

APPENDIX G Impact Analysis to Enable Informed Decisions

Background Information

Directorate	Assistant Director area	Service area	Lead officer	Person / people completing analysis	Date of workshop / meeting	Version
Adults & Children's	Children's Services	School Organisation Planning Team	John O'Connor	Linda Duffield		3
Title of the policy / project / service being considered	The future of Brocklesby Park Primary School					
General overview and description of The future of Brocklesby Park Primary School	The overall proposal under consideration is the future of Brocklesby Park Primary School with the possibility of closure of the school. The Governing Body met on 11 November 2014 and unanimously decided to request that the LA begin the statutory process to consult on the closure of the school. The statutory process has now reached the stage of the final decision to which this version of Impact Analysis (number 3) refers.					
The status of The future of Brocklesby Park Primary School	Existing			LCC Directly Delivered		
Timescales for implementation	The consultation process commenced on 19 November 2014 with a letter sent out to all parents of current pupils and other interested parties initiating a 8 week period of consultation. A public meeting was held in the village on 2 December 2014. A Statutory Notice was published on 24 April initiating a 4 week Representation Period which ended on 22 May. A report has been written which will be considered by the Children and Young People Scrutiny Committee on 5 June to inform the final decision which is due to be taken on 22nd June by the Executive Councillor with an implementation date of 31 August 2015.					

Analysis

1. What is the current situation?	The statutory process to consult on the closure of the school is ongoing. Stages 1 (Consultation), 2 (Publication of Statutory Notice) and 3 (Representation Period) have been completed. The next stage is Stage 4 (Final LA decision) and this decision is due to be taken by the Executive Councillor on 22 June following consideration by the Children and Young People Scrutiny Committee on 5 June.
2. What are the drivers for change?	(a) Political - To ensure the LA meets its statutory duty of providing a sufficient number of primary school places in Lincolnshire. This duty is not simply to provide a required number of places but also the LA must consider its duty to promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential with the aim of enabling children to take up a school place within their local community. (b) Social - To ensure the provision of primary places is planned so as to promote high standards and sustainability therefore enabling children to fulfil their potential. Also ensuring that pupils have peers to learn from and aid development in a suitable social setting. To enhance the future sustainability of the remaining primary schools in the local area. Ensuring sustainability is vital in that it has an impact on recruiting and retaining staff of a high calibre in the area and also attracting future investment. (c) Economic- to ensure that the required primary capacity is provided with best use of the LA's resources. Very small schools require a disproportionate amount of funding. The sparsely populated county of Lincolnshire makes it necessary to sustain smaller schools to meet the needs of local communities across wide rural areas, and the LA's funding formula supports this. However, when numbers fall as low as they are at Brocklesby Park the situation becomes unsustainable for a stand-alone school of this size. Schools are not legally allowed to set a deficit budget without a realistic medium term plan showing how the deficit will be turned around.

3. What difference will we make?	A sustainable long term solution within the local area will provide enhanced educational provision and promote the fulfilment of every child's potential. Also a more effective use of public funding.	
4. What are the assumptions about the benefits?	By reviewing the future of the school the LA will have the opportunity to consider the best way of providing a sustainable solution. This will provide the required school places in the area to meet projected demand and also promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. Neighbouring schools with surplus capacity will be potentially made more viable with additional funding that will contribute to the education of a greater number of pupils.	
5. How are you testing your assumptions about the benefits?	The LA undertakes an annual review of capacity within all schools as compared with the projected demand to ensure a sufficient number of primary school places in Lincolnshire. Ofsted inspections will test the quality of provision which is also monitored by the school improvement service.	
6. What are the assumptions about any adverse impacts? Could it have a negative effect on anyone?	Yes	
6.1 Which groups/individuals could it have a negative impact on?	(a) children on roll at the school (b) local children and their parents (c) the local community (d) staff employed at the school	
6.2 How could it have a negative impact on these groups/individuals? Please refer to the list of protected characteristics to assist your answer	(a) children on roll at the school might have to move to another primary school, although the majority of the pupils live closer to other schools (b) children who live in the area might have to travel further to attend what is their most local school, although the majority won't. If the school were to close this may be considered by parents a restriction in parental preference. (c) the school is regarded by the local community as an important facility and believe it would have a negative impact if the school were to close, although they do have a village hall closer to the village which was extended and refurbished in 2001. (d) If the school were to close staff may be made redundant or have to travel further for alternative employment. Under The Equality Act 2010 the LA must take steps to meet the needs of persons sharing a protected characteristic as being different to the needs of persons who do not share it. The impact of closure would be felt by all in (a), (b), (c) and (d) and would not negatively impact on anyone sharing a relevant protected characteristic.	
7. How are you testing your assumptions about adverse impacts?	A wide range of interested parties including parents and staff was consulted and a public meeting was held to ascertain potential adverse impact. Should the decision be taken which results in the closure of the school the measurement of negative impact would be undertaken by the appropriate LA team eg School transport would be able to analyse the actual costs of transporting displaced pupils to an alternative school; School Admissions would be able to provide data on parental preference and school place allocation; HR would be able to provide the costs of redundancy or redeployment of staff.	
7.1 What further evidence do you need to gather?	The statutory guidelines with regard to who and how to consult have all been met to enable the decision maker to take the final decision and all points raised will be taken into consideration. Potential options regarding academisation within Tollbar Academy Trust and the introduction of Early Year's provision on the school site will continue to be explored in parallel with the statutory consultation process.	
8. Who are the stakeholders and how will they be affected?	<p style="text-align: center;">Primary (those directly affected, either positively or negatively by the organisation's actions)</p> <p>Parents/carers and the Council - see items 2 and 6 above in this analysis section. Staff and Governors will also benefit from the proposal being conducted in accordance with statutory guidance.</p>	

Secondary (intermediaries, people or organisations who are indirectly affected by the organisation's actions)

Local children and their parents and members of the local community - see items 2 and 6 above in this analysis section.

9. How are you assessing the risks and minimising adverse impacts?

The LA is aware of the potential negative impact of the closure of a rural school as detailed in item (6) above and will consider the following to mitigate this:-

Children on roll will be guaranteed a place at Keelby School which is rated more highly by Ofsted than Brocklesby Park and with a larger number on roll (NOR) is likely to avoid the potential detrimental effect of attending a very small school with increasing demands on a small number of staff to adequately deliver the full curriculum. It will also reduce the incidence of teaching several year groups in one class. The larger NOR is also likely to ensure more extended services and more opportunities for social interaction.

Provision at neighbouring schools is rated more highly than that at Brocklesby Park with the 2 nearest Lincolnshire schools being graded as "Good".

Transport will be provided according to LCC's policy and displaced children who live in the current designated transport area for Brocklesby Park will receive free transport to Keelby Primary School if the school is more than 2 miles from the family's home.

There is not expected to be a significant negative impact on the environment arising out of increased car journeys as many of the pupils live closer to other schools than Brocklesby Park and if all pupils went to their closest school the combined travelling distance of all pupils would be halved. LA officers do not expect that costs will increase significantly even if all parents choose to take up the transport offer so minimising any negative impact on the school transport budget and making best use of resources.

Neighbouring schools in the area have available places so the opportunity for parental choice will be maintained.

An educational site would no longer provide services for children. The LA understands that the school is an important part of the community, not just as a school but as a facility used by the public and will work with the community in partnership with other services to try to ensure that the impact of the closure would be mitigated. This would include the consideration of alternative uses for the building before any decision is made about the future of the premises.

The LA has a good track record of redeployment of staff and will always seek to avoid redundancy not only to mitigate costs but also reduce the human costs of redundancy.

10. What changes will the Council need to make as a result of introducing the policy / project / service etc?

There will be no changes to any LCC policy or procedures.

11. How will you undertake evaluation once the changes have been implemented?

Analysis and consideration of projected demand for school places and capacity within schools will be continued by LA officers to ensure that the LA meets its statutory obligation of providing a school place for every child of statutory school age in Lincolnshire.

Further Details

Are you handling personal data?	Yes	If yes, please give details	consultation and representation period responses incorporated name and address of respondent but these details will remain confidential.		
How was this analysis undertaken? Facilitated workshop? Who attended?	Details of the proposal and response forms were sent to a wide range of interested parties in line with statutory guidance, and details were also made available on the Council's website. 67 responses were received with 2 in support, 62 against and 3 which were neither for nor against the proposal but raised points to be considered. All responses were recorded and analysed to be taken into consideration by the decision maker. A public meeting was held on 2 December to provide more detail about the proposal and enable parents and all interested parties to ask questions and raise concerns. One response was received in the Representation Period which was submitted by the Chair of Governors and Headteacher of Brocklesby Park Primary School. This response confirmed the Governing Body's intention to get the Headteacher Board of the Regional Schools Commissioner's Office to reconsider their decision to reject the application to convert to academy status and requested a delay in the decision to allow more time for this to be pursued and another application be submitted later in the year.				
Are you confident that everyone who should have been involved in producing this version of the Impact Analysis has been?	Yes	If No, who needs to be involved?			
If this is new, or requires a decision by Councillors to revise, has this impact analysis been included with the committee report?	Yes	If No, why?			
Actions required including any actions that have been identified in this analysis for monitoring in the service area workplan?	No	Action	Lead Officer	Timescale	
		N/A	N/A	N/A	
Signed off by	John O'Connor		Date	22-May-15	