

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

### **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.

Proposer: London Borough of Haringey

Proposers address: Haringey Council, 48 Station Road, Wood Green, London, N22 7TY

School proposing to discontinue: The John Loughborough School Holcombe Road, Tottenham, London, N17 9AD

#### **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.

It is proposed that the school will close to all year groups on 31<sup>st</sup> August 2013. All pupils on roll at the school will transfer to other local school for 1<sup>st</sup> September 2013.

#### **Consultation**

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

The London Borough of Haringey carried out consultation between 1<sup>st</sup> October 2012 and 19<sup>th</sup> November 2012 in respects of the proposals, in compliance with all applicable statutory requirements under section 16 of the Education and Inspections Act 2006 and guidance issued by the former Department for Children, Schools and Families now the Department for Education.

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.

a) a list of persons and/or parties who were consulted;

During the consultation period letters and/or a dedicated consultation leaflet or email was sent out to the following groups:

- Pupils at the school
- Parents and carers of pupils at the school
- Teachers and all staff at the school
- The school's Governing Body
- South England Conference of Seventh Day Adventists (SEC)
- Neighbouring local authorities and any other local authority who have pupils attending
- The Westminster Diocese and London Diocesan Board for Schools
- Trade unions
- All secondary and primary schools across the borough
- Local residents (fliers to approximately 7500 households and consultation posters in libraries )
- Children's Centres
- All councillors
- Haringey's Members of Parliament

**b) minutes of all public consultation meetings;** see appendix 1

**c) the views of the persons consulted;** See appendices 2-6.

**d) copies of all consultation documents and a statement of how these were made available.** See appendix 7 for all consultation documentation

Consultation information was made available at [www.haringey.gov.uk/jls](http://www.haringey.gov.uk/jls)

The consultation document was also sent to:

- Parents and carers of pupils at the school
- Teachers and all staff at the school
- South England Conference of Seventh Day Adventists (SEC)
- Neighbouring local authorities and any other local authority who have pupils attending
- The Westminster Diocese and London Diocesan Board for Schools
- Trade unions

- All secondary and primary schools across the borough
- Children's Centres
- All Haringey councillors
- Haringey's Members of Parliament

## **Objectives**

5. The objectives of the proposal.

The objective of the proposal is to mitigate against the high risk that current and future pupils at John Loughborough school will have a poor education. The proposal seeks to ensure that John Loughborough pupils receive the best education possible. Haringey, as the local authority, has a statutory duty to ensure and promote high educational standards, to ensure fair access and educational opportunity and to promote the fulfilment of every child's educational potential.

The proposal is to close the John Loughborough School from 31<sup>st</sup> August 2013 and for all the pupils on roll to transfer to other local schools.

## **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.

The John Loughborough School has been in an Ofsted category of concern since February 2007. The most recent was an inspection in December 2011 which, for the second time, placed the school in 'special measures'.

A number of agencies have provided extensive support to help The John Loughborough to improve its standards in the last 5 years, including Haringey Council, the Seventh day Adventist Church and London Challenge.

The recent appointment by the South of England Conference of a new head teacher has shown some early signs of improvement, for example around behaviour, but such indicators have been evident in earlier attempts. While measures have continued to be put in place to improve the school the children currently on roll at The John Loughborough School continue to receive a standard of education which falls below that which is expected.

The GCSE results continue to be significantly below the borough and national averages and the government's floor standards. Since 2008, there has been a downward trend in the main indicator of attainment (5 GCSEs at A\*-C including English & Maths), at the school across all groups and the school is now significantly below the Haringey and England averages. 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.

See appendix 8 for supporting evidence data

### **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.

Not applicable

### **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.

There will be sufficient existing places in other Haringey secondary schools in September 2013 for pupils in years 8-11 to transfer. Closing The John Loughborough School would reduce the number of secondary places in each year group (7 to 11) by 60 from 2013/14 onwards. It is currently projected that Haringey will have a deficit of year 7 places from 2018/19. If The John Loughborough were to close it is projected the deficit of places will be brought forward by 1 to 2 year to 2016/17 at the earliest. There are viable alternatives for how to meet this increased demand within the remaining secondary school provision.

See appendix 9 for details of the evidence base for this.

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.

Closure of the school will have a negative impact on the balance of denominational provision in the area by removing the only Seventh Day Adventist

state school in Haringey (and the country). There are independent Seventh Day Adventist (in the country). There are other Christian faith secondary schools in the borough; the closure of The John Loughborough School could impact upon parental choice for these schools.

The loss of diversity in provision of a range of faith schools has been weighed up against other material considerations, particularly the high risk of current and future generations having an unsatisfactory education at this school. It has also been noted that only 34% of pupils at The John Loughborough were Seventh Day Adventists in 2011 – 94 pupils in total. If the school were to close we would seek to ensure that pupils’ spiritual needs would continue to be met through home life, church and Sunday school attendance.

### 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.

#### Age range of pupils

In October 2012 there were 262 pupils aged 11-16 on roll at the John Loughborough School – see table below for year group break down.

Year 7	Year 8	Year 9	Year10	Year 11	Total
36	47	51	66	62	262

Source: October 2012 PLASC Count

#### Gender of pupils

John Loughborough has a marginally higher proportion of boys attending than girls – see table below for gender break down of pupils

Gender	The John Loughborough	%	All Haringey Secondary Schools	%
Female	130	49.62	5041	50.53
Male	132	50.38	4935	49.47

Source: October 2012 PLASC Count

There are no boarding pupils.

There are no pupils with a Statement of Special Educational Need currently attending the John Loughborough School SEN pupils.

14.1% of the pupils in 2011 were on a School Action for SEN and 4.6% were on School Action Plus.

Nationally John Loughborough is a relatively low proportion of pupils with SEN; it is in the lowest quintile for proportion of pupils with SEN statements or School Action Plus.

## 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 the authority which maintains the school.

**a) There will not be any interim arrangements needed as the school will stay open (as a minimum) till the end of the school year in the summer of 2013.**

The Local Authority will offer places for all pupils on the roll at The John Loughborough School. The Local authority is proposing to hold an admission process from Friday 26<sup>th</sup> April 2013, for the pupils that will be on roll at the school at the start of the autumn term in September 2013. The application process will open on Friday 26 April 2013. Application forms will be provided to each pupil via The John Loughborough School. Parents/carers will be asked to complete the application form and return it to The School Admissions Service by a deadline of Friday 24 May 2013. Parents/carers will be able to list up to 6 preferences for their child for September 2013. Haringey will make offers of places on 10 June 2013.

Date	What will happen
26 April 2013	Application process will open
24 May 2013	Application process will close
10 June 2013	Offer day

### Admissions Process for pupils on roll at The John Loughborough

**How places will be offered** - On the date that the application process opens we will provide a summary of the number of available places in each year group at each secondary school in Haringey. We will provide information about alternative faith schools within a reasonable distance of where all pupils live. We will continue to liaise closely with neighbouring and other authorities to ensure that they are fully aware of the proposed closure of the school and the impact of this on pupil(s) resident within their boroughs and who currently attend The John Loughborough School. If there are more applications than places available at any specific school, the published admissions criteria for that/those school(s) will be used to determine who will be offered the available place(s). If a parent/carer lists a school in another borough, this application will be sent securely to the relevant borough who will inform us whether or not a place can be offered we will inform those parents/carers of Haringey pupils of their offer where they have selected a school in a borough other than Haringey. Where pupils live in another borough their home borough will advise parents/carers of the offer being made. If more than one school place could be offered from the preferences set out in the application form, the highest possible preference offer will be made.

If we are unable to offer a place at any of the schools listed on the application

form (because every school is full in the relevant year group) Haringey residents will be offered a place in the nearest school with an available place(s). Pupils who live outside Haringey will be sent a list of Haringey schools with available places (on the given offer day) so that an alternative school can be requested, if the parent so desires. Their applications will also be passed to their home local authority who will be responsible for ensuring that the child(ren) has a school place. Parents may also apply directly to their own home local authority.

If a parent is refused a place at any school listed on their application form, they will have the right of appeal through the normal appeal process (set out in 2.24 in the school admission code).

**Late applications** - If a parent/carer applies after the stipulated deadline for applications, their application will be considered after those who have applied on time. Every reasonable effort will be made to ensure that late applicant(s) is offered a school place on the offer day set out above.

**No application** - If parents/carers of Haringey residents do not complete an application form, they will be allocated a place at the nearest school with an available place. If parents/carers of pupils who live outside Haringey do not complete an application form, their details will be sent to their home local authority who will be responsible for ensuring that they are offered a school place.

**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**

Not applicable

**c) in the case of special schools, alternative provision made by LAs other than the authority which maintains the school**

Not applicable.

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.

Not applicable.

### **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.

Transferring pupils from John Loughborough to other local schools would involve a level of disruption. Pupils would have to adjust to life in a new school, one that would not have the Seventh Day Adventist ethos to which they are accustomed. Friendship groups would potentially be broken up. Receiving schools will also need to plan ahead for any transfer of pupils - especially if the arrangements put in place involve particular schools receiving large numbers of pupils. These issues must be weighed against the potential for improved attainment in other schools, and the risks associated with a phased closure.

The Seventh Day Adventist community will be negatively impacted by the closure through the loss of the choice to have their children educated in a school that embodies the ethos of their religion. The council will attempt to minimise this adverse impact by informing the community of alternative faith schools. The Local Authority will attempt to minimise any disadvantage for religious groups.

The disruptive effect of closure will have a disproportionate effect on pupils from BME groups as there are no White British pupils currently at the school. There are high proportions of Black Caribbean, Romany Gypsy, East European and Latin/Central/ South American pupils at The John Loughborough School relative to Haringey secondary schools overall and so these groups would be particularly affected. Suitable arrangements will be considered in light of this as well as the historical attainment of predominant ethnic groups at receiving schools.

See appendix 10 for Equality Impact Assessment on the closure of the John Loughborough School.

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

Not applicable

### **Travel**

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

Alternative provision has not been specified.

The length of the journey to alternative provision will vary pupil to pupil. There are some pupils who attend from out of borough who may likely choose to attend schools closer to them than continue to travel into Haringey. 55 out of borough pupils currently live further than 3 miles from the school. The Council intends to plan places for all current pupils

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

Transport arrangements to alternative school provision will vary from pupil to pupil. There are pupils who attend from out of borough who may wish to attend schools closer to them than continue to travel into Haringey. All pupils should have or be able to apply for Oyster Zip Cards that would enable travel to be managed within the existing schools transport policy

### **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.

Not applicable – these proposal are not related to any other proposals.

### **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
- d) any alternatives to the discontinuance of the school,

as required by section 15(4)

Not applicable

### **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.

Not applicable

### **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.

Currently there are no pupils at The John Loughborough School who have a Statement of Special Educational Need.

## **Appendix 1 Minutes of The John Loughborough Public meeting**

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 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 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:
  - 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.
  - 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

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.

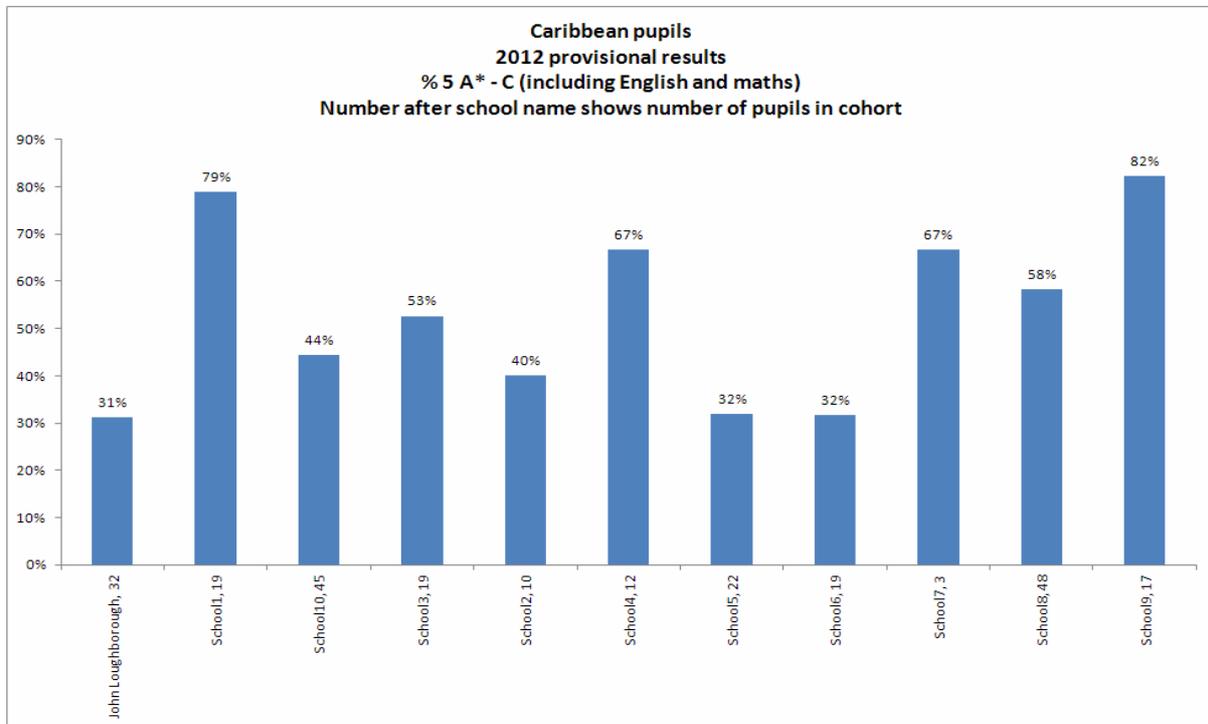
28. The council needs to withdraw its' proposal on the basis that it is discriminatory.

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.

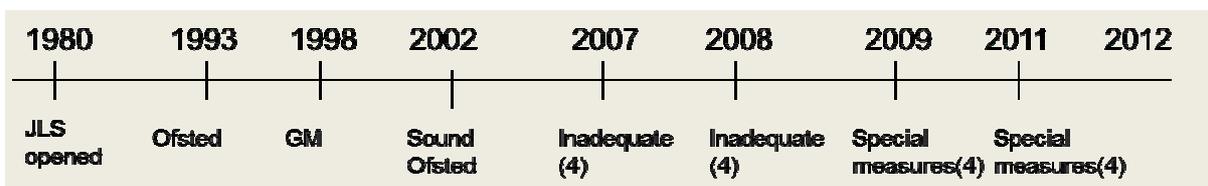
**30.** The Chair of Governors has read some highlights from the monitoring report there are other areas which state that progress is inadequate.

**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.



**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.
- 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.

**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.

**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.*

**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.*

**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.*

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 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).

The Chair closed the meeting at 9pm.

**Appendix 2 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 statutory notice 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	Representation - a further six week opportunity to express views on the proposals	7 January to 18 February 2013 (six weeks)	
4	Decision – 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.

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 round 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.

## **Appendix 3 –consultation responses**

### Introduction

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 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 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 Christen 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”

## Appendix 4 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
- 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 up rooting ourselves
- Immediate closure would most certainly effect every students learning in one way or other

Group 3

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

- Deeply disappointed that the christen 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
- Christen 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 christen ethos promoted has helped me in every aspect of my life and has prepared me for my future.
- Big shame because its 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
- 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.

## **Appendix 5 - 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 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 GCSE'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. 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.

**Appendix 6 - Additional comments from respondents who filled in a questionnaire, either online or hard copy.**

<p>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.</p>
<p>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?</p>
<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</p>

Haringey's depriv area hence literacy could be difficult to improve quicker.
I do not see why Haringey is recommending closure when the last Ofsted inspection showed some improvements. Haringey must consider granting JLS academy status.
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 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
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.
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.
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.
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.
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.
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.

They need the school in that area to cater for the children

A DISORGANISED ESTABLISHMENT WHERE CULTISH VIEWS IMPOSED ON THE INTAKE, JAMAICAN RELIGIOUS CLIQUE WHO COULD NOT ORGANISE CHILDS TEA PARTY.

The pupils should be given their FIRST preference of school during the transfer to another school, irrespective of the PAN of that school.

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

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 unsuitable architecture, unprofessional staff, warped SDA curriculum, poorly equipped labs and lack of discipline.

I believe closing this school will not help. I think it should be open and let the school run it.

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.

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.

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.

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.

I am unclear as to whether the school was placed in Special Measures and the outcome of this.

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.

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 GCSE'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.

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.

For school to be given/offered free school status, probably with structural changes.

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.

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.

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.

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 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

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.

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.

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.

Option 4. Give the school time to embed their new measures.

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.

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>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>
<p>Please don't close the school.</p>
<p>Please don't close the school.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>The school has helped my children immensely and restored their confidence. The school should not be closed for whatever reason.</p>
<p>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!</p>
<p>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.</p>
<p>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 ( &amp; 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.</p>
<p>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.</p>
<p>I hope the school will not to close. Because that school is quite good. My kids she likes that school.</p>
<p>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.</p>
<p>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</p>

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. 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.

## Appendix 7 Consultation Documentation

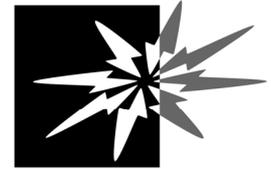
### **Children and Young People's Services**

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[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.

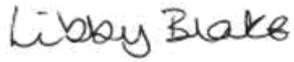
We know that this news will create an unsettling environment for you, pupils, staff and everyone connected with the school. We also recognise the special Christian ethos of the school that makes it distinctive. We will do everything we can to minimise anxiety by keeping people fully informed of what 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.

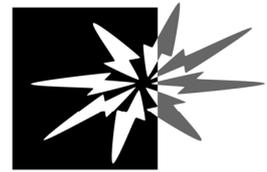
Libby Blake  
Director of Children and Young People's Services

**Children and Young People's Services**

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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 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.

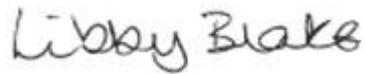
If the council's Cabinet agree the recommendation to consult on the proposal to close the school, this process is likely to begin on 1 October 2012 and will last for a period of six weeks, ending on 19 November 2012.

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 somewhat informal.

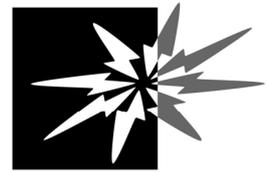
**Libby Blake,  
Director of Children and Young People's Services**

**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

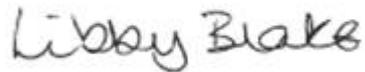
at the school and to many others who might be affected by the proposed closure of the school.

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.

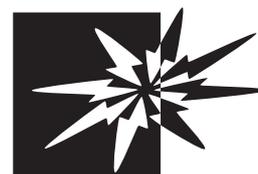
I appreciate that this will be a time of uncertainty for you and for pupils, parents and carers, and everyone who has an interest in the school, but I must emphasise that **no final decisions have yet been taken on the future of the school**. We will take into account the views of all those likely to 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 handwriting is cursive and somewhat informal.

**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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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**

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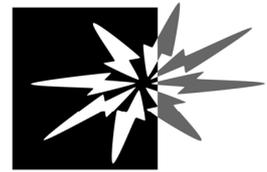
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**Director of Children's Services** Libby BLake

**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 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.

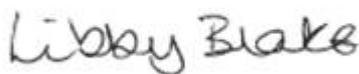
We have also sent the consultation document to the school's staff, all other Haringey secondary and primary head teachers, unions that represent school staff, local MPs, Haringey councillors, local residents and others who might have an interest in the future of the school.

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



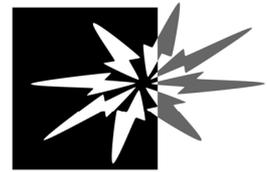
**Libby Blake**  
**Director of Children's Service**

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**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

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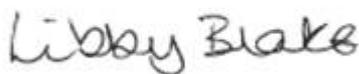
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I encourage you to share your views with us. Throughout the consultation process and beyond we will do everything we can to minimise anxiety by keeping people fully informed of what is happening.

Yours sincerely



**Libby Blake**  
**Director of Children's Service**

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)**

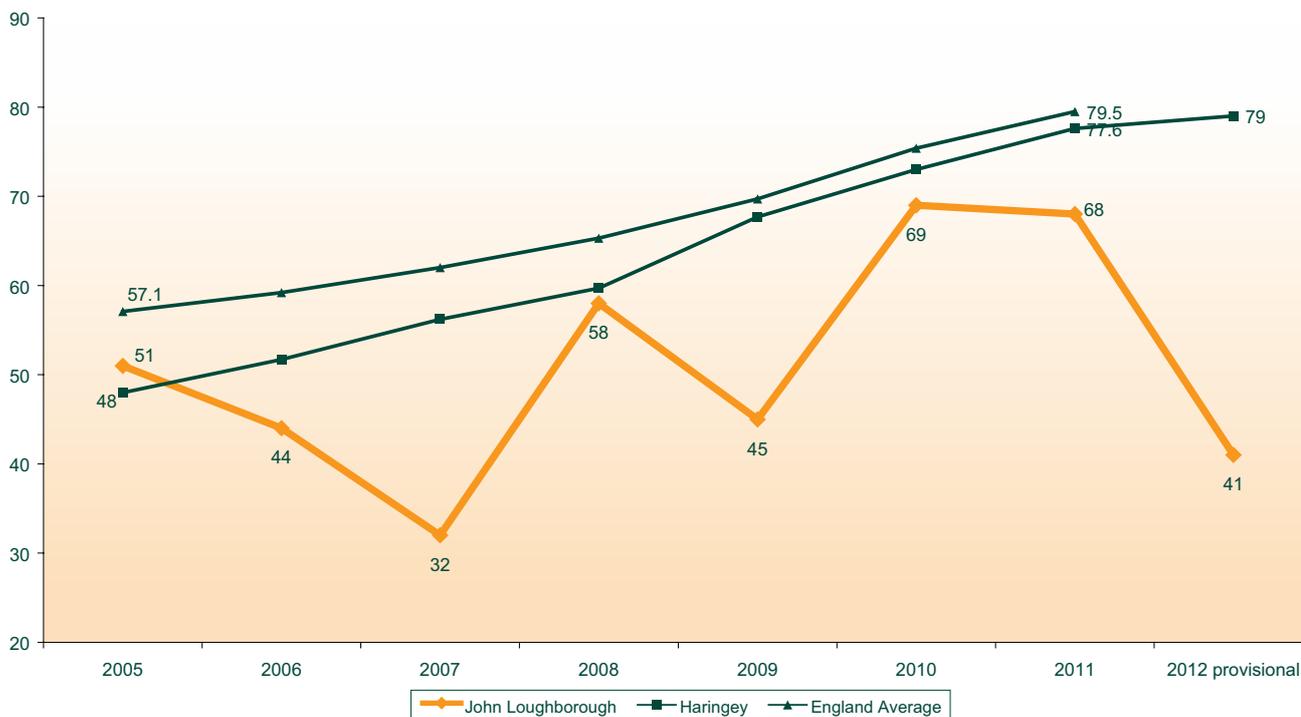
# Key performance data

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  
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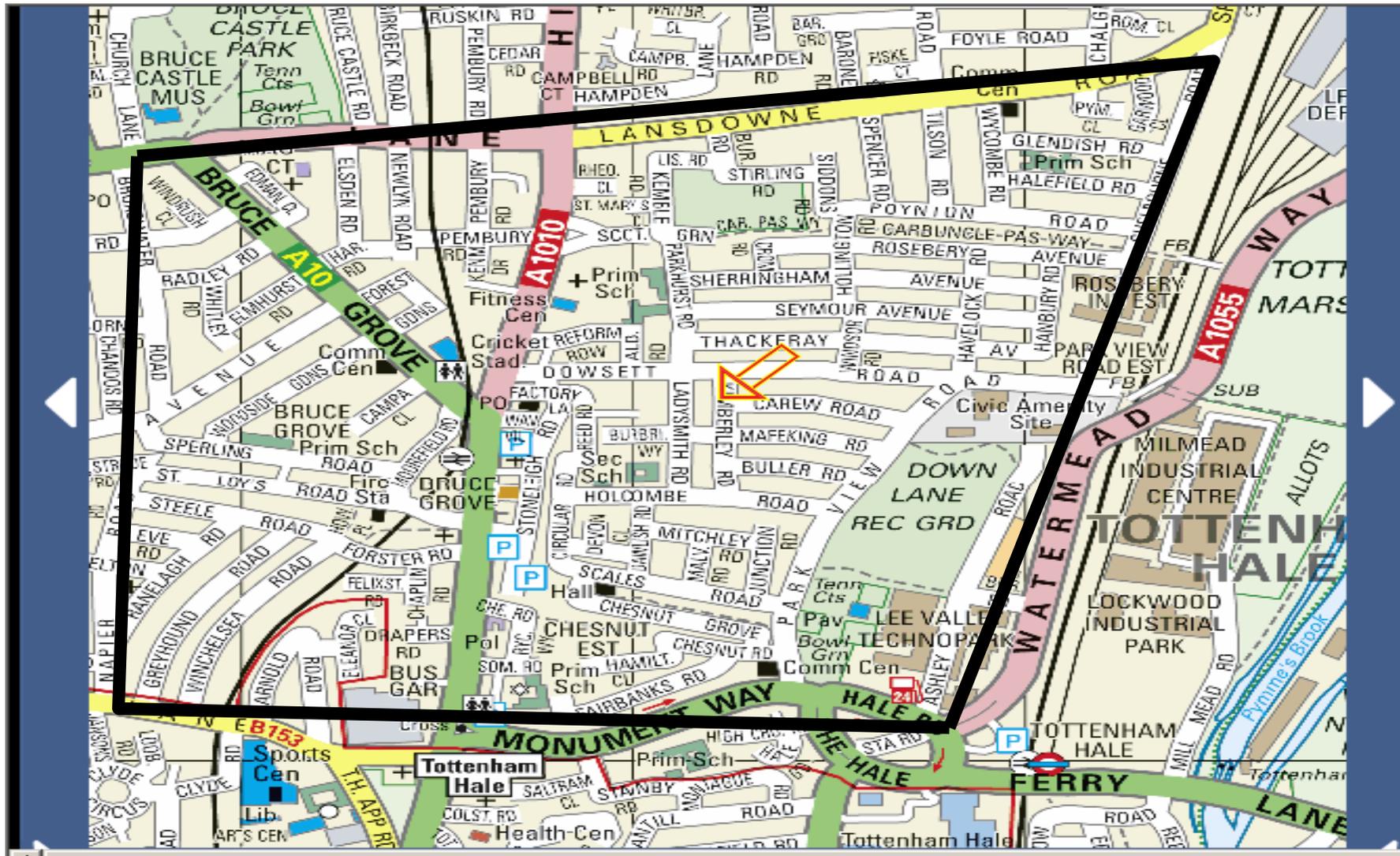
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## Public meeting

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.

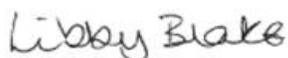
**The meeting will now take place on Wednesday 7 November at 7pm in the Gold Room at Tottenham Green Leisure Centre, 1 Philip Lane, N15 4JA.**

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



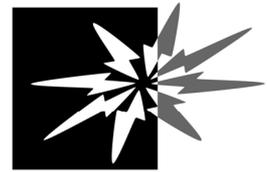
**Libby Blake**  
**Director of Children and Young People's Service**

**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.

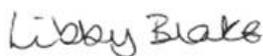
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All responses received during the consultation will help the council decide whether to proceed to the next stage of the consultation process – the publication of a Statutory Notice to close the school.

Yours sincerely



**Libby Blake**  
**Director of Children and Young People's Service**

SHAPE THE FUTURE  
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# Proposed closure of The John Loughborough School

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## 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.

SHAPE THE FUTURE  
Have your say  
**Haringey**



# Proposed closure of The John Loughborough School

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## Public meeting change of date and venue



Date: **Wednesday 7 November 2012**

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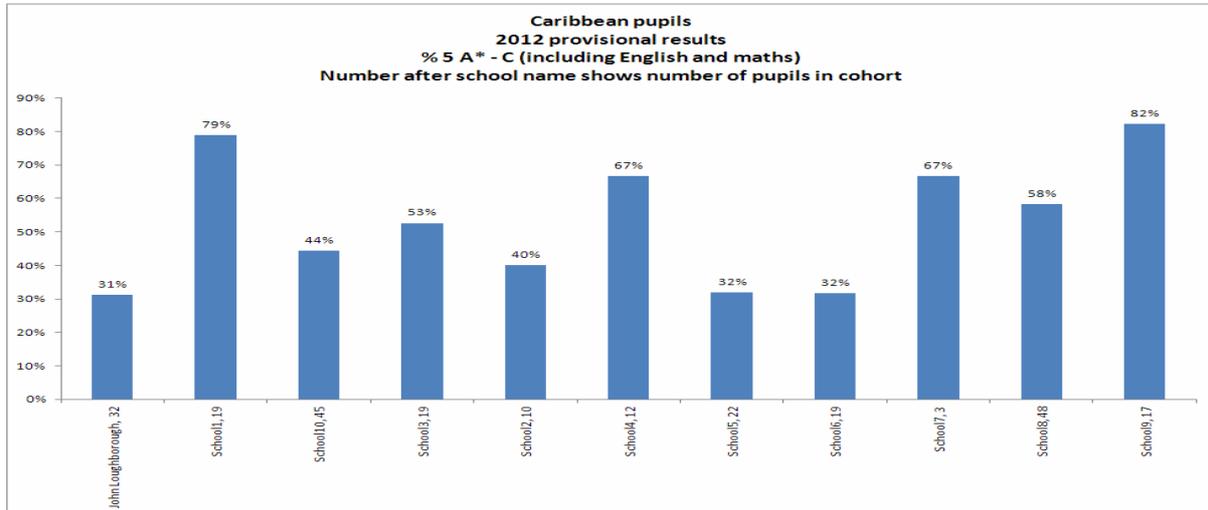
Location: **Tottenham Green Leisure Centre,  
Philip Lane, N15 4JA**

We apologise for any inconvenience caused.

## Appendix 8 supporting evidence data for Standards and Diversity

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

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

Below is an 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. Value added is a prediction based on prior attainment (in SATs (standard assessment tests) at the end of primary school (key stage 2 or KS2)

The value added scores are shown as a measure based on 100. Scores above 100 represent schools where pupils on average made more progress than similar pupils nationally, while scores below 100 represent schools where pupils made less progress.

Contextual Value Added (CVA) is a statistic used to assess the performance of schools. The statistic is intended to show the progress children have made whilst attending a particular school. Unlike statistics such as exam performance, contextual value added attempts to take into account the circumstances of children attending the school that are beyond the school's control.

The statistic works by comparing a child's performance with that of children with a similar prior performance and similar circumstances. There are three levels – 1, 2 and 3 but it is Level 2 CVA measures performance of secondary schools and is based around a median score of 1000. CVA takes into account nine factors that are known to affect the performance of children, but outside of the schools control. The factors are gender. Special

educational needs (SEN), eligibility for free school meals, first language, whether pupils move between schools (mobility), ethnicity, the age (i.e. the month they were born) of different pupils within the year group, whether a pupil has been taken into care at any stage, and the level of deprivation in the area that the pupil lives.

The data is taken from the DFE/Ofsted Raiseonline<sup>1</sup> 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.

	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 African-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 11th (bottom) in 2008, 8th in 2009, 5th in 2010 and 11th

---

<sup>1</sup> Raiseonline is a secure web-based system that provides schools, local authorities and inspectors with a range of analyses including: Attainment at the end of Key Stages 1 and 2, progress from Key Stage 1 to 2, absence and exclusions; and the characteristics (often referred to as 'context') of pupils. For each type of analysis, a school is compared to national averages for secondary schools.

in 2011.

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

The value added data shows that African-Caribbean students at The John Loughborough School **do not make** more progress than African-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

## Appendix 9 Projected secondary pupil numbers

		Year 7	Year 8	Year 9	Year 10	Year 11
2013/14	Projected pupils	2186	2136	2194	2205	2165
	Capacity	2417	2390	2390	2390	2390
	Surplus	231	254	196	185	225
	Capacity without JLS	2357	2330	2330	2330	2330
	Surplus without JLS	171	194	136	125	165
2014/15	Projected pupils	2278	2194	2149	2230	2175
	Capacity	2417	2417	2390	2390	2390
	Surplus	139	223	241	160	215
	Capacity without JLS	2357	2357	2330	2330	2330
	Surplus without JLS	79	163	181	100	155
2015/16	Projected pupils	2307	2270	2194	2200	2201
	Capacity	2417	2417	2417	2390	2390
	Surplus	110	147	223	190	189
	Capacity without JLS	2357	2357	2357	2330	2330
	Surplus without JLS	50	87	163	130	129
2016/17	Projected pupils	2307	2298	2257	2235	2191
	Capacity	2417	2417	2417	2417	2390
	Surplus	110	119	160	182	199
	Capacity without JLS	2357	2357	2357	2357	2330
	Surplus without JLS	50	59	100	122	139
2017/18	Projected pupils	2334	2305	2293	2296	2223
	Capacity	2417	2417	2417	2417	2417
	Surplus	83	112	124	121	194
	Capacity without JLS	2357	2357	2357	2357	2357
	Surplus without JLS	23	52	64	61	134
2018/19	Projected pupils	2447	2339	2312	2345	2288
	Capacity	2417	2417	2417	2417	2417
	Surplus	-30	78	105	72	129
	Capacity without JLS	2357	2357	2357	2357	2357
	Surplus without JLS	-90	18	45	12	69
2019/20	Projected pupils	2470	2446	2354	2377	2349
	Capacity	2417	2417	2417	2417	2417
	Surplus	-53	-29	63	40	68
	Capacity without JLS	2357	2357	2357	2357	2357
	Surplus without JLS	-113	-89	3	-20	8
2020/21	Projected pupils	2453	2467	2456	2423	2386
	Capacity	2417	2417	2417	2417	2417
	Surplus	-36	-50	-39	-6	31
	Capacity without JLS	2357	2357	2357	2357	2357
	Surplus without JLS	-96	-110	-99	-66	-29

Source: GLA Projections 2011 Round

## Appendix 10 Equalities Impact Assessment

### 1 *HARINGEY COUNCIL*

## EQUALITY IMPACT ASSESSMENT FORM for service delivery



**Service:** Prevention & Early Intervention

**Directorate:** Children & Young People's Service

**Title of Proposal:** Review of John Loughborough School

**Lead Officer (author of the proposal):** Jan Doust

**Names of other Officers involved:** David Williamson, Tom Fletcher, Jane Blakey, Jennifer Duxbury, Neville Murton, Eveleen Riordan, Carlene Liverpool, Arleen Brown.

### **Statement of purpose**

In making this proposal, we have been mindful of our public sector equality duty to have due regard to the need to:

- eliminate discrimination;
- advance equality of opportunity between different groups and;
- foster good relations between groups in Haringey.

In addition we are committed to ensuring that we promote social inclusion in all council services making sure that they address the needs of those vulnerable residents who rely most heavily on them. The most socially excluded residents predominantly have the protected characteristics defined in the Equality Act 2010.

The purpose of this assessment is to:

- a) Identify whether and to what extent this proposal: could produce disadvantage or enhance opportunity for any groups with the protected characteristic defined in the Equality Act 2010;
- b) Establish whether the potential disadvantage is significant enough to call for special measures to remove or reduce the disadvantage;
- c) Identify and set out the measures that will be taken to remove or reduce the disadvantage;
- d) Where mitigation measures are not possible, to set out and explain why;
- e) To ensure that Members are fully aware of the implications the proposal may have for the Council's public sector equality duty before they decide on the proposal.

*Note: This Equalities Impact Assessment follows an initial assessment undertaken in July 2012.. It has been updated following a period of public consultation and addresses the issues arising from consultation.*

## Step 1 - Identify the aims of the Proposal

1.2

1.3 *STATE:*

1.4

a) *WHAT PROBLEMS THE PROPOSAL IS INTENDED TO ADDRESS*

b) *WHAT EFFECTS IT IS INTENDED TO ACHIEVE*

c) *WHICH GROUP(S) IT IS INTENDED TO BENEFIT AND HOW*

1.5

**1.6** 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.

1.7

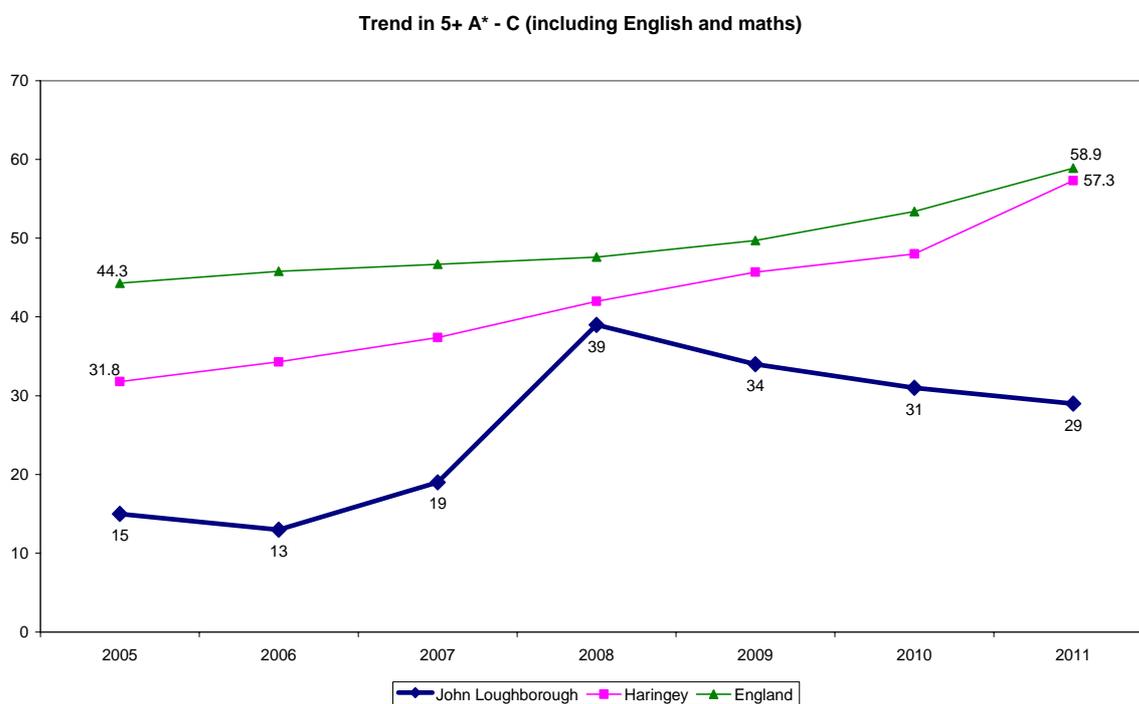
**1.8** THE SCHOOL WAS ORIGINALLY ESTABLISHED IN 1980 IN RESPONSE TO THE DISSATISFACTION OF SEVENTH DAY ADVENTIST PARENTS OF AFRICAN CARIBBEAN HERITAGE WITH THEIR CHILDREN'S POOR LEVEL OF ATTAINMENT IN LONDON SCHOOLS. IT WAS ESTABLISHED WITH THE OBJECTIVES OF PROVIDING CHRISTIAN EDUCATION FOR SEVENTH-DAY ADVENTISTS AND THE WIDER FAITH COMMUNITY, AND ADDRESSING THE POOR LEVELS OF ACADEMIC ATTAINMENT PREVALENT AMONGST PUPILS OF BLACK ETHNICITIES AT THAT TIME.

1.9

**1.10** 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 TWO MOST RECENT INSPECTIONS IN OCTOBER 2009 AND DECEMBER 2011 PLACED THE SCHOOL IN 'SPECIAL MEASURES' BECAUSE IN THE VIEW OF 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.'* (Ofsted 2009 and 2011)

**1.11** SINCE 2008, THERE HAS BEEN A DOWNWARD TREND IN THE MAIN INDICATOR OF ATTAINMENT (5 GCSEs AT A\*-C INC ENGLISH & MATHS), AND THE SCHOOL IS NOW SIGNIFICANTLY BELOW THE HARINGEY AND ENGLAND AVERAGES.



**1.12** THE SCHOOL IS WITHIN THE SCOPE OF THE POWERS OF THE SECRETARY OF STATE TO EITHER ISSUE AN ACADEMY ORDER, DIRECT THE APPOINTMENT OF AN INTERIM EXECUTIVE BOARD OR DIRECT CLOSURE.

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. A review team was established comprising representatives from both Haringey Council and SEC. An experienced educational consultant provided external challenge to the review team's analysis and judgements. The scope of 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.

The review team examined trends in key performance indicators and Ofsted and HMI inspection reports over the previous 5 to 10 years in their analysis of the school's educational and financial viability. The team then considered and evaluated the options available to address the identified underperformance. For details of the analysis undertaken (including summary of relevant data) and of the options considered, please see the full report of the review, at Appendix 1 to the Cabinet report of 18<sup>th</sup> September 2012.

Following careful consideration of John Loughborough School's underperformance over many years and the lack of success in attempts to create sustained improvement from a wide range of intervention strategies, the review concluded that the only option which could potentially provide a future for the school would be for it 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, it was agreed that 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.

Whilst the recommendation of the review is that this dual approach should be followed, this EqIA focuses on the potential closure of the school, as that is the process that is within the power of the Local Authority. The first decision that needs to be taken by Members in this regard is whether to commence consultation on closure.

<b>Statutory Stage</b>	<b>Description</b>	<b>Timescale</b>
1	Consultation on proposed closure	Recommended minimum of six weeks – 1 <i>October</i> - 19 <i>November</i> 2012
2	The publication of a statutory notice setting out the proposal in detail	4 January 2013
3	Representation – an opportunity for stakeholders to express views on the proposals.	7 January to 18 February 2013 (Must be six weeks and cannot be shortened or lengthened to take into account school holidays)
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</i> 2013
5	Implementation – the school closes	As set out in the published statutory notice, subject to any modifications agreed – <i>from</i> <i>September</i> 2013

This EqlA highlights the profile of the pupils at John Loughborough School and considers the potential impact of closure on those with protected characteristics. It will support the LA in promoting equality of opportunity for the affected pupils at John Loughborough. It will be updated in advance of each subsequent decision to be taken by members in order to take account of consultation outcomes and further relevant information arising from the process. This will ensure that equalities considerations inform each decision that is taken.

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 EqlA.

## 1.13 Step 2 - Consideration of available data, research and information

You should gather all relevant quantitative and qualitative data that will help you assess whether at present, there are differential outcomes for the different equalities target groups – diverse ethnic groups, women, men, older people, young people, disabled people, gay men, lesbians and transgender people and faith groups. Identify where there are gaps in data and say how you plug these gaps.

In order to establish whether a group is experiencing disproportionate effects, you should relate the data for each group to its population size. The Haringey Borough Profile of Protected Characteristics can be found on the Website) will help you to make comparisons against Haringey's population size. The most up to date information can be found in the [Joint Strategic Needs Assessment](#).

*2 a) Using data from equalities monitoring, recent surveys, research, consultation etc. are there group(s) in the community who:*

- *are significantly under/over represented in the use of the service, when compared to their population size?*
- *have raised concerns about access to services or quality of services?*
- *appear to be receiving differential outcomes in comparison to other groups?*

This section compares the population of the John Loughborough School with the wider Haringey secondary school and national populations. It draws from data collected from the Pupil Level Annual School Census's (October 2011 - October 2012), the Department of Education (DfE) and information received from the SEC on numbers of Seventh Day Adventist pupils. It also looks at data on attainment at GCSE and school attendance, and where possible has been broken down by group, for example, ethnicity and gender.

Please note that only the January PLASC counts contain ethnicity data and therefore the table on page 6 has been sourced from the January 2012 PLASC count. It should also be noted that the Department for Education (DfE) have not yet published attainment data at GCSE by ethnicity for 2012. It is anticipated that this will be made available later on in the year. The DfE have however released attainment data by gender for 2012 which can be viewed on page 8 of this document.

## Ethnicity

### School population

All of the pupils at John Loughborough School are from a BME background, in that there are no White British pupils. Compared to the overall Haringey secondary school population, there is a higher proportion of pupils of Black ethnicities (particularly Caribbean) and lower proportion of pupils of White, Mixed and Asian ethnicities.

Pupils of Black ethnicities form the majority of the school population (63%), of whom Caribbean pupils form the largest group (38%). The school has a high proportion of Romany or Gypsy pupils – ten times the proportion for Haringey secondary schools overall. There are also significant populations of Eastern European (6.1% of school vs 2.8% across Haringey secondary schools) and Latin/ Central/ South American pupils (6.8% of school vs 1.1% across Haringey secondary schools).

Over the past few years the ethnicity profile of the school has been shifting. Between 2009 and 2012 the proportion of pupils of black ethnicities fell from 93% to 63% whilst the proportion of Gypsy/Roma, Other White and Other pupils rose from a combined figure of 4% to 28%.

	John Loughborough	%	All Haringey secondary schools	%
<b>White</b>				
British	0	0.0%	2374	19.3%
Irish	2	0.7%	114	0.9%
Traveller of Irish Heritage	0	0.0%	19	0.2%
Romany or Gypsy	20	7.1%	85	0.7%
Any other White Background	31	11.1%	2817	22.9%
<b>Mixed</b>				
White & Black Caribbean	4	1.4%	450	3.7%
White & Black African	3	1.1%	164	1.3%
White & Asian	1	0.4%	124	1.0%
Any other mixed background	9	3.2%	644	5.2%
<b>Asian or Asian British</b>				
Indian	0	0.0%	165	1.3%
Pakistani	0	0.0%	142	1.2%
Bangladeshi	1	0.4%	367	3.0%
Any other Asian background	0	0.0%	138	1.1%
<b>Black or Black British</b>				
Caribbean	106	37.9%	1212	9.9%

	John Loughborough	%	All Haringey secondary schools	%
African	56	20.0%	1926	15.7%
Any other Black background	14	5.0%	262	2.1%
<b>Chinese</b>	5	1.8%	72	0.6%
<b>Any other ethnic group</b>	27	9.6%	995	8.1%
Parent/pupil preferred not to say	0	0.0%	38	0.3%
Ethnicity not known	1	0.4%	192	1.6%
<b>Grand Total</b>	<b>280</b>	<b>100.0%</b>	<b>12300</b>	<b>100.0%</b>

Source: January 2012 PLASC count

### Attainment

The table below shows the percentage of pupils attaining the 'basics indicator' (grade C or above in both English and Maths GCSE) in 2011, broken down by ethnicity. Figures for small cohorts of pupils have been excluded for data protection reasons. For all ethnic groups, performance is worse than the national average. The disparity between John Loughborough and national average is much greater for Black African pupils than Black Caribbean.

Overall, the proportion attaining grade C or above in both English and Maths is less than half the national average. Performance in English is much better than in Maths, and for Black Caribbean pupils was higher than the national average.

### 2011

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	59	58	68	34	64	29	58

Source: Raiseonline report (Department for Education/Ofsted 2011)

### Attendance

The table below shows levels of overall absence and the proportion of persistent absentees, broken down by ethnicity. Overall, absence is close to the national average but the proportion of persistent absentees is significantly above national.

The proportion of persistent absentees amongst White- Romany or Gypsy and Black African pupils is particularly high. Please note that whilst attendance data is available for Haringey schools for the academic year 2011-2012, the national figures will not be released until March 2013.

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

Source: October 2010, January 2011 and May 2011 PLASC Counts

## Gender

### *School population*

John Loughborough has a marginally higher proportion of boys attending than girls.  
2012

Gender	John Loughborough	%	All Haringey secondary schools	%
Female	130	49.62%	5041	50.53%
Male	132	50.38%	4935	49.47%
Grand Total	262	100.00%	9976	100.00%

Source: October 2012 PLASC Count

### *Attainment*

Attainment is higher amongst girls but is below the national average for both boys

and girls. The gap between John Loughborough School and the national average is larger for boys than for girls.

## 2011

Gender	No. pupils in cohort 2011	English		Maths		Basics - English and Maths	
		% School	% National	% School	% National	% School	% National
Female	30	77	76	47	65	40	61
Male	29	38	61	21	64	17	54
All Pupils	59	58	68	34	64	29	58

Source: Raiseonline report (Department for Education/Ofsted 2011)

## 2012

Gender	No. pupils in cohort 2012	English		Maths		Basics - English and Maths	
		% School	% National	% School	% National	% School	% National
Female	28	68	76	54	71	54	66
Male	35	34	62	40	70	23	57
All Pupils	63	49	69	46	71	36.5	61

Source: School Checking File – provisional data with recent arrivals removed (Department for Education 2012)

## Attendance

Poor school attendance is more prevalent amongst females than males. The proportion of girls who are persistent absentees is double the national average.

Attendance by gender - 2010-11	% of sessions missed due to overall absence		% persistent absentees - absent for 20% or more sessions	
	School	National - secondary	School	National - secondary
Female	7.11	6.71	10.5	5.0
Male	6.64	6.40	5.0	4.6
All pupils	6.86	6.55	7.6	4.8

Source: October 2010, January 2011 and May 2011 PLASC Counts

## Age

The school provides education to young people aged 11-16. It does not have a sixth form.

## Disability

The Schools Census now includes the facility for schools to submit data on disability, but not all schools are as yet doing so. More complete data is available on Special Education Needs (SEN). Whilst these are not interchangeable terms it should be assumed that children with SEN have a disability for the purposes of the public sector equality duty.

The following table shows that John Loughborough School has a lower proportion of pupils with identified SEN than the Haringey average, for all of the SEN stages of assessment.

	John Loughborough	%	All Haringey secondary schools	%
No identified SEN	228	87.02%	7332	73.50%
School Action	24	9.16%	1788	17.92%
School Action Plus	8	3.05%	501	5.02%
Statement of SEN	2	0.76%	355	3.56%
Grand Total	262	100.00%	9976	100.00%

Source: October 2012 PLASC Count

## Religion or belief

The following table, provided by the SEC, shows the numbers of Seventh Day Adventist pupils attending John Loughborough School. The most recent data, for 2011, shows that just over a third of pupils are Seventh Day Adventists.

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%

Data on religion is not collected as part of the School Census, and national census data does not break down the number of Christians into the various denominations. However, figures from 2005<sup>2</sup> state that the number of Seventh Day Adventists in London was 13,000. This represents 0.2% of the population of London at that time.

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<sup>2</sup> Source:

[http://www.bbc.co.uk/religion/religions/christianity/subdivisions/seventhdayadventist\\_1.shtml](http://www.bbc.co.uk/religion/religions/christianity/subdivisions/seventhdayadventist_1.shtml)

## Other equalities strands

Data was not available for the following equality strands and assessment of impact on these service user groups is not therefore possible:

- Gender Reassignment
- Sexual Orientation
- Maternity & Pregnancy
- Marriage and Civil Partnership

## Summary

All of the pupils at John Loughborough School are from BME communities. Relative to Haringey secondary schools overall there are particularly high proportions of Black Caribbean, Romany Gypsy, East European and Latin/Central/South American pupils. The proportion of Romany Gypsy pupils is ten times the Haringey secondary school average. Compared to other Haringey schools, a relatively low proportion of pupils have identified SEN. Over a third of pupils are Seventh Day Adventists.

Attainment at GCSE was worse than the national average in 2011 for all groups of pupils but was particularly low for Black African pupils and for boys. The proportion of persistent absentees is particularly high amongst Black African pupils and amongst girls.

### *2 b) What factors (barriers) might account for this under/over representation?*

The school's founding objectives and religious character explain the high proportion of pupils of black ethnicities and of Seventh Day Adventists. Whilst the proportion of pupils of black ethnicities has been reducing in recent years (from 93% in 2009 to 63% in 2012), it remains high. The school's location in Tottenham, where people of black ethnicities form a larger proportion of the overall population, may be a further factor in this.

The high proportion of Romany Gypsy pupils may relate to the fact that the school has a high level of in-year admissions – as a transient group, Romany and Gypsy pupils may be more likely to be admitted to school outside of the main secondary transfer process. However, whilst in-year admissions for JLS are high relative to the size of the school there are other Haringey secondary schools where numbers of in-year admissions are greater.

The lower than average proportion of pupils with SEN could be explained by parents preferring to send their children to other local schools; alternatively, it could be that the school is not identifying pupils with SEN. The most recent Ofsted inspection (December 2011) rated the “quality of learning for pupils with special educational needs and/or disabilities and their progress” as inadequate.

*2c ) What other evidence or data will you need to support your conclusions and how do you propose to fill the gap?*

It would be helpful to have data on religion however this is not collected as part of the school census.

If a Statutory Notice setting out detailed closure plans is issued following the consultation period, further data may need to be included in future iterations of this EqIA to enable evaluation of impact.

### Step 3 - Assessment of Impact

Using the information you have gathered and analysed in step 2, you should assess whether and how the proposal you are putting forward will affect any of the existing barriers facing people who have any of the characteristics protected under the Equality Act 2010. State what actions you will take to address any potential negative effects your proposal may have on them.

*3 a) How will your proposal affect existing barriers? (Please tick below as appropriate)*

Increase barriers? X	Reduce barriers?	No change?
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**Comment (Whichever is applicable, explain why)**

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.

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, and it is in this respect in particular that barriers would be increased. 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.

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.

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).

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 (see 3b) below). It will be a central consideration when evaluating possible arrangements for closure and will be looked at in relation to the protected groups.

### *3 b) What specific actions are you proposing in order to reduce the existing barriers and imbalances you have identified in Step 2?*

Closure of the school would need to be carefully managed in order to minimise the potential negative impact and maximise the potential positive impact for current and future pupils, including in respect to the protected characteristics. The possible arrangements for managing closure fall under three broad approaches:

1. 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
2. Immediate closure and transfer – the school closes in July 2013 and all pupils transfer to other local schools in September 2013
3. 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

Please see the paper ‘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 (available at Appendix 2 to the Cabinet report of 19<sup>th</sup> September).

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 of this 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

Specific actions to mitigate negative impact and maximise positive impact will be identified as part of putting forward a detailed proposal for closure and will be included in the next iteration of this EqIA. Any proposal will be informed by the initial findings of this 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 JLS 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.

*3 c) If there are barriers that cannot be removed, what groups will be most affected and what Positive Actions are you proposing in order to reduce the adverse impact on those groups?*

See above.

#### Step 4 - Consult on the proposal

Consultation is an essential part of an impact assessment. If there has been recent consultation which has highlighted the issues you have identified in Steps 2 and 3, use it to inform your assessment. If there has been no consultation relating to the issues, then you may have to carry out consultation to assist your assessment.

Make sure you reach all those who are likely to be affected by the proposal. Potentially these will be people who have some or all of the characteristics listed below and mentioned in the Equality Act 2010:

- Age
- Disability
- Gender Re-assignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race, Religion or Belief
- Sex (formerly Gender) and
- Sexual Orientation

Do not forget to give feedback to the people you have consulted, stating how you have responded to the issues and concerns they have raised.

*4 a) Who have you consulted on your proposal and what were the main issues and concerns from the consultation?*

The first period of public consultation ran from 1<sup>st</sup> October to 19<sup>th</sup> November 2012. Consultation documents (with attached questionnaires) were circulated to:

- The governing body of John Loughborough School
- South England Conference of Seventh Day Adventists
- JLS teachers and other staff
- JLS Parent-Teacher Association
- JLS School council
- JLS pupils and their parents and carers
- Governing bodies, teachers, staff and parents/carers at all Haringey schools
- All neighbouring boroughs
- All boroughs in which current JLS pupils and 2012 year 7 entrants live
- Trade unions representing staff at JLS and other Haringey schools

- All Councillors
- London Diocesan Board for Schools and Diocese of Westminster
- Local residents associations across Haringey
- Local MPs and MPs in neighbouring boroughs

Leaflets were distributed to all local residents and placed in libraries and children's centres. The proposal was publicised in the local press and on the Haringey website. Consultation materials were made available on the Haringey website and one public consultation meeting was held on 7<sup>th</sup> November 2012.

There were 107 responses to the consultation,

***4 b) How, in your proposal have you responded to the issues and concerns from consultation?***

There were 8 key themes raised during the consultation.

These are as follows:

1. The School is not providing a good education and therefore the school should 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 is improving
7. The Christen ethos of the school is important
8. The small size of a school is positive

Stakeholders were able to respond to the consultation via a questionnaire (paper or online) and were also invited to write or email the Council with their views. A public meeting for all stakeholders was held at Tottenham Green Leisure Centre and there was also a meeting with the school staff and separately for pupils. The questions addressed at the public meeting were available for to view online (and at the school) a week after the public meeting (and before the consultation ended).

Every parent/carer at the school was sent a letter setting out the proposals and how they could respond. Every response received was acknowledged and a further response individual was sent. This information has been considered as part of the decision making process which has informed the proposal.

***4 c) How have you informed the public and the people you consulted about the results of the consultation and what actions you are proposing in order to address the concerns raised?***

## **Informing the public and key stakeholders of the outcome of the consultation**

Appendix 1-6 of this report sets out the results of the consultation. Following the consultation, the recommendation is for the Lead Member to agree that the Council should issue a statutory notice proposing the closure of the school. This report will be available on the Council's website and hard copies will be available at the school. Stakeholders were informed that this is how the results would be available.

## **Actions to address concerns raised**

The following information summaries the action that has been taken to address the key issues have been raised during the consultation.

1. The School is not providing a good education and therefore the should school close

This helped to inform the recommendations of this report.

2. The School should open the school under new management/senior leadership team

This option was not considered radical enough in to achieve that the rapid and sustained progress of the pupils at the school. The stakeholders who shared this view were informed that, a process was being undertaken by the governing body to seek an Academy sponsor and if a sponsor was found then the school would become an Academy. This is a parallel process.

3. There is no evidence that the school is not educationally and financially viable

These stakeholders were signposted to the review of the school which sets out the evidence that the school is not currently educational or financially viable.

4. Not happy with the consultation process

Stakeholders were unhappy that the consultation was only 7 weeks and they would have preferred more than one public meeting. They were also concerned about the equalities monitoring forms attached to the consultation response.

5. There are other good schools where the JLS pupils will thrive

This helped to inform the recommendations of this report.

6. The School should not close if it improving

This option was not considered radical enough in to achieve that the rapid and sustained progress of the pupils at the school.

7. The Christen ethos of the school is important

If the school is to close we will that we would closely with the Seventh Day Adventist Church to ensure that pupils at the school have their pastoral and cultural needs are met.

8. The small size of a school is positive

Information was provided about the future funding for small schools.

### Step 5 - Addressing Training

The equalities issues you have identified during the assessment and consultation may be new to you or your staff, which means you will need to raise awareness of them among your staff, which may even training. You should identify those issues and plan how and when you will raise them with your staff.

*Do you envisage the need to train staff or raise awareness of the equalities issues arising from any aspects of your proposal and as a result of the impact assessment, and if so, what plans have you made?*

There are likely to be training issues arising if the school were to close, in order to ensure that staff are able to meet the needs of the affected young people. Consideration of this will form part of the detailed planning, and more information will be included in future iterations of this EqIA.

## Step 6 - Monitoring Arrangements

If the proposal is adopted, there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the protected characteristics detailed in Step 4 above. The purpose of equalities monitoring is to see how the proposal is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address those effects. You should use the Council's equal opportunities monitoring form which can be downloaded from Harinet. Generally, equalities monitoring data should be gathered, analysed and report quarterly, in the first instance to your DMT and then to the Corporate Equalities Board.

*What arrangements do you have or will put in place to monitor, report, publish and disseminate information on how your proposal is working and whether or not it is producing the intended equalities outcomes?*

As with training, monitoring arrangements will be considered as part of the detailed planning, and more information will be included in future iterations of this EqIA.

- *Who will be responsible for monitoring?*

The local authority is responsible for monitoring standards and attainment at all of its maintained schools. If John Loughborough school were to close, the local authority would take the lead in managing the process and monitoring its implementation.

- *What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?*

A wealth of data is available relating to pupil progress and attainment will be used to track outcomes for affected cohorts of pupils.

- *Are there monitoring procedures already in place which will generate this information?*

Yes, all of this information is produced as a matter of routine.

- *Where will this information be reported and how often?*

More information to be included in future versions of this EqIA.

## Step 7 - Summarise impacts identified

In the table below, summarise for each diversity strand the impacts you have identified in your assessment

Age	Disability	Race	Sex	Religion or Belief	Sexual Orientation	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity
Impact will be on pupils aged 11-16	School has low numbers of pupils with SEN however as a vulnerable group their needs will need to be taken into account in the preparation of any detailed closure proposal	School has high proportion of black pupils, particularly Caribbean, also Gypsy Romany, Latin American and E. European. Attainment particularly low amongst African pupils. Impact of closure will be mixed – disruption of closure vs potential for improved outcomes at alternative school(s); will need careful consideration in any closure planning.	Gender split is fairly even. Boys' attainment very low at John Loughborough so more potential for them to benefit from better education at alternative schools.	Clear negative impact on Seventh Day Adventist community – closure of the only state-funded SDA secondary school in the country. Important to consider the suitability of alternative arrangements proposed for SDA pupils.	No impact identified	No impact identified	No impact identified	No impact identified

## Step 8 - Summarise the actions to be implemented

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

NOTE: These actions are subject to Cabinet deciding to commence consultation on closure. Actions will be added/refined in future iterations.

Issue	Action required	Lead person	Timescale	Resource implications
Need to seek views of stakeholders	Undertake consultation	Eveleen Riordan	Autumn 2012	
More detailed work needed on options for closure	Undertake further work on options	Eveleen Riordan	Summer/Autumn 2012	
Consultation outcomes and work on options need to be reflected in EqIA	Review EqIA following consultation and update as needed	Eveleen Riordan	Autumn 2012	
Decision needed on whether to proceed to statutory notice stage	Report to Lead Member	Jan Doust	Autumn/Winter 2012/13	

## Step 9 - Publication and sign off

*There is a legal duty to publish the results of impact assessments. The reason is not simply to comply with the law but also to make the whole process and its outcome transparent and have a wider community ownership. You should summarise the results of the assessment and intended actions and publish them. You should consider in what formats you will publish in order to ensure that you reach all sections of the community.*

*When and where do you intend to publish the results of your assessment, and in what formats?*

The assessment will be published on the Haringey website.

### Assessed by (Author of the proposal):

Name: Jan Doust

Designation: Deputy Director, Prevention & Early Intervention

Signature:

Date:

### Quality checked by (Policy, Equalities and Partnerships Team):

Name: Arleen Brown

Designation: Senior Policy Officer

Signature: *A.j.Brown*

Date: 16<sup>th</sup> August 2012 and XXXX (steps 1 – 3)

(steps 1-3 only - to be reviewed following consultation)

### Sign off by Directorate Management Team:

Name:

Designation:

Signature:

Date:

*Ref: IA\PI\P\PEP\EQUALITIES\equalities impact assessment for service delivery template (update November 2011)*