

Impact Analysis to Enable Informed Decisions

Background Information

Directorate	Assistant Director area	Service area	Lead officer	Person / people completing analysis	Date of workshop / meeting	Version
Adults & Children's	Children's Services	Property & Technology Management	Paul Holmes	Linda Duffield		1
Title of the policy / project / service being considered	The merger of Monks' Dyke Technology College, Louth (MDTC) and Tennyson High School, Mablethorpe (THS)					
General overview and description of the The merger of Monks' Dyke Technology College, Louth (MDTC) and Tennyson High School, Mablethorpe (THS)	The proposal under consideration is to discontinue Tennyson High School, Mablethorpe and expand Monks' Dyke Technology College, Louth to form one enlarged merged school operating across the two existing school sites with effect from 1 September 2012.					
The status of the The merger of Monks' Dyke Technology College, Louth (MDTC) and Tennyson High School, Mablethorpe (THS)	New	LCC Directly Delivered				
Timescales for implementation	The process commenced on 1 December 2011 with a letter sent out to all parents of current pupils and other interested parties initiating an 8 week period of consultation. 36 responses were received with 20 in favour, 9 against and 7 neither for nor against the proposal. Following this the Executive Councillor took the decision to publish a Statutory Notice commencing the 6 week Representation Period during which no responses were submitted. A final decision will be taken by the Executive on 6 June 2012 with an implementation date of 1 September 2012.					

Analysis

1. What is the current situation?	MDTC and THS are two secondary schools in the east of the county operating within a selective education system. Both have been undersubscribed in recent years and the current and projected falling numbers of pupils entering the secondary system will put significant pressure on these schools to remain educationally and financially sustainable. As stand alone schools they are facing increasing educational challenges with regard to standards of pupil attainment, breadth of curriculum, recruitment of teaching staff and financial sustainability. The two schools have worked in partnership since 2008 leading to a formal federation under one governing body since February 2010. The Department for Education (DfE) will impose its own academy solution unless a structural solution can be found to improve standards at THS.
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2. What are the drivers for change?	<p>(a) Economic, social and political -To ensure the provision of school places is planned so as to provide the opportunity to improve educational standards and sustainability therefore enabling as many children as possible to fulfil their potential. (b) Political - the DfE has stated that it will impose its own academy solution outside of the control of the schools unless a structural solution can be found to improve standards at THS. (c) Social - the proposal will enable a site providing secondary education to continue in Mablethorpe. (d) Economic and social - the merger will enable a more effective use of resources so that all pupils will have access to the facilities available at both schools.</p>	
3. What difference will we make?	<p>The LA will be providing a structural solution regarding THS as required by the DfE. The proposal will address the educational challenges being faced by the schools as well as the issue of falling rolls. This will provide a sustainable long term solution which will retain the appropriate number of school places in the secondary sector in Mablethorpe and Louth and help to ensure that secondary education continues on both sites whilst at the same time providing the opportunity to improve educational standards and opportunities for children and young people in the area.</p>	
4. What are the assumptions about the benefits?	<p>The places provided at the merged school will meet the demand for school places both now and in the future. It will enable parents to obtain school places for their children at a local school and a sustainable long term solution within the local area will provide enhanced educational provision with opportunities for standards to improve. It will also be of benefit to the local community that a site for secondary education will continue in Mablethorpe.</p>	
5. How are you testing your assumptions about the benefits?	<p>The allocation of school places by means of the co-ordinated scheme implemented by the School Admissions team at subsequent intakes will confirm whether there are the appropriate number of places for young people in the area. Inspections and the work undertaken by Ofsted will monitor the quality of education provided.</p>	
6. What are the assumptions about any adverse impacts? Could it have a negative effect on anyone?	Yes	
6.1 Which groups/individuals could it have a negative impact on?	<p>There may be the potential for a short term negative impact on staff and pupils at both schools together with local residents during any building work or remodelling of either site. The proposal also could have a negative impact on a small number of staff and pupils at both schools who may have to travel further. However, for other pupils it is possible that travel may be reduced and any minor potential negative impact is vastly outweighed by the resulting positive solution.</p>	

<p>6.2 How could it have a negative impact on these groups/individuals? Please refer to the list of protected characteristics to assist your answer</p>	<p>For residents - There may be some short term potential impact from increased noise and disturbance arising out of building work or remodelling necessary to enable the merger.</p> <p>For children - There may be a short term impact from increased noise and disturbance of building work impacting on children moving around either site and on the quality of their education. Under the Equality Act 2010 the LA must take steps to meet the needs of persons sharing a protected characteristic as being different to the needs of persons who do not share it. Currently the school meets this requirement by careful management of all their pupils and their individual needs and will continue to do so during the period that work is undertaken.</p> <p>For some staff and pupils - The proposal also could have a negative impact on a small number of staff and pupils at both schools who may have to travel further due to the split site nature of the merged school although, for others, travel may be reduced.</p>
<p>7. How are you testing your assumptions about adverse impacts?</p>	<p>Response forms were submitted during the consultation phase by parents and school staff. Out of a total of 36 responses 20 were in favour, 9 against and 7 neither for nor against. Public and staff meetings were held at both schools to discuss the proposal where all attending were given the opportunity to raise their concerns and ask questions. The Headteacher and staff thoroughly discussed the proposal with current pupils who were able to respond via student councils.</p>
<p>7.1 What further evidence do you need to gather?</p>	<p>A further opportunity for any interested party to submit comments and concerns was made available in the Representation Period ie the 6 weeks commencing with the publication of the Statutory Notice. There were no responses submitted during this period. The statutory guidelines with regard to who and how to consult and the appropriate length of consultation have all been met to enable the decision maker to make the final decision.</p>
<p>8. Who are the stakeholders and how will they be affected?</p>	<p style="text-align: center;">Primary (those directly affected, either positively or negatively by the organisation's actions)</p> <p>(1) Parents/carers and their children - will be assured that their educational needs are being met. (2) School Staff - the proposal will offer greater career opportunities to existing staff and future applicants. (3) The Council - this will assist the Council in meeting its duty of balancing the raising of standards with the maintenance of diversity of provision, parental choice and a focus on local communities.</p> <p style="text-align: center;">Secondary (intermediaries, people or organisations who are indirectly affected by the organisation's actions)</p> <p>The Community - the needs of the community are being met in that a site for secondary education is being retained in Mablethorpe</p>
<p>9. How are you assessing the risks and minimising adverse impacts?</p>	<p>If any building work or remodelling is necessary an appropriate risk assessment will be undertaken and any recommendations will be taken into consideration by the Project Manager. There should be minimal impact on current transport arrangements as no pupils are being displaced following the closure of THS. Pupils will not travel between sites during the school day and the curriculum will be planned accordingly. Specific days will be set aside for pupils to travel to an alternative site - this is anticipated to be mainly from Mablethorpe to Louth for 2 days a week and there will be no cost for this to pupils.</p>
<p>10. What changes will the Council need to make as a result of introducing the policy / project / service etc?</p>	<p>There will be no changes to any LCC policy or procedures. Minor building work or remodelling will be undertaken as necessary to form the merged school.</p>

11. How will you undertake evaluation once the changes have been implemented?	The number on roll will be reviewed together with the available capacity and projected demand for places in the future at the merged school and all secondary schools in the surrounding area which will enable evaluation of the need for places. The results at GCSE and A level will be kept under review together with Ofsted reports.			
Further Details				
Are you handling personal data?	Yes	If yes, please give details	consultation responses incorporated name and address of respondent but these details will remain confidential.	
How was this analysis undertaken? Facilitated workshop? Who attended?	Details of the proposal and response forms were sent to a wide range of interested parties in line with statutory guidance, and details were also made available on the Council's website. All responses were recorded and analysed to be taken into consideration by the decision maker. Public meetings were held to provide information and enable discussion of concerns.			
Are you confident that everyone who should have been involved in producing this version of the Impact Analysis has been?	Yes	If No, who needs to be involved?		
If this is new, or requires a decision by Councillors to revise, has this impact analysis been included with the committee report?	Yes	If No, why?		
Actions required Including any actions that have been identified in this analysis for monitoring in the service area workplan?	No	Action	Lead Officer	Timescale
		N/A	N/A	N/A
Signed off by	Paul Holmes		Date	30-Apr-12