

All Appendices to John Loughborough School December 2012 report EXCEPT  
EqIA

## Appendix 1

<b>Report for:</b>	<b>Cabinet Committee</b>	<b>Item Number:</b>	
<b>Title:</b>	<b>Options for the Future of John Loughborough School</b>		
<b>Report Authorised by:</b>	<b>Libby Blake – Director Children and Young People’s Service</b>		
<b>Lead Officer:</b>	<b>Jan Doust</b>		
<b>Ward(s) affected: All</b>	<b>Report for Non Key Decisions:</b>		

### **1 Describe the issue under consideration**

- 1.1 John Loughborough is a small secondary school with an admission limit of 300 pupils. It is a Voluntary Aided church school owned and operated by the South England Conference of Seventh-day Adventists (SEC) but maintained by the local authority.
- 1.2 Five inspections in the past ten years have shown a decreasing capability of the school to achieve the standards expected. The most recent was an inspection in December 2011 which, for the second time, placed the school in ‘special measures’. This report is the result of a review initiated by the Director of Children’s Services to examine the school’s educational and financial viability and options for its future.

### **2 Cabinet Member introduction**

- 2.1 A number of agencies have provided extensive support to help John Loughborough to improve its standards in the last 10 years, including Haringey Council, The Seventh day Adventist Church and London Challenge. Despite this there has been a history of inadequate performance in the school helping its pupils to achieve high standards. Most recently this was articulated in an Ofsted report, the second in succession, which found the school to need ‘special measures’.

2.2 C&YPS officers have worked with members of the Seventh day Adventist Church on a review of the school which examined a wide range of options for its future and have concluded that only two options are open. One of these options, which will be pursued by the Seventh Day Adventist Church, is to establish the school as a sponsored academy. The other option, and the one proposed herein to Cabinet, is to consult on the closure of the school. Both of these options would be pursued in parallel, to avoid delay in finding the best solution for current and future cohorts of pupils.

2.3 I therefore recommend to Cabinet that the Local Authority consults on closure of the school. This consultation could be terminated should the Church secure an academy proposal and sponsor that is approved by the Secretary of State.

### **3 Recommendations**

3.1 Following careful consideration of the underperformance of John Loughborough School and the lack of success in attempts to create sustained improvement from other methods of intervention, it is recommended that the Cabinet agrees to commence consultation on closure of the school.

3.2 Further, it is recommended that Cabinet agrees to authorise the Lead Member for Children Services, in consultation with the Director of C&YPS, responsibility for deciding whether to issue a Statutory Notice proposing closure, following the completion of the consultation period. The issuing of a Statutory Notice would mark the start of a six-week representation period, following which the final decision on the future of the school would be taken by Cabinet.

3.3 In parallel with this process, the South of England Conference of Seventh Day Adventists (SEC) will work to identify a sponsor that is confident that they could overcome the challenges identified in the review and support the school to become an academy. The Local Authority would terminate consultation on school closure if the Secretary of State enters into academy arrangements following any approval for an academy application by SEC for the school.

### **4 Other options considered**

4.1 The following options were considered by the review group:

- Continuation of current strategy for school improvement.
- Soft Federation
- Hard Federation
- Amalgamation
- Suspension of delegated authority and/or the establishment of an Interim Executive Board (IEB) by the Local Authority.
- Conversion to an academy

- Closure

4.2 The options appraisal is included in full in the review report (see Appendix 1), and summarised below:

- Continuation of current strategy for school improvement – This option is not recommended because several different school leadership teams, supported by extensive advice and funding from a range of sources, have failed to secure a sustainable solution to achieving the high educational standards that should be expected for pupils, parents, the Council and the SEC.
- Soft Federation – This option is not recommended as an option because it is unlikely that a ‘soft federation’ (where no formal governance is in place) will be any more successful than the previous attempts over some years using the same approach. The option would not deal with the school’s fundamental weaknesses in leadership and teaching, nor improve its popularity.
- Hard Federation - This option is not recommended because it is unlikely that an acceptable hard federation with an outstanding school can be established to achieve the expected outcomes, aligned to the faith ethos of John Loughborough School.
- Amalgamation - This option is not recommended because it is unlikely that within the expected timescale there is another successful school that would be prepared to undergo the challenge of amalgamation with John Loughborough school
- Suspension of delegated authority and/or the establishment of an Interim Executive Board (IEB) by the Local Authority – This option is not recommended as a long term solution because it has already been tried and proved unsuccessful in establishing sustained improvement.
- Conversion to an academy. In the right circumstances, the Government is supportive of schools converting to Academies. An academy is an approach that has not been tried previously and which, with the right sponsor, may have some potential to secure sustained improvement. The review concluded that the South of England Conference would pursue this option, based on their wish to see the continuation of the school.
- Closure. This option is recommended to Members as the preferred option which would best mitigate the high risk of current and future generations of pupils having an unsatisfactory education at the school.

4.3 The review concluded that the last two options, Academy status and closure, should be explored further and would be best done in parallel – the former led by SEC the latter by the Local Authority - to avoid delay in finding the best solution for current and future cohorts of pupils.

## 5 Background information

**5.1** John Loughborough School was originally established in 1980 in response to the dissatisfaction of Seventh Day Adventist parents of African Caribbean heritage with their children's poor level of attainment in London schools. It was established with the objectives of providing Christian education for Seventh-day Adventists and the wider faith community, and addressing the poor levels of academic attainment prevalent amongst pupils of black ethnicities at that time.

**5.2** In 1998 the Secretary of State for Education and Employment approved the school's application for Grant Maintained status. This new status was implemented in September 1998. A year later the school was converted to Voluntary Aided (VA) status as a result of government legislation removing Grant Maintained schools from the education structure.

**5.3** Ofsted and HMI inspections have shown that in recent years it has not been possible for the school to consistently deliver an acceptable standard of education. The school has been in an Ofsted category of concern since February 2007, and the most recent inspection in December 2011 placed the school in 'special measures' for the second time because in the view of the inspectors:

*'...it is failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.'*

**5.4** Following discussion with the school's Chair of Governors and Education representatives of the SEC, the Director of Children's Services decided that there should be a formal review of the viability of the school to enable Cabinet to reach a decision about its future.

**5.5** The school currently falls within the scope of the powers of the Secretary of State to either issue an Academy Order, direct an Interim Executive Board or direct closure. The Local Authority is required to write to the Secretary of State explaining the circumstances of any school that is subject to two subsequent periods in an Ofsted category of concern. The decision of Cabinet will provide the basis on which to write to the Secretary of State.

**5.6** In April 2012 the Council established a review team, with representatives from Haringey Council and SEC and external challenge provided by an experienced educational consultant familiar with the school. The full report of the review team is attached at Appendix 1 and summarised below.

### **5.7 The review covered:**

- The demand for places at the school by Seventh Day Adventist families and the services that the school provides to these families;

- The quality of education provided by the school, including the reasons for the poor outcomes and the potential for securing rapid and sustained improvement;
- The financial viability of the school in the current circumstances;
- The position of the school within Haringey's overall place planning requirements and the implications of any change in these arrangements for school organisation planning;
- Recommendations on the actions that must be taken with respect to the school in the short, medium and long term.

5.8 The objectives of the review were to:

- establish a clear decision about whether the school is:
  - Educationally viable
  - Financially viable
- If the school is both educationally and financially viable, establish:
  - The options for the most effective way to secure rapid and sustained improvement;
  - The recommended option for improvement
  - The processes and structures to ensure this is achieved
  - The outcomes expected by key milestones
  - The consequences of outcomes not being achieved.
- If the school is judged to be unviable either educationally or financially, establish:
  - The options available to SEC, LBH and DfE
  - The recommended option of the review team.

5.9 The review team examined trends in key performance indicators over 5 to 10 years. The evidence included:

- Ofsted reports of full inspections and monitoring visits
- Raiseonline data, especially outcomes for pupils
- Attendance
- The performance of minority groups
- Parental preference for school admissions
- Annual budget out-turns

#### **5.10 Review conclusions:**

- i. The review team unanimously concluded that the school as currently organised has not been educationally viable because the quality of education it provides has been consistently inadequate. The main reason for these poor outcomes is largely the inability of the leadership of the school over the last five years to establish a culture of high expectations matched by effective teaching in all classes.

- ii. The school was established to meet the needs of Seventh Day Adventist (SDA) parents, although only about one third of pupils are now from SDA families. The school is selected by very few parents as a preference of secondary school for their children at age 11. A number of parents do choose the school in later years when in-year admissions help to fill vacant school places. Pupils joining the school through this route usually continue for the duration of their secondary education.
- iii. A number of consultant school leaders working with specialist advisers have previously attempted to turn the school around, without securing significant and sustained improvement. The SEC has provided extensive support both financial and advisory, again without a sustained impact on outcomes. The recent appointment by the SEC of a consultant headteacher has shown some early signs of improvement, but such indicators have been evident in earlier attempts and this experience suggests that the use of such consultants is not a sustainable solution in the long term.
- iv. Up to 2008 the school managed its budget effectively. In 2008 the pupil roll fell, leading to a large deficit. The SEC implemented a plan to eliminate the deficit by 2013, by which time it considers that the school will once more be viable. The Local Authority has some reservations about viability because of the sustained improvements that must be made in educational outcomes in order to give confidence to prospective parents selecting secondary schools.
- v. A comprehensive range of statutory intervention measures available to the Local Authority has been used previously, including suspension of delegated powers and establishing an Interim Executive Board in 2007. The IEB had some beneficial impact in the short term in establishing a new leadership team and improving governance. However, in October 2009, by which time the school had resumed responsibility for its own governance and leadership, it was judged to require special measures by Ofsted.
- vi. The review examined the potential of a wide range of options for securing rapid and sustained improvement.
- vii. All parties to the review concluded that the only potential option that might retain John Loughborough School would be for the school to become a sponsored academy. It was agreed that the SEC would work to secure a sponsor that is confident that they could overcome the challenges identified in the review and support the school to become an academy. In parallel with this, the Local Authority would put a proposal to consult on closure before the Council's Cabinet. This will not negate further work to secure a sponsor, as consultation can be terminated if the Church secures an acceptable academy proposal and sponsor that is approved by the Secretary of State. Pursuing both options in parallel will avoid delay in finding the best solution for current and future cohorts of pupils.

**5.11 Closure process and options** - The five statutory stages for closing a school are summarised in the table below, with indicative timescales:

<b>Statutory Stage</b>	<b>Description</b>	<b>Timescale</b>
1	Consultation on proposed closure	Recommended minimum of six weeks – <i>October-November 2012</i>
2	The publication of a statutory notice setting out the proposal in detail	One day
3	Representation – an opportunity for stakeholders to express views on the proposals.	<b>Must</b> be six weeks and cannot be shortened or lengthened to take into account school holidays – <i>January-February 2013</i> .
4	Decision – final decision on whether the closure should go ahead, having considered all of the relevant information.	Within two months of the representation period finishing – <i>Spring 2013</i>
5	Implementation – the school closes	As set out in the published statutory notice, subject to any modifications agreed – <i>from September 2013</i>

5.12 There are three key decision points where members will decide on how to proceed:

- The first decision is whether to commence consultation on closure. This report recommends that Cabinet agrees to begin that process.
- The second decision is whether, following the first period of consultation, the Council issues a Statutory Notice setting out proposals for closure (and initiating the representation period). It is recommended that Cabinet agrees to authorise the Lead Member for Children’s Services, in consultation with the Director of C&YPS, the responsibility for this decision
- The third is to take the final decision on whether or not to close the school. It is recommended that this is a Cabinet decision.

5.13 It is proposed that closure commences from September 2013. The possible arrangements for managing closure fall under three broad approaches:

- Phased closure – the school closes to new year 7 pupils from September 2013 but remains open for all current pupils to complete their secondary education with John Loughborough
- Immediate closure and transfer – the school closes in July 2013 and all pupils transfer to other local schools in September 2013
- Some combination of the two e.g. upon closure pupils in the lower years transfer to other local schools whilst older pupils remain and sit their GCSEs at John Loughborough

5.14 Please see Appendix 2 ‘Options for the closure of John Loughborough school’ for further detail on these approaches and the implications for the overall provision of secondary school places in Haringey.

5.15 At this stage, no preferred option for closure is being put forward. If it is agreed following the consultation period that the proposal should proceed to the next stage then we will publish a Statutory Notice setting out a detailed plan for closure of the school that takes into account both the outcomes from the consultation and the initial findings from the EqIA. There would then follow a statutory period of representation in which stakeholders can comment on the plan that is put forward. Whichever approach is taken, we want to ensure that:

- Affected children have access to education that is good or outstanding
- Parents/carers are able to have their say in what they want for their children
- Any transition does not impact negatively on affected children's progress

5.16 It is currently projected that from 2018/19, based on current admission limits, there will be insufficient year 7 places to meet demand. Around this time, the number of places will need to be increased to accommodate the higher numbers of children currently working their way through the primary sector. If John Loughborough School closes, the date for this increase in year 7 places may need to be brought forward by one or two years. There are viable alternatives for how to meet this increased demand within the remaining secondary school provision.

## **6 Comments of the Chief Finance Officer and financial implications**

6.1 The Head of Finance for Children and Young People's Service contributed to the review by assessing the school's financial viability, concluding that the school provides poor value for money because it delivers an inadequate education for children. From the Council's perspective the school is not financially viable because, in the current funding methodology, it requires extensive and sustained financial and resource support from the SEC.

6.2 It is also clear that the changes to Education Funding being proposed from April 2013 will provide further financial challenges to small schools generally and therefore John Loughborough School specifically.

6.3 At the end of the 2011-12 financial year John Loughborough School had moved to a position of having a small deficit (c£52,000) with a 2012-13 budget being set to extinguish this remaining deficit; this represented the finalisation of the budget recovery plan supported through additional sums provided by the SEC. At the point of closure any remaining balance (either surplus or deficit) will revert to the Dedicated Schools Grant (DSG)

6.4 The closure of a school also brings a number of financial challenges as it is sometimes difficult to match the resources needed to maintain a satisfactory educational provision for the pupils remaining to those resources available. Consideration of the management of the financial

issues associated with closure will also therefore be important should the ultimate decision be for the school to close.

6.5 If the SEC is successful in identifying a sponsor to take forward the academy proposals, any surplus remaining would, under normal circumstances, transfer to the successor academy although a deficit would again revert as a charge against the Council's DSG.

## **7 Head of Legal Services and legal implications**

7.1 The Head of Legal Services has been consulted and advised on the review and notes the contents of the report.

7.2 *The School Organisation (Establishment and Discontinuance of Schools)(England) Regulations 2007 (as amended)* made under the *Education and Inspections Act 2006* (the 'EIA') provide that those publishing proposals bringing forward statutory proposals to discontinue a school must consult with interested parties and in doing so must have regard to the Secretary of State guidance.

7.3 The Department for Children, Schools and Families (now the Department for Education) *Closing a Maintained Mainstream School - A Guide for Local Authorities and Governing Bodies*, contains both statutory and non statutory guidance on the process for closing a maintained mainstream school which the Local Authority must have regard to. This guidance is attached at Appendix 4 to this report.

7.4 The Head of Legal Services confirms that there are no legal reasons preventing Members from approving the recommendations in the report

## **8 Equalities and Community Cohesion Comments**

8.1 An Equalities Impact Assessment (EqIA) has been initiated and is attached at Appendix 3. This is an initial assessment of the potential impact of closure, based on the findings of the review and consideration of relevant data. It will be updated following the consultation period to address any issues arising from consultation and to provide further assessment of any detailed proposal for closure that may then be put forward. It will be further updated following the representation period, should the proposal reach that stage. This will ensure that equalities considerations inform each decision that is taken.

8.2 The proposal to consult on closure flows from the review team's judgement that all other options open to the Local Authority carry an unacceptably high risk of current and future generations of pupils continuing to receive an unsatisfactory education. Nevertheless, school closure would cause significant disruption to existing pupils and reduce the range of secondary school choices available to prospective pupils.

8.3 Undoubtedly, closure would have a negative impact on those Seventh Day Adventist families who prefer their children to be educated in a school that embodies the ethos of their religion (over a third of current pupils are Seventh

Day Adventists). John Loughborough is the only state Seventh Day Adventist secondary school in the country. Stanborough School in Watford is a Seventh Day Adventist secondary school, however it is a considerable distance away and is fee-paying so would not be a suitable alternative for many parents.

8.4 The disruptive effect of closure on pupils attending John Loughborough School would disproportionately fall on pupils from BME groups, as no White British pupils currently attend. Relative to Haringey secondary schools overall there are particularly high proportions of Black Caribbean, Romany Gypsy, East European and Latin/Central/South American pupils, therefore these groups would be particularly affected.

8.5 Whilst John Loughborough has a relatively low proportion of pupils with SEN, they nevertheless are a vulnerable group who could be particularly affected by closure of the school (though this could be mitigated by good transition planning).

8.6 Potentially set against these negative impacts is the opportunity for school closure to lead to current and would-be future pupils receiving a better quality of education elsewhere. This potential positive impact cannot yet be assessed in detail as no specific proposal for closure is being put forward at this stage. It will be a central consideration when evaluating possible arrangements for closure and will be looked at in relation to the protected groups.

8.7 Specific actions to mitigate negative impact and maximise positive impact will be identified as part of putting forward a detailed proposal for closure. Any proposal will be informed by the initial findings of the EqIA:

- Maximising positive impact – consider potential for closure to improve educational attainment for current and future pupils
- Religion – consider suitability of arrangements for different religious groups (including choice of alternative schools available), whether any group would be disadvantaged and how this could be avoided or minimised
- Ethnicity – proposals will need to be cognisant of the predominant ethnic groups amongst John Loughborough pupils and consider suitability of proposed arrangements in light of this. Any proposal for transfer of pupils will need to consider historical attainment of predominant ethnic groups in receiving schools.
- SEN – proposals will need to take into account the needs of pupils with SEN. The Council's inclusion Service will be involved in further work on options.

8.8 Whilst in the review the most significant consideration was given to the needs of pupils to receive a good education, closure would also have an impact on the staff at the school. In the consultation period, the staff of the school will form an important consultative group where their views will be gathered and considered. In the event of school closure a separate Equalities Impact Assessment would be carried out as part of the process.

## **9 Policy Implications**

### **9.1 Council Priority 4: Improve school standards and outcomes for young people.**

The report outlines the concerns about the quality of education at John Loughborough school, which does not meet with the Council's vision, aim and expectation that all children have the opportunity to achieve their potential.

### **9.2 Resources**

Significant resources, including a major capital investment through Building Schools for the Future (supported by a £500k contribution from SEC) and revenue in the form of grants to support school improvement have not been built on by the school to secure improvements. The school does not therefore give value for money because of the inadequate education it provides.

### **9.3 Staff**

Any proposal to close John Loughborough School would also affect school staff. Proposed changes to their employment would be the subject of a separate staff and trade union consultation, supported by a specific Staffing Equalities Impact Assessment.

## **10 Use of Appendices**

Appendix 1 – John Loughborough Review report June 2012

Appendix 2 – Options for the closure of John Loughborough School

Appendix 3 – Equalities Impact Assessment

Appendix 4 – Closing a Maintained Mainstream School - A Guide for Local Authorities and Governing Bodies

## 11 Local Government (Access to Information) Act 1985

The review on which this report is based drew on a wide range of information, principle amongst which was:

- The appendices to this Cabinet paper
- Ofsted inspection reports on the school from 2002 to 2011 (10 reports)  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102167>
- *Schools Causing Concern – guidance for Local Authorities*  
<http://www.education.gov.uk/aboutdfe/statutory/g00192418/scc>
- School Standards and Framework Act 1998  
<http://www.legislation.gov.uk/ukpga/1998/31/contents>
- Education and Inspections Act 2006 (“the 2006 Act”)  
<http://www.legislation.gov.uk/ukpga/2006/40/contents>
- Apprenticeships, Skills, Children and Learning Act, 2009 (ASCL Act)  
<http://www.legislation.gov.uk/ukpga/2009/22/part/10/chapter/1>
- The School Governance (Transition from an Interim Executive Board)(England) Regulations 2010 (Transition Regulations)  
<http://www.legislation.gov.uk/uksi/2010/1918/contents/made>
- Academies Act 2010  
<http://www.legislation.gov.uk/ukpga/2010/32/contents>
- Education Act 2011  
<http://www.legislation.gov.uk/ukpga/2011/21/contents>
- *Closing a Maintained Mainstream School* (Feb 2010) – Department for Children, Schools and families (now the Department for Education)  
<http://dera.ioe.ac.uk/11215/>
- *The School Organisation (Establishment and Discontinuance of School) (England) Regulations 2007 (as amended)*  
<http://www.legislation.gov.uk/uksi/2007/1288/contents/made>
- *Equality Act 2010*  
<http://www.legislation.gov.uk/ukpga/2010/15/contents>

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Appendix 2

**Children's Service**

**Review of John Loughborough School**

**June 2012**

## 1. JOHN LOUGHBOROUGH SCHOOL - BACKGROUND

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- 1.1. The John Loughborough Seventh-day Adventist Voluntary Aided School is situated in the London Borough of Haringey in Tottenham, North London. It is owned and operated by the South England Conference of Seventh-day Adventist Church (SEC) but publicly funded.
- 1.2. The school has been in operation since April, 1980.
- 1.3. The John Loughborough School was established firstly because of the dissatisfaction of the Seventh-day Adventist parents of African Caribbean heritage with their children's poor academic performance provided by London schools. A further driver was that African Caribbean parents were troubled by the destabilising of their children and weakening of their religious values in secular schools.
- 1.4. The main purposes for the creation of The John Loughborough School were:
  - To provide Christian education for Seventh-day Adventist children and the wider faith community.
  - To counter the Black children's underachievement problems that existed in London schools.
- 1.5. In 1998 the Secretary of State for Education and Employment approved the school's application for Grant Maintained status. This new status was implemented in September, 1998. A year later the school's was converted to Voluntary Aided (VA) status as a result of the government legislation, removing Grant Maintained schools from the education structure. The decision by the South England Conference to pursue the Voluntary Aided status was primarily for three reasons:
  - To provide Seventh-day Adventist children in the London area with greater access to Christian education;
  - To improve the provision of learning resources for the school;
  - To strengthen the financial viability of the school.
- 1.6. In December 2011 an Ofsted inspection concluded that the school should be placed in 'Special Measures'.
- 1.7. The December 2011 Ofsted judgement is the latest in a pattern of 12 inspections over the last 10 years which shows it has not been possible for the school to consistently deliver an acceptable standard of education. Therefore, in March 2012 the Local Authority proposed to conduct a review of the school, in partnership with SEC, that would lead to a decision about the future of the school.
- 1.8. John Loughborough school now falls within the scope of the powers of the Secretary of State to either issue an Academy Order, direct an Interim Executive Board or direct closure. The Local Authority is required to write to the Secretary of State explaining the circumstances of any school that is subject to two subsequent periods in an Ofsted category of concern.
- 1.9. Following discussion with the Chair of Governors and Education representative of the SEC, the Director of Children's Services decided that there should be a formal review of the viability of the school and invited the SEC to work in partnership with the Authority.
- 1.10. From January 2012 the school has been working with a consultant headteacher from Chingford Foundation School, appointed by SEC.

## 2. THE REVIEW FRAMEWORK

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- 2.1. The review covered:
- The demand for places at the school by Seventh Day Adventist families and the services that the school provides to these families;
  - The quality of education provided by the school, including the reasons for the poor outcomes and the potential for securing rapid and sustained improvement;
  - The financial viability of the school in the current circumstances;
  - The position of the school within Haringey's overall place planning requirements and the implications of any change in these arrangements for school organisation planning;
  - Recommendations on the actions that must be taken with respect to the school in the short, medium and long term.
- 2.2. Additionally the review was cognisant of the founding purposes of John Loughborough school which are outlined in paragraphs 1.4 and 1.5 above.
- 2.3. The review was under-pinned by an Equalities Impact Assessment.
- 2.4. The objectives of the review were to:
- establish a clear decision about whether the school is:
    - Educationally viable
    - Financially viable
  - If the school is both educationally and financially viable, establish:
    - The options for the most effective way to secure rapid and sustained improvement;
    - The recommended option for improvement
    - The processes and structures to ensure this is achieved
    - The outcomes expected by key milestones
    - The consequences of outcomes not being achieved.
  - If the school is judged to be unviable either educationally or financially, establish:
    - The options are available to SEC, LBH and DfE
    - The recommended option of the review team.
- 2.5. The review team comprised representatives from both Haringey Council and SEC. An experienced educational consultant provided external challenge to the review team's analysis and judgements. The review team reported to the Deputy Director Children's Services as the project sponsor and subsequently to a project panel comprising Director, Deputy Director and Lead member for Children's Services.
- 2.6. The review team examined trends in key performance indicators over 5 to 10 years. The evidence included:
- Ofsted reports of full inspections and monitoring visits
  - Raiseonline data, especially outcomes for pupils
  - Attendance
  - The performance of minority groups
  - Parental preference for school admissions
  - Annual budget out-turns

Data considered is included at Appendix 1.

### **3. CONCLUSIONS**

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- 3.1. The review team unanimously concluded that the school as currently organised has not been educationally viable because the quality of education it provided has been inadequate. The main reason for these poor outcomes is largely the inability of the leadership of the school over the last five years to establish a culture of high expectations matched by effective teaching in all classes.
- 3.2. The school was established to meet the needs of Seventh Day Adventist (SDA) parents, although only about one third of pupils are now from SDA families. The school is selected by very few parents as a preference of secondary school for their children at age 11. A number of parents do choose the school in later years when in-year admissions help to fill vacant school places. Pupils joining the school through this route usually continue for the duration of their secondary education.
- 3.3. A number of consultant school leaders and specialist advisers have attempted to turn the school around without significant and sustained improvement. The SEC has provided extensive support both financial and advisory, without a sustained impact on outcomes. The recent appointment by the SEC of a consultant headteacher has led to early signs of improvement but such indicators have been evident in earlier attempts and this approach is not a sustainable solution in the long term.
- 3.4. Up to 2008 the school managed its budget effectively. In 2008 the pupil roll fell, leading to a large deficit. The SEC implemented a plan to eliminate the deficit by 2013, by which time it considers that the school will once more be viable. The Local authority has some reservations about viability because of the improvements that must be made in educational outcomes in order to give confidence to prospective parents selecting secondary schools.
- 3.5. A comprehensive range of statutory intervention measures available to the Local Authority has been used previously, including suspension of delegated powers and establishing an Interim Executive Board. Once the school has taken back responsibility for its own leadership progress has not been sustained, as evidenced in subsequent Ofsted inspection reports.
- 3.6. The review examined the potential of a wide range of options for securing rapid and sustained improvement.
- 3.7. All parties to the review concluded that only one potential option is open to retain John Loughborough School – for the school to become a sponsored academy. If a sponsor cannot be secured by end July, a proposal to consult on school closure will be put before the Council's Cabinet Committee. This will not negate further work to secure a sponsor, but will enable the lengthy timescales for school closure to proceed in parallel.

### **4. RECOMMENDATIONS**

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- 4.1. The review recommends a 'twin track' approach to finding an academy sponsor and to consult on school closure. Progress made by the SEC to secure an academy sponsor will be taken into account by the Local Authority in its statutory processes. If a sponsor is secured and agreed by the Secretary of State, the Local Authority will terminate its closure consultation process.

## 5. THE REVIEW FINDINGS

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The review team considered the school's viability from both an educational and a financial perspective. It concluded that:

### **Educational viability:**

- 5.1. The school as currently organised is educationally unviable because:
- it is not achieving sufficiently high standards and outcomes for its children. Attainment in the 5+ A\*-C GCSE (incl English & Maths) indicator is below the floor target and has been falling over the last three years. Whilst a key weakness in mathematics appears to be showing some improvement this year, by itself this would not be enough for the school to come out of a category of concern, especially under the new Ofsted framework.
  - Ofsted reports have judged the progress that pupils make to be inadequate in each of the last four inspections. Pupil progress in the school is now very weak compared to most schools nationally. The attainment and progress of Black African pupils is of particular concern because it is poor in both English and Maths.
  - the evidence from successive inspection reports shows that teaching, leadership and management is ineffective. The school is in the 9% of secondary schools nationally judged 'inadequate' and no other school in Haringey has exhibited such little improvement in full Ofsted inspections in the past five years.

### **Financial Viability:**

- 5.2. Until 2008, the school managed its budget effectively, but in 2008 pupil numbers, and consequently revenue, fell. The SEC established a recovery plan and has supported the school to recruit pupils and reduce yearly deficits and staff costs. The SEC forecasts the school to have a balanced budget by 2013, beyond which it believes that the school will be financially viable.
- 5.3. The Local Authority has identified potential challenges to future financial viability, based on the patterns of parental preferences at year 7, changes to schools' funding and, more significantly, the quality of education that could be provided from the available resources.
- 5.4. The school has had very substantial financial support from the SEC, the Local Authority and government in the past five years. It is clear from the outcomes achieved that this investment has not provided the value for money that might have been expected.
- 5.5. Conversion to an Academy might enable the school to deliver good educational outcomes on a cost-effective basis, but the case for this approach is yet to be evaluated.

## 6. THE OPTIONS CONSIDERED

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6.1. The review team considered a number of options to address the educational and financial viability of the school. The options fell into two categories – those within the powers of the local authority and those within the powers of the Secretary of State.

6.2. The Local Authority has powers to:

- appoint new governors
- remove the delegation of the school's budget
- require a badly performing school to link up with a well performing one
- create an interim executive board
- close, merge or otherwise re-organise the school
- request an Ofsted inspection

6.3. Apart from directing the Local Authority to use its powers of intervention, the Secretary of State also has powers to:

- appoint additional governors
- direct the closure of the school
- appoint an Interim Executive Board
- Make an Academy Order

6.4. With these powers in mind, the following options were considered:

- Continuation of current strategy for school improvement.
- Soft Federation
- Hard Federation
- Amalgamation
- Suspension of delegated authority and/or the establishment of an Interim Executive Board (IEB) by the Local Authority.
- Academy status
- Closure

## **Evaluation of the Options:**

### **Option 1: Continuation of current strategy for school improvement.**

This option is not recommended because to continue with this approach without extensive structural change in leadership or teaching would prove poor value for pupils, parents, the Council and the SEC.

Many schools have had weaknesses from time to time and there is a body of experience which demonstrates that applying effective leadership and management to improve teaching quality can progressively lead to good outcomes for pupils. This experience has been the subject of very well resourced interventions in John Loughborough for many years, including links with leading schools.

Nevertheless, the overall quality of leadership and teaching has remained stubbornly inadequate. The review team did not seek to further define the reasons for such sustained inadequacy, but it is clear that the long term ineffectiveness of school leadership, the size of the school and its inspection history each place important constraints on the pool of potential leaders and teaching recruits available.

Since January 2012 the SEC and governing body have engaged a consultant headteacher, from another school. Whilst the school and SEC feels empowered in this approach and has greater ownership of change, the review team agreed that this approach is unsustainable in the medium or long term. Similar arrangements have been tried several times previously with other experienced headteachers, funded by London Challenge or by the Church and working as consultants. Such history suggests that however good the current support is from another school, without some fundamental structural change it is unlikely to have a lasting impact on improvement at John Loughborough.

This option is not likely to be acceptable to the Secretary of State.

### **Option 2: Soft Federation**

This is not recommended as an option because it is unlikely that a 'soft federation' (where no formal governance is in place) will be any more successful than the previous attempts over some years using the same approach. The option would not deal with the school's fundamental weaknesses in leadership and teaching.

The option is not likely to be acceptable to the Secretary of State.

### **Option 3: Hard Federation**

This option is not recommended because it is unlikely that an acceptable hard federation with an outstanding school can be established to achieve the expected outcomes, and particularly one aligned to the particular faith ethos of John Loughborough School.

The option is unlikely to be acceptable to the Secretary of State outside an academy order.

Both soft and hard federations have reportedly been discussed as ways forward previously and dismissed as viable options by the school.

#### **Option 4: Amalgamation**

This option is not recommended because it is unlikely that within the expected timescale there is another successful school that would be prepared to undergo the challenge of amalgamation with John Loughborough school. Amalgamation is also likely to require fundamental changes to the nature of John Loughborough's SDA ethos. The school site is too small for higher numbers of pupils and the other options of split sites or wholesale removal to another site would create major challenges.

The option is not likely to be acceptable to the Secretary of State.

#### **Option 5: Suspension of delegated authority and/or the establishment of an Interim Executive Board (IEB).**

This option is not recommended as a long term solution because it has already been tried and was unsuccessful in establishing sustained improvement. An IEB was established following the 2007 Ofsted inspection. Despite extensive resources to support the school and the best endeavours of the IEB to establish rapid change, including the appointment of a new headteacher and a revised governing body, the Ofsted reports in 2009 and 2011 showed that improvements were not embedded and that fundamental weaknesses remained.

As a Local Authority action, the option is not likely to be acceptable to the Secretary of State. It is also not a long-term solution, merely an 'enabling step' for other processes.

#### **Option 6 : Academy status**

The review concluded that the South of England Conference should pursue this option.

With the right sponsor, the option has the potential to provide good access to the skills, expertise and resources needed to make the school successful. Any sponsor would need to be approved by the Secretary of State.

#### **Option 7 : School Closure**

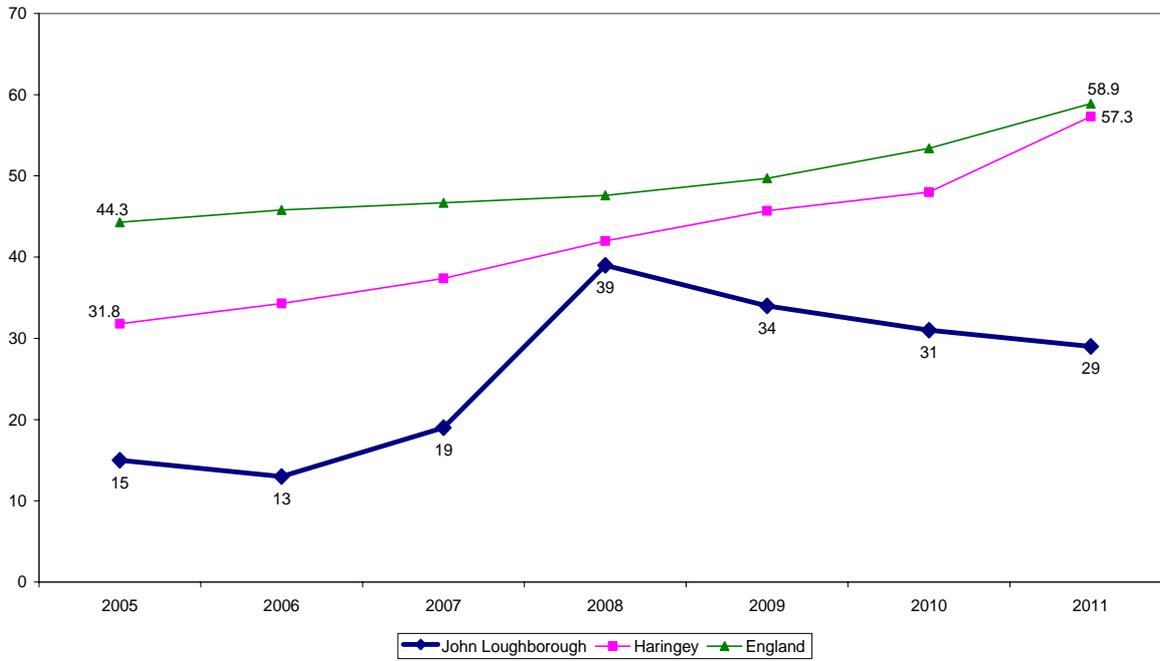
This option is recommended as the only option available under the Local Authority's powers which mitigates the high risk of current and future generations of pupils having an unsatisfactory education at the school. If this recommendation is adopted solution, the authority has statutory responsibilities for a consultation process.

## Appendix 1 – Data considered by the review group

### 1) Attainment at GCSE

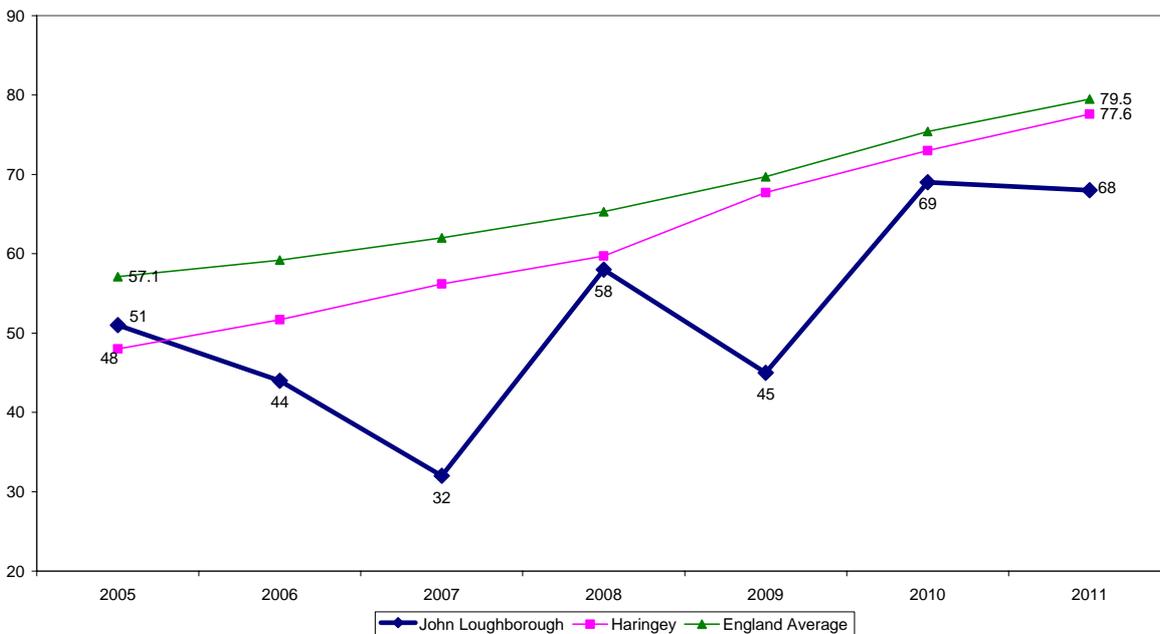
#### 1(a) GCSE 5+ A\* - C (including English and maths)

Trend in 5+ A\* - C (including English and maths)



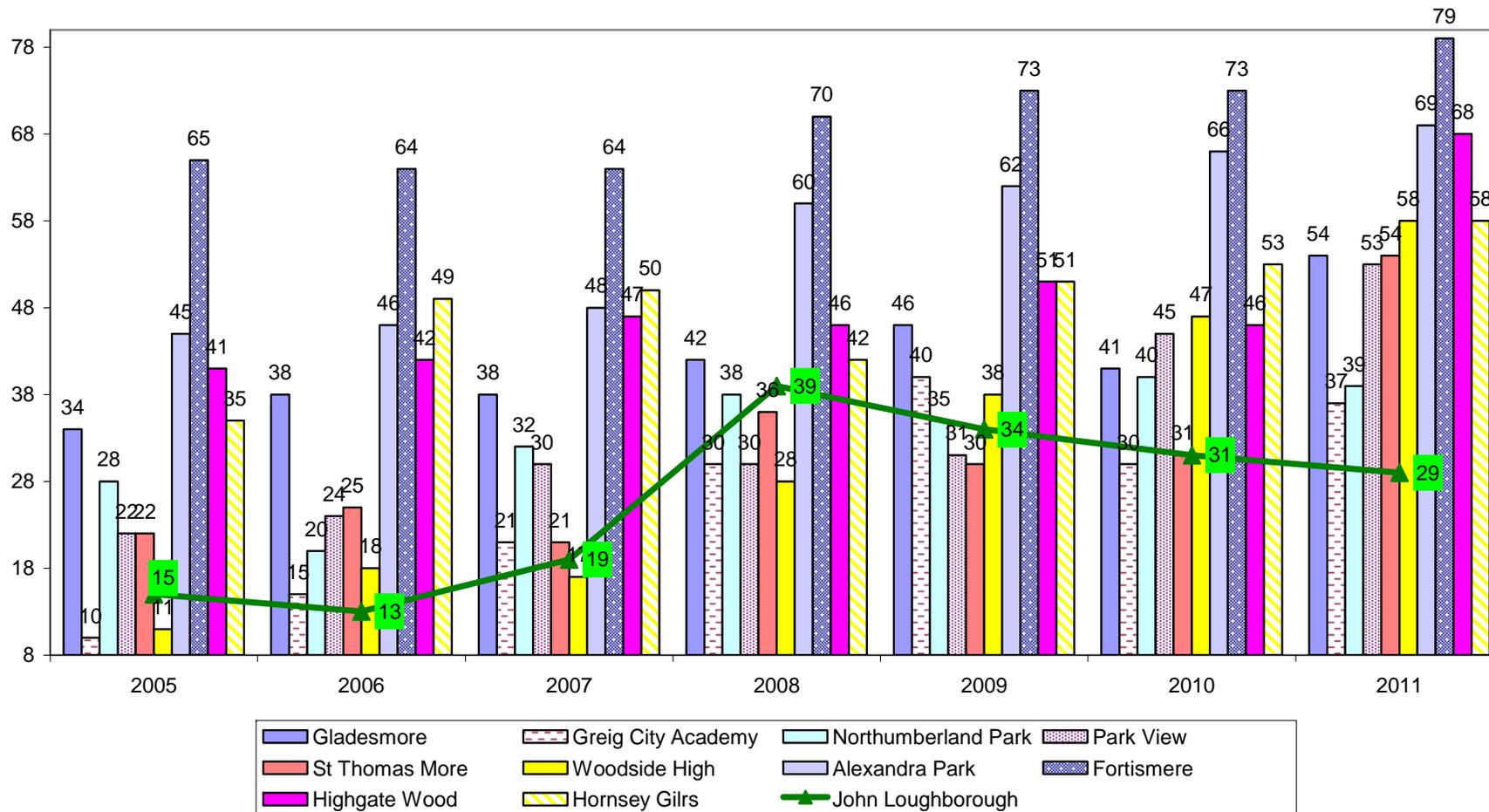
#### 1(b) GCSE 5+ A\* - C

Trend in 5+ A\* - C



### 1(c) Comparison to other Haringey schools

Trend in 5+ A\* - C (inc English and maths) for John Loughborough compared to other Haringey schools (2005-2011)





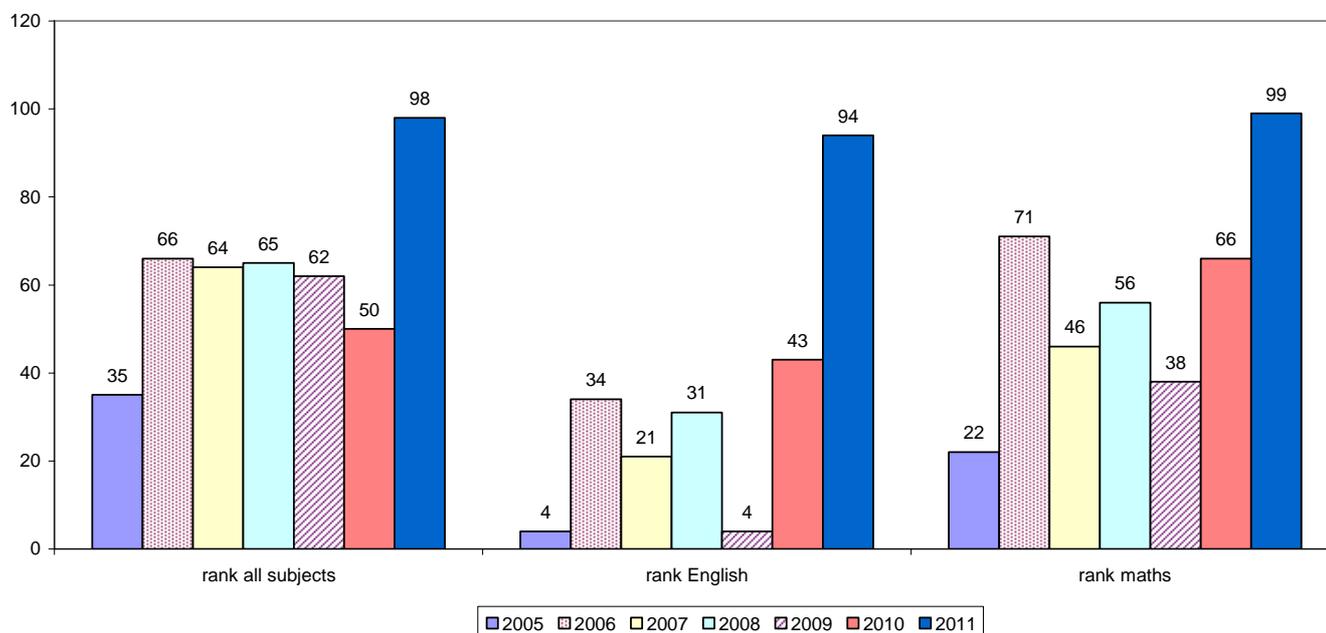
**Haringey Council**

### 1(d) Trend in the ranking of the school using contextual value added (2005-10) and value added (2011)

'Contextual value added' is a way of measuring the progress pupils make from Key Stage 2 to GCSE that takes into account factors such as gender, ethnicity, eligibility for free school meals and levels of special educational needs. In 2011 the Department for Education replaced 'contextual value added' with 'value added' – this measure disregards any such contextual factors.

**John Loughborough rank trend**  
**2005-10 ranking uses contextual value added, 2011 ranking uses value added**  
**2011 rank for all subjects uses best 8 subjects**

The rank number gives the school's position compared to all other schools in England. A rank of 1 is in the top 1 percentile, a rank of 94 is in the bottom 6th percentile.



### 1(e) Basics thresholds by Ethnicity - 2011

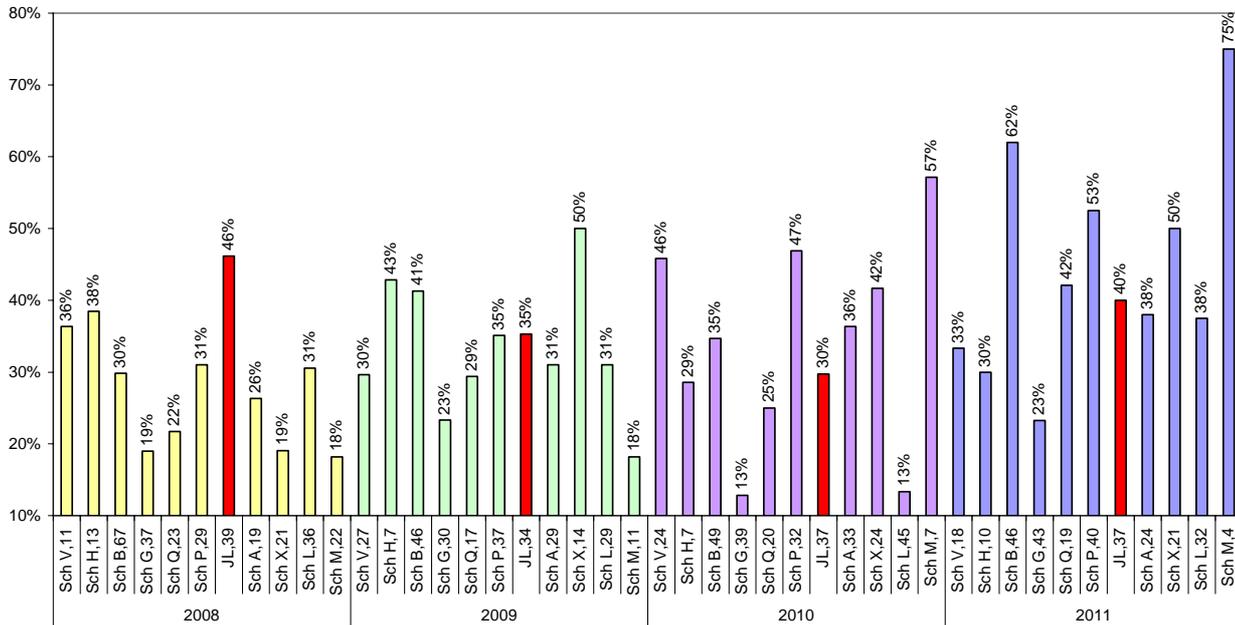
The table below shows the percentage of pupils attaining the 'basics indicator' (grade C or above in both English and Maths GCSE) in 2011. Figures are broken down by ethnicity and provided for both the school and the national average. Figures for small cohorts of pupils have been excluded for data protection reasons.

Ethnicity	No. pupils in cohort 2011	English		Maths		Basics - English and Maths	
		% School	% National	% School	% National	% School	% National
Black Caribbean	35	69	65	40	55	40	49
Black African	18	50	69	28	66	17	58
All Pupils	60	57	68	33	64	28	58

## 1(f) and (g) Caribbean and African attainment – comparison with other Haringey schools

The charts below show the percentage of Caribbean and African pupils attaining 5+ A\*-C (including English and Maths) at all Haringey secondary schools.

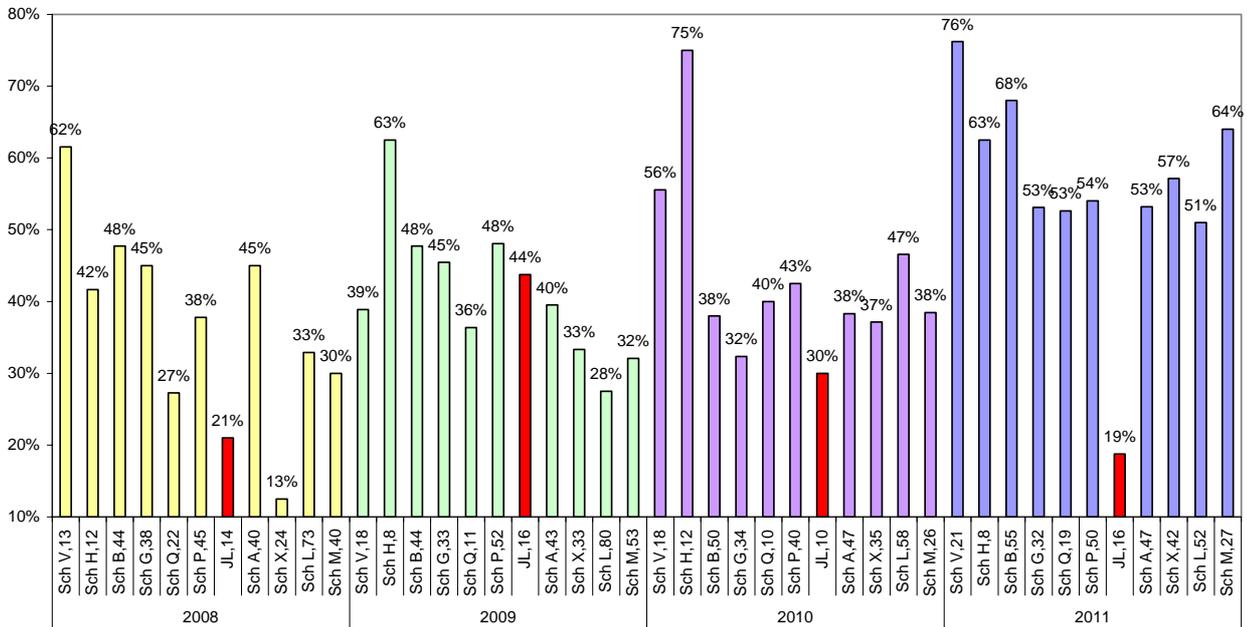
Trend in 5+ A\* - C (including English and maths) for Caribbean pupils in Haringey schools (2008-2011)  
(Number after name of school shows number of pupils in cohort)





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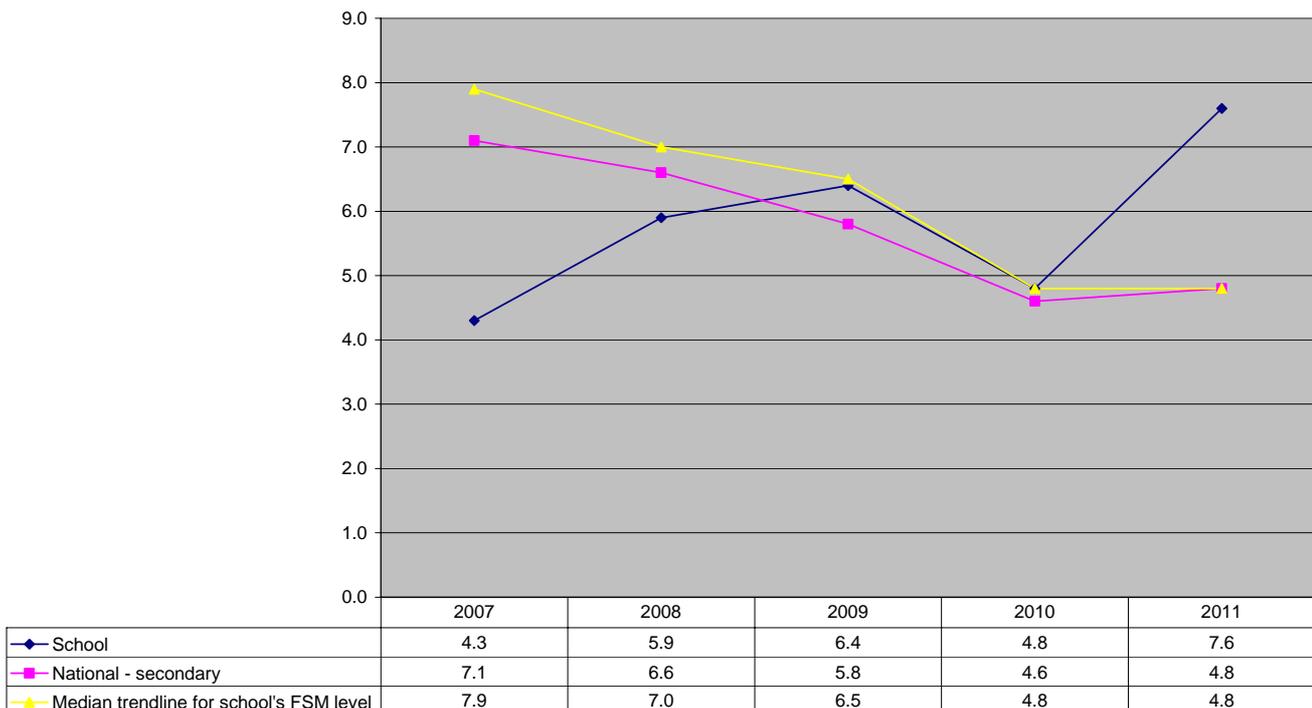
**Trend in 5+ A\* - C (including English and maths) for Black African pupils in Haringey schools (2008-2011)**  
(Number after name of school shows number of pupils in cohort)



## 2) Attendance

### 2(a) Persistent absentees

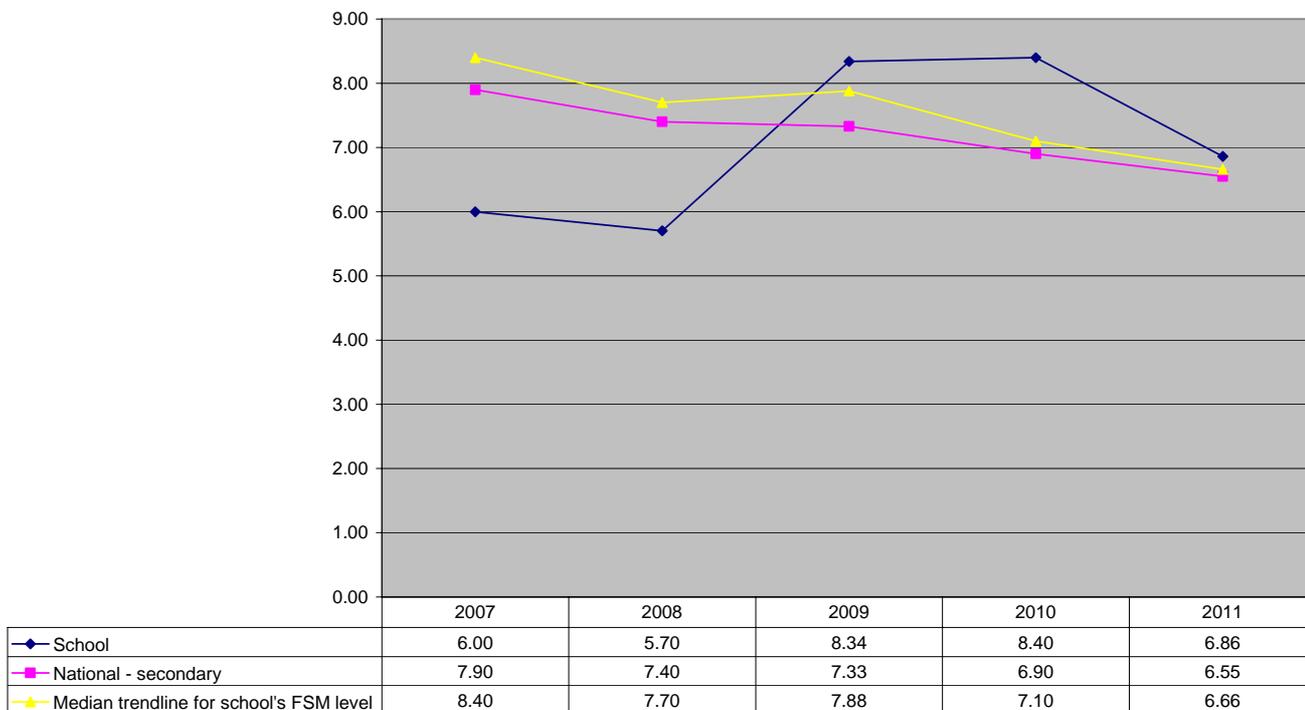
**% Persistent absentees - absent for 20% or more sessions**





## 2(b) Overall absence

**% of sessions missed due to overall absence**



## 2(c) Attendance by SEN status - 2011

	% of sessions missed due to overall absence		% persistent absentees - absent for 20% or more sessions	
	School	National - secondary	School	National - secondary
No identified SEN	6.91	5.69	8.5	3.1
School Action	6.41	8.29	2.4	7.8
School Action Plus	6.51	11.58	11.1	15.3
Statement of SEN	6.34	8.82	0	9.5
All Pupils	6.86	6.55	7.6	4.8

## 2(d) Attendance by ethnicity – 2011

Attendance by ethnicity - 2010-11	% of sessions missed due to overall absence	% persistent absentees - absent for 20% or more sessions



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	School	National - secondary	School	National - secondary
White - Irish	6.93	7.13	0	6
White - Romany or Gypsy	17.56	19.34	12.5	31.1
Any other White Background	8.18	7.06	10	5.1
Mixed - White & Black Caribbean	7.46	7.91	0	7.4
Mixed - White & Black African	4.03	6.31	0	4.4
Mixed – Any other mixed background	7.54	6.63	7.7	4.8
Black - Caribbean	6.90	5.86	7.4	4.1
Black - African	5.47	4.03	9.5	1.5
Black - Any other Black background	4.23	5.44	0	3.6
Chinese	0.75	2.82	0	0.7
Any other ethnic group	6.72	5.87	5.9	3.2
All pupils	6.86	6.55	7.6	4.8



**3) School population data**

**3(a) Parental preference information**

The table below shows the number of first preferences expressed for each secondary school. For 2012, the ratio of parental first preferences to the Planned Admission Number (PAN) is also shown in order to provide an indication of the popularity of schools that takes into account school size. Information showing further preferences expressed is available on request.

On offer day this year 16 places at John Loughborough were offered to parents for September 2012 entry, meaning that there are currently 44 vacancies.

School	Planned Admission Number (PAN)	First preferences					Ratio of first preferences to PAN - 2012
		2008	2009	2010	2011	2012	
Alexandra Park School	216	290	296	256	233	277	1.28
Fortismere Secondary	243	366	366	318	362	291	1.20
Gladesmore Community	243	257	250	286	281	299	1.23
Greig City Academy	200	118	108	110	115	88	0.44
Heartlands High School* <sup>1</sup>	189	—	—	211	224	218	1.15
Highgate Wood	243	266	257	252	234	242	1.00
Hornsey Secondary* <sup>2</sup>	216	182	173	135	134	99	0.46
Northumberland Park	210	162	165	153	117	125	0.60
Park View Academy	216	171	167	132	138	113	0.52
St Thomas More	192	56	47	22	28	17	0.09
<b>John Loughborough</b>	<b>60</b>	<b>20</b>	<b>9</b>	<b>13</b>	<b>19</b>	<b>12</b>	<b>0.20</b>
Woodside High School* <sup>3</sup>	162	81	70	54	77	128	0.79
Grand Total	2390	1969	1908	1942	1962	1909	0.80

\*<sup>1</sup> For September 2012 entry, the PAN at Heartlands High was increased by 27 to 189 from 167 the previous year. Please note that this school opened in September 2010.

\*<sup>2</sup> For September 2012 entry, the PAN at Hornsey School for Girls was lowered by 27 from 243 to 216.

\*<sup>3</sup> For September 2009 entry, the PAN at Woodside High was lowered from 8fe to 6fe or 216 to 162.

**3(b) School population and mobility**

The table below shows the school population broken down by year group.

Year	PAN	Pupils on Roll					Total
		7	8	9	10	11	
1999-2000	60	58	86	57	53	48	302
2000-2001	60	49	65	83	57	51	305



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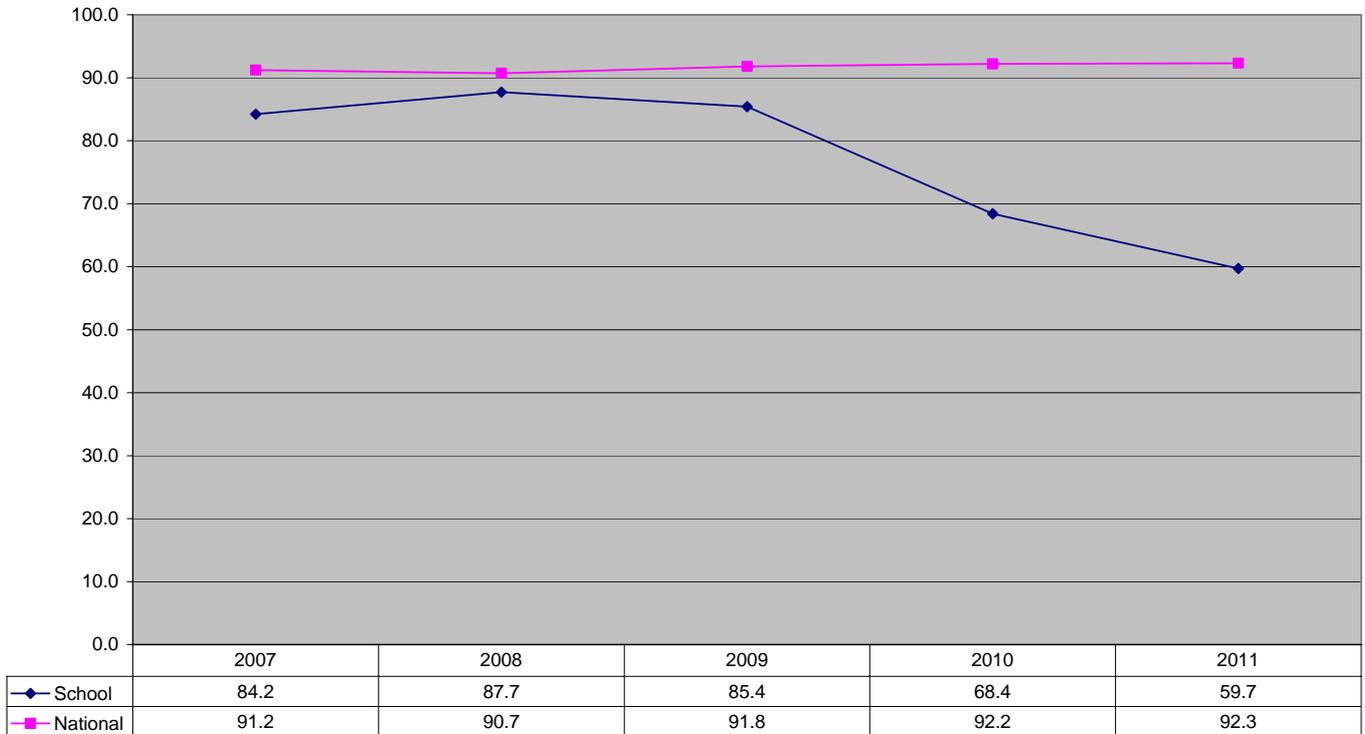
Year	PAN	Pupils on Roll					Total
		7	8	9	10	11	
2001-2002	60	53	53	63	78	60	307
2002-2003	60	48	57	53	64	78	300
2003-2004	60	59	54	62	55	58	288
2004-2005	60	58	62	56	61	55	292
2005-2006	60	59	60	60	59	55	293
2006-2007	60	59	57	57	59	60	292
2007-2008	60	55	51	54	60	57	277
2008-2009	60	37	57	48	46	59	247
2009-2010	60	26	48	64	57	52	247
2010-2011	60	45	46	58	74	60	283
2011-2012	60	40	48	61	60	71	280

### 3(c) Stability

RAISEonline defines stability as the percentage of pupils on roll who joined the school before October 1<sup>st</sup> in the usual join year (i.e. year 7 for secondary schools). The indicator is based on the January school census. The table below shows stability for John Loughborough compared to the national average.



**% Stability**



**3(d) In year admissions data**

The table below provides data on in-year admissions for the period January 2011 – April 2012.

<b>School</b>	<b>Total Number of In Year Admissions</b>	<b>Number of Pupils Allocated a Place through IYFAP</b>	<b>Of those pupils allocated a place through IYFAP, how many expressed the school as a preference on their application</b>	<b>% of in year admissions allocated through IYFAP</b>
Alexandra Park	57	23	18	40.4%
Fortismere	55	15	11	27.3%
Gladesmore	114	78	54	68.4%
Greig City	74	15	15	20.3%
Heartlands	22	0	0	0.0%
Highgate Wood	70	15	14	21.4%



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Hornsey	45	8	6	17.8%
John Loughborough	70	18	13	25.7%
Northumberland Park	93	37	27	39.8%
Park View	116	22	11	19.0%
St Thomas More	73	14	9	19.2%
Woodside High	99	24	15	24.2%
Total	888	269	193	30.3%

The following table provides information on preferences expressed by parents/carers of pupils admitted to John Loughborough School in-year, again for the period January 2011 – April 2012.

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Total number of pupils offered a place at John Loughborough	12	19	22	14	3	70
Of those, how many expressed John Loughborough as a preference on their application	10	10	20	13	3	56
As a first preference	6	4	12	5	2	29
As a second preference	0	3	0	4	0	7
As a third preference	2	2	5	2	1	12
As a fourth preference	1	0	0	0	0	1
As a fifth preference	1	1	1	1	0	4
As a sixth preference	0	0	2	1	0	3



**4) Ofsted inspection outcomes**

**4(a) Historical inspection outcomes**

Full Inspections (S10 in 2002, then S5)								
Judged Areas	4-8 Mar 2002	13-14 Feb 2007	20-21 May 2008	7-8 Oct 2009			6-7 Dec 2011	
<b>Overall Judgement /Effectiveness Capacity for Improvement</b>	3: 'Sound'  N/A	4: Notice to improve  3: Satisfactory	4: Notice to improve (IEB)  3: Satisfactory	4: Special Measures  4: Inadequate			4: Special Measures  4: Inadequate	
<b>Achievement Standards/ Attainment Progress</b>	3: Satisfactory 4: Low/ well below average N/A	4: Low 3: Satisfactory  4: Inadequate	4: Low 3: Satisfactory  4: Inadequate	4: Low 4: Inadequate  4: Inadequate			4: Low 4: Inadequate  4: Inadequate	
<b>Behaviour</b>	3: Satisfactory	3: Satisfactory	3: Satisfactory	4: Inadequate			3: Satisfactory	
<b>Teaching</b>	3: Satisfactory	4: Inadequate	4: Inadequate	4: Inadequate			4: Inadequate	
<b>Leadership &amp; Management</b>	"Very well led" but weaknesses in L+M relating to raising achievement	3: Satisfactory	3: Satisfactory	4: Inadequate			4: Inadequate	
<b>Summary Areas for Development</b>	-Improve attainment  -Use assessment to promote achievement  -Improve T+L in French, D+T, aspects of Sc + ICT -Teaching styles for indep/ co-operation  -L+M of achievement.	-Improve standards + achievement, esp in Ma + MFL  -Improve behavr -Improve T+L	- Improve standards + achievement  -Use assessment to meet needs  -Increase proportion of good T+L/ eradicate inadeq  -Develop SEF at middle leadership level to improve achvmt.	(-Use assessment to meet needs) -Improve behavr -Increase proportion of good T+L  - Improve L+M of SEND, T+L, achievement, middle leadership			-Improve attainmt esp in Ma  -Improve T+L esp in Ma  -Improve all levels of L+M to improve achvm	
<b>Section 8/ Monitoring Visits</b>		Oct 2007	Jan 2009	Mar 10	July 10	Dec 10	Mar 11	July 11
Progress since S5		N/A	N/A	3	3	3	3	3
Progress since last monitoring visit		N/A	N/A	N/A	3	3	3	3
Progress re standards/ achievement		4	3	N/A	N/A	N/A	N/A	N/A
Progress re use of assessment to raise standards			3					
Progress re behaviour		3	N/A	3	3	3	3	3
Progress re T+L		4	3	3	3	3	3	3
Progress re L+M		N/A	3	3	3	3	3	3 (2 for Middle)





**5(a) Ethnicity**

% of pupils	2009	2010	2011
<b>White</b>			
British	0.0	0.0	0.0
Irish	0.0	0.0	0.7
Traveller of Irish Heritage	0.0	0.0	0.0
Romany or Gypsy	0.0	0.0	5.3
Any other White Background	1.6	6.1	9.2
<b>Mixed</b>			
White & Black Caribbean	0.8	0.8	0.7
White & Black African	0.4	1.2	1.4
White & Asian	0.0	0.0	0.0
Any other mixed background	0.8	2.8	4.2
<b>Asian or Asian British</b>			
Indian	0.0	0.0	0.0
Pakistani	0.0	0.0	0.0
Bangladeshi	0.0	0.0	0.0
Any other Asian background	0.0	0.0	0.0
<b>Black or Black British</b>			
Caribbean	61.8	55.5	42.8
African	28.0	24.7	25.1
Any other Black background	3.7	5.7	4.2
<b>Chinese</b>	0.0	0.0	0.7
<b>Any other ethnic group</b>	2.8	3.2	5.7
<b>Parent/pupil preferred not to say</b>	0.0	0.0	0.0
<b>Ethnicity not known</b>	0.0	0.0	0.0

**5(b) Free School Meal eligibility (FSM) & English as an Additional Language (EAL)**

% of pupils		2007	2008	2009	2010	2011
FSM eligibility	School	19.9	19.6	21.7	22.9	20.6
	National	13.4	14.2	14.5	15.4	15.9
EAL	School	7.5	14.1	9.3	23.6	41.3
	National	10.5	10.6	11.4	11.7	12.3

**5(c) Special Educational Needs**

New categorisations for proportions of pupils with SEN were introduced in 2011 which are not comparable to previous years.

2011 data places John Loughborough School in the lowest quintile nationally for the proportion of pupils with statements of SEN or at School Action Plus and the second highest quintile for proportion of pupils at School Action.



% of pupils		2007	2008	2009	2010	2011
School Action	School					14.1
	National					12.8
School Action Plus or Statement of SEN	School					4.6
	National					8.5
Statement of SEN	School	5.8	4.7	5.3	3.2	
	National	2.1	2.1	2.0	2.0	
All SEN (inc statements)	School	14.0	12.3	19.1	19.0	18.7
	National	18.5	19.9	21.1	21.7	21.3

### 5(d) Religion

The table below shows the numbers of pupils at John Loughborough School who are Seventh-day Adventists. This data is extracted from the Seventh-day Adventist Trans-European Division School Statistics.

YEAR	SDA population	Non-SDA population (including other Christians)	Total population	% of SDA pupils
2007	101	189	290	35%
2008	81	163	244	33%
2009	100	151	251	40%
2010	95	184	279	34%
2011	94	185	279	34%



**Haringey Council**

**(6) Financial information**

The table below sets out the key financial information that was used to inform the assessment of financial viability.

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
Pupil Numbers	247	247	284	280
End of Year inc. Capital	-108,130	-210,114	-134,494	
Revenue Surplus/Deficit	-95,770	-211,684	-134,539	
Other Income				
SEC	48,312	151,741	316,701	
SEC % of Spend	2.16	6.94	13.91	
Other Income Misc.	24,185	18,373	19,589	220,400
Other Income Misc.% of Spend	1.08	0.84	0.86	8.58
	<b>Teaching</b>	<b>Total Staff</b>	<b>Premises</b>	
Benchmarking Group				
JL	59.50	79.62	7.97	
Average of Group	55.57	73.52	6.46	
<i>Other income misc. 2011-12 analysed from quarter 3 projection code I08</i>				
<i>Breakdown between SEC &amp; other income will not be known until outturn is submitted.</i>				



## **Appendix 3 Closing a Maintained School - Guidance**

# Closing a Maintained Mainstream School

## A Guide for Local Authorities and Governing Bodies

For further information:

School Organisation & Competitions Unit  
DCSF  
Mowden Hall  
Darlington  
DL3 9BG

Tel: 01325 735749

Email: [school.organisation@education.gsi.gov.uk](mailto:school.organisation@education.gsi.gov.uk)

Website: [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=3](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=3)

# CLOSING A MAINTAINED MAINSTREAM SCHOOL - A GUIDE FOR LOCAL AUTHORITIES AND GOVERNING BODIES

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## INTRODUCTION

### **CLOSING A MAINTAINED MAINSTREAM SCHOOL - A GUIDE FOR LOCAL AUTHORITIES AND GOVERNING BODIES**

#### **Introduction** (Paragraphs 1-33)

1. This guide provides information on the procedures established by The Education and Inspections Act 2006 (EIA 2006) and The School Organisation (Establishment and Discontinuance of Schools)(England) Regulations 2007 (as amended by The School Organisation and Governance (Amendments) (England) Regulations 2007 which came into force on 21 January 2008 and The School Organisation and Governance (Amendment)(England) Regulations 2009 which came into force on 1 September 2009). For your convenience, a consolidated version of the Establishment and Discontinuance Regulations and the two sets of Amending Regulations can be found at: [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=29](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=29). The relevant provisions of EIA 2006 came into effect on 25 May 2007.

2. This guide contains both statutory guidance (i.e. guidance to which local authorities (LAs) and governing bodies have a statutory duty to have regard) and non-statutory guidance, on the process for closing a maintained mainstream school. Supplementary guidance is available for special schools under the relevant guidance section on the School Organisation website at [www.dcsf.gov.uk/schoolorg](http://www.dcsf.gov.uk/schoolorg).

NOTE: For more detailed information on when proposals are required, see paragraphs 11 to 23 below.

The statutory guidance sections are indicated by shading, the word **must** in bold refers to a requirement in legislation, whilst the word **should** in bold is a recommendation.

3. If you have any comments on the content or layout of this guide please send these to the School Organisation & Competitions Unit (using the School Organisation website's "Contact Us" facility [\[www.dcsf.gov.uk/schoolorg/contact.cfm\]](http://www.dcsf.gov.uk/schoolorg/contact.cfm) or by email to: [school.organisation@education.gsi.gov.uk](mailto:school.organisation@education.gsi.gov.uk)) making sure that you identify the title of the guide and quote the page and paragraph numbers where relevant.

#### **Who is this Guide for?** (Paragraphs 4-5)

4. This guide is for those considering publishing proposals to close maintained mainstream schools under Section 15 of EIA 2006, referred to as "proposers" (i.e. the LA or the governing body), those deciding proposals, referred to as the "Decision Maker" (i.e. the LA and the schools adjudicator) and also for information for those affected by school closure proposals.

5. Separate guides are available from the School Organisation website for:

- Opening a new school – "Establishing a new maintained

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mainstream school” -

[www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2);

- Becoming a Foundation or “Trust” school (changing category to foundation; a foundation school acquiring a foundation (i.e. a Trust); a Trust school acquiring a majority of foundation governors on the governing body) - “Changing School Category to Foundation“ and “Trust School Proposals“ - [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=25](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=25);
- Expanding a maintained mainstream school by enlarging or adding a sixth form - [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=5](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=5); and
- Making other prescribed alterations to a maintained school (e.g. change of age range other than adding a sixth form, add SEN, transfer of site) – “Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation, Discontinuance & Establishment Proposals)“ - [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=6](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=6).

### **School Organisation Planning Requirements** (Paragraphs 6-8)

6. LAs are under a **statutory duty** to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child’s educational potential. They **must** also ensure that there are sufficient schools in their area, promote diversity and increase parental choice.

7. Parents can make representations about the supply of school places and LAs have a **statutory duty** to respond to these representations. Further statutory guidance on this duty is available in “Duty to Respond to Parental Representations about the Provision of Schools” which is on the School Organisation website at: [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=26](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=26).

8. Currently, LAs **must** publish a Children and Young People’s Plan (CYPP) as the single strategic overarching plan for all services affecting children and young people which also includes reference to strategic planning for school places. It is for LAs, in partnership with other stakeholders, to plan for the provision of places. LAs **should** also explore the scope for collaborating with neighbouring authorities when planning the provision of schools. In particular, LAs are encouraged to work together to consider how to meet the needs of parents seeking a particular type of school for their children in cases where there is insufficient demand for such a school within the area of an individual LA.

Responsibility for CYPPs is passing to The Children’s Trust Board for each area and from 1 April 2011 each will be required to have a new 'jointly owned' CYPP in place.

## INTRODUCTION

Children's Trusts are the sum total of co-operation arrangements and partnerships between organisations with a role in improving outcomes for children and young people in each area. The Trust is not in itself a separate legal entity; each partner retains its own functions and responsibilities within the partnership framework. However, the Apprenticeships, Skills, Children and Learning Act 2009 strengthens Children's Trusts by requiring all local authorities to have a Children's Trust Board in place by April 2010. It also extends the number of statutory "relevant partners" who will be represented on the Board to include schools (including Academies), colleges, Job Centre Plus and the management committees of short stay schools (formerly PRUs).

In each local authority area the Children's Trust Board will be responsible for preparing and monitoring the implementation of the CYPP. This will give ownership of the plan to the partnership – whereas at present the CYPP is the responsibility of the local authority alone.

### **The Secretary of State's role** (Paragraphs 9-10)

9. The Secretary of State has the power to issue guidance to which the Decision Maker **must** have regard when deciding proposals. This should ensure that proposals and consultation responses and representations received from stakeholders are considered in a consistent way and that Ministers' key priorities for raising standards and transforming education are taken into account when decisions are taken. When drawing up their proposals, proposers are strongly advised to look at the factors which the Decision Maker **must** take into account when considering their proposals (see [Stage 4](#)).

10. The Secretary of State does not decide statutory proposals relating to schools, except where proposals have been published by the Learning and Skills Council (LSC)<sup>1</sup> under Section 113A of the Learning and Skills Act 2000 (as inserted by section 72 of the Education Act 2002), for changes to 16-19 provision in schools. For further information please see guidance "School Organisation Proposals by the Learning and Skills Council" available at: [www.teachernet.gov.uk/docbank/index.cfm?id=4390](http://www.teachernet.gov.uk/docbank/index.cfm?id=4390).

### **When are closure proposals required?** (Paragraph 11)

11. If a LA or governing body needs to close a maintained mainstream school for the following reasons:

- it is surplus to requirements (e.g. as a result of an area-wide reorganisation and/or there are sufficient places in neighbouring schools to accommodate displaced pupils);

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<sup>1</sup> References throughout this document to the LSC only apply up to April 2010. The Apprenticeships, Skills, Children and Learning Act (ASCL) Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People's Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

## INTRODUCTION

- it is to be amalgamated/merged with another school (see paragraph 12 below);
- it is to gain, lose or change religious character (see paragraph 13 below);
- it is to be replaced by an Academy (see paragraph 14 below); or
- it is to be replaced by a new school under the National Challenge Trust programme (see paragraph 22 below)

statutory proposals will be required. The statutory process to close a school does not have to precede proposals to re-build a school on its existing site or to transfer an existing school to a new site UNLESS the intention is to statutorily cease to maintain the school and replace it with a new school established under section 7 (school competition), 10 (exemption from a school competition) or 11 (special case) of the EIA 2006.

### **Amalgamations/Mergers (Paragraph 12)**

12. There are two ways to 'merge' or 'amalgamate' two or more existing schools:

a. The LA or GB (depending on school category) can publish proposals to close two (or more) schools and the LA or a proposer other than the LA (e.g. Diocese, faith or parent group, Trust) depending on category, can publish proposals to open a new school, either through a competition (under section 7 of EIA 2006), or after receiving exemption from the Secretary of State\* (under section 10 of the EIA 2006). This results in a new school number being issued for the new school.

b. The LA and/or GB (depending on school category) can publish proposals to close one school (or more) and proposals to enlarge/change the age range/transfer site etc of an existing school, to accommodate the displaced pupils. The remaining school would retain its original school number, as it is not a new school, even if its phase has changed.

\*All section 10 exemption applications are considered on their individual merits. However there is a 'presumption for approval' for infant/junior amalgamations, faith school reorganisations and new schools proposed by proposers other than the LA, because Ministers have indicated, during debates in Parliament, that they may be prepared to give consent to requests under these criteria, for publication of proposals without holding a competition. See Section B of the "Establishing a Maintained Mainstream School" guide for further information ([www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2)).

### **Schools wishing to acquire, change or lose a Religious Character (Paragraph 13)**

13. It is not possible for a community, voluntary or foundation school to acquire, lose or change religious character by making a prescribed alteration

## INTRODUCTION

to the school. To make a change from, for example, a community school to a voluntary school with a religious character, the LA would need to publish proposals to close the community school, and a faith organisation (as proposers) would need to bring forward “related” proposals to establish a new voluntary school with a religious character (either through “competition” under section 7 of the EIA 2006, or “exemption” under section 10 of the EIA 2006). Please refer to “Establishing a New Maintained Mainstream School” - (<http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2>).

### **Closing school(s) to be replaced by an Academy (Paragraph 14)**

14. Academies are publicly funded independent schools, which do not fall under School Organisation regulations. Where a maintained school is proposed for closure, to be replaced by an Academy, the normal statutory process applies to the school closure proposals, but not to the new Academy (see <http://www.standards.dfes.gov.uk/academies> for further information about Academies). Section 482 of the Education Act 1996 provides for the Secretary of State to enter into funding agreements for new Academies with sponsors. The school closure proposals, if approved, **should** be conditional upon the Funding Agreement being signed, which could be explained in “Explanatory Notes” in the statutory notice along the lines of:

*Academies are publicly funded independent schools with sponsors from the private and voluntary sectors. The establishment of an Academy is subject to the agreement of the Secretary of State. It is proposed that the closure of X school(s) should be approved to take effect only if by the date of closure an agreement has been made under section 482(1) of the Education Act 1996 for the establishment of an Academy to replace X school(s).*

NOTE: The minimum amount of information about the proposed Academy **should** be included in the closure notice; the proposals are about the closure of the school(s), not the specifications of the new Academy. Because Academy proposals do not fall under School Organisation regulations, they are not considered as “related” to the school closure proposal(s) (see paragraph 2.5 below).

### **Schools Causing Concern (Paragraphs 15-21)**

15. The categories of schools causing concern are defined in sections 59-62 of the EIA 2006. Further information on these categories and the relevant duties, powers and responsibilities can be found in the DCSF guidance on schools causing concern, available at: <http://www.standards.dcsf.gov.uk/sie/si/SCC/>.

16. The Apprenticeships, Schools, Children and Learners (ASCL) Act 2009 introduces new provisions relating to schools causing concern. These provisions come into force on 12 January 2010. The existing schools causing concern guidance will be replaced with new guidance to reflect the new provisions in the New Year.

## INTRODUCTION

17. All maintained schools causing concern **should** receive intensive support from their LA. The National Strategies section of the DCSF Standards website provides further information:

<http://nationalstrategies.standards.dcsf.gov.uk/>.

18. The Education Act 2005 (Section 44) changed the definition of a school in Special Measures and introduced a new category - Significant Improvement – which replaced previous Ofsted categories of Serious Weaknesses, Inadequate Sixth Form or Underachieving (a non-statutory category). Before reaching a judgement that a school requires Special Measures, Ofsted inspectors **must** now take into account a school's capacity to improve. A school that is not considered to need Special Measures but is nevertheless not performing as well as it ought to be, may be judged to require Significant Improvement. Schools requiring Significant Improvement are sometimes described as being under a Notice to Improve.

19. Schools that are made subject to Special Measures will continue to receive termly monitoring visits; those requiring Significant Improvement will be re-inspected after one year. In addition, Ofsted carry out monitoring visits to schools requiring Significant Improvement 6-8 months after the initial inspection.

20. When considering the closure of any school causing concern and the expansion of other schools in the area, the LA **should** take into account the popularity with parents of alternative schools.

21. Where a school is to be closed so that it may be amalgamated with a more successful and popular school, the Decision Maker will normally approve these proposals, subject to evidence being provided by the LA and other interests that the development will have a positive impact on standards.

### **Proposals published under National Challenge** (Paragraph 22-23)

22. The National Challenge programme was launched in June 2008 as a major initiative to improve standards in all secondary schools. The aim is that by 2011, at least 30% of pupils in every school will gain five or more GCSEs at A\*-C, including both English and mathematics. One of the structural solutions (interventions) available through the programme is the closure of a school which is below this target, and the opening of a new National Challenge Trust (NCT) school, which will have clear and specific plans for raising attainment, agreed with the Department. The new NCT school **must** be a foundation school with a foundation (i.e. a Trust school) composed of Trust partners agreed with the LA and the Department in the Statement of Intent, including a strong education partner; the foundation (Trust) **must** also appoint a majority of governors to the school's governing body.

23. The proposals for both the closure of the weak school and the opening of the new school, usually on the same site, **should** be published as "related" statutory proposals. NCT proposals for a new school can only be published without a competition for the new school if the Secretary of State has granted consent under Section 10 of EIA 2006 (see Part B of "Establishing a New

## INTRODUCTION

Maintained Mainstream School” - (<http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2>). There is a strong presumption to approve proposals for a NCT school where a Statement of Intent has been agreed with the Department.

### **Secretary of State’s power to direct school closure** (Paragraph 24)

24. Section 68 of EIA 2006 gives the Secretary of State the power to direct an LA to close a school requiring special measures. This will usually be done only where there is no prospect of the school making sufficient improvements. Prior to making the direction, the Secretary of State **must** consult with the LA, the governing body that is to be replaced, and – in the case of a voluntary or foundation school – the diocesan or other appointing authority, and the LSC (if the school has a sixth form). Such a direction will not require the publication of statutory proposals for the school’s closure but proposals may be required for the opening of a new school or for alterations as a consequence of the directed closure. If the direction to close a school has been given, the LA will be expected to meet any costs of terminating staff contracts, and make appropriate arrangements for the pupils’ continuing education, whether in a replacement school or through transition to an alternative school (see chapter 5 of Schools Causing Concern Guidance for further information – <http://www.standards.dcsf.gov.uk/sie/documents/sccamendedguidance.doc>).

### **LSC Powers to publish proposals to close 16-19 schools** (Paragraph 25)

25. The Learning and Skills Council (LSC)<sup>2</sup> will work with LAs to support the improvement of sixth form provision. The LSC has the power to publish proposals for the closure of an inadequate school sixth form. Where a school sixth form has been judged to require Significant Improvement in two consecutive Ofsted inspections, or where a maintained school for 16-19 year olds has been judged to require Special Measures in two consecutive Ofsted inspections, the LSC may publish proposals to close the sixth form or 16-19 school. The proposals will be decided by the LA or schools adjudicator in accordance with the same procedures as set out in [Stage 4](#) of this guide.

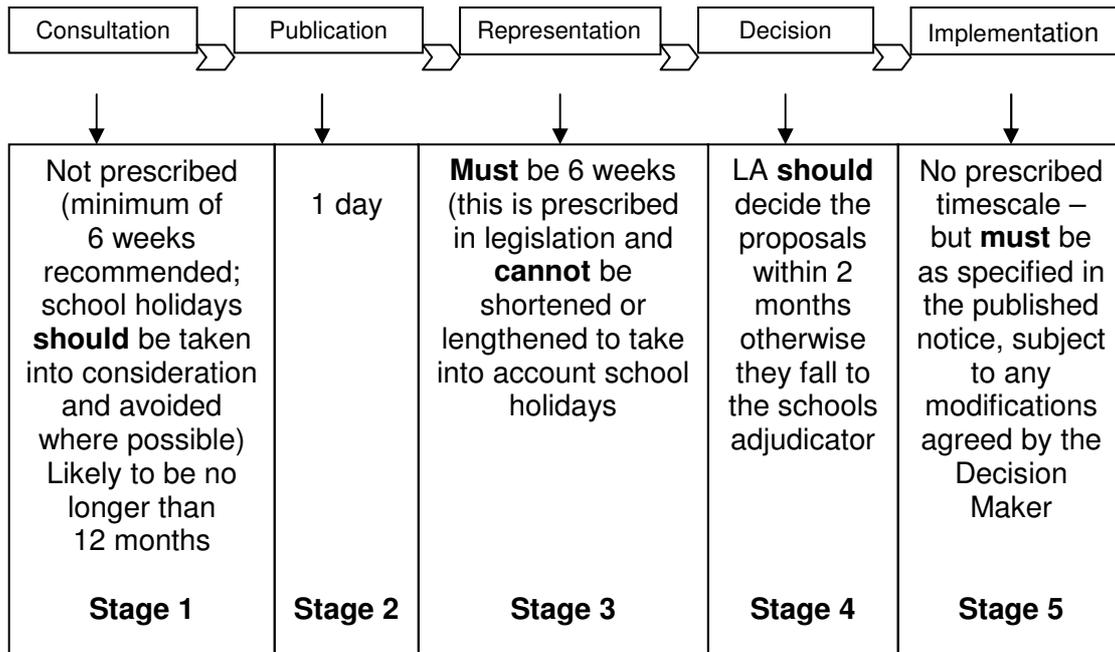
### **Overview of process** (Paragraph 26)

26. There are 5 statutory stages for a statutory proposal to close a maintained mainstream school:

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<sup>2</sup> References throughout this document to the LSC only apply up to April 2010. The Apprenticeships, Skills, Children and Learning Act (ASCL) Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People’s Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

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### Two Years Notice of Closure – Voluntary and Foundation Schools (Paragraphs 27-28)

27. Alternatively (instead of following the statutory process outlined above), under section 30 of the School Standards and Framework Act 1998, the governing body of a voluntary or foundation school may (subject to specified provisions) give at least two years' notice of their intention to close the school, to the Secretary of State and the LA. The Secretary of State's prior consent is required if expenditure has been incurred on the school's premises by the Secretary of State, the Funding Agency for Schools (in the case of a school which was formerly grant-maintained) or by the school's current, or any previous, LA. Similarly, trustees of a foundation or voluntary school may give the governing body a minimum of two years notice, if they intend to terminate the school's occupation of the school's site, and as a result the school can no longer continue. A copy of the served notice **must** also be given to the Secretary of State and the LA at the time when it is given to the governing body. The minimum two years' notice allows the LA and/or governing body time to make alternative arrangements for the school and its pupils, which may include following the normal statutory process to enlarge/change the age range of other schools etc.

28. Statutory proposals are not required in the case of closure proposed under section 30; the full process is set out in section 30 of the School Standards and Framework Act 1998 and is not covered by this guidance.

### Who can publish statutory proposals to close schools? (Paragraph 29)

29. An LA can publish proposals to close any category of maintained school (community, community special, foundation [including Trust], foundation special, voluntary aided, voluntary controlled and nursery schools). The governing body of a voluntary, foundation [including Trust], or foundation

## INTRODUCTION

special school may also publish proposals to close their own school.

### **Where to start?** (Paragraph 30)

30. Before commencing formal consultation, the LA or governing body **should** ensure they understand the statutory process that **must** be followed, the factors that are likely to be considered by the Decision Maker and that they have a sufficiently strong case and supporting evidence for their proposals.

### **Rural Primary Schools** (Paragraphs 31-32)

31. EIA 2006 requires that an LA or governing body, that is considering proposing the closure of a rural primary school **must** consider the following matters, when formulating their proposals:-

- the likely effect of the discontinuance of the school on the local community;
- the availability, and likely cost to the LA, of transport to other schools;
- any increase in the use of motor vehicles which is likely to result from the discontinuance of the school, and the likely effects of any such increase; and
- any alternatives to the discontinuance of the school.

Although there is a presumption against closure of a rural school, that does not mean that no rural schools will close ([see 4.42](#) below).

32. A list of primary schools that are designated as rural can be found at: [www.dcsf.gov.uk/schoolorg/useful-links.cfm](http://www.dcsf.gov.uk/schoolorg/useful-links.cfm). Secondary schools are not designated; it is for the Decision Maker to determine whether or not a secondary school should be considered as rural; the Department's register of schools – Edubase (<http://www.edubase.gov.uk>) - includes a rural/urban indicator for each school in England based on an assessment by the Office for National Statistics. See paragraphs 4.43-4.44 for further information.

NOTE: On Edubase, any school classed as urban will have a rural/urban indicator of either 'Urban>10K – less sparse' or 'Urban>10K – sparse' – all other descriptions refer to rural schools.

### **Nursery Schools** (Paragraph 33)

33. Nursery schools generally offer high quality provision, and have considerable potential as the basis for developing integrated services for young children and families; there is a presumption against closure of LA maintained nursery schools, but that does not mean that no nursery schools will close. The LA **should** consider the following matters (which **must** be considered by the decision maker), when formulating proposals:-

## INTRODUCTION

- the number of empty places consistently being funded;
- developing the school into a Sure Start Children's Centre, unless there is evidence of unsuitable accommodation, poor quality provision and low demand for places;
- alternative planned provision will be at least as equal in terms of the quantity and quality of early years provision provided by the nursery school, with no loss of expertise and specialism; and
- replacement provision is more accessible and convenient for local parents.

## STAGE 1

### Stage 1 – Consultation (Paragraphs 1.1-1.8)

1.1 Under section 16 of EIA 2006, those considering bringing forward statutory proposals to close a school **must** consult interested parties, and in doing so **must** have regard to the Secretary of State's guidance. The statutory guidance for this purpose is contained in paragraphs 1.2 to 1.5. Where an LA or governing body carries out any preliminary (informal) consultation to consider a range of options, and/or principles, for a possible reorganisation, this would not be regarded as the statutory (formal) period of consultation as required by regulations. The statutory consultation would need to cover the specific closure proposal of the school in question.

1.2 The Secretary of State requires those bringing forward proposals to consult all interested parties (see paragraph 1.3 below). In doing so they **should**:

- allow adequate time;
- provide sufficient information for those being consulted to form a considered view on the matters on which they are being consulted;
- make clear how their views can be made known; and
- be able to demonstrate how they have taken into account the views expressed during consultation in reaching any subsequent decision as to the publication of proposals.

1.3 The Secretary of State considers that the interested parties who **should** be consulted by proposers include:

- the governing body of any school which is the subject of proposals (if the LA are publishing proposals);
- the LA that maintains the school (if the governing body is publishing the proposals);
- families of pupils, teachers and other staff at the school;
- any LA likely to be affected by the proposals, in particular neighbouring authorities where there may be significant cross-border movement of pupils;
- the governing bodies, teachers and other staff of any other school that may be affected;
- families of any pupils at any other school who may be affected by the proposals including where appropriate families of pupils at feeder primary schools;
- any trade unions who represent staff at the school; and

## STAGE 1

representatives of any trade union of any other staff at schools who may be affected by the proposals;

- (if proposals involve, or are likely to affect a school which has a particular religious character) the appropriate diocesan authorities or the relevant faith group in relation to the school;
- the trustees of the school (if any);
- (if the proposals affect the provision of full-time 14-19 education) the Learning and Skills Council (LSC);
- MPs whose constituencies include the schools that are the subject of the proposals or whose constituents are likely to be affected by the proposals;
- the local district or parish council where the school that is the subject of the proposals is situated;
- any other interested party, for example, the Early Years Development and Child Care Partnership (or any local partnership that exists in place of an EYDCP) where proposals affect early years provision, or those who benefit from a contractual arrangement giving them the use of the premises; and
- such other persons as appear to the proposers to be appropriate.

1.4 Under Section 176 of the Education Act 2002 LAs and governing bodies are also under a duty to consult pupils on any proposed changes to local school organisation that may affect them. Guidance on this duty is available on the Teachernet website: [www.publications.teachernet.gov.uk](http://www.publications.teachernet.gov.uk) and is entitled “Pupil Participation Guidance: Working Together – Giving Children and Young People a Say”.

### Rural Primary Schools – Consulting on Closure (Paragraph 1.5)

1.5 Section 16(1) of EIA 2006 places a statutory **duty** on those proposing the closure of a rural primary school to consult:-

- the registered parents of registered pupils at the school;
- the LA (where proposals are to be made by the school governing body);
- in a case where the LA are a county council in England, any district council for the area in which the school is situated;
- any parish council for the area in which the school is situated; and

## STAGE 1

- such other persons as appear to the relevant body to be appropriate.

### Conduct of Consultation (Paragraphs 1.6-1.8)

1.6 **How** statutory consultation is carried out is not prescribed in regulations and it is for the proposers to determine the nature of the consultation including, for example, whether to hold public meetings. Although regulations do not specify the consultation's duration, the Department strongly advises that the proposers **should** allow at least 6 weeks for this. This will allow consultees an opportunity to consider what is being proposed and to send their comments. Proposers **should** avoid consulting on proposals during school holidays, where possible.

1.7 At the end of the consultation the proposer **should** consider the views expressed during that period before reaching any final decision on whether to publish statutory proposals. Where, in the course of consultation, a new option emerges which the proposer wishes to consider, it will probably be appropriate to consult afresh on this option before proceeding to publish statutory notices.

1.8 If the need for the closure arises from an area wide reorganisation e.g. as a result of long-term LA planning, any related proposals **should** be consulted on at the same time. Notices for related proposals **should** be published at the same time and specified as "related" so that they are decided together (see 2.5 ).

Remember:

Do	Don't
Consult all interested parties	Consult during school holidays (where possible)
Provide sufficient time and sufficient information	Use language which could be misleading, e.g. We <u>will</u> close the school – instead, use 'propose to'.
Think about the most appropriate consultation method	
Consider feedback and views	
Consider alternative options	
Explain the decision making process	

## STAGE 2

### Stage 2 – Publication (Paragraphs 2.1-2.10)

2.1 LAs can publish proposals to close any category of maintained school within the LA. Governing bodies of voluntary or foundation schools can publish proposals to close their own school. Proposals **should** be published within a reasonable timeframe following consultation so that the proposals are informed by up-to-date feedback. Proposals **should** therefore be published within 12 months of consultation being concluded.

2.2 Proposals **must** contain the information specified in the Regulations. The regulations specify that part of the information (as set out in Part 7 of Schedule 5) is published in a statutory notice (see paragraph 2.3 below), but the complete proposal (as set out in Schedule 4), **must** be sent to a range of copy recipients (see paragraph 2.9-2.10 below). [Annex A](#) can be used to prepare the complete proposal; the notice builder tool (see 2.4 below) can be used to prepare the draft statutory notice.

2.3 A statutory notice containing specified information (indicated by the shaded information in [Annex A](#)) **must** be published in a local newspaper, and also posted at the main entrance to the school (or all the entrances if there is more than one) and at some other conspicuous place in the area served by the school (e.g. the local library, community centre or post office etc). The 'date of publication' is regarded as being the date on which the last of the above conditions is met. Proposers may circulate a notice more widely in order to ensure that all those substantially affected have the opportunity to comment.

2.4 To help proposers prepare their statutory notice, the School Organisation website includes an online Notice Builder tool which will help ensure that the statutory notice complies with the Regulations and offers an opportunity for the notice to be checked by the School Organisation & Competitions Unit of the DCSF. Proposers are strongly advised to use this facility. The Notice Builder can be found at [www.dcsf.gov.uk/schoolorg](http://www.dcsf.gov.uk/schoolorg). To gain access the proposer needs to register for the "Members' Area" on the website but this is free of charge. A template for the complete proposal is provided automatically by the Notice Builder when the draft statutory notice is finalised, alternatively the template can be found in "Standard Forms" in the Members' Area of the website.

### Related proposals (Paragraph 2.5)

2.5 Where proposals are interdependent (linked) they **should** be identified as "related", either by being published in a single notice or the link to the other proposals made clear in each notice. Where proposals by the LA are "related" to proposals by governing bodies or other proposers (e.g. where a school is to be closed and another enlarged, or a school is to be replaced by a new school) the LA and governors or proposers may publish a single notice but this **must** make it clear who is making which proposals, under their respective powers, and there **should** be separate signatures for each relevant section. Where proposals are not "related", they **should not** be published on the same notice unless the notice makes it very clear that the proposals are not

## STAGE 2

“related”. This does not include proposals that fall under other regulations e.g. removal of a Trust, opening of an Academy or federation proposals.

### **Implementation date** (Paragraph 2.6)

2.6 There is no maximum limit on the time between the publication of a proposal and its proposed date of implementation but circumstances may change significantly if too long a period elapses. In general, therefore - with the possible exception of BSF or major authority-wide reorganisation proposals which may have to be phased in over a long period - the implementation date for the proposals (stated in the statutory notice) **should** be within 3 years of their publication. Proposers may be expected to show good reason if they propose a longer timescale. If the proposals are approved, they **must** then be implemented by the proposed implementation date, subject to any modifications made by the Decision Maker.

### **Explanatory note** (Paragraph 2.7)

2.7 If the full effect of the proposals is not apparent to the general public from the statutory notice, it may be supplemented by an explanatory note or background statement, but this **should** be clearly distinguishable from the formal proposals as it does not form a statutory part of the notice. Ideally, whilst complying with regulations, the statutory notice **should** be as concise as possible, so that it is easily understood (this will also help keep publication costs to a minimum), with more detailed information contained in the complete proposal (see [paragraph 14](#) for suggested explanatory notes if a closing school is to be replaced by an Academy).

### **Invalid notice** (Paragraph 2.8)

2.8 Where a published notice has not been properly formulated in accordance with the regulations, the notice may be judged invalid and therefore ineligible to be determined by the LA or schools adjudicator. In these circumstances the proposer **should** publish a revised notice making it clear that this replaces the first notice and that the statutory period for representations will run from the publication date of the revised notice (and whether or not any representations already received will still be considered by the Decision Maker). If the issue is very minor, e.g. a typo, a published addendum may suffice, in which case, the representation period would not need to change.

### **Who should be sent copies of the proposals?** (Paragraphs 2.9-2.10)

2.9 If the governing body are the proposers, they **must** submit a copy of their complete proposal to the LA that maintains the school, on the **date of publication**. It would also be helpful to submit a copy of the statutory notice. (see 2.2 above).

If the LA are the proposers, they **must** submit a copy of their complete proposal to the governing body of the school proposed for closure, on the

## STAGE 2

**date of publication.** It would also be helpful to submit a copy of the statutory notice. (see 2.2 above).

In addition, the proposer **must, within one week of the date of publication**, send a full copy of the complete proposal, to:

- any other LA likely to be affected by the proposals;
- the Diocesan Board of Education for any diocese of the Church of England which is comprised in the area of the LA;
- the bishop of a diocese of the Roman Catholic Church which is comprised in the area of the LA;
- the Learning and Skills Council for England if the school provides 14-16 education or sixth form education;
- where the school is a voluntary or foundation - the trustees or foundation body; and
- any person who requests a copy.

2.10 The proposers **must** also send to the Secretary of State (i.e. to SOCU, DCSF, Mowden Hall, Darlington DL3 9BG or via email to [school.organisation@education.gsi.gov.uk](mailto:school.organisation@education.gsi.gov.uk)) **within a week of publication**:

- a complete copy of the proposal, excluding all documentation relating to the consultation; and
- a copy of the statutory notice that appeared in the local newspaper, showing the date of publication.

## STAGE 3

### **Stage 3 – Representations** (Paragraphs 3.1-3.2)

3.1 Once proposals are published there follows a **statutory 6 week representation period** during which comments on the proposals can be made. These **must** be sent to the LA. Any person can submit representations, which can be objections as well as expressions of support for the proposals. The representation period is the final opportunity for people and organisations to express their views about the proposals and ensure that they will be taken into account by the Decision Maker.

3.2 The representation period is specified in legislation as **6 weeks** and **must not** be altered e.g. cannot be shortened or extended to fit in with scheduled meetings or to take into account school holidays – meetings will need to be rescheduled and every effort **should** be made to advise stakeholders during the consultation period when the notice is likely to be published.

## STAGE 4

### **Stage 4 – Decision** (Paragraphs 4.1-4.70)

#### **Who Will Decide the Proposals?** (Paragraphs 4.1-4.4)

4.1 Decisions on school organisation proposals are taken by the LA or by the schools adjudicator. In this chapter both are covered by the form of words “Decision Maker” which applies equally to both. Paragraphs 7-8 and 19 of Schedule 2 to EIA 2006 set out who **must** decide proposals for school closures. Decisions on closure proposals will be taken by the LA with some rights of appeal to the schools adjudicator. Only if the closure proposals are “related” to other proposals that fall to be decided by the schools adjudicator, will the LA not be the decision maker in the first instance.

4.2 The Department does not prescribe the process by which an LA carries out their decision-making function (e.g. full Cabinet or delegation to Cabinet member or officials). This is a matter for the LA to determine but the requirement to have regard to statutory guidance (see paragraph 4.15 below) applies equally to the body or individual that takes the decision.

4.3 Where proposals are published by the LA and there are no objections and the proposals are not “related” to other proposals, the proposals **must** be determined by the LA under Paragraph 19 of Schedule 2 to EIA 2006. The proposals **should** then be decided within 2 months (and if not, the proposals **must** be referred to the schools adjudicator) and there is no provision for an appeal against the LA’s decision. A conditional approval cannot be given where proposals are decided under the paragraph.

4.4 If there are objections to the proposals, or there are no objections but the proposals are “related” to other proposals, the proposals **must** be decided under Paragraph 8 of Schedule 2 to EIA 2006. The LA will normally be the decision maker (i.e. except where the proposals are related to proposals for the establishment of a new school and the schools adjudicator is required to decide the new school proposals – see paragraph 5.6 of Part A, and paragraph 4.6 of Part B, of “Establishing a New Maintained Mainstream School” - [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2)). If the LA fail to decide proposals within 2 months of the end of the representation period the LA **must** forward proposals, and any received representations (i.e. not withdrawn in writing), to the schools adjudicator for decision. They **must** forward the proposals within one week from the end of the 2 month period.

#### **Who Can Appeal Against an LA Decision?** (Paragraphs 4.5-4.6)

4.5 There is no right of appeal where proposals are decided under Paragraph 19 of Schedule 2 to EIA 2006. In all other cases the following bodies may appeal against an LA decision on school closure proposals:

- the local Church of England diocese;
- the Bishop of the local Roman Catholic diocese;
- the LSC where the school provides education for pupils aged 14

## STAGE 4

and over; and

- the governors and trustees of a foundation (including Trust) or voluntary school that is subject to the closure proposals.

4.6 Any appeals **must** be submitted to the LA within 4 weeks of the notification of the LA's decision. On receipt of an appeal the LA **must** then send the proposals, and the representations received (together with any comments made on these representations by the proposers), to the schools adjudicator within 1 week of the receipt of the appeal. The LA **should** also send a copy of the minutes of the LA's meeting or other record of the decision and any relevant papers. Where the proposals are "related" to other proposals, all the "related" proposals **must** also be sent to the schools adjudicator.

### **Checks on Receipt of Statutory Proposals** (Paragraph 4.7)

4.7 There are 4 key issues which the Decision Maker **should** consider before judging the respective factors and merits of the statutory proposals:

- Is any information missing? If so, the Decision Maker **should** write immediately to the proposer specifying a date by which the information **should** be provided;
- Does the published notice comply with statutory requirements? (see paragraph 4.8 below);
- Has the statutory consultation been carried out prior to the publication of the notice? (see paragraph 4.9 below); and
- Are the proposals "related" to other published proposals? (see paragraphs 4.10 - 4.14 below).

### **Does the Published Notice Comply with Statutory Requirements?** (Paragraph 4.8)

4.8 The Decision Maker **should** consider whether the notice is valid as soon as a copy is received. Where a published notice does not comply with statutory requirements - as set out in the Regulations - it may be judged invalid and the Decision Maker **should** consider whether they can decide the proposals.

### **Has the Statutory Consultation Been Carried Out Prior to the Publication of the Notice?** (Paragraph 4.9)

4.9 Details of the consultation **must** be included in the proposals. The Decision Maker **should** be satisfied that the consultation meets statutory requirements (see [Stage 1](#) paragraphs 1.2–1.5). If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not been met, the Decision Maker may judge the proposals to be invalid

## STAGE 4

and needs to consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.

### **Are the Proposals Related to Other Published Proposals?** (Paragraphs 4.10-4.14)

4.10 Paragraphs 9 and 19 of Schedule 2 to the EIA 2006 provide that any proposals that are “related to” particular proposals (e.g. for a new school, or prescribed alterations to existing schools i.e. change of age range, enlargement, transfer of site) **must** be considered together. This does not include proposals that fall outside of the Regulations e.g. removal of a Trust, opening of an Academy, federation proposals. Paragraphs 4.11 – 4.14 provide statutory guidance on whether proposals **should** be regarded as “related”.

4.11 Generally, proposals **should** be regarded as “related” if they are included on the same notice (unless the notice makes it clear that the proposals are not “related”). Proposals **should** be regarded as “related” if the notice makes a reference to a link to other proposals (published under School Organisation and Trust regulations). If the statutory notices do not confirm a link, but it is clear that a decision on one of the proposals would be likely to directly affect the outcome or consideration of the other, the proposals **should** be regarded as “related”. Proposals for a school competition **should** be considered together with proposals for any school closure where there is a clear link.

4.12 Where proposals are “related”, the decisions **should** be compatible e.g. if one set of proposals is for the removal of provision, and another is for the establishment or enlargement of provision for displaced pupils, both **should** be approved or rejected.

4.13 Where proposals for a closing school are “related” to proposals published by the local LSC<sup>3</sup>, which are to be decided by the Secretary of State, the Decision Maker **must** defer taking a decision until the Secretary of State has taken a decision on the LSC proposals. This applies where the proposals before the Decision Maker concern:

- the school that is the subject of the LSC proposals;
- any other secondary school, maintained by the same LA that maintains a school that is the subject of the LSC proposals; or
- any other secondary school in the same LA area as any FE college which is the subject of the LSC proposals.

<sup>3</sup> References throughout this document to the LSC only apply up to April 2010. The Apprenticeships, Skills, Children and Learning Act (ASCL) Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People's Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

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4.14 The proposals will be regarded as “related” if their implementation would prevent or undermine effective implementation of the LSC proposals.

### **Statutory Guidance – Factors to be Considered by Decision Makers** (Paragraphs 4.15-4.16)

4.15 Paragraphs 8(6) and 17 of Schedule 2 to the EIA 2006 provides that both the LA and schools adjudicator **must** have regard to guidance issued by the Secretary of State when they take a decision on closure proposals. Paragraphs 4.16 to 4.63 below contain the statutory guidance.

4.16 The following factors **should not** be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals. All proposals **should** be considered on their individual merits.

### **EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT**

#### **A System Shaped by Parents** (Paragraphs 4.17-4.18)

4.17 The Government's aim, as set out in the Five Year Strategy for Education and Learners and the Schools White Paper Higher Standards, Better Schools For All, is to create a schools system shaped by parents which delivers excellence and equity. In particular, the Government wishes to see a dynamic system in which:

- weak schools that need to be closed are closed quickly and replaced by new ones where necessary; and
- the best schools are able to expand and spread their ethos and success.

4.18 The EIA 2006 amends the Education Act 1996 to place duties on LAs to secure diversity in the provision of schools and to increase opportunities for parental choice when planning the provision of schools in their areas. In addition, LAs are under a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools. The Government's aim is to secure a more diverse and dynamic schools system which is shaped by parents. The Decision Maker **should** take into account the extent to which the proposals are consistent with the new duties on LAs.

#### **Standards** (Paragraphs 4.19-4.21)

4.19 The Government wishes to encourage changes to local school provision where it will boost standards and opportunities for young people, while matching school place supply as closely as possible to pupils' and parents' needs and wishes.

4.20 Decision Makers **should** be satisfied that proposals for a school closure will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. They **should** pay

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particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.

4.21 Where a school is to be closed so that it may be amalgamated with a more successful and/or popular school, the Decision Maker **should** again normally approve these proposals, subject to evidence being provided by the LA and other interested parties, that the development will have a positive impact on standards.

### **Schools Causing Concern** (Paragraphs 4.22-4.23)

4.22 When considering the closure of any school causing concern and, where relevant, the expansion of other schools, the Decision Maker **should** take into account the popularity with parents of alternative schools.

4.23 For all closure proposals involving schools causing concern, copies of the Ofsted monitoring letters for the relevant schools **should** be made available. The Decision Maker **should** have regard to the length of time the school has been in special measures, needing significant improvement or otherwise causing concern, the progress it has made, the prognosis for improvement, and the availability of places at other existing or proposed schools within a reasonable travelling distance. There **should** be a presumption that these proposals **should** be approved, subject only to checking that there will be sufficient accessible places of an acceptable standard available in the area to meet foreseeable demand and to accommodate the displaced pupils.

### **National Challenge Trust Schools** (Paragraph 4.24)

4.24 Where a school is proposed to close and re-open as a brokered National Challenge Trust school, the new school will have clear and specific plans for raising attainment which have been agreed by the Department (specified in the Statement of Intent agreed by Ministers). There **should** be a presumption to approve proposals where funding has been agreed by the Department, but the Decision Maker **should** be satisfied that the places the new school will provide are needed.

### **Academies** (Paragraphs 4.25-4.27)

4.25 Academies are publicly-funded independent schools established in partnership with business and voluntary sector sponsors. They will normally replace one or more poorly-performing schools or will meet demand for new school places in diverse communities where there is only limited access to free high quality school places. Academies may be established in rural as well as urban areas. All Academies **should** contribute to a strategic approach to diversity in their area. The involvement of business and other non-Government partners will enable Academies to develop and implement new approaches to governance, teaching and learning in order to raise standards. All Academies will be required to share their facilities and expertise with other local schools and the wider community.

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4.26 Where an Academy is to replace an existing school or schools, the proposals for the closure of those schools **should** indicate whether pupils currently attending the schools will transfer to the Academy and, if appropriate, what arrangements will be made for pupils who are not expected to transfer.

4.27 If provision for pupils at a school proposed for closure is dependent on the establishment of an Academy, or the extension or enlargement of an existing Academy, any approval of the closure proposals **should be** conditional on the Secretary of State making an agreement for a new Academy, or agreeing to the extension or enlargement of an existing one (see paragraph 4.65), but there **should** be a general presumption in favour of approval.

### **Diversity** (Paragraphs 4.28-4.30)

4.28 Decision Makers **should** be satisfied that when proposals lead to children (who attend provision recognised by the LA as being reserved for pupils with special educational needs) being displaced, any alternative provision will meet the statutory SEN improvement test (see paragraphs 4.58 to 4.62).

4.29 The Government's aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government's vision is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and acts as a centre of excellence or specialist provision.

4.30 Decision Makers **should** consider how proposals will impact on local diversity. They **should** consider the range of schools in the relevant area of the LA and how the closure of the school will ultimately impact on the aspirations of parents, help raise local standards and narrow attainment gaps.

### **Balance of Denominational Provision** (Paragraphs 4.31-4.32)

4.31 In deciding proposals to close a school with a religious character, the Decision Maker **should** consider the effect that this will have on the balance of denominational provision in the area.

4.32 The Decision Maker **should not** normally approve the closure of a school with a religious character where the proposal would result in a reduction in the proportion of denominational places in the area. This guidance does not however apply in cases where the school concerned is severely under-subscribed, standards have been consistently low or where an infant and junior school (at least one of which has a religious character) are to be replaced by a new all-through primary school with the same religious character on the site of one or both of the predecessor schools.

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### **Every Child Matters** (Paragraph 4.33)

4.33 The Decision Maker **should** consider how proposals will help every child and young person achieve their potential in accordance with “Every Child Matters” principles which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic well-being. This **should** include considering how displaced pupils will continue to have access to extended services, opportunities for personal development, access to academic and applied learning training, measures to address barriers to participation and support for children and young people with particular needs, e.g. looked after children or children with special educational needs (SEN) and disabilities.

### **NEED FOR PLACES**

#### **Provision for Displaced Pupils** (Paragraph 4.34)

4.34 Where proposals will remove provision, the Decision Maker **should** be satisfied that there is sufficient capacity to accommodate displaced pupils in the area, taking into account the overall supply and likely future demand for places. The Decision Maker **should** consider the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents’ aspirations for those schools.

#### **Surplus Places** (Paragraphs 4.35-4.36)

4.35 It is important that education is provided as cost-effectively as possible. Empty places can represent a poor use of resources - resources that can often be used more effectively to support schools in raising standards. The Secretary of State wishes to encourage LAs to organise provision in order to ensure that places are located where parents want them. LAs **should** take action to remove empty places at schools that are unpopular with parents and which do little to raise standards or improve choice. The removal of surplus places **should** always support the core agenda of raising standards and respect parents’ wishes by seeking to match school places with parental choices.

4.36 The Decision Maker **should** normally approve proposals to close schools in order to remove surplus places where the school proposed for closure has a quarter or more places unfilled, and at least 30 surplus places, and where standards are low compared to standards across the LA. The Decision Maker **should** consider all other proposals to close schools in order to remove surplus places carefully. Where the rationale for the closure of a school is based on the removal of surplus places, standards at the school(s) in question **should** be taken into account, as well as geographical and social factors, such as population sparsity in rural areas, and the effect on any community use of the premises.

## **IMPACT ON THE COMMUNITY AND TRAVEL**

### **Impact on Community** (Paragraphs 4.37-4.38)

4.37 Some schools may already be a focal point for family and community activity, providing extended services for a range of users, and its closure may have wider social ramifications. In considering proposals for the closure of such schools, the effect on families and the community **should** be considered. Where the school was providing access to extended services, some provision **should** be made for the pupils and their families to access similar services through their new schools or other means.

4.38 The information presented by those bringing forward proposals to close such schools, particularly when they are in receipt of funding as part of regeneration activity, **should** therefore include evidence that options for maintaining access to extended services in the area have been addressed. The views of other relevant agencies and partnerships with responsibility for community and family services **should** be taken into account, alongside those of the local police, Government Offices and Regional Development Agencies having responsibility for the New Deal for Communities.

### **Community Cohesion and Race Equality** (Paragraph 4.39)

4.39 When considering proposals to close a school the Decision Maker **should** consider the impact of the proposals on community cohesion. This will need to be considered on a case by case basis, taking account of the community served by the school and the views of different sections within the community. In considering the impact of the proposals on community cohesion the Decision Maker will need to take account of the nature of the alternative provision to be made for pupils displaced by the closure and the effects of any other changes to the provision of schools in the area.

### **Travel and Accessibility for All** (Paragraphs 4.40-4.41)

4.40 In considering proposals for the reorganisation of schools, Decision Makers **should** satisfy themselves that accessibility planning has been properly taken into account. Facilities are to be accessible by those concerned, by being located close to those who will use them, and the proposed changes **should not** adversely impact on disadvantaged groups.

4.41 In deciding statutory proposals, the Decision Maker **should** bear in mind that proposals **should not** have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable routes e.g. for walking, cycling etc. The EIA 2006 provides extended free transport rights for low income groups – see Home to School Travel and Transport Guidance ref 00373 – 2007BKT-EN at [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications). Proposals **should** also be considered on the basis of how they will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

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### **Rural Schools and Sites** (Paragraphs 4.42-4.44)

4.42 In considering statutory proposals to close a rural school, the Decision Maker **should** have regard to the need to preserve access to a local school for rural communities. There is therefore a presumption against the closure of rural schools. This does not mean that a rural school will never close, but the case for closure **should** be strong and the proposals clearly in the best interests of educational provision in the area. The presumption will not apply in cases where a rural infant and junior school on the same site are being closed to establish a new primary school. In order to assist the Decision Maker, those proposing closure **should** provide evidence to the Decision Maker to show that they have carefully considered:

- a. Alternatives to closure including the potential for federation with another local school to increase the school's viability; the scope for an extended school or children's centre to provide local community services and facilities e.g. child care facilities, family and adult learning, healthcare, community internet access etc;
- b. The transport implications as mentioned in paragraphs 4.40 to 4.41; and
- c. The overall and long term impact on local people and the community of closure of the village school and of the loss of the building as a community facility.

4.43 When deciding proposals for the closure of a rural primary school, the Decision Maker **should** refer to the Designation of Rural Primary Schools (England) 2007 to confirm that the school is a rural school. The list of rural primary schools can be viewed on line at: [www.dcsf.gov.uk/schoolorg/useful-links.cfm](http://www.dcsf.gov.uk/schoolorg/useful-links.cfm).

4.44 In the case of secondary schools, it is the responsibility of the Decision Maker to decide whether a school is to be regarded as rural for the purpose of considering proposals for closure under this guidance and in particular the presumption against closure. The Department's register of schools – Edubase (<http://www.edubase.gov.uk>) - includes a rural/urban indicator for each school in England based on an assessment by the Office for National Statistics. The Decision Maker **should** have regard to this indicator. Where a school is not recorded as rural on Edubase, the Decision Maker may nonetheless wish to consider evidence provided by interested parties that a particular school **should** be regarded as rural.

NOTE: On Edubase, any school classed as urban will have a rural/urban indicator of either 'Urban>10K – less sparse' or 'Urban>10K – sparse' – all other descriptions refer to rural schools.

## **SCHOOL CHARACTERISTICS**

### **Boarding Provision** (Paragraph 4.45)

4.45 In making a decision on proposals to close a school that includes boarding provision, the Decision Maker **should** consider whether there is a state maintained boarding school within one hour's travelling distance from the school. The Decision Maker **should** consider whether there are satisfactory alternative boarding arrangements for those currently in the school and those who may need boarding places in the foreseeable future, including the children of service families.

### **Equal Opportunity Issues** (Paragraph 4.46)

4.46 The Decision Maker **should** consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to 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.

## **SPECIFIC AGE PROVISION ISSUES**

### **Early Years Provision** (Paragraphs 4.47-4.48)

4.47 In considering proposals to close a school which currently includes early years provision, the Decision Maker **should** consider whether the alternative provision will integrate pre-school education with childcare services and/or with other services for young children and their families; and **should** have particular regard to the views of the Early Years Development and Childcare Partnership.

4.48 The Decision Maker **should** also consider whether the alternative early years provision will maintain or enhance the standard of educational provision and flexibility of access for parents. Alternative provision could be with providers in the private, voluntary or independent sector.

### **Nursery School Closures** (Paragraph 4.49)

4.49 In deciding whether to approve any proposals to close a nursery school, the Decision Maker **should** be aware that nursery schools generally offer high quality provision, and have considerable potential as the basis for developing integrated services for young children and families. There **should** be a presumption against the closure of a nursery school unless the case for closure can demonstrate that:

- a. the LA is consistently funding numbers of empty places;
- b. full consideration has been given to developing the school into a Sure Start Children's Centre, and there are clear, justifiable grounds for not doing

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so, for example: unsuitable accommodation, poor quality provision and low demand for places;

c. plans to develop alternative provision clearly demonstrate that it will be at least as equal in terms of the quantity and quality of early years provision provided by the nursery school with no loss of expertise and specialism; and that

d. replacement provision is more accessible and more convenient for local parents.

### **14-19 Curriculum and Collaboration** (Paragraph 4.50)

4.50 The Government has ambitious plans to increase post-16 participation rates and improve the skills of learners. The foundation for making progress is a transformed, coherent 14-19 phase offering a rich mix of learning opportunities from which young people can choose tailored programmes and gain qualifications appropriate to their aptitudes, needs and aspirations. This will be achieved by better collaboration between local providers, including schools, colleges, training providers and employers. Decision Makers **should** therefore consider what measures are being proposed to ensure that opportunities available to students in this age group are not reduced by the school closure, although the absence of such measures **should not** prevent the closure of a poorly-performing school.

### **16-19 Provision – General** (Paragraphs 4.51-4.53)

4.51 The pattern of 16-19 provision differs across the country. Many different configurations of school and college provision deliver effective 14-19 education and training. An effective 14-19 organisation has a number of key features:

- standards and quality: the provision available **should** be of a high standard – as demonstrated by high levels of achievement and good completion rates;
- progression: there **should** be good progression routes for all learners in the area, so that every young person has a choice of the full range of options within the 14-19 entitlement, with institutions collaborating as necessary to make this offer. All routes **should** make provision for the pastoral, management and learning needs of the 14-19 age group;
- participation: there are high levels of participation in the local area; and,
- learner satisfaction: young people consider that there is provision for their varied needs, aspirations and aptitudes in a range of settings across the area.

4.52 Where standards and participation rates are variable, or where there is

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little choice, meaning that opportunity at 16 relies on where a young person went to school, the case for reorganisation, or allowing high quality providers to expand, is strong.

4.53 Where standards and participation rates are consistently high, collaboration is strong and learners express satisfaction that they have sufficient choice, the case for a different pattern of provision is less strong. The Decision Maker therefore will need to take account of the pattern of 16-19 provision in the area and the implications of approving new provision.

### **LSC Proposals to Close Inadequate 16-19 Provision** (Paragraph 4.54)

4.54 The Learning and Skills Act 2000 (as amended by the Education Act 2005) gives the LSC<sup>4</sup> powers to propose the closure of 16-19 schools judged to require Significant Improvement in two consecutive Ofsted inspections. Where a 16-19 school is proposed for closure in such circumstances there **should** be a presumption to approve the proposals, subject to evidence being provided that the development will have a positive impact on standards.

### **Conflicting Sixth Form Reorganisation Proposals** (Paragraph 4.55)

4.55 Where the implementation of reorganisation proposals by the LSC conflict with other published proposals put to the Decision Maker for decision, the Decision Maker is prevented (by the School Organisation Proposals by the LSC for England Regulations 2003) from making a decision on the “related” proposals until the Secretary of State has decided the LSC proposals (see paragraphs 4.13 to 4.14 above).

## **SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION**

### **Initial Considerations** (Paragraphs 4.56-4.57)

4.56 SEN provision, in the context of School Organisation legislation and this guidance, is provision recognised by the LA as specifically reserved for pupils with special educational needs. When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change, LAs **should** aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability. There are a number of initial considerations for LAs to take account of in relation to proposals for change. They **should** ensure that local proposals:

- a. take account of parental preferences for particular styles of provision or education settings;
- b. offer a range of provision to respond to the needs of individual children

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<sup>4</sup> References throughout this document to the LSC only apply up to April 2010. The ASCL Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People's Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

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and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise ) and regional and sub-regional provision; out of LA day and residential special provision;

- c. are consistent with the LA's Children and Young People's Plan;
- d. take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, including the National Curriculum, within a learning environment in which children can be healthy and stay safe;
- e. support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;
- f. provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;
- g. ensure appropriate provision for 14-19 year-olds, taking account of the role of local LSC funded institutions and their admissions policies; and
- h. ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs will require amendment and all parental rights **must** be ensured. Other interested partners, such as the Health Authority **should** be involved.

4.57 Taking account of the considerations, as set out above, will provide assurance to local communities, children and parents that any reorganisation of SEN provision in their area is designed to improve on existing arrangements and enable all children to achieve the five Every Child Matters outcomes.

### **The Special Educational Needs Improvement Test** (Paragraph 4.58)

4.58 When considering any reorganisation of provision that would be recognised by the LA as reserved for pupils with special educational needs, including that which might lead to some children being displaced through closures or alterations, LAs, and all other proposers for new schools or new provision, will need to demonstrate to parents, the local community and Decision Makers how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs. All consultation documents and reorganisation plans that LAs publish and all relevant documentation LAs and other proposers submit to Decision Makers **should** show how the key factors set out in paragraphs 4.59 to 4.62 below have been taken into account by applying the SEN improvement test. Proposals which do not credibly meet these requirements **should not** be approved and Decision Makers **should** take proper account of parental or independent representations which question the LA's own assessment in this regard.

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### Key Factors (Paragraphs 4.59-4.62)

4.59 When LAs are planning changes to their existing SEN provision, and in order to meet the requirement to demonstrate likely improvements in provision, they **should**:

a. identify the details of the specific educational benefits that will flow from the proposals in terms of:

- i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy;
- ii. improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
- iii. improved access to suitable accommodation; and
- iv. improved supply of suitable places.

b. LAs **should** also:

- i. obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible;
- ii. clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools **should** confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum;
- iii. specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children; and
- iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.

4.60 It is to be noted that any pupils displaced as a result of the closure of a BESD school (difficulties with behavioural, emotional and social development) **should not** be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need. PRUs are intended primarily for pupils who have been excluded, although LAs can and do use PRU provision for pupils out of school for other reasons such as illness and teenage pregnancies. There may of course be pupils who have statements identifying that they have BESD who have been placed appropriately in a PRU because they have been

## STAGE 4

excluded; in such cases the statement **must** be amended to name the PRU, but PRUs **should not** be seen as an alternative long-term provision to special schools.

4.61 The requirement to demonstrate improvements and identify the specific educational benefits that flow from proposals for new or altered provision as set out in the key factors are for all those who bring forward proposals for new special schools or for special provision in mainstream schools including governors of foundation schools and foundation special schools. The proposer needs to consider all the factors listed above.

4.62 Decision Makers will need to be satisfied that the evidence with which they are provided shows that LAs and/or other proposers have taken account of the initial considerations and all the key factors in their planning and commissioning in order to meet the requirement to demonstrate that the reorganisation or new provision is likely to result in improvements to SEN provision.

### **OTHER ISSUES**

#### **Views of interested parties** (Paragraph 4.63)

4.63 The Decision Maker **should** consider the views of all those affected by the proposals or who have an interest in them including: pupils; families of pupils; staff; other schools and colleges; local residents; diocesan bodies and other providers; LAs; the LSC (where proposals affect 14-19 provision) and the Early Years Development and Childcare Partnership if one exists, or any local partnership or group that exists in place of an EYDCP (where proposals affect early years and/or childcare provision). This includes statutory objections and comments submitted during the representation period. The Decision Maker **should not** simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the Decision Maker **should** give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.

#### **Types of Decision** (Paragraph 4.64)

4.64 In considering proposals for a school closure, the Decision Maker can decide to:

- reject the proposals;
- approve the proposals;
- approve the proposals with a modification (e.g. the school closure date); or
- approve the proposals subject to them meeting a specific condition (see paragraph 4.65), unless the decision is being made under paragraph 19 of Schedule 2 of the EIA 2006 – see

## STAGE 4

4.3 above.

### **Conditional Approval** (Paragraphs 4.65-4.66)

4.65 The regulations provide for a conditional approval to be given where the Decision Maker is otherwise satisfied that the proposals can be approved, and approval can automatically follow an outstanding event. Conditional approval can only be granted in the limited circumstances specified in the Regulations i.e. as follows:

- a. the making of any agreement under section 482(1) of the 1996 Education Act for the establishment of an Academy, where the proposals in question provide for some or all of the pupils currently at the school which is the subject of the proposals to transfer to the Academy;
- b. the agreement of the Secretary of State to the extension or enlargement of an existing Academy;
- c. the decision of the Secretary of State to establish a new FE college under section 16 of the Further and Higher Education Act 1992;
- d. the agreement to any change to admission arrangements of any other school or schools specified in the approval;
- e. where the proposals depend upon conditions being met, by a specified date, for any other school or proposed school, the occurrence of such an event.

4.66 The Decision Maker **must** set a date by which the condition **must** be met but will be able to modify the date if the proposers confirm (preferably before the date expires), that the condition will be met later than originally thought. The condition-to-be-met-by date **must** be before the proposed implementation date of the proposal (which can also be modified if necessary). Therefore care **should** be taken when setting condition-to-be-met-by dates, particularly if proposals are “related” e.g. if a school is proposed to add a sixth form on 1<sup>st</sup> September one year, and enlarge on 1<sup>st</sup> September the following year, and the enlargement requires planning permission, the condition set **must** be met before the addition of a sixth form can be implemented (the earlier proposal), because as “related” proposals, they **should** both have the same decision, which in this case, would have been approval conditional upon planning permission being met. The proposer **should** inform the Decision Maker and the Department (SOCU, DCSF, Mowden Hall, Darlington DL3 9BG or by email to [school.organisation@education.gsi.gov.uk](mailto:school.organisation@education.gsi.gov.uk)) of the date when a condition is modified or met in order for the Department’s records, and those of Edubase to be kept up to date. If a condition is not met by the date specified, the proposals **must** be referred back to the Decision Maker for fresh consideration.

### **Decisions** (Paragraphs 4.67-4.69)

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4.67 All decisions **must** give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision.

4.68 A copy of the decision **must** be forwarded to:

- the LA or governing body who published the proposals;
- each objector except where a petition has been received. Where a petition is received a decision letter **should** be sent to the person who submitted the petition, or where this is unknown, the signatory whose name appears first on the petition;
- the Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to [school.organisation@education.gsi.gov.uk](mailto:school.organisation@education.gsi.gov.uk) );
- where the school includes provision for 14-16 education or sixth form education, the LSC;
- the local CofE diocese;
- the Bishop of the local RC diocese.

4.69 In addition, where proposals are decided by the LA a copy of the decision **must** be sent to the Office of the Schools Adjudicator, Mowden Hall, Darlington DL3 9BG. Where proposals are decided by the schools adjudicator, a copy of the decision **must** be sent to the LA who maintain the school.

### **Can proposals be withdrawn?** (Paragraph 4.70)

4.70 Proposals can be withdrawn by the proposer, at any point before a decision is taken by the Decision Maker. Written notice **must** be given to the LA, or governing body, if the proposals were published by the LA. Written notice **must** also be sent to the schools adjudicator (if proposals have been sent to him) and the Secretary of State – i.e. via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to [school.organisation@education.gsi.gov.uk](mailto:school.organisation@education.gsi.gov.uk) Written notice **must** also be placed at the main entrance to the school, or all the entrances if there are more than one.

## STAGE 5

### **Stage 5 – Implementation** (Paragraphs 5.1-5.11)

5.1 The proposers are under a **statutory duty** to implement any proposals which an LA or schools adjudicator has approved, by the approved implementation date. The proposals **must** be implemented as published, taking into account any modifications made by the Decision Maker. If the approval was subject to a condition being met by a specified date, proposers **should** ensure that they meet this. If it looks as though it might not be possible to meet the condition by the specified date, the proposals **must** be considered afresh by the Decision Maker that decided the proposals. The proposer **should** seek a modification to the condition **before** the date has passed.

### **Can proposals be modified?** (Paragraphs 5.2-5.4)

5.2 If it proves impossible to implement the proposals as approved, the proposers can seek a modification and **must** apply to the Decision Maker who decided the proposals. A modification **should** be made before the approved implementation date for the proposals is reached.

5.3 The most common modification is to the implementation date. However, proposals cannot be modified to the extent new proposals are substituted for those that have been consulted upon and published. If proposers wish to make a significant change to proposals after they have been approved, they **must** publish “revocation” proposals to be relieved of the duty to implement the proposals (see 5.5-5.11 below) and publish fresh proposals.

5.4 Before modifying proposals the Decision Maker **must** consult:

- the proposers or the LA who made the proposals;
- the LA, if the LA did not publish the proposals;
- the governing body, if the governing body did not publish the proposals.

The proposals should not be modified in a way that would in effect substitute new proposals – this would run the risk of successful legal challenge in the courts. The Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to [school.organisation@education.gsi.gov.uk](mailto:school.organisation@education.gsi.gov.uk)) **must** be notified of any modification and the date it was approved, within one week of the proposal being modified.

### **Revocation** (Paragraphs 5.5-5.11)

5.5 If proposers cannot implement approved proposals they **must** publish fresh proposals to be relieved of the duty to implement. Regulation 26(2) of the School Organisation (Establishment and Discontinuance of

## STAGE 5

Schools)(England) Regulations 2007 (as amended) provides that revocation proposals **must** contain the following information:

- a description of the original proposals as published;
- the date of publication of the original proposals;
- details of who published the proposals; and
- a statement as to why it is proposed that the duty to implement proposals **should not** apply in relation to the original proposals.

The proposals can be published as “related” proposals, if appropriate (following consultation). Templates for revocation notices can be found on the School Organisation website ([www.dcsf.gov.uk/schoolorg](http://www.dcsf.gov.uk/schoolorg)) under ‘Standard Forms’ via the Members’ Area. You need to register to access this area; membership is free.

5.6 The notice **must** be published in a local newspaper circulating in the area served by the school, and also posted at the main entrance to the school (and all entrances if there are more than one) and at some other conspicuous place in the area served by the school. The proposals **must** provide for anyone to submit comments and objections on the proposals to the LA within 6 weeks of the proposals being published. The proposers **must** forward a copy of the proposals to the LA/governing body within 1 week of publication. Proposers are advised to consult interested parties on the planned revocation proposals before publication although there is no statutory requirement to do so.

5.7 Revocation proposals **must** be decided by the LA, except where the original proposals were decided by the schools adjudicator (or School Organisation Committee), or if the schools adjudicator is required to decide any “related” proposals, in which case the LA **must** forward the proposals, and any comments and objections received, to the schools adjudicator within 2 weeks from the end of the representation period. If the LA are to decide proposals they **must** do so within 2 months from the end of the representation period and if not, **must** pass the proposals to the schools adjudicator within 1 week from the end of the 2 month period.

5.8 To approve the proposals the Decision Maker **must** be satisfied that implementation of the original proposals would be unreasonably difficult, or that circumstances have so altered since the original proposals were approved that their implementation would be inappropriate.

5.9 A copy of the decision **should** be forwarded to:

- the LA or governing body who published the proposals;
- each objector except where a petition has been received. Where a petition is received a decision letter **should** be sent to the person who submitted the petition, or where this is unknown, the

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signatory whose name appears first on the petition;

- the Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to [school.organisation@education.gsi.gov.uk](mailto:school.organisation@education.gsi.gov.uk) );
- where the school includes provision for 14-16 education or sixth form education, the LSC;
- the local CofE diocese;
- the Bishop of the local RC diocese.

5.10 The following bodies have a right of appeal to the schools adjudicator if they disagree with the LA's decision:

- The local Church of England diocese;
- The bishop of the local Roman Catholic diocese;
- The LSC where the school is to provide education for pupils aged 14 and over; and
- The governing body and trustees (if relevant) of the school.

5.11 Appeals **must** be submitted to the LA within 4 weeks of the notification of the LA's decision. On receipt of an appeal the LA **must** then send the proposals and the representations (together with any comments made on these representations by the proposers) to the schools adjudicator within 1 week of the receipt of the appeal. The LA need to also send a copy of the minutes of the LA's meeting or other record of the decision and any relevant papers. Where the proposals are "related" to other proposals, all the "related" proposals **must** also be sent to the schools adjudicator.

## ANNEX A

### Annex A

#### MATTERS TO BE SPECIFIED IN SECTION 15 PROPOSALS TO DISCONTINUE A SCHOOL

The following sets out the information that must be contained in a complete proposal. Shaded information **must** be published in a statutory notice. See paragraphs 2.2 to 2.10.

*NB. If the School Organisation Notice Builder tool is used to create a draft statutory notice, a template for the complete proposal is provided automatically by the Notice Builder when the draft statutory notice is finalised, alternatively the template can be found in "Standard Forms" in the Members' Area of the website or you can enter the information required in the expandable boxes below.*

#### **Extract of Schedule 4 to The School Organisation (Establishment and Discontinuance of Schools)(England) Regulations 2007 (as amended):**

##### **Contact details**

1. The name of the LA or governing body publishing the proposals, and a contact address, and the name of the school it is proposed that should be discontinued.

##### **Implementation**

2. The date when it is planned that the proposals will be implemented, or, where the proposals are to be implemented in stages, information about each stage and the date on which each stage is planned to be implemented.

##### **Consultation**

3. A statement to the effect that all applicable statutory requirements to consult in relation to the proposals were complied with.

4. Evidence of the consultation before the proposals were published including:

- a) a list of persons and/or parties who were consulted;
- b) minutes of all public consultation meetings;
- c) the views of the persons consulted;and
- d) copies of all consultation documents and a statement of how these were made available.

##### **Objectives**

5. The objectives of the proposal.

## ANNEX A

### **Standards and Diversity**

6. A statement and supporting evidence indicating how the proposals will impact on the standards, diversity and quality of education in the area.

### **Provision for 16-19 year olds**

7. Where the school proposed to be discontinued provides sixth form education, how the proposals will impact on:

- a) the educational or training achievements;
- b) participation in education or training; and
- c) the range of educational or training opportunities,

for 16-19 year olds in the area.

### **Need for places**

8. A statement and supporting evidence about the need for places in the area including whether there is sufficient capacity to accommodate displaced pupils.

9. Where the school has a religious character, a statement about the impact of the proposed closure on the balance of denominational provision in the area and the impact on parental choice.

### **Current School Information**

10. Information as to the numbers, age range, sex and special educational needs of pupils (distinguishing between boarding and day pupils) for whom provision is made at the school.

### **Displaced Pupils**

11. Details of the schools or FE colleges which pupils at the school for whom provision is to be discontinued will be offered places, including:

- a) any interim arrangements;
- b) where the school included provision that is recognised by the LA as reserved for children with special educational needs, the alternative provision to be made for pupils in the school's reserved provision; and
- c) in the case of special schools, alternative provision made by LAs other than

## ANNEX A

the authority which maintains the school.

12. Details of any other measures proposed to be taken to increase the number of school or FE college places available in consequence of the proposed discontinuance.

### **Impact on the Community**

13. A statement and supporting evidence about the impact on the community and any measures proposed to mitigate any adverse impact.

14. Details of extended services the school offered and what it is proposed for these services once the school has discontinued.

### **Travel**

15. Details of the length and journeys to alternative provision.

16. The proposed arrangements for travel of displaced pupils to other schools including how they will help to work against increased car use.

### **Related Proposals**

17. A statement as to whether in the opinion of the LA or governing body, the proposals are related to any other proposals which may have been, are, or are about to be published.

### **Rural Primary Schools**

18. Where proposals relate to a rural primary school designated as such by an order made for the purposes of section 15, a statement that the LA or the governing body (as the case may be) considered:

- a) the likely effect of discontinuance of the school on the local community;
- b) the availability, and likely cost to the LA, of transport to other schools;
- c) any increase in the use of motor vehicles which is likely to result from the discontinuance of the school, and the likely effects of any such increase; and

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- d) any alternatives to the discontinuance of the school,  
as required by section 15(4)

### **Maintained nursery schools**

19. Where proposals relate to the discontinuance of a maintained nursery school, a statement setting out:

- a) the consideration that has been given to developing the school into a children's centre and the grounds for not doing so;
- b) the LA's assessment of the quality and quantity of alternative provision compared to the school proposed to be discontinued and the proposed arrangements to ensure the expertise and specialism continues to be available; and
- c) the accessibility and convenience of replacement provision for local parents.

### **Special educational provision**

20. Where existing provision that is recognised by the LA as reserved for pupils with special educational needs is being discontinued, a statement as to how the LA or the governing body believes the proposal is likely to lead to improvements in the standard, quality and/or range of the educational provision for these children.



## Appendix 5 – Consultation report

### Introduction

The information below sets out the responses received to the consultation, the issues raised, including issues raised by pupils, by parents and carers and by staff. The representations that opposed the closure of the school covered a variety of themes that can be summarised as covering the following eight areas – 1) The School is not providing a good education and therefore the school should school close, 2) the School should open the school under new management/senior leadership team, 3) there is no evidence that the school isn't educationally and financially viable, 4) not happy with the consultation process, 5) there are other good schools where the JLS pupils will thrive, 6) the School should not close if it improving, 7) the Christian ethos of the school is important and 8) the small size of a school is positive

In total 107 responses were received to the consultation on the future of John Loughborough School. Of these, 85 respondents were broadly against the proposal, 22 respondents were broadly in favour of the proposal and 2 were either neutral or did not know.

### Written responses

We received 6 written responses, in the form of either letters or e-mails. Four e-mails were received which detailed the reasons why the respondents were against the proposal to close John Loughborough School. We received a letter from the John Loughborough Association (friends and founder members) setting out why they disagreed with the proposal to close the school. The Friends and Founder members of the John Loughborough school circulated an information sheet at the public meeting held by the Council on the 7 November 2012 entitled "The case against the closure of the John Loughborough School" which was also sent into the council, and is included within this information.

### Consultation response forms

We received 103 consultation response forms of which 54 respondents filled out the online questionnaire and 49 respondents sent in hard copies through the post.

From the consultation questionnaire 22 respondents either agree or strongly agree with the proposal to close the school and 79 respondents either disagree or strongly disagree with the proposal to close The John Loughborough School. The table below provides a breakdown of the responses to this question.

"To what extent do you agree with the proposal to close the John Loughborough School"?

Strongly agree	21
Agree	1
Don't Know/neutral	2
Disagree	9
Strongly Disagree	70

If the school was to close, the Cabinet report dated 18 September 2012 set out three options for its implementation. We asked consultees for their opinions on the three options for managing the closure. The table below provides a breakdown of the responses to this question.

"If the decision was to close The John Loughborough School, to what extent do you agree with the following possible arrangements for managing the closure"?

	Strongly agree	Agree	Don't Know	Disagree	Strongly Disagree	Total
Option 1 Phased closure	22	4	2	5	41	74
Option 2 Immediate closure and transfer of pupils	16	2	1	9	48	76
Option 3 A combination of 1 and 2	1	6	4	11	44	66



There was most support for a phased closure of John Loughborough - where the school would close to new year 7 pupils, but remain open to the current pupils allowing them to finish their education at the school. Respondents disagreed most with the option to immediately close the school and transfer all pupils across all year groups to other local schools from September 2013.

Sixty Seven respondents provided comments on the proposal to close The John Loughborough School. Overall forty seven of the responses were opposed to closure of the school, 11 supported the closure and nine comments made references to other aspects of the process and were neither in support of or against the proposal.

Eight main themes emerged from all the written correspondents received. These are outlined below with supporting excerpts from the responses.

### **There were two themes put forward in favour of closing The John Loughborough School**

#### *1. The school is not providing a good education for the pupils and should close*

"All students deserve the minimum of a good education and for a long time this school has not been providing this"

"The school is failing the pupils, the sooner it closes the sooner their education will improve"

#### *2. There are other good schools in the borough where the John Loughborough pupils will succeed. If the school was to close then the pupils need to be settled in quickly*

"There are plenty of excellent schools in Haringey where the kids from JLS would be welcomed and could thrive"

"If closure is the eventual decision then it is only fair that the pupils are resettled without delay so that they can come to terms with change and get on with their education."

### **There were 6 main themes put forward against the closure of the John Loughborough School**

#### *1. The school should stay open but under new management and new senior leadership team*

"In my opinion JLS can be only turned round and become a very good school under a different, more effective management"

"I agree that there are some fundamental problems with the school, but do not believe the management of the school are sure how to tackle the problems. With either the correct guidance or a new management structure this school can prosper"

#### *2. There is no evidence that the school isn't educationally & financially viable*

"I have some serious causes for concern regarding information which was highlighted in the report constituting the factors which led for consultation to close the school. There has been incorrect information perpetuated regarding data and the school's financial viability"

"This school is both educationally and financially viable"

#### *3. Respondents were not happy with the consultation process*

"I don't agree that one public evening in a month of consultation is satisfactory. Clearly this is not a priority"

"The quality of questioning is very poor"

#### *4. The school shouldn't close it is improving and should be given a chance*

"I am extremely upset that you want to close this school".

"That school has saved many students from going off the rails and has produced some very good students in the past. it must not be closed"

#### *5. The Christian ethos of the school provides a good moral and spiritual compass for the pupils*

"The school provides a safe environment for the students to learn and they develop a good moral compass. The Christian ethos in the school contributes to this.

"I think the school has been and can potentially continue to provide holistic development especially spiritually and academically for children from Christian homes"

#### *6. Everyone knows each other being a small school, it is more like a family and the pupils feel safe*

"The school is small and everyone knows each other. We care about each other and I love the Christian values"

"It is a small school but the students feel safe. It would be a real shame and loss to the community if the school was closed"

### **Equalities monitoring information of respondents to the consultation**



**Haringey Council**

The majority of respondents to the consultation were from either Black African or Black Caribbean groups. The full ethnic breakdown of the respondents to the consultation is provided in the table below

African	13
Black British born in the UK	1
Brazilian	1
British	15
Caribbean	26
European	1
Filipino	1
Gypsy/Roma	1
Irish	1
Mediterranean	1
Other	1
Polish	1
roma	2
Romania	1
South African	1
Turkish/Cypriot	1
White and Black African	2
White and Black Caribbean	3

From the respondents who female and 28 were male. The of the age ranges of the

provided this information 50 were table below provides a breakdown respondents

Age range of respondents

Age range	
Under 20	3
21-24	1
25-29	6
30-44	36
45-59	29
60-64	4
65-74	3
Total	82

Fifty Seven respondents report that they did not have a Disability. Fourteen respondents stated that they did have a disability; these are report in the table below

Reported disabilities of respondents

Blindness or partial loss of sight	1
Deafness or partial loss of hearing	1
Learning disability	2
Long term illness or condition	4
Other disability	6

Seventy five respondents provided information on their religious believes

Religious believes of respondents

Buddhist	1
Christian	64
Jewish	1
No religion	8
Prefer not to say	1

The majority of respondents had English as their first language

Languages spoken by respondents

Chinese	1
English	61



**Haringey Council**

French	2
Polish	2
Portuguese	1
Spanish	1
Twi	1
Turkish	1

Living arrangements of respondents

Co-habiting	3
Divorced	7
Married	42
Separated	7
Single	13
Widowed	2

We asked respondents about their immigration status; no one answered this question.  
Sixty three respondents stated that they were not pregnant.  
Sixty six respondents report that their gender did not differ to that of when they were born.  
Fifty eight respondents reported that they were Heterosexual, with seven preferring not to say.

## **E-mails responses to the consultation**

### **Respondent 1**

My comments on the question of closing John Loughborough School

I still wish to familiarize myself with the nature of support offered to JLS during the years of its association with Haringey Council.

I am still doubtful that Haringey can provide better educational opportunities for the particular population served by JLS than this school is able to offer.

My view nonetheless is that JLS in its present form should be closed on a phased basis, using option one so as to permit the school to complete provision for its current population.

However the SEC ought to retain the responsibility it agreed to assume in 1980 by continuing to provide funding for the education of children of its membership in London. It would be inappropriate for the SEC to consider doing otherwise.

And it would be fitting for the Council to advise the SEC to encourage independent Adventist professionals to examine the prospect of creating a new academy option for students who would benefit from education with an Adventist ethos.

I believe that in the long term, such a consortium of Adventist professionals in education would be able to demonstrate a unique capability lost through inadequate management of John Loughborough School by the SEC.

### **Respondent 2**

John Loughborough School Proposed Closure or Academy Status

Having attended the meeting regarding the proposed closure or academy status for JLS, I am pleased to be given the opportunity to suggest ideas that could be considered useful in helping to keep the school open while certain actions are taken to help the school improve.

The suggestions I wish to contribute to the consultation process are not many, are in part quite radical, do not necessarily follow previous or existing style(s) and will take some time for desired results to materialise.

I believe the conflict and disruption at the JLS in recent years, in one way or another, is mainly responsible for the unsatisfactory performance of the school over the same time period.

I see now that there is a need to re-emphasise to all partners (students, teachers, parents/guardians) that working together in all aspects of school life, as long as it does not infringe government rules and



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regulations is of paramount importance. Therefore, all minds, hearts and heads should be 'saturated' with a 'work together culture and agreement' in which children, teachers and parents/guardians would see their roles in the system as vitally crucial if the school is to go forward, thus wanting to and actually playing their part. Cultivating minds, hearts and heads to always work together requires constant supplies of reminders, encouragement, set goals and purposes of those set goals.

This approach would help to facilitate the introduction of the system whereby some students provide a brief partial limited facilitating role in the classroom on specified days and named subjects by teacher, with teachers as well as parents/guardians reminding them of that responsibility, time and date for the facilitating role as well as helping them to fulfil that role. This is radical, (maybe not fully practiced before) but it provides scope for meaningful participation by all the partners when they see the importance of their roles. All this should be accompanied by demonstration of respect to, concern for, all and a real desire for progress and successful future.

Statistics read by presenters at the meeting on Wednesday evening indicated that exam results were on many occasions on an upward trend. The kind of approach stated above seeks to provide some degree of constancy to the upward trend.

There seems to be very little importance given, within Haringey Council, to the need to uphold Christian principles and values in our school system. This country is traditionally a Christian country and this fact should not be undermined; JLS is a Christian faith school. This is another reason John Loughborough School is needed in Haringey.

School roll needs to increase. I believe a change of name and uniforms (though radical), for the purposes of the school's change of image and perception amongst parents and others, would have the impact of all to perceive the reality that the school is 'new' in many respects. However, the school needs to be seen to be retaining the same ethos and core values; this must never be overlooked. Obviously all parents/guardians and would-be parents/guardians and JLS students would have to show their approval and interest. This could really help to 'up' the school roll.

I trust these few suggestions are useful and that everyone can see that this kind of approach can be put in place and should with meticulousness help with the improvement of JLS. I would like them to be given a 'try'.

### **Respondent 3**

Re: The John Loughborough School

In the first instance, I would like to point out that I do not agree with the closure of the John Loughborough School in Tottenham N17. However, given the circumstance and if the situation was unable to be avoided and this then led to the school closing. I would then opt for option 1.

I am the parent of a child who attends the John Loughborough School. The John Loughborough School offer something different from other schools which are not seen in any other school. That is it embraces its pupils to create a warm, loving and family environment. This afterwards becomes the foundation needed to help nurture its pupil to grow and expand their knowledge, and their self-esteem increased which will unquestionably equip each pupil with life skills to go out into the world.

My understanding of the situation is that The John Loughborough School was put in special measures due to their low level past rate for GSCE's result. In my opinion, it is unfair to expect The John Loughborough School to have equivalent past rate to those of schools who have three times the amount of pupils on roll. The John Loughborough School is a small school. As like many schools, there will be a percentage of children who will need that extra support with their work/lessons.

For example, if you are the John Loughborough School and you have a high percentage of pupils on its roll that require a substantiate amount of support to those that are capable. You will then almost have an extremely difficult task in which to bring those pupils requiring that extra support up to the standard in time of those pupils already able. And afterwards, you will have that painstaking uncertainty of how fast and the length of time needed for that pupil to take on board its learning, bearing in mind they only have a short period in which to get up to the required standard.



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Larger schools with a high number of pupils on roll are more likely to meet the GCSE's past rate, not only will they have a high percentage of pupils not needing extra support but those who meet the category of needing special education/support maybe lower. Unlike the John Loughborough school who will need to pull on all their resources in order to meet the set target outlined by the Governments.

Another issue which does not appear to have been addressed by many schools, with the exception of The John Loughborough School is with the much media attention and highlighted press reports, there has been disturbing news that Black teenage males from Afro-Caribbean background are under achieving.

Recent studies have highlighted that "Afro-Caribbean male have been over represented in figures for exclusions from school, poor examination results, emotional and behavioural difficulties (EBD), and receiving statements of special educational need." (Taylor, 1981; Fuller, 1980; Mirza, 1992). It could be argued, what has changed?

Over the years statistic has continued to rise and the issue has not yet been properly addressed by schools. The John Loughborough School has recognised these difficulties and have attempted to address these issues by embracing a caring and warm environment by creating a family atmosphere in which youngster can feel wanted and learn.

It is interested to know the past percentage for GCSE's grades A\*, A-C etc - of children from ethnic and Black afro- Caribbean background?

### **Respondent 4**

Dear Madam/Sir,

I attended John Loughborough from 1997-2003. Having been born and raised in London, I understood the stereotypes that society places on young people who grow up in the inner city, especially those from ethnic minorities. The stereotype, amongst others, that existed for me was that as a young black lady I was expected to end up as a teenage mother than I was as a successful academic. To know that some societal expectations were that I would only have certain careers available to me because of my socioeconomic status was discouraging. However, I am proud to say that because of my education at JLS I was able to defy the stereotypes and push through. Why? Because I had parents, chaplains, teachers and support staff who understood these stereotypes but told me, through their teaching and their own life achievements, that I did not have to be defined by stereotypes. While I was at John Loughborough, I received an award from Haringey Council called 'Ethnic Minority Excellence Award.' The education that I received was obviously excellent as I was able to go from Secondary School straight to University. Upon graduation, I completed a Master of Arts degree in Michigan, USA. I am now 25 years old and am currently a PhD candidate and working at a university in Canada. This is a testament to the value of a school like John Loughborough. Perhaps many people do not realise the value of a faith-based inner city school that understands the needs of its young people. I will be extremely disappointed if John Loughborough is closed down. I have classmates who are excellent academics and professionals at this time, they can also boast of the benefits of John Loughborough. I urge you not to close down this school that has been a source of support, academic learning and informal education for young people in the inner-city. It is my belief that the council must do all it can do to ensure that JLS not only survives but thrives. If it is really the intent of the government to ensure that all young people, regardless of socioeconomic status, receive an education that is contextualised to their needs then it is incumbent upon you to support the John Loughborough School for decades to come.

### **Additional comments from respondents who filled in a questionnaire, either online or hard copy.**

I don't understand why this decision has taken so long. All students deserve the minimum of a good education and for a long time this school has not been providing this - its saddening to think about the negative impact this school has had on the life chances of its students.

I think this is a great shame as I remember the high hopes when it was opened. I trust that these days it is felt that children from black and ME backgrounds can thrive in the standard local schools. I know Haringey schools are improving. I am worried that Haringey Council is not allowed to open new schools, they must all be free schools and academies. Is there not a route whereby Haringey can re-open the school under council management?



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<p>How and why is the school not educationally and financially viable. this form appears to seek the best way to manage the closure and does not provide the fundamental reasons for proposed closure. I will be opposing the closure and will be attending the public consultation. I don't agree that one public evening in a month of consultation is satisfactory. Clearly this is not a priority.</p>
<p>There are plenty of excellent schools in Haringey where the kids from JLS would be welcomed and could thrive</p>
<p>That school has saved many students from going off the rails and has produced some very good students in the past. it must not be closed</p>
<p>John Loughborough School is a school that can attain greatness, if the right leadership is in place, and teachers who are motivated to teach. I believe that there are those who are motivated but there are those who are not, but this problem can not be solved by closing the school down.</p>
<p>It is a shame that JLS have not made significant improvements and I say shame on Haringey for allowing year 7 pupils to be admitted into the school for this current school year knowing that this school had made insignificant changes following it being placed in special measures for more than one year! It was not enough to publish the Ofsted report well after applications were made. Haringey should have forewarned us parents.</p>
<p>According to figures, 34% of the schools intake in 2011 was from 7th Day Adventist backgrounds. This could be because, many Adventists probably feel that the schools direction has changed, and too many non-Christian children are going to the school, which could possible affect the behaviour, reputation and general ethos of the school. I feel if the school were to revert to the foundation ethos, which was to provide a Christian education for seventh day Adventist children, this figure would increase, the reputation of the school would begin to take a turn, and would also lead to a rise in achievement.</p>
<p>The pupils of this school are rude, loud and aggressive and have been a problem in this area to neighbours and people who have the misfortune to be about when they are so the sooner they are out of the area the better.</p>
<p>The John Loughborough school came at a time when the black community was demoralised with the low level of their young people in education. The school has made a difference and I find quite worrying that Haringey Council wanting to close down African and West Indian community centres plus now this black led schools plus with the youth centres still closed down....is the council wanting Tottenham to go another riot as this is making matters worse</p>
<p>In my opinion JLS can be only turned round and become a very good school under a different, more effective management as, for a very short time, we had such an example - when a Transformational Headteacher came to work with us, things were beginning to improve but suddenly stopped there the moment he was gone. It is very unfortunate that all members of the current SLT do not inform staff appropriately and in due course, do not consult or coordinate with staff when they are making decisions and do not take onboard opinions from teachers; and also things are not usually followed through when implemented.</p>
<p>let's give the school and its student a chance to further improve. the school is in Haringey's deprive area hence literacy could be difficult to improve quicker.</p>
<p>I do not see why Haringey is recommending closure when the last Ofsted inspection showed some improvements. Haringey must consider granting JLS academy status.</p>
<p>I attended John Loughborough from 1997-2003. Having been born and raised in London, I understood the stereotypes that society places on young people who grow up in the inner city, especially those from ethnic minorities. The stereotype, amongst others, that existed for me was that as a young black lady I was more likely to end up as a teenage mother than I was as a successful academic. That I would only have certain careers available to me because of my socioeconomic status. Well, I am proud to say that because of my education at JLS I was able to defy the stereotypes and push through. Why? Because I had chaplains and teachers who understood these stereotypes and told me, through their teaching and their own achievements, that I did not have to be defined by stereotypes. The education that I received was obviously</p>



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<p>excellent as I was able to go from Secondary School straight to University. Upon graduation, I completed a Master of Arts degree in Michigan, USA. I am now 25 years old and am currently a PhD candidate and working at a university in Canada. Perhaps many people do not realise the value of a faith-based inner city school that understands the needs of its young people. I will be extremely disappointed if John Loughborough is closed down. I have classmates who are excellent academics and professionals at this time, they can also boast of the benefits of John Loughborough. I urge you not to close down this school that has been a source of support, academic learning and informal education for young people in the inner-city. It is my belief that the council must do all it can do to ensure that JLS not only survives but thrives. If it is really the intent of the government to ensure that all young people, regardless of socioeconomic status, receive an education that is contextualised to their needs then it is incumbent upon you to support the John Loughborough School for decades to come. Sincerely, Janice P. De-Whyte, PhD Candidate Class of 2003</p>
<p>There is an assumption (as it appears to me, that the Local Authority assumes that they would transfer the pupils to other schools. The Local authority needs to bear in mind that parents have a choice. There are one or two other schools in Haringey who are not making as good progress with their students as John Loughborough currently is, but yet there does not seem to be anything mentioned 'anywhere' in Haringey about those schools.</p>
<p>The students' behaviour is a great concern for local residents, this is behaviour outside of school, but seeing that they are wearing their school uniform i feel this reflects badly on the school as a whole as people are aware which school they are from. A lot of the students also truant and hang around the streets yet the problem is not being dealt with, even though complaints have been made to the school in the past concerning this. I as a resident and a parent feel that the Ethos being preached by the school is not being taught, grades are below average and unless action is taken now the future of these unfortunate children will be blighted.</p>
<p>As a former employee of JLS (and not an SDA!) I agree that there are some fundamental problems with the school, but do not believe the management of the school are sure how to tackle the problems. With either the correct guidance or a new management structure this school can prosper.</p>
<p>The school has demonstrated that it has done the best to accommodate pupils' individual needs, despite challenging circumstances, so should be allowed further opportunity to develop and refine its strategies to deliver the best for its intake.</p>
<p>If closure is the eventual decision then it is only fair that the pupils are resettled without delay so that they can come to terms with change and get on with their education.</p>
<p>Since the current school Governors have been generally the same all along and the school has consistently not performed according to the OFTED reports covering a long period, there is really no good reason to believe that the Chair of Governors and his colleagues would do any better under an academy, is far better for the children and their parents to move the children to a quality school where they can quickly settle and get on with their education. We cannot play games with the lives of young people, the time lost in a bad school cannot be claimed back easily, in fact some pupils may well be put off education because of the bad experiences they have been subjected to by this ill performing school and its less than able governors.</p>
<p>They need the school in that area to cater for the children</p>
<p>A DISORGANISED ESTABLISHMENT WHERE CULTISH VIEWS IMPOSED ON THE INTAKE, JAMAICAN RELIGIOUS CLIQUE WHO COULD NOT ORGANISE CHILDS TEA PARTY.</p>
<p>The pupils should be given their FIRST preference of school during the transfer to another school, irrespective of the PAN of that school.</p>
<p>The school is failing the pupils, the sooner it closes the sooner their education will improve.</p>
<p>I'm one of the few teachers who's worked in almost every secondary school in Haringey, as a supply teacher.JLS gets the thumbs down from me on grounds of</p>



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<p>unsuitable architecture, unprofessional staff, warped SDA curriculum, poorly equipped labs and lack of discipline.</p>
<p>I believe closing this school will not help. I think it should be open and let the school run it.</p>
<p>John Loughborough has ALWAYS been a place of pretence, hypocrisy, cover up, back stabbing by staff who claim to be Seventh-Day Adventists. The staff, in their majority, have never really placed the pupils at the centre of what they are there to do. The staff fight, albeit in silence, for what they, themselves can get out of the institution. The school needs closing ASAP. I once worked at the school as a non-Adventist staff. I was subjected to gross discrimination even though the then Headteacher praised me for my high teaching standards.</p>
<p>Yes I would! I am extremely upset that you want to close this school. I am a former student of JLS. In fact, I was amongst the first set of students that opened this school. I am now a 45 year old Company Director and Principal, and I put all my achievements down to the education, love, care and support of the staff of JLS under the Headship of Mr O Woolford. My daughter also went to JLS. She is now 27 years old, married and has an Interior Design degree. She is very successful, and once again JLS helped to shape her life. Our school was not just one that centred on the educational needs of the students, but it focused on us in a holistic way - mentally, physically and spiritually. It allowed us to challenge ourselves to become better young people and to look at family, society and our role in it differently. I will never forget the time I experienced at JLS, and even today a lot of my peers are very successful businessmen and women. Whilst I accept that JLS have indeed been struggling, I do believe that the school can - under the proper leadership that it needs - turn around and become an educational flagship school once again. I am willing to come on board and offer my services and expertise in any way I can to help JLS become great again. Please do not hesitate to contact me and I will be happy to supply you with whatever educational and professional information that you need about me in order to help JLS. I am willing to be either on the Board of Governors or part of the teaching staff if that will help. There are a group of us as former students who are very willing to give our time and effort towards supporting and helping JLS. We are not only former students but practising Seventh-day Adventists, so we understand the ethos, aims and goals that should be a part of our school. Please keep me informed as to the progress and do not hesitate to contact me if you need any further information or assistance in this matter. Please read this email out at the meeting tomorrow as due to being ill I don't think I will be able to attend. Yours sincerely, Ms Gillian Whyte Principal and Company Director of Harris College of Business and Law Ltd.</p>
<p>I think the school has been and can potentially continue to provide holistic development especially spiritually and academically for children from Christian homes. It is a fact that children from many faith backgrounds are more well - rounded individuals with a sense of identity. It is evident that the school has had its fair share of academic issues, however it is evident that the school's teaching team is currently implementing ways to ensure not just academic success but social and spiritual to. Another thing that should be considered is the level of safety felt by the school's pupils. Compared to other local schools the John Loughborough school has very low levels of pupil violence and crime. As a result parents do feel more confident about the well-being of their children and safety at John Loughborough. The council should consider this carefully. Opposed to pursuing consultations for closure, every avenue should be exhausted in order to continue providing education for children who are part of our community. Most importantly, closure should be avoided because of the psychological impact on students. It would be unethical and inhumane to trivialise this. Thank you.</p>
<p>The Church Needs to be more informed and for those who don't have access to the WEB. The Council should Impress upon the Conference that the Members Need to be Consulted and we need more Time. Also the Member would like a input from a Faith prospective by the Conference after consultation with the Churches.</p>
<p>I am unclear as to whether the school was placed in Special Measures and the outcome of this.</p>



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<p>I attended the school between 1981 and 1986. The school played a major part in my thinking at attitude today. I run my own business employing 5 people. I am degree qualified and carry out mentoring in schools. The ethos of the school is good. Give the school three years as a final chance to gets its house in order.</p>
<p>Why would the council want to close this school? This school is both educationally and financially viable. Many of the pupils of this school have come from dysfunctional backgrounds and the school seems to have a disproportionately high number of students who have been excluded elsewhere and are sent to John Loughborough School. Where they have made a significant change and left school with a good level of education and GSCE's. From the Council's own statistics this school which serves a high proportion of black children seems to have the best GCES results in the borough. This is a fact, so why would Haringey want to close this school. There has been a lot of misinformation in the media about faith schools. I am not a person of faith however I believe that this school has shown that it can turn the life of children around. I believe Haringey Council is making the wrong decision to close this school. The school should be kept open it serves well the black community and if this school were closed it would send the wrong message to the black community. There are many black teachers in this school which serve as important role models to the children who attend. What is the proportion of black teaching staff in the other schools in this borough? This school should not close.</p>
<p>I think question two is incomplete. The stem should have another option such as. Joined with a good school in the borough or become a Academy/Independent school. This school has done well despite the negative about the institution. You should not disenfranchise small groups of people with different ethos.</p>
<p>For school to be given/offered free school status, probably with structural changes.</p>
<p>The quality of questioning is very poor. This lead one to think if the finding is about sexual relationship or education for a community. This finding will not address the quality of education offered by this school. I as a parent find this very one sided. I have my children in the school but I can't find a question asking about the quality of question. many more could be asked. such as how do your child, friend, community business community feel about the closure of the school, e.c.t.</p>
<p>As a student, I left another school for JLS in year 10. I love the school and I'm doing well. My older sister attended and got 10 GCSES. The school in small and everyone knows each other. We care about each other and I love the Christian values.</p>
<p>I an a pass student could not answer questions about education offered to me. I am going to college and have to answer so many questions regarding sexuality rather than my educational experience at John Loughborough School. This is unfair for me as a young person who this school has helped to develop into a very positive and ambitious young woman.</p>
<p>As a parent of a Year 10 pupil at John Loughborough School, I am writing to express my views and hope that it will be taken into serious consideration that the said school remains open as opposed to the seemingly preferred option by the Haringey Council to close the school. I have read the Consultation Document regarding the proposal to close the John Loughborough School (for which I am in the process of completing The Equal Opportunities Monitoring Form) which will be submitted to Haringey Council in due course. I do believe the school has a lot to offer, and whilst I recognise more improvements is required, it is important to point out that the school has made steady progress - in line with the steps required by the education authorities. It is imperative that the Council take into consideration the volume of pupils admitted to the school in which English is not their first language, and in such cases, parents of those children are not always able to support their children's education progress with, for example, homework. Albeit, the school take great effort to ensure every child is catered for (Every Child Matters) and such positive attitude is often promoted in the school. I took my child out of another school at the end of Year 7 and sent him to the John Loughborough School. In his previous school, there were often 'theft' and on more than one occasion, he and his friends were met with bullies threatening them to hand over money and mobile phones. I took the decision to send him to John Loughborough</p>



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<p>School because I believe the school, which previously was a school of Excellence, with given time, has the potential to regain its previous form as an outstanding and excellent school. Since moving to the John Loughborough School, my child has not experienced any form of bullying, accosted by bullies after school or his properties stolen. The custodial care of the head/teachers have been paramount and the children strive in that environment. Of course, it is absolutely important and imperative that the pupils receive the very best education and I truly believe that the school requires your utmost support and a little more time to excel to the level in which it is cable of reaching and offering its pupils. At this point in time, it would also be extremely disruptive to interrupt the children – especially those in the last three years of secondary school life. It is very unsettling for the children and this current episode could cause more harm than good. I am in favour of an Academy status school – this I believe will be the better and preferred option by the children and by the majority of the parents/carers. Yours cordially</p>
<p>Even though the school does not reach the national average in some subjects, students are making expected progress in many subjects from their low starting points. The school provides a safe environment for the students to learn and they develop a good moral compass. The Christian ethos in the school contributes to this. Besides academic knowledge the students develop well in the hidden curriculum- confidence, good self esteem ability to reason for themselves. If the closure was proposed several years ago when standards were low etc I could understand a little bit, but now that the school is the strongest it has been for years you wish to close it- also at a time when students need to have choices. Many of the students if in other schools would have been excluded and leave with little or no derivation but at JLS every child is valued and encouraged to be the best they can be.</p>
<p>Serious consideration and every effort should be made to allow the school to remain open as this school promotes and provides true education which is 'wholeistic' and has a dimension. True education is "the harmonious development of the physical, the mental and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of the world to come." The purpose of such an education is of inestimable value.</p>
<p>I am a parent who disagrees to closure of the school. My children are very happy at the John Loughborough School and are very high achievers because of the hard work and support of teachers and fellow students.</p>
<p>Option 4. Give the school time to embed their new measures.</p>
<p>Having been closely involved with John Loughborough school since 2008 and having the opportunity to participate in and witness the positive changes which have occurred, it would, in my opinion, be wrong to close the establishment at a time when so many aspects of the education provided are improving. The size of the school and its Christian ethos create a positive and safe environment for many children who would feel intimidated by one at the larger schools. There are also some subject areas such as Arts and ICT which obtain consistent results which area as good and if not better than most Haringey schools.</p>
<p>Phased closure of John Loughborough School will not even make a difference that will even cause problem to the children and also the community. The proposal to close the school is the problem now, instead we should find a way to help the school gain better reputation. John Loughborough School is a school with good and better place to study, they have help some of us to reach a high level in live.</p>
<p>JLS is a rood school. There are other schools in Haringey doing badly and are not being closed. JLS takes on pupils who can't read or write or have challenging behaviour and have done wonders with them, if these pupils get a D grade it is a vast improvement on an unclassified grade, which is what they initially come to the school with. JLS is a biblical school with biblical ethics and I feel they are being discriminated for it- so much for equal ops etc.</p>
<p>I'm happy with this school. I don't want to cancel our son's place in John Loughborough.</p>



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Please don't close the school.
Please don't close the school.
I would like the school open it is good for the children, this is where they grow spiritually, they encourage the children to aim high. It is a family school and the children are well taken care of here. Please do not close the school.
Since I transferred my son to John Loughborough he has improved greatly. He has improved academically and also in his self esteem. It is a small school but the students feel safe. It would be a real shame and loss to the community if the school was closed.
My daughter has been attending the John Loughborough school since year 7. She is now in year 9 and progressing exceptionally well. She is extremely happy with the environment she is in and supposedly helps to be very confident. Closing the school would be a disadvantage to the progress of her educational needs.
The school has helped my children immensely and restored their confidence. The school should not be closed for whatever reason.
Some parents choose this school for their children because they would find it difficult to survive in a "big school", because of their vulnerability. Because of this some parents have great concern as to where to send their child, should this school close. The Headteacher went through two inspections, which put this school in "Special Measures," why is she still in the school. Good things are happening in this school, especially for our young black boys, we are making a difference in their lives. This areas needs this school!
Please consider the upheaval and disruption to the lives of the children. Some of them maybe from homes which are unstable and very stressful. School is the only settled and normal part of their lives.
The John Loughborough School's persistent problems are discouraging for pupils of staff to suffer a clear closure seems to me to be the best policy. I hope that the current pupils will get some extra support before and after September 2013 in settling in to their new schools ( & help for needy parents in providing a new school uniform?) The raucous behaviour of the JL pupils around the nearby bus stop in Tottenham High Rd after school goes beyond the normal exuberance of their age- they present (en masse) as having been let off the leash without having learnt much in the school day to engage their energy. Hopefully, they will also benefit from a more open religious environment.
I have some serious causes for concern regarding information which was highlighted in the report constituting the factors which led for consultation to close the school. There has been incorrect information perpetuated regarding data and the school's financial viability. I also share some concern regarding the effectiveness of the support and intervention and strongly believe that considering the process of intervention and support the LA needs to raise the question of accountability.
I hope the school will not to close. Because that school is quite good. My kids she likes that school.
As one of those who were involved in the decision to purchase the school, and to have it run as a Seventh Day Adventist school where our children could have a Christian education, I would hate to see it closed. I know the struggles and the sacrifices made and would like more time given to find ways to improve the standards.
Based on our beliefs as Seventh Day Adventist, we believe that our children should be educated in institutions that uphold and teach the laws of God. John Loughborough, I believe, is an institution where children learn the principles of the Bible in addition to academic subjects and therefore supports them along their Christian walk. I therefore disagree with the proposal to close the school on the grounds that our children require the services of the school, not only to progress in their academic life but also to help them along their journey as followers of Christ.
I strongly believe JLS has been for many years a safe haven for many a student. Many past and present students (with their parents/guardians/well-wishers) can testify of this and will if so be the case.
My child goes to John Loughborough school I really get a lot of help from the teacher with my child and well support. I'm so sorry to know Haringey want to close the school.



## Haringey Council

The school is a very good school. My child and the teacher get on so well and we as parents also get support from every staff at John Loughborough school. I think school must not close.

Option 4- remain open. 5- partner with good school in borough e.g. Gladesmore. You at the Haringey Borough do not realise that you only have one measurement - which I do agree but the school also offers GREAT spiritual and moral guidance to each pupil which no other school gives. I have moved my children from so called "better" schools out of borough to JLS. My children are "whole" and "sound."

If my son changed school. It would mean a change of teacher. I am happy with the school and it is convenient for me.

### Questions and answers from the staff meeting held on 5<sup>th</sup> November 2012 at the school and attended by Council officers

**What is the main reason for the council deciding to close the school?** Please clarify whether the local authority desire to close the school due to it's "under performance" or because we are classified as "too small" to be viable.

We are considering closure because, prior interventions have not seen sustained and continued improvement to the school's exam results, we need to act now to stop further deterioration. The Ofsted inspection regime works on a national timescale and there are expectations on schools and local authorities when schools are placed into categories, which are highlighted in the consultation document.

Following the 2007 Ofsted inspection, which placed the school in special measures, the local authority put in a Interim Executive Board (IEB). Despite extensive resources to support the school and the best endeavours of the IEB to establish rapid change, including the appointment of a new Headteacher and revised governing body, the Ofsted reports in 2009 and 2011 showed that improvements were not embedded and that fundamental weaknesses remained.

The council could not allow this situation of poor standards at the school to continue any longer. A review in May 2012 of all the possible intervention options open to the council and the South of England Conference to improve standards at the school concluded that the best way forward was a twin track approach where the local authority would consult on the closure of the school while the governing body would pursue the academy route and seek a sponsor. Should the DfE agree the academy sponsor and for John Loughborough to convert to an academy, the local authority would withdraw the proposal to close the school

**Many teachers have been working for as long as 7 years under constant inspections, LEA, OFSTED, SLT. Causing detrimental stress and poor health. When will council give firm decisions and allow staff to plan future?**

The consultation on the proposed closure of the school ran from 1 October 2012 to 19 November 2012. We will now consider all the submissions we received before reaching a decision on whether or to move on to the next stage of consultation(stage 2 in the table below). All submissions will be included in this consultation report that. We expect to make this decision by 13 December 2012 and will immediately inform those most affected by it.

Should the decision be to continue with the school closure process, the representation period, which is the publication of legal notices stating Haringey's intent to close the school, will begin on 7<sup>th</sup> January and run for 6 weeks finishing on 18<sup>th</sup> February. The council then has 2 months from the close of the representation period to make a final decision. The final decision will be made by the council's Cabinet in spring 2013



The timetable below sets out the key dates for the consultation process from start to finish.

Stage	Description	Date	Notes
1	Start of consultation	1 October 2012	Consultation
	Public meeting date	7 November 7pm	Location: Tottenham Green Leisure Centre, 1 Philip Lane, N15 4JA
	End of consultation	19 November 2012	
	Following the consultation period, a report will be produced, presenting all the information received in the consultation period. Taking into consideration all the information received, the report will recommend a decision whether or not to publish a proposal to close the school	10 December 2012 to 21 December 2012	
2	The publication of a <b>statutory notice</b> setting out the final proposal	4 January 2013	This will only happen if the decision is made to publish a proposal to close the school.
3	<b>Representation</b> - a further six week opportunity to express views on the proposals	7 January to 18 February 2013 (six weeks)	
4	<b>Decision</b> – the council’s Cabinet make a decision on whether the closure should go ahead, having considered all of the relevant information. This stage has to be completed within two months of end of the consultation period (18 February 2013) - finishing spring 2013		



**What options will the teachers have if the school is closed? What standard provisions are made?**

Once a decision has been made about the future of the school by Haringey’s Cabinet in Spring 2013, full staff consultations will be undertaken. Part of this consultation will involve the options for redundancy and redeployment. The current Council Redundancy and Redeployment Procedure applies to maintained schools where the Governing Body as well as the Council is the employer which put the Council under certain obligations to try and redeploy staff being made redundant.

**74% progress make at least 3 levels of progress and are meeting and surpassing national standards of progress.**

Analysis of Contextual Value Added (2008-2010) and Value Added 2011 of Haringey schools for African and Caribbean pupils at the end of GCSE years 2008 – 2011.

The data is taken from the DFE/Ofsted raiseonline reports and the DFE school and college performance tables website. Prior to 2011 the analysis was based on contextual value added. In 2011 the DFE changed the way the calculations were done and removed the contextual aspect, so that it now only involves the prior attainment of pupils and does not include contextual aspects. (VA data for 2012 is not currently available)

The higher the CVA or VA score is, the more progress pupils have made. So a score of 1014 is better than a score of 1003 etc.

The information on schools overall value added scores is freely available on the DFE website – this is why the school names have been left on.

	2008 CVA	2009 CVA	2010 CVA	2011 VA
John Loughborough	994	995	1000	958.6
Alexandra Park	1027	1034	1014	1015.2
Fortismere	1017	1013	1006	1006.4
Greig City Academy	1024	1023	1008	996.2
Gladesmore	1037	1047	1044	1027.5
Highgate Wood	1002	978	987	999.0
Hornsey School for Girls	1009	1007	984	997.9
Northumberland Park	1033	1028	1028	1009.8
Park View	1033	1017	1010	1013
St Thomas More	1002	1002	980	1009.1
Woodside High	998	1014	1026	1029.2

The value added data for all pupils at The John Loughborough school show they do not make more progress than students at other schools.

The following information is broken down by ethnic background to make comparisons of the progress made by Afro-Caribbean students at John Loughborough School and other Haringey secondary schools.

The rank numbers show the position of the school’s value added relative to the other Haringey schools. A rank of 1 is the highest in terms of the value added for pupils in the school. A rank of 11 is the lowest.

John Loughborough African pupils. The rank of the school compared to the other secondary schools in Haringey was 11<sup>th</sup> (bottom) in 2008, 8<sup>th</sup> in 2009, 5<sup>th</sup> in 2010 and 11<sup>th</sup> in 2011.



John Loughborough Caribbean pupils. The rank of the school compared to the other secondary schools in Haringey was 8<sup>th</sup> in 2008, 10<sup>th</sup> in 2009, 7<sup>th</sup> in 2010 and 11<sup>th</sup> in 2011.

The value added data shows that Afro-Caribbean students at The John Loughborough school do not make more progress than Afro-Caribbean students at other schools.

**CVA and VA for African pupils**

School	Eth	2008 CVA	2009 CVA	2010 CVA	2011 VA	Haringey Rank 2008 (out of 11)	Haringey Rank 2009 (out of 11)	Haringey Rank 2010 (out of 11)	Haringey Rank 2011 (out of 11)
John Loughborough	African	983	1010.9	1006.7	958.9	11	8	5	11
Sch1	African	1014.8	1024.4	1035.3	1035.8	4	2	1	2
Sch2	African	1020.3	1025.6	1019.8	1020.9	3	1	2	5
Sch3	African	1032.1	1012.2	1006.7	1033.3	1	6	5	3
Sch4	African	999.5	996	979.1	1016.4	9	10	11	6
Sch5	African	987	1017.1	1010.3	1025.8	10	5	3	4
Sch6	African	1010.8	1019.8	1005.7	1039.1	6	3	7	1
Sch7	African	1014.6	1011.8	1005.2	1008.5	5	7	8	8
Sch8	African	1025	1018	1007	1016.1	2	4	4	7
Sch9	African	1003	1001	993	996.9	8	9	9	10
Sch10	African	1006	991	987	1001.8	7	11	10	9

**CVA and VA for Caribbean pupils**

School	Eth	2008 CVA	2009 CVA	2010 CVA	2011 VA	Haringey Rank 2008 (out of 11)	Haringey Rank 2009 (out of 11)	Haringey Rank 2010 (out of 11)	Haringey Rank 2011 (out of 11)
John Loughborough	Caribbean	1000	988	998.7	963.4	8	10	7	11
Sch1	Caribbean	1026.9	1037.5	1032.4	1030.8	1	1	1	2
Sch2	Caribbean	1024.1	1026	1029.7	963.9	2	3	2	10
Sch3	Caribbean	1016.8	1009.1	1004.7	1002.6	4	6	6	3
Sch4	Caribbean	1009.7	1006.8	979	992.9	6	7	9	6
Sch5	Caribbean	991.6	1012.2	1017.4	1051.8	10	5	3	1
Sch6	Caribbean	1021.3	1031	1017.3	1000.8	3	2	4	4
Sch7	Caribbean	996.4	1003.5	975.3	993.3	9	8	10	5
Sch8	Caribbean	1011	1014	1005	978.7	5	4	5	8
Sch9	Caribbean	986	969	969	966.5	11	11	11	9
Sch10	Caribbean	1005	999	986	987	7	9	8	7

**The councillors don't go into schools – they make decisions based on meeting with who?**

A report will be produced that contains all the information collected and received during the consultation process. The final decision about the future of John Loughborough will be taken by Council's Cabinet during the Spring 2013.



**Haringey Council**

**This is the only non fee-paying Adventist school for secondary age students in the world. Will this be taken into consideration and an equivalent created if JLS is to close?**

Closing any school is not something the council takes lightly and all factors will be taken into consideration when coming to the final decision on the future of The John Loughborough School.

The local authority does not have the power to open new schools; it is central government policy that any new school provision be in the form of Free Schools or Academies. If it is the wish of the church to open new Seventh Day Adventist school, then it will have to go through the Free School process, which is out of the control of the local authority.

**Is it part of the consultation process to leaflet homes in Haringey to inform them about closure? This is clearly underhanded. Is there an ulterior motive?**

Part of any consultation is to ensure all stakeholders are aware of the proposal, this includes local communities. We have found in the past, the best way to engage local communities in close proximity to schools is by directly leafleting them and sign posting people to where they can find out further information.

We have no ulterior motive then simply trying to ensure that anyone who may have an interest in this proposal, knows about it and has an opportunity to be involved in the consultation processes.

**Why a small school is a challenge for the borough? Small faith school will not have a place.**

The review panel concluded that the school is not currently financially viable. Further, the new funding formula severely restricts the factors we can use to fund schools. In particular it sweeps away most of the site and school specific factors that gave a degree of stability to smaller schools. Factors that have gone include universal grants and teacher threshold grants. Although a degree of protection for smaller schools has been achieved by providing a significant lump sum, a much greater proportion of funding is now through the pupil led funding that directs money to larger schools. This will place further pressure on John Loughborough School to remain financially viable

**The school has a plan to go through the academy route. What is the council doing or have done to support the school in the academy direction?**

The council could not allow this situation of poor standards at the school to continue any longer. A review in May 2012 of all the possible intervention options open to the council and the South of England Conference to improve standards at the school concluded that the best way forward was a twin track approach where the local authority would consult on the closure of the school while the governing body would pursue the academy route and seek a sponsor. Should the DfE agree the academy sponsor and for John Loughborough to convert to an academy, the local authority would withdraw the proposal to close the school.

The process of conversation to academy status is undertaken by the governing body and the South of England Conference. There is no involvement from the local authority.

**Why haven't staff not been consulted before today?**

We understand that this is a very unsettling process for everyone involved with the school. Inevitably there is a period of uncertainty when consultation on any possible closure of the school is taking place, but the timeframe for the consultation and the options being considered all seek to minimise this uncertainty.

We have acted as quickly as possible to talk to everyone about this proposal. The joint review with the South England Conference of the Seventh Day Adventist Church (SEC) explored the recent history of the school in terms of factors quality of education, financial viability provision to pupils and feasibility to continue. The review was intended to inform the Cabinet's decision as to whether or not to begin the first found of consultation on closing the school. To inform staff of the possible recommendations on the future of the school before the necessary preparatory and informative work had



been carried out would have been premature and unsettling.

**You have already made up your mind to close the school.**

This is a genuine consultation, but we have an issue to resolve which has been highlighted by inspection reports and young people's attainment. There are three possible solutions- school closure, an academy sponsor or a home grown solution. Any home grown solution will have to be a radical departure from what has gone or been tried before.

**Pupil consultation**

Notes from the focus group with John Loughborough's student council held on the 22 October at the school

Group 1

How do you feel about the proposal to close your school?

- There are no valid reasons
- Its sad & depressing
- What about diversity
- I feel that we were wrongly judged in terms of our educational standards – some of the students who attend the school can't even speak English and as such have to take time to learn.
- It was unexpected and shocking
- Why is this happening so soon – what's the rush
- What about the people that succeed
- What about we [the students] want
- Don't you think this will affect our future and our GCSE results
- What will happen to the year 10's & 11's
- Why won't the government give us money to help
- What schools will we go to
- Will I be able to stay with my friends

What are the positive & negative aspects of a phased closure of your school. This means the school would close to new year 7 pupils from September 2013 but remain open for all current pupils to complete their secondary education

Positive

- It would give the school a chance to start again

Negative

- What about the legacy of John Loughborough
- This will disrupt our learning

Group 2

How do you feel about the proposal to close your school?

- A great feeling of outrage as the process of notification was not handled appropriately
- Knowing that closure is a possibility it is having an impact on our learning and the quality of it as we are constantly worrying
- Taking into consideration the grades/ levels that most students come to this school with (some of the don't even have English as a 1<sup>st</sup> language) the grades they leave with are an achievement



## Haringey Council

- We feel that the progression of the school has been overlooked by the amount of A\*-c GCSE's – which is unfair
- What is going to happen to the teachers here
- The council needs to remember that state of affairs that took place 5 years ago and that recovery time for a school with a change of leadership is 5. It is evident that the school has made progress
- This school provides students with a well rounded education. Providing a unique family atmosphere as well as a quality education

Immediate closure & transfer - This means that the school would close in August 2013 and all pupils would be transferred to other local schools from September 2013

### Negative

- Year 7 concerns are related to the issue of having to relocate, readapt to a new school, new environment & new class mates
- This is considered to be the most unreasonable proposal – taking into consideration the possibility of uprooting ourselves
- Immediate closure would most certainly affect every student learning in one way or other

### Group 3

How do you feel about the proposal to close your school?

- Deeply disappointed that the Christian ethos will change
- Deeply upset, torn, hurt, distraught – bullied by the government

A combination of a phased closure and immediate closure & transfer to other schools. This means that the school would close to all new year 7 for September 2013, the new year 8, 9 & 10 would transfer to other local schools whilst the new year 11 would remain and sit their GCSEs at John Loughborough.

### Positive

- Financial stability
- EAL students will get more attention
- Haringey's GCSE rate will increase due to the loss of JLS

### Negative

- Disruption to education
- The faith barriers will be shaken inconsiderably

### Group 4

How do you feel about the proposal to close your school?

- School should welcome more pupils from other religious backgrounds
- Christian ethos is an important and positive aspect of the school
- I do not want the school to be closed. I don't think that there is any other school which promotes and cares for their pupils as much as this. The Christian ethos promoted has helped me in every aspect of my life and has prepared me for my future.
- Big shame because it's small – received one to one support – has helped me get a better grade in maths
- Location of the school can be better
- Transfer to another school has to be easy access to youth clubs activities at Bruce Grove
- I feel the school should be moved to a better location

What are some of the unique/ positive aspects of your school that you would like to see continued

- Teachers are nice & helpful
- Small school you get to know people well



## **Haringey Council**

- One to one support & small school - easy to know the school well and community feel
- Good location – hidden from gangs
- The way our school was talked about wasn't clear – only looked at one aspect –results
- The ethos and multicultural feeling at the school – as well as the equality feeling that everyone is respected.

### **Pupil questionnaire**

#### Question 1

#### **What are the positive and negative points of a phased closure of your school?**

This means the school would close to new year 7 pupils from September 2013 but remain open for all current pupils to complete their secondary education

#### Question 2

#### **Immediate closure & transfer**

This means that the school would close in August 2013 and all pupils would be transferred to other local schools from September 2013

#### Question 3

#### **A combination of a phased closure and immediate closure & transfer to other schools**

This means that the school would close to all new year 7 for September 2013, the new year 8, 9 & 10 would transfer to other local schools whilst the new year 11 would remain and sit their GCSEs at John Loughborough.

#### Question 4



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**What are some of the unique/ positive aspects of your school that you would like to see continued**

**How do you feel about the proposal to close your school?**



## Summary of structure of meeting with JLS School Council

<p>10mins Corinne David &amp; Carlene Liverpool</p>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Thanks you for allowing us to come to your meeting</li> </ul> <p>Scene setting</p> <ul style="list-style-type: none"> <li>• Why are we proposing this now</li> <li>• Proposals for the future             <ul style="list-style-type: none"> <li>◦ Include aspect on school seeking academy status</li> </ul> </li> <li>• Process &amp; timescale</li> <li>• Questions at the end of consultation booklet</li> </ul>
<p>10 mins CD &amp; CL to facilitate</p>	<p>Focus Groups</p> <p>Split into 4 smaller groups to discuss 2 questions in depth – looking at the positive/ negative aspects and any other comments</p> <p>Question 1 will be the same for all groups</p> <ol style="list-style-type: none"> <li>1. How do you feel about the proposal to close your school?</li> </ol> <p>The questions below will be divided between the 4 groups</p> <ol style="list-style-type: none"> <li>2. what are the positive &amp; negative aspects of a phased closure of your school.</li> <li>3. What are the positive &amp; negative aspects of a closing your school from September 2013 and transfer to another school/schools</li> <li>4. What are the positive &amp; negative aspects of closing the school to the pupils in the lower year groups (year 8, 9&amp; 10) and transferring to other local schools in September whilst the older pupils (year 11) remain and sit their GCSEs at JLS.</li> <li>5. What would be some of the unique /positive aspects of your school that you would want to see continued?</li> </ol>



	Each group will be given post is notes and flip chart papers to make notes/comments on
10 mins CD facilitate	<p>Feed back from discussions</p> <p>Each group is given 2 mins to feed back to the wider groups their main points from their discussions</p>
2 mins CD	<p>Wrap up</p> <p>Summarise the feed back received</p> <p>Explain what is going to happen to this information</p>
8 mins  CD	<p>Consultation with the wider pupil body group</p> <p>We would like the school council to talk/seek the views of your fellow class mates/peer group &amp; find out what they feel about this proposal and feedback to us.</p> <p>Suggest a subgroup to look at this?</p> <p>Questions we would like responses to are:</p> <ol style="list-style-type: none"> <li>1. How do you feel about the proposal to close JLS</li> <li>2. What are the positive &amp; negative aspects of a phased closure of your school.</li> <li>3. What are the positive &amp; negative aspects of a closing your school from September 2013 and transfer to another school/schools</li> <li>4. What are the positive &amp; negative aspects of closing the school to the pupils in the lower year groups (year 8, 9&amp; 10) and transferring to other local schools in September whilst the older pupils (year 11) remain and sit their GCSEs at JLS.</li> <li>5. What would be some of the unique /positive aspects of your school that you would want to see continued?</li> </ol> <p>Methods you could consider using to collect the information:</p> <ul style="list-style-type: none"> <li>• Questionnaire – make your own/ use ours</li> <li>• Talk about this in your form</li> </ul>



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	<p>classes/PSHE/classes make notes</p> <ul style="list-style-type: none"><li>• Focus groups</li><li>• Posters/poems/ letters/</li></ul> <p>Need the information back by 19<sup>th</sup> November</p> <p>Final questions</p> <ul style="list-style-type: none"><li>• Would the school council like the council to talk to the rest of the school (with the permission of your head) – perhaps in a joint assembly?</li><li>• Would the school council like us to come back on 19<sup>th</sup> November</li></ul> <p>Thank you – close .</p>
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**Minutes of the PUBLIC CONSULTATION MEETING  
CONSULTATION REGARDING THE POSSIBLE CLOSURE OF JOHN  
LOUGHBOROUGH SCHOOL  
Held at 7pm on 7<sup>th</sup> November 2012, TOTTENHAM GREEN LEISURE CENTRE**

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**PANEL:**

**SARAH EBANJA**, Independent Chair of Panel

**COUNCILLOR CLAIRE KOBER**, Leader of Haringey Council

**BERTON SAMUEL**, Acting Chair of Governors, The John Loughborough School

**JENNIFER DUXBURY**, Head of Admissions and Organisation- Haringey Children and Young People Service

**LES CRAGGS**, Assistant Director- Haringey Children and Young People Service

**LIBBY BLAKE**, Director - Haringey Children and Young People Service

**NEVILLE MURTON**, Head of Finance- Haringey Children and Young People Service

**DAVID WILLIAMSON**, Former LA Officer and member of the review group

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**SARAH EBANJA- Chair of Panel**

- 1.** The Chair opened the meeting and welcomed those present, she explained that she was independent of the local authority and had been



## **Haringey Council**

chair of the Stephen Lawrence Charitable Trust, the Bernie Grant Arts Centre and Newlon Housing Trust.

2. The Chair explained that her role was to ensure that the meeting ran on time and smoothly enabling as many people as possible to share their views and opinions and ask questions. She explained that the meeting was part of the consultation process; the process will end on 19<sup>th</sup> November 2012.
3. The Chair asked that people who contributed gave their names and stated their interest, informing those gathered that note of the meeting would be recorded and available on Haringey's website from 14<sup>th</sup> November 2012.
4. The Chair reminded those assembled that a printed version of the proposal was available at the entry desk.
5. The panel introduced themselves and stated their roles. The Chair outlined the proceedings for the evening that: Councillor Kober, Libby Blake and Benton Samuel would each make a brief statement then the floor would be opened to those assembled to give their views and ask questions, members of the panel would respond to questions where possible or research answers which would be published on the Haringey website.

### **CLLR CLAIRE KOBER- Leader of Haringey Council**

6. Cllr Kober stated that the school is at the heart of the community acknowledging that The John Loughborough School is a caring school where behaviour is good and parents feel positive about sending their children there.
7. The focus of Haringey is to ensure that children achieve well at school and are set up for a successful adult life.
8. Over a number of years there have been concerns about the attainment of pupils attending The John Loughborough School.
9. Cllr Kober stated that this is a genuine consultation and she has an open mind, the decision to close the school would not be made until February 2013, and she was particularly interested in hearing the views and ideas of those present. She stated that the status quo could not be maintained, action needs to be taken to ensure that the pupils need to have the best possible education, the meeting is an opportunity for everyone to express



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the views and ideas about the best way forward for the school and its pupils.

**LIBBY BLAKE -Director of Children’s Services Haringey Local Authority**

- 10.** Ms Blake, thanked everyone for attending and stated that everyone in the room was here to get the best for the young people.
- 11.** Ms Blake outlined the recent background of the school which had led to the present consultation process:
  - i. In December 2011 The John Loughborough School had been inspected by OfSTED, the outcome of the inspection was that the school had been put into a category as requiring Special Measures because the school was not doing well enough.
  - ii. The Local Authority has met with governors to establish what help could be given to improve things.
  - iii. In the past teachers, leaders and governors have been changed; radical ideas and solutions are required to ensure that pupils get the best possible educational experience to give them a solid foundation for adulthood.
  - iv. The LA and other agencies undertook a joint review of the school, the review found that financially and educationally the school was not viable, due to falling pupil numbers and transition, the breadth and quality of the curriculum and the quality of education it provides continues to be inadequate.
- 12.** Considering the outcome of the review the council arrived at the decision to consult on the closure of The John Loughborough School.

**BERTON SAMUEL- Acting Chair of Governors The John Loughborough School**

- 13.** Mr Samuel stated that he wanted to share some issues before a motion was put to cabinet to close The John Loughborough School, He wished to challenge both the financial and educational reasons that had been cited as reasons for closure.
- 14.** Mr Samuel highlighted the background of the school:



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- i. The school was established in 1980 as an independent school with the objectives of providing a Christian education for Seventh-day Adventists and the wider faith community; and more specifically to address the poor levels of academic attainment amongst pupils of black ethnicities at that time.
  - ii. In 2007-2008 there was turmoil and unrest within the schools leadership which was followed by a period of instability.
  - iii. In 2009 the school was placed into special measures
  - iv. In 2010 there was an acting headteacher then a new headteacher was appointed.
  - v. In 2011 the school was re-inspected and remained in special measures
  - vi. Since then the Governing Body and the Leadership Team have been strengthened, a consultant headteacher has worked with the school and things have changed.
  - vii. The 2012 exam results were not as good as hoped for.
  - viii. The HMI monitoring visit which took place in October 2012 acknowledged that satisfactory progress has been made towards all areas requiring improvement.
  - ix. It is clear from the report that progress has been made, if we are given the time and resources we can demonstrate that we can maintain and embed these improvements and progress.
  - x. Since 2011 the school structure has improved.
- 15.** Mr Samuel highlighted areas of the HMI report: (the full report is available on the OfSTED website)
- i. Together with other senior leaders, the headteacher has brought greater clarity about the school's vision of the future.
  - ii. Quality of teaching- Progress since the last monitoring inspection – satisfactory
    - Improve the quality of teaching to raise students' attainment, especially in mathematics, to bring it at least in line with national averages by summer 2013.



## **Haringey Council**

- iii. Evidence from lesson observations shows that students continue to engage well in their learning.
  - iv. The new governing body is astute and has a good awareness of the school's strengths and weaknesses.
  - v. Given the starting points of students, including the minority who join the school at different times during the school year with little or no spoken or written English, un-validated data indicate that a large majority made the progress expected in English.
- 16.** Mr Samuel highlighted that the top 10% students make good progress.
- 17.** In 2008 the school had a £210,000 budget deficit and produced a five year plan to pay it back to the council. Currently 4 years later the deficit is £16,000.
- 18.** Mr Samuel summarised that the school is making progress and needs time to consolidate then ensure that these changes are maintained.

### **SARAH EBANJA- Chair of Panel:**

- 19.** The Chair opened reminded those in attendance that the meeting formed part of the six week consultation process and invited submissions and questions from the floor.

### **Member of the public**

- 20.** *Does the council recognise the achievement for Afro-Caribbean students at The John Loughborough School?*
- 21.** *GCSE attainment data of Afro-Caribbean at The John Loughborough School compared against the Haringey average from 2003 to present was presented. The figures show that Afro-Caribbean students at The John Loughborough School often attain better GCSE results than Afro-Caribbean students in other Haringey schools.*
- 22.** *It was suggested that when making decisions about the future of the school the attainment of pupils at The John Loughborough School is considered compared to the attainment of similar groups of students across the borough and nationally.*

### **Previous Headteacher at The John Loughborough School**



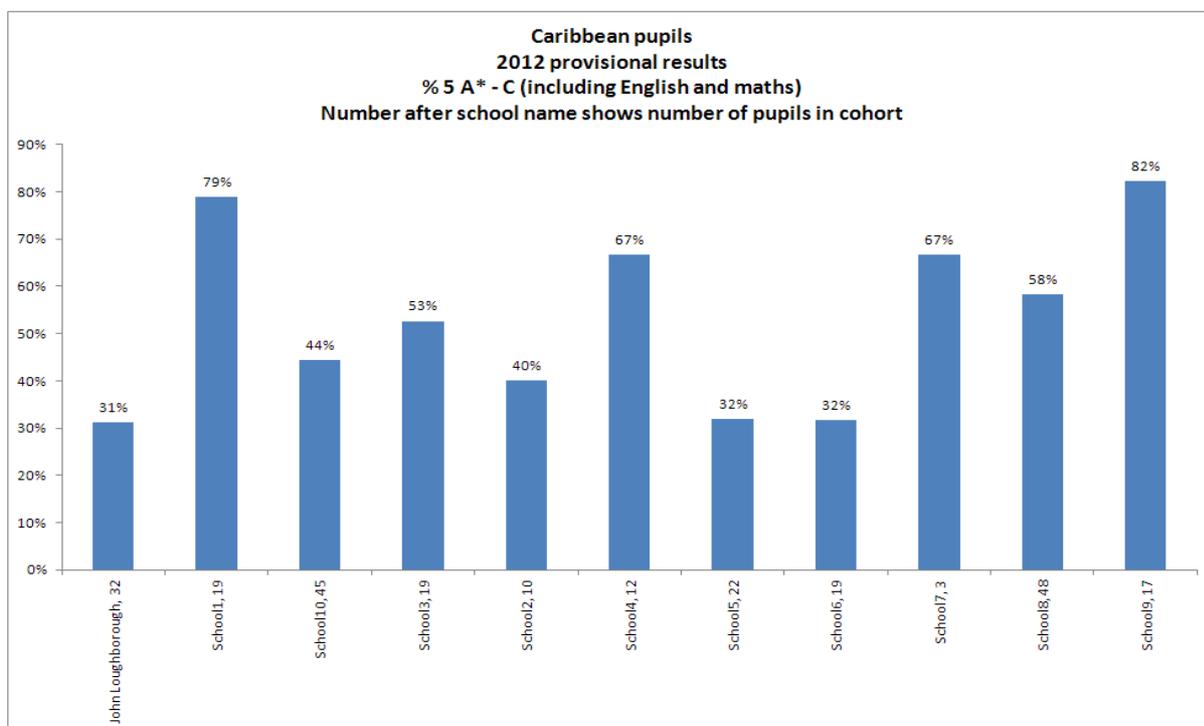
**Haringey Council**

23. *highlighted that he had been the headteacher when the school moved from Independent to maintained status.*
24. *drew an analogy between the betrayal of Christ through a persons' secret meeting with the council and a meeting that took place in 2007 between school members and the council which he believed lead the school to the position it is in today.*
25. *gave a brief history of significant dates for the school:*
- i. The loss of grant maintained status brought the school into a relationship with Haringey council.*
  - ii. In 1998 the school applied to Haringey for maintained status, it was felt hat the council had not wanted another faith school as they felt that religious schools were divisive and already had two.*
  - iii. In 1999 the council met with church leaders requesting the replacement of the governing body, the school resisted this move. At this time the council said that the school was not financially viable and did not have the wherewithal to succeed academically.*
  - iv. Over a 10 year period the attainment of Afro-Caribbean students has been above Haringey averages for four years and in line with Haringey for two years.*
  - v. The council feels the school should not be here. In 2002 14 inspectors were sent to the school who concluded the school was not viable.*
  - vi. The council intervened wrongly in 2007 and sought to get rid of the Headteacher who had raised the attainment of Black and Afro-Caribbean students.*
26. *he felt that Haringey's charge is disingenuous and hypocritical; data shows that the attainment of Black and Afro-Caribbean students is better at The John Loughborough School than in other schools and I would contend that the proposal to close the school is a discriminatory act.*
27. *The destination of students from the school is important, young people leave the school with the motivation to do well and go to university.*
28. *The council needs to withdraw its' proposal on the basis that it is discriminatory.*



**LES CRAGGS- Assistant Director Haringey Children's Service**

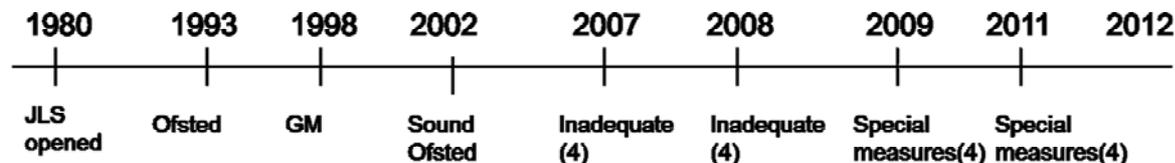
- 29.** Mr Craggs responded the conclusion from the review was that the school is not financially or educationally viable.
- 30.** The Chair of Governors has read some highlights from the monitoring report there are other areas which state that progress is inadequate.
- 31.** A graph showing the 2012 GCSE attainment of Caribbean pupils at The John Loughborough School was displayed to those in attendance which showed that standards were low at the school



- 32.** Mr Craggs informed those present that the 2012 data does not support the argument that Afro-Caribbean students do better at The John Loughborough School than at other schools.
- 33.** A graph indicating the timeline of the school which showed a downwards trajectory from 1993 to present was displayed.



## Haringey Council



34. *A point of order was made from the floor that the panel members refer to page numbers where information is held rather than present it which takes time from attendees.*

### **CLLR KOBER- Leader of the Council**

35. Cllr Kober stated that she could not comment on the past history of the council's relationship with the school.

36. The council under her leadership has no bias against faith schools. The proposal to close the school is not anti-faith, it is because the council is concerned about the outcomes for students.

### **Former pupil**

37. *Given that the council has had concerns about the school for some time why was a super-head not put into the school in 2008?*

38. *Do you feel you have a role to play?*

### **Member of the public**

39. *Have you already made your minds up to close the school?*

40. *Children find a home at The John Loughborough School, can we have your assurance that you are here to listen to us.*

### **LIBBY BLAKE -Director of Children's Services Haringey Local Authority**

41. Ms Blake stated that the appointment of the headteacher is the decision of the governing body, who wanted a headteacher in keeping with the ethos of the school.

### **CLLR KOBER- Leader of the Council**

42. This is a genuine consultation, but we have an issue to resolve which has been highlighted by inspection reports and young people's attainment.



### **Haringey Council**

**43.** There are three possible solutions- school closure, an academy sponsor or a home grown solution. Any home grown solution will have to be a radical departure from what has gone or been tried before.

#### **Former Teacher**

**44.** *referred to page 3 of the consultation document; he stated that intervention fell down when consultants did not engage with staff.*

**45.** *Regarding academy status, how will concerns be resolved before academy status is entered?*

**46.** *The spring term consultation was agreed before the faith body had an input.*

**47.** *raised a concern that one hour is not sufficient for consultation.*

#### **Member of the public**

**48.** *Was encouraged by the statistics from the chair of governors which shows that the school can make progress.*

**49.** *The John Loughborough School is a Christian school and it is important that we do not undermine faith in the borough and the country.*

**50.** *My sons are appalled at the way the school has gone down, we have changed the headteacher but need to change the way to make a difference.*

#### **LIBBY BLAKE -Director of Children's Services Haringey Local Authority**

**51.** The report is not intended for recriminations but to help young people. As times change the responsibilities such as the appointment of consultants are the responsibility of the governing body.

**52.** The Local Authority has no role if a school becomes a sponsored academy.

#### **BERTON SAMUEL- Acting Chair of Governors The John Loughborough School**

**53.** Mr Samuels told those present we can continue as we are, it is clear that we have not sat on our laurels; the governing body has made changes.



## **Haringey Council**

54. We have brought in consultants, the teaching infrastructure has been changed things are still being done. We will not let this process impact on what we are doing for children, we have taken the right steps.
55. History is important but the way forward from today is what is really important.

### **Current parent**

56. *The councillor made reference to the importance of children having a good education; that is important. It is also important to parents to know that their children are in a safe environment, safe from gun and knife crime. The school is a family, the staff know our children and have our children's best interest at heart.*
57. *If you close this school our children's relationships will be affected as well as their education.*
58. *Please do not close our school.*

### **Current pupil**

59. *You got to these conclusions through stastics, why are you doing this now?*
60. *I want to know what will happen in my future, this process does not help our education; it is distracting.*
61. *Did you ask the Headteacher and the governors to look for a sponsor?*

### **Voluntary Educator- member of the public**

62. *Why were national measures not put in place to support the school in English and maths?*
63. *Why close the school?*

### **DAVID WILLIAMSON- Former LA Officer and member of the review group**

64. The council undertook the review jointly with the South England Conference of the Seventh Day Adventist Church. Children and Young People's Service officers and members of the SEC were on the review team, together with an experienced educational consultant familiar with the school.



## **Haringey Council**

65. The review team drew the published conclusions. The SEC are looking for an sponsor academy sponsor which is running parallel to this consultation. The decision to consult on closure has not been taken lightly.

### **LES CRAGGS- Assistant Director Haringey Children's Service**

66. We are considering closure now because that is where we are now, prior interventions have not been successful; there is no further deterioration. The OfSTED inspection regime works on a national timescale and there are expectations on schools and local authorities when schools are placed into categories, which are highlighted in the consultation document.

67. National measures to support English and maths in the school were put into the school the consultants were part of the national strategies.

### **Dr EDWENA McFARQUHAR- Headteacher The John Loughborough School**

68. *Dr McFarquarh informed those present that: it is our desire and wish for students to receive the best standard of education. From 2007 input has been piecemeal, just recently the stability of the SLT has allowed the school to focus on the issues that the school needs to resolve.*

69. *It takes time to change a culture and thinking, every HMI report has indicated that the school is moving in the right direction We still have a way to go with attainment figures, however if you look at levels of progress 70% of students make at least 3 levels of progress and are meeting and surpassing national standards of progress. You do not turn around a school overnight, I ask the council for an approach which gives the school time.*

70. *It is a school with a mission that is on a journey, teachers are refining their skills.*

### **Current parent**

71. *When will there be a consultation meeting with parents?*

### **Parent of former student**

72. *her daughter left the school with 9 GCSEs and is now in university.*

73. *The panel do not have enough knowledge of the school, you need to look at the history.*



## **Haringey Council**

74. *The headteacher took the council to court for unfair dismissal and won.*
75. *The Local Authority has consistently lied and cheated and gone into the school to destroy it.*
76. *The headteacher was in there the church and the chair of governors had gone wrong, she had children, a family and you destroyed her life.*
77. *You have already made your decision.*
78. *Romany gypsies have been put into the school, and you will destroy lives.*
79. *In the church we have leaders and educationalists; we pay our taxes we are not begging for money for our children.*

### **Member of the public- Founding Member**

80. *we had a big fight with Haringey, we train doctors, teachers and nurses yet the council said we do not have the capacity to do what we do. Haringey is being manipulating.*
81. *The panel should not answer questions as this takes up our time.*
82. *You have walked into our church and interfered with it. It was said that Sharon Shoesmith interfered with the OfSTED report.*
83. *There were five other schools in the council in a category at the time, how much was spent on the other schools in comparison?*
84. *Our headteacher has a doctorate in education and is a trained OfSTED inspector.*

### **Current parent**

85. *His remarks were for the gathering.*
86. *A disingenuous and dangerous decision has been made and we have to fight tooth and nail to keep our school.*
87. *In the past parents protested at intervention, we were taken to court and we won, Beware of lies and statistics, we need to look at quality as well as quantity, we would like information regarding attainment on entry, The John Loughborough School is adding more value to the achievement of pupils.*



## **Haringey Council**

88. *In 2008 I was removed by the police from the school, I was not causing any trouble, that year the school was the most improved school in Haringey. 40% of our year 10 pupils had secured GCSEs and we were criticised for entering them early, we were improving, we would have possibly been a beacon school but the council did not want that.*

### **Member of the public & a governor in a Haringey school**

89. *I think the councillor should know the history of the school because it is important.*

90. *Why was the school not allocated additional pupils who did not get their preferred place schools?*

91. *Greig City Academy, St Thomas More and The John Loughborough School were not allocated additional children because the LA did not allocate them to faith schools.*

92. *There needs to be a meeting for parents and another opportunity to meet for consultation; there has not been enough time allocated tonight.*

### **Teacher at The John Loughborough School**

93. *The John Loughborough School is not a black school, children from 52 countries come to the school because they want a Christian school, Adventist education is important.*

### **Member of the public**

94. *When I went to university I was told that BAC children were underachieving. We have solicitors, doctors and other professionals, what has this country done for our people, the answer lays in society. There are a lot of different races in the school, and we work together. The John Loughborough School was an achieving school, if it was once one of the most improved schools why don't we go back to the old system.*

95. *Why us? we believe in education we do not discriminate.*

### **Member of the public**

96. *Given the impassioned pleas from tonight the council must realise an additional meeting is required.*



**Haringey Council**

**Current student The John Loughborough School**

97. *You have heard people say that students are greatly affected, we are worried that our school will close, where will we go?*
98. *We need someone to turn the school into an academy, we are a family. I do not think that the school should shut down.*
99. *I moved from another Haringey school that was considered to be a good school because I was not happy, I was a shy and introverted girl. I am now happy and have the confidence to be able to sing and play guitar in front of the whole school.*
100. *I have the support of friends and staff who think I can achieve.*
101. *Please listen to students, if you shut the school you are limiting the leaders of the future.*

**SARAH EBANJA- Chair of Panel**

102. We have heard the views, feelings and strong emotions expressed which will feed into the decision making.
103. *A point of order was raised that compelling points of analysis and data had also been given.*
104. The Chair invited Berton Samuels to make closing remarks.

**BERTON SAMUEL- Acting Chair of Governors THE JOHN LOUGHBOROUGH SCHOOL**

105. Mr Samuel thanked everybody for attending.
106. He stated it is clear that emotions are high, we have a clear mandate, we need to get documentation together and get responses from the council.
107. I would like to request another meeting where we take note of the qualitative data, and a meeting for parents. I urge all to work with us to move forward.

**CLLR CLAIRE KOBER- Leader of Haringey Council**

108. Cllr Kober stated I know that we are facing difficult decisions, the councils concern is for the achievement of children. There are two options ahead either an academy sponsor or closure. If it is decided to close the school



**Haringey Council**

we will have to ensure that there is as little disruption as possible to the students.

109. *There was a call from the floor for clarification on whether a proposal for academy status had been rejected, Mr Benton Samuels confirmed that a proposal had been submitted to the secretary of state for education which had been rejected as it was felt that the proposed sponsor did not have the capabilities to help the school move forwards at this time. The DfE will continue to work with the school to identify a suitable sponsor.*
110. Cllr Kober informed those present that the school needs to improve swiftly, the five year improvement time-frame suggested from the floor equated to an entire generation of pupils, and reiterated that academy sponsorship is a matter for the DfE not the Local Authority.
111. She urged people to put forward their ideas for the future and not look back at the past.
112. If the school wishes to organise consultation meetings to gather further input it is free to do so, tonight's meeting was the formal meeting with the Local Authority.

**SARAH EBANJA- Chair of Panel**

113. The Chair reminded those present that the consultation period ends on 19<sup>th</sup> November 2012.
114. If the school wants to hold a meeting the views gathered should be forwarded to the council and will be considered along with the views from this meeting and written responses to the consultation. The Local Authority is following good practice guidelines by holding a seven week consultation (six weeks plus a week to allow for the half term break).
115. The Chair closed the meeting at 9pm.



**Responses to questions/points raised at The John Loughborough School public meeting held on 7<sup>th</sup> November 2012**

1. Does the council recognise the achievement for Afro-Caribbean students at The John Loughborough School? When looking at the attainment of pupils at John Loughborough School the council needs to compare attainment of other Black African and Black Caribbean pupils rather than all children.

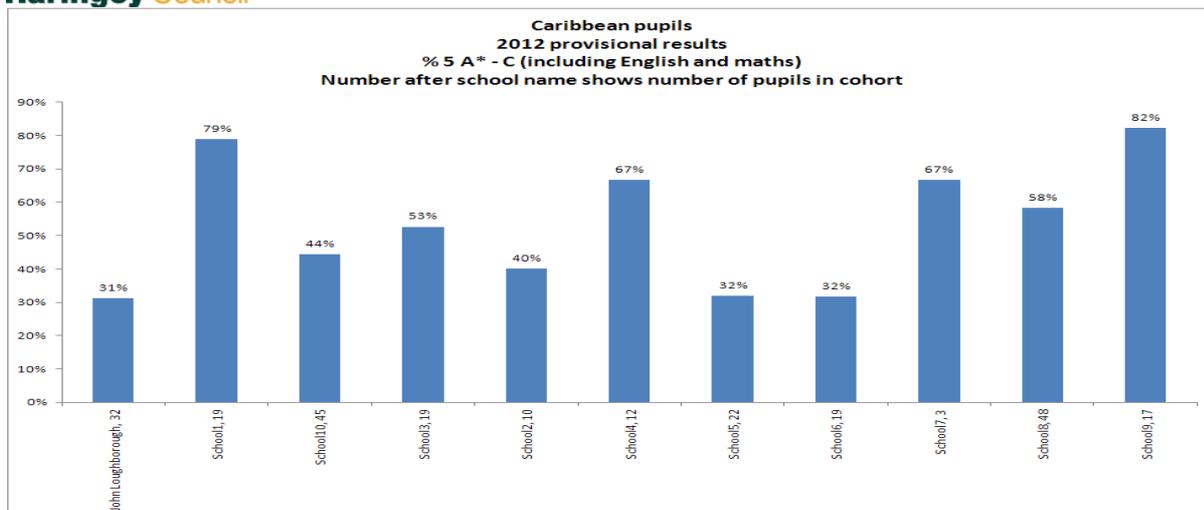
The table below shows the percentage of pupils attaining 5 or more A\*-C GCSE passes (including English and Maths) of pupils at John Loughborough school and the attainment of African and Caribbean pupils in Haringey. From 2002 to 2004 a higher percentage of pupils at John Loughborough attained 5 or more A\*-C GCSE passes (including English & Maths) than African and Caribbean pupils in Haringey as a whole. From 2005 onwards (with the exception of 2008) a greater percentage of African and Caribbean pupils in Haringey as a whole attained 5 or more A\*-C GCSE passes (including English & Maths), than pupils at John Loughborough.

The exam data shows that African and Caribbean students do not do better at The John Loughborough School than the overall for African and Caribbean students in Haringey schools.

Percentage of 5 or more A\*-C GCSE passes including English and Maths

Year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012 Provisional
John Loughborough	19%	36%	24%	15%	13%	19%	39%	34%	31%	29%	35%
Afro-Caribbean pupils Haringey	15.3%	23.5%	18.5%	21.1%	23%	24%	30%	34%	31%	42%	50%

The graph below shows the provisional results for African and Caribbean students in all Haringey schools in 2012. It shows that the percentage of African and Caribbean students attaining 5 or more A\* - C (including English and Maths) passes in The John Loughborough school is the lowest of all Haringey schools.



- If you look at levels of progress 70% of students make at least 3 levels of progress and are meeting and surpassing national standards of progress. There is a need to look at the value added the school provides for its students

Analysis of Contextual Value Added (2008-2010) and Value Added 2011 of Haringey schools for African and Caribbean pupils at the end of GCSE years 2008 – 2011.

The data is taken from the DFE/Ofsted raiseonline reports and the DFE school and college performance tables website. Prior to 2011 the analysis was based on contextual value added. In 2011 the DFE changed the way the calculations were done and removed the contextual aspect, so that it now only involves the prior attainment of pupils and does not include contextual aspects. (VA data for 2012 is not currently available)

The higher the CVA or VA score is, the more progress pupils have made. So a score of 1014 is better than a score of 1003 etc.

The information on schools overall value added scores is freely available on the DFE website – this is why the school names have been left on.

	2008 CVA	2009 CVA	2010 CVA	2011 VA
John Loughborough	994	995	1000	958.6
Alexandra Park	1027	1034	1014	1015.2
Fortismere	1017	1013	1006	1006.4
Greig City Academy	1024	1023	1008	996.2
Gladesmore	1037	1047	1044	1027.5
Highgate Wood	1002	978	987	999.0
Hornsey School for Girls	1009	1007	984	997.9
Northumberland Park	1033	1028	1028	1009.8
Park View	1033	1017	1010	1013



## Haringey Council

St Thomas More	1002	1002	980	1009.1
Woodside High	998	1014	1026	1029.2

The value added data for all pupils at The John Loughborough school show they do not make more progress than students at other schools.

The following information is broken down by ethnic background to make comparisons of the progress made by Afro-Caribbean students at John Loughborough School and other Haringey secondary schools.

The rank numbers show the position of the school's value added relative to the other Haringey schools. A rank of 1 is the highest in terms of the value added for pupils in the school. A rank of 11 is the lowest.

John Loughborough African pupils. The rank of the school compared to the other secondary schools in Haringey was 11<sup>th</sup> (bottom) in 2008, 8<sup>th</sup> in 2009, 5<sup>th</sup> in 2010 and 11<sup>th</sup> in 2011.

John Loughborough Caribbean pupils. The rank of the school compared to the other secondary schools in Haringey was 8<sup>th</sup> in 2008, 10<sup>th</sup> in 2009, 7<sup>th</sup> in 2010 and 11<sup>th</sup> in 2011.

The value added data shows that Afro-Caribbean students at The John Loughborough school do not make more progress than Afro-Caribbean students at other schools.

### CVA and VA for African pupils

School	Eth	2008 CVA	2009 CVA	2010 CVA	2011 VA	Haringey Rank 2008 (out of 11)	Haringey Rank 2009 (out of 11)	Haringey Rank 2010 (out of 11)	Haringey Rank 2011 (out of 11)
John Loughborough	African	983	1010.9	1006.7	958.9	11	8	5	11
Sch1	African	1014.8	1024.4	1035.3	1035.8	4	2	1	2
Sch2	African	1020.3	1025.6	1019.8	1020.9	3	1	2	5
Sch3	African	1032.1	1012.2	1006.7	1033.3	1	6	5	3
Sch4	African	999.5	996	979.1	1016.4	9	10	11	6
Sch5	African	987	1017.1	1010.3	1025.8	10	5	3	4
Sch6	African	1010.8	1019.8	1005.7	1039.1	6	3	7	1
Sch7	African	1014.6	1011.8	1005.2	1008.5	5	7	8	8
Sch8	African	1025	1018	1007	1016.1	2	4	4	7
Sch9	African	1003	1001	993	996.9	8	9	9	10
Sch10	African	1006	991	987	1001.8	7	11	10	9

### CVA and VA for Caribbean pupils

School	Eth	2008 CVA	2009 CVA	2010 CVA	2011 VA	Haringey Rank 2008 (out of 11)	Haringey Rank 2009 (out of 11)	Haringey Rank 2010 (out of 11)	Haringey Rank 2011 (out of 11)
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**Haringey Council**

John Loughborough	Caribbean	1000	988	998.7	963.4	8	10	7	11
Sch1	Caribbean	1026.9	1037.5	1032.4	1030.8	1	1	1	2
Sch2	Caribbean	1024.1	1026	1029.7	963.9	2	3	2	10
Sch3	Caribbean	1016.8	1009.1	1004.7	1002.6	4	6	6	3
Sch4	Caribbean	1009.7	1006.8	979	992.9	6	7	9	6
Sch5	Caribbean	991.6	1012.2	1017.4	1051.8	10	5	3	1
Sch6	Caribbean	1021.3	1031	1017.3	1000.8	3	2	4	4
Sch7	Caribbean	996.4	1003.5	975.3	993.3	9	8	10	5
Sch8	Caribbean	1011	1014	1005	978.7	5	4	5	8
Sch9	Caribbean	986	969	969	966.5	11	11	11	9
Sch10	Caribbean	1005	999	986	987	7	9	8	7

3. Why were national measures not put in place to support the school in English and maths?

The National Strategies, a programme of training and resources, available to schools from the late 1990s until 2011, covering particularly the core subjects, was indeed made available to all schools in Haringey, including John Loughborough. For the duration of the programme, a balance was maintained nationally and locally, trying to assist individual schools to adapt the materials and training to their specific needs, without the losing rigour of the national programme.

4. Given that the council has had concerns about the school for some time why was a super-head not put into the school in 2008?

John Loughborough is a Voluntary Aided school. This means the Governing Body, rather than the local authority, has responsibility for the recruitment and employment of all staff including the Headteacher.

5. Have you already made your minds up to close the school?

This is a genuine consultation, but we have an issue to resolve which has been highlighted by inspection reports and young people's attainment. There are three possible solutions- school closure, an academy sponsor or a home grown solution. Any home grown solution will have to be a radical departure from what has gone or been tried before.

6. Why are you doing this now?

We are considering closure now because that is where we are now, prior interventions have not seen sustained and continued improvement to the school's exam results, we



## **Haringey Council**

need to act now to stop further deterioration. The OfSTED inspection regime works on a national timescale and there are expectations on schools and local authorities when schools are placed into categories, which are highlighted in the consultation document.

Following the 2007 OfSTED inspection, which placed the school in special measures, the local authority put in a Interim Executive Board (IEB). Despite extensive resources to support the school and the best endeavours of the IEB to establish rapid change, including the appointment of a new headteacher and revised governing body, the ofsted reports in 2009 and 2011 showed that improvements were not embedded and that fundamental weaknesses remained.

The council could not allow this situation of poor standards at the school to continue any longer. A review in May 2012 of all the possible intervention options open to the council and the South of England Conference to improve standards at the school concluded that the best way forward was a twin track approach where the local authority would consult on the closure of the school while the governing body would pursue the academy route and seek a sponsor. Should the DfE agree the academy sponsor and for John Loughborough to convert to an academy, the local authority would withdraw the proposal to close the school.

### **7. The act of closing the school is a discriminatory act**

This first round of consultation on the possible closure of The John Loughborough School has been undertaken following a review of the school's viability which was carried out jointly by Haringey Council's Children and Young people's Service and the South of England Conference of the Seventh Day Adventists. An Independent experienced educational consultant also sat on the review panel. The objectives of the review were to establish whether or not the school was educationally and financially viable. The review looked at, among other things, Ofsted reports, Raiseonline data, attendance, performance of minority groups, parental preferences for school admissions, and annual budget turnouts. The review team unanimously concluded that the school as currently organised has not been educationally viable because the quality of education that it provides has been consistently inadequate. It was also concluded that, since 2008, the school's budget has fallen into deficit which cannot be recovered from educational



## **Haringey Council**

funding sources alone. The review did not use any discriminatory measures to come to these conclusions. No other secondary school within the borough currently has such poor educational outcomes for its pupils or has such a consistently poor budgetary outlook, without outside funding sources taken into consideration.

8. What will happen in the future, this process disrupts the education of the pupils currently at the school. Where will the pupils go if the school does close?

The review concluded that the education provided for the pupils at John Loughborough School was consistently inadequate. The purpose of the review was to inform future decisions which could ensure that education of pupils would not be consistently inadequate. The Cabinet report that was considered by members prior to this consultation set out three possible options for how any closure of John Loughborough School might be implemented if the decision is to close the school. All of these options place the children and young people's educational wellbeing at the centre of any decision-making. The aim of any future decisions is to improve educational outcomes for all of the young people currently at the school as well as future pupils. We have been in open discussions with the governing body and school staff around what support can be offered to students at the school to assist them through this difficult time. Inevitably there is a period of uncertainty when consultation on any possible closure of the school is taking place, but the timeframe for the consultation and the options being considered all seek to minimise this uncertainty and improve outcomes for all these pupils as we move forward.

9. When will there be a consultation meeting with parents?

The public meeting held at Tottenham Green Leisure Centre was intended for parents and carers of existing and potential future pupils of the school, school staff, governors and everyone else that has an interest in the future of the school. The school undertook that they would arrange a further meeting for current parents/carers of pupils at the school, with officers from Haringey Council attending. Once the details of the meeting are confirmed with the school we will put a notice on the consultation website.

10. There were five other schools in the council in a category at the time, how much was spent on the other schools in comparison? How much money has been spent on other schools, where the pupils weren't doing so well 4 years ago – now look at how those schools are doing – why can't you provide the same assistance to JLS

John Loughborough School is currently the only secondary school in a category of



## Haringey Council

concern within the OfSTED framework. The school has been in a category since 2007. Our data shows that in the last five years, only one other secondary school has been in a category of concern and that has since been judged outstanding (2011). There is a well-documented schedule of intensive support that has been given to John Loughborough School to attempt to bring it to good or outstanding. This has included support for teaching and learning, behaviour and leadership & management to improve standards of attainment and progress for all pupil groups, particularly in maths. Support has been provided by the local authority, London Challenge, Education London and other Haringey schools, including headteachers of schools judged to be outstanding.

11. Why John Loughborough School was not allocated additional pupils who did not get their preferred place schools?

Wherever possible all families are given one of their preferred schools. For many families this means their first preference, while for some families it may be one of their lower preferences (each family can express up to six preferences for their child). Where schools are oversubscribed pupils are allocated according to the admissions criteria for the school. Where pupils do not receive any of their preferences they are allocated the next school where there are spaces and where the child best meets the admission's criteria for that school.

### September 2012 offers by preferences for John Loughborough Schools

Preferred School	No. of offers by preference/allocation							Grand Total
	FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH	ALLOCATION	
The John Loughborough School	12	3			1			16

The John Loughborough has not received enough applications over recent years to fill the 60 available places. With the agreement of the governing body, these places can be offered to other pupils in the borough who have not been offered a place elsewhere. If the governors agree to take allocations, unplaced pupils are offered to the nearest school with an available place.



**Haringey Council**

12. The picture the council portrays that the school is not financially viable is not true.

The review panel concluded that the school is not currently financially viable. Further, the new funding formula severely restricts the factors we can use to fund schools. In particular it sweeps away most of the site and school specific factors that gave a degree of stability to smaller schools. Factors that have gone include universal grants and teacher threshold grants. Although a degree of protection for smaller schools has been achieved by providing a significant lump sum, a much greater proportion of funding is now through the pupil led funding that directs money to larger schools. This will place further pressure on John Loughborough School to remain financially viable.



**THE CASE AGAINST CLOSURE OF THE JOHN LOUGHBOROUGH SCHOOL**

The school was founded in the late 1970s by community volunteers who were Seventh Day Adventists. It was a time when local authority schools were failing to provide adequate education for black Caribbean children. Also, the children complained to their parents every day about racism in school-rooms and the playgrounds. When the Thomas Moore School in Holcombe Road, Tottenham, North London, was up for sale, the community volunteers expressed interest and lobbied the local Catholic church (who owned the building) and Haringey Council to purchase the premises. The chief campaigner was Martin Luther Rodney, who went from door to door in the borough and collected thousands of signatures in support of the building remaining for use as a school rather than being purchased by builders or the Council who wanted to erect blocks of flats. The community volunteers persuaded the South England Conference of Seventh Day Adventists (SDA) to buy the premises, and in April 1980 with three teachers and 50 black Caribbean pupils the John Loughborough School (JLS) was opened. Haringey Council openly expressed opposition to the school saying it was divisive, but they were unable to prevent its operation because the school was then financed exclusively by the SDA Church. The relationship between the Council and the school had never been pleasant. The school's examination results over the years exceeded those in Haringey, especially as it compared with those of Black Caribbean pupils in the borough.

The school welcomed Adventists and non-Adventists, and there was always a good mix of black Caribbean children in attendance. It must be noted that the school was never set up to cater only for Adventists children. Parents paid pupils' school fees and received value for money. During the 1980s the pupils gained a reputation for hard work and academic excellence. The school gained national and international reputation for success. National and international media often visited the school and interviewed children and teachers. The American docudrama, A Woman Called Golda, starring Ingrid Bergman, was made there in 1983 and included some of the school children. The national recession in the early 1990s created huge problems, and the financial squeeze caused parents to take their children to other schools because they could not afford to pay the school fees. Headteacher Keith Davidson campaigned for Grant Maintained status in 1998, and in 1999 the school was successful in becoming Voluntary Aided by the British government. The school was the first in Britain to have been managed mainly by black staff who catered mainly for black Caribbean pupils. Overall, it was a success story. But, things took a turn for the worse after the year 2002, as school leadership showed many weaknesses, standard and examination results dropped. Yet, when one looks at GCSE A\* - C (including English Language and Mathematics) passes as compared with those for Black Caribbean pupils in Haringey, it is apparent that, overall, the latter figures were not that much better than JLS'.

Black Caribbean pupils in Haringey: 5 A\* - C (including English Language & Maths) % passes

2002	2003	2004	2005	2006	2007	2008	2009	2010
15.3	23.5	18.5	21.1	21.8	41	47	34	31

John Loughborough School (JLS) pupils: 5 A\* - C (including English Language & Maths) % passes

2002	2003	2004	2005	2006	2007	2008	2009	2010
19	36	24	15	13	20	39	31	29

Dr June Alexis was appointed as Headteacher in September 2005. The results for the following year dropped to 13% , but began to show improvements in 2007 and 2008. But Dr Alexis was dismissed in October 2008, and the children's education suffered. Sharon Shoemith, then Haringey's Director of Children's Services, sought to misuse the results as evidence that Dr Alexis was failing JLS pupils. But Ms Shoemith ignored the fact that the 2006 result had a GNVQ element to it. Dr Alexis had made a strategy decision that year not to enter pupils for an examination that had little or no value, but to invest for the future in entries for the more valued GCSE subjects, including earlier entries for Year 9 and Year 10 pupils, as opposed to GNVQs. It was to be expected that withdrawing from GNVQs in that year would carry the consequence of lowering the GCSE 5 A\* - C results. Seizing on the opportunity of the 2007 examination results, Sharon Shoemith called Dr Alexis and the then Chair of JLS school board Pastor Walter Humphries for a meeting and informed them both that there should be

a change in the headship of the school. But, he refused. In September 2007, Pastor Sam Davis was elected as President of the South England Conference of Seventh Day Adventists, and became the new Chair of governors. Her Majesty's Inspectors (HMI) monitoring visit took place on 2 October 2007. They explained that teaching had moved from unsatisfactory to satisfactory, but that it should have been 'good'.

Dr Alexis was put under further pressure to resign, but refused. The Board of Governors also refused to dismiss her. Not having succeeded in removing the head teacher, Ms Shoemith applied to the then Secretary of State for Education Ed Balls MP to remove the governors and replace them with an Interim Executive Board (IEB). Dr Keith Davidson, then SDA Director of Education opposed the application for the IEB, but Pastor Davis as Chair of governors went against the wishes of the board of governors by signing the application for an IEB/Haringey Council control of the school. The Secretary of State agreed, and the IEB's first meeting was on 15 January 2008. Some of previous board members were replaced with new ones who were sympathetic to the views of Ms Shoemith and Pastor Davis. It seemed easier then to take action to remove Dr Alexis. The IEB appointed independent assessors, who Haringey Council chose, to carry out assessments on her leadership and management of the school. The SDA Education Department appointed Professor Gus John to conduct a separate enquiry.

When the IEB met on 6 February 2008, it decided not only to dismiss Dr Alexis, but the school's leadership team also. A further meeting of Ms Shoemith and Dr Alexis took place, and the latter was told not to return to work when the school went back from the half-term break on 25 February 2008. But the IEB's intentions became known to the Friends and Founder Members' Association of the John Loughborough School as well as the Parents - Teachers Association of JLS, and they both organisations joined in a demonstration in support of Dr Alexis on 25 February 2008. The following day Dr Alexis was suspended. The allegations to be investigated including claims that that she had been negligent in her duties as head teacher of the school and as the one responsible for enforcing the health and safety policy in the school, and failure in her duty of care to staff and pupils. The Friends and Founder Members' Association of the John Loughborough School (FFMJLS) and the Parents - Teachers Association of JLS held another protest demonstration in support of Dr Alexis on 27 February 2008. A disciplinary investigation was conducted and the report recommended that Dr Alexis should answer to the allegation of gross dereliction of duty. At the end of a disciplinary meeting on 22 October 2008 she was dismissed for not enforcing the health and safety policy in the school and failing in her duty of care to staff and pupils. Dr Alexis appealed against the decision, and the IEB hearings on 29 January 2009 and 11 March 2009 confirmed the dismissal.

Members of FFMJLS continued to openly protest Dr Alexis' dismissal, but Haringey Council and the SEC Adventist administration took legal action in a form of injunction proceedings at a County Court to stop the protests taking place on the school's premises. The County Court judge adversely criticised Haringey Council and the SDA Church, and awards punitive costs against them. Dr Alexis' complained to an Employment Tribunal on 12 January 2009, and the case was heard on 26 and 27 May 2010, 1-4 June and 7-10 June 2010. After which, the unanimous judgement of the Tribunal was that she was unfairly dismissed. Haringey Council and the South England Conference of Seventh-Day Adventists appealed to the Employment Appeals Tribunal but again lost the case against Dr Alexis. The removal of Dr Alexis as Headteacher seriously damaged the education of pupils at JLS. Adventist parents began to remove their children from the school and it is the main reason for their lack of support after 2008. JLS' examination results from 2009 shows a decline under the Council's supervision and leadership. FFMJLS hold them responsible for the decline in the school's results from 2009.

It is an injustice that the Council are taking action to close the John Loughborough School. Their Consultation document contains many errors and misleading details. Their figures fail to show the results for all African Caribbean pupils in the Borough, but shows all pupils regardless of ethnicity. The Friends and Founder Members of the John Loughborough School have, over the past 32 years, been apposed to the Council's negative attitude to JLS. They were responsible for the dismissal Dr Alexis as Headteacher, and JLS' low examination results. We believe, if given the opportunity, that FFMJLS have the skills, educational expertise, and community support to again make the school a beacon, as it was in the 1980 and 1990.

**FFMJLS NEED MORE SUPPORT TO KEEP THE SCHOOL OPEN. PLEASE CONTACT US ON: 07815908199**

**7 NOVEMBER 2012**



# The John Loughborough SDA School

(Seventh-day Adventist)

HOLCOMBE ROAD, LONDON N17 9AD - TEL 020 8808 7837/0563 - FAX 020 8801 6719

Head teacher: Dr E McFarquhar

14 November 2012

Dear Sirs



I am writing to you as Chair of the JLS Association in response to your proposals to close the John Loughborough School. The Association stands behind the school, and very much disagrees with these proposals. As was highlighted at the Consultation meeting held on Wednesday 7<sup>th</sup> November by a great number of parents and interested parties, the school has in the past been a school of excellence and although it has recently experienced some difficulties, with time and help from the Council the school could once again become a school of good standing.

It is unfortunate that there are a large number of students with English as an additional language, which in turn makes it difficult for them to access GCSE's and thereby causing the GCSE attainment levels to appear very low. However, in terms of harmony within the school and the accountability which exists between teachers, students and parents, is something which is rarely to be found in other schools. Because of this accountability the very best is sought from each student within the school whether they are sitting exams or not. Our Speech Days are a great testament to this where students across the school are awarded for their strengths in various areas of school life not just academically. This creates a healthy attitude within the students towards life in general and the school turns out youngsters who go on to become successful citizens.

Speaking also as a parent of two children at the school; one who has just recently left with several A\*s and one who is currently in year 9 and working towards taking GCSE maths early; we need to look at the positives which exist in the school and not focus on the negatives, and where the negatives outweigh the positives we should be seeking to reverse these trends.

The JLS Association would therefore ask that the Council take into account (a) the large number of EAL students currently at the school; (b) the numbers of Caribbean students taking and obtaining 5 or more GCSE A\*- C compares favourably with those in other schools in Haringey; (c) the overall school life where every child is encouraged to achieve and is valued.

In addition please also see the comments of some of the members of the association:

*"As a parent of a Year 10 pupil at John Loughborough School, I am writing to express my views and hope that it will be taken into serious consideration that the said school remains open as opposed to the seemingly preferred option by the Haringey Council to close the school. I have read the Consultation Document regarding the proposal to close the John Loughborough School (for which I am in the process of completing The Equal Opportunities Monitoring Form) which will be submitted to Haringey Council in due course.*

*I do believe the school has a lot to offer, and whilst I recognise more improvements is required, it is important to point out that the school has made steady progress - in line with the steps required by the education authorities. It is imperative that the Council take into consideration the volume of pupils admitted to the school in which English is not their first language, and in such cases, parents of those children are not always able to support their children's education progress with, for example, homework. Albeit, the school take great effort to ensure every child is catered for (Every Child Matters) and such positive attitude is often promoted in the school. I took my child out of another school at the end of Year 7 and sent him to the John Loughborough School. In his previous school, there were often 'theft' and on more than one occasion, he and his friends were met with bullies threatening them to hand over money and mobile phones.*





# *The John Loughborough SDA School*

(Seventh-day Adventist)

HOLCOMBE ROAD, LONDON N17 9AD - TEL 020 8808 7837/0563 - FAX 020 8801 6719

Head teacher: Dr E McFarquhar

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*I took the decision to send him to John Loughborough School because I believe the school, which previously was a school of Excellence, with given time, has the potential to regain its previous form as an outstanding and excellent school. Since moving to the John Loughborough School, my child has not experienced any form of bullying, accosted by bullies after school or his properties stolen. The custodial care of the head/teachers have been paramount and the children strive in that environment.*

*Of course, it is absolutely important and imperative that the pupils receive the very best education and I truly believe that the school requires your utmost support and a little more time to excel to the level in which it is cable of reaching and offering its pupils.*

*At this point in time, it would also be extremely disruptive to interrupt the children – especially those in the last three years of secondary school life. It is very unsettling for the children and this current episode could cause more harm than good. I am in favour of an Academy status school – this I believe will be the better and preferred option by the children and by the majority of the parents/carers.”*

***Parent of year 10 pupil.***

*“I have been a supporter of the John Loughborough School since it was first opened, a brilliant institution it has been.*

*I have seen so many young people successfully graduated from that school and have gone on to very good universities*

*My own two grandchildren have done exceptionally well there, winning several awards and leaving as A\* pupils.*

*To make the decision to close the school would be a total disaster for all those pupils who are coming after.”*

Finally we would also urge that there be as little disruption to the students of the school as possible. If the decision is taken to close the school we would suggest that phased closure be the preferred option. In any event we hope that the Council will give considered thought to these and the comments made by those at the Consultation meeting.

Yours sincerely

PP  
Mrs Annmarie Gosling  
Chair - JLS Association

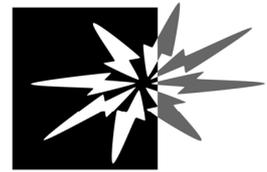


**Children and Young People's Services**

48 Station Road, Wood Green, London N22 7TY

Tel: 020 8489 8356 Fax: 020 8489 3850

[www.haringey.gov.uk](http://www.haringey.gov.uk)



**Director of Children's Services** Libby Blake

**Haringey Council**

Your ref: N/A

Date: Monday 10 September 2012

Our ref: JLS

Direct dial: 020 8489 8356

Email: [haveyoursay@haringey.gov.uk](mailto:haveyoursay@haringey.gov.uk)

Dear Parent / Carer

**COUNCIL CABINET REPORT ON JOHN LOUGHBOROUGH SCHOOL 18 SEPTEMBER 2012**

I am writing to let you know that on Tuesday 18 September 2012 Haringey Council's Cabinet will consider a report on the future of John Loughborough School.

The report follows a joint review of the school by Haringey Council staff and senior members from the South England Conference (SEC), which focused on the quality of education provided by the school, pupil attainment and the school's financial viability.

The review team concluded that the school does not meet the required educational standards - and has not for some time. The school has also experienced falling pupil numbers in recent years which, in turn, has led to a large deficit in the school's budget.

John Loughborough School now falls within the scope of the powers of the Secretary of State to either issue an Academy Order, direct an Interim Executive Board or direct closure.

It is for these reasons that the report to Cabinet recommends that a consultation take place on proposals to close the school. More details are available in the Cabinet report online from Tuesday 11 September at [www.haringey.gov.uk/cabinet](http://www.haringey.gov.uk/cabinet)

I - and the council - recognise the efforts made by the SEC, successive head teachers, the governors and the teaching and non-teaching staff to improve the school. However, on the evidence available, the sustained improvements required at the school have not been achieved. I hope you appreciate that we must take action to secure the best outcomes for pupils at the school.

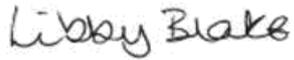
We know that this news will create an unsettling environment for you, pupils, staff and everyone connected with the school. We also recognise the special Christian ethos of the school that makes it distinctive. We will do everything we can to minimise anxiety by keeping people fully informed of what is happening. We will be also writing separately today to all staff, pupils and parents/carers at the school and to many others who might be affected by the proposed closure of the school now or in the future.

If the council's Cabinet agree the recommendation to consult on the proposal to close the school, this process is likely to begin on 1 October 2012 and will last for a period of six weeks, ending on 19 November 2012.

I appreciate that this will be a time of uncertainty for you and for pupils, parents and carers, and everyone who has an interest in the school, but I must emphasise that no final decisions have yet been taken on the future of the school. We will take into account the views of all those likely to be affected before making any final decision on whether or not to close the school.

I will write to you again to update you following the Cabinet's decision.

Yours faithfully

A handwritten signature in black ink that reads "Libby Blake". The signature is written in a cursive, slightly slanted style.

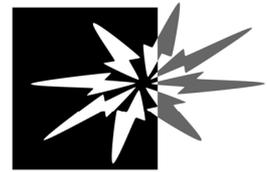
Libby Blake  
Director of Children and Young People's Services

**Children and Young People's Services**

48 Station Road, Wood Green, London N22 7TY

Tel: 020 8489 8356 Fax: 020 8489 3850

[www.haringey.gov.uk](http://www.haringey.gov.uk)



**Director of Children's Services** Libby Blake

**Haringey Council**

Your ref: N/A

Date: Monday 10 September 2012

Our ref: JLS

Direct dial: 020 8489 8356

Email: [haveyoursay@haringey.gov.uk](mailto:haveyoursay@haringey.gov.uk)

Dear student

I'm Libby Blake and I'm the Director of Children's Services at Haringey Council. One of my responsibilities is to do everything possible to make sure that all the schools in Haringey provide every student with the very best education.

I'm writing to you now, to tell you about important news that may affect the future of your school.

During the last few months, Haringey Council has worked with the South England Conference of Seventh-day Adventist Church to look at the problems your school has faced over a number of years – problems that we both think are getting in the way of you receiving the best education.

Having looked in detail at your school, the Church and council officers have decided together that the school does not meet the required educational standards that we want to see for you - and hasn't for some time. I think that your school should close and would now like to consult you, your parents/carers and teachers and talk with you more about why I think the closure of your school is in your best interest and how this closure might happen and when.

Haringey Council will be talking about these plans at one of its Cabinet meetings on Tuesday 18 September and will decide whether or not to formally begin consultation on these plans by asking you what you think about them. The views of everyone likely to be affected by the closure of your school will be collected and considered before any final decision on whether or not to close your school can be taken.

You, and your parents/carers, might be worried about what the closure of your school would mean for you. We promise to work with you, your parents/carers and your school to make sure everyone knows what is being talked about and what decisions are being made. We will do all we can to ensure that whatever might happen doesn't affect your studies and your longer term education, and of course will talk to you about where you will continue your studies if a change of school is agreed upon.

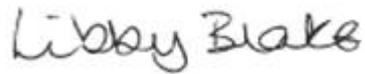
If the council's Cabinet agree the recommendation to consult on the proposal to close the school, this process is likely to begin on 1 October 2012 and will last for a period of six weeks, ending on 19 November 2012.

I do understand that this will be a time of uncertainty for you and your friends, your parents and carers, and your teachers, but I must emphasise that **no final decisions have yet been taken on the future of your school.**

I will write to you again to update you following the Cabinet's decision on Tuesday 18 September 2012.

Please try not to worry, but If you are anxious about anything I have said in this letter, please talk with a member of your school's teaching staff, your parent or carer or someone you trust.

Yours sincerely,

A handwritten signature in black ink that reads "Libby Blake". The handwriting is cursive and slightly slanted to the right.

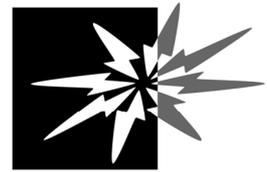
**Libby Blake,  
Director of Children and Young People's Services**

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**Director of Children's Services** Libby Blake

**Haringey Council**

Your ref: N/A

Date: Monday 10 September 2012

Our ref: JLS

Direct dial: 020 8489 8356

Email: [haveyoursay@haringey.gov.uk](mailto:haveyoursay@haringey.gov.uk)

Dear John Loughborough School staff member

**COUNCIL CABINET REPORT ON JOHN LOUGHBOROUGH SCHOOL – 18 SEPTEMBER 2012**

I am writing to let you know that on Tuesday 18 September 2012 Haringey Council's Cabinet will consider a report on the future of John Loughborough School. The report will recommend to Cabinet that a consultation take place on proposals to close the school. Your headteacher, deputy head and Board of Governors are aware of this proposal.

The report follows a joint review of the school by Haringey Council staff and senior members from the South England Conference, which focused on the quality of education provided by the school, pupil attainment and the school's financial viability.

The review team concluded that the school does not meet the required educational standards, and has not done so for some time. The school has also experienced falling pupil numbers in recent years which, in turn, has led to a large deficit in the school's budget.

John Loughborough School now falls within the scope of the powers of the Secretary of State to either issue an Academy Order, direct an Interim Executive Board or direct closure.

It is for these reasons that the report to Cabinet recommends that the council begins a consultation on proposals to close the school. More details of the review and recommendation are available in the Cabinet report online from tomorrow (Tuesday 11 September) at [www.haringey.gov.uk/cabinet](http://www.haringey.gov.uk/cabinet)

I - and the council - recognise the efforts made by the South England Conference, governors, successive head teachers, and you as teaching and non-teaching staff to improve the school. However, on the evidence available, the sustained improvements required at the school have not been achieved. I hope you appreciate that we must take action to secure the best outcomes for the pupils at the school.

We know that this news will create an unsettling environment for you personally and more widely for all those connected with the school. We also recognise the special Christian ethos of the school that makes it distinctive. We will do everything we can to minimise your anxiety by keeping you fully informed of what is happening. We will be also writing separately to all pupils

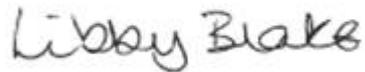
at the school and to many others who might be affected by the proposed closure of the school.

If the council's Cabinet agree the recommendation to consult on the proposal to close the school, this process is likely to begin on 1 October 2012 and will last for a period of six weeks, ending on 19 November 2012.

I appreciate that this will be a time of uncertainty for you and for pupils, parents and carers, and everyone who has an interest in the school, but I must emphasise that **no final decisions have yet been taken on the future of the school**. We will take into account the views of all those likely to be affected before making any final decision on whether or not to close the school.

I will write to you again to update you following the Cabinet's decision.

Yours faithfully

A handwritten signature in black ink that reads "Libby Blake". The signature is written in a cursive, slightly slanted style.

**Libby Blake,  
Director of Children and Young People's Services**



Dear Parent/Carer

## **Cabinet approves consultation on the future of The John Loughborough School**

I wrote to you earlier this month to let you know that Haringey Council's Cabinet would be meeting on 18 September to consider a report on the future of John Loughborough School. The report recommended that consultation begins on a proposal to close the school.

I can now tell you that the council's Cabinet agreed to start consultation on closing The John Loughborough School.

Consultation on the proposed closure will run from 1 October 2012 to 19 November 2012.

You will shortly receive a consultation document that sets out how why we think closing the school is in the overall best interests of pupils and how we have arrived at that decision. It will also tell you how you can get involved and have your say. This information will shortly be available at [www.haringey.gov.uk/jls](http://www.haringey.gov.uk/jls)

We will also be sending the consultation document to staff, pupils, Haringey's secondary and primary head teachers, unions that represent school staff, local MPs, Haringey councillors, local residents and others who might have an interest in the future of the school.

All responses received during the consultation will help the council decide whether or not to proceed to the next stage of the consultation process – the publication of a Statutory Notice to close the school.

A timetable of next steps is included with this letter.

We will also be holding a public meeting to discuss our plans at **7pm on 22nd October at The John Loughborough School, Holcombe Road, N17 9AD**. Please attend this if you can.

Once again, I appreciate that this news will be unsettling for everyone involved with the school, especially you as a staff member and also pupils and parents / carers and everyone else who is involved in the school. Throughout the consultation process and beyond we will do everything we can to minimise anxiety by keeping people fully informed of what is happening.

Yours sincerely

A handwritten signature in black ink that reads "Libby Blake".

**Libby Blake**  
**Director of Children's Services**

## Indicative timetable for the next steps in consulting on the future of John Loughborough School

Stage	What happens	Dates and timescales
	The council's Cabinet met to consider a review of the school, and agreed the recommendation to begin an initial round of consultation on the possible closure of John Loughborough School	18 September 2012
	Consultation on the possible closure of the school	1 October to 19 November 2012 (seven weeks)
	Consideration of the consultation responses by the Cabinet Member for Children and the Director of Children's Services.	November to December 2012

The next stages only happen if the lead councillor and Director of Children's Services decide that the school should be closed and agree to publish a statutory notice about this

	The publication of a statutory notice proposing to close the school	4 January 2013
	Consultation – an opportunity for everyone to express views on the proposals.	7 January to 18 February 2013 (six weeks)
	Cabinet decision on whether the closure should go ahead, having considered all of the relevant information.	Within two months of end of the consultation period (18 February 2013) finishing – Spring 2013

The next stage only happens if there are no objections to the proposal or, if there are objections, that the Cabinet agrees to the closure of the school

	Implementation – the school closes	As set out in the published statutory notice, subject to any modifications agreed – from September 2014
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Dear Staff Member

## **Cabinet approves consultation on the future of The John Loughborough School**

I wrote to you earlier this month to let you know that Haringey Council's Cabinet would be meeting on 18 September to consider a report on the future of John Loughborough School. The report recommended that consultation begins on a proposal to close the school.

I can now tell you that the council's Cabinet agreed to start consultation on closing The John Loughborough School.

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Yours sincerely

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**Libby Blake**  
**Director of Children's Services**

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The next stage only happens if there are no objections to the proposal or, if there are objections, that the Cabinet agrees to the closure of the school

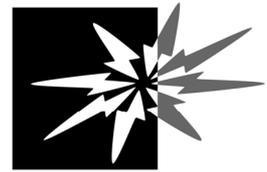
	Implementation – the school closes	As set out in the published statutory notice, subject to any modifications agreed – from September 2014
--	------------------------------------	---

**Children and Young People's Services**

48 Station Road, Wood Green, London N22 7TY

Tel: 020 8489 8356 Fax: 020 8489 3850

[www.haringey.gov.uk](http://www.haringey.gov.uk)



**Director of Children's Services** Libby BLake

**Haringey Council**

Your ref: N/A

Date: Monday 1 October 2012

Our ref: JLS

Direct dial: 020 8489 8356

Email: [schoolorg@haringey.gov.uk](mailto:schoolorg@haringey.gov.uk)

Dear Parent / Carer

**Haringey Council's consultation on the proposal to close The John Loughborough School**

I am writing further to my recent letters, in which I set out that the council's Cabinet had agreed to begin the consultation on the closure of The John Loughborough School. Please find with this letter a consultation document which sets out why we are proposing to close the school.

Within the consultation document is information about how you can get involved and have your say on the proposal. This information is also available at [www.haringey.gov.uk/jls](http://www.haringey.gov.uk/jls)

Our consultation on the proposed closure will run from 1 October 2012 to 19 November 2012.

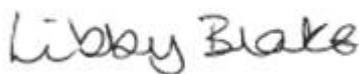
We have also sent the consultation document to the school's staff, all other Haringey secondary and primary head teachers, unions that represent school staff, local MPs, Haringey councillors, local residents and others who might have an interest in the future of the school.

All responses received during the consultation will help the council decide whether or not to proceed to the next stage of the consultation process – the publication of a Statutory Notice to close the school.

We will be holding a public meeting to discuss our plans at 7pm on 22<sup>nd</sup> October at The John Loughborough School, Holcombe Road, N17 9AD. Please attend this if you can.

I encourage you to share your views with us. Throughout the consultation process and beyond we will do everything we can to minimise anxiety by keeping people fully informed of what is happening.

Yours sincerely



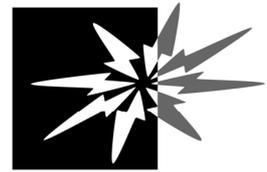
**Libby Blake**  
**Director of Children's Service**

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48 Station Road, Wood Green, London N22 7TY

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**Director of Children's Services** Libby BLake

**Haringey Council**

Your ref: N/A

Date: Monday 1 October 2012

Our ref: JLS

Direct dial: 020 8489 8356

Email: [schoolorg@haringey.gov.uk](mailto:schoolorg@haringey.gov.uk)

Dear JLS staff member

**Haringey Council's consultation on the proposal to close The John Loughborough School**

I am writing further to my recent letters, in which I set out that the council's Cabinet had agreed to begin the consultation on the closure of The John Loughborough School. Please find with this letter a consultation document which sets out why we are proposing to close the school.

Within the consultation document is information about how you can get involved and have your say on the proposal. This information is also available at [www.haringey.gov.uk/jls](http://www.haringey.gov.uk/jls)

Our consultation on the proposed closure will run from 1 October 2012 to 19 November 2012.

We have also sent the consultation document to parents/carers, Haringey's secondary and primary head teachers, unions that represent school staff, local MPs, Haringey councillors, local residents and others who might have an interest in the future of the school.

All responses received during the consultation will help the council decide whether or not to proceed to the next stage of the consultation process – the publication of a Statutory Notice to close the school.

We will be holding a public meeting to discuss our plans at 7pm on 22<sup>nd</sup> October at The John Loughborough School, Holcombe Road, N17 9AD. Please attend this if you can.

I encourage you to share your views with us. Throughout the consultation process and beyond we will do everything we can to minimise anxiety by keeping people fully informed of what is happening.

Yours sincerely

A handwritten signature in black ink that reads "Libby Blake".

**Libby Blake**  
**Director of Children's Service**

SHAPE THE FUTURE  
Have your say  
**Haringey**



# **Consultation on a proposal to close The John Loughborough School**

**Monday 1 October – Monday 19 November 2012**

The John Loughborough School, Holcombe Road, Tottenham,  
London N17 9AD

A voluntary aided church school owned and operated by the South England  
Conference of Seventh-day Adventists and maintained by Haringey Council



## Introduction

Haringey Council is consulting on a proposal to close The John Loughborough School - a Voluntary-Aided Seventh-day Adventist school in Tottenham N17. If agreed, the school would close on 31 August 2013.

In line with section 29 (1) (a) of the Schools Standards & Framework Act 1998, the council is consulting all interested parties before deciding whether or not to publish statutory notices to close the school.

Guidance on the process for closing schools can be found in 'Closing a Maintained Mainstream School: A Guide for Local Authorities and Governing Bodies' on the Department of Education's (DfE) website at:

**[www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation)**

## Background information

The John Loughborough School was established in 1980 as an independent school with the objectives of providing a Christian education for Seventh-day Adventists and the wider faith community; and more specifically to address the poor levels of academic attainment amongst pupils of black ethnicities at that time.

In recent years the Office for Standards in Education's (Ofsted) Inspections have shown that the school has failed to consistently deliver an acceptable standard of education to its pupils. The school has been in an Ofsted category of 'concern' since February 2007, and the most recent inspection in December 2011 placed the school in 'special measures' for the second time.

All Ofsted inspections can be viewed at:

**[www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102167](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/102167)**

As a result, the school currently falls within the scope of the powers of the Secretary of State for Education to take one of three actions:

- 1** issue an Academy Order under which the school would become an Academy
- 2** direct an Interim Executive Board to run the school
- 3** direct closure of the school

Following the 2011 inspection, Haringey Council discussed the school's situation with the school's Chair of Governors and representatives of the South England Conference (SEC) of Seventh-day Adventists (SDA). The conclusion of this discussion was that a review was needed to examine the long term future of the school, which would help the council and Church to reach an informed decision about what to do.

## What the review considered

The review was carried out by representatives of the SEC and the council. The team looked at a wide range of information, including:

- Ofsted inspection reports and monitoring visits, which include evaluations of standards achieved, teaching, leadership and other key aspects of education
- the demand for places at the school by Seventh-day Adventist (SDA) families between 2008 and 2012
- performance in public examinations between 2005 and 2011
- the reasons for the poor outcomes and potential for securing rapid and sustained improvement
- the financial position of the school between 2008 and 2012 and future funding based on its current circumstances
- the position of the school within Haringey's overall school place planning requirements now and into the future

The review team concluded that the school, as currently organised, is not educationally viable because the quality of education it provides continues to be inadequate.

## How the review arrived at the decision to consult on closure of the school

### Meeting the needs of Seventh-day Adventists Previous intervention to help the school to improve standards

Whilst the school was originally established to meet the needs of Seventh-day Adventist parents, only about one third of pupils are now from SDA families and very few make the school their first preference at the time of secondary transfer from primary schools.

#### Leadership

A number of senior school staff, a range of experienced consultant school leaders and specialist subject advisers have tried to turn the school around, but without securing significant and sustained improvement. Over a number of years some signs of improvement have been seen at times, but these have not been consolidated to enable a successful school.

#### Financial management

Up until 2008 the school managed its budget effectively. However, over the past five years the number of parents wanting to send their children to the school has fallen. Because the school's budget is based on the number of pupils it has, unfilled places reduce the resources the school has at its disposal. For example, for September 2012, of the 60 places available for Year 7 pupils, parents of only 21 children have asked for a place at the school. Also, because the school has been shown by recent Ofsted inspections to provide inadequate education for its pupils, the council believes that it does not provide good value for money.

The council and the Church have provided extensive intervention, support and financial investment to help the school to improve. However, the school's leadership has not used these opportunities effectively to establish the highest quality of teaching in all classes in the school to ensure that all pupils get the education they deserve.

#### The Academy option

Another option being explored by the SEC is for The John Loughborough School to become a sponsored Academy. If the Seventh-day Adventist Church secures an acceptable academy proposal for the school and the Secretary of State agrees, this consultation will cease and the proposals outlined in this document will be withdrawn. The Church is pursuing the academy option in parallel with this consultation to avoid delay in finding the best solution for current and future pupils of the school.

The full report of the review team can be viewed online at [www.haringey.gov.uk/JLS](http://www.haringey.gov.uk/JLS)

# The council's consultation proposals for the future of the school

The council proposes that the school will close on 31 August 2013 to new pupils and that arrangements for closure for existing staff and pupils should begin from September 2013.

Possible arrangements for managing closure include:

**1 Phased closure** – this means the school would close to new year 7 pupils from September 2013 but remain open for all current pupils to complete their secondary education at The John Loughborough School

**2 Immediate closure and transfer** – this means that the school would close in August 2013 and all pupils would be transferred to other local schools from September 2013

**3 A combination of the two options above** – which could mean that upon closure pupils in the lower years transfer to other local schools in September 2013 whilst older pupils remain and sit their GCSEs at The John Loughborough School

The council has identified that sufficient places can be made available in other schools so that all The John Loughborough pupils can continue their education elsewhere.

At this stage, no preferred option for managing closure is being put forward. If the proposal to close the school proceeds to the next stage of consultation, we will publish a Statutory Notice setting out a detailed plan for closure that takes into account both the result of the consultation and the initial findings from the Equalities Impact Assessment (EqIA). There would then follow a statutory period of representation during which time stakeholders will be able to comment on the plan for closure that is being put forward. Whichever approach is taken, we want to ensure that:

- affected children have access to education that is good or outstanding
- parents or carers are able to have their say in what they want for their children
- transition does not have a negative impact on children's progress

# Timescale and consultation process

Consultation runs from **1 October to 19 November 2012**

The council will consider all the views received before making a decision on whether or not to issue a Statutory Notice. If the council decides to issue a Statutory Notice, anyone interested in the future of the school will have a period of six weeks to make further representations to the council.

Only after this consultation has taken place will the council make a final decision about whether to close the school or not.

The five stages for closing a school are summarised in the table below, with timescales for each stage.

Stage	Action	Timescale/deadline
1	<b>Consultation</b> on proposed closure begins	1 October 2012
	Meetings with governors, staff, parents/carers and the public	1 – 31 October 2012
	Consultation ends	Monday 19 November 2012
2	The publication of a <b>Statutory Notice</b> setting out the proposal in detail	One day (January 2013)
3	<b>Representation</b> – an opportunity for stakeholders to express views on the proposals	Six weeks (January-February 2013)
4	<b>Decision</b> – final decision on whether the closure should go ahead, having considered all of the relevant information	Within two months of the representation period finishing (Spring 2013)
5	<b>Implementation</b> – the school closes	As set out in the published statutory notice, subject to any modifications agreed – from September 2013

If, during any of the five stages outlined in the table above, the Seventh-day Adventist Church secures an acceptable academy proposal for the school and the sponsor is approved by the Secretary of State, this consultation will cease and the proposals outlined in this document will be withdrawn.

## Who we are consulting

It is very important that all those affected by the council's proposal to close The John Loughborough School have an opportunity to have their say and tell us how they think we should best close the school – to secure better educational outcomes for pupils. We are therefore consulting all stakeholders including:

- The South England Conference of Seventh-day Adventists
- The governing body of The John Loughborough School
- Parents and carers of pupils on the roll of The John Loughborough School
- Teachers and non-teaching staff at The John Loughborough School
- Other local authorities
- Governing bodies, teachers and other staff at other primary and secondary schools in Haringey
- Parents and carers of pupils at primary and secondary schools in Haringey
- Trade Unions representing staff at The John Loughborough School and other schools in Haringey
- Other Christian diocesan education authorities
- Local Members of Parliament
- Councillors in Haringey
- Local residents



# How to have your say

We want you to have your say on the proposed closure of The John Loughborough School and how we can secure a good or outstanding education for all those pupils who currently attend it. You can have your say in the following ways:

- Complete the questionnaire online at **[www.haringey.gov.uk/JLS](http://www.haringey.gov.uk/JLS)**
- Complete the questionnaire and return it to:  
**Consultation Team**  
**Haringey Council**  
**FREEPOST NAT20890**  
**PO Box 264**  
**London N22 8BR**
- Email your comments to **[schoolorg@haringey.gov.uk](mailto:schoolorg@haringey.gov.uk)**
- Write to:  
**The John Loughborough School Consultation**  
**Children and Young People's Service**  
**48 Station Road**  
**London N22 7TY**

All questionnaires and comments MUST be received by **Monday 19 November 2012**

We welcome your views and encourage you to take part in this consultation. If, following this consultation, we decide to issue a Statutory Notice on the closure of The John Loughborough School, there will be a further period of formal consultation when you will also be able to make representations on the future of the school.

For further information on this consultation you can call **020 8489 5019** or e-mail **[schoolorg@haringey.gov.uk](mailto:schoolorg@haringey.gov.uk)**

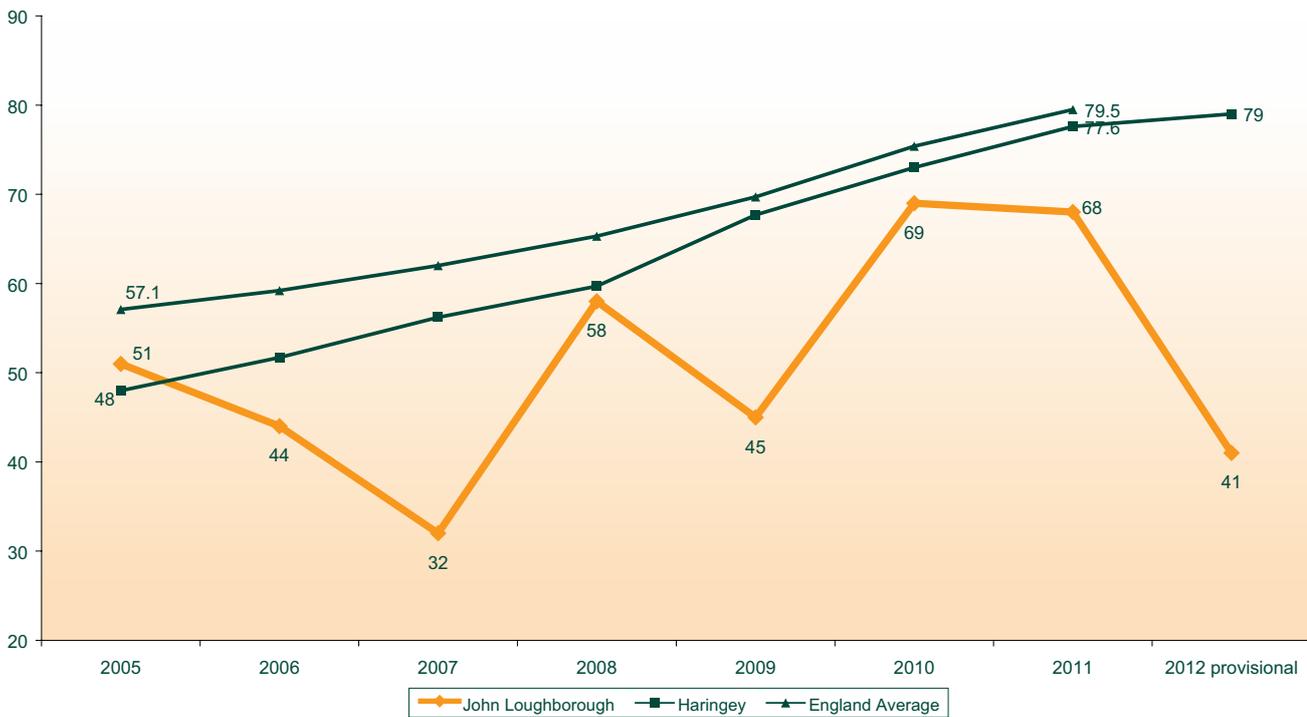
# Key performance data

A fuller list of information on school performance is available at [www.education.gov.uk/performance](http://www.education.gov.uk/performance)

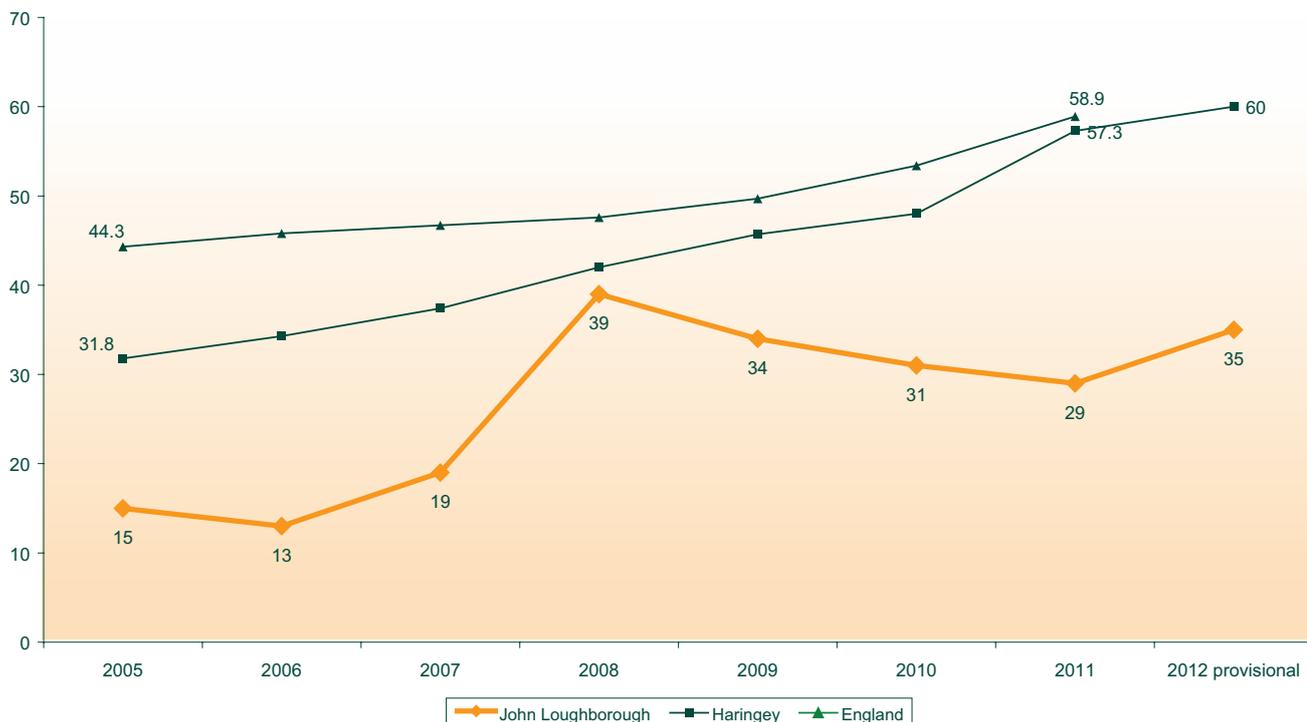
## Attainment at GCSE

1(a) GCSE 5+ A\* - C (including English and maths)

Trend in 5+ A\* - C



Trend in 5+ A\* - C (including English and maths)



# Consultation questionnaire

## Have your say about the proposed closure of The John Loughborough School

Haringey Council is consulting on the proposed closure of The John Loughborough School a voluntary-aided Seventh-day Adventist school with effect from 31 August 2013.

In line with section 29 (1) (a) of the Schools Standards & Framework Act 1998, the council is consulting all interested parties before deciding whether or not to publish statutory notices for the closure of the school.

### 1. To what extent do you agree with the proposal to close The John Loughborough School?

Strongly agree     Agree     Disagree     Strongly disagree     Don't know

### 2. If the decision was to close The John Loughborough School, to what extent do you agree with the following possible arrangements for managing the closure:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
<b>Option 1</b> Phased closure	<input type="checkbox"/>				
<b>Option 2</b> Immediate closure and transfer of pupils	<input type="checkbox"/>				
<b>Option 3</b> A combination of 1 & 2	<input type="checkbox"/>				

See page 4 for a full explanation of each option listed above

### 3. Would you like to add any further comment?

Please return this form to: **Consultation Team, Haringey Council, FREEPOST NAT20890, PO Box 264, London N22 8BR**



This is a consultation document about the future of The John Loughborough School. If you would like to tell us your views, it may be necessary for you to contact someone who speaks your language to help you to understand the information and to complete the questionnaire.

### Shqip

Ky është një dokument konsultimi rreth së ardhmes së shkollës John Loughborough. Në qoftë se dëshironi të na thoni pikëpamjet tuaja, mund të jetë e nevojshme të kontaktoni dikë që flet gjuhën tuaj që t'ju ndihmojë të kuptoni informacionin dhe të plotësoni pyetësonin.

### Polski

Jest to dokument konsultacyjny na temat przyszłości szkoły John Loughborough. Jeśli chcą Państwo przekazać nam swoją opinię, być może będą musieli Państwo znaleźć kogoś, kto mówi w języku polskim i jest w stanie Państwu pomóc zrozumieć informacje i wypełnić kwestionariusz.

### Français

Voici un document de consultation sur l'avenir de l'École John Loughborough. Si vous souhaitez nous donner votre point de vue, vous devrez peut-être contacter quelqu'un qui parle votre langue pour vous aider à comprendre les informations et à compléter le questionnaire.

### Soomaali

Tani waa warqad wadatashi oo ku saabsan mustaqbalka Dugsiga John Loughborough. Haddii aad rabto inaad noo sheegto ra'yigaaga, waxa laga yaabaa inay daruuri noqoto inaad la hadasho qof luqaddaada ku hadla si uu kaaga caawiyo inaad fahamto macluumaadka oo aad foomka u buuxiso.

### Kurdî Kurmancî

Ev dokumenta şêwirdarîyê li ser bihêka (pêşeroj) Xwendegeha John Loughborough ye. Heke hun dixwazin nêrînên xwe ji me re bibêjin, dibe ku pêwîst be ku hun bi kesekî ku bi zimanê we zane re têkilî çêkin, da ku agahîyê fahm bikin û pirsnameyê tije bikin.

### Türkçe

Bu danışma belgesi John Loughborough Okulu'nun geleceği hakkındadır. Görüşlerinizi bize söylemek isterseniz, bilgileri anlamanıza ve soru formunu doldurmanıza yardımcı olması için dilinizi bilen bir kimseyle irtibat kurmanız gerekli olabilir.

# Equal Opportunities Monitoring Form

The Public Sector Equality Duty does not expressly require the council to collect equality information. However, collecting, analysing and using the information helps us to see how our policies and activities are affecting various sections of our communities. In employment and service provision, it helps us to identify any existing inequalities and where new inequalities may be developing and take action to tackle them.

In addition to the nine "protected characteristics" (Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Sex [formerly Gender], Race,

Religion or Belief and Sexual Orientation) identified in the Equality Act 2010, we have added categories of Refugees and Asylum Seekers and Language in order to reflect the full diversity of Haringey.

We will be grateful if you could take a little time to complete and return this form. Please go through it and tick all the categories that most accurately describe you.

The information you provide on this form will be held in the strictest confidence and only be used for the purposes stated above.

## 4. Age Please tick one box

- |                                   |                                |                                |                                |                                      |
|-----------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------------|
| <input type="checkbox"/> Under 20 | <input type="checkbox"/> 25-29 | <input type="checkbox"/> 45-59 | <input type="checkbox"/> 65-74 | <input type="checkbox"/> 85-89       |
| <input type="checkbox"/> 21-24    | <input type="checkbox"/> 30-44 | <input type="checkbox"/> 60-64 | <input type="checkbox"/> 75-84 | <input type="checkbox"/> 90 and over |

## 5. Disability

Under the Equality Act 2010, a person is considered to have a disability if she/he has a physical or mental impairment which has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities. Haringey Council accepts the social model of disability. However, in order to be able to identify and respond to your specific needs, it is important that we know what kind of disability you have.

### Do you have any of the following conditions which have lasted or are expected to last for at least 12 months?

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Deafness or partial loss of hearing | <input type="checkbox"/> Developmental disorder         | <input type="checkbox"/> Physical disability |
| <input type="checkbox"/> Blindness or partial loss of sight  | <input type="checkbox"/> Mental ill health              | <input type="checkbox"/> Other disabilities  |
| <input type="checkbox"/> Learning disability                 | <input type="checkbox"/> Long term illness or condition | <input type="checkbox"/> No disabilities     |

## 6. Ethnicity Please tick the box that best describes your ethnic group

### White

- British  Irish

### White Other

- Greek/Greek Cypriot  Turkish/Cypriot  
 Turkish  Kurdish  
 Gypsy  Irish Traveller  
 Other, please specify \_\_\_\_\_

### Mixed

- White and Black African  
 White and Black Caribbean  
 White and Asian  
 Other, please specify \_\_\_\_\_

### Asian or Asian British

- Indian  
 Bangladeshi  
 Pakistani  
 East African Asian  
 Other, please specify \_\_\_\_\_

### Black or Black British

- African  
 Caribbean  
 Other please specify \_\_\_\_\_

### Chinese or other ethnic group

- Chinese  
 Any other ethnic background  
\_\_\_\_\_

## 7. Sex

- Male  Female

## 8. Gender reassignment

Does your gender differ from your birth sex?

- Yes  
 No  
 Prefer not to say

## 9. Religion

Please tick as appropriate

- Christian  Hindu  
 Muslim  Sikh  
 Jewish  Rastafarian  
 Buddhist  No Religion  
 Prefer not to say  
 Other (please specify) \_\_\_\_\_

## 10. Sexual orientation

Please tick the box that best describes your sexual orientation

- Heterosexual  Bisexual  
 Gay  Lesbian  
 Prefer not to say

## 11. Pregnancy and maternity

Please tick one box

Are you pregnant?

- Yes  No

Have you had a baby in the last 12 months?

- Yes  No

## 12. Relationship status

Please tick one box

- Single  Married  
 Co-habiting  Separated  
 In a same sex civil partnership  
 Divorced  Widowed

## 13. Refugees and Asylum Seekers

Are you?

- A Refugee  An Asylum Seeker

What country or region are you a refugee asylum seeker from? \_\_\_\_\_

## 14. Language

Please tick the box that best describes your language

- Albanian  Arabic  
 English  French  
 Lingala  Somali  
 Turkish

Other (please specify): \_\_\_\_\_

Thank you for completing this form.



SHAPE THE FUTURE  
Have your say  
**Haringey**



# Proposed closure of The John Loughborough School

**Haringey Council is consulting on proposals to close The John Loughborough School, Holcombe Road, Tottenham N17.**

To find out more and to have your say:

- Go online at [www.haringey.gov.uk/JLS](http://www.haringey.gov.uk/JLS)
- Email – [schoolorg@haringey.gov.uk](mailto:schoolorg@haringey.gov.uk)
- Phone – **020 8489 5019**
- Write to – **The John Loughborough School Consultation, Children And Young People's Service, Haringey Council, 48 Station Road, London N22 7TY**

## Public meeting

Date: **22nd October**

Time: **7pm**

Location: **The John Loughborough School, Holcombe Road, N17 9AD**

SHAPE THE FUTURE  
Have your say  
**Haringey**



# Proposed closure of The John Loughborough School

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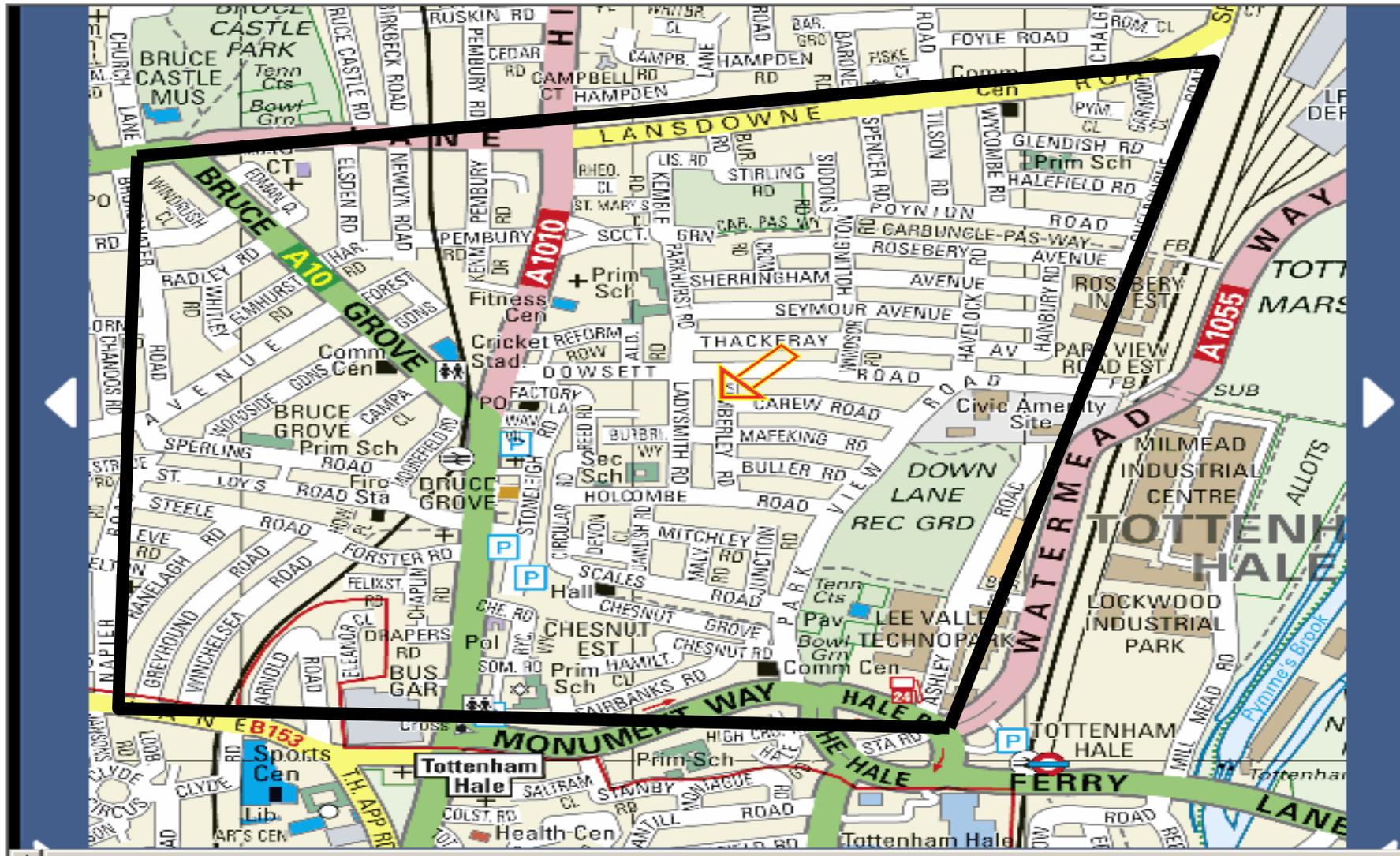
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- Write to – **The John Loughborough School Consultation, Children And Young People's Service, Haringey Council, 48 Station Road, London N22 7TY**

## Public meeting

Date: **22nd October**  
Time: **7pm**  
Location: **The John Loughborough School,  
Holcombe Road, N17 9AD**





**Children and Young People's Services**

48 Station Road, Wood Green, London N22 7TY

Tel: 020 8489 5019 Fax: 020 8489 3850

[www.haringey.gov.uk](http://www.haringey.gov.uk)



**Director of Children and Young People's Service** Libby BLake

**Haringey Council**

Your ref: N/A

Date: Thursday 18 October 2012

Our ref: JLS

Direct dial: 020 8489 5019

Email: [schoolorg@haringey.gov.uk](mailto:schoolorg@haringey.gov.uk)

Dear staff member at The John Loughborough School

**Postponement of public meeting due to be held at The John Loughborough School, Monday 22 October 2012.**

I'm writing to let you know that the public consultation meeting on proposals to close The John Loughborough School, due to be held on Monday 22 October at 7pm, has been rescheduled at the school's request. We apologise for the late notice.

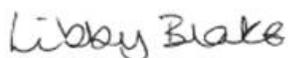
**The meeting will now take place on Wednesday 7 November at 7pm in the Gold Room at Tottenham Green Leisure Centre, 1 Philip Lane, N15 4JA.**

We will do our best to ensure that everyone who might attend the meeting is informed – and we would be grateful if you can share the change of details with anyone who you know is planning to come to the meeting.

Consultation on the proposed closure of the school will still run until 19 November 2012. All consultation documents and information can be found at [www.haringey.gov.uk/jls](http://www.haringey.gov.uk/jls) and you are welcome to contact the council's school admissions team on **020 8489 5019** or by emailing [schoolorg@haringey.gov.uk](mailto:schoolorg@haringey.gov.uk) if you have any questions on the proposals before the rescheduled public meeting.

All responses received during the consultation will help the council decide whether to proceed to the next stage of the consultation process – the publication of a Statutory Notice to close the school.

Yours faithfully



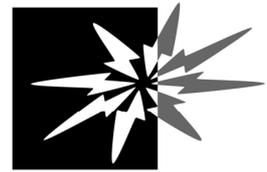
**Libby Blake**  
**Director of Children and Young People's Service**

**Children and Young People's Service**

48 Station Road, Wood Green, London N22 7TY

Tel: 020 8489 5019 Fax: 020 8489 3850

[www.haringey.gov.uk](http://www.haringey.gov.uk)



**Director of Children and Young People's Service** Libby Blake

**Haringey Council**

Your ref: N/A

Date: Friday 19 October 2012

Our ref: JLS

Direct dial: 020 8489 5019

Email: [schoolorg@haringey.gov.uk](mailto:schoolorg@haringey.gov.uk)

Dear parent/carer

**Postponement of public meeting due to be held at The John Loughborough School, Monday 22 October 2012.**

I'm writing to let you know that the public consultation meeting on proposals to close The John Loughborough School, due to be held on Monday 22 October at 7pm, has been rescheduled at the school's request. We apologise for the late notice.

**The meeting will now take place on Wednesday 7 November at 7pm in the Gold Room at Tottenham Green Leisure Centre, 1 Philip Lane, N15 4JA.**

We will do our best to ensure that everyone who might attend the meeting is informed – and we would be grateful if you can share the change of details with anyone who you know is planning to come to the meeting.

Consultation on the proposed closure of the school will still run until 19 November 2012. All consultation documents and information can be found **at [www.haringey.gov.uk/JLS](http://www.haringey.gov.uk/JLS)** and you are welcome to contact the council's school admissions team on **020 8489 5019** or by emailing **[schoolorg@haringey.gov.uk](mailto:schoolorg@haringey.gov.uk)** if you have any questions on the proposals before the rescheduled public meeting.

All responses received during the consultation will help the council decide whether to proceed to the next stage of the consultation process – the publication of a Statutory Notice to close the school.

Yours sincerely

*Libby Blake*

**Libby Blake**  
**Director of Children and Young People's Service**

SHAPE THE FUTURE  
Have your say  
**Haringey**



# Proposed closure of The John Loughborough School

**Haringey Council is consulting on proposals to close The John Loughborough School, Holcombe Road, Tottenham N17.**

To find out more and to have your say:

- Go online at [www.haringey.gov.uk/JLS](http://www.haringey.gov.uk/JLS)
- Email – [schoolorg@haringey.gov.uk](mailto:schoolorg@haringey.gov.uk)
- Phone – **020 8489 5019**
- Write to – **The John Loughborough School Consultation, Children And Young People's Service, Haringey Council, 48 Station Road, London N22 7TY**

## Public meeting change of date and venue



Date: **Wednesday 7 November 2012**

Time: **7pm**

Location: **Tottenham Green Leisure Centre**

**Philip Lane, N15 4JA**

We apologise for any inconvenience caused.

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