85.5	1.7	25	1166	4.29%
Crofton School	18	30	1.7	13	1086	1.66%
Fareham Academy	30	35.5	1.2	20	757	3.96%
Portchester Community School	31	48.5	1.6	17	629	4.93%
The Henry Cort Community College	15	48	3.2	10	774	1.94%
Grand Total	184	341.5	1.9	107	6186	2.97%

Gosport

Excluded School	Number of exclusions	Cumulative days lost	Average number of days lost per exclusion	Number of pupils	NOR	% NOR*
Bay House School	121	332	2.7	85	1722	7.03%
Bridgemary School	71	160	2.3	40	622	11.41%
Brune Park Community School	193	414	2.1	103	1350	14.30%
Grand Total	385	906	2.4	228	3694	10.42%

East Hants

Excluded School	Number of exclusions	Cumulative days lost	Average number of days lost per exclusion	Number of pupils	NOR	% NOR*
Amery Hill School	30	55	1.8	22	905	3.31%
Bohunt School	44	62	1.4	33	1741	2.53%
Eggar's School	17	29	1.7	13	937	1.81%
Mill Chase Academy	2	3	1.5	2	520	0.38%
The Petersfield School	27	42.5	1.6	17	1377	1.96%
Grand Total	120	191.5	1.6	87	5480	2.19%

Hart

Excluded School	Number of exclusions	Cumulative days lost	Average number of days lost per exclusion	Number of pupils	NOR	% NOR*
Calthorpe Park School	14	22.5	1.6	12	1245	1.12%
Court Moor School	6	14.5	2.4	4	1093	0.55%
Frogmore Community College	10	12	1.2	5	675	1.48%
Robert May's School	46	89	1.9	28	1232	3.73%
Yateley School	17	38.5	2.3	15	955	1.78%
Grand Total	93	176.5	1.9	64	5200	1.79%

Rushmoor

Excluded School	Number of exclusions	Cumulative days lost	Average number of days lost per exclusion	Number of pupils	NOR	% NOR*
Alderwood School (All through school)	7	15	2.1	6	1303	0.54%
Cove School	30	47.5	1.6	23	980	3.06%
Fernhill School	51	106	2.1	26	601	8.49%
The Wavell School	25	82	3.3	19	1001	2.50%
Grand Total	113	250.5	2.3	74	3885	2.91%

	Overall total of Number of exclusions	Overall Total of Cumulative days lost	Overall Average number of days lost per exclusion	Overall total Number of pupils	Overall total NOR	Overall total % NOR
Overall Totals	2157	4444	2.0	1384	67431	3.20%

Notes:

*Percentage of school population is the number of fixed period exclusions expressed as a percentage of the number of all pupils on roll in the school using latest available figures.

NOR = number on roll (provisional) - Autumn Census 2019

Alderwood School: The NOR includes 655 in juniors and 648 in seniors

The Westgate School: The NOR includes 301 in juniors and 1201 in seniors

Permanent Exclusions by School

Hampshire - All Districts

Autumn Term 2018-19

Table 6

Data as uploaded by schools by 27 December 2018

Excluded School	District	Number of exclusions
Aldworth School	Basingstoke & Deane	1
The Clere School	Basingstoke & Deane	2
Everest Community Academy	Basingstoke & Deane	1
The Hurst Community College	Basingstoke & Deane	1
Testbourne Community School	Basingstoke & Deane	1
Bohunt School	East Hants	1
Baycroft School	Fareham	1
Brookfield Community School	Fareham	1
The Henry Cort Community College	Fareham	1
Portchester Community School	Fareham	1
Bay House School	Gosport	2
Brune Park Community School	Gosport	4
Elson Junior School	Gosport	1
Yateley School	Hart	1
The Cowplain School	Havant	1
Havant Academy	Havant	2
Horndean Technology College	Havant	1
Oaklands Catholic School	Havant	1
Purbrook Park School	Havant	1
Hounslowdown School	New Forest	1
Priestlands School	New Forest	1
The Arnewood School	New Forest	1
South Farnborough Junior School	Rushmoor	1
John Hanson Community School	Test Valley	1
Winton Community Academy	Test Valley	1
Henry Beaufort School	Winchester	1
Total		32

Includes all phases, Primary, Secondary and Special Schools

NB: A number of these cases remains subject to Governors Discipline Committee meeting and Independent Review.



Nigel Pressnell
Headteacher
The Arnewood School
Gore Road
New Milton
BH25 6RS

HIAS
Children's Services Department
Block E, Clarendon House
Monarch Way
Winchester, Hampshire SO22 5PW
Telephone 01252 814755
Fax 01962 834566

Enquiries to	David Hardcastle	My reference	DH/unique no.HF0000017841491
Direct Line	01252 814755	Your reference	
Date	7 January 2019	E-mail	david.hardcastle@hants.gov.uk

Dear Nigel

I have recently had the opportunity to read the report following the school's recent Ofsted inspection and I wanted to pass on my congratulations to you, your staff, pupils and governors for the many positive judgements that the report contains. It is especially pleasing to read:

Leaders and governors have worked hard to ensure that pupils receive a good education at The Arnewood School. Leaders have ensured that the culture of learning has remained strong so that pupils engage well with their subjects and are motivated to achieve well.

Leaders and staff have a strong moral purpose. They have high expectations for their pupils and work hard to ensure that the curriculum meets the needs of every single pupil.

Leaders are highly reflective.

Leaders are tenacious in the ways in which they strive to keep pupils both physically and emotionally safe.

The school has a harmonious learning environment in which pupils are enthusiastic about learning.

Teachers use questioning very well to develop pupils' independent thinking.

/cont...

Teachers adapt and shape the curriculum well to support pupils' needs. Many lessons are very effectively designed because teachers have identified where pupils are and what they need to do to improve.

The school's work to promote pupils' personal development and welfare is good.

Pupils are self-confident and self-aware. They are proud of their school and many enjoy the extra-curricular opportunities it offers.

The behaviour of pupils is good.

Students' outcomes at A level have been consistently above the national average.

Well done everybody!

Yours sincerely

A handwritten signature in black ink, appearing to read 'D Hardcastle'. The signature is written in a cursive style with a large initial 'D'.

David Hardcastle
County Education Manager (School Improvement)

Copies to: Chair of Governors
Derek Myers, School Improvement Manager

4 March 2019

AL/AB/170376-710

Kendall Kingscott



Dawnus Construction Holdings Ltd
Unit 19 First Floor
Thatcham business Village
Colthrop Way
Thatcham
Berks
RG19 4LW

Chartered Architects
Chartered Building Surveyors
Quantity Surveyors
CDM Services
Interior Designers

For the attention of Matt Broad

Dear Matt

3 GP Centre
Yeoman Road
Ringwood
Hampshire
BH24 3FF

THE ARNEWOOD SCHOOL – SCOLA RECLADDING – RENDER ISSUES

We write following our recent discussions to express our continued concern regarding the quality of the rendering and in particular colour differential between panels.

T 01425 472833

www.kendallkingscott.co.uk

It was mutually agreed between all parties following a meeting on site in January 2019 with your sub-contractor to allow an extended period of drying out. However, at the time of writing the issue still persists, and the current finish is not acceptable. We seek your assurance that the issue is being managed with the highest level of importance and we ask for your proposed timescales in resolving the matter together with considerations for alternative courses of remedial action.

We have requested Dawnus arrange a meeting with the render manufacturer, Weatherby, but to no avail. We will pursue this by contacting Weatherby directly with a view to arranging a meeting on site shortly.

We look forward to hearing from you in the meantime with your proposals.

Yours sincerely

ADAM LILLYWHITE
for and on behalf of
KENDALL KINGSCOTT LIMITED

Kendall Kingscott Limited
Offices also at
Bristol, Exeter
& Teddington
Founded 1962

cc: Andy Burkett – Dawnus
David Cornford – The Arnewood School

VAT Reg No. 138 2413 82
Registered in England & Wales
No. 4605743
Registered Office
Glentworth Court, Bristol BS34 8SR

Our ref: EC.19.02.32

28 February 2019

Rt Hon Desmond Swayne TD MP
House of Commons
London
SW1A 0AA

Dear Sir Desmond

Re: School Funding

I regret to advise you that The Arnewood School has reluctantly taken the decision to consult staff on potential redundancies after a drop in funding.

You will be aware from your recent correspondence with Nigel Pressnell, Headteacher that due to the national formula used we now receive less money per student than we did in 2017/18. We also have to cover the cost of nationally set pay rises for support staff without any extra funding. Schools also had to find the first 1% of the teachers' pay award in 2018.

This year's deficit will wipe out the remaining contingency funds, meaning staff costs against income are not sustainable. Academies are not allowed to run long-term deficits and unfortunately the only solution left open to us is staff cuts.

Therefore we are proposing to remove up to six full or part-time support and non-teaching pastoral roles and introduce a short-term policy of not replacing teaching posts unless essential. We are also proposing to not renew fixed term unqualified teacher contracts in September 2019, which would affect four staff, and amend 40 week support staff contracts transferring them to 39 week contracts so that they match term time.

We began consulting all staff potentially affected in January and will be making final decisions by the end of March. We are working towards making these job losses through natural wastage or voluntary redundancies. However, and very regrettably, compulsory redundancies might be necessary if we cannot achieve that.

Despite the financial pressures facing us we have maintained high standards and the school was recently rated Good by Ofsted. The school has successfully bid for additional central funding which has helped refurbish school buildings and significantly improve the school environment. This money cannot be diverted for other purposes as awarded for capital building projects.

Our priority as always is to provide the best possible education for our children in what are extremely testing financial times - not just for us but all schools.

I am aware you are supportive of education and will be saddened to learn of job losses affecting your constituents.

Yours sincerely

Elizabeth Cook
Chair of Governors



HOUSE OF COMMONS
LONDON SW1A 0AA

Elizabeth Cook
Chair of Governors
Arnewood School
Gore Road
New Milton
Hants
BH25 6RS

4th March 2019

Dear Elizabeth,

Thank you for your letter of 28th February regarding school funding.

I will continue to do what I can to make sure that Hampshire gets a proper share of education resources and that the current formula which penalises the County is addressed.

I acknowledge the pressures that school budgets are under given that the rise in student numbers is outpacing growth in grant funding. It is time however, that schools funding was protected from the cuts imposed on all other departments save the NHS and International Development which the state of the public finances demanded in 2010 and thereafter.

Yours sincerely,

Rt Hon Sir Desmond Swayne TD MP
New Forest West

Dictated (+ signed by Moir) by Desmond to save time in responding.



IT Recommendation – End of Life Desktops

The Need:

There are no plans in place to replace student classroom desktop PCs and MACs across the school.

Presently:

There are several computer suites across the school with ageing computers and MACs which are slowly starting to become end of life.

Current Pain points:

Room	Number	Price each	Room Cost
I67	26	£431	£11,206
Hairdressing suite of PCs (I58/M89) (currently spending near £1.5k to setup M89 on network)	14	£376	£5,264
Sixth Form Mac Suite (R86) (MACs in here to be used by Music when needed so numbers in here are dwindling. Can be replaced with PCs)	8	£376	£3,008
T55	20	£431	£8,620
T56	14	£431	£6,034
I70	20	£376	£7,520
R85 Sixth Form	13	£376	£4,888
I65	25	£650	£16,900
I68	26	£376	£9,776
I69	24	£376	£9,776
A52 Music MAC Suite	14 MACs	£900	£12,600
A81 Art MAC Suite	16 MACs	£900	£14,400

The options:

1. To replace one suite of computers per year – would take 12 years to cycle through
Replace two per year on a 6 year cycle
2. To lease computers and MACs so never need to replace, rolling contracts but will end up paying more than purchasing
3. To ensure we continue to use computers that are still useable/look to move some PCs into alternative rooms
4. Reduce the number of IT suites available so less computers to upkeep
5. Hire out IT rooms/3D printers to bring income in to cover equipment costs?

Recommended Action:

Plan to take action to resolve immediate issue then draw up longer term plans so we don't have to replace too much equipment at once

Priority	Room	Cost for New	Suggested Cost	Needed by for minimum impact	Possible impact
1	I67	£11,206	£11,206	Summer 2019	PCs are becoming problematic and dropping like flies! Is this room used full time?
2	Hairdressing suite of PCs (I58/M89) (currently spending near £1.5k to setup M89 on network)	£5,264	£2,800	ASAP (if before Easter then reduced cost of networking room)	These computers have been problematic for 2 years, they are extremely slow and there are now only 14 remaining from 20ish. Used full time? If just internet research would 14x £200 tablets suffice?
3	I69	£9,776	£9,776	Summer 2019	Without moving current I69 PCs to I70 there won't be working PCs in I70 after the Summer as Windows 7 will be EOL and state of PCs unable to upgrade to Windows 10
			£23,782	Summer 2019	
4	Sixth Form Mac Suite (R86) (MACs in here to be used by Music when needed so numbers in here are dwindling. Can be replaced with PCs)	£3,008	£3,008	Summer 2020	If PCs aren't replaced, as the music MACs need replacing this sixth form classroom will be without devices. Impact to classes?
5	T55	£8,620	£8,620	Summer 2020	Possibility of sharing one room of computers for tech? Extremely problematic but still just working. Issue with PCs being vandalised in these rooms
			£11,628	Summer 2020	
6	I65	£16,900		Summer 2021	Upgraded with SSD hard drives this year extending life
7	I68	£9,776		Summer 2021	Upgraded with SSD hard drives this year extending life
8	A81 Art MAC Suite	£14,400	£2,000 pa	Summer 2021	Guess of time remaining. Replace 2 per year.
11	A52 Music MAC Suite	£12,600	£1,000 pa	Summer 2021	Guess of time remaining – 4 more replacement MACs available from Sixth Form to extend life of suite. Replace 1 per year.
			£29,676	Summer 2021	
5	T56	£6,034	£0		Share T55 PCs
6	I70	£7,520	£0		Empty from Sept 2020 Potentially receive I69 PCs and be available to book out to other depts. As dept. student laptops are now end of life.
7	R85 Sixth Form	£4,888	£0		Possibility of having one room of PCs in sixth form? Only replace R86?

- 7 IT suites remaining, to upgrade 1 per year, each year following this plan
- 2 rooms of MACs, to upgrade 2 MACs in Art Suite each year and 1 MAC in Music Suite per year
- Estimated ongoing yearly cost - £13,000

The following suggestions have been received from staff in response to the request from governors and senior leaders for proposals to save money and reduce the need for redundancies. The suggestions and the views contained below them are those of the contributor. These views should not be mistaken as the opinion of governors or senior leaders. While all suggestions have been gratefully received it should not be assumed that any individual proposal will necessarily be actioned.

No	Suggestion	Saving	Response
	<p>Bring the school out of the School Library Service (SLS) to save approximately £5,000 a year.</p> <p>Whilst this is a financial saving the true loss to the library would be:</p> <ul style="list-style-type: none"> ○ The removal of 1,825 books to the value of £14,600. There may be an additional cost implication with this. If a sufficient percentage of SLS books cannot be returned (borrowers do not bring back) the school will pay for replacements. ○ The removal of free access to over 1,700 eBooks online (cost to buy approx. £750) ○ Loss of eResources (cost to buy approx. £2,600) ○ No opportunity to participate in the Hampshire Book Award ○ Loss of free subscription to the School Library Association (cost to buy approx. £90) ○ Loss of free Hambase package for the Eclipse Library Catalogue ○ Loss of bespoke advisory service, support, librarian meetings and staff training opportunities <p>Ofsted noted that Arnewood has a well-resourced library and I am sure no one wants this to be seriously jeopardized.</p> <p>If on balance the saving of approximately £5,000 is considered to outweigh losses implicit in coming out of the SLS; then so be it.</p>	<p>£5K</p>	<p>The library is considered an important whole school resource and students benefit widely from having this facility. Senior leader and others considered the impact of reducing the library’s function and resourcing. A key factor that was considered was the Ofsted report and its reference to literacy. We are aware of the gap in boy’s reading and writing from Y7 upwards. Reading is not simply an enrichment activity, it is fundamental to children being able to access the curriculum.</p> <p>The true value of the library is difficult to calculate taking into account the long-term benefit on children’s qualifications and life opportunity. It would not be possible to reduce the budget for the library in the first year of implementing this proposal if adopted.</p>
2	<p>My thoughts on the situation are that staff could relinquish the 1% pay rise that had to come from the school budget, and only keep the pay rise that was funded by the government. Obviously I realise that support staff were not funded by the government.</p>	<p>£40K</p>	<p>While on the face of it this is a generous and feasible solution, it requires the approval of <u>all</u> staff including those joining the school. The trust has pinned salaries to national pay awards and to implement this proposal</p>

Consultation Process – Staff Suggestions

	However if we all gave up the 1%, which I would be happy to do, it would go some way to making a dent in the deficit.		would be a change in policy. Others may feel this is a precedent they would be reluctant to support. If this proposal were used in 2019, staff will need to consider what happens the following year as staffing levels overall may not have reduced adequately although it would provide time for this to happen through natural movement.
3	ALL staff agreed, pay back the first 1% of pay rise last year or decline to accept the first 1% of this year's.		As above.
4	Teaching staff are paid £8.00 per duty. Observing the amount of staff on duty at lunch time it is a significant cost to the school. It is therefore suggested that perhaps this could become an unpaid duty and form part of a teacher's <i>[or all employees]</i> contract.	£35K	The number of hours allocated to teachers' duty allocation could be increased but other directed activities (meetings, consultation evenings, etc.) would need to be proportionally reduced. This may impact on the quality of preparation, teaching and assessment. Some staff (teaching and non-teaching) rely on the additional income they receive for lunch duties to meet cost of living so removing this may affect staff retention.
5	Reduce the amount waste of paper/printing/ink including exam administration where we potentially reproduce confidential documents that later require shredding. We have an amazing IT department and email facility. Surely we could save quite significant sums by emailing and not printing, and posting all the following: <ul style="list-style-type: none"> o All exam timetables mock & external exams. – This would also save the dozens that are regularly reprinted having been mislaid and students would have access on their phones. o All GCSE & GCE Exam results o All year group annual reports sent three times per year – this amounts to around 2700 reports annually just for years 7 to 11. 	Difficult to calculate but possibly hundreds of pounds per year.	Environmentally reducing printing is attractive. Making greater use of email and text communication to parents is an obvious quick win and something already possible within existing systems. Developments in "Follow Me" printing are helping to rationalise printing. We will investigate issuing exam results and timetables electronically.
6	Replace experienced and costly staff with apprentices. They could be deployed in the canteen, IT services, and site team.	Difficult to determine but could cost more.	The school is required to pay an Apprentice Levy to fund government initiative to increase apprentice opportunities. This has been in place since 2017 and costs the school £500 per month. While employers can gain some of this money back we still need to have the funds to pay an apprentice salary. Existing staff would have to provide some training. Unless we have an active vacancy suitable for use of the fund we will not

Consultation Process – Staff Suggestions

			be able to make use of it at the present time. We will start to lose some of levy pot from April 2019 as it is forfeit after two years. Apprenticeship money has to be used to pay course providers so cannot be diverted. Apprenticeships are available across many professional and support grades.
7	Make greater use of outsourced services in the canteen, IT services, and site team.	Negligible or more costly.	The school has had experience of out sourced services which make it a less attractive option. While they offer exposure to high level skills and cover during absence, they are not necessary less expensive. We also value having our own experienced staff in house. The school has previously operated leased canteen services and current provision is much better than during this period.
8	Science technicians have proposed reducing their overall hours.	Confidential salary information.	A sizable reduction in hours would make an appropriate saving and allow the school to retain the skills across biology, chemistry and physics. It also removes the cost of any redundancy payment which further assists budget reduction. Employees need to be mindful of their personal financial planning including pension contribution. Lost hours might be made up through taking on other roles in school if they become available through natural movement. These post are advertised internally first.
9	<p>The school currently has a company coming in to PAT test our electrical items. A PAT testing machine costs approx. £350 though there are more expensive machines. The cost of attending a course arranged by CLEAPS is £130 (it might be worthwhile sending two candidates as there is a lot of items to test). The cost of labels is roughly 6x £14.00 = £84.00 Inc. VAT.</p> <p>Hence for an outlay of approx. £564.00 (694.00 if two testers trained) and an annual calibration of £60.00 we could have a robust PAT testing facility on site. This would enable us to organise a rolling rota of equipment to test and hopefully make liaising with departments so equipment can be tested with minimal disruption and should anything get missed it would not have to wait an additional 3 years to be tested.</p> <p>Simplified:</p> <p>Year one expenditure £564.00 or £694.00 for two testers Subsequent years £60.00 for calibration with the ability to recheck repairs and items that get missed</p> <p>Or</p>	c. £2K / over three years.	The school has previously employed this method of PAT equipment. It was found that staff quickly fell behind with testing and more recently the testing equipment was found to have been lost or stolen. The testers would be required to keep the inventory up to date to ensure compliance. While having an external company in to complete the task is more expensive, it means we do not have to allocate hours from staff time to this task. It normally takes approximately a week to check the school during the summer vacation (this is the best time as teaching is undisturbed). It also means that negligence to test equipment properly largely rests with the external company rather than the school.

Consultation Process – Staff Suggestions

	£3000 every 3 years and no ability to recheck between cycles.		
10	Release experienced (higher paid) staff to undertake consultancy and training work and back fill their teaching with less experienced (lower paid) staff as a short-term measure.	Depends on staff and difference but likely to make a small short term saving.	Releasing staff to undertake other professional duties has its benefits most notably in terms of building capacity across the education system. It can also be fulfilling for the employee offering their skills, for example, in seeing new practice and networking. The downside to this proposal is that talent is typically lost from classroom and this can impact on children's experience.
11	Approach external companies (Tesco's etc.) to see if they wish to advertise in our magazines / summer music concert programme or sponsor any of our sports team events.	Undetermined.	Some thought has been given to fundraising. Independent schools often raise sums from their alumni. Effective fund raising requires commitment and could be built into a specific role within the finance team. We have been very successful at raising large sums from government grants including well over £3M from the Condition Improvement Fund for building. Recent sizeable donations have also been received from The Wolfson Foundation and JP Morgan. Sponsorship is received for school prize giving. Encouraging "Easy Fund Raising" is already something we do.
12	School charity days could be used to raise money for the school. We could ask parents for regular donations in the form of voluntary donations.	Undetermined.	The view of the SLT and governors is that children should have opportunity to learn about charitable giving and think of others. Parents already support their children's education through contributing to an iPad or paying for school visits. Parental contribution is not a feature of the school's admissions policy.
13	Reduce the school's energy bills by placing solar panel on the new roofs.	Undetermined.	The payback periods for solar panels is generally between 7-15 years. It is therefore a longer term economy. The school has a strategy of replacing fluorescent tubes with LED lights which is on-going. The use of SOLEX grants to accelerate this programme was carefully considered but the break-even point proposed by partner companies was unclear and we are risk-averse to taking on any contract that may end up costing the school more than it saves.
14	Achieve more income through greater leasing / hiring of school facilities.	Undetermined.	We are fortunate in having some excellent facilities. Improving income would be helpful but does have a hidden overhead in marketing and managing bookings, including caretaker/heating payment out of hours. This notwithstanding, we are actively looking at ways to increase lettings and in particular for the AstroTurf.
15	Sell school assets such as playing fields or property.	Undetermined.	We have actively investigated the development of school land and property. It is the view of the trust's directors that they do not wish to sell school land. School assets can only be sold once and there is a strong argument that they are held in trust by the MAT having been "gifted"

Consultation Process – Staff Suggestions

			historically. The development of school playing fields is contentious especially where, like Fawcett Field, it falls within the green belt. The counter argument is that assets require maintenance and currently Fawcett Field is under-utilised and frequently unusable owing to broken bottles and dog mess.
16	Reduce the number of IT rooms so that equipment is not replaced as frequently.	£15K / Year	Inevitably if we cannot afford to replace equipment as it reaches the end of life resources will be lost. The impact of this is considerable for subjects that make use of IT on a frequent or occasional basis. Reducing the number of IT rooms and using remaining desktops to replace those that fail in other rooms may be a last resort if other options such as sponsorship are unsuccessful. Maximising the use of iPads and Bring Your Own Device (BYOD) might partially mitigate disruption to the curriculum.