



## Consultation report for a co-educational intake in 2018

### 1. The context:

The Governing Board of The Crypt School has now concluded a 6 week period of consultation regarding the proposed changes from a boys' grammar school with a co-educational VI Form to a fully co-educational school from September 2018.

The transition from single sex education to co-education is considered a significant change to an academy's status and, as such, the School is required to complete a full consultation process. This process began on April 25th 2016 and was designed to enable views from parents, as well as the educational and wider community, to be considered.

#### 1.1. Consultation process:

The Crypt School attracts students from a wide geographical area and it is for this reason the School has made every attempt to enable interested parties from across the county and beyond to contribute to the consultation. The consultation process was designed to engage the widest possible group of interested parties to actively seek the views of:

Parents, young people, employers, staff, general public, primary and secondary schools, key members of the community, local politicians, council leaders, the Local Education Authority and neighbouring authorities.

Comprehensive information about the consultation process has been available during the entire process. As well as prompting direct contributions to the consultation as outlined below, there have also been articles and editorials written about the topic in local newspapers, social media and on the School's website.

- 1.1.1. Pre-consultation letters to parents 10/02/16 explaining the School's intention to consult on a co-educational entry in 2018.
- 1.1.2. Formal consultation letter sent to parents, neighbouring schools and the community 22/4/16.
- 1.1.3. Press release in local newspapers and consultation announcements on social media.
- 1.1.4. A co-educational committee of students was formed to help gathering responses from all the School's students. The co-educational committee consulted all tutor groups from years 7 to 11.
- 1.1.5. VI Form held a debate and an assembly on the School becoming co-educational with very high level of participation.
- 1.1.6. The formal consultation period was undertaken from the 25th April 2016 to the 3rd June 2016. Drop-in sessions were organised at the school on May the 11th and May the 18th from 3.30pm to 7.00pm. Invitations were sent to all parents, all secondary and primary schools in Gloucestershire, the Local Authority and representatives of the community. An advert publicising the consultation period and inviting stakeholders to attend the drop-in



sessions was published in all local newspapers and local free magazines with the aim of offering a wide choice of means to communicate feedback about planned changes.

- 1.1.7. A consultation information leaflet was available to all stakeholders.  
<http://cryptschool.org/pdf/leaflet-co-ed-consultation.pdf>
- 1.1.8. An online questionnaire and information on the consultation process, were available on the School's website. Information about accessing this information was sent to parents and all other key stakeholder via letter and newspaper advert.  
<http://www.smartsurvey.co.uk/s/V3KVG/>
- 1.1.9. Parents were written to with updates on the consultation process at two different stages in the consultation, after the two drop-in evenings, inviting their views. Updates were also publicised via social media.
- 1.1.10. Ex-students were consulted via social media and online questionnaire. Some chose to write in to express their views.
- 1.1.11. A whole staff consultation took place by asking them to complete a SWOT (Strengths, Opportunities, Weaknesses and Threats) analysis for the proposed change, meetings and questionnaire were also available. <http://www.smartsurvey.co.uk/s/Coedstaff>
- 1.1.12. The Local Community, NHS, LEA, EFA, schools in the area, parents and prospective parents were also invited to consult.

## 2. Stakeholder engagement:

During the consultation process, significant effort was made to engage the widest possible group of interested parties. The consultation actively sought the views of:

- Parents
- Young people
- Employers
- Staff
- General public
- Primary and secondary schools
- Key members of the community
- Local politicians
- Council leaders
- The Local education Authority and neighbouring authorities

The Crypt School attracts students from a wide geographical area and it is for this reason the Governors have made every attempt to enable interested parties from across the county and beyond to contribute to the consultation. As such, a communication was sent to all stakeholders stating the dates for the consultation drop-in evening, the 8th and 11th of May, and a link to the online questionnaire <http://www.smartsurvey.co.uk/s/ConsultationCoEd/> was provided. Adverts were also placed on social media sites such as Facebook and Twitter and in the local press across the county and beyond. Comprehensive information about the consultation process has been available during the entire process on the School's website.



As well as prompting direct contributions to the consultation, there have also been articles and editorials written about the topic in local newspapers and on our School website.

### 3. Summary of Consultation contributions

The following responses were received:

#### 3.1. Written responses:

16 written responses to consultation were received by the deadline:

- 7 responses were from parents of current The Crypt School students
- 2 letters (one joint) from 3 Old Cryptians
- 7 letters from 7 secondary schools; 4 individual responses and 1 joint response representing 3 secondary schools. 1 Head-teacher chose to send a separate letter to The School's Chair of Governors. The governing body of two of these schools also chose to write

#### 3.2. Consultation Evenings:

During the consultation evenings, 12 attendees visited the school;

- 4 parents of prospective students (boys and girls).
- 1 grandparent of a current student (an Old Cryptian).
- 7 parents of current students.

3.3. The School Councils were consulted and all tutor groups were encouraged to discuss the proposal. The relevant minutes have been included in the consultation process

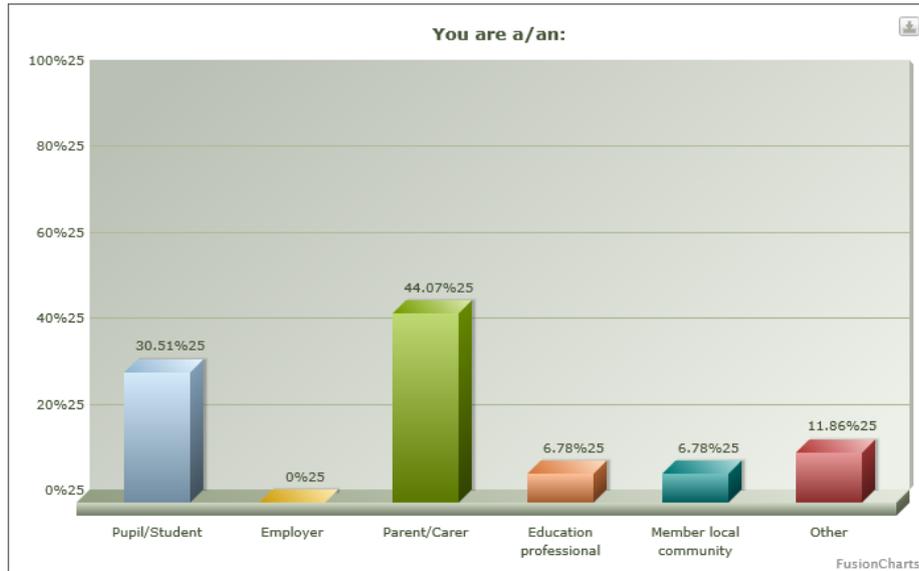
3.4. The link to the questionnaire was sent to all parents and stakeholders by mail and published on the School's website and in the local press. The questionnaire was completed by 59 people. Some used the online questionnaire and some used a ballot box

Gloucestershire County Council (GCC), Gloucester City Council and the Local Educational Authority did not contribute a formal submission to the consultation. Neither did Jo Grills, Education Director for Gloucester County Council, local MPs or any other political figures.

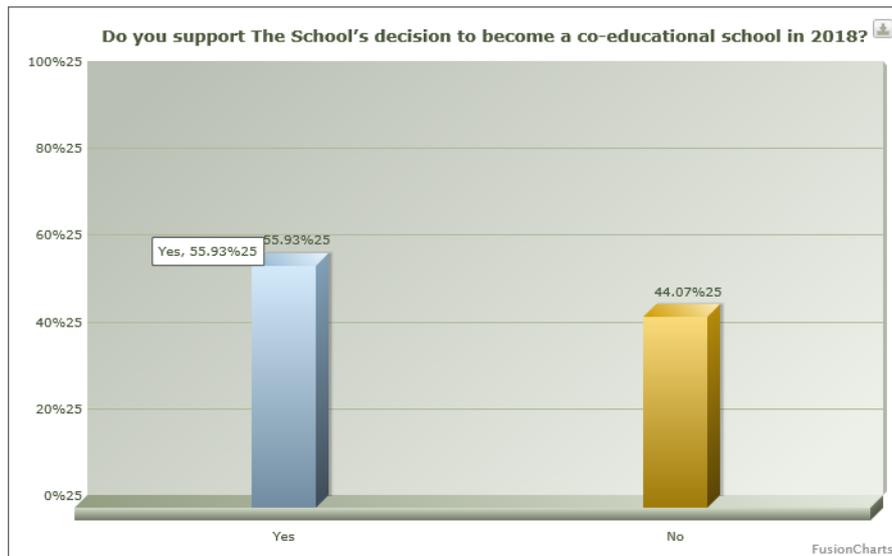
### 4. Outcome following the consultation

#### 4.1. Online survey:

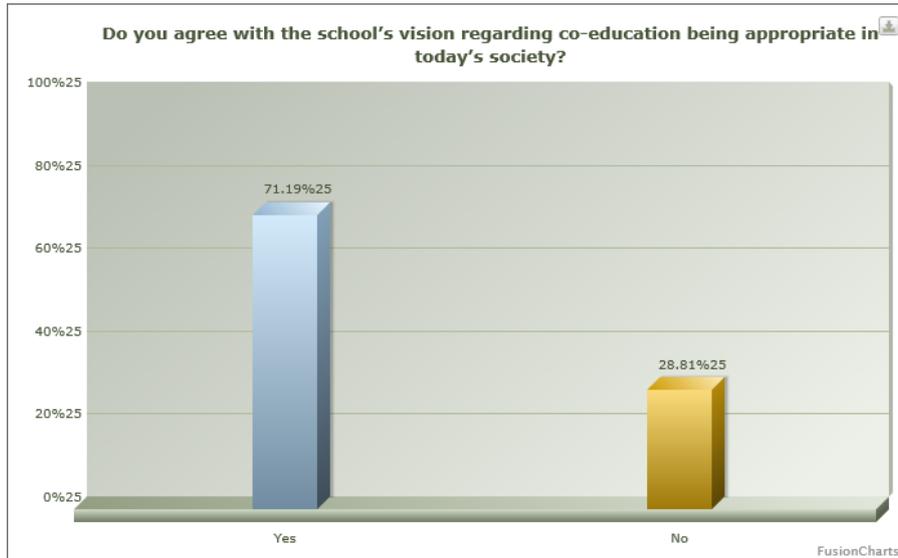
26 parents, 18 pupils, 4 educational professionals, 4 members of the community and 7 others (mainly ex-pupils) took the online survey.



Link to questionnaire was sent to all parents and stakeholders, resulting in 59 participants. Majority of stakeholders, 55.93% (33), agreed with the proposed change to have a co-educational entry in Year 7 in 2018.



The majority of the responses, 71.19% (42), agreed with the Governors' vision regarding co-education being relevant in today's society.



4.2. Written contributions:

16 written responses to consultation were received by the deadline.

5 schools out of the 42 in Gloucestershire chose not to contribute or support the School’s change. 7 letters from 7 secondary schools were received opposing the change, 1 joint representing 3 schools. Two of the letters were from the governors from schools that had already provided a response.

7 responses were from parents of current The Crypt School students; 3 for, 3 against, 1 expressed concern.

2 letters (one joint) from 3 Old Cryptians, 2 contributors in favour, 1 against.

4.3. Consultation evenings:

The School welcomed 12 attendees. Of these 4 were parents of prospective students (boys and girls), 1 was the grandparent of a current student (an Old Cryptian) and 7 attended in their role as parents of current students.

Ten people expressed a favourable opinion towards the suggested changes, one person was against the change, and four indicated some level of concern.

4.4. School Councils and students:

All school councils were consulted and all tutor groups were encouraged to discuss the proposal. Most students were indifferent to the change, some in favour and a few, mainly in year 11, were against.

4.5. Staff contributions have been almost fully supportive, 92.57% in favour of the School becoming co-educational.

**5. Below, we have analysed the main points from contributors who raised objections or concerns.**



Key concerns raised by contributors to the consultation were:

- 5.1. Admitting girls into Year 7 from 2018 will impact negatively upon the ability profile and therefore the provision of other local secondary schools
- 5.2. The Crypt School becoming co-educational may hinder boys' opportunities to access selective education.
- 5.3. There is no evidence of demand for co-educational selective secondary school places in the area based on some students choosing single sex education despite having achieved a place at Pate's Grammar.
- 5.4. The move to co-education may undermine collaboration and partnerships between local secondary schools
- 5.5. The transition to co-education may have a negative impact upon educational provision at The Crypt School.
- 5.6. Ethnic minorities may choose Sir Thomas Rich's over The Crypt as a result of the transition, affecting the School's intake.
- 5.7. How would the School provide for a potentially small group of girls in 2018?

**Other observations raised by contributors included:**

- 5.8. That Ribston Hall should become co-educational.
- 5.9. That this proposal was purely driven by financial motivations.
- 5.10. That the School's history and traditions could be compromised.
- 5.11. That there could be positive discrimination during the allocation of places between boys and girls.

**Having considered each of the issues above carefully, the Governors of The Crypt School have the following comments to make in response:**

**5.1. Admitting girls into Year 7 from 2018 will impact negatively upon the ability profile and therefore the provision of other local secondary schools**

Central to many of the issues raised by contributors, in particular those responses from other local secondary schools, is the concern that the girls joining The Crypt School in Year 7 will be drawn from the local comprehensive schools (Barnwood Park, for example) and the girls' selective schools (Ribston, HSGF and Stroud High School). It is very difficult for schools to project with any confidence what numbers they believe will be drawn from their schools and most respondents were unable to give any evidence-based substantiation to their concerns.



In order to provide such an evidence base to our own projections, we have analysed our own historic and current data with regard to admissions into Year 12, as well as admission of girls by other co-educational grammar schools and those recently transitioned into co-education. From this analysis, the established pattern of admissions at The Crypt School would indicate the following:

5.1.1. Although it is not possible to predict the exact geographical nature of the students who are selected to attend The Crypt School in any one year, projections based on previous admissions arrangements would indicate an increased demand for school places.

5.1.2. The range of feeder schools has expanded accordingly. Currently, we have students coming from all over the county and beyond, some as far as Swindon and Bristol. Therefore, the impact of becoming coeducational is very difficult to measure. However, we are incredibly proud that currently, 50% of our students are from Gloucester city.

5.1.3. Our VI Form has been co-educational since 1987. Girls represent 27% of the cohort. Therefore, The Crypt School becoming co-education may not result in a large proportion of girls joining the school in Year 7 in 2018.

5.1.4. From our visits to co-educational selective schools and boys' schools having transitioned into co-education, it is evident they have a larger proportion of boys than girls. For example, Nottingham High School, Cheltenham College, Pate's Grammar School and King Edward VI Five Ways School.

5.1.5. In a letter to the press and schools dated March 2015 from Gloucester County Council's Education Director asserted: "Across Cheltenham and Gloucester, and to some extent, parts of the Borough of Tewkesbury which borders the two urban areas, additional places will be needed from 2018 onwards". Therefore, the School's transition to co-education is unlikely to impact negatively on other schools' intake.

5.1.6. The number of households in the county is projected to increase by 45,100 from 2016 to 2031. Assuming an average household occupancy level of 2.3 (ONS estimate), the population in Gloucestershire will increase by 103,730 by 2031. See appendix, Figure 1

5.1.7. The Local Authorities for Gloucestershire project an increase in the number of secondary school age children in the county of 15% by 2031. Therefore, statistically, The Crypt School's transition will have a very limited impact on other schools, due to the projected increased population and number of children in the area. See appendix, Figure 2

The Governors felt it appropriate to mention that 35 schools out of the 42 belonging to the GASH (Gloucestershire's Association of School Head teachers), and 10 out of the 15 schools in the G15, for city of Gloucester did not make a contribution to the School's consultation for a co-educational entry in 2018. Nearby schools such as St Peter's Catholic School, Sir Thomas Rich's, Chosen Hill, Pate's Grammar and others, have not made a contribution during our consultation period. Some have actively co-operated with the School, for which the School is grateful.



It remains difficult to predict, with any degree of confidence, the exact geographical location of students in any year and what the exact impact on other schools will be of The Crypt admitting girls into Year 7 in 2018.

Three contributions raised concerns about the detrimental impact the change would have on the local schools. All schools face the challenge of providing the best educational outcomes and experience for all students in their care, regardless of ability. The profile of a school can be determined by many social and demographic factors, not just other schools' actions. Examples could be primary school provision, the views and choices of parents based on educational outcomes, inspection reports, convenience or the school facilities - these are factors that are subject to change. There will also be unique characteristics, determined by the school itself.

Parents across the county are able to make their own choices of secondary school for their children. It is also, for this reason, the responsibility of school leaders to manage fluctuating trends. With an educational system built upon choice and parental preference, it is inevitable that market forces will make curriculum planning and staff planning a challenge for all schools, in particular those schools which are deemed by parents to be less desirable.

Financial planning for all schools is a challenge, and it is the legal responsibility of each Head teacher and governing body to secure the financial sustainability of their own school. Admissions to the school are not the only factors that cause variations in funding between schools.

**5.2. The change will mean boys in Gloucester would have less opportunities to access selective education.**

Several contributions were made raising a concern regarding boys not being able to access Grammar school education to the same extent than girls if The Crypt School becomes co-educational.

5.2.1. The Crypt School will be supplying (for September 2018) 150 school places to the area, for boys and girls, to meet local demand.

5.2.2. According to the data provided to us by the Information Management Services of the GCC on 7th March 2016, there are currently more boys in selective school education than girls.

<b>Places in Gloucestershire – selective education. GCC January 2016</b>								
<b>SCHOOL</b>	2012		2013		2014		2015	
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
Sir Thomas Rich's	108	0	108	0	108	0	108	0
HSFG	0	110	0	116	0	120	0	120
Ribston	0	111	0	112	0	114	0	114
Pate's	63	58	63	59	69	51	70	50
The Crypt	117	0	120	0	127	0	135	0
<b>Totals</b>	<b>288</b>	<b>279</b>	<b>291</b>	<b>287</b>	<b>304</b>	<b>285</b>	<b>313</b>	<b>284</b>



5.2.3. Co-educational schools and schools having transitioned into co-education have a greater number of boys than girls on roll. For example, King Edward VI Five Ways School in Birmingham, a mixed grammar school, has a cohort made up of: 69.1% boys and 30.9% girls. This is also the case for Nottingham High, Cheltenham College and Pate's Grammar School.

5.2.4. The Crypt School's co-educational VI Form is 73% boys despite being co-educational since 1987.

5.2.5. It is difficult to predict what other schools' actions will be and the impact on the number of places for boys and girls i.e. Marling School, Stroud High School and Pate's Grammar School have expanded their PAN, soon to be followed by the High School for Girls.

5.2.6. The Crypt School plans to expand its PAN from 112 to 150 for September 2018. Based on the School's historical data and statistics from other schools (indicating boys prevail in co-educational selective education and in recently transitioned schools), we do not estimate the number of boys' places to be significantly reduced in the School and in the county.

5.2.7. In other areas across the country, there are gender imbalances in the provision of selective education. An example of this would be Birmingham, where there are 4 grammar schools for boys and three for girls.

It is impossible to fully measure the impact on the number of places in selective education for boys accurately, due to the fast changing educational environment and individual school's decisions. It is the individual schools' responsibility to ensure sustainability, provide inclusive education and to meet society's needs.

One contribution mentioned that even though co-education might represent modern society, modern society does not favour women. At the Crypt School, the majority of our girls, 85%, study STEM subjects (Science, Technology, Engineering and Mathematics) and 28% study Physics, which is much above the national average. The School has an active girls' robotics club and girls' engineering club. We have had a girl School Captain and Vice-captain and some of our girls are now studying at Oxbridge. Therefore, we believe The Crypt School is an excellent environment to promote the aspiration of young women and we aim to continue working to ensure we offer the best opportunities for our boys and girls.

### **5.3. There is no evidence of demand for a co-educational selective school in the area**

The Governors felt a number of important observations need to be made:

5.3.1. The ability to accurately forecast figures is a challenging process. In a letter to all Chairs of Governors, the Director of Education and the Cabinet Member for Children & Young People and Strategic Commissioning from the GCC, accepted it is difficult to assess the impact on any one area of an increase in PAN by grammar schools, principally due to their broad catchment areas.

5.3.2. As mentioned before in sections 5.1.6. and 5.1.7., the number of households in the county is projected to increase by 45,100 from 2016 to 2031. The population in Gloucestershire is



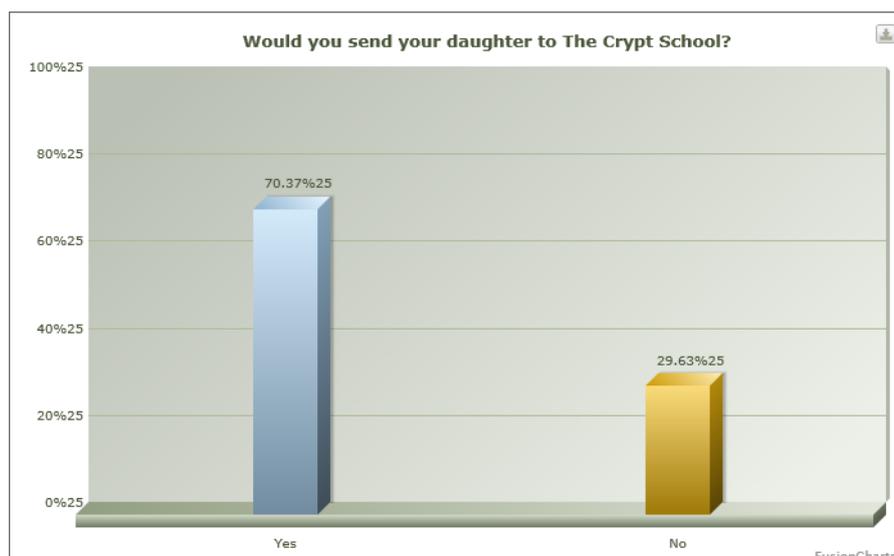
estimated to raise by 103,730 and the number of secondary school age children in the county is predicted to increase by 15% by 2031. Furthermore, the district expecting the greatest population growth will be Gloucester. See appendix, Figure 1. Therefore, demand for school places in the area will increase vastly.

The above projections do not reflect the School’s extensive catchment area, but do highlight the need for further school places and choice in Gloucester and surrounding areas. Unless The Crypt School becomes coeducational, there will only be 150 co-educational grammar school places to serve the increased demand, compared to 784 single-sex school places (including SHS and Marling) or 484 excluding the two selective schools in Stroud. This clear imbalance is compromising parental choice.

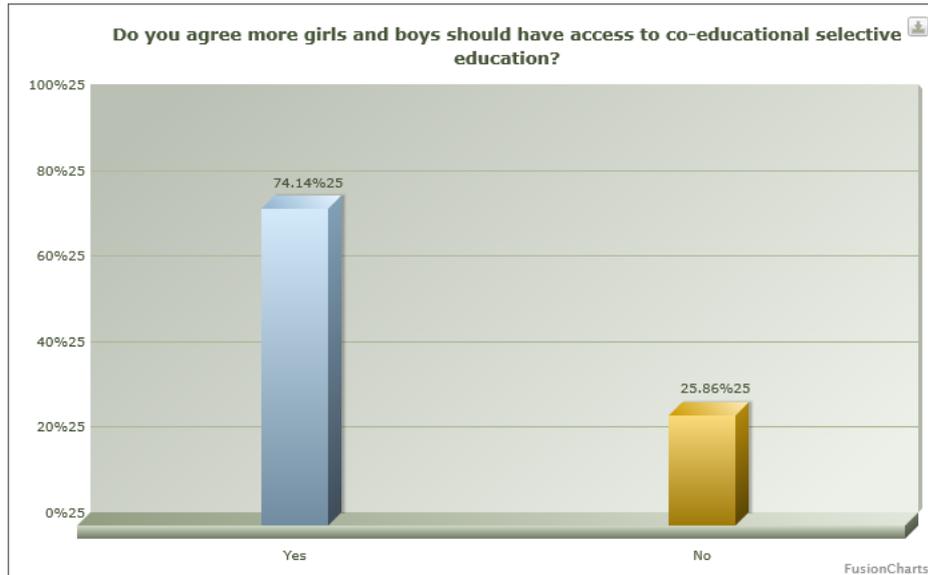
5.3.3. The only co-educational selective school in the area, Pate’s Grammar, is heavily over-subscribed. 1352 children registered with Pate’s for testing in September 2016. Therefore, there is substantial evidence that not all parents favour single sex over co-educational selective schools, as some consultation contributions may have suggested.

There is a clear demand for co-educational selective education. Parents and students currently have little choice other than single sex education for able students.

5.3.4. Results from our consultation show clear evidence of demand. i.e. “I have daughters in year 2 and year 4 and I would love it if they could follow in their big brother's footsteps after his very positive experience of attending Crypt School”. “My daughter didn’t get into Pate’s so I sent her to SHS rather than the girls’ schools in Gloucester because SHS works closely with Marling” and “It is a shame that there is only currently one co-ed grammar school in Gloucestershire, and the hardest to gain entry to”. 38 stakeholders (70.37%) mentioned they would send their daughters to The Crypt School.



5.3.5. The contributions to our questionnaire show stakeholders, 43 out of 59, strongly agree there should be access to more co-educational selective schools in the area.



**5.4. A co-educational intake will undermine collaboration and partnerships between schools**

Three contributions mentioned the collaboration between schools being compromised. The Governing body and the staff of The Crypt School can confirm that they continue to be committed to partnerships with other schools and with the wider community.

5.4.1. The School has worked closely with the Grammar School Heads’ Association and the other Gloucestershire grammar schools (through the G7 group of Gloucestershire grammar schools) as well as supporting the development of middle leadership this year.

5.4.2. The School plays a leading role as a Teaching School, helping to raise standards of underperforming schools such as Millbrook School, as well as working with Primary Schools on key initiatives such as science projects. In the past, we have shared resources with the HSFG, Ribston and Beaufort and shall continue to collaborate with other schools in the G15 and GASH groups.

One contributor suggested the School’s decision to consult on a co-educational intake from 2018 undermines the relevance of other schools’ single sex provision. It is clear that some parents and pupils still prefer single sex education. These parents and pupils have abundant choice of selective schools in the area. However, based on evidence from co-educational schools and our consultation, The Crypt School’s Governors believe there is not enough parental choice with regards to co-educational selective schools in the area: there being only one.

Most secondary schools in Gloucestershire have become Academies, can exercise the same freedoms, and are compelled to undertake the legal responsibilities, which the Governors have at The Crypt School. It is appropriate to reiterate that it is the responsibility of the governing body and Head teacher of each school to ensure that their school provides the best educational experience, maximising the potential of each and every student. They must also fulfil their fiduciary duty to maintain their own school’s financial sustainability. The Governors of The Crypt School believe that,



in such circumstances, it may not always be possible for the interests of one school to be fully compatible with the interests of another.

Some contributions drew reference to the constitution of GASH – the Gloucestershire Association of Secondary Head teachers - claiming that a decision to become co-educational would adversely affect other local secondary schools and would therefore be contrary to the GASH Constitution. The Governors of The Crypt School believe that in any education system where parents can make choices and give preferences, all schools will inevitably undertake actions which directly or indirectly impact upon others.

A few contributors referred to the future increase to the PAN as potentially creating “comprehensive modern” schools. This consultation process was not about increasing the School’s PAN but about accepting girls into The School into Year 7 in 2018.

For example, one non-selective school mentioned comprehensive schools deal with a greater number of pupil premium students. Even though this comment is not directly linked to our consultation for a co-educational entry in 2018, but about expanding the school’s PAN, the Governors decided to mention that The Crypt School provides education for students living in some of the most impoverished areas in the county, such as Podsmead, where the Claimant count record (number of people claiming unemployment benefits) is in the top 10% of the county, based on the Gloucester City Council’s area report. See appendix, Figure 3. The School believes admitting girls will increase the number of students accessing outstanding education from Gloucester’s deprived areas.

7% of The Crypt School’s students hold pupil premium status, a higher proportion than some comprehensive schools located in more affluent areas, such as the Cotswolds where the average house price is £330,168 compared to the average house price in Gloucester of £168,816 (the lowest in the county) based on Joint Core Strategy data. We are very proud to provide these students with the best chances in life. See appendix, Figure 4.

Another, non-selective girls’ school, raised a concern regarding the impact on their intake. However, we estimate the impact on this school to be negligible. Girls not achieving a qualifying score to access selective girls’ education, currently attending their school, have chosen to go into non-selective single-sex education rather than attend a co-educational comprehensive school. Therefore, The Crypt School becoming co-educational should not have a significant impact on their intake as these girls are likely to favour single-sex education preference.

The Governors felt it appropriate to mention that, in our opinion, the concerns raised regarding the School’s transition weakening provision for other schools do not appropriately reflect the excellent work done by schools and teachers across the county, and beyond, who teach in a diverse range of schools with widely varying contexts.



## 5.5. The change will impact upon the provision at The Crypt School

Concerns over the impact the increase will have on current provision at the school were raised by a number of contributions. Some argued girls could be a distracting influence, potentially affecting student performance. One parent showed concern about the construction work disrupting students' learning.

5.5.1 The School transition into co-educational VI Form has strengthened the school's performance. Socially, our students enjoy their VI Form experience more in a mixed environment, strengthening their social skills. Academically, our results at VI Form have improved year on year. Although other factors may have influenced this, there is a clear positive correlation between increasing the number of girls in VI Form, from 17% in 2009 to 27% in 2016 and the improved results of boys and girls in the school.

5.5.2. The School has visited several schools that have transitioned into co-education in the recent and distant past and has found academic performance has improved as a result. For example, Cheltenham College.

5.5.3. Thorough and extensive meta-analysis, collating data from a wide range of studies, backs up the case for co-education. For example, the analysis and research into co-education in Australia and the UK (and the experience of those schools that change status):

<https://www.aisnsw.edu.au/Services/EducationResearch/Latest%20Research%20Documents/Analysis%20and%20Research%20into%20Co-education%20in%20Australia%20and%20the%20UK.pdf>

This educational research concluded that co-educational institutions experience an improvement in wellbeing amongst their pupils and that the transition process has no significant impact on the students' performance. This research also mentions studies favouring single sex schools tend to overlook the fact that most single-sex schools are selective or private institutions.

"While the impact of the transition from single sex to coeducation is distinctive to each individual school, the body of research has demonstrated that schools have been able to successfully transition to coeducation, resulting in positive outcomes for new and continuing students".

"There is research suggesting male/female pairing increases performance for both students".

5.5.4. Some contributions highlighted the merits of single-sex education. According to Professor Alan Smithers, director of education and employment research at the University of Buckingham; "There are no overriding advantages for single-sex schools on educational grounds. Studies all over the world have failed to detect any major differences."

One contribution showed concern about schools taking 20 to 30 years to achieve full integration by becoming 50% boys and 50% girls. After extensive work with other co-educational schools, some selective, achieving 50% girls is not an accurate measure of integration nor successful transition. Co-educational schools, and indeed co-educational selective schools across the country, often have a gender imbalance favouring boys, despite being very successful institutions. The Crypt's VI Form



produces outstanding results and has been co-educational since 1987. However, our fully integrated and successful girls account for 27% of the VI Form cohort.

The Crypt School is renowned for its very strong pastoral care. This care underpins what we do and ensures every student achieves his/her best. This ethos will remain in 2018. All students will continue to be supported and encouraged to reach his/her full potential.

One parent raised concerns regarding girls joining all year groups in 2018 or later. The School Governors aim to ensure the quality of the education is outstanding, as well as the wellbeing of our pupils and that their social experiences are positive. Girls will only join year 7 in 2018 and the integration into other years will happen as the first year group progresses up the school. A fully co-education cohort of children will be achieved by 2023.

Ensuring every student is a valued part of the school community and receives the best support, care and guidance will continue to remain a priority for the school's leadership and governing board.

#### **5.6. Ethnic minorities may choose a different school, impacting on intake**

The School's Governors have given a great deal of thought to the fact 14% of our parents belong to ethnic minorities.

5.6.1. The School has carried out research across other transitioned schools and has found the intake from these ethnic groups has not changed significantly. The Governors believe parents choose the best education for their children and becoming co-educational can only enhance our provision academically and socially. Therefore, we do not anticipate a significant change in the ethnicity of our future cohorts.

5.6.2. 11% of our students in our fully co-educational VI Form are from an ethnic minority at present. Factors, other than co-education, influence whether students applying to join our VI Form finally enrol. The percentage of students belonging to an ethnic minority having applied to access our VI Form in 2016 is 14.5%.

#### **5.7. How would the School provide for a potentially small group of girls in 2018?**

The Governors have listened to all feedback and the School has actively visited transitioned schools to ensure the provision for girls and boys in 2018 is outstanding. The Governors wish to make the following comments:

5.7.1. Teaching at The Crypt received a grading of Outstanding in all categories by OFSTED in 2012. Moreover, 50% of the teaching staff are female. All teaching staff have taught at co-educational schools and currently teach girls very successfully in the School's co-educational VI Form. Many of the teaching staff work closely with and teach in local primary schools. Moreover, at The Crypt School, we believe outstanding teachers teach individuals, not boys or girls.



- 5.7.2. The pastoral system at the School is very strong, also graded outstanding by OFSTED. The systems will be reviewed to ensure girls, in any number, and boys are fully listened to, supported and encouraged.
- 5.7.3. The Year 7 classrooms will be grouped together with a member of staff always on hand for support.
- 5.7.4. Girls will be grouped in tutor groups, not dispersed, should there be a small number in the first year.
- 5.7.5. Clubs and team building activities will be available and encouraged.
- 5.7.6. Quiet areas will be added around the school.
- 5.7.7. Games will be timetabled to facilitate teams: netball, hockey, tennis, rugby etc.

## **5.8. Summary response to other comments made by contributors:**

### **5.8.1. Ribston should become co-educational.**

The Governors cannot comment on Ribston Hall's future plans. They are an independent academy and we are sure they will take the necessary steps to ensure their long term viability. Meanwhile, we continue to offer to collaborate.

### **5.8.2. The proposal is purely driven by financial motives**

A significant number of correspondents have suggested that the proposal was driven solely by financial considerations. This is not the case. The School's financial position is very sound indeed. Thanks to our dynamic approach and growing pupil numbers, we have won EFA bids worth several million pounds to improve our premises further.

The Governors will be proud to ensure that the choice of our outstanding education can be extended to girls as well and meet the existing and rising demand for outstanding education in the local area.

All schools in the county and beyond face challenging financial circumstances, and the Governing Board and Head teacher will continue to ensure that the girls and boys who enter The Crypt School receive the best educational experience possible, enabling them to achieve their potential through the most appropriate and challenging curriculum the school can offer. Welcoming girls into The Crypt School and potentially growing the School roll, will ensure we provide the richest curriculum possible to all our students.

### **5.8.3. The School's history and traditions could be compromised.**

The School's founders, John and Joan Cooke, had a clear vision when they set up the School in 1539: a school in Gloucester, accessible to children from all backgrounds. Then, only boys had the privilege of a formal education.



In 1987 the School became co-educational by introducing girls into the VI Form, enhancing the School community and our academic results.

The School has had a female School Captain and, this year, a female vice-captain.

Given the number of girls already educated on site and the large number of female staff who teach at the School, we are already a co-educational school.

If the School were founded today, we believe it would have been John and Joanne Cooke's desire to open our doors to all children as women's rights have developed to a prodigious extent over the last 500 years.

The Governors and staff are totally committed to ensure the School's strong traditions, colours, ceremonies and ethos remains intact after 2018. Our confidence in being able to retain our ethos and traditions after 2018 has been reinforced by the enthusiastic manner our VI Form girls embrace these traditions. They are our most committed advocates of our heritage. Therefore, we strongly believe introducing girls lower down school will only reinforce our distinguished history.

**5.8.4. There could be positive discrimination during the allocation of places between boys and girls.**

Entrance to school will be based on performance in the 11+ test. There will be no positive discrimination favouring boys or girls.

**6. Summary of actions following from consultation**

6.1. Further work with other secondary schools to maximise the quality of the education in the area and achieve efficiency gains.

6.2. Responses to stakeholders making a contribution to the consultation process, informing and clarifying issues raised.

6.3. Changes to some of the plans i.e. Head of Girls and girls relaxation areas have been erased from the plan. Pastoral leadership for overall wellbeing and general quiet areas for boys and girls will be introduced instead.

6.4. Further communication with parents regarding plans as they develop.

6.5. Further development of our welfare provision and tutoring systems.

6.6. Further consideration of the curriculum to enable more choice for boys and girls.

6.7 Offer of sport for girls will be expanded to Rugby and Cricket, not just hockey and Netball as originally planned.



## 7. Conclusion

The Crypt School consulted widely to reach out to all stakeholders and there has been positive engagement from stakeholder groups with the School's consultation, indicating that the consultation process and methodology was appropriate.

The School and Governing Board is grateful to everyone making a contribution and after taken all aspects into account a decision has been made to proceed with the proposal for a co-educational intake in 2018, based on the main key points:

- 7.1 There is clear evidence of an increased demand for a selective co-educational school in Gloucester city. Currently, parents interested in selective co-education have no choice but to send their children outside Gloucester city.
- 7.2 The move into co-education will help both maintain and strengthen The Crypt School's intake from Gloucester city (currently stand at 50%) whilst also strengthening the School's performance.
- 7.3 The number of children in Gloucestershire are projected to grow significantly. Therefore, The Crypt School's transition into co-education is likely to have a minimal impact on other schools in the area.



**APPENDIX**

**Figure 1**

**Table 11 Population Projections**

(Source: POPGroup Forecasting modelling suite, Gloucestershire County Council)

Trend-Based Scenario

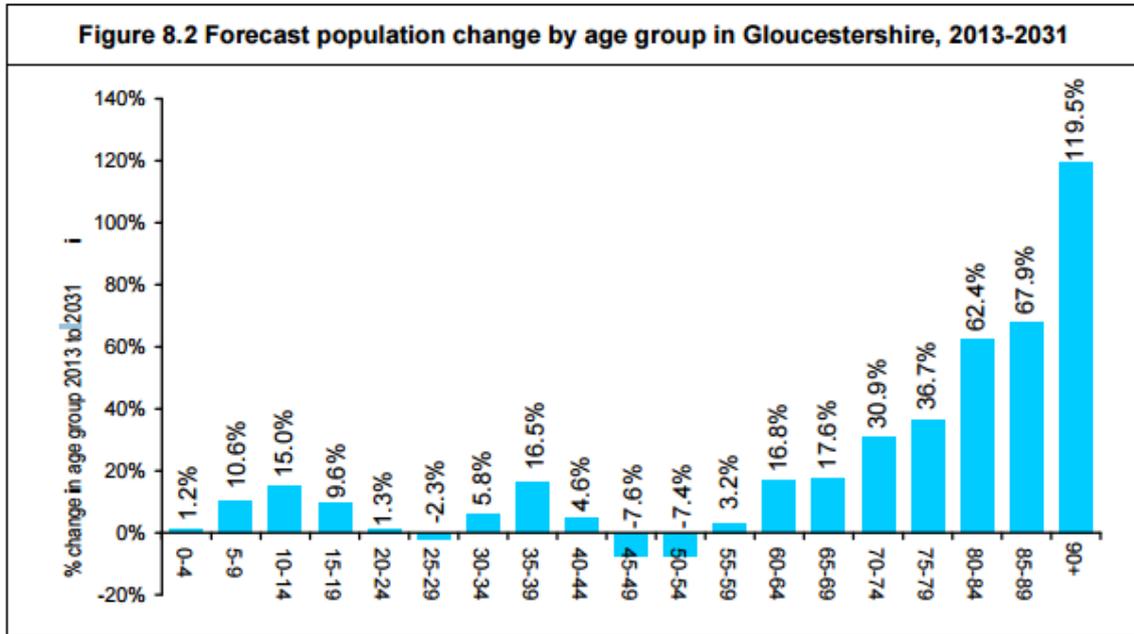
	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Cheltenham	115,800	116,400	116,900	117,500	118,000	118,500	119,100	119,700	120,200	120,800	121,300	121,900
Cotswold	84,700	85,100	85,400	85,700	86,000	86,200	86,500	86,700	87,000	87,200	87,500	87,700
Forest of Dean	84,100	84,400	84,800	85,000	85,300	85,600	85,800	86,100	86,300	86,600	86,800	87,000
Gloucester	121,100	122,300	123,600	124,800	126,200	127,500	128,900	130,400	131,800	133,300	134,800	136,200
Stroud	114,400	114,900	115,400	115,900	116,400	116,900	117,400	117,800	118,300	118,800	119,300	119,800
Tewkesbury	81,300	81,700	82,100	82,500	82,900	83,300	83,700	84,100	84,500	84,900	85,400	85,800
Gloucestershire	601,400	604,700	608,100	611,400	614,700	618,000	621,400	624,800	628,200	631,600	635,000	638,300
	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>2026</u>	<u>2027</u>	<u>2028</u>	<u>2029</u>	<u>2030</u>	<u>2031</u>	
Cheltenham	122,400	122,900	123,400	123,900	124,400	124,900	125,300	125,700	126,100	126,400	126,800	
Cotswold	87,900	88,100	88,300	88,500	88,700	88,900	89,100	89,200	89,300	89,400	89,500	
Forest of Dean	87,200	87,400	87,600	87,800	87,900	88,100	88,200	88,300	88,400	88,500	88,500	
Gloucester	137,700	139,200	140,700	142,100	143,500	144,900	146,300	147,700	149,000	150,400	151,700	
Stroud	120,300	120,800	121,200	121,700	122,100	122,500	122,900	123,300	123,600	123,900	124,100	
Tewkesbury	86,200	86,600	87,000	87,300	87,700	88,000	88,300	88,600	88,900	89,100	89,300	
Gloucestershire	641,700	645,000	648,200	651,300	654,300	657,300	660,100	662,700	665,300	667,600	669,900	

Source:

[http://www.gctjcs.org/Documents/EvidenceBase/GloucestershireHousingTrendAnalysisPopulationandHouseholdProjections\(May2011\).pdf](http://www.gctjcs.org/Documents/EvidenceBase/GloucestershireHousingTrendAnalysisPopulationandHouseholdProjections(May2011).pdf)



**Figure 2**



Source: Gloucestershire Strategic Housing Market Assessment updated household dataset 2013

Source:

[http://www.cotswold.gov.uk/media/927160/Gloucestershire\\_SHMA\\_2014.pdf](http://www.cotswold.gov.uk/media/927160/Gloucestershire_SHMA_2014.pdf)

**Figure 3**

District	Ward	Rate	Rank*
Gloucester	Longlevens	1.3	38
Gloucester	Abbey	1.4	43
Gloucester	Hucclecote	1.8	73
Gloucester	Elmbridge	2.2	89
Gloucester	Grange	2.5	97
Gloucester	Quedgeley Severn Vale	2.5	97
Gloucester	Quedgeley Fieldcourt	2.8	103
Gloucester	Barnwood	3.3	116
Gloucester	Tuffley	3.6	121
Gloucester	Kingsholm and Wotton	5.2	133
Gloucester	Moreland	5.2	133
Gloucester	Matson and Robinswood	6.2	136
Gloucester	Podsmead	6.5	138
Gloucester	Westgate	7.8	141
Gloucester	Barton and Tredworth	8.6	142

- bottom 10% of county
- first quartile of county
- second quartile of county
- third quartile of county
- fourth quartile of county
- highest 10% of county

\* 1 = "best" and 142 = "worst"

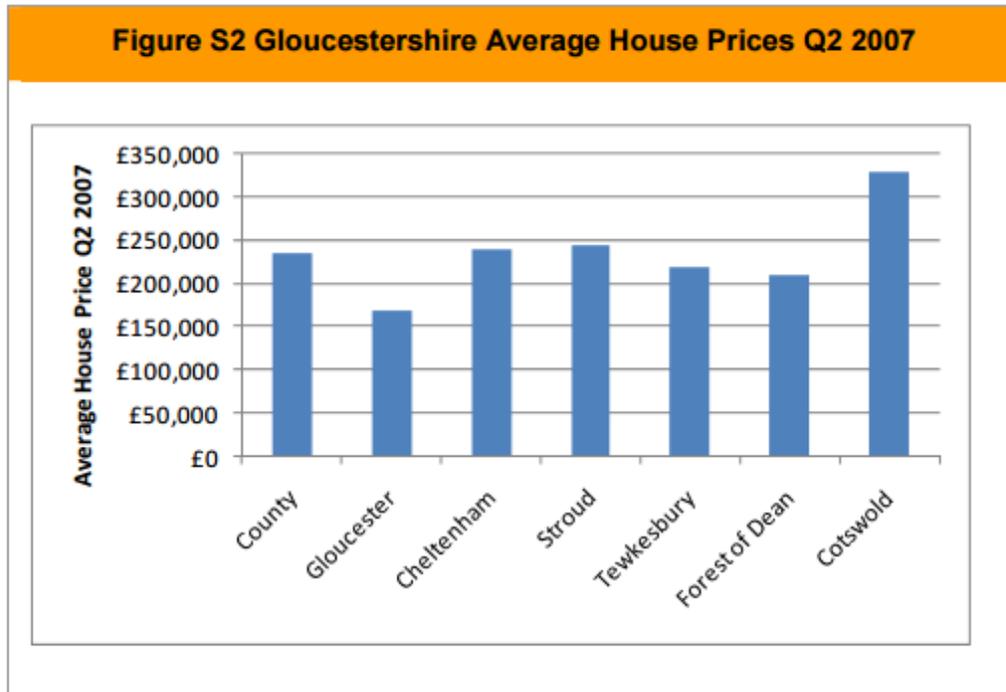
**Claimant Rates Across Gloucester City Wards**

Source:

<http://www.gloucester.gov.uk/business/Documents/Land%20and%20Property/Ward%20Area%20Profiles/Podsmead.pdf>



**Figure 4**



Source: Figure 7.2 of the Gloucestershire SHMA Fordham Research 2008

Source:

<http://www.gct-jcs.org/Documents/EvidenceBase/Strategic-Housing-Market-Assessment/Gloucestershire-SHMA-Executive-Summary-Final-January-2009.pdf>