

County Offices
Newland
Lincoln
LN1 1YL

7 January 2016

Children and Young People Scrutiny Committee

A meeting of the Children and Young People Scrutiny Committee will be held on **Friday, 15 January 2016 at 10.00 am in Committee Room One, County Offices, Newland, Lincoln LN1 1YL** for the transaction of the business set out on the attached Agenda.

Yours sincerely



Tony McArdle
Chief Executive

Membership of the Children and Young People Scrutiny Committee **(17 Members of the Council and 4 Added Members)**

Councillors J D Hough (Chairman), R Wootten (Vice-Chairman), B Adams, W J Aron, Mrs J Brockway, S R Dodds, A G Hagues, B W Keimach, Ms T Keywood-Wainwright, C R Oxby, Mrs H N J Powell, Mrs S Ransome, Mrs L A Rollings, Mrs N J Smith, S M Tweedale, L Wootten and Mrs S M Wray

Added Members

Church Representatives: Mr S C Rudman and Mr P Thompson

Parent Governor Representatives: Mr C V Miller and Mrs E Olivier-Townrow

**CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE AGENDA
FRIDAY, 15 JANUARY 2016**

Item	Title	Pages
1	Apologies for Absence / Replacement Members	
2	Declarations of Members' Interests	
3	Minutes of the meeting held on 27 November 2015	5 - 16
4	Proposal to discontinue the use of the Mablethorpe site and consolidate provision for Monks' Dyke Tennyson College at the Louth site, as a single site school <i>(To receive a report which invites the Children and Young People Scrutiny Committee to consider a report on the proposal to discontinue the use of the Mablethorpe site and consolidate provision for Monks' Dyke Tennyson College at the Louth site, as a single site school which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 29 January 2016)</i>	17 - 130
5	Children's Services Budget 2015/16 and 2016/17 <i>(To receive a report and presentation which provides the Children and Young People Scrutiny Committee with details of potential implications for Children's Services within the Budget Proposals for 2016/17, considered by the Executive on 5 January 2016)</i>	To Follow
6	Outcomes from School Improvement Working Group <i>(To receive a report which enables the Committee to consider the outcomes from the School Improvement Working Group)</i>	131 - 134
7	Corporate Parenting Panel Update <i>(To receive a report which provides the Children and Young People Scrutiny Committee with an update on the work of the Corporate Parenting Panel)</i>	135 - 146
8	2016/17 contract with Lincolnshire Community Health Services NHS Trust for Health Visiting, School Nursing and Antenatal Weight Management <i>(To receive a report which invites the Children and Young People Scrutiny Committee to consider a report on the 2016/17 contract with Lincolnshire Community Health Services NHS Trust for Health Visiting, School Nursing and Antenatal Weight Management which is due to be considered by the Executive on 2 February 2016)</i>	147 - 158
9	Children and Young People Scrutiny Committee Work Programme 2016 <i>(To receive a report which provides the Children and Young People Scrutiny Committee with an opportunity to consider its own work programme for the coming year)</i>	159 - 166

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Please note: for more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting

- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details set out above.

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CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE 27 NOVEMBER 2015

PRESENT: COUNCILLOR J D HOUGH (CHAIRMAN)

Councillors R Wootten (Vice-Chairman), B Adams, W J Aron, Mrs J Brockway, S R Dodds, A G Hagues, B W Keimach, C R Oxby, Mrs S Ransome, Mrs L A Rollings, Mrs N J Smith, S M Tweedale and L Wootten

Added Members

Church Representatives: Mr S C Rudman

Parent Governor Representatives: Mrs E Olivier-Townrow

Officers in attendance:-

Debbie Barnes (Executive Director of Children's Services), Samantha Clayton (Principal Child and Family Social Worker), Ann Hoffmann (Headteacher of St Francis School, Lincoln), Tracy Johnson (Senior Scrutiny Officer), Verity Quinn (Senior Transport Assistant), David Robinson (Schools Services Manager), Anita Ruffle (Group Manager - PTU) and Rachel Wilson (Democratic Services Officer)

41 APOLOGIES FOR ABSENCE / REPLACEMENT MEMBERS

Apologies for absence were received from Councillors T Keywood-Wainwright, Mrs H N J Powell and Mrs S Wray.

Apologies for absence were also received from Mr P Thompson and Mr C V Miller.

The Chief Executive reported that having received notice under Regulation 13 of the Local Government (Committees and Political Groups) Regulations 1990, he had appointed Councillor S L W Palmer as a replacement member on the Committee in place of Councillor Mrs H N J Powell, for this meeting only.

42 DECLARATIONS OF MEMBERS' INTERESTS

There were no declarations of interest at this point in the meeting.

43 MINUTES OF THE MEETING HELD ON 19 OCTOBER 2015

RESOLVED

That the minutes of the meeting held on 19 October 2015 be signed by the Chairman as a correct record.

44 LINCOLNSHIRE SAFEGUARDING BOARDS SCRUTINY SUB-GROUP -
UPDATE

Consideration was given to a report which enabled the Children and Young People Scrutiny Committee to have an overview of the activities of the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, in particular the Sub-Group's consideration of child safeguarding matters.

It was reported that the Lincolnshire Safeguarding Boards Scrutiny Sub-Group last met on 7 October 2015. At the meeting, the Scrutiny Sub-Group received an update from the Independent Chair, Chris Cook, on the three outstanding serious case reviews, one of which was published on Thursday, 19 November 2015. The report arising from this review would be considered by the Sub-Group at its next meeting on 6 January 2016.

The Sub-Group also received an overview of the Safeguarding Children Board's audit programme for 2015/16. An audit of domestic abuse was currently being undertaken and upcoming audits by the Board include self-harm, Child In Need processes, 16/17 year old homelessness, and Child Sexual Exploitation.

Members were advised that the Scrutiny Sub-Group would next meet on 6 January 2016 were it was due to receive the outcomes from published Serious Case Reviews and a further update on CSE.

Members were provided with the opportunity to ask questions to the officers present in relation to the information contained within the report and some of the points raised during discussion included the following:

- It was queried whether there were concerns regarding the recent report in the news that people would experience domestic violence, on average, 35 times before reporting it to the Police. It was commented that it was alarming that this was happening, and the Scrutiny Sub-Group would be looking at this as part of adults safeguarding scrutiny, to determine how this could be more prevalent in the press to make people feel that they could come forward sooner;
- Concerns were raised regarding the number of children who were being indirectly involved in domestic violence, as all incidents would have an impact on the child. It was noted that in the majority of cases, children would be affected as these incidents took place in a family environment;
- Approximately 60% of the cases that Children's Services were dealing with involved domestic abuse as a prevailing factor. The Police would notify the County Council when they attended a domestic abuse incident where there was a child present;

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- Children's Services received 8,000 of these notifications per year. However, it was noted that some would be multiple notifications for the same families.

RESOLVED

That the update presented be noted.

45 FRONTLINE SOCIAL WORKERS AND SAFEGUARDING SCRUTINY
REVIEW - SECOND MONITORING UPDATE

Consideration was given to a report which provided an update on the content and progress of the original action plan devised from the Frontline Social Workers and Safeguarding Task and Finish Group of October 2013.

It was reported that two rounds of visits to the frontline teams had been completed between February and October 2015, involving 12 Councillor visits to teams around the county. Scrutiny members had not identified any concerns during these visits that would suggest that there was a reduction in the robustness of safeguarding practice in the frontline teams or issues about the levels of support frontline social workers received.

It was an extensive action plan, and there were a number of matters which had come out of the visits. In relation to the last two recommendations regarding IT advancements, there had been some delay in implementing the new Mosaic system, and therefore these recommendations would not be achieved in this financial year, as without Mosaic, the mobile technology could not be piloted.

Four frontline Social Workers were in attendance at the meeting to share their experiences and answer any questions raised by the Committee.

Members of the Committee were provided with the opportunity to ask questions to the officers present in relation to the information contained within the report and some of the points raised during discussion included the following:

- Signs of Safety was now embedded well within the frontline teams and it was still having a positive effect in practice, and it was opening up new ways to speak to and work with families and was helping to bring out the voice of the child. Staff were able to be more honest with families and get them to look at what they thought their priorities were;
- Practitioners reported that they were feeling more confident regarding adapting Signs of Safety to individual families;
- It had been more difficult to implement Signs of Safety in the Children with Disabilities Team as parents were worried that this implied they were not able to look after their children, and it was thought that some of the language used was not appropriate e.g. the use of danger statements;
- It was generally felt that Signs of Safety was working really well in the teams;
- In terms of the parental survey, it was noted that these were being carried out in a different way, and a researcher was going out and doing face to face interviews. A different way of working had also been devised, and the

survey's had been included as part of the closure process, and so social workers were having these conversations with families;

- It was noted that it could take up to 40 days to complete an assessment, but the timescales would vary depending on the nature of the case;
- Recommendation 5 – offering parental training to all teenagers – had been completed as a letter had been sent to all schools. There was currently no intention to follow this up, as it was up to the school whether to include it in the curriculum. It was noted that the issue could be raised at a future schools conference. However, if scrutiny felt that there was a need for additional help for vulnerable young girls, that was a different debate. If this was an area of concern, further work could be done on this.
- In relation to parental training, it was noted that there were huge demands on the curriculum, and it would be very difficult to include. However, it was queried whether it was possible to include this sort of material in an assembly, as had been done with other issues such as anti-bullying, and could be delivered by non-specialist PHSE staff;
- It was noted that there were a lot of resources available within schools, however, it was time that they were short on;
- Members commented that they would like to see good child development taught within schools, but it was realised that this was a national conversation;
- It was commented that the document attached as Appendix B – Safeguarding Children – A practical guide for overview and scrutiny councillors, was a very good document. It was suggested that as the questions contained in the document related to the work of this Committee and the Lincolnshire Safeguarding Boards Scrutiny Sub-Group, it would be useful for the Chairmen and Vice Chairmen to meet and agree who would look at the different questions.
- It was queried what the Council did to support members to feel confident in scrutinising safeguarding. It was felt that this Committee was proactive in terms of carrying out visits, and had also held a task and finish group, and that the Service was open and inviting to members. However, there could be a need for more consistency around questions when undertaking visits, but it was important not to limit a Councillor's ability to ask questions when visiting.
- It was reported that there were positive relationships between all academies, except one, and the Council. The Lincolnshire Learning Partnership had been established for maintained schools and academies. This was powerful, as all were agreeing to work in a collaborative way to review the education they provided;
- What all social workers wanted was more time to spend working with the children and their families, and Mosaic should allow for this when it was implemented;
- It was felt that there was a lack of specialised care providers in Lincolnshire for children with disabilities. It was noted that some additional work was being done around training for domiciliary care;
- There was a need for a message to go back to Serco, letting them know that the problems with Agresso were not acceptable, as it was making the job of front line professionals harder. Members were advised that Serco had taken action to bring in new people, and were very aware that Councillors and senior

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officers were dissatisfied with the implementation of the Agresso system. The Value for Money Scrutiny Committee had requested an end date for the issues to be resolved by.

RESOLVED

1. That the Action Plan be received and noted;
2. That an update be brought back in six months' time on the outstanding recommendations, namely 7, 11, 16 and 17;
3. That a meeting be arranged between the Chairmen and Vice Chairmen of the Children and Young People Scrutiny Committee and the Lincolnshire Safeguarding Boards Scrutiny Sub Group to agree how the questions in the CfPS guide will be considered;
4. That further work be undertaken by officers on how to engage with young people around parental training and child development;
5. That further member visits be arranged to the FAST teams and support panel meetings;
6. That the Executive Director of Children's Services writes a letter to Serco highlighting the impact on families and social workers due to the delayed implementation of Mosaic as a result of the issues with Agresso.

46 SEND TRANSPORT PROCUREMENT REVIEW

The Committee received a report which invited members to consider a report on the SEND Transport Procurement review which was due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 1 December 2015.

It was reported that a cross-departmental project team was established in May 2015 to consider the procurement options for transport for children with special educational needs and disabilities to special educational schools, PRU's and Pilgrim Hospital (SEND transport), in order to improve market sustainability, create greater efficiency and potentially to deliver financial savings. The report would recommend a new procurement model for implementation in 2016/17 and 2017/18.

Members were advised that SEND transport was currently delivered through a large number of single vehicle contracts, and it was felt that efficiencies could be made. However, Lincolnshire did compare very well with other local authorities in terms of benchmarking.

The Headteacher of St Francis School attended the meeting to provide a school's perspective on the proposals. She welcomed the proposals and highlighted that it would provide greater stability and consistency for schools. It was also noted that it would provide an opportunity to build up relationships with providers. The long lead in time would allow plenty of time for discussions, provide training and for parents to gain confidence in the new service.

Members were provided with the opportunity to ask questions to the officers present in relation to the information contained within the report and some of the points raised during discussion included the following:

- The need to assess the impact of every change of policy on child poverty was queried. Members were advised that access to education was seen as a means of lifting someone out of poverty;
- The Committee raised concerns around the transport of children who were not able to travel with other pupils and queried how that would work in future. It was reported that the individual needs of a child would still be considered and different arrangements would be put in place as required. It was clarified that it would be based on the Council's assessment of a child's needs in relation to transport and not that of the child, the parents or the relevant school. There would still be the safeguards and guidelines in place to try to ensure that no child was subject to a stressful journey;
- A number of concerns were raised about the costs of the transport and why they varied so much for taxis. It was highlighted that there was an issue with the costs of short journeys as some taxi firms added on a premium for shorter journeys. Officers reported that this was an issue they wanted to address as part of the new model for one provider/one school;
- It was noted that using pick up and drop off points would not be practical, and the home to school transport model would be maintained;
- It was reported that children attending mainstream schools had been excluded from this review, and it was purely focused on those children with SEND;
- Concerns were raised about using providers from outside the county and where the provider was licensed, as if they were not licensed in Lincolnshire and there was a need to take action against them, it would go back to the licensing authority they were registered with. Officers reported that there were some providers based out of county that would be more attracted by the Council being able to offer larger volume work, and that they would therefore look to create a base in Lincolnshire. It was also reported that a full audit of the provider would be undertaken before they would be allowed onto the approved operator list and it would also be a requirement for the operator to be licensed in Lincolnshire;
- It was hoped that new providers would be attracted into the Lincolnshire market;
- A concern was raised about passenger assistants or drivers administering medication to children. It was noted that there were existing contracts where medication had to be administered daily and/or in cases of emergencies, such as treating epilepsy or providing oxygen. Training was provided to the operators and there would be a medical administration travel plan which was clear about the dosage required, which would have been signed off by a NHS nurse and parents. In these circumstances, the providers worked closely with nurse practitioners and driver and passenger assistants would receive the necessary certification. A full risk assessment would be carried out for each case;
- Concerns were raised about the distances that some children travelled and that for some children the journey times might become longer, particularly

those using minibuses due to picking other pupils up en route. It was noted that there were guidelines around what constitutes a stressful journey and the journey lengths. The guidelines stated a maximum 45 minute journey for primary pupils, and for secondary pupils this was one hour and 15 minutes. However, there was no such guidance for SEND pupils. Officers highlighted that the long lead in times, which were 9 months for the first tranche and 6 months for the second tranche, would allow checks to be undertaken to try to ensure that journey lengths were reasonable before the service starts. It was reported that the use of minibuses was an issue but officers did not feel that they would always provide the best approach going forward as it will depend on the passengers' needs. Officers highlighted that they wanted to address these issues and hoped it would be easier to do so with less contracts and providers;

- It was questioned whether an in house approach was also being looked at. It was noted that a costed analysis for an in house fleet was being undertaken as part of the total transport initiative which was happening at the same time as this review. However, it was prudent to know what the outcomes of the procurement were as this would inform the business case for an in house fleet and what scale was required;
- It was reported that providers would receive safeguarding training to bring them up to a new minimum standard, along with how to use any equipment required, dealing with challenging behaviour and providing first aid;
- A lot of time had been spent analysing risk, and officers had tried to mitigate as many as possible, and the long lead in time was one of the best ways to mitigate the risks;
- It was commented that bigger providers would have bigger vehicles and savings through economies of scale could be seen;
- It was commented that complaints had been received from parents that their child had not been on the transport for long enough, when the route had been shortened. This was likely due to the transport provision being seen as a respite for the parent;
- It was queried whether the impact of increasing fuel prices would be factored into the contracts. Officers reported that there would be indices around fuel and minimum wage built into the pricing so that it would not be included in the tender;
- It was questioned what the main risks were with the new service. Officers highlighted that there were two key risks at the current time, which were the providers' response to the procurement exercise, and the parents' response and how they engage with the new service. Continued engagement with providers and parents would be required. It was noted that the transition period would help with mitigating these risks;
- Concerns were raised regarding the use of mini buses, however members were advised that officers did not consider wide spread use of mini-buses to be the most suitable option for the new model;
- The Committee raised concerns about the procurement of the new service, in particular around the risk that it could be more costly and not provide any savings. Officers reported that there was no minimum saving level but the maximum saving it could be was approximately £1M. It was highlighted that

there was a risk that it could be more expensive but there was no requirement to award the contract, which provided a safety net;

- A longer notice period would be built into contracts as a way to build responsibilities and ownership on both sides;
- It would be important that the due diligence was carried out at the pre-qualification stage to ensure that the providers were capable of carrying out the contract, as these contracts would not be suitable for all;
- In summary, the Committee highlighted its concerns regarding the potential effect on individual children particularly around increased journey lengths causing stressful journeys and that the main fundamental issue was that the children should not be significantly worse off as a result of the new service.

RESOLVED

1. That following consideration of the report, the Committee supports the recommendations to the Executive Councillor for Adult Care and Health Services, Children's Services as set out in the report.
2. That a summary of the points raised be passed to the Executive Councillor for Adult Care and Health Services, Children's Services in relation to this item.
- 3.

47 CORPORATE PARENTING PANEL UPDATE

Consideration was given to an update on the work of the Corporate Parenting Panel. It was reported that the Panel last met on 10 September 2015. At this meeting, the Panel received a verbal update from Councillor Marc Jones, the Visiting Member for Strut House which provided short break accommodation for 5 to 18 year olds with a disability. Strut House had been judged by Ofsted as Outstanding in all areas of judgement. Cllr Jones provided some very positive feedback to the Panel about his visits to Strut House which included an overview of the facility, the staff, and the children and young people who stayed there.

It was reported that the Panel also received an update on the Virtual School where the Panel was informed of the good progress being made by Looked After Children in the Early Years Foundation Stage and Key Stage 1. The Panel still had a number of concerns regarding progress of Looked After Children (LAC) at Key stage 2, and in particular Key Stage 4. There had been 46 LAC entered for GCSEs, of which 12 were predicted to achieve 5A*-C including English and Maths. However, of those 12, only 4 achieved this. The Head of the Virtual School reported that each case would be reviewed and in future there would be closer and more precise monitoring of the progress of LAC.

Members were advised that the next meeting was on 10 December 2015 and the Panel would be considering the outcomes from a review on the Stability of Fostering Placements, a report from the Birth to Five Service in relation to nursery provision for LAC, and the annual reports for the Virtual School, the V4C Children in Care Council, and for Looked After Children, which for the first time would be a joint annual report between Children's Services and Health.

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Members were provided with the opportunity to ask questions in relation to the information provided to them, and some of the points raised during discussion included the following:

- The Corporate Parenting role was considered to be a very important part of being a councillor;
- A significant research project on the educational achievement of Looked After Children was due to be published the following week. It was suggested that a briefing on the national work would be useful for the Corporate Parenting Panel;
- It was commented that it would be helpful to LAC if they were not regularly taken out of lessons to deal with their emotional needs. One councillor commented that in their experience, children started to achieve once they stopped being taken out of lessons;
- LAC had an additional burden which could affect their education;
- It was commented that there was a suggestion that schools needed to be more caring, and social care placements educational. Education gives stability to children, and professionals should not wait for the child to become 'stable' before they learn.

RESOLVED

That the work of the Corporate Parenting Panel be noted.

48 PERFORMANCE - QUARTER 2 2015/16

Consideration was given to a report which provided key performance information for Quarter 2 2015/16 which was relevant to the work of the Children and Young People Scrutiny Committee.

Members were provided with the opportunity to ask questions to the officers present in relation to the information contained within the report and some of the points raised during discussion included the following:

- Members were pleased to see that the number of child protection plans lasting more than 2 years was coming down. It was noted that there were a number of things which had influenced this, including Signs of Safety. However, it was also noted that one large sibling group had the ability to negatively affect the performance;
- There was concern that the indicator for the percentage of families of children with disabilities using direct payments was still underperforming, but it was noted that this could be due to families being satisfied with the service being provided, or that they did not want the additional complication of employing someone e.g. having to do CRB checks, or set up pensions. This was not a target that officers were worried about;
- It was queried what the more successful children's centres were doing differently. Members were advised that these were often where teams were co-located, and there were strong links between the teams. The focus was

more on the individual families, and the informal discussions which took place naturally;

- It was queried whether any improvement was being seen in the percentage of education, health and care (EHC) plans in statutory timescales. Members were advised that the changes in terms of the SEND reforms had been highly challenging, and there was a significant amount of work to do in order to bring this back into timescale. However, there was the right leadership in place and there had been recruitment to a number of vacancies. It was also noted that there were 3000 young people with statements which needed to be transitioned to EHC plans, 16-25 year olds to move from their system to EHC as well as the new ones coming into the system. There had been a 25% increase in requests for an EHC plan. There was also a new appeal system if the assessment had found that the school could meet the needs of the child. 90% of those refused an EHC plan would appeal. It was estimated that it would be 18 months before significant progress was seen;
- It was queried whether it was possible to break down the complaints against schools to those made against academies and maintained schools;
- It was queried whether it would be possible to have the complaints regarding transport for SEND as an issue, so the Committee could monitor and scrutinise what was going on;
- There were two complaints processes in Children's Services, one for corporate complaints (e.g. regarding policy) and a statutory complaints process. Both processes had time scales attached to them;
- Members were advised that further to what had been reported in the press, the online applications system for school places had not 'crashed' but it had been running very slowly. It was also noted that places were not allocated on a first come first served basis, and at the cut-off date for applications, each one would be compared equally with the policy;
- In relation to placement stability, there had been some challenges, particularly in relation to older children in care, and challenging behaviour. However, some of the performance was positive, as some children had moved home, but this was classed as a change of placement;
- A huge amount of work was taking place around the recruitment of social workers. However, officers were anxious about the quality of data which was coming out of Agresso.

RESOLVED

That the comments made in relation to the performance information be noted.

Consideration was given to a report which enabled the Committee to consider its own work programme for the coming year.

It was reported that there was one amendment to the work programme. The report on the potential closure of Saltfleetby Primary School had been deferred from the 4 March 2016 to the 15 April 2016 meeting, with the Executive Councillor decision now being taken on 29 April 2016.

It was also noted that it was proposed to hold the Progress 8 workshop after the Committee meeting on 4 March 2016. Members were advised that the Democratic Services Officer had sent out electronic appointments for this.

RESOLVED

1. That the content of the work programme, and the amendment noted above be agreed.
2. That the content of the Children's Services Forward Plan be noted.

The meeting closed at 1.00 pm

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Policy and Scrutiny

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	15 January 2016
Subject:	Proposal to discontinue the use of the Mablethorpe site and consolidate provision for Monks' Dyke Tennyson College at the Louth site, as a single site school

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the proposal to discontinue the use of the Mablethorpe site and consolidate provision for Monks' Dyke Tennyson College at the Louth site, as a single site school which is due to be considered by the Executive Councillor for Adult Care and Health Services, Children's Services on 29 January 2016. The views of the Scrutiny Committee will be reported to the Executive Councillor as part of her consideration of this item.

Actions Required:

- (1) To consider the attached report and to determine whether the Committee supports the recommendation(s) to the Executive Councillor for Adult Care and Health Services, Children's Services as set out in the report.
- (2) To agree any additional comments to be passed to the Executive Councillor for Adult Care and Health Services, Children's Services in relation to this item.

1. Background

The Executive Councillor for Adult Care and Health Services, Children's Services is due to consider a report on the proposal to discontinue the use of the Mablethorpe site and consolidate provision for Monks' Dyke Tennyson College at the Louth site, as a single site school. The full report to the Executive Councillor is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation(s) in the report and whether it

wishes to make any additional comments to the Executive Councillor. The Committee's views will be reported to the Executive Councillor.

3. Consultation

a) Policy Proofing Actions Required

Not applicable

4. Appendices

These are listed below and attached at the back of the report.	
Appendix 1	Report and Appendices to the Executive Councillor for Adult Care and Health Services, Children's Services on Proposal to discontinue the use of the Mablethorpe site and consolidate provision for Monks' Dyke Tennyson College at the Louth site, as a single site school

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Heather Sandy, who can be contacted on 01522 550989 or HeatherA.Sandy@lincolnshire.gov.uk.

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Councillor Mrs P A Bradwell, Executive Councillor: Adult Care and Health Services, Children's Services
Date:	29 January 2016
Subject:	Proposal to discontinue the use of the Mablethorpe site and consolidate provision for Monks' Dyke Tennyson College at the Louth site, as a single site school
Decision Reference:	I009947
Key decision?	Yes

Summary:

The proposal under consideration is the closure of the Mablethorpe site of Monks' Dyke Tennyson College (MDTC) with effect from 31 August 2016.

The proposal is made by the Governors of MDTC, a split site school with two sites located in Mablethorpe and Louth (15 miles apart), and concerns the closure of the school's Mablethorpe site, thereby consolidating provision at Louth.

In September 2015 the Governing Body formally announced its proposal to close Mablethorpe site and commenced a pre-publication consultation process from September 2nd to October 7th, 2015. This proposal was in relation to concerns regarding the educational provision (currently 171 pupils on the Mablethorpe site) and financial viability (following a staff restructure still projected to be £350k in deficit at the end of 15/16 rising to £673k for 16/17) of the Mablethorpe site. Falling numbers (directly linked to funding) and increasing pressure to deliver a suitable curriculum offer are the main contributing factors.

Governing bodies of foundation schools seeking to close one site (where a school occupies more than one site) must follow a statutory process if the straight line distance between the main entrances of the two sites is more than one mile.

If one site of a split site school closes, then pupils who have a school place at the school, and those who have been offered a place (current year 6) have the right to continue as pupils of the school at the site which is being retained.

Governors of a foundation school cannot proceed with closing a school site without undertaking a statutory process as the proposed closure is considered a "significant change" under the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.

The Governing Body of MDTC have carried out the statutory process following DfE guidelines (Chapter 3: Significant changes: prescribed alterations - Closure of one site in a split site school) published in The Department for Education (DfE) guide "School Organisation Maintained Schools Guidance for proposers and decision-makers" January 2014 (with accompanying Annex A and B) in accordance with the terms of the Education and Inspections Act (EIA) 2006 as updated by the Education Act 2011("the Statutory Framework").

The Governing Body of MDTC is the "Proposer" and the Local Authority (LA) is the "Decision maker". The LA needs to make a decision within 2 months of the end of the Representation period – so a decision is required by 2 February 2016.

This report is written in the context of MDTC Governors' proposal to close the Mablethorpe site and consolidate provision at the Louth site. It provides:

- detail around the history, arrangements, financial position and performance regarding MDTC
- context and explanation around the demand for secondary school places across the area North of East Lindsey
- detailed background to the Mablethorpe situation regarding parental preference for secondary schools in the locality
- options and local academies
- an overview of school performance – schools in the North of East Lindsey
- reaching the decision – Preliminary Considerations
- factors to be considered by the Decision Maker
- further legal considerations:
 - Equality Act 2010
 - Child Poverty Strategy
 - Joint Strategic Needs Assessment (JSNA) and Health and Well Being Strategy

In recent years it has become apparent that the two-site single school model at MDTC is difficult to manage financially, making it difficult for an effective sustainable curriculum offer to be maintained on both sites, with the Mablethorpe site unable to sustain a suitable broad and balanced curriculum with the funding available with such low pupil numbers. It has also become evident that a single

stand-alone school on the Mablethorpe site would also face the same financial and educational challenges with the number of pupils as low as they are, and the school would not be viable.

The DfE expects MDTC to become an academy in response to the need to raise academic standards with the support of a strong sponsor. The DFE are supportive of Louth King Edward VI Grammar School (KEVIGS), which is now an academy, becoming the sponsor for MDTC.

The DfE is aware of the Governors' proposal to close the site, and subsequently, has agreed to defer the academisation of the school to allow for the statutory process around site closure to be undertaken and options for Mablethorpe to be considered.

This report seeks to advise the Executive Councillor on making the final decision regarding the closure of the Mablethorpe site.

Recommendation(s):

That the Executive Councillor approves the proposal, made by the governors of MDTC, to close the Mablethorpe site and consolidate provision at the Louth site as a single site school with effect from 31 August 2016.

Alternatives to Closure Considered:

Officers from School Organisation, CfBT, Admissions, Finance, and School Transport have worked with the Chief Commissioner for Learning, Director of Children's Services and Head Teachers from schools in the north of East Lindsey (principally MDTC and King Edward VI Grammar School (KEVIGS)) to identify a range of options around future provision in Mablethorpe.

There are two significant planning contexts for these options:

- i) pupil place planning issues for the supply of secondary school places in the North of East Lindsey; and
- ii) the pattern of parental preference for pupils living in Mablethorpe

Both these factors indicate "demand" in the Town, which is a key factor for consideration by decision makers.

The latest demographic and pupil/school place planning related information for the North of East Lindsey is included in Appendix A.

There is also the legal context which:

- endorses the authority of academies and free schools to control the number of places they provide in conjunction with their agreement with the Education Funding Agency (EFA);
- confirms the authority of the Regional Schools' Commissioner to make decisions around new free schools, academies - conversions and sponsorships;

- subsequently limits the direct control which the LA has over provision of school places; and
- confirms the continuing statutory duty the LA has to ensure that there are sufficient school places to accommodate all pupils of statutory school age across the county of Lincolnshire, combined with the duty to promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential

Sixteen (16) options were identified and evaluated against the DfE criteria for guiding decision makers with respect to the statutory process to close a school site of a foundation school. These are all set out in the Options Matrix (Appendix B) which was previously tabled at the Scrutiny Committee meeting in July 2015.

It was decided to evaluate the options against the criteria for decision makers identified by the DfE, as they are the benchmark against which any statutory decision to close the Mablethorpe site will be made. These are:

- The consultation and representation period
- Education Standards and diversity of provision
- Demand
- School size
- Proposed admission arrangements
- Financial Viability
- Equal Opportunity
- Community Cohesion
- Travel and accessibility
- Capital
- School Premises and playing fields

The LA is the decision maker for any proposal resulting in the closure of the Mablethorpe site whilst the school remains maintained. These are also the criteria against which the decision would be judged by the Schools Adjudicator if the LA failed to decide upon the proposals within 2 months after the end of the representation period.

Out of the 16 options identified, nine (9) involved Mablethorpe/MDTC only (options 1 – 9); two (2) relate to circumstances involving Somercotes Academy (formerly Birkbeck College) in North Somercotes (options 10 - 11) ; and five (5) relate to both Mablethorpe/MDTC and Birkbeck (Somercotes Academy) . The importance of including Somercotes Academy is the number of unfilled school places it currently has, its geographical relationship to Mablethorpe (11.7 miles) and because 8% of pupils from Mablethorpe currently opt to attend there. There are also free buses provided by Somercotes Academy from the centre of Mablethorpe with a published journey time of 30 minutes.

The options identified for consideration are listed below. The majority are outside of the control of the LA).

Each option listed is followed by an update/outcome to date:

Mablethorpe Only

1. MDTC becomes an academy and maintains provision on the Mablethorpe site as part of the new academy (continues as split site)

As part of the due diligence process for academisation which considers a range of aspects including the demand for school places and financial sustainability, the DfE have agreed to defer academisation (to September 2016) until issues pertaining to the budget which have led to the closure proposal are resolved. This reflects the concerns around student numbers and finance that have been identified and contributed to the governors' decision to propose closure of Mablethorpe. Despite approaching potential local and national approved academy sponsors, no Trust has expressed an interest to take the school as a split site model.

2. MDTC consolidates provision in Louth. Mablethorpe site transfers to a new academy provider. Pupils either remain with MDTC at Louth or apply to transfer to another school, including the new academy.

This is a feasible option if an academy provider for Mablethorpe can be found. It would be the decision of the Regional School Commissioner to approve an academy sponsor for Mablethorpe. Prior to the pre-publication consultation, the LA contacted several local academy providers to invite discussions around options for provision in Mablethorpe, but there was no interest. Providers commented negatively on pupil projections and finance issues. Subsequently, as part of the pre-publication consultation, all academies nationally have been contacted – and there have been no positive responses.

3. MDTC consolidates provision in Louth. Mablethorpe site closes and secondary provision discontinues in Mablethorpe. All pupils continue on the roll of MDTC at the Louth site or apply to other schools; OR Years 9, 10, 11 and 12 transfer to Louth to continue on the roll of MDTC, but Year 6 pupils with offers and Years 7 and 8 transfer to other schools with available places (LA to designate pupils or pupils apply via a possible mini admissions round with the agreement of other schools and academies affected).

This is a viable option within the scope of the local authority whilst MDTC remains a maintained school. This option is feasible if the decision were taken to close Mablethorpe site. There are sufficient school places within the locality. The local authority's Home to School Transport policy would provide free transport to eligible students. (Somercotes Academy already operates a free bus service from Mablethorpe Town centre with a published journey time of 30 minutes).

4. MDTC closes the Mablethorpe site and the LA seeks to expand an existing local school/academy for Mablethorpe pupils.

The local authority has no legal power to propose the expansion of academies. In discussions with the closest academy, Alford John Spendluffe Technology College, the academy confirmed that it did not wish to consider permanent expansion at this time. It should be noted that in the last two years (Sept 2015

and Sept 2016), the academy has offered more places to students in Year 7 than its Published Admission Number (PAN). It is entitled to do this as an academy. There are already sufficient school places within the locality.

5. MDTC becomes an academy and closes Mablethorpe site. Pupils transfer as option 3.

This is a version of Option 3, with the site closure following academisation. It would therefore be a decision for the academy/MAT, not the local authority. It would be feasible in terms of the transfer of students if the decision were taken to close Mablethorpe site. If implemented, the local authority Home to School Transport policy would provide free transport to eligible students. However, the Regional Schools Commissioner would decide upon academisation and the due diligence referred to in Option 1 which is part of the academisation process would apply. Due to viability issues around low pupil numbers (demand) and the subsequent impact on financial viability, academisation of MDTC has been deferred to allow a resolution to these issues. Despite approaching potential local and national approved academy sponsors, no Trust has expressed an interest to take the school as a split site model which might then lead on to the closure of the Mablethorpe site.

6. MDTC becomes an academy and closes the Louth site. Pupils transfer to other schools.

As above. The Regional Schools Commissioner's decision is required for academisation and due diligence would require evaluation of viability and sustainability around student numbers and financial matters. This would also be an important issue for any academy sponsor. As seen in Option 2, there has been no interest by academy providers, in taking on Mablethorpe site alone. There are currently 527 11-16 students at MDTC plus 95 Post 16 students. The Mablethorpe site has capacity for 425 students and limited Post 16 facilities. Capital investment would be required for this option to succeed. It is highly unlikely that the DfE would agree to fund this option, due to the lack of demand for school places in the area in the North of East Lindsey – and the parental preference expressed for Mablethorpe and Louth sites respectively. Basic Need funding allocated to LCC is for the provision of additional school places only. The DfE has an expectation that MDTC become an academy and has identified a suitable local sponsor (KEVIGS). There has been an agreement to delay academisation (September 2016) until issues around the site closure proposal and the impact upon budget have been resolved. It is highly unlikely that KEVIGS or any other academy provider would be able to access the capital required to achieve this option. There is also insufficient demand to close the Louth site, and if that were to happen then future increasing numbers projected for the Louth area would not have enough secondary school places as Cordeaux and Mablethorpe would not be able to accommodate them all. It would also result in far greater numbers being transported from Louth to Mablethorpe than those that may be transported from Mablethorpe to Louth under the current proposal.

7. Extend the age range of Mablethorpe Primary Academy (part of the Greenwood Dale Academy Trust) to become a 4 – 16 all-through academy

with the current or alternative provider.

The LA has engaged with the academy trust which is responsible for Mablethorpe Primary Academy in discussions around this option, but there was a negative response due to concern about the educational and financial viability that has led to the proposal to close the Mablethorpe site.

8. MDTC becomes an academy and the new provider maintains KS3 (age 11 – 14) provision only for Mablethorpe pupils on Mablethorpe site

Once MDTC becomes an academy, all school organisation arrangements become the responsibility of the academy and the LA has no influence. This option assumes that a sponsoring academy would be prepared to take MDTC with both sites, which has not so far proved to be the case, as due diligence has identified issues around the educational and financial viability. If Mablethorpe site was to support provision for KS3 only, viability issues and running costs would need to have been resolved; otherwise this would not be a financially sustainable option. NB The option of operating Mablethorpe site as a KS3 free school and a 14-19 studio school is currently being explored by the local steering group but would only be able to be formally considered if closure of the Mablethorpe site were to go ahead.

9. Establish a new academy in new buildings to serve the east coast area providing secondary provision for Mablethorpe and surrounding areas with potential for offering specialist provision (vocational) linked to area needs. The location of the new academy would need to be determined (new or existing sites), capital would be required, and buy in from all schools/academies affected (Somercotes Academy, Mablethorpe and Alford John Spendluffe) by merging them into one single new area academy.

This is a long term option. It would require the commitment and collaboration of a number of different schools and academies who would need to work very closely together to submit a bid to the DfE as it requires a considerable amount of capital investment (around £15 million). As there are currently a significant number of unfilled places in the locality (with limited increase in demand supported by local or national projections over the next 10 years), it is highly unlikely that a business case would be able to convince the DfE to allocate the capital that would be needed. Basic Need funding allocated to LCC is for the provision of additional school places, not to replace existing places. A possibility would be for LCC to consider making the capital available from within its own resources, but given the current priorities on a decreasing budget, this is also highly unlikely. There would also be an increase in pressure on the transport budget as a single area school to serve the area would result in far more pupils qualifying for free transport.

Related Options – Somercotes Academy (formerly Birkbeck College)

10. Birkbeck College/Somercotes Academy becomes a sponsored academy and maintains provision at North Somercotes

Birkbeck College has now become a sponsored academy within the Tollbar Multi

Academy Trust and has been renamed Somercotes Academy. The academy is currently consulting on increasing the number of places available at Year 7 – in which case the PAN would rise from 71 to 90, providing an additional 19 places for Year 7 year on year.

11. Birkbeck College/Somercotes Academy closes and pupils transfer to Mablethorpe, Louth or other schools

This is not an available option now that the school has ceased to be maintained, and is sponsored by Tollbar MAT as an academy.

Mablethorpe/MDTC and Somercotes Academy (formerly Birkbeck College)/North Somercotes

12. Retain secondary provision at both Mablethorpe and North Somercotes as two academies with different sponsors.

Somercotes Academy has now been sponsored by Tollbar MAT and there has been no positive interest to retain Mablethorpe site as a stand-alone academy registered with the LA or the DfE.

13. Retain provision at both Mablethorpe and North Somercotes either as a split site academy – or two sponsored academies within the same Multi Academy Trust (MAT)

As above. Somercotes Academy is now sponsored by Tollbar MAT. Tollbar operate from Grimsby, which is outside the preferred geographical range for Mablethorpe, according to DfE practice. The Regional Schools Commissioner has confirmed KEVIGS as the preferred sponsor for MDTC from September 2016.

14. MDTC closes Mablethorpe site. Birkbeck becomes a sponsored academy and relocates from North Somercotes to Mablethorpe

This is no longer an option, now that Somercotes Academy is part of the Tollbar MAT and are not interested in moving from North Somercotes to Mablethorpe (which is further away from the main site in North East Lincolnshire).

15. MDTC closes Mablethorpe site, Birkbeck/Somercotes Academy becomes a sponsored academy at North Somercotes. Pupils from Mablethorpe continue at Louth site or apply to Birkbeck/other schools (as in option 3)

Birkbeck College has already become a sponsored academy. This is a version of Option 3 and is viable, and would be feasible in terms of availability of school places and travel if the decision were taken to close Mablethorpe site. In the 2015/16 academic year 8% (up to 10% in some year groups) of secondary pupils living in Mablethorpe chose to attend Somercotes Academy. The local authority Home to School Transport policy would provide free transport to eligible students. Somercotes Academy already operates a free bus service from Mablethorpe Town centre with a published journey time of 30 minutes.

16. Close both schools, removing secondary provision from both areas. Pupils take up places in Louth and the LA expands existing local schools/academies to provide additional places for both Mablethorpe and Birkbeck pupils.

The LA does not have the authority to propose the closure of Somercotes Academy. It does not have the authority to expand academies, all of which would have to agree to expand if this option were to be feasible. All secondary provision in the locality, with the exception of MDTC, is now delivered through academies and several different multi academy trusts are present in the area.

To summarise, there are only two options wholly within the scope of the local authority and governing body control – Options 3 and its variation, Option 15. Option 2 is partially within the scope of control but relies upon finding an interested academy sponsor and a decision by the Regional Schools Commissioner to convert to academy under that sponsor. Option 15 has been partially achieved as Birkbeck has now become an academy under the sponsorship of Tollbar MAT and is now known as Somercotes Academy.

Aside from these 16 options, the community Steering Group has been exploring further options outside of the control of the LA, including developing an option which involves the provision of a studio school. This is a specialised form of academy for 14 – 19 provision with a strong emphasis on vocationally based education which requires a commitment from a business sponsor(s) – and a possible free school for Key Stage 3 (11-14).

Free schools are funded by the government but are not run by the local authority. They are all ability and have more control over how they do things eg they can set their own pay and conditions for staff; change the length of school terms and the school day. They do not have to follow the national curriculum. Free schools are run on a not-for-profit basis and can be set up by groups like charities; universities; independent schools; community and faith groups; teachers; parents; businesses.

Studio Schools are types of free schools and are small schools for 14 – 19 year olds – usually with around 300 pupils. They deliver mainstream qualifications through project-based learning. This means working in realistic situations as well as learning academic subjects. Students work with local employers and a personal coach, and follow a curriculum designed to give them skills and qualifications they need to work, or to take up further education.

There have been discussions between the Steering Group and the LA and governing body (together and separately) around developing this option; however, it is outside the span of control of both the governing body and the local authority.

The LA is providing support in terms of ensuring that the Steering Group has access to data which the DfE would expect to support any application or bid. At this stage neither the LA nor the governing body are aware of a formal proposal having been submitted to the DfE. It is therefore highly unlikely that an outcome to any application will be available before a decision on the closure of Mablethorpe

site is required by the decision maker (the LA needs to decide 2 months after the end of the Representation period – so a decision is required by 2 February, 2016). It should be noted that, should an application for a studio school and/or free school be successful at a later date, there is scope for supporting this option in terms of providing access to the Mablethorpe site by the council through some form of legal agreement.

Any delay to the decision to close the site will result in a worsening of the situation at MDTC and further impact negatively upon the budget, which in turn directly affects curriculum delivery, staffing and education provision for students. The decision would also go to the School Adjudicator if a decision is not taken within two months of the end of the Representation Period, as the statutory process has now started.

Reasons for Recommendation:

The option of doing nothing is not available as governors of MDTC will not be able to set an affordable and legal balanced budget, due to the financial situation at the school caused by the low pupil numbers. They have a legal responsibility to set a balanced budget. They would also not be able to provide a broad curriculum to deliver the education that young people in the area are entitled to.

If one site of a split site school closes, then pupils who have a school place, and those who have been offered a place (current year 6) have the right to continue as pupils of the school at the site which is being retained.

Within the locality there are sufficient secondary school places to meet demand; within the North of East Lindsey, there is no significant increased demand for secondary school places, now or in the immediate future, unlike other areas of Lincolnshire. Locally in Mablethorpe, around 68% of secondary aged pupils living in the town opt to attend schools other than MDTC – 52% opt for alternative non-selective schools outside the town.

Forthcoming changes to school performance measures to be introduced in 2016 (Progress 8) present a challenge to small secondary schools as a wider curriculum of eight tightly prescribed subjects will be the new indicator of attainment and performance, instead of the current five subjects. This is critically important when considering the opportunities for pupils from Mablethorpe to attain high levels of achievement which can affect their future further education, employment options and life chances.

The DfE require that MDTC become an academy by September 2016, this is proposed to be as part of the KEVIGS Multi Academy Trust. Due diligence has deferred academisation until that date to resolve issues around low pupil numbers (demand) and financial viability.

The reasons given by the Governing Body to propose closure of the Mablethorpe site are sound educationally and financially:

- To enable the school to be supported by a balanced budget which can adequately fund and provide sufficient resources for teaching and learning,

support all students' learning needs, ensure that the curriculum meets new government requirements and provides entitlement and equality of opportunity to current and future students.

- To support school improvement and enable students to achieve better in order to improve their life chances and secure better opportunities for their future.
- To improve the quality of the offer that the school can make to students, parents and the communities it serves, in order that it will become a school of choice and increase the number of pupils who choose to attend, thereby securing its future sustainability.

Governors and senior leadership are committed to supporting the transition process to minimise disruption and negative impact upon students.

Despite identifying 16 options and alternatives to closure of the Mablethorpe site, it has not been possible to find a viable and sustainable alternative to closure within the elected members' and governing body's scope of decision making, and Option 3 (and its variation, Option 15) remains the only viable and feasible option wholly open to MDTC governors and the local authority.

The scope of the LA decision-making control across the 16 options is considerably limited. 14 of the options are around changes to, and are dependent upon the agreement of academies/multi academy trusts (MATs). Academies and multi academy trusts are independent of LA control.

The academies/MATs which could be the most affected or involved, have not indicated that they would be interested in engaging with any changes which could be a consequence of the closure of MDTC Mablethorpe site.

At this stage neither the LA nor the governing body are aware of a formal proposal having been submitted to the DfE by the Steering Group re a studio school (11-14) and/or free school (KS3) in Mablethorpe. It is therefore highly unlikely that an outcome to any application will be available before a decision on the closure of Mablethorpe site is required by the decision maker (the LA needs to decide 2 months after the end of the Representation period – so a decision is required by 2 February, 2016). If an application is successful at a later date, this could be facilitated by LCC and consideration could be given to providing legal access to the Mablethorpe site.

1. Background

Detail around the history, arrangements, financial position and performance

Following the merger of Monks' Dyke Technology College in Louth and Tennyson High School in Mablethorpe in September 2012, Monks' Dyke Tennyson College operates as a split site Foundation school across two separate sites in Louth and Mablethorpe. The sites are just over 15 miles apart, which represents the greatest distance between any two split school sites in Lincolnshire. The merger enabled

secondary provision to continue to be provided in Mablethorpe, as pupil numbers at Tennyson High School as a stand-alone school were low.

Because of the distance between the sites, both sites deliver education to Years 7,8,9,10 and 11 by running a parallel curriculum to prevent the need for pupils travelling between the two sites during the course of the school day. The majority of Post 16 courses are delivered at Louth. In terms of buildings and site capacity, Louth has space for 1160 students and Mablethorpe has space for 425 students. Mablethorpe site has fewer specialist curriculum facilities than the Louth site and does not have a sports hall.

At the time of the merger, pupil numbers at Mablethorpe were not predicted to fall at the rate that they have, however, three years on, largely due to changes in parental preference and the availability of places in neighbouring schools, there are currently only 171 pupils (2015/16) on the Mablethorpe site. There were 231 in 2014/15. There could be less than 130 pupils on roll at Mablethorpe by 2016/17 if the site remains open, with 52 leaving Y11 at the end of the 2015/16 academic year and a very low number (currently 9 Mablethorpe residents) expressing a 1st preference for MDTC. Across the whole school across both sites there are 527 students (11–16) and 95 Post 16 students. There are currently 451 students at Louth. These pupil numbers are less than were projected for the Mablethorpe site in January 2015 (due to parental reference and neighbouring schools choosing to offer additional places). The reduction in pupil numbers impacts directly upon the school budget it receives due to the Government's pupil-led funding formula requirements; therefore leading to reduced financial resources to meet the schools educational requirements. It affects how the curriculum is organised and delivered to pupils, which in turn has a direct impact upon education provision and standards. Pupil numbers at the Louth site have also decreased.

Monks' Dyke Tennyson College (MDTC) is the only provider of secondary education in Mablethorpe. Its closest neighbouring secondary school is at Alford (John Spendluffe Technology College/Academy) which is 8.4 miles away, followed by Somercotes Academy (previously Birkbeck College) in North Somercotes which is 11.7 miles away.

Since the merger of the two schools, school organisation and curriculum delivery at MDTC has focussed upon enabling pupils to access their secondary education locally by reducing the need for pupils to travel therefore preserving equality of entitlement to all pupils, irrespective of where they live. To achieve this it has been necessary for staffing levels to be higher than usual to reflect the replication of classes of the same year group at each site. It has also been necessary for staff to regularly travel between sites. Whilst these arrangements are costly, they have preserved some secondary provision in Mablethorpe for the last two years, despite reducing numbers of pupils. However, the new performance measures will make it increasingly difficult for an adequate curriculum offer, delivered by specialist teachers, to be maintained and funded.

Because the funding mechanism for schools is based upon the number of pupils attending school, the reduction in pupils at both sites has had a direct effect on the school budget, which was predicted to have a significant deficit (£1.4m ending

31.3.16) before steps were considered by the school to restructure and reduce costs.

Following the restructure that took place which takes the staffing structure on the Mablethorpe site down to a minimal level, the latest financial report presented to governors indicates from the latest Medium Term Financial Plan that the Mablethorpe site has a predicted deficit of £350k in the current academic year (1.9.15 to 31.8.16), which increases to a deficit of £673k by 31.3.17. The Louth site is predicted to achieve a balanced budget in the current financial year (1.9.15 to 31.3.16). These figures exclude redundancy, pension and safeguarding costs.

Delivering a parallel curriculum across two sites has considerable logistical and financial challenges. It negates economies of scale in terms of group size, requires an increased staffing structure (management team and within subject areas) to support curriculum delivery, increases staff travel costs and time in transit (less break time), and adds to the complexities of school organisation when the sites are such a significant distance apart. Unoccupied school places reduces the overall need for space, but it can be difficult to identify areas to close down while continuing to deliver a full range curriculum, therefore running costs remain the same. A parallel curriculum protects pupils aged 11 to 16 from experiencing an extended school day and considerable travel during the school day – and it retains education provision in the heart of local communities. It has however, proven to be costly and unsustainable, made worse by falling rolls. The school can no longer afford to deliver education in this way and continue to provide the quality of education and breadth of curriculum that the pupils are entitled to.

Below is a table showing the current numbers of pupils attending each site by year group –

Breakdown of Monks' Dyke Tennyson College (MDTC) by site

School Name	Distance (miles) to:			2016 1st Place Applications	*On roll figures as of Dec 2015								Total on roll	Net Capacity	LA 2015 Option 2 Projected Intakes					
	MDTC Mablethorpe Site	Birkbeck North Somercotes	PAN		7	8	9	10	11	12	13	14			2016	2017	2018	2019	2020	2021
MDTC (Louth Site)	15.6	10.1	115	51	38	85	69	93	81	47	38	-	451	1160	-	-	-	-	-	-
	Surplus Places			64	77	30	46	22	34	-	-	-	709	39% full	-	-	-	-	-	-
	Surplus Capacity (%)			56%	67%	26%	40%	19%	30%	-	-	-	61%		-	-	-	-	-	-
MDTC (Mablethorpe Site)	-	11.7	85	9	23	21	30	35	52	0	10	-	171	425	-	-	-	-	-	-
	Surplus Places			76	62	64	55	50	33	-	-	-	254	40% full	-	-	-	-	-	-
	Surplus Capacity (%)			89%	73%	75%	65%	59%	39%	-	-	-	60%		-	-	-	-	-	-
MDTC Total	200			60	61	106	99	128	133	47	48	-	622	1585	130	136	138	168	143	158
	Surplus Places			140	139	94	101	72	67	-	-	-	963	39% full	70	64	62	32	57	42
	Surplus Capacity (%)			70%	70%	47%	51%	36%	34%	-	-	-	61%		54%	47%	45%	19%	40%	27%

In December 2012, the then Monks' Dyke Technology College was inspected and overall effectiveness was graded "Satisfactory" by Ofsted (Grade 3). In March, 2014, the merged school was inspected and overall effectiveness was also given a Grade 3 with the new descriptor 'Requires Improvement'. A monitoring visit was carried out by Ofsted in July 2014 and the report concluded that:

“Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection”

The senior leaders' and governors' concern about the quality of education is around maintaining the equality of provision across the two sites when pupil

numbers at Mablethorpe are especially low. This concern is accentuated by the school being rated as Requiring Improvement by OFSTED, though it is hoped that with the support of KEVIGS, there will be a rapid improvement in standards as an Academy. This cannot be achieved without reviewing curriculum planning and delivery and consideration of staffing levels – all of which are currently changing in the light of essential budget reductions. Staffing reductions took place and a total of 13.2 teaching posts and 19 administrative and support posts were removed from the structure. The latest financial report suggests that a further review and reductions will need to be considered. Delivering the curriculum on one site and ensuring cost effective group sizes is a key part of the budget reduction strategy and it would be possible for all the pupils from the Mablethorpe site to transfer to the Louth site without any physical alterations to the school building, as it has the capacity for 1160 pupils.

MDTC is currently OFSTED rated Requires Improvement. It is proposed to become an academy, which has been initiated by the DfE. The sponsor identified by the DfE is King Edward VI Grammar School (KEVIGS), the only local outstanding school. KEVIGS has recently become an 'approved sponsor' and also set up a Multi Academy Trust (MAT). In the summer examinations of 2014, Monks' Dyke Tennyson College experienced particular difficulties with GCSE English. This led to the percentage of pupils achieving 5 or more GCSEs at grade A*-C including English and maths (26%) falling below the DfE's Floor Standard (currently set at 40% regardless of the ability of the cohort). The DfE subsequently notified the school and the LA that Monks' Dyke Tennyson College was required to academise with a strong and approved sponsor. The provisional 2015 results show that the percentage of pupils achieving 5 or more GCSEs at grade A*-C including English and maths has fallen to 19%.

Context and explanation around the demand for secondary school places across the area North of East Lindsey

Table showing pupil numbers in East Lindsey non selective schools by Year group; current and projected numbers against PAN and capacity and % occupancy (see Appendix A which provides this in larger text along with further information)

East Lindsey (North) Non-Selective Secondary School Pupil Numbers by Year Group

School Name	Distance (miles) to:			2016 1st Place Applications	NC Year - October 2015 School Census*									Total on roll	Net Capacity	LA 2015 Option 2 Projected Intakes					
	MDTC Mablethorpe Site	Birkbeck North Somercotes	PAN		7	8	9	10	11	12	13	14	2016			2017	2018	2019	2020	2021	
N Somercotes Birkbeck College	11.7	-	71	38	35	50	39	49	63	-	-	-	236	355	60	57	58	60	56	56	
	Surplus Places			33	36	21	32	22	8	-	-	-	119	66% full	11	14	13	11	15	15	
	Surplus Capacity (%)			46%	51%	30%	45%	31%	11%	-	-	-	34%		18%	25%	22%	18%	27%	27%	
Louth Cordeaux Academy	16.1	10.2	110	107	118	98	89	86	104	40	55	4	594	750	110	110	110	110	110	110	
	Surplus Places			3	-8	12	21	24	6	-	-	-	156	79% full	0	0	0	0	0	0	
	Surplus Capacity (%)			3%	-7%	11%	19%	22%	5%	-	-	-	21%		0%	0%	0%	0%	0%	0%	
Alford John Spendliffe	8.4	16.8	125	136	136	90	102	106	97	-	-	-	531	625	99	90	92	118	101	117	
	Surplus Places			-11	-11	35	23	19	28	-	-	-	94	85% full	26	35	33	7	24	8	
	Surplus Capacity (%)			-9%	-9%	28%	18%	15%	22%	-	-	-	15%		26%	39%	36%	6%	24%	7%	
Monks' Dyke Tennyson College (both sites)*			200	60	61	106	99	128	133	47	48	-	622	1585	130	136	138	168	143	158	
	Surplus Places			140	139	94	101	72	67	-	-	-	963	39% full	70	64	62	32	57	42	
	Surplus Capacity (%)			70%	70%	47%	51%	36%	34%	-	-	-	61%		54%	47%	45%	19%	40%	27%	
Total of above schools/academies			506	341	350	344	329	369	397	87	103	4	1983	3315	399	393	398	456	410	441	
	Surplus Places			165	156	162	177	137	109	-	-	-	1332	60% full	107	113	108	50	96	65	
	Surplus Capacity (%)			33%	31%	32%	35%	27%	22%	-	-	-	40%		27%	29%	27%	11%	23%	15%	

Breakdown of Monks' Dyke Tennyson College (MDTC) by site

School Name	Distance (miles) to:			2016 1st Place Applications	*On roll figures as of Dec 2015									Total on roll	Net Capacity	LA 2015 Option 2 Projected Intakes					
	MDTC Mablethorpe Site	Birkbeck North Somercotes	PAN		7	8	9	10	11	12	13	14	2016			2017	2018	2019	2020	2021	
MDTC (Louth Site)	15.6	10.1	115	51	38	85	69	93	81	47	38	-	451	1160	-	-	-	-	-	-	
	Surplus Places			64	77	30	46	22	34	-	-	-	709	39% full	-	-	-	-	-	-	
	Surplus Capacity (%)			56%	67%	26%	40%	19%	30%	-	-	-	61%		-	-	-	-	-	-	
MDTC (Mablethorpe Site)	-	11.7	85	9	23	21	30	35	52	0	10	-	171	425	-	-	-	-	-	-	
	Surplus Places			76	62	64	55	50	33	-	-	-	254	40% full	-	-	-	-	-	-	
	Surplus Capacity (%)			89%	73%	75%	65%	59%	39%	-	-	-	60%		-	-	-	-	-	-	
MDTC Total			200	60	61	106	99	128	133	47	48	-	622	1585	130	136	138	168	143	158	
	Surplus Places			140	139	94	101	72	67	-	-	-	963	39% full	70	64	62	32	57	42	
	Surplus Capacity (%)			70%	70%	47%	51%	36%	34%	-	-	-	61%		54%	47%	45%	19%	40%	27%	

The number of places (capacity) available at each school is calculated using a DfE formula based upon measuring the amount of space within teaching areas and calculating work places. The formula determines the number of pupil places within the teaching accommodation of a school, which is called the Net Capacity i.e. the physical capacity the school buildings are capable of taking. Should the amount of teaching space change – i.e. the school building is extended, or teaching space is taken out of use to provide library or resource areas, then the net capacity will change to reflect this. Once the DfE formula for net capacity is evaluated, it provides the basis upon which to establish the number of places available for each new intake year – known as the Published Admission Number (PAN). Under normal circumstances, the net capacity and the PAN directly relate to each other, forming a planning tool which is the basis for establishing the size of the school and the numbers of pupils it can admit, but there can sometimes be exceptions where the net capacity and the PAN are not aligned e.g. the change of use due to amalgamation. It should also be noted that the net capacity of an Academy may not match the capacity stated in the Funding Agreement (FA) between the

Secretary of State and the Academy. The FA stated capacity is the figure used for determining the net capacity of an Academy.

According to information provided by the Office of National Statistics (ONS) in 2012 (published in 2014), which is derived from national census data, the numbers of secondary aged pupils within and across the whole of East Lindsey has fallen and remains low, which reflects the birth rate and migration trends. This decline is set to continue until 2017, when the numbers of secondary aged pupils will slowly begin to increase, although this pattern of increase is not uniform across the whole of the district. Louth is expected to see an increase where Mablethorpe is expected to see very little change in the secondary sector (as demonstrated by the number of pupils currently in the primary sector in this area).

Across all the non-selective schools in the north of East Lindsey there are a total of 3315 secondary places and currently 1983 secondary age pupils. Given the data provided by the ONS and projecting forward, it is highly unlikely that there will be the need for around 3315 secondary places across these schools.

The previous tables show that MDTC has the largest number of secondary school students and places out of the non-selective schools with 622 11-18 pupils across both its sites. According to the net capacity of the school it is supporting a total of 1585 places, and is therefore only 39% full.

The October 2015 census data shows that the student numbers have fallen further and are now 527 11-16 year olds across both sites and 85 Post 16 located at Louth site and 10 at Mablethorpe, totalling 622 in total. This breaks down into 161 11-16 year old students at Mablethorpe and 365 11-16 year olds at Louth plus 88 Post 16.

Out of the non-selective schools in the area, only MDTC and Cordeaux offer Post 16 education, and the numbers of students 16 – 18 are relatively low. By comparison, Cordeaux is 79% full. The other two schools which offer 11-16 education are 85% full (Alford John Spendluffe) and 66% full (Somercotes Academy).

MDTC is carrying the majority of the unfilled places within the area. This means that the school is paying for the maintenance and upkeep of twice as many school places as pupils attending across two separate sites, which is highly significant when considering the negative effect the reducing pupil numbers are having on the ability of the school to maintain a balanced budget, and constitutes poor value for money and a significant challenge in providing a broad and balanced curriculum.

Because MDTC has two separate sites, they are evaluated separately in terms of capacity. Mablethorpe site has a capacity of 425 places and Louth site has 1160 places. As well as being smaller, Mablethorpe has fewer curriculum facilities and less specialist accommodation. The Projected Pupil Intake over the next six years indicates that the PAN of 200 is not likely to be reached. It therefore appears feasible that the pupils at MDTC could be accommodated on the Louth site (which could accommodate a PAN of 200 on its own given its net capacity), and this does not take into account available capacity at Somercotes Academy.

There is a disparity between the net capacity and PAN capacity in the case of MDTC, where the PAN is 200 (up to 200 pupils can be accepted into the school each year) and there are five statutory year groups (Year 7 to 11) plus Post 16. It would therefore be expected that the PAN capacity of the school would be 1000 plus Post 16, when in fact the net capacity stands at a combined total of 1585 places. This would support the removal of the 425 places at Mablethorpe with the PAN remaining unchanged.

Taking into account the overall supply and demand for school places in the locality currently and projecting forward on the basis of the data available, it seems that it would be sustainable for 425 places to be taken out of the system without risk that future demand will outstrip supply. This does not however address the issues of the location of places, access to pupils in terms of travel and distance, parental choice, and impact upon local communities.

Detailed background to the Mablethorpe situation regarding parental preference for secondary schools in the locality

In order for parents of secondary aged pupils in Mablethorpe to exercise preference for a school other than their local school, they have to take account of travel, distance and transport costs. The nearest alternative non selective school to Mablethorpe is 8.4 miles away in Alford (John Spendluffe Academy) which is OFSTED rated Good; followed by Somercotes Academy which is not yet rated as a new academy (formerly Birkbeck College) in North Somercotes which is 11.7 miles away. There are two other secondary schools in Louth, located close to the Louth MDTC site 15 miles away; Cordeaux Academy, (OFSTED rated Requires Improvement) and King Edward VI Grammar School which is a selective academy school (OFSTED rated Outstanding). The LA transport policy does not fund free transport to these schools from Mablethorpe, however a significant number of parents choose to send their children to schools outside of Mablethorpe.

Currently, secondary age children who live in Mablethorpe attend the following schools (due to rounding they do not add up to 100%):

- MDTC 32%
- Alford John Spendluffe 35%
- Birkbeck College 8%
- Cordeaux Academy 2% (Louth)
- King Edward VI Grammar School 1% (Louth)
- Skegness Academy 1%
- Alford Queen Elizabeth's Grammar School 15%
- Others (inc Special school) 5%

In summary, the majority of parents of secondary age children (68%) choose to send their children to schools outside Mablethorpe. This breaks down into 52% attending non selective schools outside the town and a further 16% attending selective schools. More parents are choosing a non-selective option outside the town, than opting for MDTC in Mablethorpe. This is not a recent pattern of parental preference and is historic going back prior to MDTC being rated Requiring

Improvement by OFSTED, and also when Mablethorpe Tennyson College was a stand-alone school.

In September 2015, two academies in the vicinity (Alford John Spendluffe Technology College and Cordeaux Academy) made offers to a greater number of pupils than their PAN (the legal minimum number of pupils who can be admitted to a year group) into Year 7, because they received a high number of first preference applications. They chose to offer places to as many as possible, making use of their available accommodation. As both of these schools are academies, they are allowed to do this provided that they have appropriate accommodation available. Alford John Spendluffe has over-offered Y7 places again for September 2016. Inevitably, this means that MDTC will be expecting fewer pupils than they had anticipated and budgeted for.

For September 2016 the 1st preference applications for Year 7 places in the area are as follows:

Somercotes Academy = 38
Louth Cordeaux = 107
Alford John Spendluffe = 136
MDTC – Mablethorpe addresses = 9
MDTC – Louth and surrounding addresses = 51

Options and local academies

Officers from School Organisation have been working to identify the possible impact on children and families in terms of other academies in the locality, should secondary provision in Mablethorpe no longer be available within the town itself. It should be noted that pupils currently attending MDTC and who are based at Mablethorpe, or those with offers of a school place at Mablethorpe, will continue to have a right to attend the school - but the location of their place will be transferred to the Louth site. Transport would be provided to enable them to get to school under the LA's transport policy.

The distance to Louth site is 15.6 miles (depending on where pupils live in relation to the Mablethorpe site) which may be considered too far to travel by some families (although it is worth noting that it is not unusual in a rural county such as Lincolnshire for secondary pupils to travel over 15 miles to school). The journey time is approximately 30 minutes by car. They may want to consider applying for a school place at an alternative school, closer to where they live. This would involve making a formal mid-year application through the admissions process and withdrawing from MDTC when and if they received an offer for a different school.

The schools nearest to Mablethorpe are:

- Alford John Spendluffe Technology College – academy (8.4 Miles / approx. 17 minutes by car)
- Somercotes Academy - a sponsored academy with the Tollbar MAT - (11.7 miles / approx. 21 minutes by car and 30 minutes by bus from Mablethorpe centre)

There could be difficulties for some parents seeking to secure a place at alternative schools as the school nearest to Mablethorpe is Alford John Spendluffe Technology College which is full or almost full in some year groups (84% full overall) – the school census on October 2015 shows 104 available places for 11-16 year olds. It should also be noted that as the LA does not have the power to instruct an Academy to accept students up to their PAN in all year groups during the academic year if they do not wish to, it may be that there are fewer available places than 104 places available in reality. Somercotes Academy is 66% full and has 119 places for 11 – 16 year olds currently available. It is also in the process of consulting to increase the numbers of students in Year 7 from 71 to 90, which will result in more availability of places year on year. Although East Lindsey area continues to have more secondary school places than pupils, the location of these places will not be as convenient for families living in Mablethorpe as having places in Mablethorpe itself.

Whilst the DfE guidance makes it clear that although there is no requirement for a pre-publication consultation period for a statutory process for significant change to a foundation school, there is a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication, as part of their duty under public law to act rationally and take into account all relevant considerations. This was undertaken by MDTC Governors as part of pre-publication consultation, and all academies and schools within the area (primary and secondary) were sent a letter explaining the proposal to close Mablethorpe site, and invited to respond. There were no specific responses received from local academies.

The local authority also contacted local academy providers prior to pre-publication to evaluate potential interest in options involving the future of Mablethorpe site, but there were no positive responses. Concerns were expressed about student numbers, financial issues and viability. During pre-publication consultation, the local authority, utilising the contact details provided through the DfE, contacted every national academy provider to ensure that they were aware of the proposal to close Mablethorpe site, and to encourage any interest – but none was forthcoming which provided an alternative to closure.

The work that the MDTC Head Teacher and KEVIGS Principal have been involved with alongside the LA in exploring impacts and options has involved other local academies within the area north of East Lindsey. They have been fully briefed about the proposal and options identified, and given the opportunity to comment.

Direct contact has been made by the LA, and by both MDTC and KEVIGS, to the nearest affected school, Alford John Spendluffe Academy. An initial meeting took place between the LA and the Head Teacher and Deputy Head Teacher of John Spendluffe in order to share information around potential effects upon their school, including the possibility for increased numbers of applications and competition for school places, both mid-year and for Year 7, should the Mablethorpe site be closed. The LA wanted to explore with the school, the views around its present size and possible potential for expansion, in order to facilitate the current parental preference as expressed by a significant number of Mablethorpe parents. The meeting took place in a spirit of collaboration on both sides. There was an

acknowledgment of the limitations of the school site. Data held by the LA shows that with some capital investment the site is large enough in terms of size to accept an additional form of entry (30 pupils per year group) but without more detailed examination and modelling, this cannot be evaluated on a practical level. The LA strongly suggested exploring this further with the academy by modelling the curriculum and space requirement for current pupil numbers and potential increased pupil numbers to understand whether the school capacity could be altered, and to be able to get a broad estimate of the capital required. However, after the initial meeting, the academy stated that expansion is not of interest to them at this time and have therefore not engaged with any curriculum modelling or further discussion. They confirmed in December that their position remains unchanged.

Somercotes Academy (formerly Birkbeck College) also receives pupils from Mablethorpe (8% on average, up to 10% in some year groups). This school has capacity for 355 11 – 16 year olds and currently has 236 pupils on roll which is very small by national standards. It is located 11.7 miles away from Mablethorpe, which is 3 miles further than Alford John Spendluffe. It takes pupils from the north of Mablethorpe. 8% of pupils from Mablethorpe choose to attend Somercotes Academy and buses are provided by them which run to both Mablethorpe and Louth to pick up pupils. The published journey time from the centre of Mablethorpe is 30 minutes. In addition, there are currently 107 pupils who are transported to Somercotes via closed contract buses by the LA. This school has recently been judged to Require Improvement by Ofsted, and the DfE required that it became a sponsored academy within the Tollbar Multi Academy Trust which has its base just over the border in NE Lincolnshire (14 miles away). A meeting with the Executive Head Teacher of Tollbar Academy has taken place to provide information and collect views on the options. At this stage there was no indication about changing the size of the school, however it was acknowledged that any additional pupils in years 7 to 10 would be welcome. The school site is limited, but able to sustain additional pupils and there is scope to increase the capacity in the future if required. The PAN is currently 71, and there is a possibility for this to be increased to 90, providing a school of 450 if the site could sustain this and investment was available. Tollbar MAT is responsible for proposing a change to the school size and PAN, and in November 2015 began public consultation about raising the Somercotes Academy PAN from 71 to 90.

An approach was made to the Greenwood Dale Multi-Academy Trust (operator of Mablethorpe Primary School and Skegness Academy) around the potential extension of age range to Mablethorpe Primary to incorporate the Mablethorpe site of MDTC. They considered the proposal and the information available and came to the conclusion that it is not a viable option. They gave the reasons as follows and confirmed that on this occasion they did not feel that they were able to help:

- low pupil numbers (less than two forms of entry)
- the inability to run a broad curriculum with such low numbers
- the introduction of a more academic curriculum over the next few years, with progress 8 being used to assess outcomes, mitigating against any possible success.

An overview of school performance – schools North of East Lindsey

The following table summarises the most recent performance data for schools within the north area of East Lindsey (source: 2015 Provisional Secondary Performance Tables):

School Name	Provisional number of pupils at and KS4 in 2015	% achieving 5+A*-C GCSEs (or equivalent) including English and maths GCSEs			% achieving the English Baccalaureate		
		2013	2014	2015 Provisional Result	2013	2014	2015 Provisional Result
England - all schools	612348	59.2%	53.4%	52.8%	23.0%	22.9%	22.5%
England - state funded	553840	60.6%	56.6%	56.1%	22.8%	24.2%	23.9%
Lincolnshire average	8160	61.8%	54.8%	54.8%	27.2%	26.7%	26.7%
Somercotes Academy	70	52%	40%	47%	3%	0%	0%
Cordeaux Academy	90	49%	49%	43%	0%	12%	4%
John Spendluffe	119	56%	59%	49%	20%	23%	10%
KEVIGS	131	96%	94%	96%	72%	83%	72%
MDTC	184	57%	26%	19%	6%	6%	6%
QE Grammar Alford	92	100%	96%	93%	86%	85%	72%

The principal measure of secondary school performance is currently the percentage of pupils that achieve five or more GCSEs including English and Maths at a grade C or above. One of the measures of whether or not a school meets "floor standard" is if fewer than 40% of pupils achieve five or more GCSEs at grade A*-C or equivalent, including GCSEs (or iGCSEs) in both English and Mathematics. Performance is measured across five subjects for each student. In 2016, a new measure is being introduced called "Progress 8". This will measure the performance of each pupil across eight tightly prescribed subjects and a new Floor Standard will be introduced. Schools will be obliged to offer a wider curriculum if students are to be given choice and be measured across eight rather than five subjects.

Provisional 2015 data show that MDTC is performing well below the attainment level of all other schools in the area, and is likely to fall below the 2015 floor standard.

The data in the following table is from the 2014 GCSE progress results (2015 data not yet published):

School	% 3 Levels ENG	% 4 Levels ENG	% 3 Levels MATHS	% 4 Levels MATHS	% 3 Levels SCI
Cordeaux Academy	77.4	25.8	55.9	10.8	33.3
Alford John Spendluffe School	68.3	21.3	65.9	20.5	58.1
Monks' Dyke Tennyson College	47.1	8.9	44.3	5.2	13
North Somercotes The Birkbeck School	77.8	20.6	51.6	9.4	55.6
Alford Queen Elizabeth's Grammar School	93.9	68.3	97.6	67.1	92.7
Louth King Edward VI Grammar School	84.4	31.7	99.2	73	100
NATIONAL	71.5	32.7	65.8	29.4	53
LA AVERAGE	66.2	28.4	65.4	28.3	53.8

Looked at alongside the previous table the data shows that MDTC is below floor targets as a school overall ie. below floor standard in all three measures – 5 A* - C including English and Maths, percentage 3 levels progress English, and percentage 3 levels progress Maths. The predicted performance estimates from the school indicated that the school is likely to be below floor standards in 2015 and will only just exceed these standards in 2016.

Reaching the decision – Preliminary Considerations

The requirements for decision making relating to school organisation in foundation schools are set out in Annex B of the guide "School Organisation Maintained Schools January 2014" published by the DfE.

The DfE does not prescribe the exact process which a decision maker should follow but the decision maker must have regard to this guidance. The decision maker should consider the views of those affected by the proposal and should not simply take account of the numbers of people expressing a view but give greatest weight to those stakeholders most likely to be affected and especially the parents of children at the school concerned

Factors to be considered by the Decision Maker

NB. For information, the sixteen (16) options identified as alternatives to closure have all been evaluated against the following criteria. Details are contained in the Option Matrix which formed part of the previous report to Scrutiny Committee and can be found in Appendix B.

The consultation and representation period

The Executive Councillor must be satisfied that the appropriate consultation and representation periods have been carried out and that all of the responses received have been given due consideration.

Due process has been followed, and in accordance with DfE guidance the necessary and appropriate consultation and representation periods have taken place and all responses taken into consideration.

Although there is no longer a prescribed consultation period prior to the publication of the Statutory Notice and Complete Proposal the DfE's guidance states a "*strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication*". The governors of MDTC made public their proposal to close the Mablethorpe site on 2 September 2015 and launched pre-publication consultation (accompanied by a consultation leaflet - Appendix C) which ran for five weeks until 7 October 2015 as recommended by the DfE to fulfil the expectation and also to operate a fair and open process and ensure that all views were considered. A Statutory Notice (Appendix D) and Complete Proposal (Appendix E) initiating a four week Representation Period, were published in accordance with current statutory requirements on 4 November 2015 and the Representation Period concluded on 2 December 2015.

Responses submitted during both the Pre-Publication Consultation and Representation Period have been made available to the Executive Councillor for consideration when taking the final decision and further details of these responses are provided in the **Section 5 of this report (Consultation)**.

Education standards and Diversity of provision

The Executive Councillor should consider the quality and diversity of schools in the area and be satisfied that the proposal will meet the aspirations of parents, contribute to raising local standards of provision and lead to a closing of attainment gaps. The Government's aim is to create a more diverse school system offering excellence and choice so that every child receives an excellent education whatever their background and wherever they live.

The proposal was a consequence of Governors' concerns about reducing student numbers leading to reduced funding which was directly affecting the ability to provide a good education to pupils. This is making it particularly difficult for an effective curriculum offer to be maintained at both sites, with the Mablethorpe site unable to sustain a suitable broad and balanced curriculum with the funding available and the increasing pressure on school to deliver under Progress 8 measures. Analysis shows that 68% of parents with children living in the Mablethorpe Designated Transport Area (DTA) are choosing schools outside the Town – 52% attend non selective schools. Reasons underpinning parental preference are wide-ranging and at times complex, but it is accepted that performance and exam results carry considerable influence with parents' decision making.

The LA has carefully considered the impact on educational standards and believes that the closure of Mablethorpe site and consolidation of MDTC at Louth site will

enable the on-going issues limiting effective curriculum delivery to be managed more effectively, leading to the potential to protect and improve educational standards overall. To keep the site open will make it impossible for the Governors to set a legal budget. Running two sites with a parallel curriculum has retained secondary provision in the heart of Mablethorpe Town but has proven to be costly and unsustainable, made worse by falling rolls. The school can no longer afford to deliver education in this way and continue to provide the quality of education and breadth of curriculum that the pupils are entitled to. Delivering the curriculum on one site and ensuring cost effective group sizes is a key part of the budget reduction strategy.

Demand

The Executive Councillor must consider the evidence for the need for places but also a decision must take into account parental preference and evidence of parents' aspirations for places in the locality together with the quality and popularity of schools in the area that have surplus capacity. The DfE recognises that for parental preference to work effectively there may be some surplus capacity in the system overall but that competition for places to be taken up will lead to existing school improving standards.

As fully explained in the Background section of this report, the percentage of students who live in the Mablethorpe DTA, but choose to attend MDTC Mablethorpe is only 32% (163). This equates to an insufficient number of pupils to sustain the delivery of a suitable broad and balanced curriculum, in parallel with that delivered at the Louth site. Overall in the area of the North of East Lindsey the numbers of secondary aged pupils within and across the whole area has fallen and remains low. This decline is set to continue until 2017, when the numbers of secondary aged pupils will slowly begin to increase across the county, although this pattern of increase is not uniform across the whole of the county or the East Lindsey district. Louth is expected to see an increase whereas Mablethorpe is expected to see very little change. Due to the financial strain upon the school budget caused by reducing student numbers, both MDTC sites are affected by the need to review and restructure and so far 13.2 teaching staffing posts have been lost as well as 19 support staff. The budget review suggests that in the medium term financial plan there will be a need for further review and reductions, based upon the number of students projected in the future. MDTC is carrying the majority of the unfilled places within the area (61% surplus capacity). This means that the school is paying for the maintenance and upkeep of over twice as many school places as pupils attending across two separate sites, which is highly significant when considering the negative effect the reducing pupil numbers are having on the ability of the school to maintain a balanced budget, and constitutes poor value for money and a significant challenge in providing a broad and balanced curriculum.

Taking into account the overall supply and demand for school places in the locality currently (including demand from new and proposed housing) and projecting forward on the basis of the data available, it seems that it would be sustainable for 425 places to be taken out of the system without risk that future demand will outstrip supply, and still support parental preference as indicated within DfE guidance.

School size

Assumptions that schools should be of a certain size to be a good school should not be made, however the viability and cost effectiveness of a proposal is an important factor in the decision making process eg the impact upon a school's budget; the impact on a LA transport budget.

Student numbers have reduced overall at MDTC – notably at the Mablethorpe site making it difficult for an effective curriculum offer to be maintained at both sites. It has not been possible to sustain a broad and balanced curriculum with the funding available, at the Mablethorpe site. Small year groups are affecting pupils' teaching and learning as there can only be mixed ability groups across a wide spectrum of ability which makes it difficult to cater for all learning needs. Teachers are not as accessible to pupils outside class time because they are not necessarily based at the same site, or are travelling between sites.

In July 2015, local authority School Finance Officers confirmed that MDTC undertook a business case outlining the cost requirements of delivering effective education provision at both the Louth and Mablethorpe sites. When comparing the cost requirements of the Mablethorpe site to the funding it would receive through Lincolnshire's agreed funding formula for those pupils on roll at the school (c.200) and with a large split site factor, the Mablethorpe site showed a financial deficit. With a further reduction in pupil numbers at the Mablethorpe site expected for September 2015 (c.170), the financial deficit will continue to grow (August 2016 would be an accumulated deficit of £0.350m); therefore concluding the school site is not financially sustainable based on the current and future pupil numbers.

Forthcoming changes to school performance measures to be introduced in 2016 (Progress 8) presents a challenge to all secondary schools, but particularly to small secondary schools; as a wider curriculum of eight tightly prescribed subjects will be the new indicator of attainment and performance, instead of the current five subjects. This is critically important when considering the opportunities for pupils from Mablethorpe to attain high levels of achievement which can affect their future further education and employment options.

Proposed Admission arrangements

Before approving any proposal that is likely to affect admissions the LA must ensure that all admissions are compliant with the School Admissions Code.

If the site closure goes ahead, all students with a place at MDTC, or who are offered a place (current Year 6) have the right to continue as students of the school at the Louth site. MDTC recognise this and have modelled the potential increase of students on the Louth site. All students can be safely accommodated with no additional investment to the building. Transport would be provided to enable them to get to school under the LA's transport policy.

Governors and senior leaders at MDTC have also considered the support required to all pupils during transition - especially pupils on examination courses and who have special educational needs – and have strategies planned to minimise disruption, support individuals and reduce impact upon pupils.

Despite having the right to continue their education at MDTC, should the closure go ahead and all Mablethorpe pupils relocate to Louth site, the distance (15.6 miles depending on where pupils live) may be considered too far to travel by some families. The journey time is approximately 30 minutes by car. The LA School Transport policy would apply, and any students that do not wish to continue their education at MDTC may want to consider applying for a school place at an alternative school, closer to where they live, by applying for a place through the mid-year application process. This would involve making a formal application through the Admissions process and withdrawing from MDTC when and if they received an offer for a different school.

Places are not guaranteed where schools are oversubscribed or year groups are full. Whilst there are sufficient places overall within the area for secondary aged pupils, parental preference cannot be guaranteed and there may be competition for places at certain schools or for particular year groups. All the alternative schools in the location are academies and they maintain control over their size and published admission number (PAN) through agreement with the Education Funding Agency and their funding agreement. The LA's scope of control does not apply to academies. The LA has had discussions with the closest academy in Alford (John Spendluffe Technology College) who have taken students over their published admission number in Year 7 in the last two years, but they have confirmed that they do not wish to permanently expand and take more students. The LA has undertaken initial desk top surveys which indicate that, though the site is restricted, there is a possibility for expansion by one form of entry (30 pupils in each year group = 150 pupils). In order to positively evaluate the capacity of the site to sustain these additional students, a more rigorous assessment involving curriculum modelling would need to be undertaken by the academy. They have declined to engage further because they have no ambition to expand at this time.

Somercotes Academy in North Somercotes is currently consulting on increasing its published admission number (PAN) from 71 to 90. When this comes into effect then 19 additional places will be available in the locality year on year. Somercotes Academy already runs free buses from the Mablethorpe and Louth centres and the published journey time from Mablethorpe is 30 minutes.

In some circumstances students may be eligible for LA free school transport to alternative schools but parents need to check this. There is more detail in relation to the transport policy in the Transport/Travel and accessibility section of this report.

National curriculum

All maintained schools must follow the National Curriculum unless they have secured an exemption. Academies do not need to follow the National Curriculum, but may choose to do so. All neighbouring academies within the area North of East Lindsey follow the National Curriculum.

Free schools and Studio schools do not have to follow the National Curriculum.

Equal Opportunity

The LA must have "due regard" to the need to eliminate discrimination, advance equality of opportunity and foster good relations and should consider whether there are any sex, race or disability discrimination issues that arise out of the proposed closure of Mablethorpe site. There should be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area while ensuring that such opportunities are open to all.

The LA has undertaken an Equality Impact Assessment which concludes that there are no negative impacts upon equal opportunities arising out of the proposal. Pupils of all ages will have access to a better standard of education opportunity and a broader curriculum to enable success and increase their life chances in the future. Any differences in equality of opportunity that existed between the experiences of and opportunities for students across both sites will be removed. There will be capacity for a broader curriculum choice in line with the requirements of Progress 8/Attainment 8 due to the consolidation onto one site, which will ease budget pressures and enable better curriculum delivery and support to individual students regarding teaching and learning. Students with special educational needs will have better access to a broader range of provision and wider curriculum choice. There will be access for all pupils to larger peer groups and wider cultural diversity. Students with disabilities will have better access to a broader range of provision and wider curriculum choice.

Further reference is made to the LA's obligations in this regard later in this report under "*Further legal considerations*".

Community Cohesion

When considering a proposal, the decision maker must consider its impact on community cohesion. Schools have a key role to play in providing opportunities for young people from different backgrounds to learn with, from and about each other: by encouraging, through their teaching, an understanding of, and respect for, other cultures, faiths and communities.

Student numbers at Mablethorpe are now so low that peer groups are extremely small (only 9 1st preference applications for a Y7 place at the Mablethorpe site for September 2016). Therefore there is a high risk of limited diversity within the school. Students may receive a more limited experience than if they attended school elsewhere with more students from different backgrounds. These limitations can have a negative impact upon broadening outlooks and experiencing wide-ranging and different views. Due to parental preference, a significant number of Mablethorpe students are attending other schools outside the Town and are therefore members of more than one community – their school community and the Town. Broader social experiences can support greater opportunity for increased social mobility and reduce the impact of economic exclusion.

Travel and accessibility

Decision makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact upon disadvantaged groups. Journey times should not be unreasonably extended

or transport costs increased or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes. A proposal should be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

Accessibility planning can be a challenge within a rural county like Lincolnshire where communities can be scattered and at times, isolated. The road structure impacts upon the quality and length of journeys and there can be a strong connection between mobility and access to services. Some parents are choosing to access schools outside Mablethorpe already. Those most affected by the proposal are those who choose to attend MDTC at Mablethorpe site – and they may be the families with less mobility. The Governors have significant concerns about the quality of the offer they are able to make to students and families in Mablethorpe. Access to good quality educational opportunity is the right of all pupils, irrespective of where they live and it is the view of governors and the LA that these rights can be better served if the site is closed and either students transfer to Louth or seek alternative places at other schools/academies.

To support families directly affected by the proposal and to help overcome mobility issues and address the challenges of accessibility planning, the LA, as the responsible authority for the provision of school transport for eligible children has considered the effect on the proposed closure and impact upon eligibility for free transport.

The current position is:

- School transport duties - Lincolnshire County Council (LCC) is the responsible authority for the provision of school transport for 'eligible children'. Eligible children are children of school age attending their nearest school, or a school designated for the purpose of school transport, who cannot walk to the school because it is beyond the statutory walking distance (3 miles in the case of secondary-age children) or because they cannot walk a shorter distance to the school due to a disability or learning difficulty, or if the walking route identified is unsuitable for a child to walk.
- MDTC is a split site school, and pupils can be required to attend either site. In practice, the children living in the area of Louth attend the Louth site, and children in the Mablethorpe area attend the Mablethorpe site and the Louth site. Children from Mablethorpe attending the Mablethorpe site mainly do not receive free transport because they live within three miles of the school. However, a number of children in outlying areas do receive transport to Mablethorpe, because they live more than three miles from the site or their walking route is not suitable. There were 36 such pupils receiving transport on a subsidised bus for this reason, and the costs are incorporated in the budget.
- A further group of Mablethorpe-based pupils attend the Monks Dyke site in Louth to follow their education. This arrangement has been in place since 2012 when the present split site school arrangements came into being, and the costs are incorporated in the present budget.

If the proposal to close the Mablethorpe site does not go ahead, the existing arrangements would continue to apply, and there would be no major change, and no additional costs to the present costs, which are already built into the budget planning.

If the Mablethorpe site closes in August 2016, then it will mean that there is no secondary school provision located in Mablethorpe. School age children on the roll of the school who would continue education after August 2016 will become entitled to free transport to the Louth site of MDTC, or to Somercotes Academy or John Spendluffe (if places are available). The cost of this additional transport would be met by the council from its home to school and college transport budget.

In addition, children of school age from Mablethorpe currently attending Alford schools, who do not receive free transport would become automatically entitled to free home to school transport because the Alford school would become their nearest school should the Mablethorpe site close.

All of these factors have been added in to the calculations of additional cost. The additional cost (additional to the present costs), is estimated to be up to £258,000 for a full year (2016/17 would be over half a year of costs if the proposal was implemented), broken down as follows:

- Additional costs to transport existing pupils currently educated at Mablethorpe site of MDTC, to the MDTC Louth site - **£167,000**
- Additional costs to transport pupils enrolled at Alford JS School and Somercotes Academy who do not presently qualify for free transport, but who would become eligible due to the removal of Mablethorpe site, on the date of closure (if they take up the offer) - **£ 91,000**
- Additional costs to transport secondary-age pupils from Mablethorpe to Somercotes Academy, from September 2016, as an alternative to Louth or Alford - **£ neutral cost**

These figures are based on transportation costs for bus travel of approximately 350 secondary-age pupils living in and around the Mablethorpe area. In the event of the closure of Mablethorpe site, all students would qualify for free transport from September 2016, and would require it to access education.

If a student who is entitled to free school transport is unable to use a bus, due to disability or a learning difficulty, the council will make alternative arrangements, involving more suitable vehicles.

In summary, the estimated additional costs of transport resulting from the closure of Mablethorpe site are estimated as £258,000 based on the above figures for a 'worst case scenario'. These costs would be met from the home to school transport budget.

Likely effect of closure of the site on the local community

Retaining secondary school provision, in itself, does not enhance desirability for the Town. An important issue for all parents is for their children to get the best education possible which supports their future life chances and opportunity. This is essential for all children, but particularly important for those who are managing in

circumstances of considerable deprivation. The governors at MDTC have been concerned that despite the maintained efforts of committed staff and governors, reducing pupil numbers has had a significant effect on the school budget. These effects have impacted upon the education experience able to be offered to students. Closing the site and focussing resources at Louth provides an opportunity to consolidate and invest in improving the quality of education that could not be achieved if two sites were maintained. This proposal, whilst removing secondary provision from within Mablethorpe Town, supports the options available for students and parents within the locality to provide good quality education provision and opportunity, which could be important to families considering relocating to the area. It would also improve young people's accessibility to other schools in the area that families may not have been able to access previously due to them having to fund or transport their children themselves. The LA have evaluated the projected demand for school places and any impact that known new and future housing developments could make.

There are concerns within Mablethorpe Town that the removal of secondary provision will impact further on reducing services for the local community, which have already been depleted due to other decisions to relocate provision or investment from the Town. Where the school site provides a facility for community use, this could be considered separately during any discussion about future use of the school site.

Capital

The decision maker should be satisfied that any land, premises or capital required to implement the proposal will be available and that all relevant local parties (eg trustees or religious authority) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

Where proposers are relying on the department (DfE) as the source of capital funding there can be no assumption that the approval of a proposal will trigger the release of capital funds from the department, unless the department has previously confirmed in writing that such resources will be available; nor can any allocation "in principle" be increased. In such circumstances the proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.

The proposal to close Mablethorpe site and consolidate provision for Monks' Dyke Tennyson College at the Louth site as a single site school does not have any land, premises or capital implications as the Governors and Senior Leadership of the school have evaluated the existing accommodation and facilities at Louth site against the school organisation and curriculum requirement, and are satisfied that the accommodation is sufficient and suitable to support its delivery.

It should be noted that there is no understanding of any land, premises or capital costs to the suggestion/option which has emerged from consultation – that is, the setting up of a new Free School (11-14) and a Studio School (14-19) at Mablethorpe site. The guidance above is very clear about assumptions around capital funding from the DfE and says that if it capital investment is required for

implementation then, without guaranteed written confirmation of funding, there can be no approval to the option by decision makers.

School Premises and playing fields

Under the School Premises Regulations all schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely. Guidelines setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

As above, the Governors and School Leadership have evaluated existing facilities at Louth site, which include premises and playing fields, in accordance with the curriculum, health and safety, and DfE guidelines

Further legal considerations

Equality Act 2010

Apart from its obligations to consider the statutory guidance referred to the Council also has obligations under the Equality Act 2010 which must be taken into account by the Executive when coming to a decision.

The Council must, in the exercise of its functions, have due regard to the need to:

(1) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010

(2) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. This involves having regard to the need to:-

- remove or minimise disadvantages suffered by persons who share a relevant characteristic that are connected to that characteristic
- take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

(3) foster good relations between persons who share a relevant protected characteristic and persons who do not share it: Equality Act 2010 s 149(1). The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation: section 149(7). This involves having due regard to the need to tackle prejudice and promote understanding.

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Compliance with the duties in this section may involve treating some persons more favourably than others.

A reference to conduct that is prohibited by or under this Act includes a reference to:

- (a) A breach of an equality clause or rule
- (b) A breach of a non-discrimination rule

It is important that the Executive is aware of the special duties the Council owes to persons who have a protected characteristic as the duty cannot be delegated and must be discharged by the Executive. The duty applies to all decisions taken by public bodies including policy decisions and decisions on individual cases and includes this decision.

To discharge the statutory duty the Executive must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process.

The LA is well aware of the potential negative impact that may arise out of the closure of the school and this was considered fully in the Impact Assessment together with measures that could be taken in mitigation. However, the impact of closure would be felt by all the pupils and all local children and their parents, the community and all staff, and would not discriminate against anyone sharing a relevant protected characteristic. The Council believes that this proposal will not lead to any discrimination and that in recommending the proposal the Council is having due regard to its obligations under The Equality Act.

Child Poverty Strategy

The Council is under a duty in the exercise of its functions to have regard to its Child Poverty Strategy. Child poverty is one of the key risk factors that can negatively influence a child's life chances. Children that live in poverty are at greater risk of social exclusion which, in turn, can lead to poor outcomes for the individual and for society as a whole.

In Lincolnshire we consider that poverty is not only a matter of having limited financial resources but that it is also about the ability of families to access the means of lifting themselves out of poverty and of having the aspiration to do so. The following four key strategic themes form the basis of Lincolnshire's Child Poverty strategy: Economic Poverty, Poverty of Access, Poverty of Aspiration and Best Use of Resources.

The closure of the school would support the strategy as follows:-

- By reducing any detrimental effect on educational standards that can potentially occur at schools with very low numbers on roll. The LA believes that the proposal provides the best option to maintain and improve the quality of educational provision that all children are entitled to. This is likely to improve their sense of achievement which in turn can improve personal aspiration.
- The closure would avoid a disproportionately high distribution of funding into one school resulting in a better use of resources to the benefit of all the children of Lincolnshire.
- The closure of the school and consequent reduction in surplus capacity in the area will contribute to the future sustainability of other local schools to the benefit of all children within the locality.

Joint Strategic Needs Assessment (JSNA) and Health & Well Being Strategy

The Lincolnshire JSNA identifies a number of needs that directly relate to young people. (Be Healthy; Stay Safe; Enjoy and Achieve; Positive Contribution; Achieve Economic Wellbeing).

The Lincolnshire Health & Well Being Strategy includes five main themes, with an additional theme of "mental health" running throughout the document. The planned service provision in the county supports the themes of Promoting healthier lifestyles; Improving health and social outcomes for children and reducing inequalities; and Tackling the social determinants of health.

The closure of the school would support both the JSNA strategy and the Lincolnshire Health & Well Being Strategy as follows:-

- The children are likely to benefit from a more rounded education in a larger school with greater social interaction.
- The small size of the school limits its ability to offer a wide range of extended services which are likely to be more available at schools with more pupils on roll and which the children will benefit from.
- The children are likely to achieve higher standards of attainment and promote the fulfilment of each child's potential. This will assist in improving their sense of achievement which in turn can improve personal aspiration.
- Factors which support children reaching their full potential will also promote their ability to achieve economic well-being and the positive contribution they can make.

2. Conclusion

The final decision is required from the Executive Councillor to determine whether to support the recommendation within this report.

As decision maker, the Executive Councillor can:

- Reject the proposal
- Approve the proposal without modification
- Approve the proposal with modifications, having consulted the LA and/or governing body (as appropriate); or
- Approve the proposal = with or without modification – subject to certain prescribed events (such as the granting of planning permission) being met

The reasons on which the final decision is based are detailed earlier in this report in the "**Reasons for the Recommendation**" section. The factors to consider in making this decision are within this report and all valid written responses received during consultation and the Representation Period (see section 5 **Consultation** for further details) must be considered.

The LA believes that this recommendation is made in the best interests of local children and local parents as well as educational provision in the area whilst also enabling the LA to fulfil its statutory duty of ensuring that there are sufficient places to accommodate all pupils of statutory school age in Lincolnshire.

3. Legal Comments:

The Governing Body has the power in accordance with the statutory provisions to propose the closure set out in this Report subject to following the statutorily prescribed process including all consultation requirements. In arriving at the recommendation a consultation process has been undertaken which has taken into account legislation and statutory guidance. Consultation both pre-publication of proposals and post-publication by the statutory Representation Period which in this instance ran from 4th November 2015 to 2nd December 2015. The Executive Councillor must take into consideration all matters which are required by the Statutory Framework and the consultation responses must be conscientiously taken into account in reaching a final decision.

The Executive Councillor must also take into account the duty under Section 149 of The Equality Act 2010 (the public sector equality act) in reaching a decision on the proposal.

It would be lawful for the Executive Councillor to make a decision in accordance with the recommendation.

The decision is consistent with the Policy Framework and within the remit of the Executive Councillor.

4. Resource Comments:

The current arrangements for MDTC operating across two sites is not a financially viable business model, neither is the Mablethorpe site as a stand-alone school, due to the low pupil numbers presently at the Mablethorpe site and those projected in the future. The schools funding arrangements are governed by the Government's funding reforms, which are typically a pupil-led funding formula with limited flexibility locally, therefore the falling pupil numbers reduces the schools financial resources to meet its educational requirements. Schools are not legally allowed to set a deficit budget without a realistic and evidence based business plan.

The recommendation overall will achieve a more efficient use of resources for the public purse.

5. Consultation

In order for a school site to close the necessary statutory legal processes as required by the Secretary of State in accordance with the EIA 2006, the Education Act 2011 and the relevant DfE guidance must be followed.

Pre-publication Consultation

On September 2 2015, at the beginning of the new academic year, Governors formally announced their proposals and began public consultation, in line with DfE Guidance for proposers and decision makers (January 2014) which identifies actions and processes for local authorities, academies, maintained schools and foundation schools who wish to make significant changes through prescribed alterations. The DfE expresses a strong expectation that governors will consult interested parties in developing their proposal prior to publication (Statutory Notice) as part of their duty under public law to act rationally and take into account relevant considerations.

The Pre-publication Consultation ran from September 2 to October 7 2015 and several events and processes engaging with parents, staff, pupils, governors, other local schools and academies, local authorities and the local community took place.

As part of the July 2015 Scrutiny report, the LA produced the timeline below which identifies the DfE statutory process for proposing significant changes, including closing a school site which is part of a split site school. This timeline identifies key milestones, from the formal announcement of proposals to the potential implementation date. All consultation, reporting and decision making processes are outlined with required timeframes.

The statutory process for making significant changes to schools has four statutory stages:

	Pre-Publication Consultation	Informal non-statutory consultation
Stage 1	Publication	Statutory proposal published – 1 day.
Stage 2	Representation (formal consultation)	Must be 4 weeks, as prescribed in regulations.
Stage 3	Decision	The decision-maker (usually the LA) must decide proposals within 2 months of the end of the representation period.
Stage 4	Implementation	No prescribed timescale, but must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker.

The potential implementation date for closure is August 31st, 2016. This date is crucial to any staffing reduction process that may need to be undertaken should the decision be taken to close Mablethorpe site. It is also important with respect to the DfE requirement to academise the school under the King Edward VI Grammar School Multi Academy Trust by September 1st 2016.

The decision for moving into the statutory phase and whether to publish a Statutory Notice to close Mablethorpe site needs to take into account the serious issues facing the school financially in terms of funding, declining pupil numbers, the capacity to deliver quality education to students, and the responses made during the pre-publication period . This decision was required to be made by Governors by October 30th at the latest.

The pre-publication consultation included the following events and actions:

- Briefing staff on both sites by way of staff meetings held on 3rd and 4th September, meeting with teaching unions and HR representatives on 2nd September, followed by opportunities within school to discuss and share questions, views, comments and opinions.
- Writing to all parents of MDTC pupils informing them of the proposals and explaining the context and background
- Briefing pupils, arranging "student voice" sessions and encouraging students to engage and participate in the consultation process
- Producing and distributing 2000 leaflets (Appendix C), with tear off response sheets, in key public places in both Mablethorpe and Louth, to provide information about the Governors' proposal with background information and reasons
- Writing to interested parties, including all local authorities and relevant departments ie Lincolnshire County Council, the Children's Services Department, CfBT; local district and Town and Parish Councils; local county councillors and district councillors; local MPs and Euro MPs; relevant trade unions; local schools and academies and academy trusts, including both primary and secondary schools; before and after school clubs and premises users; local dioceses; neighbouring LAs, the EFA, and local libraries.
- Arranging meetings where parents of pupils at both sites received a presentation from senior school leaders and governors, as well as receive information about admissions, school transport, ask questions and share

views. Representatives from the local authority were also present to provide information. These events took place on the following dates:

September 3rd – Parents Meeting – Mablethorpe

September 4th – Parents Meeting – Louth

- Arranging public open evenings where governors and senior school leaders were present with representatives of the LA, to provide information, engage in dialogue and receive comments, views and ideas from the local community. In considering the most effective way of facilitating the engagement with members of the local community and enabling dialogue directly with governors/senior school leaders in order to be able to access and engage with as broad a range of views as possible, it was decided that an open evening which allowed one-to-one/small group discussion would be most effective. This was also intended to avoid the situation which occurred at the public meeting in August where a considerable number of people were unable to ask their questions due to time constraints in the meeting. Consequently, five teams of governors/senior leaders were available for discussion, alongside several LA representatives, which allowed a greater number of engagements and gave the public direct access to those who were responsible for making the proposal. These public events took place on the following dates:

September 16th - Mablethorpe

September 17th – Louth

All events at both sites were carried out using the same format and structure to ensure that there was consistency and equality of opportunity for consultation, questions, sharing views and information provision. After the end of the public open evening at Mablethorpe, the Chair of Governors, Head of School (Mablethorpe) met with representatives of the Steering Group Save Our School- Save Our Town/Tennyson Lives by request. Representatives of the LA were also present. The Steering Group shared some of their thinking and concerns, including the possible development of a further option to retain provision in Mablethorpe. Senior leaders contacted the top ten (transition numbers) Mablethorpe partner primary schools to check that all the consultation material had been received and distributed to families – particularly those within Year 6.

Consultation closed on October 7th.

Contextualising the Consultation Responses

There were 629 students on roll at MDTC (October census data submitted to DfE/EFA) at the time of the consultation. This breaks down into 453 students on roll at Louth site and 176 on roll at Mablethorpe site. These figures include 6th form of 88 in Louth and 10 in Mablethorpe.

The most recent census data for all schools (October 2015) shows that only 32% of the 502 pupils residing in the Mablethorpe DTA chose to attend MDTC Mablethorpe, which translated into 163 pupils.

The number of 1st preference applications for a place in Year 7 in September 2016 is 9 from the Mablethorpe area and 51 for Louth. 55 people attended the recent Year 6 parents evening at Mablethorpe and 200 attended at Louth.

Whilst considering the total number of views expressed "for and against" the proposal to close the Mablethorpe site, this should not be taken as the sole indicator of a majority view as there are fewer pupils at Mablethorpe than at Louth.

Governors were mindful of the principle expressed within DFE guidance for decision makers, which suggests that decision makers should consider the views of those affected by the proposals or who have an interest in it and should not simply take account of the numbers of people expressing a particular view, but should give the greatest weight to responses from those stakeholders likely to be most affected by a proposal – especially parents of children at the affected schools.

There were concerns expressed about the impact upon Mablethorpe Town, should the school site close, that are outside the educational remit and span of control of the governors

Consultation responses

There were several response mechanisms used to collect, evaluate and collate responses to the governors' proposal, and every effort has been made to facilitate responses from all quarters – but particularly from parents, staff, and pupils of MDTC.

Responses were made through letters; completion of response sheets; writing comments via a form on the school website; making comments at consultation events; engaging in specific sessions run by the school – particularly for staff and pupils.

There were concerns expressed by some attendees at the Mablethorpe public open evening that there was no arrangement for a public meeting where comments could be made to a whole audience.

There were also comments received by governors individually from other attendees, that it was more comfortable to ask questions and share comments on a one to one basis, rather than at a large public meeting where it could be difficult to be heard and where people could be overwhelmed by the prospect of making their views known to a large gathering.

Attendance at the consultation meetings was as follows:

- Staff Meeting – Mablethorpe – 45
- Staff Meeting – Louth – 34
- Parents Meeting – Mablethorpe – 51
- Parents Meeting – Louth – 11
- Public Open Evening – Mablethorpe – 78
- Public Open Evening – Louth – 5

All written consultation comments and responses received were collected and collated. Here is a numerical summary by interest area and type of respondent.

Specific issues	Stude nt (M)	Stude nt (L)	Staff (M)	Staff (L)	Parent (M)	Parent (L)	Public (M)	Public (L)	Gover -nor	Total
Transport/ travel Related	54	8	26	1	49	0	9	0	0	147
Teaching and Learning	68	42	19	1	9	0	6	0	0	145
Publicity and Primary Liaison	5	1	9	1	8	0	0	0	0	24
Effect on Community of Mablethorpe	29	1	16	1	9	0	27	0	0	83
Close Louth Campus	8	0	3	1	5	0	3	0	0	20
Effect of 2012 merger	6	11	19	1	13	0	5	1	0	56
Finance/ deficit	5	14	13	1	11	0	6	1	0	51
Future Options and request for 12 month delay	3	0	16	4	39	1	8	0	1	72
Miscellaneous Issues (one-off comments)	30	31	73	3	40	0	48	0	0	225
Total	208	108	194	14	183	1	112	2	1	823

- The table includes all written responses received either by email, return of leaflets or letters received up to and including the closing date of the pre consultation period i.e. 7th October 2015.
- Leaflets that were returned containing a proposal choice ticked but no comments are not included above.

Consultation questions were published on the school website, with responses (Appendix F).

Leaflet response sheets were collated. 2000 leaflets were distributed. 467 responses were received at both sites and were as follows:

	From Louth Campus	From Mablethorpe Campus	From Public	From Staff	Total
Supporting the Governors Proposal	161	3			164
Not supporting the Governors decision	80	106	20	2	208
Don't know	86	9			95

Student Voice and Staff interviews took place with an independent consultant and involved the following across both sites:

Record of student and staff voice interview numbers				
	LOUTH CAMPUS		MABLETHORPE CAMPUS	
	Interviews	Written submission	Interviews	Written submission
Students				
Year 7	2		4	2
Year 8	4		4	0
Year 9	4		2	0
Year 10	4		5	1
Year 11	4		2	0
Year 12	1	1	0	0
Year 13	3		0	1
Staff	3 individual (3 teachers; 2 team leaders).	0	3 in group (2 teachers; one support staff). 5 individual (4 teachers and team leaders; one support staff)	0 3

At the Year 6 Open Evenings held on each campus an independent consultant was available to capture any parent voice matters. Approximately 200 people turned up for the Louth Campus Open Evening and 55 for the Mablethorpe Campus Open Evening. Only one Mablethorpe parent engaged for discussions about the proposed Mablethorpe Campus closure.

Consultation Responses – Key Themes

- There was a difference in the indication of views and comments collected at both sites
- Attendance at meetings was higher at Mablethorpe site than at Louth

- There were more indications of support for the proposal collected from Louth site
- There were more indications against the proposal collected from Mablethorpe site
- Overall, there were more negative comments collected from Mablethorpe site
- There were very few positive comments collected about the proposal, although there were a substantial number of indications of support.
- The majority of comments received were negative towards the proposal to close Mablethorpe site.
- There have been formal responses opposing the proposal from the Mablethorpe and Sutton on Sea Town Council, and Victoria Atkins MP, as well as from the local Steering Group, Save Our School – Save Our Town/Tennyson Lives.

Summary and Indication of responses

Below is a general summary of comments and key concerns and views that have emerged from the consultation. This is not meant to be an exhaustive list of questions and comments raised. It does, however give a flavour of responses.

(in no particular order or priority).

TRAVEL

- Costs
- Frequency of buses
- Who gets free transport
- Too far for Y7 students
- How do students access sports and after school clubs?
- Negative impact upon students' lifestyles
- Too tired to do homework
- What if students can't travel (travel sickness or special needs)
- More opportunity for pupils to truant
- What about bad weather?
- Will it be safe for pupils?
- Vulnerable pupils won't be able to travel

DISTANCE

- Too far
- What if children are ill/have medical appointments
- How do parents without cars manage to attend parents' evenings or access the school like local Louth parents?
- The school day is too long
- Students' progress and attainment will be negatively affected
- Students will not continue to go to MDTC because of distance

FINANCE and PUPIL NUMBERS

- Concern that the figures re budget are not transparent/are untrue
- What caused the budget deficit?

- Mablethorpe supporting Louth financially
- Concern that the numbers have changed (budget figures and pupil numbers)
- Higher percentage of pupils attend Louth than Mablethorpe
- Year 6 won't choose to come to MDTC (Mablethorpe) because of uncertainty so numbers will get lower
- What was the financial position of both schools at the point of merger?
- Why can't each school have its own budget and de-merge?
- Is there room at Louth for all the Mablethorpe students?

COMMUNICATION

- Why did governors wait so long to share their decision to propose closure?
- Why weren't staff, parents and pupils warned before the end of the summer term?
- Why did they have to get information from the media?
- Very bad timing for Year 6 who are making choices
- If staff had known earlier then they and the governors could have taken action before now
- Year 6 parents don't have enough information about what's happening
- What about communication and liaison with primary schools to help encourage pupil numbers at Mablethorpe?
- What about marketing the school so that more people are aware of how good it is?
- Problems in getting information about the consultation

COMMUNITY

- Mablethorpe deserves a secondary school so that pupils can walk to school
- If the school closes, the Town will be downgraded to the status of a village
- Mablethorpe and Sutton on Sea Town Council have registered their opposition to the proposal to close Mablethorpe site
- Without its own secondary school the local economy in Mablethorpe will be negatively affected
- Without its own secondary school people will not want to buy a house in Mablethorpe
- New housing will bring more pupils
- Louth always wins over Mablethorpe
- Mablethorpe is already deprived and losing the school will make it worse
- There are 3 secondary schools in Louth – why can't one of them close?

FAMILIES

- There will be problems getting children to school – especially where there are primary and secondary aged pupils
- Families can't afford the bus fares
- Children will attend school at Mablethorpe but not Louth
- More families will want to educate children at home

STUDENTS' CONCERNS

- Mablethorpe pupils are not welcomed at Louth
- Mablethorpe pupils are bullied at Louth
- Students are concerned about being split up from their friends
- Students feel safe at Mablethorpe
- Louth students are concerned about larger class sizes
- Mablethorpe pupils value the smaller setting with small classes and family atmosphere
- Why not close Louth instead?
- Mablethorpe students value having made friends and like their teachers and don't want that to change
- Mablethorpe students worry about changing schools and feel that they won't get the same support
- There is more support for students with special educational needs at Mablethorpe
- What will be the effect on education and lives of students?
- What will be the effect on GCSE students (Louth and Mablethorpe)
- There is poor behaviour at Louth
- Concerns about all Post 16 being located at Louth

STAFF CONCERNS

- Impact of travel on pupils
- Loss of family feel of Mablethorpe site
- Concern about students with special needs
- Concern about drop in attendance
- Impact on Y7s and Y10s doing GCSEs
- The process should be halted to allow more research
- There will be challenges in bringing two sets of pupils together
- Pupil numbers are reducing at both sites, not just Mablethorpe
- Need to make Mablethorpe viable and boost pupil numbers
- Need to talk up positives of MDTC
- Concern about the portrayal of education standards at MDTC

GENERAL

- Mablethorpe site is not used enough out of hours
- There hasn't been enough liaison with primary schools
- Parents won't send their children to MDTC if exam results are poor
- What is the availability of places at other schools?
- The decision is already made and consultation is a sham
- What will happen to the site and buildings if Mablethorpe closes?
- Who decides on the closure?
- We need more time to improve the reputation of the school
- Mablethorpe site has better behaviour and better attendance figures

Ideas and suggestions

The following ideas and suggestions were made during the consultation period:

- What about proposing a free school?
- Can Mablethorpe be a separate academy?
- What about becoming an all age school?
- What about focussing on providing vocational subjects?
- Why don't Louth schools merge and MDTC close Louth site, sell it and expand Mablethorpe
- Add adult education provision to Mablethorpe

NB. The first three suggestions would need to be proposed by a sponsor and require DfE/Secretary of State approval. Governors and senior leadership are responsible for curriculum decisions, in line with government requirements. Merger proposals would involve a number of academy trusts and require DfE/Secretary of State approval. Governors are responsible for lettings re use of the building by other providers.

The local Steering Group are currently working on a proposal for a Studio School and are exploring whether this is suitable for, and has support within Mablethorpe; and if so, how this could be achieved.

The Steering Group asked that Governors postpone any decision to move to a publication of a statutory notice to close Mablethorpe site until more work can be done to develop the proposals for setting up a studio school, but for the reasons set out in this report (financial and educational sustainability and the expectation of the DfE to become an academy) they were not able to propose an implementation date any later than September 2016. A Statutory Notice was published on 4th November 2015.

Representation Period

The Representation Period ran from the publication of the statutory notice on 4 November to 2 December 2015.

When considering the responses and objections below it should be noted that DfE guidance to decision makers states that the decision maker should consider the views of those affected by the proposal and should not simply take account of the numbers of people expressing a view but give greatest weight to those stakeholders most likely to be affected and especially the parents of children at the school concerned.

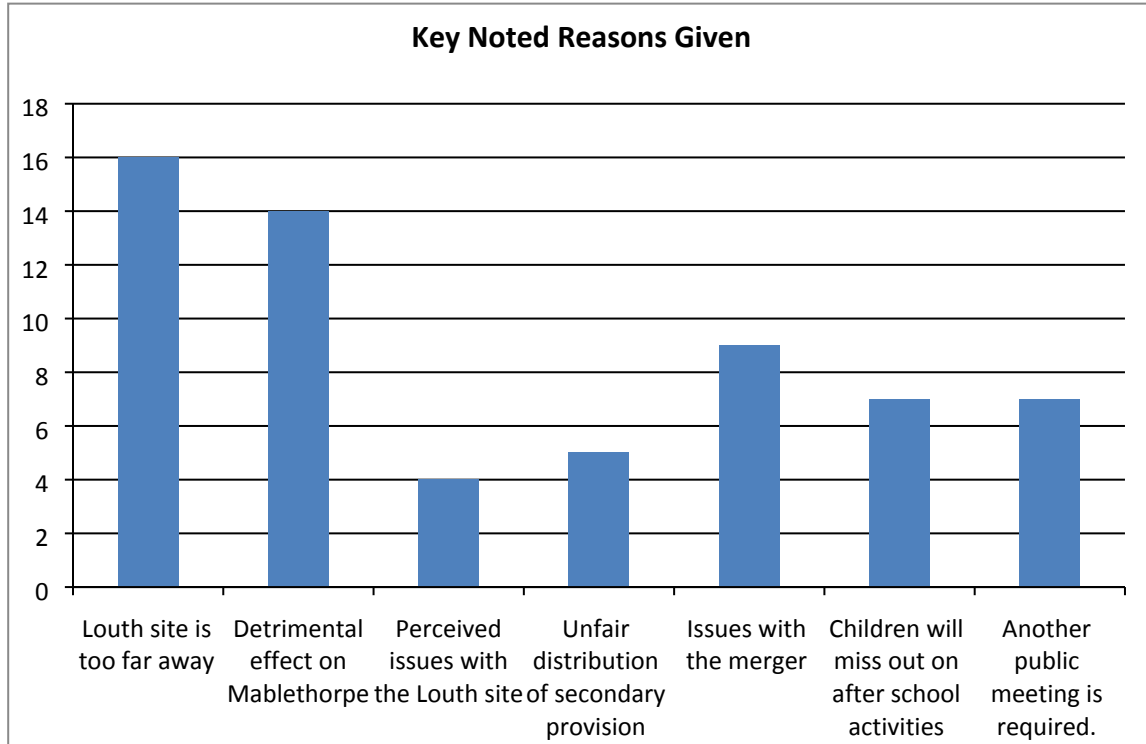
Twenty eight (28) objections, views and comments were received at the school and at the local authority. All these were collected and are collated in Appendix H.

Objections were received from the following:

Parent Carers	6	
Teacher/School Staff	2	(includes a letter signed by 8 staff)
Resident	11	
Other (not specified)	10	

There were no objections received from anyone identifying themselves as Governors, Employer/Business, Other LA/Parish Council, Other (family), Other (School), Other Governors.

The objections, views and comments reflected those received during Pre-publication Consultation and can be summarised in the following categories:



TRAVEL and DISTANCE

- The distance for pupils to travel to Louth is too far
- The school day becomes too long due to travel time
- Travel costs to parents will be too expensive
- Transport costs for LA will be too expensive and could be used to support Mablethorpe site

IMPACT ON STUDENTS

- Difficult for students who live in Mablethorpe to access all social and after school events
- What happens about medical appointments – particularly re parents who have no car
- Students from Mablethorpe do not want to go to Louth and will not attend school
- There are insufficient alternative school places available
- SEN pupils will suffer due to disruption and their learning will be affected
- Mablethorpe pupils are not made welcome at Louth site
- Mablethorpe pupils are bullied at Louth site

PARENTS

- Parents without cars are discriminated against
- There is now a lack of confidence in school leadership and governors
- Because there was no formal public meeting parents were not aware of each other's points of view
- There is discrimination against poor families
- Parental choice is reduced
- Communication from the school has been poor

STAFF

- Given the low pupil numbers in the school, all pupils could now fit into Mablethorpe site so why not close Louth?
- Has the predicted deficit of £1.4m now been completely reduced by restructure and redundancies?
- Questionable decisions by senior leadership and governors re spending on new website and marketing, with connections to the Chair of Governors
- There has been a disparity of equality between staff at the two sites
- Resourcing across the two sites has not been equitable
- Mablethorpe students have been excluded from events and activities at Louth
- The impact of Positive Discipline has not been considered and needs more time to have an effect
- Local primaries have not been engaged with
- Inappropriate use of funds to hire a sports stadium and transport for sports day
- Cost of supply staff has been very high
- Higher percentage of pupils in Mablethorpe attend MDTC than in Louth
- Lack of communication about the proposal from Governors at the end of summer term
- Lack of school places elsewhere for pupils who don't want to go to Louth
- Impact on closure of community facilities
- Impact upon the local community and vulnerable families
- Impact upon attendance

CONSULTATION

- Not all site users were contacted directly by letter by the Governors
- The proposal should be regarded as the closure of a rural school
- Poor communication between Governors and staff and parents/pupils at the end of the summer term when the proposal was known but not communicated
- No formal public meeting was held
- The public events that were held did not allow parents to know each other's views
- The student voice consultation was not conducted properly

IMPACT ON MABLETHORPE

- Mablethorpe is a deprived area economically and socially and deserves a secondary school
- Mablethorpe has a bigger population than Alford, Horncastle and Louth and will no longer have a secondary school
- The school site is used for community activities, events and services which will be lost
- What about the new housing and the need for more school places?
- Mablethorpe is a Town and this status could be at risk without a secondary school
- Mablethorpe needs high quality education in academic, cultural and vocational terms
- Why is closure proposed for Mablethorpe and not Louth, which Louth has 3 schools?
- The closure will impact upon house prices
- What happens to the site after closure?

GENERAL

- There has been no recent investment in the Mablethorpe site
- Insufficient alternatives have been considered
- An all aged school/extending the primary school should have been considered
- What about a studio school?
- There should be a deferred decision for 12 months to allow for new options to be properly developed
- Mablethorpe has not been marketed effectively
- There has been a failure in leadership at MDTC
- There has been a lack of action re addressing low pupil numbers

NB All the above issues expressed during Pre-Publication Consultation and the Representation Period are addressed in Section 5 – Reasons for the Recommendation.

There was also a petition received on the last day of the representation period. This was a petition led by the Save Our School, Save Our Town group which was presented to Full Council on 18th December 2015. It contained over 8000 signatures opposing the proposal.

Summary of consultation

During the pre-publication consultation period (2nd Sept – 7th Oct) MDTC received 823 written comments (email/leaflets/letters) in relation to a range of concerns as categorised in this report. Of the 467 leaflets received (2000 sent out) which requested that the respondent specified whether for/against/neither – 164 for closure, 208 against and 95 neither for nor against.

During the representation period following Stat Notice publication (4th Nov – 2nd Dec) 28 responses were received against the proposal and 1 petition with over 8000 signatures.

a) Has Local Member Been Consulted?

Yes, the local members have been made aware of the Governors' proposal to close the MDTC Mablethorpe site and consolidate provision at the Louth site as a single site school.

b) Has Executive Councillor Been Consulted?

Yes, the Executive Councillor has been involved in the discussions regarding the proposal to close the Mablethorpe site.

c) Scrutiny Comments

The Children and Young People Scrutiny Committee met on 24 July 2015 and considered a report concerning the Proposal to close MDTC Mablethorpe site and consolidate provision at the Louth site as a single site school.

By the end of the meeting Members :

- acknowledged the governors' decision to propose the closure of the Mablethorpe site;
- were aware of the reasons for the proposal and the direct link with the financial constraints of providing a broad and balanced curriculum across two sites with very low numbers;
- were aware of the standards concerns driving DfE request that the school becomes an academy with a strong sponsor;
- were aware of the statutory processes underpinning the proposal to close the Mablethorpe site, including the role of the local authority as decision maker; accepted the evaluation of the range of options (16) around future provision of secondary education in Mablethorpe;
- accepted that only two (2) options are within the scope of the local authority decision making control;
- were fully aware of the issues and constraints around the options and the LA scope of control;
- were, prior to the governing body commencing the statutory process, fully informed around the complexities of closing Mablethorpe site in order that the local authority could perform its role as decision maker from a position of knowledge and awareness.

Members also requested more work be done on identifying detailed travel and transport issues; and continuing work to be done in identifying any further options. This has been undertaken and is included in the Reason for Recommendations section 5 - Factors for consideration by the decision maker; Travel and accessibility.

The Children and Young People Scrutiny Committee will meet again on 15th January 2016 to consider this report regarding the future of the Mablethorpe site (final decision).

The comments of the Committee are to be included here when known.

d) Policy Proofing Actions Required

An Impact Assessment has been completed.

6. Appendices

These are listed below and attached at the back of the report	
Appendix A	Demographic trends and projections (North of East Lindsey)
Appendix B	Options Matrix
Appendix C	MDTC Consultation Leaflet
Appendix D	Statutory Notice
Appendix E	Complete Proposal
Appendix F	Consultation questions and answers
Appendix G	Summary of Stat Notice Representation Responses

7. Background Papers

Document title	Where the document can be viewed
CYPSC MDTC Options Paper from 24 th July 2015	Lincolnshire County Council Committee Records - 24 July 2015
The DfE guide "School Organisation Maintained Schools Guidance for proposers and decision-makers" January 2014; letter to commence the operator selection process; list of interested parties; blank response form;	All available on request from the School Organisation Planning Team, Children's Services or online at: https://www.gov.uk/government/publications/school-organisation-maintained-schools
Individual consultation responses	Individual responses provided to be viewed by the decision maker. Content of consultation responses summarised in this report, and stat notice responses anonymised and summarised in Appendix H.
Equality Impact Assessment	All available on request from the School Organisation Planning Team, Children's Services

This report was written by Heather Sandy, who can be contacted on 01522 550989 or HeatherA.Sandy@lincolnshire.gov.uk.

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Demographic Trends and Projections
in the North of the East Lindsey District

Overview of Secondary School Pupil Numbers

December 2015

NB: Data based on a range of sources including:

- Office of National Statistics (ONS) Subnational population projections for England 2012-based (by Calendar Year) – Published June 2014
- October 2014, January 2015 and October 2015 Lincolnshire School Census
- Lincolnshire County Council 2015 Pupil Number Projections (by Academic Year)
- NHS GP Registrations January 2015
- LA Admissions Applications for Y7 September 2016 (as at December 2015 pre-allocation)

LA Pupil Projections (July 2015)

Not accounting for changes in parental preference, future housing development and assuming continuation of recent patterns of migration

North Somercotes Academy (PAN 71)

Academic Year	Year Group							Total On Roll	Capacity	Surplus Places	Surplus Capacity
	Y7	Y8	Y9	Y10	Y11	Y12	Y13				
2015/2016	38	47	37	49	65	0	0	236	355	119	34%
2016/2017	60	38	47	37	49	0	0	231	355	124	35%
2017/2018	57	60	38	47	37	0	0	239	355	116	33%
2018/2019	58	57	60	38	47	0	0	260	355	95	27%
2019/2020	60	58	57	60	38	0	0	273	355	82	23%
2020/2021	56	61	58	57	60	0	0	292	355	63	18%
2021/2022	56	57	61	58	57	0	0	289	355	66	19%

Louth Cordeaux Academy (PAN 110)

Academic Year	Year Group							Total On Roll	Capacity	Surplus Places	Surplus Capacity
	Y7	Y8	Y9	Y10	Y11	Y12	Y13				
2015/2016	120	102	79	90	109	44	49	593	750	157	21%
2016/2017	110	120	102	79	90	45	37	583	750	167	22%
2017/2018	110	110	120	102	79	39	38	598	750	152	20%
2018/2019	110	110	110	120	102	33	34	619	750	131	17%
2019/2020	110	110	110	110	120	40	30	630	750	120	16%
2020/2021	110	110	110	109	110	43	35	627	750	123	16%
2021/2022	110	110	110	109	109	45	37	630	750	120	16%

Alford John Spendluffe Academy (PAN 125)

Academic Year	Year Group							Total On Roll	Capacity	Surplus Places	Surplus Capacity
	Y7	Y8	Y9	Y10	Y11	Y12	Y13				
2015/2016	133	85	97	99	103	0	0	517	635	118	19%
2016/2017	99	132	84	96	97	0	0	508	635	127	20%
2017/2018	90	99	131	82	94	0	0	496	635	139	22%
2018/2019	92	90	98	129	80	0	0	489	635	146	23%
2019/2020	118	90	89	96	127	0	0	520	635	115	18%
2020/2021	101	120	88	87	94	0	0	490	625	135	22%
2021/2022	117	101	120	86	85	0	0	509	625	116	19%

Louth and Mablethorpe Monks Dyke Tennyson College (PAN 200)

Academic Year	Year Group							Total On Roll	Capacity	Surplus Places	Surplus Capacity
	Y7	Y8	Y9	Y10	Y11	Y12	Y13				
2015/2016	64	107	103	131	131	75	37	648	1585	937	59%
2016/2017	130	64	107	103	131	56	38	629	1585	956	60%
2017/2018	136	132	64	107	103	56	28	626	1585	959	61%
2018/2019	138	138	132	64	107	45	28	652	1585	933	59%
2019/2020	168	139	138	132	63	47	23	710	1585	875	55%
2020/2021	143	172	139	137	131	32	24	778	1585	807	51%
2021/2022	158	146	172	138	136	56	16	822	1585	763	48%

Total of all of above (PAN 506)

Academic Year	Year Group							Total On Roll	Capacity	Surplus Places	Surplus Capacity
	Y7	Y8	Y9	Y10	Y11	Y12	Y13				
2015/2016	355	341	316	369	408	119	86	1994	3325	1331	40%
2016/2017	399	354	340	315	367	101	75	1951	3325	1374	41%
2017/2018	393	401	353	338	313	95	66	1959	3325	1366	41%
2018/2019	398	395	400	351	336	78	62	2020	3325	1305	39%
2019/2020	456	397	394	398	348	87	53	2133	3325	1192	36%
2020/2021	410	463	395	390	395	75	59	2187	3315	1128	34%
2021/2022	441	414	463	391	387	101	53	2250	3315	1065	32%

East Lindsey (North) Non-Selective Secondary School Pupil Numbers by Year Group

School Name	Distance (miles) to:			2016 1st Place Applications	NC Year - October 2015 School Census*								Total on roll	Net Capacity	LA 2015 Option 2 Projected Intakes					
	MDTC Mablethorpe Site	Birkbeck North Somercotes	PAN		7	8	9	10	11	12	13	14			2016	2017	2018	2019	2020	2021
N Somercotes Birkbeck College	11.7	-	71	38	35	50	39	49	63	-	-	-	236	355	60	57	58	60	56	56
	Surplus Places			33	36	21	32	22	8	-	-	-	119	66% full	11	14	13	11	15	15
	Surplus Capacity (%)			46%	51%	30%	45%	31%	11%	-	-	-	34%		18%	25%	22%	18%	27%	27%
Louth Cordeaux Academy	16.1	10.2	110	107	118	98	89	86	104	40	55	4	594	750	110	110	110	110	110	110
	Surplus Places			3	-8	12	21	24	6	-	-	-	156	79% full	0	0	0	0	0	0
	Surplus Capacity (%)			3%	-7%	11%	19%	22%	5%	-	-	-	21%		0%	0%	0%	0%	0%	0%
Alford John Spendluffe	8.4	16.8	125	136	136	90	102	106	97	-	-	-	531	625	99	90	92	118	101	117
	Surplus Places			-11	-11	35	23	19	28	-	-	-	94	85% full	26	35	33	7	24	8
	Surplus Capacity (%)			-9%	-9%	28%	18%	15%	22%	-	-	-	15%		26%	39%	36%	6%	24%	7%
Monks' Dyke Tennyson College (both sites)*	200			60	61	106	99	128	133	47	48	-	622	1585	130	136	138	168	143	158
	Surplus Places			140	139	94	101	72	67	-	-	-	963	39% full	70	64	62	32	57	42
	Surplus Capacity (%)			70%	70%	47%	51%	36%	34%	-	-	-	61%		54%	47%	45%	19%	40%	27%
Total of above schools/academies	506			341	350	344	329	369	397	87	103	4	1983	3315	399	393	398	456	410	441
	Surplus Places			165	156	162	177	137	109	-	-	-	1332	60% full	107	113	108	50	96	65
	Surplus Capacity (%)			33%	31%	32%	35%	27%	22%	-	-	-	40%		27%	29%	27%	11%	23%	15%

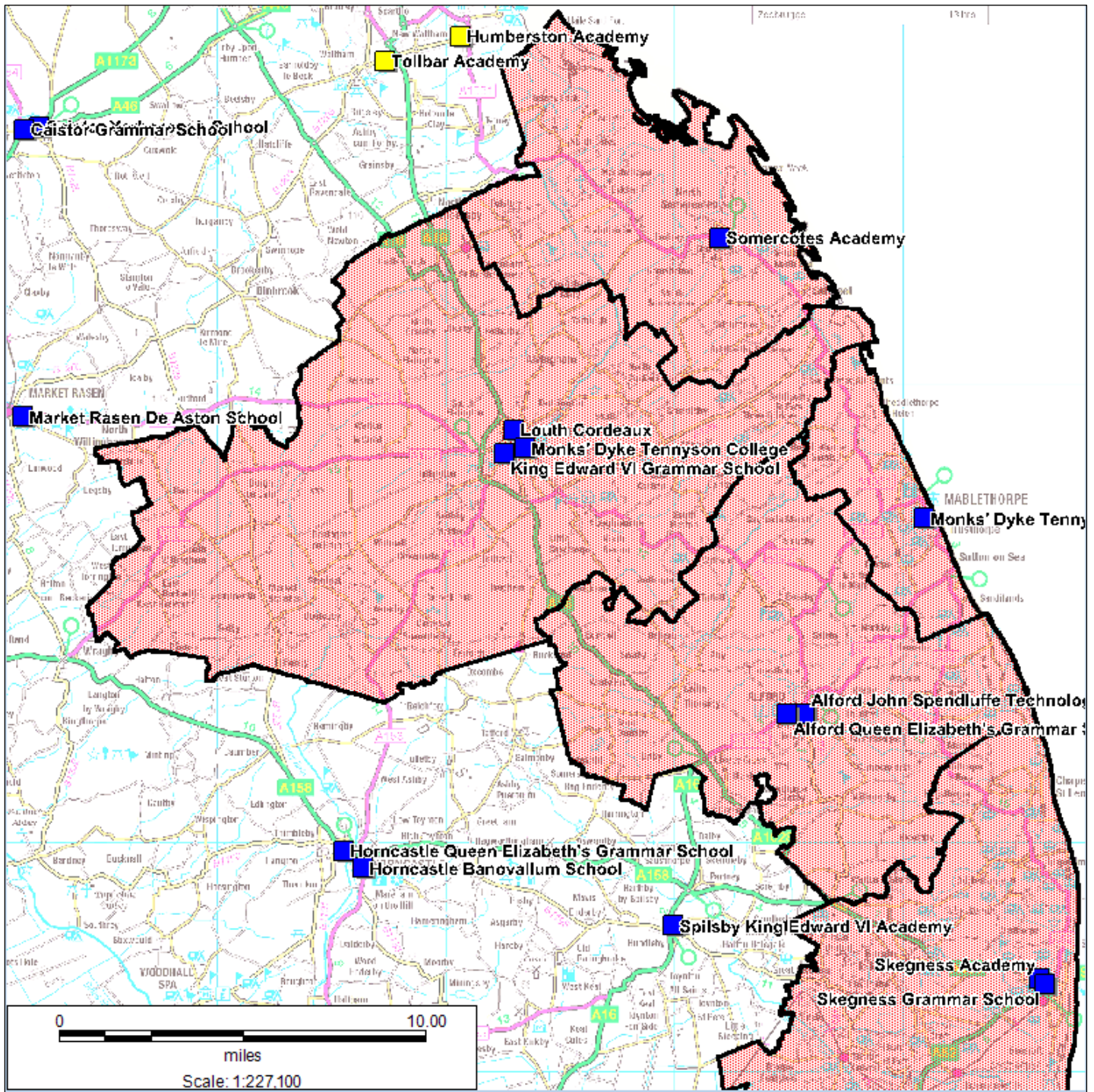
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Breakdown of Monks' Dyke Tennyson College (MDTC) by site

School Name	Distance (miles) to:			2016 1st Place Applications	*On roll figures as of Dec 2015								Total on roll	Net Capacity	LA 2015 Option 2 Projected Intakes					
	MDTC Mablethorpe Site	Birkbeck North Somercotes	PAN		7	8	9	10	11	12	13	14			2016	2017	2018	2019	2020	2021
MDTC (Louth Site)	15.6	10.1	115	51	38	85	69	93	81	47	38	-	451	1160	-	-	-	-	-	-
	Surplus Places			64	77	30	46	22	34	-	-	-	709	39% full	-	-	-	-	-	-
	Surplus Capacity (%)			56%	67%	26%	40%	19%	30%	-	-	-	61%		-	-	-	-	-	-
MDTC (Mablethorpe Site)	-	11.7	85	9	23	21	30	35	52	0	10	-	171	425	-	-	-	-	-	-
	Surplus Places			76	62	64	55	50	33	-	-	-	254	40% full	-	-	-	-	-	-
	Surplus Capacity (%)			89%	73%	75%	65%	59%	39%	-	-	-	60%		-	-	-	-	-	-
MDTC Total	200			60	61	106	99	128	133	47	48	-	622	1585	130	136	138	168	143	158
	Surplus Places			140	139	94	101	72	67	-	-	-	963	39% full	70	64	62	32	57	42
	Surplus Capacity (%)			70%	70%	47%	51%	36%	34%	-	-	-	61%		54%	47%	45%	19%	40%	27%

Data to show how many pupils live in each local area by current year group
(as registered at Lincolnshire schools at the October 2015 school census)

Map Showing Secondary School (Designated Transport Areas) DTAs in the North of East Lindsey



October 2015 School Census - On roll at Lincolnshire Schools (inc Special Schools)

Cohort Size by DTA and Year Group

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Avg
Alford DTA	80	97	81	85	79	74	87	90	87	88	106	87	87
Louth DTA	267	294	280	288	254	263	220	239	269	218	253	257	259
Mablethorpe DTA	107	109	94	92	100	85	98	103	77	101	98	123	99
North Somercotes DTA	53	43	48	54	57	59	68	46	49	48	46	59	53
Skegness DTA	346	354	339	371	275	348	337	323	329	341	331	332	336
Area Total	853	897	842	890	765	829	810	801	811	796	834	858	832
Area Total Excl Skegness	507	543	503	519	490	481	473	478	482	455	503	526	497

Where do pupils go to school in relation to where they live from the DTA areas shown on the map?

(October School Census used as this is when Secondary numbers are highest during the academic year)

October 2015 Census Pupils Living in the **North Somercotes DTA** and where they go to school:

School	Y7	Y8	Y9	Y10	Y11	Total
Somercotes Academy	25 54%	26 53%	21 44%	22 48%	35 59%	129 52%
Louth King Edward VI Grammar School	13 28%	14 29%	12 25%	13 28%	17 29%	69 28%
Louth Cordeaux Academy	4 9%	3 6%	7 15%	3 7%	4 7%	21 8%
Monks' Dyke Tennyson College	1 2%	4 8%	7 15%	4 9%	2 3%	18 7%
Others (inc. Special)	3 7%	2 4%	1 2%	4 9%	1 2%	11 4%
Grand Total	46	49	48	46	59	248

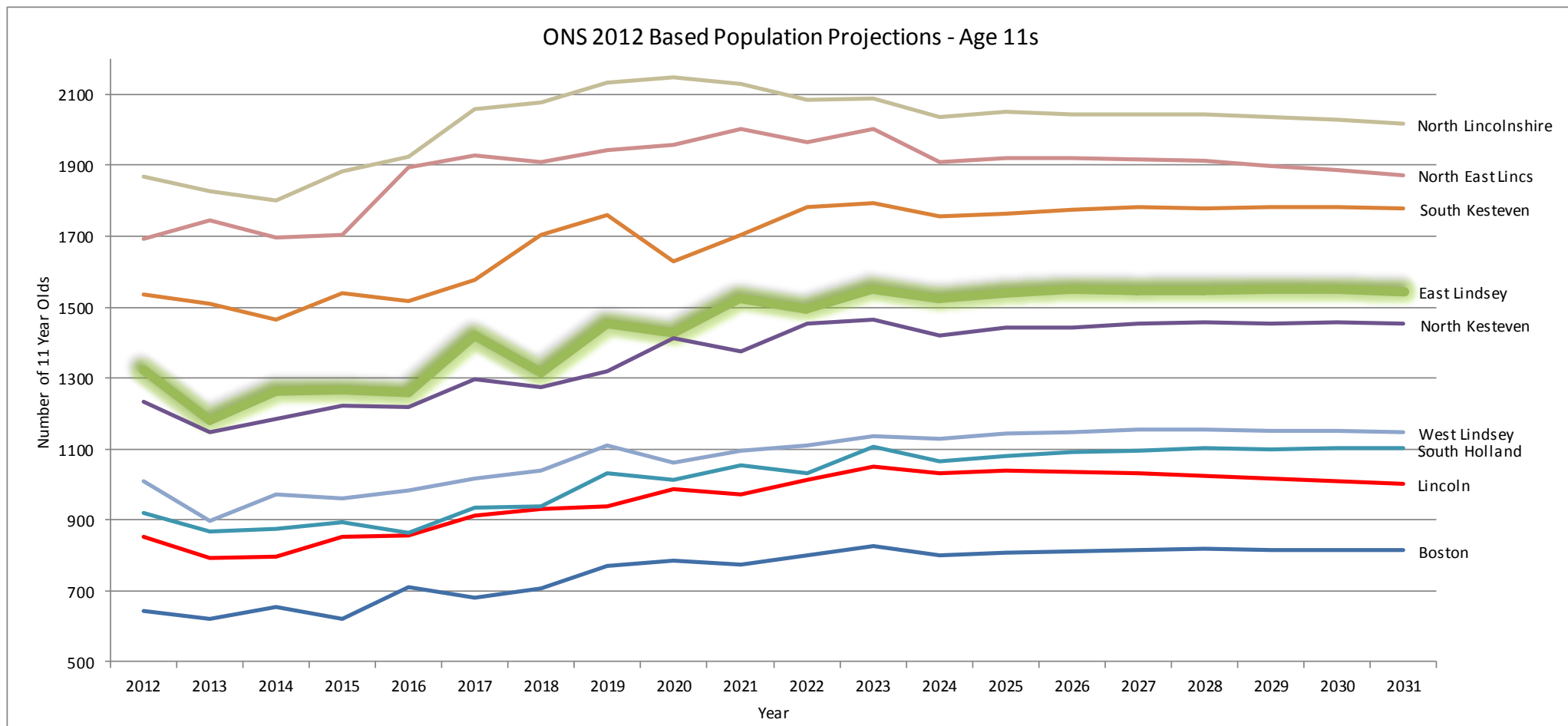
October 2015 Census Pupils Living in the **Mablethorpe DTA** and where they go to school:

School	Y7	Y8	Y9	Y10	Y11	Total
John Spendluffe Technology College	49 48%	31 40%	31 31%	32 33%	32 26%	175 35%
Monks' Dyke Tennyson College	25 24%	23 30%	30 30%	34 35%	51 41%	163 32%
Queen Elizabeth's Grammar, Alford - A Selective Academy	16 16%	8 10%	20 20%	18 18%	13 11%	75 15%
Somercotes Academy	5 5%	8 10%	10 10%	5 5%	11 9%	39 8%
Louth Cordeaux Academy	2 2%	1 1%	3 3%	3 3%	2 2%	11 2%
Louth King Edward VI Grammar School	1 1%	1 1%	1 1%	1 1%	2 2%	6 1%
Skegness Academy	1 1%	2 3%	2 2%	0 0%	1 1%	6 1%
Others (inc. Special)	4 4%	3 4%	4 4%	5 5%	11 9%	27 5%
Grand Total	103	77	101	98	123	502

October 2015 Census Pupils Living in the **Louth DTA** and where they go to school:

School	Y7	Y8	Y9	Y10	Y11	Total
Louth Cordeaux Academy	107 45%	84 31%	71 33%	68 27%	83 32%	413 33%
Louth King Edward VI Grammar School	68 28%	71 26%	53 24%	64 25%	66 26%	322 26%
Monks' Dyke Tennyson College	29 12%	73 27%	55 25%	82 32%	73 28%	312 25%
Somercotes Academy	4 2%	10 4%	7 3%	19 8%	11 4%	51 4%
Queen Elizabeth's Grammar, Alford - A Selective Academy	7 3%	7 3%	5 2%	7 3%	3 1%	29 2%
De Aston School, Market Rasen	3 1%	8 3%	11 5%	1 0%	3 1%	26 2%
QUEEN ELIZABETH'S Grammar, Horncastle	4 2%	3 1%	4 2%	1 0%	2 1%	14 1%
John Spendluffe Technology College	2 1%	1 0%	3 1%	3 1%	1 0%	10 1%
Horncastle Banovallum School	3 1%	3 1%	0 0%	0 0%	2 1%	8 1%
Caistor Grammar School	1 0%	1 0%	0 0%	0 0%	3 1%	5 0%
Others (inc. Special)	11 5%	8 3%	9 4%	8 3%	10 4%	46 4%
Grand Total	239	269	218	253	257	1236

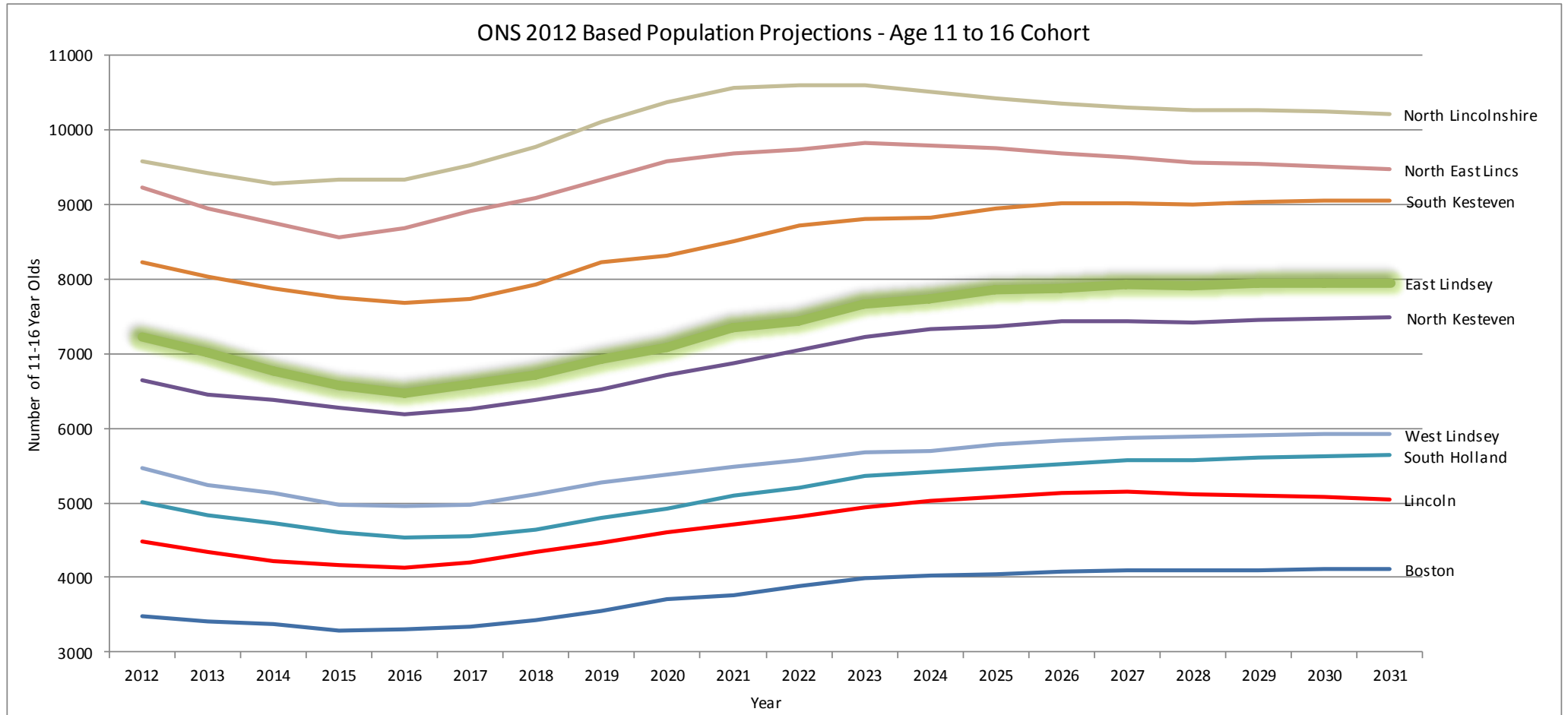
Office of National Statistics (ONS) Data - Age 11 by calendar year (not academic year of birth)



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Number of 11 Year Olds - ONS 2012 based population projections

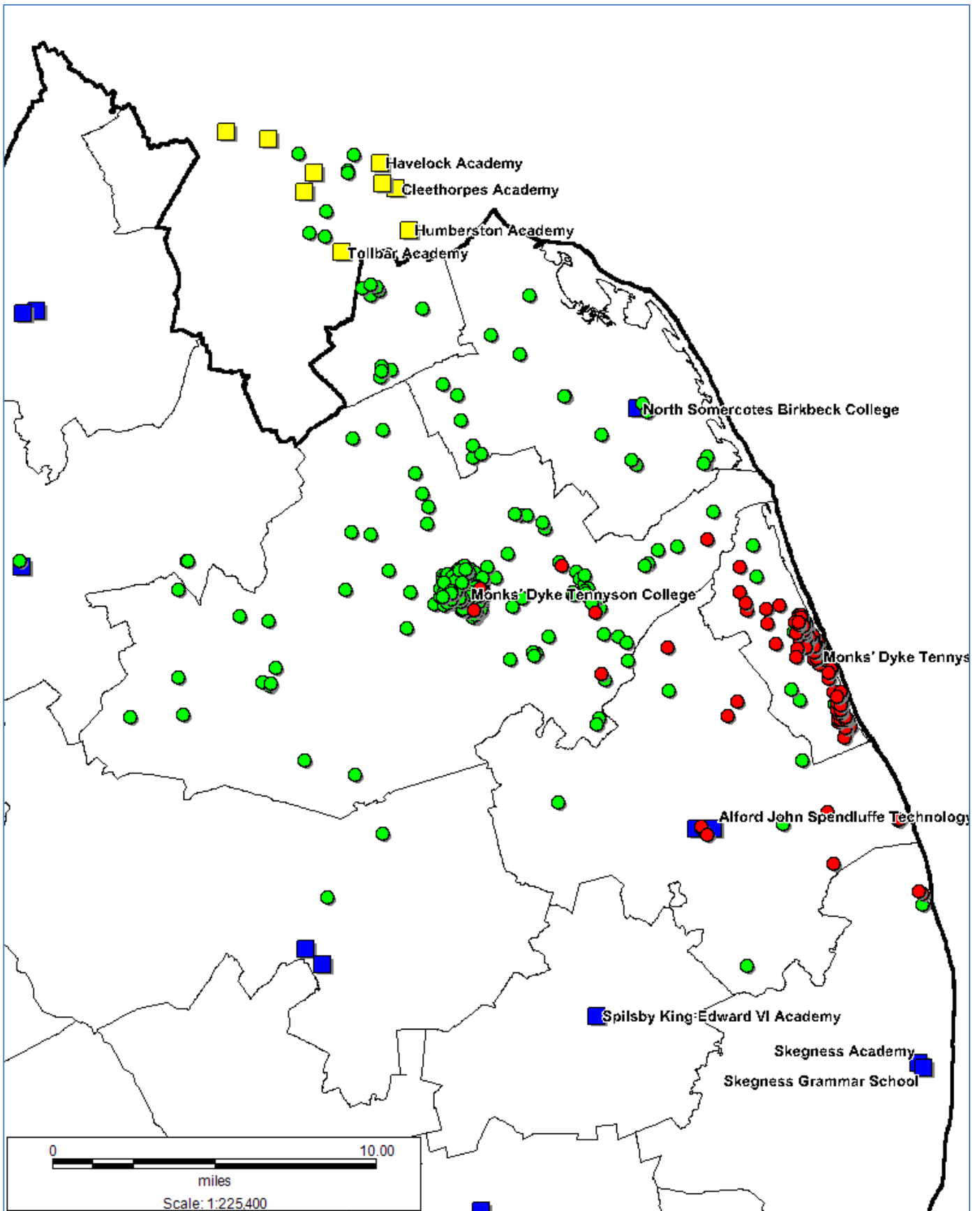
Authority	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Boston	642	620	655	622	709	681	708	771	786	774	799	828	799	807	813	816	818	817	817	816
East Lindsey	1324	1183	1264	1266	1258	1419	1314	1453	1426	1525	1495	1553	1524	1541	1550	1548	1548	1550	1549	1545
Lincoln	851	794	795	851	857	911	932	939	986	972	1011	1051	1033	1038	1034	1031	1024	1016	1010	1003
North Kesteven	1234	1149	1183	1223	1219	1295	1274	1318	1411	1377	1454	1465	1420	1442	1444	1455	1457	1455	1456	1454
South Holland	918	869	873	893	865	935	939	1030	1013	1053	1033	1107	1066	1079	1092	1096	1102	1101	1102	1101
South Kesteven	1534	1511	1466	1538	1515	1578	1705	1761	1631	1704	1783	1794	1756	1764	1776	1783	1779	1783	1782	1780
West Lindsey	1008	896	971	959	984	1018	1041	1109	1063	1095	1109	1137	1127	1142	1149	1153	1154	1152	1152	1148
Lincolnshire	40528	39337	38473	37616	37284	37642	38549	39749	40722	41820	42677	43687	44032	44523	44877	45066	45008	45158	45212	45202
North East Lincs	1692	1744	1696	1702	1894	1927	1909	1942	1957	2004	1966	2003	1910	1920	1922	1915	1912	1899	1887	1873
North Lincolnshire	1867	1828	1801	1884	1922	2058	2077	2134	2148	2128	2086	2089	2038	2052	2042	2044	2044	2037	2028	2016
Greater Lincolnshire	11070	10595	10704	10939	11224	11822	11899	12458	12421	12631	12738	13026	12674	12786	12822	12841	12840	12810	12782	12736



Number of 11-16 Year Olds - ONS 2012 based population projections

Authority	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Boston	3485	3416	3381	3295	3312	3349	3437	3551	3704	3771	3882	3997	4023	4045	4080	4096	4088	4105	4115	4118
East Lindsey	7218	7020	6761	6567	6482	6590	6720	6920	7086	7351	7439	7669	7737	7846	7876	7923	7916	7943	7951	7947
Lincoln	4489	4341	4217	4163	4137	4199	4336	4472	4605	4716	4815	4934	5022	5072	5130	5147	5120	5107	5082	5053
North Kesteven	6644	6447	6383	6268	6186	6251	6378	6520	6716	6878	7042	7230	7326	7363	7429	7433	7425	7459	7473	7481
South Holland	5010	4835	4728	4603	4537	4558	4633	4795	4919	5105	5204	5368	5406	5473	5514	5574	5569	5604	5625	5634
South Kesteven	8218	8035	7873	7754	7676	7724	7928	8226	8321	8510	8715	8812	8817	8945	9016	9019	9002	9030	9047	9051
West Lindsey	5464	5244	5129	4967	4955	4972	5117	5265	5372	5488	5579	5677	5702	5779	5833	5874	5887	5911	5919	5918
Lincolnshire	40528	39337	38473	37616	37284	37642	38549	39749	40722	41820	42677	43687	44032	44523	44877	45066	45008	45158	45212	45202
North East Lincs	9220	8953	8761	8561	8690	8919	9087	9328	9573	9690	9732	9829	9795	9761	9686	9638	9553	9543	9511	9464
North Lincolnshire	9585	9422	9285	9335	9325	9519	9769	10098	10360	10561	10590	10605	10512	10424	10345	10306	10261	10261	10238	10212
Greater Lincolnshire	59333	57711	56518	55513	55300	56079	57404	59175	60655	62072	62999	64121	64339	64709	64908	65010	64821	64962	64961	64878

Pupil Distribution Map of Louth and Mablethorpe MDTC Pupils by Site (16 01 2015)

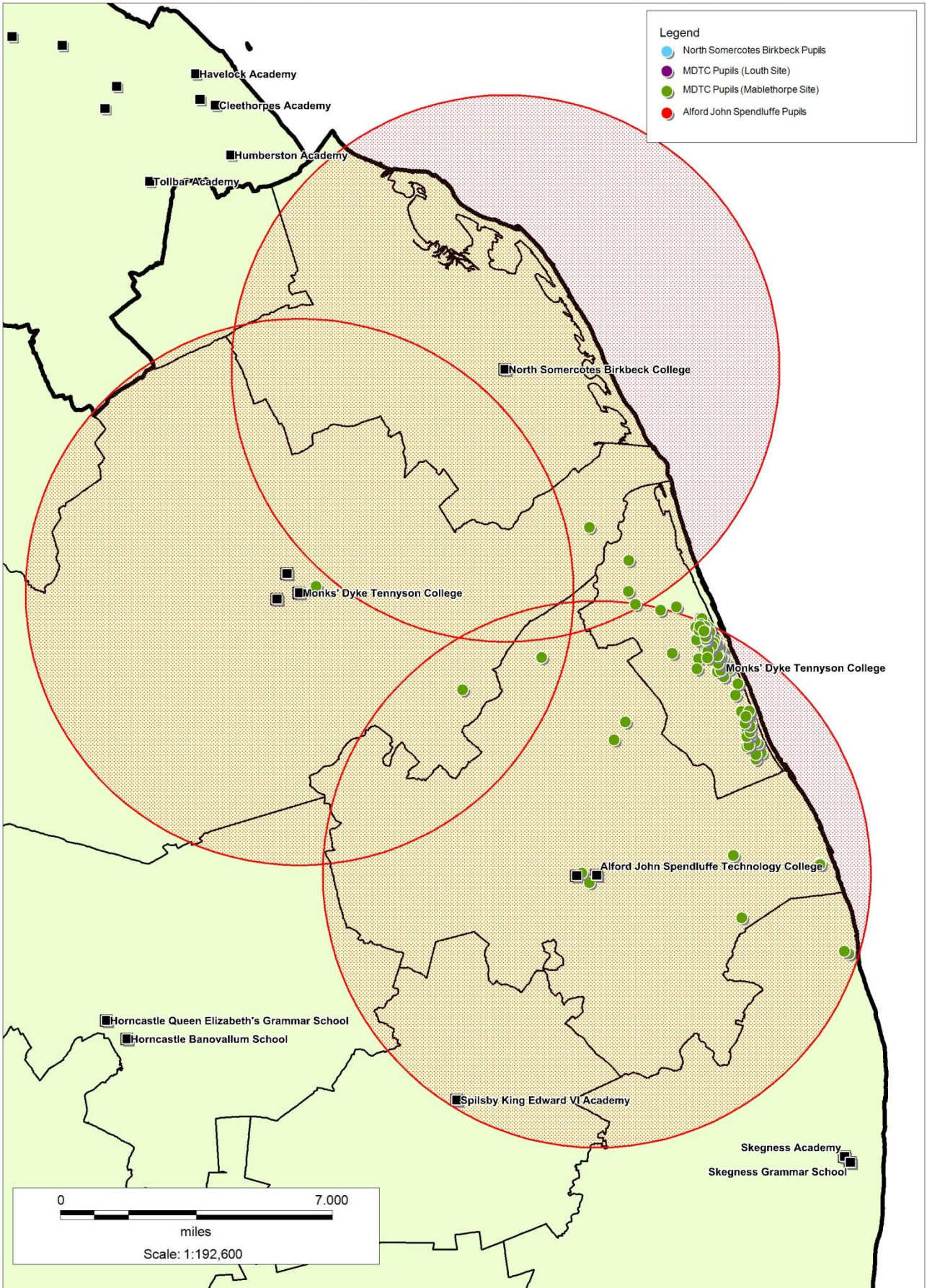


Red = Mablethorpe Site Pupils

Green = Louth Site Pupils

Pupils Distribution Map of Mablethorpe MDTC Pupils (October 2014)

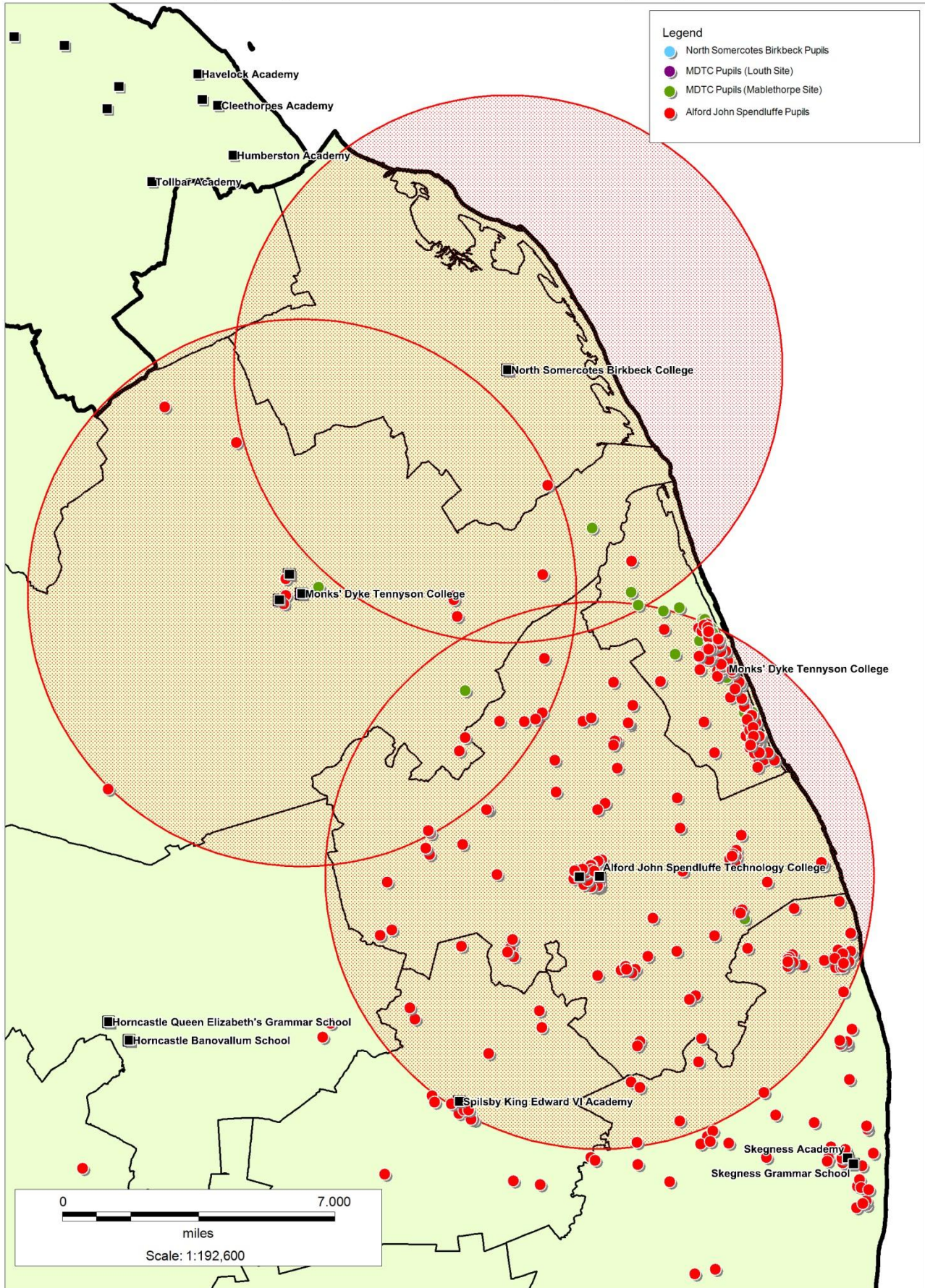
North of East Lindsey - Pupil Distribution Map of Secondary Pupils on Roll at Lincolnshire Schools in October 2014 (School Census) - Showing 7 mile radius and DTAs



Lincolnshire County Council - February 2015

Pupils Distribution Map of Alford John Spendluffe Pupils (October 2014)

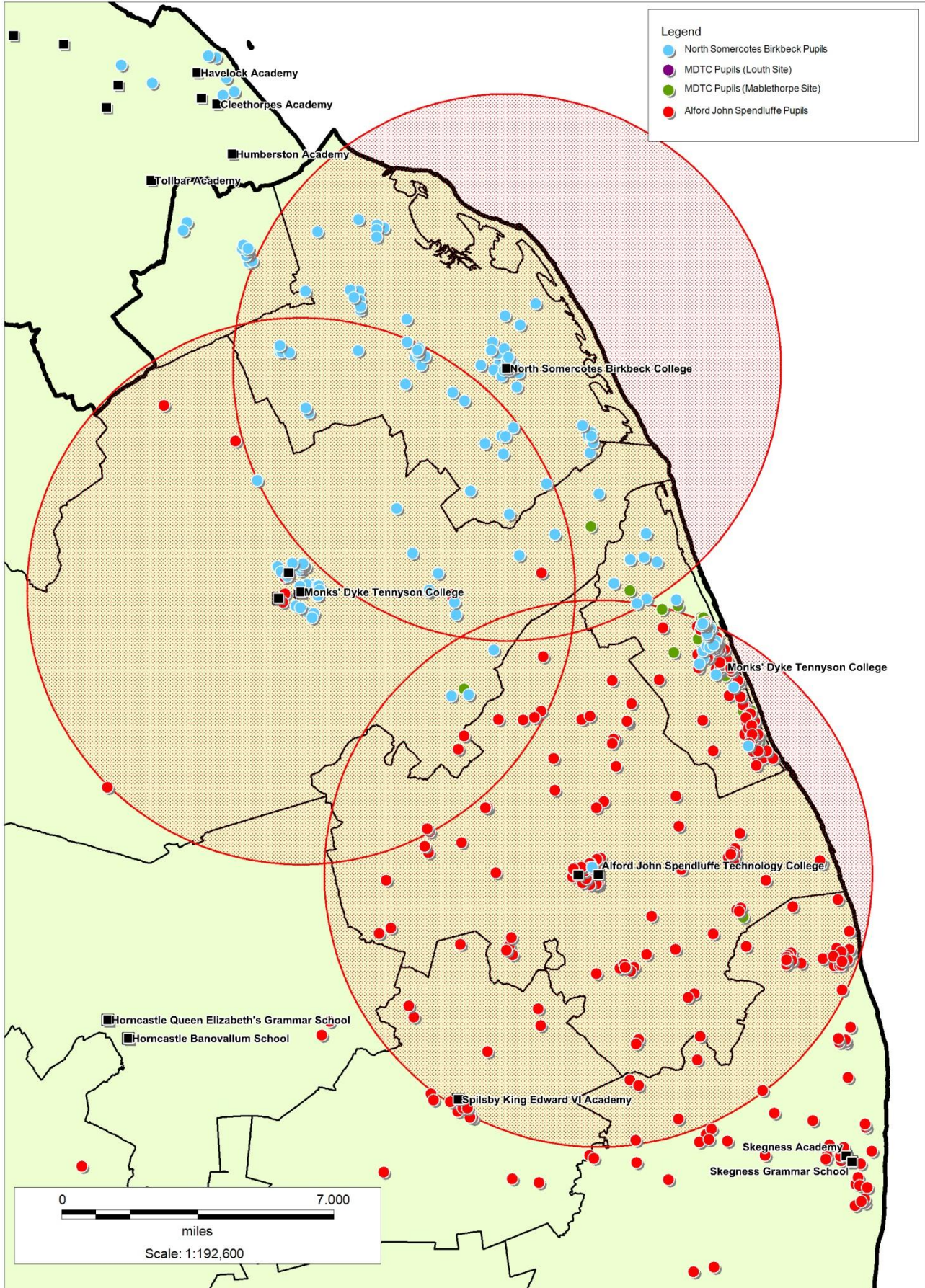
North of East Lindsey - Pupil Distribution Map of Secondary Pupils on Roll at Lincolnshire Schools in October 2014 (School Census) - Showing 7 mile radius and DTAs



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Pupils Distribution Map of North Somercotes Birkbeck Pupils (October 2014)

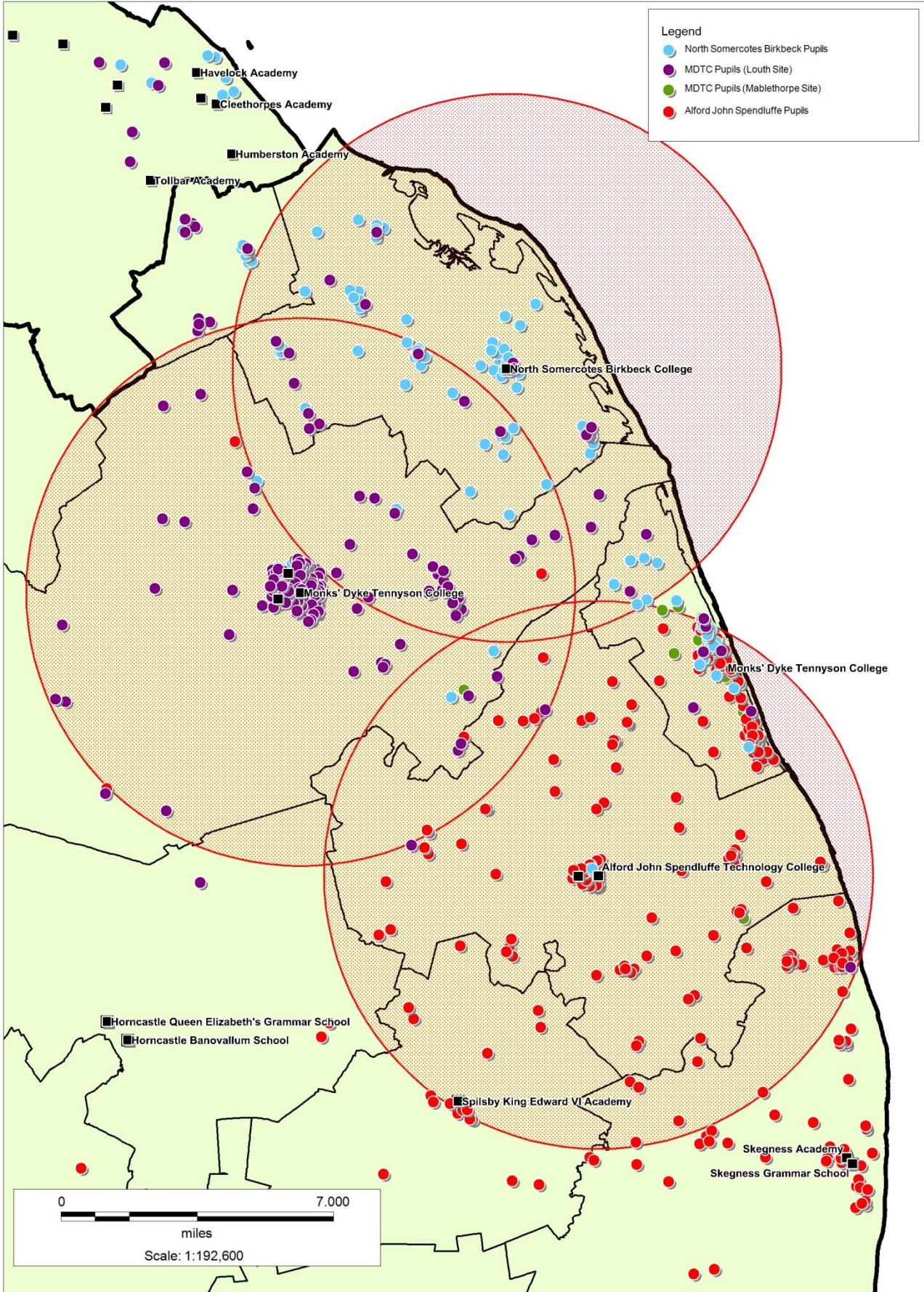
North of East Lindsey - Pupil Distribution Map of Secondary Pupils on Roll at Lincolnshire Schools in October 2014 (School Census) - Showing 7 mile radius and DTAs



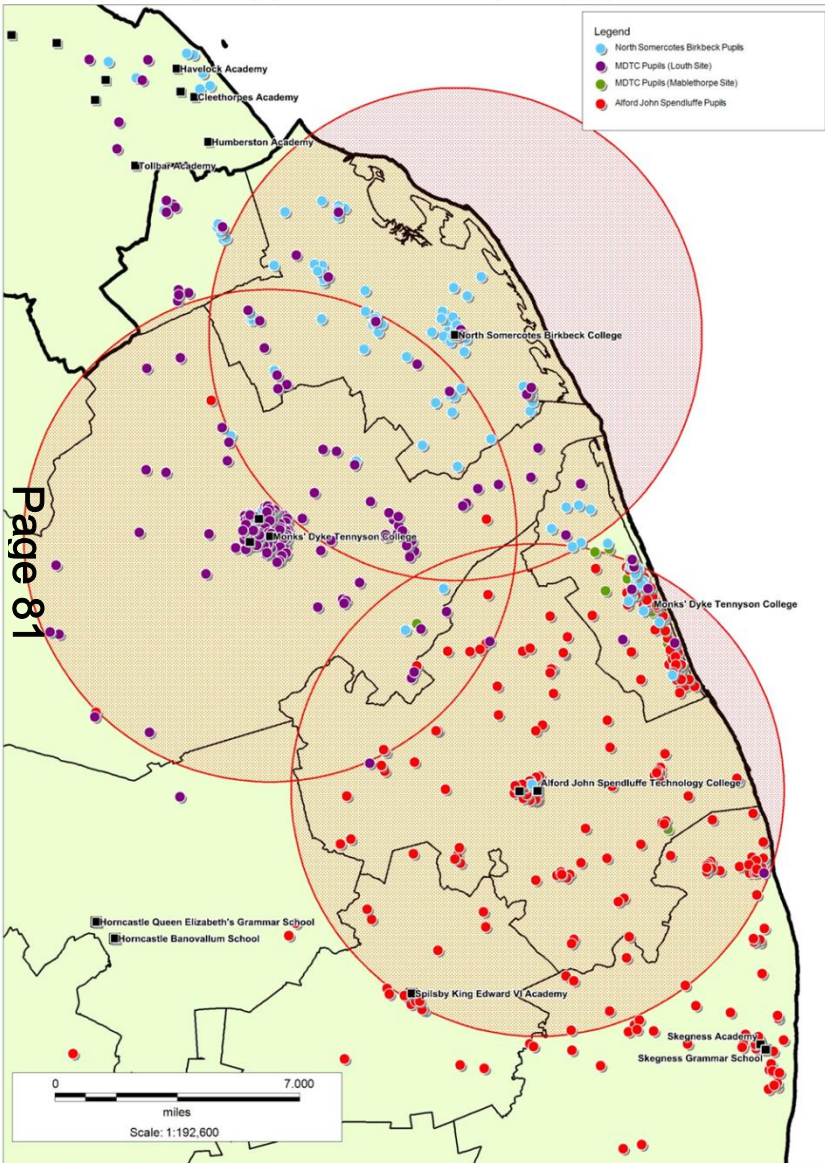
Lincolnshire County Council - February 2015

Pupils Distribution Map of MDTC Louth Pupils (October 2014)

North of East Lindsey - Pupil Distribution Map of Secondary Pupils on Roll at Lincolnshire Schools in October 2014 (School Census) - Showing 7 mile radius and DTAs



Lincolnshire County Council - February 2015



Admissions oversubscription criteria

Where the number of applications is more than the number of places available, the following criteria will be applied in the order set out below, to decide which children to admit.

Monk's Dyke Technology College

1. Where a child is in public care.
2. Where one child has a brother or sister on roll at the time of admission.
3. Where there are medical grounds, supported by qualified medical evidence, for admitting the child.
4. Distance of the child's home to the college by straight line measurement, with those living nearer being given the higher priority.

Alford John Spendluffe

1. Children in public care.
2. Siblings of children who currently attend the school and who will continue to do so on the date of admission.
3. Straight line distance from home to the college.

North Somercotes Birkbeck

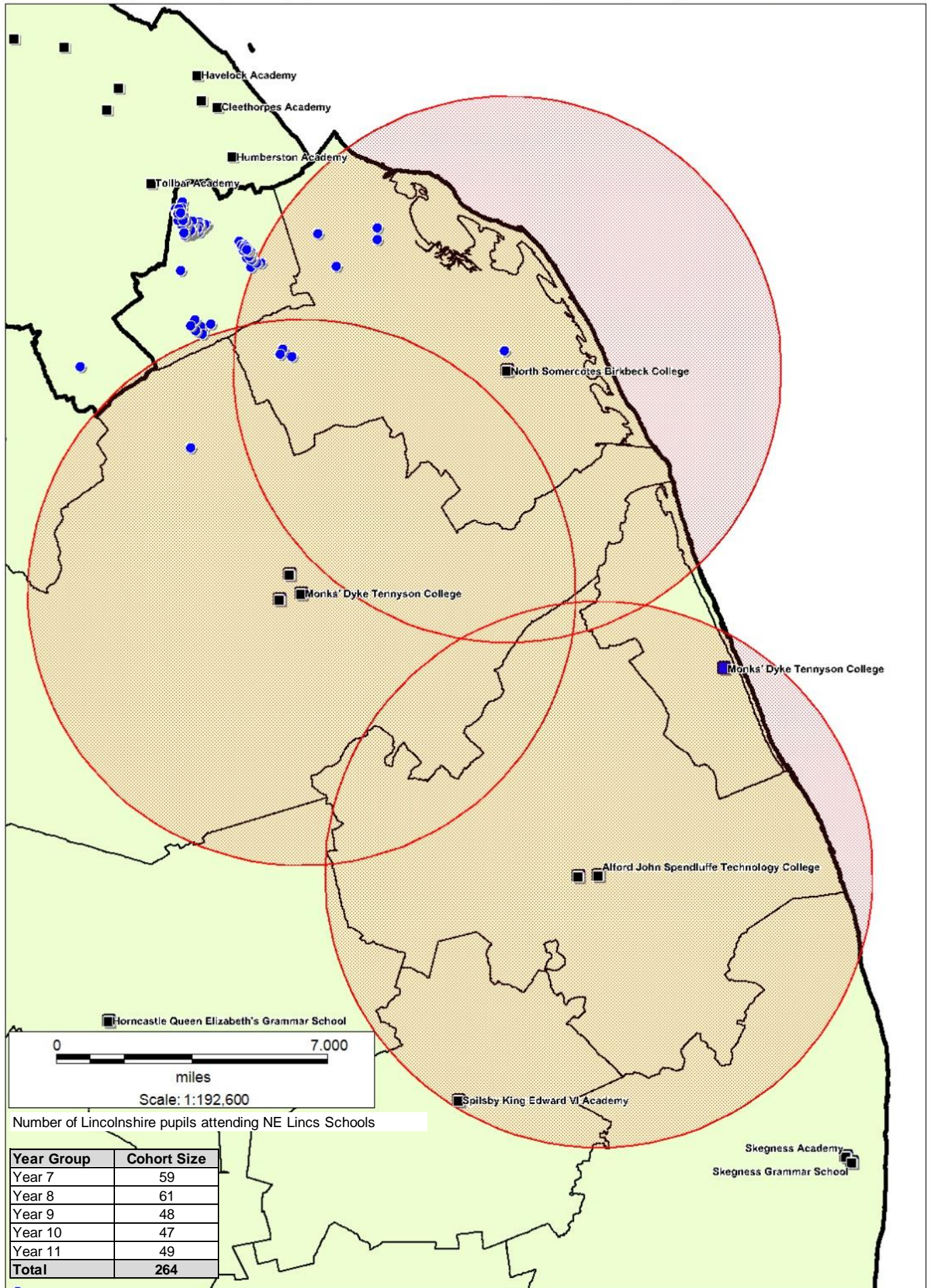
1. The child is in the care of the local authority.
2. There is a brother or sister at the school who will still be attending when the child is due to start.
3. Shortest driving distance from the home to the school.

Tollbar Academy

1. Looked after children (children in public care), or previously looked after children.
2. Pupils with brothers or sisters who are already or have been at the Academy
3. Pupils whose main residence is within the catchment area.
4. Attending a primary school which is a member of Tollbar Multi Academy Trust
5. Children of staff employed by the Multi Academy Trust.
6. Proximity to the Academy.

Secondary aged pupils living in Lincolnshire that attend North East Lincs Schools

North of East Lindsey - Pupil Distribution Map of Secondary Pupils on Roll at Lincolnshire Schools in October 2014 (School Census) - Showing 7 mile radius and DTAs



Note: In October 2014 588 NE Lincs resident pupils were attending Lincolnshire secondary schools (544 were to Grammars and Caistor Yarborough)

Option	Process	Education standards and Diversity	Demand	School Size	Admissions	Financial Viability Issues	Travel and Accessibility	Capital	Equality of Opportunity	Community Cohesion	School Premises and Playing Fields	
Options for Mablethorpe ONLY												
Page 83	1. MDTC becomes a sponsored academy and maintains provision on the Mablethorpe site as part of the new academy (continues as split site)	Statutory process involving the LA not required. DfE has identified a sponsor that, at the time of writing, is unwilling to sponsor MDTC whilst the Mablethorpe site is attached. Approval has been given by the Minister to the sponsor and the LA has no route to affect this decision.	1. As a sponsored academy, plans to improve standards (currently below Floor Standards and judged Requires Improvement by Ofsted) will be in place and monitored by DfE. 2. The school are unlikely to deliver against the new performance measures when these are introduced in 2016 due to the small cohort size. 3. Responsibility for school standards rests with the academy trust, DfE and local authority. 4. Diversity of provision not maintained as the cohort size at Mablethorpe may well be insufficient to deliver a full Progress 8 compliant curriculum. However, there are other academies located within 5, 11 and 15 miles away.	1. The number of pupils living in Mablethorpe is decreasing. This is predicted to continue until around 2019/20 then rise slowly, although not achieving the same levels as previously seen. 2. A significant number of secondary age pupils from Mablethorpe attend schools outside Mablethorpe (43% in non selective schools: 59% overall)	MDTC currently has 1592 places and 800 pupils across the two sites. It is the largest school in the area and the only split site school	Unaffected. High number of available places supports choice	A significant and escalating issue due to the current school position not being financially viable - based on current and planned pupil numbers. The split-site factor is extraordinarily high, and still the school remains unviable. The LA is responsible for a schools deficit budget upon a school going through an academy sponsor. Academies are funded through Lincolnshire's agreed funding formula (pupil-led albeit lagged), therefore the per pupil funding levels will typically remain at the same level, therefore sustainability issues will not be the answer through purely the schools being an academy.	LA Transport Policy applies. MDTC pupils living in Mablethorpe and located at Louth site get free travel. This will be unaffected. There are no additional costs to transport in this option, these assumptions are already budgeted for. NB. Based on pupil numbers as at Feb 2015 - 36 pupils are currently transported on entitlement to Mablethorpe site via a supported local bus service. Viability of this bus service could be threatened if the education subsidy ceases.	No capital investment required if sites used in the same way. School organisation is up to the academy. If there is a need for capital investment academy applies direct to EFA.	1. This is now jeopardised by low cohort numbers on the Mablethorpe site that may preclude delivery of a fully compliant curriculum. 2. Governors of the current school are concerned that pupils who attend Louth receive a better range of education opportunity than those who attend Mablethorpe due to quality of provision, school organisation and logistical arrangements	1. Remains unchanged 2. Pupils have the opportunity to attend their local school which serves their community as well as that of Louth. 3. The provision of a secondary school within the local community supports the identity of the town, and offers access to facilities. 4. Diversity may be affected because 59% of Mablethorpe pupils opt to attend other schools	1. There are differences in provision at Mablethorpe and Louth, which impacts upon equality 2 There are better and more appropriate specialist curriculum facilities at Louth, including a sports hall. Provision at Mablethorpe is more limited which impacts upon what can be offered and equality. Playing Fields provision remains unchanged.
	2. MDTC consolidates provision in Louth. Mablethorpe site transfers to a new academy provider. Pupils either remain with MDTC at Louth or apply to transfer to another school, including the new academy.	1. Statutory process required to close site. Proposer is MDTC governing body (foundation school). Decision maker is LA. Formal Consultation/ Representation period required 2. There would need to be sufficient interest from academy providers to establish new academy in Mablethorpe 3. Sec of State/EFA would need to approve it through an Academy Order	1. Issues of inequality of provision and opportunity removed as school is on one site. 2. Resources consolidated and can be targeted more effectively. 3. Removes need for additional staffing to cover two sites. 4. Greater opportunity for peer learning and aspiration 5. Diversity across East Lindsey remains, but secondary provision no longer available in Mablethorpe unless new academy opens on Mablethorpe site	1. Secondary provision removed from Mablethorpe unless new academy approved on the site. 2. There are currently 231 pupils at Mablethorpe and 606 pupils at Louth 3. Anticipated increase in demand for Alford John Spendluffe (AJS) - already 32% Mablethorpe pupils attend. 4. Possible number of unfilled places in Louth and across north of East Lindsey decreases, depending on new academy and size 5. Competition between schools for pupils likely to remain and increase if new academy opens. 6. Competition for school places likely to be affected if new academy opens. 7. If new academy approved, competition for pupils increases and schools may struggle to remain sustainable	1. MDTC is sized more appropriately and sustainably (Louth site has capacity for 1160 places - currently 800 pupils) and is single site 2. Possible new academy in Mablethorpe sized at a maximum of 425 places - probably less due to the need for appropriate specialist curriculum space.	1. Parental preference potentially affected as MDTC withdraws from Mablethorpe. 2. Potential for reinstatement of provision if new academy is approved, otherwise, there would be no secondary provision in Mablethorpe. 3. Likely that the number of applications to AJS will increase - already oversubscribed and school has "over offered" this year ie they received 131 1st preferences for 125 places for Sept 2015 and are subsequently offering 135 places which is an additional 10 places 4. More parents could fail to secure first choice unless new academy approved or popular/successful schools expanded - leads to greater parental dissatisfaction.	1. MDTC potentially more viable financially, but no certainty. 2. Potential new academy needs to demonstrate viability to secure funding agreement from EFA as part of approval process. This will however be extremely challenging based on the current demographics - new school start up costs will be applicable and potential diseconomies of scale funding to be met from the DSG	1. If new academy established in Mablethorpe, access to free travel through the LA transport policy for those opting to attend schools outside Mablethorpe will be affected 2. If new academy not established then there will be an increase in demand for free travel, according to the LA Transport policy as provision will not be available in Mablethorpe. This will impact directly upon LA budgets. 3. If no new academy established then pupils will have to travel further, lengthening their school day which could impact on learning and attendance 4. NB possible effect on local bus service as above.	1. No capital required at MDTC to consolidate at Louth as there are sufficient appropriate facilities 2. Capital may be required if new academy approved at Mablethorpe as facilities need improving to deliver full curriculum. This would be responsibility of the academy and EFA. 3. If the Mablethorpe site is required for education purposes it is unlikely that the LA would benefit from a capital receipt, however, the latest site valuation is approximately £850k - £950k. 4. Capital would definitely be required if an existing local academy was to be expanded eg AJS (EFA not LA)	1. If Mablethorpe ceases to provide secondary provision, all pupils will need to travel to access their education. This may affect their capacity for learning and be disadvantageous due to the length of their working day, and their journey 2. All pupils at MDTC have equality of education provision as school on one site 3. Pupils may have greater opportunities to extend their peer group and mix with a more diverse group of pupils by attending schools where pupils come from a wider area	1. Pupils who live in Mablethorpe may not have the same "sense of belonging" at other schools 2. If a new academy is established at Mablethorpe it may risk becoming "monoculture" due to the lack of diversity	1. Facilities at Louth are sufficient to support the whole school /all pupils in terms of curriculum delivery. 2 There would be sufficient space to accommodate all Year 9,10,11 and 12 pupils and ensure that they would be properly supported in order to reduce any negative effects during their examination courses 3. AJS premises and playing fields currently do not support any expansion of school places, however, this may be possible with capital investment as the site is sufficiently large for an additional 100 pupils.

Option	Process	Education standards and Diversity	Demand	School Size	Admissions	Financial Viability Issues	Travel and Accessibility	Capital	Equality of Opportunity	Community Cohesion	School Premises and Playing Fields
3. MDTC consolidates in Louth. Mablethorpe site closes and secondary provision discontinued in Mablethorpe. All pupils transfer to Louth or apply to other schools; OR Years 9,10,11 and 12 transfer to Louth but Y6 pupils with offers and Years 7 & 8 transfer to other schools with available places (LA to designate or pupils apply - possible mini admissions round.)	As above.	As above 1. Less disruption to pupils on examination courses and school would provide additional support to minimise impact on pupils	As above. 1.All pupils at MDTC Mablethorpe continue to have a place at the school and would relocate to Louth. 2.Currently, if available school places at Louth are excluded, there are insufficient places available at the two nearest schools to Mablethorpe (AJS and Birkbeck) to take all Mablethorpe pupils. 3. In future application rounds there would be more competition for school places at schools close to Mablethorpe. In cases of oversubscription, distance is a criterion and should more Mablethorpe pupils apply to AJS (who have been regularly oversubscribed) then this could impact upon all applications to the school.	As above. 1.The nearest local academy (AJS) is located 8.1 miles away from Mablethorpe and currently has capacity for 625 pupils - current number on roll is 509. 2. Currently 32% of pupils living in Mablethorpe attend AJS. 3.The second nearest is Birkbeck Technology College which is about to become part of Tollbar MAT and is 11 miles away. Currently 9% of pupils living in Mablethorpe attend.	1. A decision to take over PAN can be made by an academy. 2. Any permanent changes to PAN need to be done through the National Admissions Code 3. Any pupil holding an offer to MDTC has the right to attend the school but would be located at Louth. 4. Parents could apply to other schools but are not guaranteed a place and there is likely to be increased competition at AJS. 5 .The LA could request that additional places are available at schools nearest Mablethorpe and designate places to pupils, however, if the school is an academy, it can refuse to take any additional pupils over PAN. 6. An academy could also refuse to take pupils even though the Published Admission Number has not been reached in upper year groups.	1. Moving pupils to the Louth site will give the school a stronger financial footing and economies of scale to ensure it's financial viability. 2. Parental choice however is the key to the success of the Louth site. 3. Subsequent increases to rolls at existing schools will have a positive affect on viability for those schools. 4. Closure costs of the Mablethorpe site would need to be budgeted for, namely redundancy costs of staff at site, potential deficit position of the site on closure, revenue building closure costs etc.	1. All Mablethorpe pupils who remain with MDTC and relocate to Louth will be covered by the LA Transport Policy.2. Pupils who are designated a place at an alternative school are covered by the Transport Policy 3. Pupils who seek places at other schools are not covered by the transport policy unless they meet the qualifying criteria eg nearest school or within DTA and more than 3 miles from where they live. 4. The additional costs are estimated at between £255k and £275k per school year. This includes costs associated with the 159 pupils in Mablethorpe who currently attend AJS as above.	No capital investment required if no additional places are created.	1. Opportunity for pupils at MDTC equalised by school becoming single site. 2 Pupils travelling from Mablethorpe have a longer day which may affect learning 3. More competition for places at AJS - in future admissions round this could affect all applications due to oversubscription criteria of distance	Mablethorpe loses local secondary provision, but increased participation at the established school communities at Louth and potentially AJS. Both schools have a significant number of Mablethorpe children already attending.	1. There would be sufficient space to accommodate all Year 9,10,11 and 12 pupils at Louth and ensure that they would be properly supported in order to reduce any negative effects during their examination courses
4. MDTC closes Mablethorpe site and the LA seeks to expand an existing local school/academy for Mablethorpe pupils.	As above. 1. Expansion of a local academy is only possible by agreement and the academy trust would require approval from the Sec of State and secure funding from the EFA (or through the LA only if Basic Need). 2. A local authority cannot formally propose the expansion of an academy. 3. Academy expansions of less than 3 age groups can be "fast tracked" for decision making providing adequate consultation has taken place, responses have been taken into account and funding is sound with funding agreements in place.	1. Expansion of a popular and successful school (Ofsted rated Good) creates better access to schools with raised standards of achievement.	1. Expansion of a good and popular school that has previously offered places over PAN could ensure that the continued high demand for places can be met in the future (AJS) 2. Expansion of an existing school/academy will add more places into the system, which is already over provided and may cause sustainability issues in other schools 3. The addition of more places into the system will create more competition.	1. AJS is the nearest academy to Mablethorpe and is rated GOOD by Ofsted. It currently takes 32% of Mablethorpe pupils. It has capacity for 625 pupils and a PAN of 125. It is currently 81% full and over the last two years has taken in 135 for Sept 2015; 85 for Sept 2014 and 95 for Sept 2013. It may be possible, considering the site area, to expand this by a single form of entry to provide 750 school places. The school would then be sized at five forms of entry with a PAN of 150. 2. Birkbeck is the second nearest school and is rated REQUIRES IMPROVEMENT by Ofsted. It is currently in the process of becoming a sponsored academy with the Tollbar MAT and takes 9% of pupils living in Mablethorpe, with a capacity of 355 and a PAN of 71. It is 75% full and it would be possible to expand this school to provide 450 places (19 more places per year group). The school would then be sized at three forms of entry with a PAN of 90.	1. If expansion of an academy is proposed, this must take place in conjunction with arrangements to correspondingly increase the Published Admission Number (PAN) 2. LA cannot expand academies. This can only be proposed by an academy or MAT and needs to be agreed with EFA and approved by Sec of State if classed as a significant change. This would require a change to the academy's Funding Agreement.	1. Closure costs of the Mablethorpe site would need to be budgeted for, namely redundancy costs of staff at site, potential deficit position of the site on closure, revenue building closure costs etc. 2. The Louth site is deemed a small secondary school (458 NoR), therefore there is a risk that parents do not choose Louth as the preferred school - this may leave the school with possible financial sustainability issues.	1. Travel distance and time for Mablethorpe pupils who secure a place at either AJS or Birkbeck is potentially reduced in comparison with Louth. 2. The increased transport costs are estimated at between £210k and £230k assuming that the pupils travel to Birkbeck and AJS.	EFA would be approached re capital funding required to expand an existing academy by the academy and a business case would need to be submitted. Capital is not guaranteed to be made available. Process to expand cannot be started/approved until capital secured. Alternatively the LA could allocate Basic Need capital to expand an existing academy or find an alternative source of funding, but this would impact upon other priorities.	As above re MDTC pupils who transfer to Louth. Impact of increased competition for places at AJS neutralised by increasing the number of places available, equalising opportunity to applicants. Oversubscription criteria apply if needed.	As above. Mablethorpe pupils will integrate into school communities outside the town.	1. AJS premises and playing fields currently do not support any expansion of school places, however, this may be possible with capital investment as the site is sufficiently large for an additional 100 pupils. 2. AJS academy site is sufficient to support an additional form of entry, however, modelling expansion to evaluate the need for additional building and subsequent pressure on playing field has not been possible as the school has declined to engage with this work to date. 3.Birkbeck site is sufficient for 450 pupils but a review of accommodation would need to take place to establish whether there are sufficient teaching spaces

Option	Process	Education standards and Diversity	Demand	School Size	Admissions	Financial Viability Issues	Travel and Accessibility	Capital	Equality of Opportunity	Community Cohesion	School Premises and Playing Fields
5. MDTC becomes sponsored academy and closes Mablethorpe site. Pupils transfer as above (3)	1. Academy must decide if this represents a significant enough change that would require approval of the Secretary of State and would seek advice from EFA. Coming out of a school site and reverting to a single site school is not listed in current School Organisation Guidance for academies (though it is for maintained schools), however, EFA may have a view. If it is not deemed to be significant then the academy could decide without approval from EFA/Sec of State. If it is deemed to be significant, there would need to be "adequate local consultation" and it may be "fast tracked" through the process. If it is deemed to be more significant then a formal business case is required followed by approval from the Secretary of State.	As in 4	As in 4	As in 4	As in 4	As in 4	As in 4	As in 4	As in 4	As in 4	As in 4
6. MDTC becomes a sponsored academy and closes LOUTH site, Pupils transfer to other schools.	As above except that Louth site closes and Mablethorpe remains open. There will be additional consideration and issues around the need for capital funding.	Louth site includes better curriculum facilities therefore impossible to deliver the curriculum to all pupils at Mablethorpe without considerable capital investment	1. There are currently more pupils at Louth site (554) than at Mablethorpe (231) indicating more demand in Louth .2. Pupils in Louth currently have a choice of non selective schools (MDCTC and Cordeaux) whereas there is no alternative provision in Mablethorpe if MDTC closes.3. 59% of pupils in Mablethorpe choose to attend schools elsewhere (43% in non selective schools) indicating that there is more demand in Mablethorpe for other schools than MDTC.	2. The Mablethorpe site is too small (capacity for 425 pupils) to support the whole school (1000 places needed based on PAN) and additional land would need to be identified and purchased 3.Closing Louth site will remove 1160 places, whilst the need is for 1000 places indicating that it is therefore more cost effective and appropriate to retain Louth site.	1. All pupils at MDTC continue to have a place at the school and could continue their education at Mablethorpe. 2. There are currently 554 pupils at the Louth site and any pupils wishing to continue attending a school in Louth may apply to Cordeaux Academy, which is currently 77% full, so access to places would not be guaranteed and there could be significant competition and the risk of more parents being dissatisfied.	1. The likelihood is that the remaining Louth schools will become more financially viable due to the utilisation of surplus places. 2. The pupils at the Louth site would not necessarily increase the Mablethorpe site, therefore the impact to the Mablethorpe numbers may be minimal, if any, which will not resolve the financial viability issues at the school. 3. Closure costs of the Louth site would need to be budgeted for, namely redundancy costs of staff at site, potential deficit position of the site on closure, revenue building closure costs etc.	LA transport Policy applies, but more pupils would need to relocate and therefore the strain on the budget would be increased. The additional costs are estimated at between £120k and £140k, assuming a large proportion still go to AJS.	1. Significant financial investment in land and the provision of additional curriculum facilities required. 2. LCC receives capital for Basic Need (all schools incl academies) and Capital Maintenance (for maintained schools only) . BN capital could not be used for this type of proposal, however, LCC could choose to use Capital Maintenance funding. This would impact upon other priorities already identified for the funding, which would be delayed significantly or indefinitely, until a capital receipt would be realised at Louth. Capital receipt sums cannot be guaranteed.	As in 4 but with respect to Louth pupils	1. Pupils in Mablethorpe increase their opportunity for community cohesion because the numbers of pupils, including those in their peer groups, will increase.2. Louth pupils are removed from their local community, unless they transfer to Cordeaux (for which there could be limited places) and therefore they could feel estranged.	1. Considerable challenges to be overcome in consolidating all provision at Mablethorpe as the site is too small and there would need to be a considerable programme of new build to provide adequate curriculum facilities. 2. Land purchase would have to take into account the provision of all facilities for a school of 1000 plus Post 16. These would need to include appropriate playing fields provision. 3. Any potential land sale at Louth would be subject to Section 77 regulations from the DfE which would include there being sufficient land and playing fields available at Mablethorpe.

Option	Process	Education standards and Diversity	Demand	School Size	Admissions	Financial Viability Issues	Travel and Accessibility	Capital	Equality of Opportunity	Community Cohesion	School Premises and Playing Fields
7. Extend the age range at Mablethorpe Primary School to become a 4 - 16 all through academy with current or alternative provider	As in option 4. 1. If an academy wishes to change the upper or lower age limit by 3 years or more, then this is deemed a significant change which requires the Secretary of State decision, based upon a formal business case. 2. Discussions have taken place with the Greenwood Dale Trust who are the MAT to which Mablethorpe Primary Academy belongs. They have stated that they are not interested in extending the school's upper age limit currently.	1. An all age academy would add to the diversity of schools within Lincolnshire. 2. The academy provider would be responsible for education standards and would be working with DfE and EFA at the proposal stage to demonstrate their ability to deliver a good school. 3. Size of KS4 cohort remains too low to maintain a viable and compliant curriculum.	1. Currently there are 231 pupils at Mablethorpe MDTC and numbers in year groups fluctuate between 24 and 63. There are currently expected to be around 27 offers to Year 6 pupils for the Mablethorpe site, out of a total of 64 offers across both sites. It is therefore difficult to predict current and future demand for an all age school. 2. The number of forms of entry for secondary could be the same or greater than currently exist at the primary school. The academy provider would need to evaluate this with the EFA regarding the Funding Agreement. It is likely that the LA would be consulted.	This would be decided by the academy provider and EFA, however, there would be issues around viability and the secondary provision would need to be sufficient to support a staffing structure that could deliver the national curriculum.	If the primary academy extended its age range, then pupils would remain at the school from Year R through to Year 11. Parents whose children attend other primary schools could also make applications for places at any time and if PAN had not been reached, they would secure a place. They would also be entitled to enter the usual admissions round to apply for a school place at Y7 at an alternative school if they wished. There would probably be a different PAN for KS3 upwards.	A business case would need to be undertaken to determine the financial viability of the option based on projected numbers expected. With the current physical size of the school site, it is difficult to see how they can provide the broad curriculum range within the funding envelope. The EFA would need to ensure this is a financially viable option to support the process.	Pupils from Mablethorpe who attend the school, would remain on roll throughout their school life and would have no need to travel. There would be no additional costs anticipated and possibly this could result in a saving.	MDTC Mablethorpe site has sufficient teaching space for 425 pupils. However, a curriculum model would be required in order to see if there was a need for additional curriculum space - especially for specialist subjects. This may indicate the need for capital investment.	1. Mablethorpe would continue to retain secondary provision in the town. 2. If pupils wished to change schools at KS3 and apply elsewhere for their secondary education they could do so. Some pupils may seek a different experience for part of their education. This could lead to an even lower cohort size in KS4 rendering it impossible to deliver a Progress 8 compliant curriculum, disadvantaging those pupils that remain.	1. The Mablethorpe community would retain secondary provision in the town. 2. There could be limited diversity within the school and pupils may receive a more limited experience than if they attended school elsewhere 3. Pupils would receive their education by attending one school, whereas elsewhere, pupils would attend separate primary and secondary schools which could impact upon their socialisation. 4. The consequent lack of social mobility further exacerbates economic exclusion.	Provision of teaching space and playing fields would need to be evaluated by the academy and EFA through a curriculum model and against DfE guidelines for provision.
8. MDTC becomes a sponsored academy and the new provider maintains KS3 (11-14) provision only for Mablethorpe pupils on Mablethorpe site	1. The Academy and/or MAT must decide if this represents a significant enough change that would require approval of the Secretary of State and would seek advice from EFA. 2. Changing the locations of year groups of pupils on a split site is not listed in current School Organisation Guidance, however, EFA may have a view. If it is not deemed to be significant, then academy can decide this as part of school organisation without approval from EFA/Sec of State. 3. If it is deemed to be significant, there would need to be "adequate local consultation" and it may be "fast tracked" through the process. 4. If it is deemed to be more significant then a formal business case is required followed by approval from the Secretary of State.	1. Education standards would be a matter for the academy and the MAT to which they belong, alongside the EFA and LA. 2. As a sponsored academy requiring improvement there would be monitoring to evaluate and ensure progress. 3. Mablethorpe pupils would have to transfer to Louth site for KS4, which may affect performance.	1. Unaffected as the overall number of school places remains unchanged. 2. This arrangement may appeal to parents who want a small school environment for younger pupils.	1. Overall size of the academy remains unchanged. 2. Current pupil numbers at KS3 are 339, out of which 87 are located at Mablethorpe (252 are located at Louth) and there are 425 places at Mablethorpe. (For information : If the whole of current KS3 were located at Mablethorpe there would be sufficient capacity, however, if KS3 were full space would be required for 600 pupils which exceeds the current capacity of 425.)	Admissions to the academy remains unchanged	1. The site is currently not financially viable having both KS3 & KS4, therefore this is not a financially viable option based on the current pupil numbers. The Mablethorpe site would still remain a small site with limited economies of scale. Financial viability is dependent upon how many pupils attend the school. Costs and overheads for premises remain unchanged. 2. The split site factor would still exist, which is currently very high and it is debateable on whether it offers value for money.	KS4 pupils from Mablethorpe (currently 118 pupils) would need to be transported to the Louth site, whilst KS3 remained at Mablethorpe.	1. It would be for the sponsored academy and the MAT to determine if the facilities at the school were sufficient or whether there would need to be some capital investment. This would then be discussed with the EFA who would be the funding source. 2. Capital funding would only be required if ALL KS3 across the school was full AND were located at the Mablethorpe site	1. Equality of opportunity affected because not all pupils receive their education on the same site and they do not have the same access to curriculum facilities. 2. There are more KS3 pupils currently at Louth (252) than at Mablethorpe (87) 3. Pupils from Mablethorpe would have to transfer to Louth site for KS4 and may not have had equitable experience up to KS3 as peers.	1. Mablethorpe retains secondary provision in the town. 2. There is less opportunity for Mablethorpe pupils to experience diversity within peer groups because of fewer numbers.	1. It would be up to the sponsored academy and MAT to determine the need for teaching space and playing field and discuss with the EFA, though there are sufficient facilities and playing fields for 425 pupils

Option	Process	Education standards and Diversity	Demand	School Size	Admissions	Financial Viability Issues	Travel and Accessibility	Capital	Equality of Opportunity	Community Cohesion	School Premises and Playing Fields
<p>9. Establish a new academy in new buildings to serve the east coast area providing secondary provision for Mablethorpe and surrounding areas with potential for offering specialist provision (vocational) linked to area needs. Location of new academy would need to be determined (new or existing sites)</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 87</p>	<p>1. The decision to establish a new academy would rest with the Secretary of State. There may be consideration as to whether this may be a Free School. 2. This option would necessitate the closure or merger of other schools/academies and would be subject to a process under the significant change guidance, requiring a formal business case and decided upon by the Secretary of State. 3. Depending on the size of the proposed academy, the number of schools/academies considered for closure or merger would vary. 4. Consideration could be given to the OFSTED rating of academies, as well as the quality of site and premises provision. 4. Proposals could include the relocation and expansion of an existing academy as well as the creation of a new one.</p>	<p>1. Part of the formal business case would include providing evidence that education standards would be increased as a result of the significant change proposed. 2.The Secretary of State would need to be convinced that standards would be improved as part of his/her decision.</p>	<p>1. Demand would be dependent on the scope of the area to be served by the proposed new academy. 2. Existing DTA areas would be merged accordingly after which demand could be established.</p>	<p>1. Size of the academy would be part of the proposal and would be determined by the scope of the area to be served, which schools/academies would be affected by closure or merger, and the number of secondary aged pupils existing and forecast in the area.</p>	<p>Admissions would be arranged as for any new academy, though account would need to be taken of closing schools.</p>	<p>1.Financial viability would be part of the formal business case put together by the proposers and presented to the EFA/Secretary of State. Key to securing financial sustainability is pupil numbers, therefore the School Organisation Planning team need to be satisfied that the school is positioned in the right geographical location. 2. This would be part of the consideration for sizing the new academy. 3. The reorganisation costs of closure and start-up will be significant. 4. Significant capital investment is likely to be required to implement this proposal.</p>	<p>1.This would be dependent on the scope of the area to be served by the school, and which existing DTA areas were merged as a consequence of closure. 2. One school covering a larger geographical area rather than several schools covering smaller areas is likely to increase the amount of LA funded transport required and additional time on buses for many students 3. There will be additional costs involved in transferring pupils to the proposed new academy. If the academy is in Mablethorpe the cost of transferring pupils from surrounding areas, including Birkbeck DTA is estimated at an additional £90k to £100k. If the new site is at Birkbeck then an additional £90k pa should be factored in.</p>	<p>1. A proposal for a new academy in new buildings would require a considerable capital investment 2. Funding would be made up from any capital receipts from academy closures as well as potential new funding from EFA. This would rely heavily on close collaboration between academies and MATs and funding arrangements would need to be formalised. 3. It is unlikely that the Secretary of State will decide upon the proposal before funding is guaranteed to be in place. 4. In the current economic climate it is unlikely that the EFA would provide the required funding for this option.</p>	<p>This would be considered in the formal business case but would provide the opportunity for new state of the art teaching facilities which would impact upon the learning environment for pupils along the east coast.</p>	<p>1. This proposal would remove secondary provision from current locations and thereby affect communities. 2. The academy would create a new form of community and would forge links across different towns along the east coast area.</p>	<p>Provision of premises and playing fields would be considered as part of the formal business case.</p>

Related Options

<p>10. Birkbeck College (North Somercotes) becomes a sponsored academy and maintains provision at NS</p>	<p>Process is already underway by DfE who, at the time of writing are shortly to approve Tollbar MAT as the sponsoring academy trust. Birkbeck is expected to become a sponsored academy by 01 November 2015.</p>	<p>In partnership with the Tollbar MAT, Birkbeck will have an improvement plan to raise education standards and will be monitored by DfE. Support will be provided by the MAT.</p>	<p>1. Unchanged. The number of school places remain the same. Birkbeck currently takes 9% of pupils living in Mablethorpe and the college pays for a bus which provides free transport. This arrangement may be reviewed by the academy sponsors. 2. It is possible that demand for places may rise depending on the reputation of the sponsor which could mean more pupils attend a school outside their area.</p>	<p>Unchanged. Birkbeck currently has a capacity of 355 places and a PAN of 71. It is currently 75% full. It is a small secondary school but DfE guidance specifically says that there should be no assumption about school size, though viability and cost effectiveness are important.</p>	<p>Unaffected, but criteria may be reviewed by the academy sponsor.</p>	<p>Funding for schools is based upon pupil numbers, so financial viability is always an issue with small schools. The school is currently not financially viable using its current NoR, and numbers are projected to fall further resulting in a significant financial deficit over the next 1-2 years. Although Tollbar MAT have ambitions to turn around the school, the school would need an injection of temporary funding to allow time to build up pupil numbers and for the lagged funding system to take effect.</p>	<p>Unaffected. Pupils who currently attend the school are guaranteed a place in the new sponsored academy</p>	<p>Tollbar and EFA will discuss any capital issues which may arise</p>	<p>Pupils at Birkbeck will have equality of opportunity with other pupils in Tollbar MAT. The curriculum offer will be compliant as a result of the intention to staff across schools in the MAT.</p>	<p>The school remains on the same site and will serve the same locality as a sponsored academy.</p>	<p>Provision remains the same. If school size changes, this will need to be reviewed against DfE guidance. There are issues of land transfer associated with the Wolds and East Education Trust.</p>
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Option	Process	Education standards and Diversity	Demand	School Size	Admissions	Financial Viability Issues	Travel and Accessibility	Capital	Equality of Opportunity	Community Cohesion	School Premises and Playing Fields
11. Birkbeck College closes and pupils transfer to Mablethorpe, Louth or other schools	1. This would be a decision for the Secretary of State after November 2015, and probably throughout the academisation process. Should the school be removed from this process, the decision reverts to the LA. 2. When the school received its Ofsted rating of Requires Improvement, the DfE would have evaluated all options when considering the future of the school. It has been decided to academise the school under the Tollbar MAT.	By academising the school as a sponsored academy with Tollbar MAT, it is expected that education standards will improve.	There are currently 267 pupils at the school occupying 75% of the available school places (355) and 9% of pupils in Mablethorpe attend Birkbeck	The school has 355 places and a PAN of 71. Pupils come from the immediate locality, but a bus currently run by the school, picks up pupils from Mablethorpe and Louth.	If the school were to close then 267 pupils would need to be reallocated with a school place at an alternative school by the LA. The rurality of the area means that alternative provision is located at some distance. Closest schools would be Tollbar Academy in Grimsby, or MDTC in Mablethorpe.	1. Those pupils attending Birkbeck may move to the Mablethorpe site providing greater utilisation there, however the current split-site arrangements with Louth may be deemed unsatisfactory for pupils travelling long distances, which will in turn result in higher transport costs. The decision to close Birkbeck will have a repercussion on transport costs. 2. With Tollbar MATs involvement with Birkbeck these pupils may wish to go to the Tollbar site, if there is available capacity. This would not resolve the Mablethorpe site's low pupil numbers. 3. The LA could receive a capital receipt for the school site in the event of a closure and sale.	The LA would be responsible for funding travel to alternative designated school places for pupils currently at the school and those Year 6 pupils with offers. The additional costs are estimated at between £100k and £130k depending on the school destinations. NB There are currently 107 pupils who are transported to Birkbeck via closed contract buses.(in addition to transport provided by school governors) Variances to these contracts would add £100 per day plus two extra coaches at £190 each per day. These are factored into the above costs.	There would be sufficient school places available at MDTC Mablethorpe for Birkbeck pupils to transfer if the school were closed. There may be a need to review or update some of the accommodation in order to support increased numbers. Pre academisation, the LA would be responsible for identifying capital from the Capital Maintenance allocation it receives from DfE.	If Birkbeck closed then pupils would have to travel to their designated school, which would be likely to be a distance away. Pupils would have a longer day which may impact upon learning. However, educational opportunity and achievement may be enhanced by access to a wider and more tailored curriculum.	Secondary provision would be removed from North Somercotes and pupils would be assimilated into the established communities of other schools resulting in less social isolation for pupils in the North Somercotes area.	In order to benefit from a capital receipt if the school site were to close, a case under Section 77 would need to be approved by DfE. That is, establishing that all other schools in the locality had sufficient playing field provision. If this were not the case, the playing field at the closing school could not be sold.
Options involving Mablethorpe and North Somercotes											
12. Retain secondary provision at both Mablethorpe and North Somercotes as two academies with different sponsors	This process is currently underway and the DfE have identified KEVIGS MAT (MDTC) and Tollbar MAT (Birkbeck) as respective sponsoring academies. The implementation dates are Summer/September 2016 for MDTC and November for Birkbeck.	The DfE have identified academisation of both schools as the best means of raising education standards.	Unchanged 1.Available places across both sites of MDTC causing concern in terms of budget issues and equality of education 2. Birkbeck is 75% full.	1. MDTC currently has 1592 places and 800 pupils - 231 pupils are located at Mablethorpe. 2. Birkbeck currently has 355 places and 267 pupils.	Unchanged - though criteria may be reviewed by the MAT(s)	1. Both academy sponsors would have to justify / evidence to the DfE that both school sites are financially viable using Lincolnshire's agreed funding formula. At present this is not the case based on the low pupil numbers at each site and the requirement to deliver a suitable curriculum. 2. If approval is achieved, the academy sponsor would be required to manage the going concern of the two schools	Unchanged. If KEVIGS reviewed the school organisation arrangements at MDTC and changed the use of the two sites, then there could be issues around travel and transport costs for pupils. The additional costs are unknown without details but are likely to be much less than the other options above.	Any capital issues would be discussed between the MATs and the EFA.	Unchanged.	Unchanged. Secondary provision retained in both localities.	Unchanged unless use of sites or pupil numbers were to change significantly.
13. Retain provision at both Mablethorpe and NS either as a split site academy - or two sponsored academies within the same Multi Academy Trust	The process which is underway at the moment involves converting both schools into academies with separate sponsors and will be completed by November 2016 for Birkbeck and summer/September 2016 for MDTC. If changes were to be made to this arrangement then the process would be for the Secretary of State to decide under arrangements for significant changes to academies, and after full consideration of a formal business case submitted by the academy(ies)/MATs concerned.	Education standards would be a key part of the business case presented to support change and would be an important factor in any decision made by the Secretary of State. A decision in favour of this option would require a reversal of two strategic decisions already authorised by the minister.	1. Consideration would be given to the distance between Mablethorpe and North Somercotes if a split site academy was being proposed, as well as to the funding agreement needed to support two sites with small cohorts of pupils and limited capacity. 2. There would have to be a strong interest, supported by a proven track record by a sponsoring academy or MAT to take responsibility for two schools requiring improvement at the same time.	1. This would be dependent on the proposals. 2. A split site school would have a capacity of 780 places across both sites, otherwise the two separate academies would be sized at 425 places (Mablethorpe) and 355 (Birkbeck) based upon current net capacities. 3. A proposer could decide to propose academies of different sizes but EFA would want supporting evidence of need and financial viability within the formal business case.4. It is likely that the LA would be consulted.	Dependent upon proposal. Admissions would be a key plank to the formal business case and would need to adhere to the national admissions code. The impact upon parental preference and pupils with a current place at the academies would need to be clearly stated in the business case.	1. The above comments on retaining both sites but with different academy sponsors is applicable for this proposal also. 2. Financial viability issues still remain critical. 3. The cost per pupil will likely remain high for both sites, and the DfE wish to ensure that split-site factors are created to deliver an optimum delivery model, not to support inefficiencies.	Retention of secondary provision at both Mablethorpe and North Somercotes reduces the need for pupils in those locations to travel to their local schools/academies, if that is their school of choice. The LA Transport policy would apply if parents opted to send their children to alternative schools. Any additional costs would be minimised under this option.	If the net capacities of both school buildings were to remain the same, it is unlikely that additional building work would be required. However, proposers may wish to seek capital from the EFA to make changes to provision, and would need to identify and evidence this in their formal business cases.	1. This would be the responsibility of the proposers to identify in the formal business case. 2. If a split site academy was to be proposed, then equality of opportunity between the provision of both sites would need to be addressed.	Secondary provision is retained within each locality. If the proposal is to create a split site academy then there would need to be evidence of how community cohesion is to be achieved across both sites	Premises and playing fields provision would need to be evaluated in accordance with DfE guidelines as part of the formal business case.

Option	Process	Education standards and Diversity	Demand	School Size	Admissions	Financial Viability Issues	Travel and Accessibility	Capital	Equality of Opportunity	Community Cohesion	School Premises and Playing Fields
14. MDTC closes Mablethorpe site. Birkbeck becomes a sponsored academy and relocates from North Somercotes to Mablethorpe	1. This is a variation of Option 2 and Option 13 above. 2. If MDTC were to close Mablethorpe site the process is the same as Option 2 and is led by governors with the LA as decision maker. 3 The relocation of an academy would be considered a "significant change" and would be decided by the Secretary of State following submission of a formal business case by the proposing academy.	Education standards would be a key part of the business case presented to support change and would be an important factor in any decision made by the Secretary of State	1. Pupils at Birkbeck and those in Year 6 with offers would retain a place at the school and be relocated onto the new site at Mablethorpe. 2. There would be similar issues for parents and pupils at Birkbeck, as to those affected by the proposed consolidation of MDTC at Louth. 3. All pupils at Birkbeck and Mablethorpe would be affected. 4. Demand for places at the relocated school could change depending on parental views on the proposal. 5. Demand for places could increase for Mablethorpe pupils but may decrease, due to increased travel for pupils currently attending Birkbeck.	1. The school size would be dependent on the current capacity of the site at Mablethorpe 2. Current capacity of the site and buildings is 425 places.	1. Admissions would be a key element of the formal business case which would identify the locality the academy was seeking to serve. 2. All pupils at Birkbeck have a right to a place at the academy, though some may want to apply to alternative academies 3. Academies are their own admission authority and the proposer would be responsible for deciding and admissions policy and criteria.	1. There would be cost saving to the overall DSG through ending of the split site factor arrangement. 2. This would be an important part of the formal business case and financial viability would be considered by the EFA within discussions on the Funding Agreement - the relocated school will have to increase its numbers to be financially viable i.e. retaining Birkbeck pupils and those at Mablethorpe. Parental choice will be key to this. 3. Relocation costs would need to be determined, which may fall with the LA.	1. This would be part of the proposers formal business case and would need to consider the area that the academy was proposing to serve. 2. The LA would need to consider the impact upon existing DTA areas 3. If DTAs are reviewed there will be implications to the LA Transport budget should more pupils become eligible for free transport according to the LA Transport Policy. The additional costs would depend on the number of pupils travelling from North Somercotes to Mablethorpe. The costs are estimated at between £180k to £190k maximum.	The need for capital is dependent on the detail of the proposal, the size of the proposed school, and whether the proposer seeks to make alterations to the existing accommodation and provision. Capital would come directly from the EFA.	This would be addressed in the formal business proposal and would probably take into account the impact of the transfer of pupils from North Somercotes, as well as the opportunity presented to Mablethorpe pupils for secondary provision remaining in the town.	Secondary provision remains in Mablethorpe but is removed from North Somercotes.	Dependent on the details of the proposal. Provision for 425 pupils currently exist at the Mablethorpe site.
15. MDTC closes Mablethorpe site, Birkbeck becomes a sponsored academy at North Somercotes. Pupils from Mablethorpe continue at Louth site or apply to Birkbeck/other schools (as in Option 4)	This is a variation of Option 2, 4 and Option 14 above. The processes are the same as above.	As above.	Birkbeck site has a current capacity of 355 places and there are currently 268 pupils leaving a balance of 87 available places for pupils from Mablethorpe who may wish to transfer. If demand was greater, then more places would need to be created on the site with capital implications.	Depends on the proposal. Current school capacity is 355.	As above and Option 4.	As above.	As above.	As above.	This would be addressed in the formal business proposal and would probably take into account the impact of transfer of pupils from Mablethorpe to North Somercotes, as well as the opportunity presented to North Somercotes pupils for secondary provision remaining in the town.	Secondary provision remains in North Somercotes but is removed from Mablethorpe town.	Dependent on the details of the proposal. 355 places currently exist on the Birkbeck site.
16. Close both schools, removing secondary provision from both areas. Pupils take up places in Louth and the LA expands existing local schools/academies to provide additional places for both Mablethorpe and Birkbeck pupils	Birkbeck is expected to be a sponsored academy by November 2015 and MDTC by the summer of 2016. It would be the Secretary of State's decision to close an academy. Expansion of an academy process is covered in Option 4.	Education standards would be a key part of the business case presented to support change and would be an important factor in any decision made by the Secretary of State. There are clear advantages in terms of curriculum breadth within larger schools. This would permit a better match of aspiration and aptitude to areas of study and help accelerate progress. It is unlikely that any local school would grow so large as to exceed the national average.	Pupils currently holding places at both schools would have to be re-designated to other schools by the LA - or would seek to apply to other schools, thereby increasing demand for unfilled places at other schools within the locality. Demand likely to increase at popular successful school like AJS and Tollbar Academy. Places for displaced pupils may not be guaranteed unless agreements are in place.	Depends on the detail on the proposal.	Likely to require changes to DTAs and also possibly to admissions policies/criteria of other schools receiving pupils.	1. There is currently a surplus of places in the area and with the removal of the large lump sum through the DfE funding reforms, those small secondary schools are finding it difficult to be financially viable. A rationalisation approach would create bigger schools and greater financial stability. 2. Tracking where the pupils will likely go will be critical to understand whether capacity is available in the areas required. Reorganisation growth funding and capital investment may be required in some areas. There will be transport implications as a result of these closures.	Pupils living in Mablethorpe and North Somercotes would not have access to secondary provision locally and would need to travel. Potential increase to the strain on LA Transport budget as more pupils are eligible for free transport. The additional costs would depend on where the pupils go and if they are offered a choice. They are estimated to be between £240k and £280k.	There would be the potential for two capital receipts which would mean additional funding for other schools who take additional pupils. This capital will only be released if there is a case under Section 77 and all other schools in the locality have sufficient playing fields provision.	This would be examined by the Secretary of State when arriving at a decision on closure. Consideration would be given to the impact upon pupils in Mablethorpe and North Somercotes, particularly in terms of access to a broad and high quality curriculum.	1. Both Mablethorpe and North Somercotes lose secondary provision within their communities 2. Pupils from both areas could have wider opportunity for community cohesion at different schools with a larger number of pupils from different areas. 3. Economic inclusion and social mobility would be enhanced, building capacity for improved social cohesion.	Premises and playing field provision would need to be evaluated at each school receiving or taking additional pupils.

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Background

On December 18, 2014, the Governing Body of Monks' Dyke Tennyson College (MDTC) reluctantly took the decision by a majority vote of 7 - 2, to propose closing the Mablethorpe site of the school, with reducing pupil numbers leading to reduced funding and affecting the ability to provide a good education to pupils.

MDTC was facing a predicted budget deficit of £1.4m that was set to rise to £3.4m if radical action wasn't taken. Reviewing the curriculum and the staffing structure has already had some effect on finances, but there is more action needed. Therefore, governors saw no option other than to propose to move to one campus by closing the Mablethorpe site. They recognised:

- The cost of running two sites exceeds the school budget
- The school is running at half full with 554 pupils at Louth and 231 pupils at Mablethorpe and there are only 64 out of 200 places on offer for September 2015 (29 at Mablethorpe)
- School funding is based on a fixed allocation of funding (block grant) set by DfE and more pupils means more funding, less pupils means less funding
- Only 40% of 11-16 pupils living in Mablethorpe choose to attend MDTC
- The Louth site has sufficient space to take all current pupils and the number expected for the next 10 years (county council forecast)
- Small year groups at the Mablethorpe site is affecting pupils' teaching and learning as there can only be mixed ability groups which makes it difficult to cater for all learning needs
- Teachers are not as accessible to pupils outside class time because they are not necessarily based at the same site, or are travelling between sites

Governors have the power to make proposals around the organisation of the school, including the closure of one of the sites. Any significant change means the school is legally bound to follow DfE statutory processes, arranging proper consultation as outlined by DfE with parents/carers, pupils, staff and the wider community.

Consultation process and timeline

There are two phases of consultation and opportunities for people to express views – pre-publication and formal. Governors have started the pre-publication phase with parents and staff. Consultation runs from 2/9/15 to 7/10/15. In addition, public consultation open evenings have been set for the wider community in September. Open evenings will take place in Mablethorpe on Wednesday 16 September and Louth on Thursday 17 September, between 6pm and 8pm in the school halls. They take the form of “drop in” sessions to enable one-to-one discussions with governors, members of school senior leadership and local authority representatives.

After 7th October, governors will meet again to carefully consider the views expressed and make a decision as to whether to continue with the formal process of proposing closure of the site. If this decision is taken, the next step is to publish a Statutory Notice and statement which will be placed on the school website, in key public places and in the local press. People then have four weeks to formally submit comments and views, which are collected by the governors and sent to Lincolnshire County Council whose role is to act as decision maker.

Governors are interested to hear all comments and views about their proposal - and any ideas that could assist the school in dealing with the difficult issues which have led to this situation.

Expressing your views

As well as the open evenings in Mablethorpe and Louth, if you would like to comment on the governors' proposal to close the Mablethorpe site of MDTC, you can use the form on the school website www.mdtc.co/consultation, write to the Clerk to the Governors at clerktogovernors@mdtc.co or use this tear off slip and send it to/ hand it into reception at either site. Alternatively, you can post it to the school addresses mentioned in this leaflet.

Name (optional): _____

Address (optional): _____

I am a pupil

I am a parent/carers

I am a staff member

I am a governor at MDTC

I am a member of the public

I support the governors' decision to close the Mablethorpe site and consolidate the school onto the Louth site

I do not support the governors' decision to close the Mablethorpe site and consolidate the school onto the Louth site

I am undecided about whether to support the governors' decision to close Mablethorpe site and consolidate the school onto the Louth site



Statutory Notice to propose to discontinue the Mablethorpe site of Monks' Dyke Tennyson College and consolidate the school on the Louth site as a single site school.

Notice is given in accordance with Section 19 (3) of the Education and Inspections Act 2006 and under Prescribed Alteration Regulation 4 (3) that the Governors' of Monks' Dyke Tennyson College Governing Body (Monks' Dyke Tennyson College being a Foundation school), Monks' Dyke Road, Louth, LN11 9AW, propose to discontinue the Mablethorpe site at Seaholme Road, Mablethorpe, LN12 2DF from 31 August 2016 and consolidate the school provision at the Louth site from 1 September 2016, as a single site school.

If the closure goes ahead all current students at the Mablethorpe site, and those holding a school place for Mablethorpe site, will retain their place at the school and transfer their location to the Louth site, which is 15 miles from Mablethorpe. Transport would be provided to the Louth site for pupils on roll at MDTC at the Mablethorpe site at the point of closure, and for younger siblings of those on roll that will require a place at MDTC in the future.

The County Council home-to-school transport policy will continue to apply – this provides free home-to-school transport for pupils to their nearest or designated school (if it is more than 3 miles away for secondary aged pupils). In addition, arrangements will be made to allow students living in the Mablethorpe Designated Transport Area whose parents decide to seek a transfer to an alternative school closer to where they live, to have free transport provided to Alford John Spendluffe and Somercotes Academy (formerly Birkbeck School and Community Arts College).

This Notice is an extract from the complete proposal. Copies of the complete proposal with further detail can be obtained by writing to: The Chair of Governors, Monks' Dyke Tennyson College, Monks' Dyke Road, Louth, Lincolnshire, LN11 9AW or by calling 01507 606349 or by emailing consultationresponse@mdtc.co or by accessing the school website on www.mdtc.co

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to The Chair of Governors, Monks' Dyke Tennyson College, Monks' Dyke Road, Louth, Lincolnshire, LN11 9AW by the deadline of 2 December 2015.

Further details on the consultation which has led to this proposal can be accessed on-line under Mablethorpe Consultation via www.mdtc.co

Signed: Rachel E Tickhill

Chair of Governors

Monks' Dyke Tennyson College

Publication Date: 4 November 2015

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Monks' Dyke Tennyson College

Complete Proposal to Discontinue use of the Mablethorpe site and consolidate provision for Monks' Dyke Tennyson College at the Louth site, as a single site school

MATTERS TO BE SPECIFIED UNDER SECTION 19 (3) OF THE EDUCATION AND INSPECTIONS ACT 2006, UNDER PRESCRIBED REGULATION 4 (3)

Contact details

This proposal is published by the Governing Body of Monks' Dyke Tennyson College (MDTC), Monks' Dyke Road, Louth, Lincolnshire, LN11 9AW, regarding discontinuing use of the Mablethorpe site and consolidating the school at the Louth site as a single site school. The school is a Foundation school maintained by the Local Authority (LA).

Implementation

The proposal is to discontinue the use of the Mablethorpe site at Seaholme Road, Mablethorpe, Lincolnshire, LN12 2DF from August 31, 2016 and consolidate provision at the Louth site (Monks' Dyke Road, Louth, Lincolnshire, LN11 9AW) from 1 September, 2016.

Context and reason for closure of Mablethorpe site

Background

Following the merger of Monks' Dyke Technology College in Louth and Tennyson High School in Mablethorpe in September 2012, Monks' Dyke Tennyson College operated as a split site school across two separate sites in Louth and Mablethorpe. The sites are 15 miles apart, which is the greatest distance between any two school sites in Lincolnshire. The merger enabled secondary provision to continue to be provided in Mablethorpe, as pupil numbers at Tennyson High School as a stand-alone school were worryingly low.

Because of the distance between the sites, both sites deliver education to Years 7,8,9,10 and 11 by running a parallel curriculum. All Post 16 courses are delivered at Louth. In terms of buildings and site capacity, Louth has space for 1160 students and Mablethorpe has space for 425 students. Mablethorpe site has fewer specialist curriculum facilities than the Louth site and does not have a sports hall.

At the time of the merger, pupil numbers at Mablethorpe were predicted to increase, however, three years on, largely due to changes in parental preference and the availability of places in neighbouring schools, this increase has not materialised and there are currently 166 pupils at Mablethorpe. Across the whole school there are 531 students (11–16) and 88 Post 16 students. There are currently 365 students (11-16) at Louth. These pupil numbers are less than those projected for the school in January 2015 (see table below). The reduction in pupil numbers impacts directly upon school finance and the school budget. It also affects how the curriculum is organised and delivered to pupils, which in turn has a direct impact upon education provision and standards.

Pupil Numbers

Capacity: 1585 places overall : Louth – 1160 Mablethorpe - 425

Projections based on the January 2015 census:

Below is a table showing the numbers of pupils attending each site by year group as at January 2015:

Breakdown of Monks' Dyke Tennyson College (MDTC) by site

School Name	Distance (miles) to:			PAN	2015 Offers	NC Year - January 2015 School Census*								Total on roll	Net Capacity	LA 2014 Option 2 Projected Intakes																									
	MDTC Mablethorpe Site	Birkbeck North Somercotes				7	8	9	10	11	12	13	14			2015	2016	2017	2018	2019	2020	2021	2022																		
MDTC (Louth Site)	15.6	10.1		115	35	85	74	93	80	117	57	48	-	554	1160	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Louth site offers is approx based on addresses of pupils ↗					80	30	41	22	35	-2	-	-	-	606	48% full	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
					70%	26%	36%	19%	30%	-2%	-	-	-	52%		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
MDTC (Mablethorpe Site)	-	11.7		85	29	22	30	35	57	61	11	15	-	231	425	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Mablethorpe site offers is approx based on addresses of pupils ↗					56	63	55	50	28	24	-	-	-	194	54% full	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
					66%	74%	65%	59%	33%	28%	-	-	-	46%		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
MDTC Total				200	64	107	104	128	137	178	68	63	-	785	1585	147	149	146	150	171	154	170	154																		
Surplus Places					136	93	96	72	63	22	-	-	-	800	50% full	53	51	54	50	29	46	30	46																		
Surplus Capacity (%)					68%	47%	48%	36%	32%	11%	-	-	-	50%		27%	26%	27%	25%	15%	23%	15%	23%																		

Overall the school is 50% full, which is reflected at both sites (Mablethorpe is 54% full and Louth is 48% full)

Currently, secondary age children who live in Mablethorpe attend the following schools (due to rounding these percentages do not total 100%):

- MDTC 40%
- Alford John Spendluffe 32%
- Birkbeck College 9%
- Cordeaux Academy 2% (Louth)
- King Edward V1 Grammar School 1% (Louth)
- Alford Queen Elizabeth's Grammar School 15%

In summary, the majority of parents of secondary age children (59%) choose to send their children to schools outside Mablethorpe. This breaks down into 43% attending non selective schools outside the town and a further 16% attending selective schools. More parents are choosing a non-selective option outside the town, than opting for MDTC in Mablethorpe. This is a parental preference trend that is historic in the area and is not a result of MDTC being rated Requiring Improvement by Ofsted at the most recent inspection.

Since the merger of the two schools, school organisation and curriculum delivery at MDTC has focussed upon enabling pupils to access their secondary education locally by reducing the need for pupils to travel therefore preserving equality of entitlement to all pupils, irrespective of where they live.

To achieve this it has been necessary for staffing levels to be higher than usual to reflect the replication of classes of the same year group at each site. It has also been necessary for staff to regularly travel between sites. Whilst these arrangements are costly, they have preserved secondary provision in Mablethorpe for the last two years, despite reducing numbers of pupils. However, the new performance measures (Progress 8 and Attainment 8, being introduced in 2016 across all schools) will make it increasingly difficult for an adequate curriculum offer, delivered by specialist teachers, to be maintained and remain financially viable.

Because the funding mechanism for schools is based upon the number of pupils attending school, the reduction in pupils at both sites has had a direct effect on the school budget, which was predicted to have a significant deficit (£1.8m) before steps were considered by the school to reduce costs.

Delivering a parallel curriculum across two sites has considerable logistical and financial challenges. It negates economies of scale in terms of group size, requires an increased staffing structure (management team and within subject areas) to support curriculum delivery, increases staff travel costs and time in transit (less break time), and adds to the complexities of school organisation when the sites are such a significant distance apart with a relatively poor road network. Unoccupied school places reduces the overall need for space, but it can be difficult to identify areas to close down while continuing to deliver a full range curriculum, therefore running costs remain much the same. A parallel curriculum protects pupils aged 11 to 16 from experiencing an extended school day and considerable travel – and it retains education provision in the heart of local communities. It has however, proven to be costly and unsustainable, made worse by falling rolls. The school can no longer afford to deliver education in this way and continue to provide the quality of education and breadth of curriculum that the pupils are entitled to.

Standards

In March 2014, the school was inspected and overall effectiveness was graded as 3 with the new descriptor "Requires Improvement". A monitoring visit was carried out by Ofsted in July 2014. Examination results for the last two years have been below DfE floor targets. At the direction of the DfE and in response to the need to raise academic standards, MDTC is in the process of becoming a sponsored academy. In the summer examinations of 2014, Monks' Dyke Tennyson College experienced particular difficulties with GCSE English. This led to the percentage of pupils achieving 5 or more GCSEs at grade A*-C including English and maths falling below the DfE's Floor Standard (currently set at 40% regardless of the ability of the cohort). The DfE subsequently notified the school and the LA that Monks' Dyke Tennyson College was required to academise with a strong and approved 'academy sponsor'. Approval has been given by the Minister to the sponsor being Louth King Edward VI Grammar School (KEVIGS), which is also in the process of becoming an academy, an 'approved sponsor' and setting up a multi academy trust (MAT). The DfE are

aware of Governors' decision to close the site, and subsequently, have agreed to defer the academisation of the school to allow for the statutory process around site closure to be undertaken and options for Mablethorpe to be considered.

The Governors' have had concerns about maintaining the quality of education and equality of provision across the two sites, given the reducing pupil numbers, the strain on staff resources, maintaining curriculum breadth and continuing to meet the learning needs of all students. This concern is accentuated by the school now being rated as Requires Improvement by Ofsted, though it is hoped that with the support of KEVIGS, (the proposed academy sponsor) there will be a rapid improvement in standards. This cannot be achieved without reviewing curriculum planning and delivery and consideration of staffing levels – all of which are currently changing in the light of essential budget reductions. Staffing reductions have been made in accordance with the latest restructure, with a total of 13.2 teaching posts and 19 administrative and support posts having been removed. Delivering the curriculum on one site and ensuring cost effective group sizes is a key part of the budget reduction strategy and it would be possible for all the pupils from the Mablethorpe site to transfer to the Louth site without any physical alterations to the school building, as it has the capacity for 1160 pupils.

Finance

At a special meeting on 26.10.15, Governors received a report on the current school budget. This showed that between April 1 and 31.8 2015, there was an overall budget deficit of £242,500. This figure excludes redundancy costs as a result of the recent restructure, which are running at £352,000. Over the last 5 months the actual in year deficit equals around £100,000 per month across the whole school. It is a legal responsibility for governors to set a realistic and affordable budget. Governors' reluctantly were left with no choice but to formally propose to close Mablethorpe site.

The Objectives for proposing closure of Mablethorpe site

The Statutory Notice has been published to propose the closure of the Mablethorpe site and consolidate the school onto a single site at Louth for the following reasons:

1. To enable the school to be supported by a balanced budget which can adequately fund and provide sufficient resources for teaching and learning, support all students' learning needs, ensures that the curriculum meets new government requirements and provides entitlement and equality of opportunity to current and future students.
2. To support school improvement and enable students to achieve better in order to improve their life chances and secure better opportunities for their future.

3. To improve the quality of the offer that the school can make to students, parents and the communities it serves, in order that it will become a school of choice and increase the number of pupils who choose to attend, thereby securing its future sustainability.

Impact on Students

If the closure goes ahead all current students at the Mablethorpe site, and those holding a school place for Mablethorpe site, will retain their place at the school and transfer their location to the Louth site, which is 15 miles from Mablethorpe. There will be a programme of transition arrangements put in place to support students and ease the relocation to the Louth site to minimise disruption and overcome any anxieties that may be caused by the closure.

Transport will be provided to the Louth site for pupils on roll at MDTC at the Mablethorpe site at the point of closure, and for younger siblings of those on roll that will require a place at MDTC in the future.

The County Council home-to-school transport policy will continue to apply – this provides free home-to-school transport for pupils to their nearest or designated school (if it is more than 3 miles away for secondary aged pupils).

In addition, arrangements will be made to allow students living in the Mablethorpe Designated Transport Area whose parents decide to seek a transfer to an alternative school closer to where they live, to have free transport provided to Alford John Spendluffe and Somercotes Academy (formerly Birkbeck School and Community Arts College) if a place is offered.

Impact on Staff

There will be a need for a further review of staffing across the whole school, once the curriculum planning and school organisation structure have been agreed, and the numbers of pupils confirmed.

Impact on the community

The community of Mablethorpe would lose secondary provision located in the town. The nearest secondary schools are Alford John Spendluffe Technology College – 8.1 miles from the Mablethorpe site and approximately 17 minutes by car; and Somercotes Academy (formerly Birkbeck School and Community Arts College) 11.2 miles from Mablethorpe site and approximately 21 minutes by car.

It is proposed to include Mablethorpe within the Designated Transport Area for both these schools and the County Council's home-to-school transport policy will apply. Somercotes Academy provides free buses for pupils from several localities, including Mablethorpe and the journey time is 30 minutes.

Parental choice supports the majority of students living within the Mablethorpe community attending schools outside the Town. Although secondary provision will no longer be offered within Mablethorpe Town, it is the belief of Governors that the closure of the school site will result in improved provision and education opportunity for young people in Mablethorpe Town, leading to greater opportunities and better life chances for them and their families in turn.

Alternative uses will be considered for the school buildings and site – particularly should there be alternative viable proposals for educational use.

Special educational needs (SEN) provision

All the existing provision and support for special educational needs will transfer from the Mablethorpe site to the Louth site and there will be no discontinuity for students.

Travel

For existing Mablethorpe students and those holding a school place, there will be additional travel for those who wish to continue their education at MDTC, as the Louth site is around 15 miles from the Mablethorpe site. Transport would be provided to the Louth site for those students at the point of closure, and for younger siblings of those on roll that will require a place at MDTC in the future.

The County Council home-to-school transport policy will continue to apply – this provides free home-to-school transport for pupils to their nearest or designated school (if it is more than 3 miles away for secondary aged pupils). In addition, arrangements will be made to allow students living in the Mablethorpe Designated Transport Area whose parents decide to seek a transfer to an alternative school closer to where they live, to have free transport provided to Alford John Spendluffe and Somercotes Academy (formerly Birkbeck School and Community Arts College).

It should be noted that currently 60% of students living in the Mablethorpe area choose to travel out of the Town to receive their secondary education – a factor which has contributed to the situation of reducing pupil numbers at MDTC.

Consultation - process

In order for Governors to close the Mablethorpe site and consolidate provision at Louth as a single site school, there are statutory processes that must be followed, in keeping with Section 19 (3) of the Education and Inspections Act 2006, under Prescribed Alteration Regulation 4 (3).

Under these guidelines the Governors must ensure that sufficient time and information are provided for people to understand and form a view on the proposals and make a response. The DfE guidance no longer prescribes a consultation period for proposed site closures, although this is a strong recommendation. Duly, the Governors have conducted a period of pre-publication consultation which ran from September 2 to October 7, 2015, during which several events and processes engaging with parents, staff, students, governors, other local schools and academies, local authorities and the local community took place:

- Briefing staff on both sites by way of staff meetings held on 3rd and 4th September, meeting with teaching unions and HR representatives on 2nd September, followed by opportunities within school to discuss and share questions, views, comments and opinions.
- Writing to all parents of MDTC pupils informing them of the proposals and explaining the context and background
- Briefing pupils, arranging "student voice" sessions and encouraging students to engage and participate in the consultation process
- Producing and distributing 2000 leaflets, with tear off response sheets, in key public places in both Mablethorpe and Louth, to provide information about the Governors' proposal with background information and reasons
- Writing to interested parties, including all local authorities and relevant departments ie Lincolnshire County Council, the Children's Services Department, CfBT; all local district and Town and Parish Councils; all local county councillors and district councillors; local MPs and Euro MPs; all relevant trades unions; all local schools and academies and academy trusts, including both primary and secondary schools; all before and after school clubs and premises users; all local dioceses; neighbouring Las, the EFA, and local libraries.
- Arranging meetings where parents of pupils at both sites received a presentation from senior school leaders and governors, as well as receive information about admissions, school transport, ask questions and share views. Representatives from

the local authority were also present to provide information. These events took place on the following dates:

September 3rd – Parents Meeting – Mablethorpe

September 4th – Parents Meeting – Louth

- Arranging public open evenings where governors and senior school leaders were present with representatives of the LA, to provide information, engage in dialogue and receive comments, views and ideas from the local community. In considering the most effective way of facilitating the engagement with members of the local community and enabling dialogue directly with governors/senior school leaders in order to be able to access and engage with as broad a range of views as possible, it was decided that an open evening which allowed one-to-one discussion would be most effective. This was also intended to avoid the situation which occurred at the public meeting in August where a considerable number of people were unable to ask their questions due to time constraints in the meeting. Consequently, five teams of governors/senior leaders were available for discussion, alongside several LA representatives, which allowed a greater number of engagements and gave the public direct access to those who were responsible for making the proposal. These events took place on the following dates:

September 16th - Mablethorpe

September 17th – Louth

All events at both sites were carried out using the same format and structure to ensure that there was consistency and equality of opportunity for consultation, questions, sharing views and information provision.

After the end of the public open evening at Mablethorpe, the Chair of Governors and Head of School (Mablethorpe) met with representatives of the Steering Group Save Our School - Save Our Town/Tennyson Lives by request. Representatives of the LA were also present. The Steering Group shared some of their thinking and concerns, including the possible development of a further option to retain provision in Mablethorpe.

Senior leaders contacted the top ten (transition numbers) Mablethorpe partner primary schools to check that all the consultation material had been received and distributed to families – particularly those within Year 6.

Consultation - Responses

At a special governors' meeting on October 26 2015 governors received a report on the consultation.

There were several response mechanisms used to collect, evaluate and collate responses to the governors' proposal, and every effort has been made to facilitate responses from all quarters – but particularly from parents, staff, and pupils of MDTC.

Responses were made through letters; completion of response sheets; writing comments via a form on the school website; making comments at consultation events; engaging in specific sessions run by the school – particularly for staff and pupils.

There were concerns expressed by some attendees at the Mablethorpe public open evening that there was no arrangement for a public meeting where comments could be made to a whole audience.

There were also comments received by governors individually, that it was more comfortable to ask questions and share comments on a one to one basis, rather than at a large public meeting where it could be difficult to be heard and where people could be overwhelmed by the prospect of making their views known to a large gathering.

Attendance at the consultation meetings was as follows:

- Staff Meeting – Mablethorpe – 45
- Staff Meeting – Louth – 34
- Parents Meeting – Mablethorpe – 51
- Parents Meeting – Louth – 11
- Public Open Evening – Mablethorpe – 78
- Public Open Evening – Louth – 5

All **written** consultation comments and responses received have been collected and collated on a spreadsheet which is attached (Appendix A). Here is a numerical summary by interest area and type of respondent.

Specific issues	Student (M)	Student (L)	Staff (M)	Staff (L)	Parent (M)	Parent (L)	Public (M)	Public (L)	Governor	Total
Transport/travel Related	54	8	26	1	49	0	9	0	0	147
Teaching and Learning	68	42	19	1	9	0	6	0	0	145

Publicity and Primary Liaison	5	1	9	1	8	0	0	0	0	24
Effect on Community of Mablethorpe	29	1	16	1	9	0	27	0	0	83
Close Louth Campus	8	0	3	1	5	0	3	0	0	20
Effect of 2012 merger	6	11	19	1	13	0	5	1	0	56
Finance/deficit	5	14	13	1	11	0	6	1	0	51
Future Options and request for 12 month delay	3	0	16	4	39	1	8	0	1	72
Miscellaneous Issues (one-off comments)	30	31	73	3	40	0	48	0	0	225
Total	208	108	194	14	183	1	112	2	1	823

- The table includes all **written** responses received either by email, return of leaflets or letters received up to and including the closing date of the pre consultation period i.e. 7th October 2015.
- Leaflets that were returned containing a proposal choice ticked but no comments are not included above.
- Any correspondence received after the closing date will be tabulated separately for Governors' information.

Letters were responded to directly, where the sender provided a return address.

Consultation questions were published on the school website, with responses

Leaflet response sheets have been counted. 2000 leaflets were distributed. Responses were received at both sites and are as follows:

1. Leaflets received from Louth Campus

- | | |
|--|-----|
| a. Supporting the Governors proposal | 161 |
| b. Not supporting the Governors proposal | 80 |
| c. Don't know | 86 |

2. Leaflets received from the Mablethorpe Campus

- | | |
|--|-----|
| a. Supporting the Governors proposal | 3 |
| b. Not supporting the Governors proposal | 106 |
| c. Don't know | 9 |

3. Leaflets received from public

- | | |
|--|----|
| a. Not supporting the Governors proposal | 20 |
|--|----|

4. Leaflets received from staff

- | | |
|--|---|
| a. Not supporting the Governors proposal | 2 |
|--|---|

Student Voice and Staff interviews took place with an independent consultant and involved the following across both sites:

RECORD OF STUDENT and STAFF VOICE INTERVIEW NUMBERS				
	LOUTH CAMPUS		MABLETHORPE CAMPUS	
	Interviews	Written submission	Interviews	Written submission
Students				
Year 7	2		4	2
Year 8	4		4	0
Year 9	4		2	0
Year 10	4		5	1
Year 11	4		2	0
Year 12	1	1	0	0
Year 13	3		0	1
Staff	3 individual (3 teachers; 2 team leaders).	0	3 in group (2 teachers; one support staff). 5 individual (4 teachers and team leaders; one support staff)	0 3

A copy of the full report on the Student Voice and Staff consultation was made available to governors at the meeting.

At the Year 6 Open Evenings held on each campus an independent consultant was available to capture any parent voice matters. Approximately 200 people turned up for the Louth Campus Open Evening and 55 for the Mablethorpe Campus Open Evening. Only one Mablethorpe parent engaged for discussions about the proposed Mablethorpe Campus closure.

Consultation Responses – Key Themes

There was a difference in the indication of views and comments collected at both sites. Attendance at meetings was higher at Mablethorpe site than at Louth.

There were more indications of support for the proposal collected from Louth site.

There were more indications against the proposal collected from Mablethorpe site. Overall, there were more negative comments collected from Mablethorpe site.

There were very few positive comments collected about the proposal, although there were a substantial number of indications of support.

The majority of comments received were negative towards the proposal to close the Mablethorpe site.

There have been formal responses from the Mablethorpe and Sutton on Sea Town Council, and Victoria Atkins MP, as well as from the local Steering Group Save Our School – Save OurTown/Tennyson Lives

Summary and Indication of Responses – below is a general summary of comments and key concerns and views that have emerged from the consultation. This is not meant to be an exhaustive list of questions and comments raised– it does, however give a flavour of responses that helped to inform governors.

(in no particular order or priority).

TRAVEL

- costs
- frequency of buses
- who gets free transport
- too far for Y7 student
- how do students access sports and after school clubs?
- negative impact upon students' lifestyles
- too tired to do homework
- what if students can't travel (travel sickness or special needs)
- more opportunity for pupils to truant
- what about bad weather?
- will it be safe for pupils?
- vulnerable pupils won't be able to travel

DISTANCE

- too far
- what if children are ill/have medical appointments
- how do parents without cars manage to attend parents' evenings or access the school like local Louth parents?
- the school day is too long
- students' progress and attainment will be negatively affected
- students will not continue to go to MDTC because of distance

FINANCE and PUPIL NUMBERS

- concern that the figures re budget are not transparent/are untrue
- what caused the budget deficit?
- Mablethorpe supporting Louth financially
- concern that the numbers have changed (budget figures and pupil numbers)
- higher percentage of pupils attend Louth than Mablethorpe
- Year 6 won't choose to come to MDTC (Mablethorpe) because of uncertainty so numbers will get lower
- what was the financial position of both schools at the point of merger?
- why can't each school have its own budget and de-merge?
- Is there room at Louth for all the Mablethorpe students?

COMMUNICATION

- why did governors wait so long to share their decision to propose closure?
- why weren't staff, parents and pupils warned before the end of the summer term?
- why did they have to get information from the media?
- very bad timing for Year 6 who are making choices
- If staff had known earlier then they and the governors could have taken action before now
- Year 6 parents don't have enough information about what's happening
- what about communication and liaison with primary schools to help encourage pupil numbers at Mablethorpe?
- what about marketing the school so that more people are aware of how good it is?
- problems in getting information about the consultation

COMMUNITY

- Mablethorpe deserves a secondary school so that pupils can walk to school
- if the school closes, the Town will be downgraded to the status of a village
- Mablethorpe and Sutton on Sea Town Council have registered their opposition to the proposal to close Mablethorpe site
- without its own secondary school the local economy in Mablethorpe will be negatively affected
- without its own secondary school people will not want to buy a house in Mablethorpe
- new housing will bring more pupils
- Louth always wins over Mablethorpe
- Mablethorpe is already deprived and losing the school will make it worse
- There are 3 secondary schools in Louth – why can't one of them close?

FAMILIES

- there will be problems getting children to school – especially where there are primary and secondary aged pupils
- families can't afford the bus fares
- children will attend school at Mablethorpe but not Louth
- more families will want to educate children at home

STUDENTS' CONCERNS

- Mablethorpe pupils are not welcomed at Louth
- Mablethorpe pupils are bullied at Louth
- Students are concerned about being split up from their friends
- Students feel safe at Mablethorpe
- Louth students are concerned about larger class sizes
- Mablethorpe pupils value the smaller setting with small classes and family atmosphere
- why not close Louth instead?
- Mablethorpe students value having made friends and like their teachers and don't want that to change
- Mablethorpe students worry about changing schools and feel that they won't get the same support
- there is more support for students with special educational needs at Mablethorpe
- what will be the effect on education and lives of students?
- what will be the effect on GCSE students (Louth and Mablethorpe)
- there is poor behaviour at Louth
- concerns about all Post 16 being located at Louth

STAFF CONCERNS

- impact of travel on pupils
- loss of family feel of Mablethorpe site
- concern about students with special needs
- concern about drop in attendance
- impact on Y7s and Y10s doing GCSEs
- the process should be halted to allow more research
- there will be challenges in bringing two sets of pupils together
- pupil numbers are reducing at both sites, not just Mablethorpe
- need to make Mablethorpe viable and boost pupil numbers
- need to talk up positives of MDTC
- concern about the portrayal of education standards at MDTC

GENERAL

- Mablethorpe site is not used enough out of hours
- There hasn't been enough liaison with primary schools
- Parents won't send their children to MDTC if exam results are poor
- what is the availability of places at other schools?
- the decision is already made and consultation is a sham
- what will happen to the site and buildings if Mablethorpe closes?
- who decides on the closure?
- we need more time to improve the reputation of the school
- Mablethorpe site has better behaviour and better attendance figures

Ideas and Suggestions

The following ideas and suggestions were made during the consultation period:

- What about proposing a free school?
- Can Mablethorpe be a separate academy?
- What about becoming an all age school?
- What about focussing on providing vocational subjects?
- Why don't Louth schools merge and MDTC close Louth site, sell it and expand Mablethorpe
- Add adult education provision to Mablethorpe

Governors' decision to publish a statutory notice to close Mablethorpe site

Governors carefully considered all the consultation responses – paying particular attention to the responses made by those most directly affected by the proposal, as stated in the DfE guidance. They also weighed up the school's current and projected financial position, and the impact upon education provision and standards, and the entitlement to current and future students. They concluded that:

- the cost saving of closing Mablethorpe site and consolidating provision at Louth secures a balanced and legal budget and that the proposed implementation date of 31.8.16 ensures that savings can be made within the timeframe required for setting the budget and becoming an academy, as directed by the DfE
- that there is a place available for every MDTC pupil and those who hold a place, at the Louth site
- that the Louth site is sustainable, given that it is unclear how many students will transfer to Louth from Mablethorpe
- that there would be a curriculum and staffing structure which could be in place for September 2016, which is affordable, sufficient to meet the needs of all pupils across the school, and can meet the new requirements in pupil

progress and attainment (Progress 8 and Attainment 8) which comes into force in 2016

- that consolidating provision at the Louth site and closing Mablethorpe site is in the best interests of current and future students

The Governors have taken the decision to proceed to Statutory Notice, therefore initiating a 4 week Representation Period. This will be an opportunity for the ideas and suggestions to be further explored and also be a further opportunity for people and organisations to express their views and ensure that they are taken into account when the final decision is taken by the Local Authority in January 2016. It is essential, however, that in the event that there are no viable alternatives that can address the issues of reduced pupil numbers and the inevitable financial impact this has on provision and subsequently upon educational standards, that there should be no undue delay in the closure process in order to avoid, as far as possible, further negative impact upon the pupils, their families and the local community.

Under the current legislation the LA is the final decision maker for the proposal, whilst the governors are co-ordinating the statutory process before the LA makes the final decision. The LA as decision maker, must be able to show that all relevant issues raised are taken into consideration in the decision making process. Points raised can be considered unpersuasive but must not be ignored.

Objections and Comments

Any person or organisation may object to or make comments on the proposal by sending them to the Chair of Governors, MDTC, Seaholme Road, Mablethorpe, LN12 2DF to be received by the deadline of 2 December 2015.

At the close of the 4 week representation period (statutory formal consultation) on 2 December 2015, responses will be sent to Lincolnshire County Council where they will be collated and analysed and a further report will be presented to the Children and Young People Scrutiny Committee for comment and recommendation, before going to the Executive Councillor for a final decision on the closure of the Mablethorpe site and consolidation of provision for MDTC at the Louth site as a single site school. The decision is likely to be taken at the end of January 2016 but must be no later than two months after the end of the Representation period.

The Representation period is the final opportunity for people and organisations to express their views about the proposal and ensure that they will be taken into account by the decision maker.

APPENDIX F – Consultation Questions and Answers from Website

CONSULTATION QUESTIONS

(grouped in subject areas)

Pupils

1. Parent: Why haven't Year 6 children from Primary schools been invited to spend the day at MDTC.

Students from Yr 6 have been invited to various activities throughout the year, and a whole day for Yr 5 (current Yr 6) took place in July 2015

2. Parent: If you do a search on the website for Secondary school in the area, Mablethorpe doesn't come up – why?

This is likely to be because MDTC is a single school with two sites and the administrative address is the Louth site. Each school is legally identified by an individual DfE number. There is only one number for MDTC, even though there are two sites. Mablethorpe site is not a separate school and therefore does not have a separate DfE number to the Louth site.

3. Parent: Why hasn't MDTC got more involved in local Primary Schools to encourage children to apply for a place here?

MDTC has given information to all its feeder Primary Schools and also provides taster activities to encourage pupils to apply to MDTC. Current students are also ambassadors and coaches in local Primary Schools

4. Parent: How can students take part in after school activities if they are at Louth and parents are unable to fetch them?

Transport has been provided for students to Louth and return to enable them to participate in many activities.

5. Ex staff: What about the SEN students? – 38% of students on SEN register at Mablethorpe at one time. Education in Mablethorpe was so good but we just didn't fit the criteria.

The support for SEN students would be provided in line with the SEN Code of Practice regardless of which campus they were attending.

6. Parent: How will it affect my child – he cannot travel to Louth?

Any student with a place at MDTC who is currently based at Mablethorpe site is entitled to remain at the school and will be provided with free transport to Louth site by the LA. If parents of students currently at MDTC Mablethorpe wish to seek a place at a different school, an application can be made via the

mid year process. Parents can get more information about transport and admissions issues by contacting the county council:

- ADMISSIONS – email -schooladmissions@lincolnshire.gov.uk or visit the website at www.lincolnshire.gov.uk/schooladmissions Tel: 01522 782030
- TRANSPORT – email - schooltransportapplications@lincolnshire.gov.uk or visit the website at www.lincolnshire.gov.uk/schooltransport Tel: 01522 782020

7. Parent:How can you predict projected intake so far ahead accurately?

There is a nationally recognised mechanism used by all local authorities for forecasting the demand for school places against the actual number of places available in schools. This mechanism uses data taken from the registration of live births, GP registration data, school census, parental preference data and post code data. This mechanism is the chief planning tool for the provision of school places for all local authorities and is accepted by the DfE when allocating capital funding.

8. Student: Why do the teachers have to swap sites?

To enable the delivery of a full curriculum for all students. Due to the variance in year group size, differing numbers of teachers are needed at different times on each campus.

9. Parent:What percentage of local area children go to the Louth Campus as opposed to other schools in Louth?

The table below shows how many secondary aged children who live in the Louth Designated Transport Area attend a Lincolnshire state school as at January 2015:

Alford John Spendluffe Technology College	15	1.06%
Alford Queen Elizabeth's Grammar, Alford - A Selective Academy	32	2.26%
Caistor Grammar School	4	0.28%
Caistor Yarborough Academy	3	0.21%
Cherry Willingham Community School	2	0.14%
Gainsborough The Aegir Community School	3	0.21%
Horncastle Banovallum School	12	0.85%
Horncastle Queen Elizabeth's Grammar School	14	0.99%
Horncastle St Lawrence School	19	1.34%
Lincoln Castle Academy	1	0.07%
Lincoln UTC	1	0.07%

Lincoln, St Francis School	2	0.14%
Louth & Mablethorpe Monks' Dyke Tennyson College	405	28.66%
Louth Cordeaux Academy	421	29.79%
Louth King Edward VI Grammar School	365	25.83%
Louth St Bernard's School	4	0.28%
Market Rasen De Aston School	26	1.84%
North Somercotes Birkbeck College	70	4.95%
Pilgrim School	5	0.35%
Spilsby King Edward VI Academy	3	0.21%
Spilsby The Lady Jane Franklin School	4	0.28%
Welton William Farr	2	0.14%

10. Parent: Why are the numbers on the Louth Campus so low?

Parents can choose to apply for a school place at any school or academy. If schools are selective then students are awarded a place based upon selection criteria/test. Non selective schools allocate places to applicants up to their Planned Admission Number. If they receive more applications than the places available they then use their subscription criteria as the basis for allocating places. These criteria are outlined for each school in the guide Going to Secondary School In Lincolnshire which is published every year. Louth is served by three secondary schools – MDTC (non selective), Codeaux Academy (non selective), and King Edward VI Grammar School (selective).

11. Parent: Why have Options been reduced?

Options have only been reduced where students have not chosen a particular subject and small group size has meant that it is not viable to run a class.

12. Parent: What are the predicted intake numbers for next year?

*** SLT Response re current number on roll: The number of offers made for Year 7 places (200 available) in September 2015 was 64 across the whole school. This breaks down to 29 places offered at Mablethorpe site and 35 at Louth. At the start of September the school took in ??? pupils in Year 7 - ??? at Mablethorpe and ??? at Louth site.

Travel/Journey/Pupil Movement

13. Parent: What about children who can't travel on a bus?

If a student who is entitled to free school transport is unable to use a bus, due to disability or a learning difficulty, the council will make alternative arrangements, involving more suitable vehicles.

14. Parent: Closing the school will take away the right to a social life for students – how can students take part in after school activities in parents don't have transport?

Extra-curricular activities are an important part of student development. Transport planning will be looked at with the LA if required.

15. Parent: Will children be offered a place at Mablethorpe for September 2016?

If there is a decision taken in January 2016 to close the Mablethorpe school site, places will still be offered to students who apply for a school place at MDTC in September 2016. Any student who accepts a school place in September will attend MDTC at the Louth site and be in receipt of free school transport to Louth if they live in the present Mablethorpe Designated Transport Area.

16. Parent: Why not move students from Louth?

The Mablethorpe site is not large enough to accommodate all MDTC students forecast to be in the school in September 2016 (currently 806 pupils). Mablethorpe can accommodate 425 students on its site. Louth can accommodate 1160 students. Even if numbers of students were to drastically reduce, it is highly unlikely that Mablethorpe site would have sufficient space to accommodate the whole school. Louth site has sufficient space for the predicted number of students, and more, should the demand increase.

17. Parent: Why can't Louth Campus be closed? There are other schools available in Louth.

As above

18. Parent: Why not close the Louth site?

As above

19. Comment: Travelling to Louth will mean too long a day – school work is bound to suffer.

Additional time will be required to travel to school for pupils who live in Mablethorpe and currently attend MDTC if Mablethorpe site closes. The school day for some pupils will be longer than it is presently. Across the county some secondary age children have to travel on school busses and experience a longer day but continue to achieve well because they have better access to quality education provision, to staff and to resources whilst in school.

20. Ex Staff: What about the inevitable impact on attendance?

Parents have a legal responsibility to ensure that their children attend school. Depending on which school they attend, students will have access to school transport, which in many cases will be available free of charge

21. Parent: It will cost a huge amount of money to transport students to Louth – why can't that money be invested in Mablethorpe to keep the school open?

Additional funding to cover transport costs for students to go to Louth, or a nearer school, will have to be found from within the county council's own resources, if there is no secondary provision in Mablethorpe. It is not permitted by the financial regulations to use money from the local authority transport budget to financially support school budgets.

Finance/Funding

22. Staff: What was the financial situation of Tennyson High School as at 31st August 2012 before the merger? Can we see the accounts?

There was a surplus of £30,747 as at 31.8.12 reduced from £107,870 carried forward from 31.3.12. This confirms an overspend of £77,123 for the 5 months to 31.8.12. The SAP summary is available on request. As at 31.3.12 Monks' Dyke Technology College had a carried forward deficit of £205k (reduced from £336k as at 31.3.11). This deficit has been managed without the need for external funding. As at 31.3.13 (7 months after merger), the combined position of Monks' Dyke Tennyson College was a surplus of £196k.

23. Parent: Can the financial figures for both MDTC and Tennyson High School prior to the merger be published?

As above

24. Parent: Mablethorpe has not been invested in despite the promises made – why? Closing the school will be another nail in the coffin.

There have not been any recent investment needs identified at the Mablethorpe site of MDTC that the local authority have been aware of or rejected.

25. Parent: What additional funding is available?

No additional funding is available.

26. Parent: Has the deficit happened since the merger?

The deficit has only occurred post 1.4.15 following full discussion and agreement with LCC.

27. Parent: It will cost a huge amount of money to transport students to Louth – why can't that money be invested in Mablethorpe to keep the school open?

The Home to School Transport budget is funded via the Local Authority budget. Schools are funded via a ring fenced grant. The funding delegated to schools is governed by the Government's schools funding reforms, which

provides consistency in how schools are funded. Local authorities do not have flexibility to allocate funding outside of the DfE Regulations.

28. Parent: What will happen if you go over budget?

The scheme for financing schools states that "schools are not permitted to overspend, where this is unavoidable schools must seek prior written approval from the Local Authority" Where a school goes into financial deficit, the Local Authority will work with the school to recover the deficit in a relatively short period of time.

School Organisation

29. Parent: Why can't MDTC un-merge?

The LA is not permitted under DfE policy to create new schools. If there were proposals to create a new stand alone school in Mablethorpe this would need to be under the sponsorship of an academy or Free School, and be approved by the Secretary of State for Education. The current number of pupils at Mablethorpe site (currently 199 pupils), projected future demand and the type of curriculum on offer would be carefully considered by the DfE and Secretary of State as part of the approval process.

30. Parent: Can Mablethorpe go down the Academy route?

Mablethorpe site is currently part of MDTC and the DfE has decided that MDTC shall become an academy in September 2016. The DfE and has approved a sponsor which is the King Edward V1 Grammar School Multi Academy Trust. Any future proposal to create an academy or free school in Mablethorpe, should the site become available, would be made directly to the DfE who would then decide if the proposal was feasible and if they could support it.

31. Parent: Can we apply for another provider through County?

The DfE approve the sponsorship of academies, including proposals for new schools. Any proposal for a new school would be made directly to the DfE. The local authority has been in contact with some local academy providers to check the levels of interest, but viability issues have prevented any coming forward.

32. Governor: At one point prior to the merger, an all through school (Nursery to 18) was proposed – why can't the Local Authority do that now?

There is currently sufficient provision for primary age pupils in the Mablethorpe area for the next few years and therefore no demand for additional places that would be proposed if MDTC were to change its age range from 11 – 18 to 3 – 18.

33. Parent: Have you considered joining with an Academy such as Skegness?

The local authority contacted local academy sponsors when considering options for Mablethorpe provision, however, there were no expressions of interest.

Standards

34. Parent: Why is this school failing when JSTC, KEVIS and Cordeaux are full?

The school is designated by Ofsted as “requiring improvement”. It has *not* been designated as “inadequate”. Parental preference has not favoured MDTC in the same way as JSTC, KEVIGS and JSTC. The fewer children that attend, the lower the income and the more difficult it is to maintain a viable curriculum.

35. Parent: Why is there no dedicated Ofsted report on the website for Mablethorpe?

There is a copy of MDTC's Ofsted report on the website and this covers the Mablethorpe site as it is part of the MDTC school.

Options for Parents

36. Parent: This will force children/parents to choose another school for September 2016 due to the fact that Mablethorpe may close – how is this issue being addressed?

Students who already have a place at MDTC and are based at Mablethorpe site will be able to continue their education at the school, but will change their base to the Louth site, and have access to free school transport. Any students that do not wish to continue their education at MDTC can apply to for an alternative place through the mid year application process. Places are not guaranteed where schools are oversubscribed or year groups are full. In some circumstances students may be eligible for free school transport but parents need to check this. Queries about School Admissions and School transport can be answered by contacting:

- ADMISSIONS – email - schooladmissions@lincolnshire.gov.uk or visit the website at www.lincolnshire.gov.uk/schooladmissions Tel: 01522 782030
- TRANSPORT – email - schooltransportapplications@lincolnshire.gov.uk or visit the website at www.lincolnshire.gov.uk/schooltransport Tel: 01522 782020

37. Parent:What about parents who do not want to send their children to Louth because of the distance?

See above

38. Parent:If Mablethorpe students don't go to Louth, what will happen to the Louth Campus?

If the Mablethorpe site closes then MDTC will continue to operate from the Louth site

39. Parent:What has changed? Why do students choose to go to John Spendluffe in Alford?

Parents can choose to apply to any school for a school place.

40. Comment: The overall feeling amongst parents is that we are being forced to send our children to Louth

Students who are already attending MDTC and are based at Mablethorpe site will continue to have a place at MDTC unless they choose to apply for and be accepted in an alternative school place elsewhere. Queries about admissions issues can be made by contacting the Admissions Team:

ADMISSIONS – email -schooladmissions@lincolnshire.gov.uk or visit the website at www.lincolnshire.gov.uk/schooladmissions Tel: 01522 782030

41. Parent:This will affect timelines and affect applications from Year 6 for next year – can timings be changed?

Timelines for applications for secondary school places are fixed nationally. Parents of Year 6 pupils affected by the proposal to close Mablethorpe site can seek advice and guidance from the LCC Admissions Team and School Transport:

- ADMISSIONS – email -schooladmissions@lincolnshire.gov.uk or visit the website at www.lincolnshire.gov.uk/schooladmissions Tel: 01522 782030
- TRANSPORT – email - schooltransportapplications@lincolnshire.gov.uk or visit the website at www.lincolnshire.gov.uk/schooltransport Tel: 01522 782020

Governors

42. Parent:Would Governors consider amending their proposal?

Throughout the consultation process, it is the governors' job to listen to the comments, views and possible alternative ideas of all interested parties. Should a viable idea emerge that it is possible for the Governing Body to act upon, they will consider amending the proposal.

43. Parent: Is Mablethorpe going to prop up Louth School?

The Louth site has sufficient space to accommodate students from both sites, there is not enough space to accommodate all MDTC students on the Mablethorpe site. Currently, the Louth site is viable as a stand-alone school.

44. Parent: What do you as a Governing Body and Principal want to do?

Governors have a legal responsibility to ensure the best possible educational opportunity for all students in the school along with presenting a balanced budget at the start of each financial year. Governors are conscious that whilst we do not want the site to close, we recognise that as an organisation we cannot afford to provide the breadth and quality of education that our students need whilst working across two sites.

45. Parent: Why have the Governors not raised awareness before now?

Governors did not want to create uncertainty until all other options available to us had been exhausted. Our decision in December 2014 allowed the local authority to enter into discussion with other educational providers, had those discussions become realistic viable options this would have resulted in a different type of consultation taking place.

46. Parent: Have Governors considered options like a satellite school?

To achieve this we would effectively need to de-merge. If there were proposals to create a new stand-alone school in Mablethorpe this would need to be proposed under the sponsorship of an academy or Free School, and be approved by the Secretary of State for Education. MDTC is one school across two sites and therefore an option of a satellite school is not available to us

General

47. Parent: What are the main reasons for closing

The main reasons for closing are:

- The cost of running two sites exceeds the school budget
- The school is running at half full with 554 pupils at Louth and 231 pupils at Mablethorpe and there are only 64 out of 200 places on offer for September 2015 (29 at Mablethorpe)
- School funding is based on a fixed allocation of funding (block grant) set by DfE and more pupils means more funding, less pupils means less funding
- Only 40% of 11-16 pupils living in Mablethorpe choose to attend MDTC
- The Louth site has sufficient space to take all current pupils and the number expected for the next 10 years (county council forecast)

- Small year groups at the Mablethorpe site is affecting pupils' teaching and learning as there can only be mixed ability groups which makes it difficult to cater for all learning needs
- Teachers are not as accessible to pupils outside class time because they are not necessarily based at the same site, or are travelling between sites

48. Parent: What can we do to make sure Mablethorpe School doesn't close?

At this stage (pre-publication) Governors' are consulting informally on their proposal to close the Mablethorpe site and welcome all the comments, views and ideas from parents, students, staff, and the local community. You have until October 7th to let Governors know what you think. If you would like to make comments or propose ideas you can use the form on the school website www.mdtc.co/consultation, write to the Clerk to the Governors at clerktogovernors@mdtc.co, use a comments form on the consultation leaflet and send it to/hand it in to Reception at either site – or post it to the school address: MDTC, Seaholme Road, Mablethorpe, LN12 2DF or MDTC, Monks' Dyke Road, Louth, LN11 9AW. All these will be considered by Governors later in October when they will meet to decide whether they are going to move to the formal stage. If they decide to do this, they will publish a Statutory Notice and there will be a further four weeks to make your comments, views and ideas known. The decision will then be taken by the local authority (Lincolnshire County Council) who will take into account all responses made during consultation.

49. Public: Is this a political decision? Isn't it the case the Tennyson has always been earmarked for closure?

When the merger took place in 2012, it was hoped that the school would grow in strength and continue to provide education for local children in Mablethorpe and Louth. Unfortunately pupil numbers have dwindled and this has led to Governors' needing to consider the future of the school on two sites.

50. Parent: Why are we here – not heard anything positive? Do parents' opinions count?

The views and opinions of parents are very important to Governors, which is why it is important to the Governors that parents, students, staff and the wider community send in their views and ideas before October 7th.

51. Parent: Will slides be made available on the website?

The slides from the Head Teacher's presentation to Parents can be found on the consultation page of the school website.

52. Parent: What will happen to the Mablethorpe School if it is closed.

This will be decided if and when the decision is taken for closure

53. Parent:How badly do the local authority want to keep Mablethorpe open and what sort of commitment is there from them?

The local authority supports access to good quality education provision for all school age children in Lincolnshire, and parents' right to apply for a place at the schools they prefer their children to attend.

54. Parent:Why is the timescale so short? Save our School has ideas to explore but need more time? Can consultation period be extended?

The Governors welcome all ideas and proposals as part of the pre publication consultation. The consultation process is following guidelines set by the DfE, and should Governors decide to move into the formal process and publish a Statutory Notice there will be a further 4 weeks for comments, views and ideas to be expressed, before the local authority make a decision.

Local Impact

55. Comment Mablethorpe is one of the most deprived areas in the country – the effect of closing the Secondary school will have devastating effects – people won't want to move here.

An important issue for parents is for their children to get the best education possible which supports their future life chances and opportunity. This is essential for all children, but particularly important for those who are managing in circumstances of considerable deprivation. The governors at MDTC have been concerned that despite the maintained efforts of committed staff and governors, reducing pupil numbers has had a significant effect on the school budget. These effects have impacted upon the education experience able to be offered to pupils. Closing the site and focussing resources at Louth provides an opportunity to consolidate and increase the quality of education, that could not be achieved if two sites were maintained. This proposal, whilst removing secondary provision from within Mablethorpe Town, supports the options available for pupils and parents within the locality to provide good quality education provision and opportunity, which could be important to families considering relocating to the area.

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Written Responses in the Consultation Period on the proposed

Point of View	Against Proposal	Other comments/Notes	Louth site is too far away	Detrimental effect on Mablethorpe	Perceived issues with the Louth site	Unfair distribution of secondary provision	Issues with the merger	Children will miss out on after school activities	Another public meeting is required
Resident	Y	<p>This is an area of extreme multiple deprivation. The travel conditions are not conducive to good learning or suitable for doing homework and will affect those who suffer with travel sickness. Many children will miss out on breakfast and will be impacted by an overly long day. It will be problematic for children and parents to attend after school clubs and events and will impact on their social lives if their friends live in different areas. Lincolnshire is still clinging onto the outdated Grammar school system, meaning that the most academically able children are forced into being educated in Alford. The idea that towns such as Alford (approx. population 3500) and Horncastle (approx. population 6000) could have two secondary schools and Louth (approx. population 17000) three, yet Mablethorpe (approx. population 12000) should make do with none, is no less than immoral. All the indicators clearly show that the population of Britain will rise considerably in coming decades. There is currently a huge shortage in housing and existing towns need to expand, if demand is to be met. Mablethorpe has enormous potential for growth and such growth will necessitate the need for secondary education. The closing of this town's only secondary provision will not only spoil life for today's children in Mablethorpe, but can only store up problems for the future.</p>	Y			Y	Y		
Parent/Carer	Y	<p>This will be problematic for children who have to attend numerous doctors appointments. With the additional travel times it won't be practical to transport them to appointments during the day without taking time off and impacting their attendance and progress.</p>	Y						
Other	Y	<p>Closing the school would have a severely damaging effect on the town of Mablethorpe. This in turn, will damage the aspirations and opportunities of the young people the school serves. I understand that currently the number of pupils on role has drastically reduced but Tennyson has seen this happen before. Little investment has been made in the infrastructure and equipment in the past ten years. I equally realise that the school role having drastically reduced, will be the result of the town of Mablethorpe having lost confidence in its local secondary school. This alarming consequence should be the responsibility of the County Council to improve by investing in the school, its staff and its pupils. Without a secondary school in Mablethorpe, the sense of devaluing the importance of learning and education in a rural/coastal town will be palpable. You need the very best of learning facilitation to be in place at Tennyson in Mablethorpe; the Senior Management, teachers, TAs, support staff and site staff. The learning opportunities offered need to be of the highest quality, both in academic terms and in wider cultural and vocational opportunities.</p>		Y					
Parent/Carer	Y	<p>I am totally against the closure of the Mablethorpe site. How has it been allowed to get into such a terrible situation? It would seem that the Louth site is in a similar situation with a small number of students also. The town of Mablethorpe needs this school. Even with these additional pupils Louth will not be full so will it also be closed? Why aren't you promoting the sites?</p>		Y					
Resident	Y	<p>Site closure removes secondary provision from the town, should be treated as a proposal to close a rural school. Little evidence that impact on the community considered, nor have the alternatives such as federation & academisation. Cost of transport to alternatives should be considered. Journey times extended which impacts disadvantaged. Leadership failure at all levels to provide a high quality education and market the school has led to a drop in numbers. Since merger there has been an increase in pupils at JSTC and a decline for Mablethorpe, which shows a lack of action to prevent pupil migration. Expense and logistics of delivering curriculum across two sites should have been considered when merging. Closure will result in redundancies; stance taken by academy sponsor/DFE will absolve their responsibility for redundancy payments. Academisation deferral is a 'political' decision. Mablethorpe residents will NOT make Louth their school of choice, this is evident in preferences. There is insufficient capacity to accommodate pupils in schools that are preferred by parents. Students who travel to other schools are not a justification for closure. All premises users did not receive consultation correspondence. The site is the only suitable venue to run large workshops. If Governors held the August public meeting, they could have time managed. The hall was full and some were turned away. School representatives sat in groups. Members of the public felt intimidated and not at ease speaking with representatives, these were not one to one. The format did not allow others to hear questions/arguments and denied debate. Information provided in the statutory notice has been skewed to support the governors' decision to proceed with the proposal. The Student and Staff Voice Consultation; when in a one to one situation with staff, pupils will often say what they think you want to hear. ELDC confirmed their support for any innovative scheme that comes forward to support education in the town.</p>	Y	Y		Y	Y	Y	
Other	Y	<p>I would have thought it obvious that the solution to the problem is to close the Junior Academy infants/juniors, then move the staff and pupils to Monks Dyke Tennyson College. Thus forming a proper academy to include both schools. This is a simple solution and will save money in the long term and hopefully make a profit by closing the Junior Academy and selling the land.</p>							
Parent/Carer	Y	<p>If you close the Mablethorpe site we will not be sending our children to the Louth campus. Expecting our children to travel this far is not only unacceptable in terms of distance and time but will also have a detrimental effect on their education when it comes to medical appointments etc as they will need a full day off as opposed to maybe an hour now. It will make it a very long day for them. Many parents in this area do not drive so would not be able to actively engage in their child's education nor deal with any issues that may arise whilst in the care of the school on a one to one level as is currently possible.</p>	Y				Y		

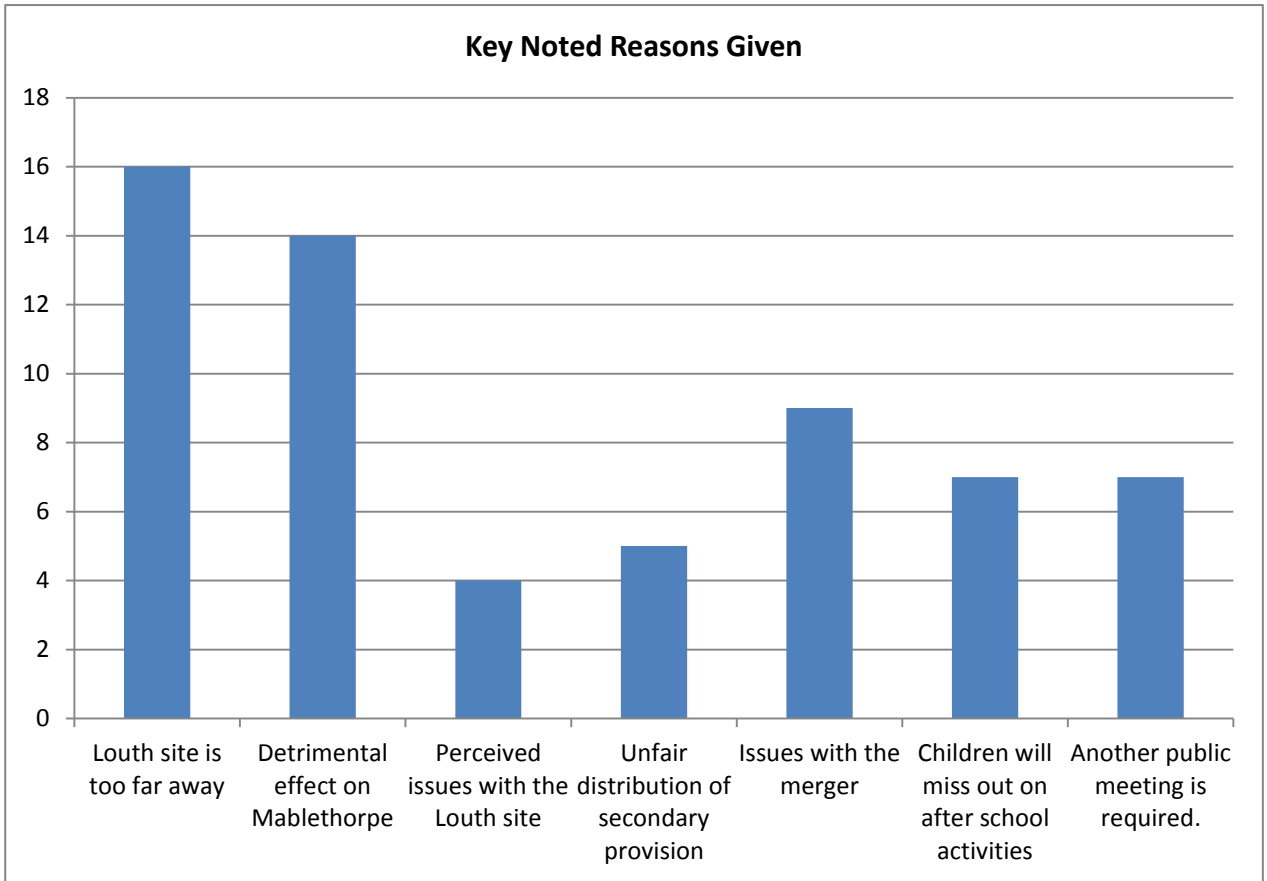
Point of View	Against Proposal	Other comments/Notes	Louth site is too far away	Detrimental effect on Mablethorpe	Perceived issues with the Louth site	Unfair distribution of secondary provision	Issues with the merger	Children will miss out on after school activities	Another public meeting is required
Other	Y	I believe that you have a duty to provide education for the children of Mablethorpe. I can't believe how short-sighted it is to close the only secondary school. You should maybe look at changing the format of the school to a studio school.					Y		
Resident	Y								
Other	Y	<p>The governing body has failed to follow correct and fair procedure by their failure to organise a public meeting during the formal consultation period. The meetings which were run during the pre-consultation period were unsatisfactory, as parents were unable to share their concerns in a proper public forum. The format which was adopted made it impossible for independent minutes to be taken and evidence of attendees' opinions were therefore not accurately represented and thus liable to misreporting. There were similar issues with the consultation regarding the merger of the two sites.</p> <p>To merge two schools 15 miles apart and to expect this to raise standards and to work efficiently was surely a decision showing mismanagement and lack of planning of the highest order. Either this, or a disingenuous step towards the eventual closure of the site seen as the weaker partner in order to save money.</p> <p>The local community would not only lose an educational institution, but also the base for many important community and youth activities which add a huge amount to social cohesion and well-being. It is difficult for residents to access activities in neighbouring towns due to the low socio-economic demographic of the town. Businesses will suffer and house prices will fall and funding and planning will be affected. The overall effects on the town and surrounding area would be long-lasting and far-reaching.</p> <p>How are poorer parents with no transport (in an area where public transport is inadequate) going to attend school related activities at a site 15-18 miles away or collect children who fall ill during the day? How are less advantaged students going to participate in after-school activities? This is surely discrimination against poorer families and goes against the requirements of decision makers stated in the Options document.</p> <p>It is of the greatest importance that the site is kept open for another year in its present form, so that time is allowed for the long-term alternative options being put forward by the Save Our School Steering Group to reach fruition.</p>	Y	Y			Y	Y	Y
Other	Y	<p>Closure of the Mablethorpe site is unfair to both the students and the town, which will be adversely affected to the extent of falling house prices, a demographic shift to the concentration of an even older population profile and demotion of status for funding and planning concerns. Local businesses will also be adversely affected. Surely to disadvantage an already disadvantaged area and population cannot be justified ethically - or in the long term view, economically and socially.</p> <p>Closing the site also makes a mockery of the concept of parental choice. The difficulties produced by the merging of two schools in 2012 have given the Mablethorpe site the perceived status of an annexe, which has further eroded its desirability in parents' eyes. To amalgamate two schools such a distance apart was always going to be unworkable. One could cynically suggest that this move was the first step in a longer strategy to close the smaller school by depleting its roll.</p> <p>Since the merger, Mablethorpe parents feel disengaged from the school's management and activities; students are excluded from many events, which have been focussed on the Louth site. There are travel implications for parents and pupils.</p> <p>It would make more sense to close the Louth site.</p> <p>The school is used for many community activities and events. There is no other suitable venue in the town. Therefore less mobile, poorer members of the community would lose out if this site were closed.</p> <p>What will happen with the site? Demolition would be a waste of a resource. Using the site for residential properties would negate the closing of a school site. Selling off the Louth site would bring in more revenue.</p> <p>A suitable Academy provider has shown an interest in the site, but in order for this to happen we need to keep the site open for another year. Bearing in mind that LCC has recently reported a substantial underspend both generally and in its education budget, surely funds can be found to keep the site open for another year.</p>		Y			Y		

Point of View	Against Proposal	Other comments/Notes	Louth site is too far away	Detrimental effect on Mablethorpe	Perceived issues with the Louth site	Unfair distribution of secondary provision	Issues with the merger	Children will miss out on after school activities	Another public meeting is required
Resident	Y	<p>There are two sites and only one put forward for closure. Despite the report prepared, there exist alternatives that did not come before the GB or scrutiny committee. Any decision made was without the awareness of all alternatives. Issues raised from the published document; No evidence that changes in parental preference and the availability of alternative places has had an effect on the number of pupils. Parents may no longer consider Mablethorpe a viable option as the results have been dragged further down due to the merger.</p> <p>I think the point raised above refutes the assumption that parental preference in the area is historic and not a result of MDTC recent Ofsted inspection. Evidence would show in a "first past the post" vote Mablethorpe would top the poll compared to other schools prior to the merger. It is due to worsening results post-merger.</p> <p>Issues regarding the logistical and financial challenges for delivering parallel curriculum across two sites weren't highlighted at the time of the merger. It was argued that the larger organisation would be key to providing a full curriculum and travel between sites would not be an issue. This suggests the feasibility study prior to the merger was unsound and the decision appears to have been taken in haste.</p> <p>The DfE's academisation deferral decision due to the consultation runs contrary to the Government's norm as academies are their chosen option. The statement "To improve the quality of the offer that the school can make to students, parents and the communities it serves, in order that it will become a school of choice and increase the number of pupils who choose to attend, thereby securing its future sustainability" appears to have been copied from the reasons why the schools should MERGE, thereby irrelevant.</p> <p>Neither Louth staff nor parents of Louth pupils take into account that there will be further reviews of staffing across the whole school.</p> <p>Governors could be accused of "protecting" Louth rather than working for the whole school. Governors have displayed a reluctance to delay proceedings in order to explore and implement alternatives.</p> <p>"First past the post" figures prove over many years the Mablethorpe site/school was the most desired in the area. It is gross mismanagement to quote 60% of students living in Mablethorpe travel out of town for secondary education. The area is selective so choice is not straightforward. Grammars are more appealing to most but the blanket referral to 60% takes no account of this. It would mislead people into believing that all parents had a like for like offer to consider. It is misleading to use it to justify that pupils would travel to Louth or parents would support that. You could infer that a small amount of travel is acceptable to some and inevitable to those who opt for a Grammar. No true public meeting has been held. The August meeting was not within the control of Governors and had an independent chair. The format precluded the community hearing individual submissions and was intimidating to those unused to confronting figures of authority. This was designed to dilute the mass message and a hindrance to those unable to get a position at a team table.</p> <p>Response from Louth Campus supporting the proposal – 161, not supporting the proposal – 80, don't know – 86. If it is correct to say 60% don't choose Mablethorpe would it be true to say that the majority of Louth respondents do not agree with proposals? Governors have not deviated from their chosen path even though alternatives were forthcoming in the pre-publication consultation phase. Stating that the Representation period will give people and organisations opportunity to express views, and then these explored is perplexing.</p> <p>The School Organisation Maintained Schools Guidance for Proposers & Decision Makers in deprivation reference is always made to rural deprivation issues which pertain to Mablethorpe, the proposed closure should be treated as the closure of a rural school.</p> <p>Local district council officers state that site closure will result in town status removal and reclassification as a large village. A Town Council will look after the affairs of a village. Knock on effects will be enormous for primary schools, services, house prices, job prospects, businesses etc. Governors are ignoring the effect on the community they are not ensuring that the process is correct</p> <p>Consideration of transport issues is a muddle and totally miscalculated. Local companies are already at or near capacity, has the extra cost of hiring contractors from outside been calculated?</p> <p>Consideration should be given to providing additional community services/facilities. The campus is a hub of the community and could provide a role in child care, health care, adult learning, internet access etc. This would be in addition to being taken over by an academy trust.</p>	Y	Y			Y		
Teacher/ School Staff	Y	<p>I clearly object to the Mablethorpe site closing. If other options are being considered such as a free school option I'd be willing to support both sites.</p> <p>One idea going forward is that we could put together an IT support provision for outside establishments for example supporting primary schools - I feel we could extend our departments this way and provide smaller organisations with cost free savings.</p>							
Other	Y	<p>Closing the school will deprive the area. We have social housing being built here and yet will have no secondary school to send these children to. People will not want to move to an area if they think they will have to pay to transport their children to schools outside of Mablethorpe. The school day will be much longer for these children, which will impact on their attainment. Rather than close this school the local education authority should be investing in it.</p>	Y	Y					
Resident	Y	<p>The proposed closure would impact on the pupils and on the parental interaction with their children's education. Pupils will have to travel to Louth, which will have a disruptive effect on their education. In the winter this will involve walking back from the bus stop in the dark, which could be dangerous and distressing. This area is financially deprived with a large percentage of parents who don't own a car. Pupils could miss out on after school activities, which could impact on their education and happiness. Parents will struggle to attend parent's evenings and will struggle to engage with the school.</p>	Y					Y	
Resident	Y	<p>The Mablethorpe campus has a high percentage of SEN pupils with some severe cases. Moving these children to Louth will greatly disrupt them and their learning and due to the numbers at Louth they are unlikely to receive the same care and attention.</p> <p>As this is a deprived area, the sixth formers, many of them who have to manage themselves independently may struggle financially with continuing in education. If they have to travel to Louth they may lose motivation. These young people are more likely not to bother, which will adversely affect the area.</p>	Y						
Resident	Y	<p>Closing the school will affect the pupils and the local economy and population. Children won't want to stay and work in Mablethorpe. The original merger hasn't worked and should be revoked.</p> <p>The current housing development on the Golf Road estate will create more demand for school places. Closing the site may affect the viability of the local primary schools.</p>		Y			Y		

Point of View	Against Proposal	Other comments/Notes	Louth site is too far away	Detrimental effect on Mablethorpe	Perceived issues with the Louth site	Unfair distribution of secondary provision	Issues with the merger	Children will miss out on after school activities	Another public meeting is required
Resident	Y	<p>Pupils cannot successfully carry out a full day's education after being bussed the distance you propose. Mablethorpe has not been advertised sufficiently hence the falling numbers. There is great support in Mablethorpe for the continuation of secondary education here and also for the recreational purposes for the local communities and visitors. There should have been a public meeting during the consultation period, but not conducted like the previous meetings which were a farce and a complete waste of the public's time.</p> <p>I fully support our steering group's plan for a studio school for 14 to 19 years olds on the Mablethorpe site and keeping an 11-13 provision here for the younger pupils. I realise this will probably mean running the school at a loss initially but surely considerable savings will be made on transport costs?</p> <p>Failing the above perhaps you should look at closing the Louth site and transporting the pupils from there to Mablethorpe. If the Louth parents don't like that idea there are other secondary schools in Louth they could attend, which would help keep those schools open.</p>	Y	Y				Y	
Resident	Y	<p>Firstly it is a school not a site and is precious to the town as a meeting place as well as an education centre.</p> <p>Two failing schools were joined and the smaller one is to be sacrificed in favour of the other. what happens when Monks Dyke fails? Will you close that site too? It is too easy when you are not personally involved to take the easy option.</p> <p>Also will you take note of the bullying that is going on towards Tennyson pupils?</p> <p>Finally if you close this school how long before Monks Dyke suffers the same fate?</p>			Y				
Parent/Carer	Y	<p>Since the merger of the two sites we have seen the clubs moved to Louth, which has involved children being bussed out after school or missing out with children from Louth chosen over Mablethorpe students for sport's teams, etc. This is also problematic for parents wishing to support their children at these events. The merger has never proved successful for the children in Mablethorpe.</p> <p>It is a long day for children and costs us £540.00 a year in transport costs which is not easy for any of us to find.</p> <p>The school is a major part of our community and to lose it would be devastating for all. My child has no wish to travel 15 miles to school and should not need to when we have our own school. Take away our school and you will kill off our community.</p> <p>The Louth students have not welcomed our children and they get called names due to coming from Mablethorpe.</p>	Y	Y	Y	Y	Y	Y	
Parent/Carer	Y	<p>There should be another public meeting with a format like the meeting at the Dunes, we feel that the last meeting was very unfair as we wanted to hear the questions, answers and opinions of everyone.</p> <p>We would also like to know what is considered to be the likely effect on the town of Mablethorpe with no secondary school. Had there not been a school here we would not have moved here, so why would anyone else?</p> <p>We feel the closure would be very short sighted as future forecasts predict that more school places will be needed and this without the impact of future migration / refugees coming into the area.</p> <p>Also we have no intention of sending our children to the Louth site if there is any other alternative. Why would we send them that distance to an under achieving school, we thought there was supposed to be a choice of where we can send our children but come next September places in schools that will be closest to us will all be taken.</p>	Y	Y	Y			Y	
Resident	Y	I oppose the decision as there is different legislation for Tennyson School due to its rural location than there is for Louth.							
Parent/Carer	Y	Closing the site will reduce the choices available to parents. The Louth site is too far away and John Spendluffe is already oversubscribed. Children from Mablethorpe attending the Louth site are not accepted by the other children. Transport is a big issue particularly for children with special educational needs, medical problems and social and communication problems. It is also a problem for parents who do not drive with regards to out of school activities and emergencies such as sickness.	Y		Y			Y	

Point of View	Against Proposal	Other comments/Notes	Louth site is too far away	Detrimental effect on Mablethorpe	Perceived issues with the Louth site	Unfair distribution of secondary provision	Issues with the merger	Children will miss out on after school activities	Another public meeting is required
Teacher/ School Staff	Y	<p>Letter received from nine members of staff.</p> <p>Why can't Louth be shut? Louth has a higher percentage of falling roll than Mablethorpe which could house all of the pupils. Poor leadership has led to this situation and the falling roll should have been addressed a long time ago. The financial figures quoted have been inconsistent. Much money has been wasted on a new website, a PR company, on supply staff and on a poorly attended Sports Day. Our classrooms are being stripped with resources moved to Louth already. Mablethorpe students lose out to Louth students and are excluded from events and activities. We have put steps in place to improve the school and have begun liaising with feeder schools but need more time to see results. We are also rolling out a new scheme called Positive Discipline, which we are optimistic about.</p> <p>The communication has been poor. We found out about the proposed closure in the local paper during the Summer holidays and a requested meeting never occurred.</p> <p>The information used in the scrutiny report was misleading and in some cases out of date. If students choose not to go to Louth where can they go as John Spendluffe and Birkbeck have a lack of capacity with roll figures set to increase?</p> <p>Mablethorpe is a highly deprived and transient area, which will be severely impacted by the closure of this school. Many of the children have chaotic home lives and rely on the structure and support of the school. Moving them to another school would be disruptive and they may not receive the same level of targeted support in a larger environment. Travel will be an issue for some parents who will struggle to attend school meetings and to transport pupils back to school after appointments. This could lead to poor attendance.</p> <p>We have a lack of trust in the school governors and it is difficult to trust both individual governors as well as the executive head to work in the best interests of the school. Grievances are not dealt with.</p> <p>The school should provide a stable environment for the pupils, but the merger, subsequent redundancies and the decision to move from two year GCSE's to one year GCSE's has caused disruption for the pupils. Students who should be concentrating on their education are genuinely concerned over their futures and what will happen if Mablethorpe closes. Surely this is not something any person needs when trying to prepare for their exams?</p>	Y	Y			Y	Y	Y
Other	Y	The families and children living in Mablethorpe and the surrounding area deserve to have a school in their town and not have to be transported to other areas for their education. Shutting the high school will change the whole dynamics of the town. Young families will not want to move into an area without a high school.	Y	Y					
Parent	Y	<p>The initial public meeting was so full it was impossible to ask the questions we had prepared. We need another meeting.</p> <p>The reason the parents have not chosen MDTC since the merger are, lack of investment in the Mablethorpe site and the standards of teaching have fallen since the merger caused by teachers having to divide their time between two sites situated 17 miles apart, which is not feasible. This should have been identified at the time of the merger and this supports an argument that due diligence was not shown at the time.</p> <p>The mileage times stated are incorrect. The children could face 2 - 2.5 hours extension to their school day. This will exclude them from after school activities and the subsequent tiredness could impede their learning.</p> <p>The timing of the original notice of closure was appalling as it occurred just after the start of the summer break when lots of people were on holiday. I believe this was timed to minimise objections.</p> <p>This is the only secondary school in Mablethorpe, whereas Louth has three. I believe the Mablethorpe site is being sacrificed to try and keep the Louth site open.</p> <p>East Lindsey District Council, Louth Town Council and Mablethorpe Town Council have all voted against the closure of the Mablethorpe site.</p> <p>The Mablethorpe site is used for a lot of community events and clubs. These will be lost if the site closes.</p>	Y	Y		Y	Y	Y	
Other	Y	<p>The lack of success of leadership and management at the school has resulted in some children moving to other schools in particular John Spendluffe. Surely the delivery of a parallel curriculum across two sites should have been costed before the merger.</p> <p>Closing the Mablethorpe site will reduce the choices available to parents. Parents from Mablethorpe will not be choosing to send their children to the Louth site of MDTC. Therefore it will not increase the number of pupils who choose to attend nor secure its future sustainability. The nearest school will then be John Spendluffe which is already full and not seeking to expand. It is stated that 60% of students living in the Mablethorpe area choose to travel out of the town to receive secondary education. Most of these pupils only travel 6-8 miles, so the argument cannot be used to justify closing the school and therefore requiring the pupils to travel 17-18 miles to Louth or 12-13 miles to North Somercotes.</p> <p>The public meeting was full and some people were turned away. The format of the meeting did not allow members of the public to hear the questions, arguments or replies.</p> <p>How were students selected for interview and what questions were put to them? The full report wasn't publicly available, so the validity of this process is questionable.</p> <p>On 8th October ELDC passed the motion to support the provision of high quality education and skills training within the town and will support any innovative scheme that may come forward. Yet the academisation of the Louth site of MDTC has been deferred. The poor results were across both sites and the deferral will have done nothing to improve them but it does suggest that the deferral is a political decision likely by the sponsoring academy, who could be unwilling to take on a school whilst operating on two sites and bearing the liability for any costs associated with Mablethorpe.</p> <p>There needs to be a full public meeting at each campus before the end of the statutory consultation period.</p>	Y			Y	Y		
Other	Y								
Other	Y	A petition signed by over 8500 people from the Mablethorpe and wider area (some outside of Lincolnshire) was presented to Lincolnshire County Council on the final day of the representation period. The petition is against the proposal and entitled "Stop the closure of Mablethorpe High School. Save Tennyson save our town". It has come from the Save Tennyson Group.							

	Supports Proposal	Against Proposal	Not For or Against
Totals	29	0	29
Parent/Carer	6	0	6
Teacher/School Staff	2	0	2
Resident	11	0	11
Governor	0	0	0
Employer/Business	0	0	0
Other LA/Parish Council	0	0	0
Other Family	0	0	0
Other School	0	0	0
Other Governor	0	0	0
Other (not specified)	10	0	10
Louth site is too far away	16		
Detrimental effect on Mablethorpe	14		
Perceived issues with the Louth site	4		
Unfair distribution of secondary provision	5		
Issues with the merger	9		
Children will miss out on after school activities	7		
Another public meeting is required.	7		



Open Report on behalf of Richard Wills, the Director responsible for Democratic Services

Report to:	Children and Young People Scrutiny Committee
Date:	15 January 2016
Subject:	Outcomes from School Improvement Working Group

Summary:

This report enables the Children and Young People Scrutiny Committee to consider the outcomes from the School Improvement Working Group.

Actions Required:

The Children and Young People Scrutiny Committee is invited to

1. Consider and comment on the outcomes from the School Improvement Working Group;
2. Receive six monthly updates on the implementation of the new sector led model for school improvement.

1. Background

At the Children and Young People Scrutiny Committee meeting on 28 November 2014, it was agreed that a working group would be established to look at School Improvement. The original terms of reference for the working group were as follows:

1. To examine with officers what support the current School Improvement Service offers to schools and academies and how effective it is.
2. To examine with officers the role of teaching schools in Lincolnshire in improving educational standards.
3. To make recommendations on improvements to the existing School Improvement offer for schools and academies.

The Children and Young People Scrutiny Committee met on 24 April 2015 and considered an Executive report on the Future Delivery of the School Improvement Service. This report, which was agreed by the Executive on 5 May 2015, set out the final offer for the future School Improvement Service which would replace the current CfBT contract.

As a result of this Executive decision, the working group's remit was changed to focus on the risks and benefits of the new model for School Improvement. The new

sector led approach will establish a collaborative Lincolnshire Learning Partnership delivering a tiered approach to School Improvement including peer review, quality assurance and appropriate governance arrangements.

The Working Group has held a number of meetings with officers from CfBT and Children's Services to gain an understanding of the current CfBT offer and the new sector led model. A workshop was also held with a range of Headteachers representing the Task and Design Group who developed the new model, the Education Board who will oversee the new model, and maintained schools to gain a greater understanding of what the new model involves, the risks and benefits, and how it is working in practice.

Following this workshop, the Working Group has analysed the new sector led model using the Signs of Safety approach of what is working well, what are we worried about, and what needs to happen. This analysis is attached at Appendix A for the Committee's consideration.

2. Conclusion

This analysis brings to a conclusion the work of the School Improvement Working Group. It is proposed that the monitoring of the implementation of the new sector led model for School Improvement is undertaken by the Children and Young People Scrutiny Committee on a six monthly basis.

3. Consultation

a) Policy Proofing Actions Required

No policy proofing is required for this report.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Signs of Safety analysis on new sector led model for School Improvement

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Tracy Johnson, Senior Scrutiny Officer, who can be contacted on 01522 552164 or Tracy.Johnson@lincolnshire.gov.uk.

Appendix A – Signs of Safety Analysis of Sector Led Model for School Improvement

	What's Working Well	What are we worried about	What needs to happen
1	Very positive and forward thinking model, with good strategic lead from LCC. Structure and strategic vision well mapped out with extensive consultation and effective strategic lead.	Capacity issues – head teachers time, teachers time, release time.	There needs to be a realistic view from the Partnership about expectations, and an honest communication from schools to each other about difficulties and issues to allow shared solutions to be found.
2	Positive engagement and enthusiasm shown by schools that are engaging. Eagerness for all engaged to take ownership of school improvement.	Financial capacity in small schools to engage in the process.	Consideration of a “small school” fund to cover costs of releasing the heads and teaching staff in small rural schools.
3	Partnership will provide all schools in Lincolnshire with a professional learning partnership rooted in peer learning and development. The partnership board is made up of mostly head teachers, elected by their peers, and are asked to ensure the performance of schools in Lincolnshire improves.	The schools that may not engage and the implications. Some schools won't engage by choice – they want to remain isolated, thus some children might be left behind.	Harness and showcase enthusiasm in order to engage all schools. Positive information sharing from LCC and the board about the successes of the Partnership should be sent to all schools on a regular basis regardless of their engagement.
4	The partnership board will become the engine of improvement striving to reduce the disparity in performance across Lincolnshire through effective learning partnerships.	Schools with issues such as falling rolls / low attainment may not want to be included as to talk about weaknesses to peers may be considered too threatening.	The Headteachers must be realistic, supportive and inclusive within their partnerships. The Board must be vigilant about inclusion.
5	It promotes collaboration and reduces fragmentation across the education system.	The success of the model depends on the “chemistry” within the clusters.	Schools must be allowed to continue to choose their school improvement partners.
6	It puts school improvement in the hands of the sector, who are the experts. This allows them to be more reactive to local developments.	Governor engagement is developing but is not yet at the same level as Headteachers.	Chairs of Governors should be invited to the launch. Board members should consider how they will continue to engage with governors in a refreshed manner that underpins sector led improvement.
7	To complement the partnership, each locality area will have allocated advisors who will ensure the drive towards school led solutions. These educational experts will understand the strengths across the locality, county and wider	Schools may not know where to seek to commission extra support following a peer review.	The school improvement offer in each locality should be known by the locality advisers and signposted to schools. Schools should contribute to their locality school improvement offer where possible.

Appendix A – Signs of Safety Analysis of Sector Led Model for School Improvement

	improvement networks and facilitate all schools to access this.		
8	All schools in the partnership have received training in effective peer review.	Some schools may not fully understand the role and support available from the teaching schools.	Teaching schools should develop a shared website / offer. The training and resources from the teaching schools should be responsive to the challenges that appear in the peer review.
9	Potential for flexible service that can be proactive rather than reactionary.	Logistics and timescales within a rural county, this may require slick broadband and IT resources.	Identification of efficient use of time and resources in order to embed supportive engagement strategies early on.
10	It gives the opportunity for a bespoke Lincolnshire answer to school improvement agenda which fits within the national context. Capacity to generate a bespoke strategy for the county.	Anxieties over change and the challenges of supporting this.	Establish / review school needs and use this as the bedrock for school improvement whilst embedding capacity to support anxieties.
11	It allows Lincolnshire schools to influence as a collective voice at a local and national level.	Capacity for independent scrutiny to ensure quality and rigour.	Establish strategies for robust, systematic and meaningful review. (Not an extra Ofsted but customer care focused reflections.)
12	It gives great research opportunities to drive up school improvement.		

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	15 January 2016
Subject:	Corporate Parenting Panel Update

Summary:

The work of the Corporate Parenting Panel remains critical in promoting life chances and opportunities for vulnerable children, looked after children, and care leavers. Members act as champions on behalf of these groups of children and young people. The Panel meets on a quarterly basis and includes representatives from looked after children and foster carers.

Through the presentation of reports, performance information, and Visiting Members responsibilities, the Panel scrutinise the arrangements for the safety and welfare of looked after children and care leavers are in accordance with what every good parent would want for their own child.

It is agreed that the minutes of the Corporate Parenting Panel be presented to the Children and Young People Scrutiny Committee, and attached are the draft minutes of the meeting held on 10th December 2015.

Actions Required:

The Children and Young People Scrutiny Committee is asked to note the work of the Corporate Parenting Panel and to consider the matters raised and addressed.

1. Background

The Panel meet quarterly and is continually evolving and is very proactive in seeking information to inform Members about the quality of services provided by the Local Authority and partner agencies, as is evidenced in the recording of the minutes.

2. Conclusion

The on-going scrutiny process looking at how well we meet our respective responsibilities and the different aspects of a child and young person's needs is pivotal to the work of the Corporate Parenting Panel. The attached minutes

provide an account of the work undertaken since the previous Panel held on 10th September 2015.

3. Consultation

a) Policy Proofing Actions Required

n/a

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Corporate Parenting Panel Minutes 10/12/2015

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Tara Jones, who can be contacted on 01522 552686 or tara.jones@lincolnshire.gov.uk.

**CORPORATE PARENTING PANEL
10 DECEMBER 2015**

PRESENT: COUNCILLOR D BRAILSFORD (CHAIRMAN)

Lincolnshire County Council: Councillors J D Hough (Vice-Chairman), A G Hagues, P J O'Connor and L Wootten

Added Members: Jean Burbidge (Lincolnshire Community Health Services), Mary-Beth Pepperdine (V4C The Children in Care Council), Polly Coombes (Foster Carer) and Samantha Edwards

Officers in attendance:-

Michelle Andrews (Head of Birth to Five Service), Kieran Barnes (Virtual Head of Looked After Children), Dave Clarke (Secure Unit Principal), Annie Fletcher (Children's Services Manager - Barnardo's), Jan Gunter (Consultant Nurse Safeguarding, South West Lincolnshire CCG), John Harris (Children's Service Manager - Regulated North and Fostering), John Herbert (Youth Development Officer), Tracy Johnson (Senior Scrutiny Officer), Tara Jones (Children's Service Manager - Regulated South and Adoption), Tanya Marten (Customer Relations & Complaints Manager), Ron Oliver (Assistant Director, Barnardo's), Graham Reeves (Participation Officer), Yvonne Shearwood (Quality and Assurance Manager), Barbara Simpson (Consultant), Janice Spencer (Assistant Director Safeguarding) and Rachel Wilson (Democratic Services Officer)

32 APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor R J Hunter-Clarke and Mrs M Graham-Williams (Foster Carer)

33 DECLARATION OF MEMBERS' INTERESTS

There were no declarations of interest at this point in the meeting.

It was noted that there had been a vacancy on the Panel for a while now, and the Chairman commented that he would like to see it filled.

**34 MINUTES OF THE MEETING OF THE CORPORATE PARENTING PANEL
HELD ON 10 SEPTEMBER 2015****RESOLVED**

That the minutes of the meeting held on 10 September 2015 be signed by the Chairman as a correct record.

**35 REVIEW OF STABILITY OF FOSTERING PLACEMENTS - AN AUDIT
RELATING TO PLACEMENT DISRUPTIONS OF LOOKED AFTER
CHILDREN**

The Chairman welcomed Barbara Simpson, an independent social worker who had written the report 'An audit Relating to Placement Disruptions of Looked After Children', to the meeting and invited her to present the report to the Panel.

The Panel was advised that the audit had been undertaken in order to explore the reasons why some placements of children who were looked after by the local authority were disrupted. An audit was carried out of 38 children in the county who had been looked after for at least two years. A desktop audit of cases was carried out alongside interviews with social workers and a small sample of foster carers.

It was noted that of the 38 cases that were looked at, only 15 had actually been disrupted, of the remaining number some had been adopted and some had moved home.

The Panel was guided through the report, and provided with the opportunity to ask questions to the officers present. Some of the main themes which emerged during discussion included the need for foster carers to be able to build a good relationship with their supervising social worker and to have someone they could speak to about any difficulties they were having without feeling like a failure. It was also important to note that the role of the social worker was not just about procedural support, but also being able to recognise when other types of support were needed, and to have the knowledge of what support packages were available to foster carers.

It was queried whether any conversations took place between social workers and foster carers that when their child turned 13/14 it was likely their personalities could change as they became adolescents. Through the 'Tell us' survey, it had been commented that some foster carers did not know what it was like to be a teenager in today's world. It was acknowledged that this was something which could be done better, as if a foster carer took on a child at the age of 8, they often did not think what that child would be like at 14, and there was a need to think about preparing carers for this.

It should be noted that it was not just foster carers that would experience feelings of failure regarding children in their care, parents would feel like this with their own children as well, but it was commented that it was often felt that there was extra pressure when looking after someone else's child.

The Panel was in agreement that this audit was a very good piece of work and included some results which were expected and some which were quite new. It provided reassurance that the work that social workers did was commendable.

The report highlighted the need for more pro-active work, and to get a message out to foster carers that it was ok to say they were finding things difficult and to ask for help. It was suggested that it would be useful to share this research with foster carers.

RESOLVED

That the report be noted.

36 BIG CONVERSATION 8

The Panel received an update in relation to the Big Conversation 8 which took place on 6 November 2015. It was reported that there were updates on foster carer training, leaving care buddying and mental health projects. There was also a long discussion in relation to the FAB awards and how they could be improved for the following year, but on a lower budget.

The Panel raised questions regarding the perceived stigma when mental health was discussed, and how this was being tackled, and members were advised that a big project was underway to tackle the stigma associated with mental health, and that within CAMHS there was a lot of openness regarding talking about emotional feelings, and there was an increasing demand for its services. It was noted that this was positive in the sense that people felt they were able to talk to staff in this service. It was also noted that teenagers now were more generally aware of emotional issues and were very open about it.

RESOLVED

That the update be noted.

37 COMPLIMENTS, COMMENTS AND COMPLAINTS RECEIVED FOR LOOKED AFTER CHILDREN

Consideration was given to a report which provided the Corporate Parenting Panel with information on the Compliments, Comments and Complaints received regarding Looked After Children for the period from 1 April to 30 September 2015.

It was reported that there was one complaint from a child in Lincolnshire County Council Care. It was also noted that there had been one compliment and no comments received regarding Looked After Children in this period.

The Panel was advised that the complaint which had been received had been closed down at stage one. It was noted that the level of complaints received remained relatively low.

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It was noted that Voicability was an advocacy service provided through Barnardo's.

RESOLVED

That the contents of the report be noted.

38 LAC TAKEOVER DAY

An update was received from John Harris in relation to the Looked After Children Takeover Day. It was noted that the aim had been to engage with young people on themes which were current. There were 23 young people in attendance at the meeting in Skegness and North Hykeham, and their ages ranged from 8 to 17 years of age. Three main topics were considered as follows:

- Trying to make it more customary for a child to attend fostering placement meetings
- Getting the most out of the LAC review, and encouraging young people to lead more of the review
- What types of questions would be relevant in assessments.

Tara Jones informed the Panel that she attended the meeting at Sleaford, where the majority of the children were age 10 and under. There were some older children in attendance who were helping to facilitate the session, and the focus was on care plans, and what was important to them in terms of what was included. It was noted that the session was really well attended. Some photos from the day would be circulated after the meeting.

RESOLVED

That the update be noted.

39 EARLY YEARS SUPPORT FOR CHILDREN LOOKED AFTER

Consideration was given to a report which provided an overview of the Early Years support currently provided to Children Looked After. It included data on the number of Children Looked After who were accessing their 2, 3 and 4 year old entitlement and overview of the current interventions and the impact these were having on the children's educational attainment within the Early Years Foundation Stage.

It was reported that the Birth to Five Service was the Lincolnshire Early Years and Childcare Support Service and had recently developed stronger and more effective working partnerships with the Virtual School and Specialist Teaching Team to monitor and support the early years education of Children Looked After. The Panel was advised that main focus for the Early Years support was as follows:

- To ensure all Children Looked After accessed their 2, 3 and 4 year old early years entitlement when practicable with providers who had a Good or Outstanding Ofsted outcome

- To monitor the progress of Children Looked After in the Early Years in order to narrow the gap of attainment
- To ensure that all Children Looked After experienced high quality learning experiences to enable them to make progress with their expected age and stage of development within the Early Years Foundation Stage.

The Panel was guided through the report, and provided with the opportunity to ask questions to the officers present in relation to the information contained within the report and some of the points raised during discussion included the following:

- In terms of the low numbers of monitoring visits carried out, it was reported a new process was in place where the visits would take place immediately. It should be possible to see an improvement in the following year;
- Foster carers reported that they had never received any feedback in relation to the Prime Time Programme. However, it was noted that this was a very targeted programme, but reports should be available for foster carers to view;
- It was suggested that something should be included in the newsletter to ensure foster carers were made aware of this programme;
- The DfE had delayed the returns for LAC, as LAC was not a single cohort;
- There was beginning to be a shift in thinking about whether measuring progress of LAC was being done in the right way.

RESOLVED

That the report and comments made be noted.

40 ANNUAL REPORT FOR LOOKED AFTER CHILDREN 2014 - 15

The Corporate Parenting Panel received the Annual report for Looked After Children 2014-15. Members were advised that this was a work in progress. It was noted that the report now included externally placed children who were residing in Lincolnshire, as when these numbers increase, the challenges for the service would also increase, even though Lincolnshire did not have responsibility for them. Emotional and behavioural needs were highest in looked after children placed externally by other local authorities.

It was reported that the biggest challenge was around continuing the achievement of assessments within statutory timescales. There were action plans in place, but this would remain a challenge as the statutory guidance was very clear that there was still a requirement for a medical officer to undertake this work.

Members of the Panel were provided with the opportunity to ask questions to the officers present in relation to the information contained within the report and some of the points raised included the following:

- There were 654 Looked After Children in Lincolnshire under the care of the authority, and there were a further 440 who were placed in Lincolnshire from out of county;
- It was a very positive step to be able to say that it was recognised that externally placed children had issues;

CORPORATE PARENTING PANEL**10 DECEMBER 2015**

- Some key pieces of work were underway regarding access to A&E;
- In relation to the group for high SDQ (Strengths and Difficulties Questionnaire) scores, it was reported that around 12 cases would be discussed at each meeting;
- It was important to ensure that a child had the right amount of support;
- The need for GP's to carry out initial health assessments was an ongoing issue. In some areas 'hybrid' medicals were being undertaken, in that part of it was undertaken by a nurse, and the remaining part by a paediatrician. However, there were risks with this as it was a disjointed approach, and there could be situations where clinicians were signing off other people's work;
- The authority was working towards a target of the assessment being carried out within 35 working days. It was noted that the child still had a right of access to medical care if they had a health problem, and that the purpose of this assessment was to inform their care plan;
- The authority was trying to develop a Lincolnshire model, but this was an ongoing process.

RESOLVED

That the Annual Report and ongoing work be noted.

41 VISITING MEMBERS QUARTERLY REPORT AND VISITING MEMBER FEEDBACK

The Corporate Parenting Panel received the visiting members Log of Quarterly Visits to Children's Homes April 2015 – March 2016 for consideration.

One member raised concerns regarding one home which had been downgraded from "outstanding" to "requires improvement", however, he also reported that following a recent Ofsted visit it had been rated as "outstanding" again.

It was also reported that Eastgate in Sleaford had been rated as "outstanding" following a recent inspection.

Councillor L Wootten reported that she was due to visit the Beacon in Grantham on 17 December 2015.

Concerns were raised regarding missing visits and reports, and the importance of this activity was emphasised.

RESOLVED

That the log of quarterly visits to children's homes be received.

42 V4C THE LOOKED AFTER CHILDREN COUNCIL QUARTERLY MINUTES AND ANNUAL REPORT

The Corporate Parenting Panel received the minutes from the meetings of the V4C Executive held on 22 September 2015 and 20 October 2015 as well as the V4C Annual Report. It was reported that the Annual Report was an overview of the work which had been done this year. Discussions at the meetings included preparing for the Fab Awards in 2016 and the Big Conversation and how to recruit more people to the Group.

The Panel agreed that it was important to be able to recruit more young people to the V4C group. It was also commented that the FAB awards was a very big event which showcased what V4C was and what it did.

RESOLVED

That the minutes of the meetings and Annual report of the V4C be received.

43 THE VIRTUAL SCHOOL FOR LINCOLNSHIRE LOOKED AFTER CHILDREN ANNUAL REPORT

The Corporate Parenting Panel received the Annual report of the Virtual School for Lincolnshire Looked After Children November 2014 – October 2015, which provided data relating to the educational progress of Lincolnshire Looked After Children on roll in July 2015.

It was reported that some progress had been made in terms of 'narrowing the gap' particularly in the Early Years and primary phases. Progress had also been made in the key areas of partnership working, professional development, championing the individual needs of all Looked After Children and the building of strong resilient partnerships between the Virtual School, real schools and other partners.

Members of the Panel were provided with the opportunity to ask questions to the officers present in relation to the information contained in the report, and some of the points raised during discussion included the following:

- Sometimes schools did not understand the needs of Looked After Children, but they did endeavour to work with the authority;
- It was confirmed that the authority still controlled the pupil premium for Looked After Children, and it came to the authority for allocation;
- The designated teacher conference was an annual event;
- Concerns were raised by members regarding the lack of improvement in Maths at Key Stage 2. It was noted that these children would be targeted for additional support;
- It was queried whether there was any mechanism which would change the outcomes for those children in special schools. The issue around alternative provision had been raised with the Regional Commissioner;
- When children were placed in alternative provision, it was ensured that it would be possible for the child to be able to take their exams.

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RESOLVED

That the Annual Report be received.

44 FOSTERING REPORT QUARTER TWO

Consideration was given to a report which outlined the activity in the Fostering Service during Quarter 2.

RESOLVED

That the report be approved.

45 INDEPENDENT REVIEWING SERVICE - 6 MONTHLY UPDATE

The Corporate Parenting Panel received the six monthly update of the Independent Reviewing Service (April 2015 – September 2015).

RESOLVED

That the update be received.

46 PERFORMANCE - QUARTER 2 REPORT 2015/16

The Corporate Parenting Panel received the Quarter 2 Performance Report for Looked After Children. Members were provided with the opportunity to ask questions to the officers present in relation to the information contained within the report and some of the points raised during discussion included the following:

- An improvement in the stability of placements had been seen;
- The number of child protection plans being produced was reducing;
- There had been an increase in the population of Looked After Children;
- 140 assessments for kinship placements had taken place;
- In relation to the up to date dental check indicator, it was expected that this would be on target by the end of the year.

RESOLVED

That the performance information presented be noted.

47 CORPORATE PARENTING PANEL WORK PROGRAMME 2016

Consideration was given to a report which invited the Corporate Parenting Panel to discuss and agree its work programme for 2016.

It was reported that the next meeting would take place on 10 March 2016. It was also suggested that someone from this Panel should try and attend each of the V4C

meetings and it was requested that a list of future dates be circulated to members. It was noted that next meeting was scheduled for 19 January 2016.

RESOLVED

That the work programme, as presented, be agreed.

The meeting closed at 1.07 pm

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Policy and Scrutiny

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Children and Young People Scrutiny Committee
Date:	15 January 2016
Subject:	2016/17 contract with Lincolnshire Community Health Services NHS Trust for Health Visiting, School Nursing and Antenatal Weight Management

Summary:

This report invites the Children and Young People Scrutiny Committee to consider a report on the 2016/17 contract with Lincolnshire Community Health Services NHS Trust for Health Visiting, School Nursing and Antenatal Weight Management which is due to be considered by the Executive on 2 February 2016. The views of the Scrutiny Committee will be reported to the Executive as part of its consideration of this item.

Actions Required:

- (1) To consider the attached report and to determine whether the Committee supports the recommendation(s) to the Executive as set out in the report.
- (2) To agree any additional comments to be passed to the Executive in relation to this item.

1. Background

The Executive is due to consider a report on the 2016/17 contract with Lincolnshire Community Health Services NHS Trust for Health Visiting, School Nursing and Antenatal Weight Management. The full report to the Executive is attached at Appendix 1 to this report.

2. Conclusion

Following consideration of the attached report, the Committee is requested to consider whether it supports the recommendation(s) in the report and whether it wishes to make any additional comments to the Executive. The Committee's views will be reported to the Executive.

3. Consultation

a) Policy Proofing Actions Required

Not applicable

4. Appendices

These are listed below and attached at the back of the report.

Appendix 1	Report and Appendices to the Executive on 2016/17 contract with Lincolnshire Community Health Services NHS Trust for Health Visiting, School Nursing and Antenatal Weight Management
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5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Charlotte Gray, who can be contacted on 01522 553783 or charlotte.gray@lincolnshire.gov.uk.

Open Report on behalf of Debbie Barnes, Executive Director of Children's Services

Report to:	Executive
Date:	2nd February 2016
Subject:	2016/17 Contract with Lincolnshire Community Health Services NHS Trust for Health Visiting, School Nursing and Antenatal Weight Management
Decision Reference:	I010052
Key decision?	Yes

Summary:

Lincolnshire County Council, Children's Services has contracts in place with Lincolnshire Community Health Services NHS Trust (LCHS) for a number of children's health services.

Firstly, there is a contract for Health Visiting services with a value of £8.650m per annum (2015/16). This contract was originally established from 1 April 2015 by NHS England and then novated to the Council when commissioning functions for 0-5 public health services were delegated to local authorities on 1st October 2015. There is also a contract for School Nursing and Antenatal Weight Management services with a value of £2.749m per annum (2015/16). These services currently form part of a wider contract which was originally established on 1 April 2014 by the LCC Public Health department.

Both of these existing contracts have an end date of 31 March 2016, and neither contains provisions to further extend the contract period. Prior to both contracts commencing, no open competitive tender process had been run, and these contracts had been awarded directly to the provider.

Children's Services is conducting an extensive review of these services alongside other early years provision where there is a clear interface.

As a result of the review, the earliest the services the Council wants to commission going forwards could be put out to tender on the open market and become operational would be 1 October 2017, although that could be earlier where specific services allow.

This leaves a gap of 18 months from current contracts ceasing to newly commissioned services being effectively implemented and operational. It is too soon in the review to recommission services effectively for 1st April 2016.

This Report looks at the options for how to take forward the relationship with LCHS over the interim period and proposes for approval an Agreement with LCHS under section 75 of the National Health Service Act 2006.

Recommendation(s):

That the Executive;

1. Approves in principle the entering into by the Council of an agreement under section 75 of the National Health Service Act 2006 for the exercise by Lincolnshire Community Health Services NHS Trust of the Council's functions under section 2B of the 2006 Act insofar as they relate to the provision of Health Visiting, School Nursing and Ante-natal Weight Management services as described in more detail in the Report.

2. Delegates to the Director of Children's Services in consultation with the Executive Councillor for Adult Care, Public Health and Children's Services the authority to determine the form and content of the agreement including the detailed scope of functions and services to be covered in the agreement, and approve the entering into of all legal documentation necessary to give effect to the decision in paragraph 1 above.

Alternatives Considered:

1. To allow the current contractual arrangements to end on 31 March 2016.

This is not a feasible option as significant elements of the services including Health Visiting services are a statutory obligation of the Council. The decision whether or not to de-commission any of the services where this can lawfully be done needs to be informed by the results of the proposed review

2. To conduct a competitive tendering process to select a provider from 1 April 2016 forwards.

It is believed that this course of action would not be desirable, or feasible. The commissioning responsibility has been newly transferred to Lincolnshire County Council, and NHS England advises that there will be no adjustment to Health Visiting services during the period 1 April 2016 to 31 March 2017. There will be insufficient time to go through the full and proper commissioning processes, including procurement requirements set out within the UK Public Contracts Regulations 2015, in order to select a new provider from 1 April 2016, and as such this may present a significant risk to service users due to the possibility of a gap in service provision, leaving them vulnerable and without support, and would result in Lincolnshire County Council's statutory obligations not being fulfilled.

Reasons for Recommendation:

Arrangements need to be made to bridge the 18 month gap from current contracts ceasing to newly commissioned services being operational following an extensive review. This will ensure effective ongoing service provision for families, and allow sufficient time for the commissioning review to be put in place, including putting services out to competitive tender to ensure value for money. The proposed section 75 Agreement enables the current provision to continue lawfully whilst allowing the Council to address the health integration agenda in circumstances where the experience gained from the partnership arrangements can be fed into an extensive review of the best commissioning arrangements for these services moving forward.

1. Background**Background & History**

The Council has a duty under section 2B of the National Health Service Act 2006 to take such steps as it considers appropriate for improving the health of the people in its area.

Under the Local Authorities (Public Health Functions and Entry to Premises by Local Healthwatch Representatives) Regulations 2013, certain services are required to be delivered by the Council. These Regulations have recently been amended to include Health Visiting services during the period 1 October 2015 to 31 March 2017.

There are two existing contracts relating to Children's Public Health.

Firstly, there is a contract for Health Visiting services with a value of £8.650m per annum (2015/16). This contract was originally established from 1 April 2015 by NHS England and then novated to the Council when commissioning functions for 0-5 public health services were delegated to local authorities on 1 October 2015 as a result of the amendment to the 2013 Regulations referred to above.

Secondly, there is a contract for School Nursing and Antenatal Weight Management services with a value of £2.749m per annum (2015/16). These services currently form part of a wider contract which was originally established on 1 April 2014 by the LCC Public Health department. Since 1 April 2015 the contract management responsibility for Antenatal Weight Management and School Nursing services has moved to Children's Services.

It should be noted that 'Stop Smoking' and 'Integrated Contraception and Sexual Health Services' (which also currently form part of this second contract) are going through a separate re-procurement exercise and will not form part of this contract beyond 31 March 2016. However the early years elements referred to above (Antenatal Weight Management and School Nursing services) will continue to be part of this second contract.

Both contracts are with Lincolnshire Community Health Services NHS Trust. Both have previously been directly awarded. Both expire on 31 March 2016.

Early Years and Children's Health Services Commissioning Review

This review is looking at designing a new, integrated offer for early years and public health services for all children and young people and their families.

The review covers those commissioned services aimed at supporting children to have the best start in early life, be ready for school and continue to lead happy and healthy lives in preparation for adulthood. These include Health Visiting, School Nursing, Antenatal Weight Management and Children's Centre services.

We need to review what is provided to families in Lincolnshire to ensure we are able to continue providing good quality, effective and efficient services whilst supporting the council to make financial savings.

We are engaging with key stakeholders and customers both within and outside the Council from October to December 2015 to help shape the best future for children's early years and health services in Lincolnshire.

This review however will itself take some time and if the recommended option was to put all or any of the services out to competitive procurement the earliest realistic start date for such services to become operational under a new contract would be 1 October 2017.

Health Visiting

The Health Visiting Service works across a number of stakeholders, settings and organisations to lead delivery of the Healthy Child Programme 0-5 (mandated until 30th March 2017), a prevention and early intervention public health programme that lies at the heart of the universal service for children and families and aims to support parents at this crucial stage of life, promote child development, improve child health outcomes and ensure that families at risk are identified at the earliest opportunity. The Service also delivers more intensive support to vulnerable families.

School Nursing

School Nurses are Registered Nurses with an additional public health qualification. They lead teams of Community Registered Nurses and School Nurse assistants to deliver a core programme of services for children and young people of school age (4-19 years) across Lincolnshire. School Nurses work across range of settings, including schools, academies, free schools, special schools, home educated and teaching and learning units. Some of the services offered by school nurses include:

- Health Needs Assessment.
- National Child Measurement Programme.

- Drop-in clinics for pupils, offering for example, support for emotional health and wellbeing, dietary advice and lifestyle choices.
- Clinic in a box (sexual health services).
- Sex and Relationships education.
- Community wellbeing clinics.
- Safeguarding.

Antenatal Weight Management

The Antenatal Weight Management Service is designed specifically for all pregnant women who have a Body Mass Index (BMI) of 35 or over and are due to have their babies at either Lincoln County Hospital or Pilgrim Hospital, Boston.

It is a free, one to one service, tailored to suit the individual's needs. It provides information, advice and support throughout pregnancy over seven appointments, to achieve a healthier lifestyle which in turn promotes weight management.

Delivery from 1 April 2016

The Council's options for securing delivery of the above services by 1 April 2016 are limited by legal considerations.

Under the Public Contracts Regulation 2015 the old distinction between Part A and Part B services has been removed and now contracts for health and social care services above a threshold of £625,000 have to be advertised (although there is greater flexibility about how the procurement itself is structured). Given the value of 18 months provision of such services a direct award of the contract would run significant risk of legal challenge.

As a result, consideration has been given to the flexibilities offered by section 75 of the National Health Service Act 2006 as an alternative mechanism for securing the provision of the services. A Section 75 Agreement is not a contract for services and therefore not covered by the procurement regime.

There are a number of factors pointing in the direction of a Section 75 Agreement:

- The Council has extensive experience of using Section 75 in the context of adult care with a number of such agreements having been secured as part of the Better Care Fund for 2015/2016.
- The Health and Wellbeing Board has a statutory duty to encourage integration of services.
- The announcement in the Autumn Statement of plans to move towards integration of health and social care by 2020.

One of the matters that the Council will need to consider in the review referred to above is the question of integration where health and public health functions may benefit from being commissioned or provided in an integrated way. Moving to a Section 75 arrangement with LCHS from 1 April 2016 will enable this model to be tested in operation and lessons to be learned as part of the review and for this to inform the longer term plans for early years provision.

The main difference between a contract for services (which is how the services are currently commissioned) and a Section 75 Agreement is that under the latter LCHS would exercise the Council's function rather than simply delivering a service. The functions in this case would be the Council's functions under section 2B of the National Health Service Act 2006 insofar as they relate to the services currently provided under the existing contracts.

This gives to LCHS a greater degree of flexibility in determining what services to deliver within the overall duty to comply with the Council's legal obligations. It also involves, formally at least, less control on the part of the Council. This will be addressed however in the governance arrangements for the Section 75 which will include appropriate performance management and reporting mechanisms.

Within the context of a genuine exercise of functions, the financial basis of the existing arrangements would remain the same.

Certain statutory pre-conditions must be met before a Section 75 Agreement can be entered into. Those pre-conditions and the way they have been satisfied in this instance are set out below

- (1) The partnership arrangements must be likely to lead to an improvement in the way in which the functions are exercised.

Moving towards a more integrated approach to the delivery of services enables both parties to explore ways in which to maximise the use of resources to improve outcomes from the services alongside other services delivered by LCHS such as Domiciliary Care.

- (2) The Partners must have consulted jointly such persons as appear to them to be affected by the arrangements.

The move to a Section 75 Agreement is one of form rather than substance and no services will change as a result. Consultation will be considered as part of the wider review before more permanent commissioning arrangements are put in place for the services as part of wider early years provisions.

The Section 75 Agreement itself must include a number of matters laid down by statute and these will be addressed in the drawing up of the Agreement. The NHS England funding allocation for the Health Visiting service for 2016/17 is yet to be confirmed; however the proposed Section 75 Agreement will reflect the final funding settlement.

Equality Act 2010

The Council's duty under the Equality Act 2010 needs to be taken into account by the Executive when coming to a decision.

The Council must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it: Equality Act 2010 section 149(1).

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that is different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding.

Compliance with the duties in this section may involve treating some persons more favourably than others

The relevant protected characteristics are:

Age
 Disability
 Gender reassignment
 Pregnancy and maternity
 Race
 Religion or belief
 Sex
 Sexual orientation

A reference to conduct that is prohibited by or under this Act includes a reference to:

- ❖ A breach of an equality clause or rule
- ❖ A breach of a non-discrimination rule

It is important that the Executive is aware of the special duties the Council owes to persons who have a protected characteristic, as the duty cannot be delegated and must be discharged by the Executive. The duty applies to all decisions taken by public bodies including policy decisions and decisions on individual cases and includes this decision.

To discharge the statutory duty the Executive must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified, consideration must be given to measures to avoid that impact as part of the decision making process.

Individuals who have protected characteristics should experience an accessible service regardless. Accessibility means that first and foremost they have easy access to the service and that the service offered has equal regard in terms of supporting their individual needs and aspirations. The partner will be required to have policies and procedures in place and have staff sufficiently trained in their responsibilities in regard to the Equality Act. An integral part of the partner monitoring will be to look at where individuals have experienced negative outcomes, looks at trends and whether there is any association with protected characteristics. As a result policies and procedures must be changed and regularly reviewed to minimise any negative impact.

Child Poverty Strategy

The Council is under a duty in the exercise of its functions to have regard to its Child Poverty Strategy. Child poverty is one of the key risk factors that can negatively influence a child's life chances. Children that live in poverty are at greater risk of social exclusion which, in turn, can lead to poor outcomes for the individual and for society as a whole.

In Lincolnshire we consider that poverty is not only a matter of having limited financial resources but that it is also about the ability of families to access the means of lifting themselves out of poverty and of having the aspiration to do so. The following four key strategic themes form the basis of Lincolnshire's Child Poverty strategy: Economic Poverty, Poverty of Access, Poverty of Aspiration and Best Use of Resources.

The Strategy has been taken into account in this instance and the following comments are made:

Poverty of Aspiration

These services will provide expert support to children and young people and will support them to be healthy and happy in their early years and help to ensure they are 'ready for school'; and once at school that they are fully supported with any physical or emotional wellbeing issues they may experience.

Best use of Resources

Best use of Resources aims to ensure that all key stakeholders contribute to improving the life chances of children and young people in a coordinated way.

Joint Strategic Needs Assessment (JSNA)

The Lincolnshire JSNA identifies a number of needs that directly relate to young people. These services will support children and young people in the following ways under the themes of the JSNA.

Be Healthy

These services will help to ensure that all children and young people can be happy and healthy, fulfil their potential, and can address areas of concern with trained health professionals.

Stay Safe

The Health Visiting and School Nursing staff are required to undertake regular safeguarding training and maintain a high focus on keeping children and young people as safe as they can be.

Health & Well Being Strategy

The Lincolnshire Health & Well Being Strategy includes five main themes, the following of which are relevant to these services:

Promote healthier lifestyles

These services offer support to children and young people to enable them to maximise their physical and emotional health.

Improve health and social outcomes for children and reduce inequalities

These services will support children and young people so that it improves their general health and social outcomes.

Deliver high quality systematic care for major causes of ill health and disability

These services will provide expert health care by trained nurses and experienced staff to children and young people from 0-19 years of age.

2. Conclusion

The Executive is recommended to pursue an agreement under section 75 of the 2006 Act for the exercise by LCHS of the Council's functions in relation to the specified early years services whilst a wider ranging review is undertaken into early years provision. This will enable the Council to secure continuity in the existing services in a lawful manner, contribute to the ongoing drive towards integration whilst enabling the benefits of wider integration in the area of public health services to be tested as part of the review.

3. Legal Comments:

The Council has the power to pursue the recommendation. The functions in question can be made the subject of a Section 75 Agreement and LCHS is a health body with which a Section 75 Agreement can be concluded.

The legal matters that the Executive must have regard to are dealt with in the Report.

The decision is consistent with the Policy Framework and within the remit of the Executive.

4. Resource Comments:

The recommendation in the report to enter into a section 75 agreement for 18 months will assist the Local Authority to help secure the best possible value for money in the interim period, and will enable a full commissioning review to take place ensuring user needs are met and is within the funding envelope available going forward. The aspirations align to Children's Services priorities.

5. Consultation

a) Has Local Member Been Consulted?

Yes

b) Has Executive Councillor Been Consulted?

Yes

c) Scrutiny Comments

The Children and Young People Scrutiny Committee will consider this report at its meeting on 15 January 2015. Comments from the Committee will be reported to the Executive.

d) Policy Proofing Actions Required

n/a

6. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Charlotte Gray, who can be contacted on 01522 553783 or charlotte.gray@lincolnshire.gov.uk.

Open Report on behalf of Richard Wills, the Director responsible for Democratic Services

Report to:	Children and Young People Scrutiny Committee
Date:	15 January 2016
Subject:	Children and Young People Scrutiny Committee Work Programme 2016

Summary:

This item enables the Children and Young People Scrutiny Committee to consider its own work programme for the coming year.

Actions Required:

- (1) To comment and agree on the content of the work programme, as set out in Appendix A to this report.
- (2) To note the content of the Children's Services Forward Plan, as set out in Appendix B to this report.

1. Background

Current Work Programme

At every meeting of the Committee, Members are invited to consider their future Work Programme and to agree on items to be included in the Work Programme. The current work programme for the Committee is attached at Appendix A to this report.

Forward Plan

Also attached at Appendix B for the Committee's consideration is a list of the intended decisions of the Executive or Executive Councillor for Adult Care and Health Services, Children's Services, which fall within the remit of the Children and Young People Scrutiny Committee.

Scrutiny Activity Definitions

Set out below are the definitions used to describe the types of scrutiny, relating to the items:

Budget Scrutiny - The Committee is scrutinising the previous year's budget, the current year's budget or proposals for the future year's budget.

Pre-Decision Scrutiny - The Committee is scrutinising a proposal, prior to a decision on the proposal by the Executive, the Executive Councillor or a senior officer.

Performance Scrutiny - The Committee is scrutinising periodic performance, issue specific performance or external inspection reports.

Policy Development - The Committee is involved in the development of policy, usually at an early stage, where a range of options are being considered.

Consultation - The Committee is responding to (or making arrangements to respond to) a consultation, either formally or informally. This includes pre-consultation engagement.

Status Report - The Committee is considering a topic for the first time where a specific issue has been raised or members wish to gain a greater understanding.

Update Report - The Committee is scrutinising an item following earlier consideration.

Scrutiny Review Activity - This includes discussion on possible scrutiny review items; finalising the scoping for the review; monitoring or interim reports; approval of the final report; and the response to the report.

2. Conclusion

That consideration is given to the content of this report.

3. Consultation

a) Policy Proofing Actions Required

No policy proofing is required for this report.

4. Appendices

These are listed below and attached at the back of the report	
Appendix A	Children and Young People Scrutiny Committee Work Programme
Appendix B	Children's Services Forward Plan

5. Background Papers

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

This report was written by Tracy Johnson, Senior Scrutiny Officer, who can be contacted on 01522 552164 or Tracy.Johnson@lincolnshire.gov.uk.

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Theme: “That every child, in every part of the county should achieve their potential”

Chairman: Councillor John Hough

Vice Chairman: Councillor Ray Wootten

15 January 2016		
Item	Contributor	Purpose
Children’s Services Budget 2015/16 and 2016/17	Debbie Barnes Executive Director of Children's Services	Budget Scrutiny
Proposal to close the Mablethorpe site of Monks' Dyke Tennyson College	Heather Sandy Chief Commissioning Officer - Learning	Pre-Decision Scrutiny (Executive Councillor decision on 29 January 2016)
Outcomes from School Improvement Working Group	Cllrs Mrs Jackie Brockway and Sarah Dodds and Emma Olivier-Townrow Working Group Members	Member Report
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report
2016/17 contract with Lincolnshire Community Health Services NHS Trust for Health Visiting, Family Nurse Partnership, School Nursing and Antenatal Weight Management	Charlotte Gray Commissioning Officer	Pre-Decision Scrutiny (Executive decision on 2 February 2016)

4 March 2016		
Item	Contributor	Purpose
Review of the Council’s Home to School Transport Policy in relation to Discretionary Grammar School Transport – Final Report	Tracy Johnson Senior Scrutiny Officer	Scrutiny Review Activity
School Performance 2015	Keith Batty Director of CfBT Education Services	Performance Scrutiny
Exclusion Strategy	John O'Connor Children's Service Manager – Education Support	Status Report
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report

Theme Performance: Quarter 3	Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Additional Item		
Progress 8 Workshop 2.00pm – 3.30pm		

15 April 2016		
Item	Contributor	Purpose
Proposal to consider the potential closure of Saltfleetby CE Primary School (final decision)	John O'Connor Children's Service Manager – Education Support	Pre-Decision Scrutiny (Executive Councillor decision on 29 April 2016)
Implementation of SEND Reforms – Lessons Learned and Progress Report	Sheridan Dodsworth Children's Service Manager – SEND John O'Connor Children's Service Manager – Education Support	Status Report
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report
Additional Item		
Additional Item		
Additional Item		

27 May 2016		
Item	Contributor	Purpose
Frontline Social Workers and Safeguarding Scrutiny Review – Second Monitoring Update	Janice Spencer Assistant Director – Children's (Safeguarding)	Scrutiny Review Activity
Theme Performance: Quarter 4	Sally Savage Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub-Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report
Additional Item		
Additional Item		
Additional Item		

15 July 2016		
Item	Contributor	Purpose
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report
Additional Item		

15 July 2016		
Item	Contributor	Purpose
Additional Item		
Additional Item		
Additional Item		
Additional Item		

9 September 2016		
Item	Contributor	Purpose
Theme Performance: Quarter 1	Sally Savage Sally Savage Chief Commissioning Officer – Children's	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub- Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report
Additional Item		
Additional Item		
Additional Item		
Additional Item		

21 October 2016		
Item	Contributor	Purpose
Corporate Parenting Panel Update	Cllr David Brailsford Chairman of the Panel	Member Report
Additional Item		
Additional Item		
Additional Item		
Additional Item		
Additional Item		

25 November 2016		
Item	Contributor	Purpose
Theme Performance: Quarter 2	Sally Savage	Performance Scrutiny
Lincolnshire Safeguarding Boards Scrutiny Sub- Group Update	Cllr Ron Oxby Chairman of the Sub Group	Member Report
Additional Item		
Additional Item		
Additional Item		
Additional Item		
Additional Item		

Theme Outcomes

The Children and Young People Scrutiny Committee is aligned to the five principles set out in the Children and Young People's Plan 2012-2015:

1. **Early Intervention and Prevention**
 - Strong universal services, providing early action and intensive support to vulnerable children and young people.
2. **Safeguarding and Best Start in Life**
 - Ensuring children are safe in every environment.
 - Encouraging community responsibility for safeguarding.
3. **Aspiration and Well Being**
 - Ensuring all those working with children champion the importance of aspiration.
 - Develop self-esteem, self-belief and resilience in all children, young people and their families.
4. **Learning and Achievement**
 - All children being the best that they can be.
 - Closing the gap between vulnerable groups and children living in disadvantaged communities.
5. **Best Use of Resources**
 - Integrating delivery with a focus on outcomes, life chances and opportunities.
 - Effective use of resources to provide better services locally.
 - Empower communities, creating opportunities for them to engage.

For more information about the work of this Committee please contact Tracy Johnson, Senior Scrutiny Officer, on 01522 552164 or by e-mail at tracy.johnson@lincolnshire.gov.uk

FORWARD PLAN OF DECISIONS RELATING TO CHILDREN'S SERVICES FROM 1 JANUARY 2016

DEC REF	MATTERS FOR DECISION	DATE OF DECISION	DECISION MAKER	PEOPLE/GROUPS CONSULTED PRIOR TO DECISION	DOCUMENTS TO BE SUBMITTED FOR DECISION	HOW TO COMMENT ON THE DECISION BEFORE IT IS MADE AND THE DATE BY WHICH COMMENTS MUST BE RECEIVED	RESPONSIBLE PORTFOLIO HOLDER AND CHIEF OFFICER	KEY DECISION YES/NO	DIVISIONS AFFECTED
I010051	Proposal to consider the potential closure of Saltfleetby CE Primary School (decision to go to Statutory Notice)	19 January 2016	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties as DfE guidance including parents, school staff, neighbouring schools, County, Parish and District Councils, MPs, Trade Unions and Diocese	Report	Admissions and Education Provision Manager Tel: 01522 553535 Email: matthew.clayton@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	No	Louth Marsh; Louth North; Louth Rural North; Louth South; Louth Wolds
I009947	Proposal to close the Mablethorpe site at Monks' Dyke Tennyson College - Final Decision	29 January 2016	Executive Councillor: Adult Care and Health Services, Children's Services	Interested parties consulted by the Governing Body as DfE guidance including parents, school staff, neighbouring schools, County and District Councils, MPs, Trade Unions and Diocese	Report	School Organisation Planning Manager Tel: 01522 553535 Email: matthew.clayton@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	Louth Marsh; Louth North; Louth Rural North; Louth South; Louth Wolds; Mablethorpe
I010052	2016/17 contract with Lincolnshire Community Health Services NHS Trust for Health Visiting, Family Nurse Partnership, School Nursing and Antenatal Weight Management	2 February 2016	Executive		Exempt Report	Commissioning and Development Officer Tel: 01522 553783 Email: charlotte.gray@lincolnshire.gov.uk	Executive Councillor: Adult Care and Health Services, Children's Services and Executive Director of Children's Services	Yes	All Divisions

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