

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

Report to:	<b>Councillor Mrs P A Bradwell, Executive Councillor: Adult Care and Health Services, Children's Services</b>
Date:	<b>29 January 2016</b>
Subject:	<b>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</b>
Decision Reference:	<b>I009947</b>
Key decision?	<b>Yes</b>

**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 1<sup>st</sup> 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%	
<b>Total of above schools/academies</b>			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%		-	-	-	-	-	-	
<b>MDTC Total</b>			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 1<sup>st</sup> 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 1<sup>st</sup> 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:

	<b>Pre-Publication Consultation</b>	Informal non-statutory consultation
Stage 1	<b>Publication</b>	Statutory proposal published – 1 day.
Stage 2	<b>Representation (formal consultation)</b>	Must be 4 weeks, as prescribed in regulations.
Stage 3	<b>Decision</b>	The decision-maker (usually the LA) must decide proposals within 2 months of the end of the representation period.
Stage 4	<b>Implementation</b>	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 31<sup>st</sup>, 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 1<sup>st</sup> 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 30<sup>th</sup> 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 3<sup>rd</sup> and 4<sup>th</sup> September, meeting with teaching unions and HR representatives on 2<sup>nd</sup> 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 3<sup>rd</sup> – Parents Meeting – Mablethorpe

September 4<sup>th</sup> – 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 16<sup>th</sup> - Mablethorpe

September 17<sup>th</sup> – 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 7<sup>th</sup>.

#### 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 6<sup>th</sup> 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 1<sup>st</sup> 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.

<b>Specific issues</b>	<b>Stude nt (M)</b>	<b>Stude nt (L)</b>	<b>Staff (M)</b>	<b>Staff (L)</b>	<b>Parent (M)</b>	<b>Parent (L)</b>	<b>Public (M)</b>	<b>Public (L)</b>	<b>Gover -nor</b>	<b>Total</b>
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
<b>Total</b>	<b>208</b>	<b>108</b>	<b>194</b>	<b>14</b>	<b>183</b>	<b>1</b>	<b>112</b>	<b>2</b>	<b>1</b>	<b>823</b>

- 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. 7<sup>th</sup> 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:

<b>Record of student and staff voice interview numbers</b>				
	<b>LOUTH CAMPUS</b>		<b>MABLETHORPE CAMPUS</b>	
	<b>Interviews</b>	<b>Written submission</b>	<b>Interviews</b>	<b>Written submission</b>
<b>Students</b>				
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
<b>Staff</b>	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 4<sup>th</sup> 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.

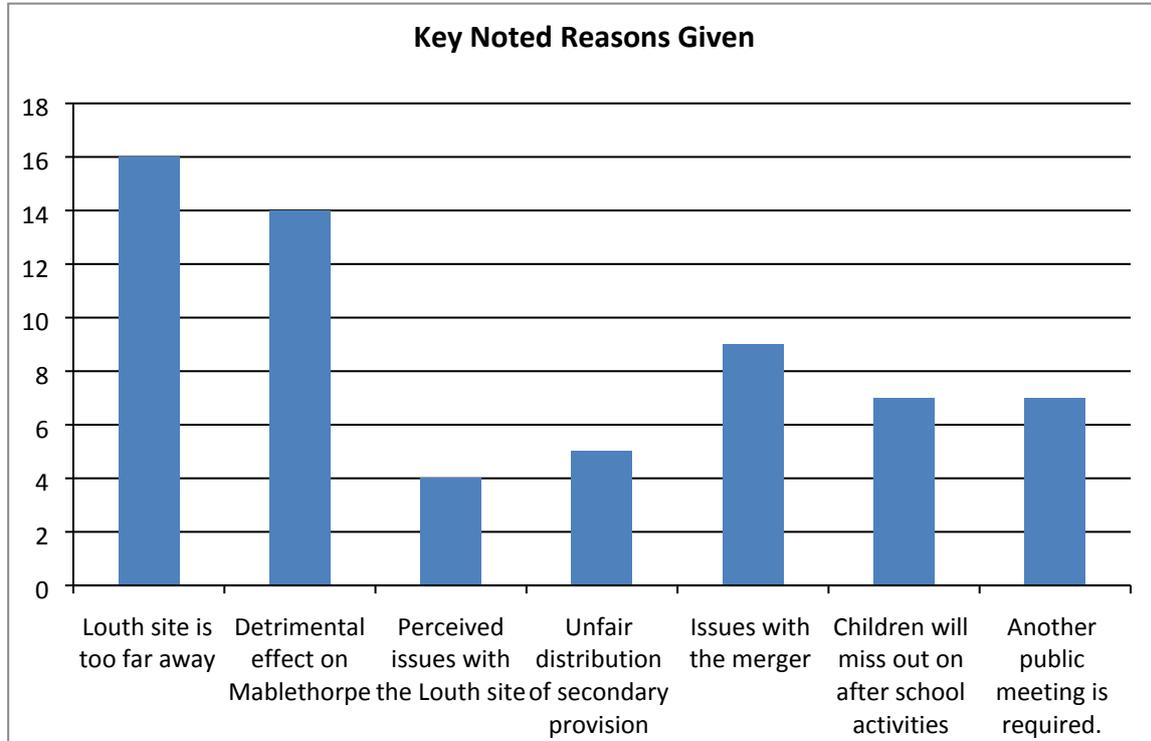
Twenty eight (28) objections, views and comments were received at the school and at the local authority. All these were collected and are collated in Appendix H.

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 18<sup>th</sup> 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 15<sup>th</sup> 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 <sup>th</sup> 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:  <a href="https://www.gov.uk/government/publications/school-organisation-maintained-schools">https://www.gov.uk/government/publications/school-organisation-maintained-schools</a>
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

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