

**Determination on whether
The John Loughborough School should close
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Appendix 1 to The John Loughborough Cabinet Report

Equality Impact Assessment Pupils



HARINGEY COUNCIL
 EQUALITY IMPACT ASSESSMENT FORM: 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):	Jennifer Duxbury
Names of other Officers involved:	Eveleen Riordan, Jessica Lewis, Avi Becker, Jane Blakey, Alicia Thompson

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:

- a) eliminate discrimination;
- b) advance equality of opportunity between different groups and;
- c) 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.

Step 1 - Identify the aims of the Proposal

STATE:

- 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**

The John Loughborough School is a small secondary school which can take 60 pupils in each year group (Years 7 to 11) with a total capacity of 300 pupils across the school. See the table below for a comparison to other secondary schools in Haringey. It is a Voluntary Aided church school owned and operated by The South England Conference (SEC) of the Seventh-day Adventist Church but maintained by the local authority.

Number of pupils on roll by year group and school (January 2013 School Census)

School	National Curriculum year group					Grand Total
	7	8	9	10	11	
Alexandra Park Secondary	216	215	215	226	216	1088
Fortismere	243	242	241	250	244	1220
Gladesmore Community	248	239	251	259	260	1257
Greig City Academy	163	193	182	200	198	936
Heartlands High School	185	167	159			511
Highgate Wood	243	242	241	248	237	1211
Hornsey School for Girls	140	211	186	221	223	981
John Loughborough	37	41	53	66	62	259
Northumberland Park	186	202	210	214	206	1018
Park View	200	209	205	241	232	1087
St. Thomas More Catholic School	66	90		177	144	477
Woodside High	162	158	155	160	174	809
Grand Total	2089	2209	2098	2262	2196	10854

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.

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:

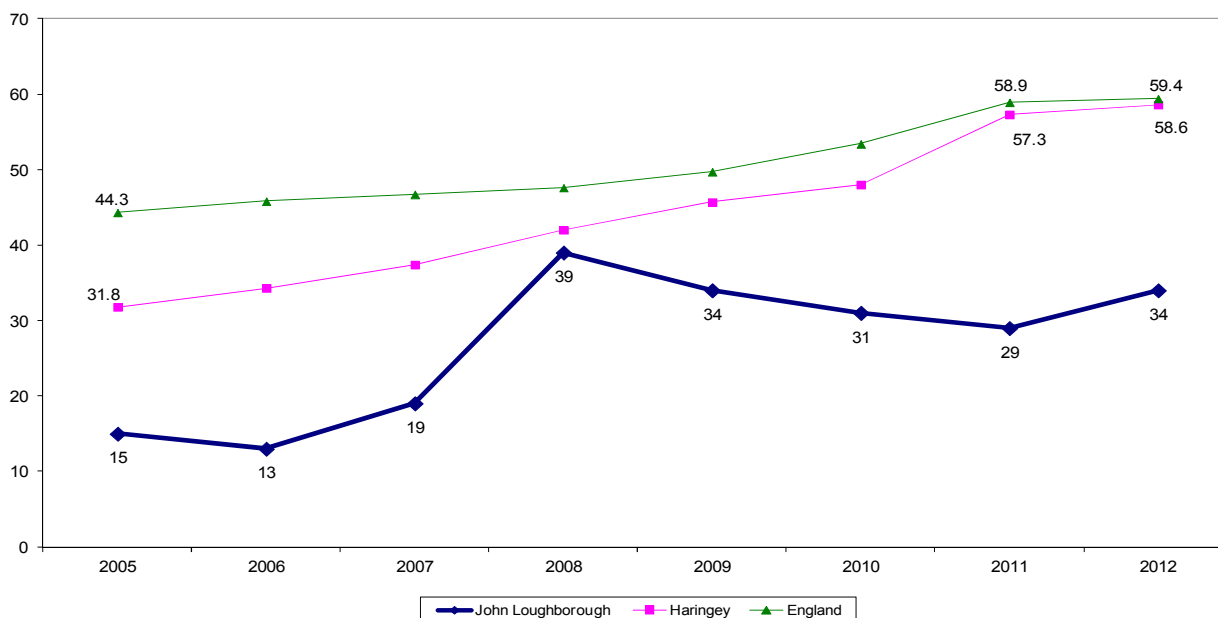
'... it is failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.' (Ofsted 2009 and 2011)

Date of Inspection	Inspection Type	Outcome
6 February 2013	Section 8 inspection report	Progress since being subject to special measures – inadequate Progress since previous monitoring inspection - satisfactory
9 Oct 2012	Section 8 inspection report	Progress since being subject to special measures – inadequate Progress since previous monitoring inspection – satisfactory
10 May 2012	Section 8 inspection report	Progress since being subject to special measures – satisfactory
6 Dec 2011	School inspection report	Overall effectiveness: how good is the school? Inadequate The school's capacity for sustained improvement Inadequate

Ofsted Inspections of The John Loughborough School since it was placed into special measures for the second time in December 2011.

Since 2008, there has been a downward trend in the main indicator of attainment (5 GCSEs at A*-C including English & Maths), and the school is now significantly below the Haringey and England averages (see graph below).

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



The table below outlines actions taken to date with regards to the improvement of standards.

Date	Event
1980	School Established
February 2007	Ofsted category of concern
2007	Interim Executive Board appointed.

October 2008	Decrease in pupils on roll causing deficit
October 2009	School placed in Ofsted special measures
January 2012	Work with consultant Head teacher
April 2012	Review

Currently 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 April 2013.

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 (LA) 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. To date the school has identified one potential sponsor but this proposal was rejected by the DfE due to concerns regarding the lack of experience of the sponsor.

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. In September 2012 the first decision that was taken by Members in this regard was whether to commence consultation on closure. The proposal put before the Council's Cabinet in September 2012 was agreed and a consultation period ran from October to December 2012. Following this another decision was made on whether to publish a statutory notice based on the consultation period (for details please refer to the Consultation Report). The final decision to be made in April 2013 by the Council's Cabinet is whether to agree or disagree to the closure of the school.

Statutory Stage	Description	Timescale
1	Decision on whether to consult on the proposal to close the school	September 2012
2	Consultation on proposed closure	Recommended minimum of six weeks – 1 October- 19 November 2012
3	The publication of a statutory notice setting out the proposal in detail	7 January 2013
4	Representation – an opportunity for stakeholders to express views on the proposals.	7 January to 17 February 2013 (Must be six weeks and cannot be shortened or lengthened to take into account school holidays)
5	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 – April 2013
6	Implementation – the school closes	As set out in the published statutory notice, subject to any modifications agreed

This EqIA 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 a working document and follow the impact of the school closure on pupils and their attainment. The EqIA is updated in advance of each 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 EqIA.

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 presently, 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 (January 2013), 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.

Ethnicity

School population

All but one of the pupils at John Loughborough School are from a BME background, in that there is only one White British pupil. 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 (51%), of whom Caribbean pupils form the largest group (31%). The school has a high proportion of Romany or Gypsy pupils – ten times the proportion for Haringey secondary schools overall. There is also a significant population of Latin/ Central/ South American pupils (7.3% of school vs 1.3% across Haringey secondary schools).

Over the past few years the ethnicity profile of the school has been shifting. Between 2009 and 2013 the proportion of pupils of black ethnicities fell from 93% to 51% whilst the proportion of Gypsy/Roma, Other White and Other pupils rose from a combined figure of 4% to 29%.

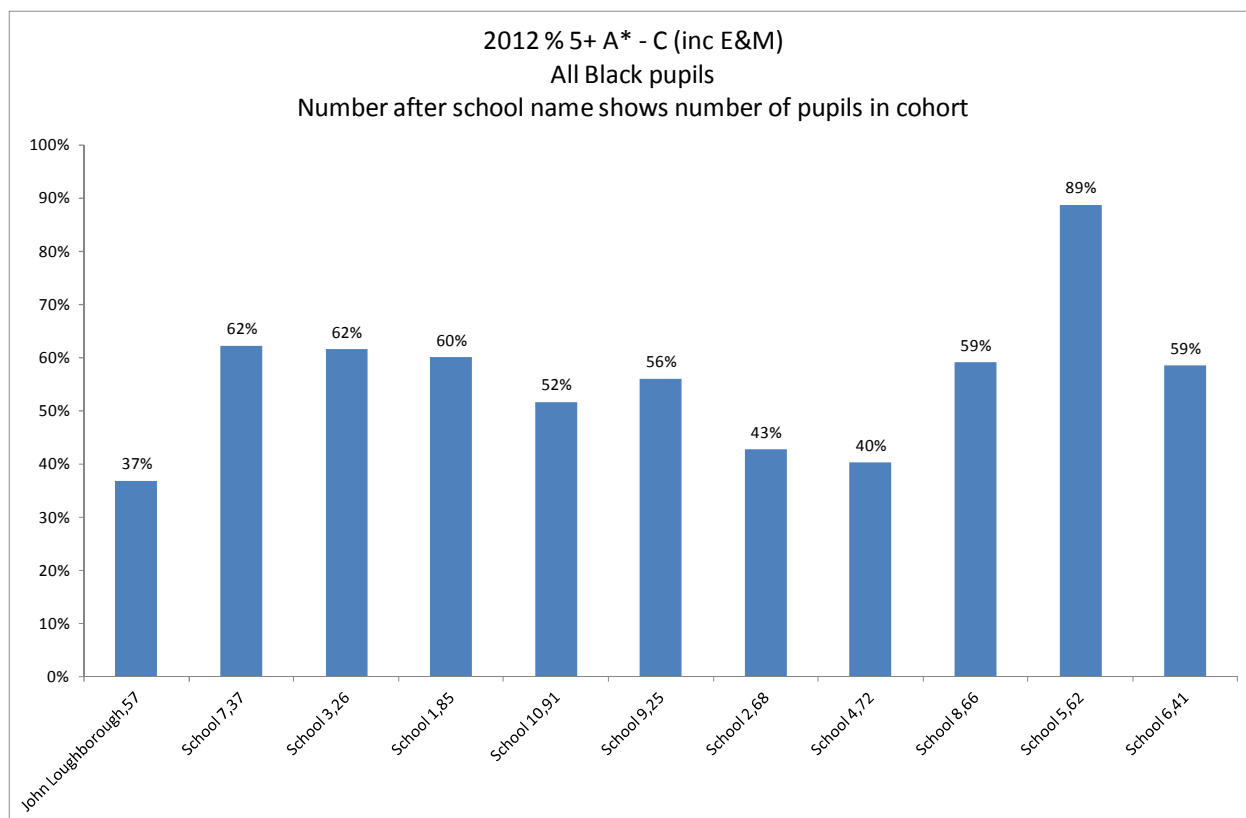
	John Loughborough	%	All Haringey secondary schools	%
White				
British	1	0.4	2302	20.3
Irish	1	0.4	93	0.8

Gypsy/Roma	20	7.7	64	0.6
Irish Traveller			21	0.2
Other	53	20.5	3038	26.8
Mixed				
White and Black African	3	1.2	175	1.5
White and Black Caribbean	4	1.5	400	3.5
White and Asian			44	0.4
Mixed Other	15	5.8	676	6.0
Asian or Asian British				
Indian	2	0.8	159	1.4
Vietnamese	2	0.8	92	0.8
Bangladeshi			344	3.0
Pakistani			121	1.1
Other	1	0.4	129	1.1
Black or Black British				
African	45	17.4	1631	14.4
Caribbean	80	30.9	960	8.5
Other	7	2.7	225	2.0
Chinese	2	0.8	56	0.5
Latin American	19	7.3	146	1.3
Any Other	3	1.2	352	3.1
Refused/not obtained	1	0.4	301	2.7
	259	100.0	11329	100.0

Source: January 2013 School Census

Attainment

The figure below shows the percentage of pupils attaining more than 5 GCSE's grade C or above including English and Maths. Figures for small cohorts of pupils have been excluded for data protection reasons. For all black ethnic group pupils at JLS, performance is worse than in other schools in the Borough.



The table below shows ‘basics indicator’ (grade C or above in both English and Maths GCSE) in 2011, broken down by ethnicity. The proportion attaining grade C or above in both English and Maths is approximately half the national average. Performance in English is much better than in Maths, and for Black Caribbean pupils was higher than the national average. The disparity between John Loughborough and national average is much greater for Black African pupils than Black Caribbean.

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)

The table below shows ‘basics indicator’ (grade C or above in both English and Maths GCSE) in 2012, broken down by ethnicity. Overall, the proportion attaining grade C or above in both English and Maths is less than the national average. The average for Black Caribbean pupils was lower than the average for Black African Pupils and both are lower than the national average in all subjects. The disparity between John Loughborough and national average is much greater for Black Caribbean pupils than Black African.

Ethnicity	No. pupils in cohort 2012	English		Maths		Basics - English and Maths	
		% School	% National	% School	% National	% School	% National
Black Caribbean	32	50	62	44	59	34	50
Black African	18	61	66	67	69	50	58
All Pupils	71	42	66	42	68	31	58

Source: Raiseonline report (Department for Education/Ofsted 2012)

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 19 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 School Census

Gender

School population

John Loughborough has a marginally higher proportion of boys attending than girls which is representative across all secondary schools.

2013

	John Loughborough	%	All Haringey secondary schools	%
Female	128	49.4	5651	49.9
Male	131	50.6	5678	50.1
Grand total	259	100	11329	100

Source: January 2013 School Census

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	30	63	73	50	69	50	63
Male	41	27	58	37	68	17	54
All Pupils	71	42	66	42	68	31	58

Source: Raiseonline report (Department for Education/Ofsted 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 School Census

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	225	86.9	8074	71.3
School Action ¹	24	9.3	2104	18.6
School Action Plus ²	8	3.1	827	7.3
Statement of SEN	2	0.8	323	2.9
Grand Total	259	100	11328	100

Source: January 2013 School Census

¹ The SEN Code of Practice refers to the different types of support available for children with SEN. School Action (SA) is used when there is evidence that a child is not making progress at school and there is a need for action to be taken to meet learning difficulties. SA can include the involvement of extra teachers and may also require the use of different learning materials, special equipment or a different teaching strategy.

² School Action Plus (SA+) is used where SA has not resulted in the required progress and is likely to involve seeking external support e.g. speech therapists

Religion or belief

The following table, provided by the SEC, shows the numbers of Seventh-day Adventist pupils attending John Loughborough School. The 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 2005³ 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. This indicates that there is an over representation of SDA attending the John Loughborough school who will be disproportionately affected by the closure. The faith based education cannot be replicated in the UK as there is no alternative provision. However the majority of pupils at the school are a non SDA faith therefore their needs and educational ethos could be provided for in alternative setting.

Other protected characteristics

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 but one 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.

³ Source: http://www.bbc.co.uk/religion/religions/christianity/subdivisions/seventhdayadventist_1.shtml

Attainment at GCSE was worse than the national average in 2012 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 51% in 2013), 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 (see table below for a break down of ethnicity in Tottenham Hale ward).

Ethnicity	Tottenham Hale (%)	Haringey (%)	London (%)	England and Wales (%)
White	48.8	65.6	71.2	91.3
White British	30.5	45.3	59.8	87.5
Irish	3.4	4.3	3.1	1.2
Other White	14.9	16.1	8.3	2.6
Mixed	5.4	4.6	3.2	1.3
White and Black Caribbean	2.0	1.5	1.0	0.5
White and Black African	0.9	0.7	0.5	0.2
White and Asian	1.1	1.1	0.8	0.4
Other Mixed	1.4	1.3	0.9	0.3
Asian or Asian British	6.3	6.7	12.1	4.4
Indian	1.9	2.9	6.1	2.0
Pakistani	1.3	1.0	2.0	1.4
Bangladeshi	0.8	1.4	2.2	0.5
Other Asian	2.3	1.6	1.9	0.5
Black or Black British	34.8	20.0	10.9	2.2
Black Caribbean	16.6	9.5	4.8	1.1
Black African	15.8	9.2	5.3	0.9
Other Black	2.4	1.4	0.8	0.2
Chinese or Other Ethnic Group	4.8	3.1	2.7	0.9
Chinese	1.3	1.1	1.1	0.4
Other ethnic group	3.5	2.0	1.6	0.4

Source: 2001
Census

According to a Greater London Authority (GLA) ethnic diversity briefing, Haringey is the fifth most diverse Borough in the country when looking at all 16 Census ethnic group categories.

53.7% of the borough is composed of Non White British populations. Haringey also has proportionately more Other White, Black Caribbean and Black African populations than either London or England and Wales. Tottenham Hale's ethnic mix is slightly different with a higher Black or Black British population than the rest of Haringey.

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 table below shows the number of pupils allocated to each school by the In year fair access panel which means they would have moved into Haringey mid year.

Number of pupils allocated a school place through the In-Year Fair Access Panel from May 2011 until February 2013.

Allocated School	Year Group					Grand Total
	7	8	9	10	11	
Alexandra Park School	0	0	0	20	10	30
Fortismere School	0	1	0	20	14	35
Gladesmore Community School	0	1	0	33	33	67
Greig City Academy	0	0	2	16	9	27
Heartlands High School	0	2	1	0	0	3
Highgate Wood School	0	0	1	18	13	32
Hornsey School for Girls	0	0	0	11	8	19
Northumberland Park Community School	0	1	1	21	15	38
Park View	0	0	0	27	11	38
St Thomas More Catholic School	1	0	0	21	16	38
The John Loughborough School	0	0	0	11	12	23
Woodside High School	0	0	1	18	13	32
Grand Total	1	5	6	216	154	382

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.

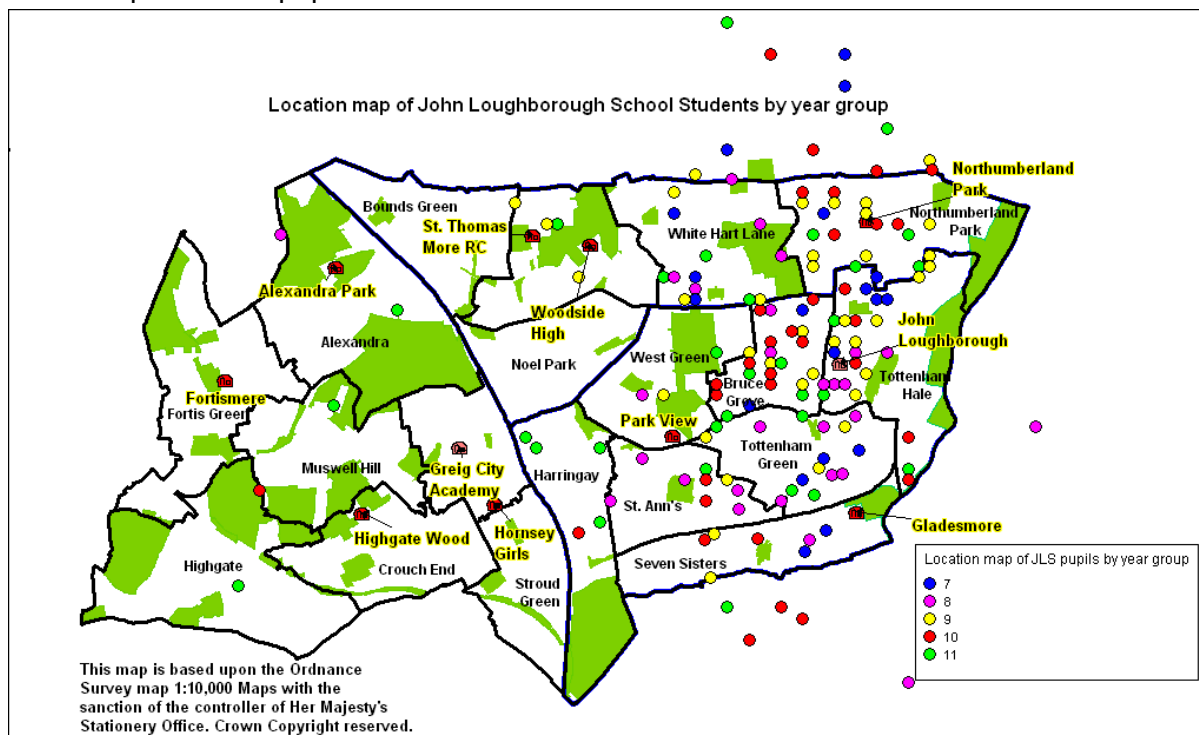
2c) What other evidence or data will you need to support your conclusions and how do you propose to fill the gap?

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

If the decision is made to close the school an application process which will set out how places will be made available to all pupils currently at JLS within the borough, irrespective of whether or not they are currently resident within the borough, although it is recognised not all parents/carers may wish to take up an alternative school place within the borough. Information regarding schools

near home addresses could be identified to facilitate this process. An application process has been designed to ensure parents and carers are able to make informed decisions about where they would prefer their child(ren) to be educated should the school close.

The map below shows the location of children who attend JLS in Haringey. This information will have to be considered when offering parents alternative school places as the schools nearest to pupils may not have available places. It is important the council establishes demand for schools from JLS parent and pupils.



The table below (from the January 2013 School Census) sets out number of pupils currently living out of borough who attend JLS –

Borough	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Barking and Dagenham			1			1
Barnet		1	3		1	5
Brent	1		1		2	4
Camden					1	1
Croydon			1			1
Ealing					1	1
Enfield	4	4	3	11	9	31
Greenwich			1		1	2
Hackney	3	3	2	4	7	19
Haringey	27	28	37	47	36	175
Islington		1			1	2
Lambeth			2			2
Lewisham	1	1		2		4
Merton			1			1
Southwark		1		1	1	3

Waltham Forest		1			1	2
Grand Total	36	40	52	65	61	254

*Y11 will have finished their KS4 education at the point of closure of JLS in July 2013

As a number of children do live out of borough this will require co ordination with the Local Authority responsible for them. Information should then be collected regarding school curriculum, pastoral support and any faith characteristics. The council should ensure that the same support is available out of Haringey as for those remaining in Haringey.

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 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 which could increase the barriers to education.

In the event of the closure of JLS the Council would undertake to make a place available for every pupil currently on roll at JLS in another secondary school. There is currently space available across many of our secondary cohorts to allow for these offers to be made. Where there is not currently sufficient capacity it will be built in through the provision of additional classes across one or more settings so that all displaced pupils can be offered alternative provision within a Haringey school.

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 only one White British pupil currently attends. This could increase the barriers of this group to access education. 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). It is acknowledged that this will be a sensitive and delicate process and we will work with the school, parents, carers, educational providers and other professionals to ensure that the process is as smooth as it is possible to be.

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 is currently being assessed in the April 2013 Cabinet Report. Paragraph 5.47 – 5.69 of the April 2013 Cabinet Report provides evidence for why the school should not remain open to pupils after the end of this academic year, 2012/13. It sets out data over a sustained period showing how the school is failing to give its pupils the best life chances by supporting them to secure five good GCSE grades including English and Maths to at least national average levels. It also sets out the school's history of Ofsted inspections which have placed the school into special measures and, despite targeted and considered support, shows that the school has been unable to improve over any sustained period.

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 fell 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 review paper 'Options for the closure of John Loughborough school' for further detail on the approaches outlined in 1 – 3 above and the implications for the overall provision of secondary school places in Haringey (available at Appendix 2 to the Cabinet report of April 2013).

Throughout the process of closure 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:

Admissions Process:

The admission process will run under the same conditions as the Secondary Transfer Process and will be subject to the same rules as set out in Admissions Code. A full EqIA for the admission arrangements is conducted independently of this document and is available from: http://www.haringey.gov.uk/index/children-families/education/schooladmissions/admission_arrangements.htm.

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 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

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 and 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). Currently there are enough places per year group across Haringey to accommodate all JLS pupils. 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 2012).

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.

Parents and pupils will receive information so that preferences can be made on informed decisions. Information that will be provided relates to curriculum subjects at other schools, pastoral support, and spaces available and religious characteristic. Admission information will be translated to enable all parents at the school to access the information. Translators will also be made available in meeting situations to talk to parents who require. Information will not only be published on the website but will be distributed at the school.

The table below sets out the nearest school to pupils on roll at JLS.

Nearest school by year group – all pupils on roll at The John Loughborough School (4 March)

Nearest Secondary School	Year Group					Grand Total
	7	8	9	10	11	
Alexandra Park	0	1	2	0	3	6
Fortismere	1	0	1	1	3	6
Gladesmore	11	15	11	14	16	67
Greig City Academy	0	0	0	0	3	3
Heartlands	0	1	0	0	0	1
Highgate Wood	0	0	2	1	3	6
Hornsey	0	0	1	1	0	2
Northumberland Park	19	11	22	31	16	99
Park View	1	10	7	15	11	45
St Thomas More	1	0	2	1	2	6
Woodside High	3	2	4	0	4	13
Grand Total	36	40	52	65	61	254

Nearest school by year group - Haringey Residents (4 March)

Nearest Secondary School	Year Group					Grand Total
	7	8	9	10	11	
Alexandra Park					1	1
Fortismere					1	1
Gladesmore	7	10	6	8	8	39
Greig City Academy					3	3
Heartlands		1				1
Highgate Wood				1	1	2
Hornsey				1		1
Northumberland Park	15	6	19	22	7	69
Park View	1	9	7	15	10	43
St Thomas More	1		2		1	4
Woodside High	3	2	3		4	12
Grand Total	27	28	37	47	36	175

Ethnicity:

The 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.

Data comparing JLS to other Haringey schools is available in Step two of this document shows that Black Ethnic groups have lower attainment levels at JLS than at other secondary schools in Haringey. The percent of children at JLS attaining 5 GCSE A* - C is consistently below the national and Haringey average (See Step 1 of this document).

Pupils with English as an Additional Language (EAL)

Data on performance at GCSE shows that pupils with English as an Additional Language (EAL) at The John Loughborough school do slightly better than the average for all pupils at the school. In fact EAL pupils often do very well and attain better than the average for all pupils in a number of other schools. This indicates that pupils with EAL will achieve well in a receiving school as resources are available.

% 5+ A* - C (including English and maths)	2012 All pupils	2012 EAL pupils
Alexandra Park	70	52
Fortismere	73	59
Gladesmore	54	56
Greig City Academy	44	46
Highgate Wood	72	56
Hornsey	56	56
John Loughborough	34	37
Northumberland Park	41	44
Park View	57	58
St Thomas More	77	72
Woodside High	56	54
Haringey	58.6	52.7
England	59.4	56.2 (State funded schools only)

Securing educational attainment:

Improving educational attainment for JLS pupils is a key priority of the proposal. All year groups have been considered throughout the proposal but it is also clear that there are concerns surrounding the disruption to Year 10 pupils as they will be going into the second and final year of their GCSEs. There has been careful consideration given to whether or not the implementation should be delayed in respect of the current year 10 cohort who will enter year 11 in September 2013 – the final year of their GCSE courses. However a recommendation to modify the proposal

and allow the current year 10 pupils to continue as JLS pupils on or off the current school site in the academic year 2013/14 is not proposed. The history of improvement within the school since 2007, evidenced by consecutive Ofsted inspections, does not provide compelling evidence that the current leadership and management would be effective in guiding and supporting this cohort through the final year of their GCSEs. It is recommended that such management is transferred to a school where leadership has already been judged to be good or outstanding. The Local Authority therefore needs to conduct a thorough investigation of receiving schools to ensure that there a capabilities and resources in place. The Local Authority should work closely with secondary head teachers to ensure that JLS pupils are being provide for in the new setting.

Due to the focus on education attainment within the proposal this EqIA will be kept open and used to track JLS pupils in the new schools. This will involve feedback from schools therefore a working relationship to facilitate a method of data collection needs to be coordinated. Head teachers should be informed of the Local Authorities intention to monitor pupils so that they can contribute and put a process in place.

Religion:

JLS is a faith school and its closure would remove the only free provision available for SDA in the UK. The schools educational system is based on the beliefs and faith of SDA. According to SEC just over a third of pupils in 2011 were SDA. Other religious groups in the school cannot be identified as this data is not collected as part of the school census. The Local Authority can identify alternative faith provision in and out of borough and relay this information to parents and pupils which can be used to inform their preferences. The council also undertakes to provide for pupils in a new setting with specific provision.

The Local Authority identifies the need for faith provision in an alternative setting and will take steps with the secondary head teachers to provide this. This could include:

- Timetabled periods for faith based lessons
- Support from religious leader in school
- Available one to one support for pupil

Faith schools have been identified in adjoining boroughs and Haringey including all Church of England and Catholic Schools. There is a total of 18 faith school in adjoining boroughs; 5 are Church of England and 13 are Roman Catholic. Barnet is the Borough with the highest number of faith schools. Please see table below. The number in brackets is the driving distance in miles from John Loughborough to each school. It shows that the closest school are in Haringey and Hackney. 10 schools are within 5 miles of less of John Loughborough.

Borough	Church of England	Roman Catholic			
Haringey	Greig City Academy CofE (3.3)	St Thomas More RC (2.9)			
Barnet	St Mary's CE High School (9.3)	St Michael's Catholic Grammar School (7.7)	St James' Catholic High School (11.6)	Bishop Douglass Catholic School (6.1)	Finchley Catholic High School (7.6)

Enfield	Bishops Stopfords CE (6.4)	St Anne's RC High School (5.0)	St. Ignatius College (7.7)		
Waltham Forest		The Holy Family (4.1)			
Hackney	The Urswick School (4.3)	Cardinal Pole Catholic School (4.1)	Our Lady's Convent High School for Girls (1.9)		
Islington	St Mary Magdalene Academy (4.7)	Mount Carmel for Girls (4.8)	St Aloysius' College for Boys (4.7)		
Camden		Maria Fidelis Convent School RC (6.8)	La Sainte Union Catholic School RC for Girls (5.3)		

SEN:

If the decision is taken to close the school we will want to be assured that the proposed alternative arrangements for all pupils, including those with special educational needs, will lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs.

Statements of Special Educational Needs will remain in place for those pupils who already have them. The LA will contact the parents/carers of pupils with statements at John Loughborough School to identify their parental preferences. Those schools will be consulted in accordance with the SEN Code of Practice.

Detailed transition plans will be drawn up with the family and receiving school to ensure successful transfer is achieved. Close monitoring will take place during the first term to ensure that provision as identified in the statement is in place following transfer.

It is recommended that an Annual review is held in the term prior to the transfer and includes the receiving school. Top-up funding identified in the statement will follow the pupil to their next school.

Gender:

National Curriculum Year Group										
Gender	7		8		9		10		11	
	Number	%	Number	%	Number	%	Number	%	Number	%
F	17	45.9	22	53.7	20	37.7	34	51.5	35	56.5
M	20	54.1	19	46.3	33	62.3	32	48.5	27	43.5
	37	100	41	100	53	100	66	100	62	100

Year 9 and Year 7 have an over representation of boys in the school year. There are 10 other secondary schools in Haringey of which one is a single sex all girls' school. This could put boys at a disadvantage as they have a relatively smaller choice in schools. However only two pupils on role at John Loughborough have Hornsey School for girls as their nearest School. School places in the borough are spread among co educational schools with enough places for all pupils on role available excluding taking into account places at Hornsey School for Girls. This indicates that boys on role at John Loughborough will not be at a disadvantage.

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 Department for Education Guidance Closing a Maintained Mainstream School sets out the statutory steps that must be followed when closure of a school is being considered. These stages can be viewed in Step 1 and full details of decisions made can be viewed in the April 2013 Cabinet Report. The consultation aims to collect the views and opinions of all stakeholders on the closure of the school and to feed them into the decision making process. Views expressed will help inform and influence how closure of the school is implemented. This consultation is not, however, a referendum on whether or not the school should be closed. There were two periods of consultation within the process which are summarised below.

Stage	The dates for John Loughborough School
Consultation	1 October – 19 November 2012 (seven weeks to take account of autumn half term which was 29 October to 2 November 2012 inclusive)
Representation	7 January – 17 February 2013 (6 weeks)

This report will set out and explain the representations received during the representation period and how the Local Authority as Decision Maker has ensured that all interested parties and stakeholders have had the necessary information available to them and have had the opportunity to make these representations.

Consultation

The consultation is a genuine exercise by the council to understand the opinions of all stakeholders who will be impacted upon by the closure of the school. On 1 October 2012 a consultation period of seven weeks with all stakeholders began on the possible closure of The John Loughborough School. In summary the Council received 109 responses to the consultation of which 79 respondents either disagreed or strongly disagreed with the proposal to close the school and 22 either agreed or strongly agreed with the proposal to close the school. The table below sets out activities undertaken throughout this stage.

Date	Activity
10 September 2012	Letter sent out with information about Decision to made in September Cabinet
20 September 2012	Letter sent out advising decision was made to consult on closure of the school
October 2012	Consultation document sent to stakeholder
October 2012	School Council Focus
5 November 2012	Staff Meeting at schools
7 November 2012	Public meeting held at Tottenham Green Leisure Centre

The outcomes from this consultation period were reported to the Lead Member for Children's Services on 13 December 2012 and a decision was made to publish a statutory notice.

Representation

Following the publication of a statutory notice on 7 January 2013 there was a six week representation period which ended on the 17 February 2013. Any person can submit representations which can be objections as well as expressions of support for the proposal. The representation period is the final opportunity for people and organisations to express their views about the proposals and ensure that they will be taken into account. A total of 1719 representations were received. The table below sets out actions that were received during this period.

Date	Activity
December 2012	Letter sent out to stakeholders regarding decision to publish statutory notice
7 January 2013	Publish Statutory notice in press, on school gate and in the local library
January 2013	Leaflets distributed in local area of the school
January 2013	Letter sent to parents via school regarding Parent Meeting
28 January 2013	Public meeting held at Tottenham Green Leisure Centre
29 January 2013	Parent/carer meeting held at John Loughborough School
11 February 2013	Staff meeting at John Loughborough School
April 2013	Letter sent out informing stakeholder of April Cabinet and how to view documents

The outcomes of this representation period will be reported in the April 2013 Cabinet Report and alongside other material will be used to make a decision about whether to close the school.

The table below summarises who was invited to consult and how they were invited to consult throughout the process.

<u>Audience</u>	<u>Consultation Action</u>	<u>Audience responded (Y/N)</u>
All	- All consultation documents were made available and regularly updated on www.haringey.gov.uk/jls	-----
JLS pupils	- Sent consultation notice & questionnaire - Meeting held with Student Council - Invited to public consultation meeting - Letters sent regularly updating audience on meetings, consultation and representation opportunities and the stage of the proposal	Y
JLS Staff	- Sent consultation notice & questionnaire - Staff meeting 7 November 2012 and 11 February 2013	Y

	<ul style="list-style-type: none"> - Invited to public consultation meeting - Letters sent regularly updating audience on meetings, consultation and representation opportunities and the stage of the proposal 	
JLS Parents / Carers	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Public Meeting held 28 January 2013 - Parent/Carer meeting 29 January 2013 - Letters sent regularly updating audience on meetings, consultation and representation opportunities and the stage of the proposal 	Y
Community & Public	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Leaflets were distributed to 11000 local residents and businesses - Leaflets were placed in libraries and children's centres to capture interested parties - Statutory notice was published in public and in the press - Email sent to 11000 local homes and businesses on statutory period of representation - Website has been updated with information about meetings throughout the process 	Y
SEC	<ul style="list-style-type: none"> - Sent email with link to consultation document, proposal and statutory notice so they could distribute as necessary - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	Y
JLS Governing Body	<ul style="list-style-type: none"> - Sent hard copy of consultation document - Email with link to statutory proposal - Email with link to statutory notice 	Y
JLS Parent-Teacher Association	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire 	N
All neighbouring boroughs	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice' with copy of notice 	N
All boroughs in which current JLS pupils live	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice' with copy of notice 	N
Trade unions representing staff at JLS and other Haringey schools	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice' with copy of notice. 	N
All Haringey Councillors	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	N
London Diocesan Board for	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	N

Schools and Diocese of Westminster		
Local residents associations across Haringey	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	Y
Local MPs and MPs in neighbouring boroughs	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Sent link to statutory notice - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. - Informed of dates of meetings 	N
Primary and Secondary Heads	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	N
Directors of Children's Services across London	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	Y
Haringey Directors	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	N

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

The tables below summarise how we have responded to the issues and concerns from the consultation in our proposal in the consultation and representation periods. The responses are split into stakeholder groups to show the issues that run through the process (see table above) and also to highlight the different concerns voiced by different groups. This highlights the importance of the views of each group.

A Consultation report with full minutes is available in Appendix 3 of the April Cabinet Report. A representation report with full minutes and representations is available in Appendix 11 of the April Cabinet Report.

Consultation Period:

Staff Meeting

A staff meeting was held on the 5 November 2012 and the issues and responses are summarised below.

Theme	Issue	Response
Robustness of Consultation process	How do councillors make decisions	A report will be produced containing all the relevant information in advance of Cabinet in Spring 2013
	Leafleting homes in Haringey about closure is underhanded	The council wants to ensure all stakeholders are informed and given an opportunity to respond to the consultation
	What has the council done to support the academy route	As laid out in the review the governing body is responsible for pursuing the academy route with the DfE whilst the LA pursues the closure route in parallel
	Why haven't staff been consulted previously	To avoid prematurely unsettling staff before a decision on whether to consult was taken by the council. Remember, this is stage 1 of a five stage process and no decision has yet been taken on the closure or otherwise of the school.
	The decision has already been made	This is a genuine consultation to seek views and engage stakeholders although the Council do acknowledge that the current status quo of the school cannot remain.
School standards	What is the primary reason for closure?	Standards at the school triggered national processes for responding to underperformance
	Pupils achieve good progress levels	Value added data shows that all pupils and Afro-Caribbean pupils do not outperform those at other Haringey schools
	It has unique value and status as a Seventh-day Adventist School	The LA does not take the closure decision lightly but would not be legally able to replace JLS with another Seventh-day Adventist school if it closed. This would not preclude a free school from setting up with provision for SDA pupils (up to 50%).
	Why is a small school problematic?	The review found that the school is not financially viable with a cohort of only 60 and very few families placing the school as a preference at the secondary transfer stage

Public Meeting:

There were a total of 105 attendees at the public meeting which was held on the 7 November 2012. The recurring concerns and views raised at the public meeting are summarised below alongside responses from the council that were given at the meeting.

Issue	Response
Afro-Caribbean and Black pupils, particularly males, do better at John Loughborough than at other Haringey schools and better than national averages. Pupils have gone on to success and	Council data from 2012 does not support this argument; standards of attainment are low at the school amongst Caribbean pupils

higher education from the school	
Haringey Council has treated the school badly; through hypocrisy, deliberate destructive actions, targeting a head teacher, interfering in Ofsted and the Church, discrimination and bias against faith schools	The council has no anti-faith school bias or hidden historic agenda.
The Christian faith of the school is valuable	Noted
Additional consultation meetings are needed	The council is following good practice by organising one meeting for all stakeholders to share and hear views. The school is welcome to organise a meeting and submit the views it gathers through the consultation process
The school is capable of making progress if given more time; it has made improvements since 2011	The review concluded that the range of measures taken in the past to improve the school are inadequate and any progress has not been sustained and that the school is not educationally or financially viable
Is the consultation genuine or has the decision been made?	It is a genuine consultation – the final decision on the school's future will be taken in April 2013.

Consultations received between 1/10/12 and 19/11/12

Consultation Questionnaire				Other Responses			
Standard Questionnaire Response		Individually Written Emails*		Written Letters		Emails	
For	Against	For	Against	For	Against	For	Against
22	79	12	50	0	2	0	4

Individually Written Emails*: these emails accompanied the standard questionnaire responses. Totals are not added up in this table to avoid duplication.

Emails and Letters

6 written responses were received in the form of either letters or e-mails; they all opposed the closure of the school. Details of the emails can be found in appendix A to this report.

- One letter was from the John Loughborough Association and the other was from the Friends and Founder members of the John Loughborough School.
- Of the four emails one was from a parent and one was from an ex-pupil.

Consultation response forms

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

From the consultation questionnaire 22 respondents either agreed or strongly agreed with the proposal to close the school and 79 respondents either disagreed or strongly disagreed 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 how this might be implemented (see below). 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 The John Loughborough School - where the school would close to new year 7 pupils, but remain open to the current pupils allowing them to finish their KS3 and 4 education at the school. Respondents disagreed most strongly with the option to immediately close the school and transfer all pupils across all year groups to other local schools from September 2013.

Eight main themes emerged from all the written correspondents received.

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

1. The school should stay open but under new management and new senior leadership team
2. There is no evidence that the school isn't educationally & financially viable
3. Respondents were not happy with the consultation process
4. The school is improving and should be given a chance
5. The Christen ethos of the school provides a good moral and spiritual compass for the pupils
6. Everyone knows each other in a small school, it is more like a family and the pupils feel safe

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

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

Every response that was received as part of the consultation was sent an acknowledgement and an individual response to the issues raised.

Representation Period:

Public Meeting:

A public meeting was held at Tottenham Green Leisure Centre on 28 January 2013 at 7pm. The total number of attendees at the public meeting was 85. Of these attendees the highest proportions were Seventh-day Adventist Members (see table below). Full minutes and published questions from this meeting can be found in Appendix 11 of the Cabinet Report.

SDA Member	Unknown	Staff	Governor	Parent/carer	Public	School	Methodist	Grand Total
32	26	7	6	6	5	3	1	86

The table below summaries the main themes and council responses from the meeting.

Theme	Issue	Council Response
School Standards	In 2008/9 the school was the best achieving school in Haringey.	John Loughborough has never been the best achieving school in Haringey. Its results improved from 19% (2007) to 39% (2008) of pupils achieving 5+ A* - C (including English and maths. This was the biggest percentage increase in Haringey for that year. However, its results have not continued to improve and in 2012, only 34% of pupils achieved this level.
	The reason the school failed is because of the IEB (interim executive board).	For a short time with the IEB some improvement was evidenced and control was handed back to the Governors : however the performance could not be sustained.
	The quality of the support given to the school is not high	Support was received from a number of sources including National Challenge, assistance from experienced Head Teachers, neighbouring schools, and external partners. None were able to effect the sustained turnaround in outcomes that is required.
	Ofsted recommended the schools position be reviewed in Summer 2013	The Ofsted inspector's responsibility is to make judgements about the school's performance. Once a school is identified as requiring 'special measures' (the school has been in special measures twice in the past 3 years) Ofsted inspectors visit on a regular basis. It might be that inspectors mentioned that they would review the school again in Summer 2013, in line with their termly visits since the school had a full inspection in October/November 2011.

	JLS is put at a disadvantage due to a relatively high ratio of pupils with English as an additional Language (EAL)	Data shows that pupils with EAL do slightly better than the average for all pupils within the school.
	JLS takes children that no other school will take	Allocations are made to JLS but this is part of the In year Fair Access Protocol which fairly shares the burden of admitting pupils across all schools. JLS has not been singled out for this process and takes no more than its fair share of hard to place pupils. Pupil allocation from the In-Year Fair Access Panel (IYFAP) supports this equality of allocation and heads of all secondary schools are invited to attend the panel on a rotating basis to ensure that fair allocation does indeed happen.
Year 10 Attainment	How will Year 10 be supported	Detailed work and modelling is being carried out for all pupils and with particular emphasis for the Year 10 pupils around their transition arrangements, including matching exam boards and syllabuses and identifying other support needed. Colleagues from different services are be working together on this. Every pupil at JLS holds equally importance.
	Year 10 should have been moved in September for less disruption	The decision to close the school has not yet been made and this would have been pre-emptive and entirely unjustified and illegal to move pupils before the decision is taken through the formal statutory process.
Lack of Time	The school should be given more time.	There has already been one generation who have gone through the school while it is in difficulties identified by a number of Ofsted inspections. A considerable length of time has been taken to consider options though dialogue with, among others, the Church, governors and staff at the school, Council officers, and the DfE. A significant amount of time, money and work has been invested in the school to turn outcomes and standards around in the last six years and the Council's Cabinet, mindful of the recent review into the future of the school, made the decision that the position could not be allowed to drift and impact on any further cohorts of children.
Representation robustness	Opinions are not being listened to as 80% do not want school to be closed	This is not a referendum; this process is how we secure the best educational outcomes for our children. The strength of feelings are being heard and must be balanced against other

		material considerations including successive Ofsted inspections that judge the school to be inadequate or unsatisfactory.
	The decision has already been made	The representations made during the representation period will be considered alongside all other information as part of the decision making process.
	Nothing that is said can change the decision as previous concerns have not had any effect.	The council have clearly set out that if a successful academy sponsor is found to work with the school in converting it to an academy that the process to close the school would cease. The suitability of any sponsor is a matter for the DfE to determine.
	Some prospective parents have been told not to apply because the school is closing	You have our assurance that no council officer has given this information out at any time.
School pupils	Children's thoughts have not been taken seriously; children are happy at the school	The children's views are a very important contribution to the decision making process. Their opinions will be balanced alongside all other considerations.
	The mental well being of the children is very important	The Council plans to handle any changes that are implemented very carefully and an Equality Impact Assessment is being completed to facilitate this. The EqIA will also track children in any new school. The Council will work with parents, carers and all schools involved to handle any transition with the utmost care.
	The most vulnerable children will be affected the most	The welfare of all children is paramount and the council will work with other providers to ensure that the pastoral care, guidance and all other support offered is of the highest standard.
Council Bias	Council has a bias against faith schools	There is no bias; last year a new faith school was opened in the borough. There are a number of faith schools in the borough that are performing very well. The council is supportive of all faith schools and recognises that the Christian Ethos is very often a great strength of a school.
	Since 1999 the Council has been saying the school is not financially or academically viable	Standards at the school have been of concern since at least 2007 when Ofsted placed the school in to special measures. The Council's Cabinet considered the review into the school's future and the Ofsted inspections, as well as demand for the school, GCSE results and Raiseonline data in coming to a decision in September 2012 that there were two options going forward; to close the school of academy sponsorship.
	The School is being	This is the only secondary school in the

	singled out	Borough in special measures. The 2011 data for -5 GCSEs A* - C including English and Maths is 29% for JLS and 57.3% as an average across Haringey. Following the review recommendations were made in respect of the school in April 2012. Other faith schools have shown significantly higher academic achievement, have reached or exceeded government floor standards and have not attracted the same level of concern as JLS during this period.
Admissions Process	Siblings will be separated at new schools	There will be an application process by which parents can choose where they would like their children to go to school. Siblings will play a part in this determination.
	Admissions Process; There are limited chances for parents to get the school they want and it will be difficult to match up exam boards	There will be an application process that mirrors secondary transfer and involves listing up to six preferences. Officers will assist and provide advice about places across the borough, including information on exam boards and syllabuses.
Review Panel	It has been said that The South England Conference (SEC) of the Seventh-day Adventist Church, with partnership with the Council, agreed to close the school but the SEC is not in favour	The Council did not say the SEC agreed to closure only that it was agreed there were only two realistic and viable options for the school's future: academisation or closure. This does not mean both parties were in favour of both options.
	There was only one representative of SEC on the review and this was pushed to four	There were no limits placed by the Council on number and source of representatives on the review panel. At least four people sat on the review together with an independent consultant and a legal advisor.
	The third option of Interim Executive Board (IEB) was not considered	An IEB (Interim Executive Board) is a small body appointed on a short-term basis by a local authority to turn around a school that is judged to be in urgent need of improvement. An IEB replaces the governing body of a school that has either been placed in special measures or given notice to improve by Ofsted, or that has not complied with a warning notice from its local authority. The review of the school carried out in 2012 discussed an IEB but it was agreed it was unlikely to secure the long term necessary improvements. An IEB had been put in place dating back to 2007 but not long after it had left the school (when some improvement was evidenced) the school went back into a category.

Finance	The school is financially viable	The school has had a licensed deficit budget a number of years. A reduction in pupil numbers and other factors led to financial difficulties for the school. The funding received by JLS per pupil is significantly above the average for all other Haringey secondary schools. The system of funding is changing and the council will not be able to allocate the same level of funding to small schools.
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Parent/carer meeting

All Parents/carers of pupils at the school were sent letter informing them of the meeting on the 29 January 2013 and details were posted on the Council's dedicated JLS webpage to ensure there was good representation at the meeting and stakeholders were engaged with. The meeting was well attended and Polish, Portuguese and Romanian translators were present to help with language barriers. The decision to provide translators for these languages was made following discussion with the head teacher of the school.

Theme	Issue	Council Response
Concern for Pupils	Mental and emotional damage caused to pupils	The council will make a decision as efficiently as possible to minimise this stress which is recognised cuts across all those involved with the school. If the decision to close the school is made the council will work with everyone to deliver transition arrangements as seamlessly and as efficiently as possible. Delaying any action on the future of the school is not an option.
Robustness of Representation Period	The decision has already been made	This is a genuine consultation with a note taker present. A decision has not been made – this will be made by the Council's Cabinet on 16 April 2013. All representations received and minutes of all meetings will form part of the information put before members when they make this decision.
Year 10 attainment	The current Year 10 could remain at JLS to finish their Year 11 in 2013/14.	The council will carefully consider provision for Year 10 pupils and provide support at schools that currently offer better educational outcomes than JLS is able to do.
Lack of time	There has not been enough time to find a sponsor	The process of finding a sponsor has been ongoing since April 2012, so a period of 9 months. By the time a decision is taken this period to secure a sponsor will have been one full year.
	The school needs time to embed the changes	Support for the school goes back 6 to 7 years through the London Challenge Initiative directed at the school. The local authority has always and continues to support the school.
Loss of School ethos	New schools will not cater for SDA beliefs	The Council wants to be better informed and work with the community and school to ensure the

Theme	Issue	Council Response
		religious needs of the pupils are taken into account in any alternative setting.
	The loss of the religious and spiritual ethos	The Council is carrying out an Equality Impact Assessment which looks at how the Council will take account of these factors and mitigate any identified impact.
Social Justice	Social Justice for pupils and community	The council does want to work with the community but also has a responsibility towards the JLS pupils to secure a good educational future for all of them. The council is committed to the diversity of our borough. Any decision made will be based on improving the outcome for all pupils in the school. Other faith schools have performed at a higher standard and have not attracted the same level of concern as JLS.

A significant number of pupils were also in attendance at the parent/carer meeting and were able to express their views and have their questions answered by the panel. The table below shows a summary of pupils' issues and the responses given to them (speaking at the Parent/Carer Meeting).

Year 10 attainment	Year 10 are currently doing exams and this is disruptive	The council understands concerns regarding exams and will work with JLS and, if required, with other schools to limit impact to the greatest possible extent. An assessment of exam boards used for GCSEs at JLS will be undertaken to ensure pupils are placed in schools where the same or greater choice of subjects/syllabuses can be offered. The statutory process for closure of a school has a specified time which must be adhered to and it is not possible to close the school without affecting a cohort of pupils who are taking exams.
	There should be support provided at the school instead of moving pupils	The schools that pupils move to will provide support and be conscious of pupil needs. Support has been given to JLS over a considerable period of time but has not secured the necessary improvements.
Admissions Process	Would siblings be transferred together?	Pupils and parents will be able to make six preferences as in the normal admissions process and regard will be had to siblings within this process.
	There is no assurance from the council that students will be supported at other schools	The Council will make every effort to ensure that the educational and pastoral needs of all pupils is met.

Staff Meeting

At the meeting on the 11 February 2013 the number of attendees was approximately 34 and all questions taken were from members of staff. The table below show a summary of issues and council response at the staff meeting.

Theme	Issue	Council Response
Provision for school pupils	Would there be enough spaces for the JLS pupils in other schools?	Providing school places is a statutory duty so plans will be put in place to ensure school place sufficiency for JLS pupils now and in the future.
	Due to the wide catchment can parents from out of borough be catered for?	The council has an obligation to relocate children and the council will offer as wide an option of places as is possible. Parents and carers living out of borough can apply nearer to their home if they wish. The council will support other boroughs to ensure they are aware of the impact. All London boroughs have been advised of the publication of a statutory notice to close the school.
	Can the Council guarantee support for Year 9 as they choose their options?	The council would sit down with families and talk about options and choices available to pupils if the school is to close. Parents will be able to make preferences for the school(s) they want for their child(ren). However no absolute guarantee can be given on any one school. Parent would be made aware of additional places available and will have the right to appeal if they are unable to secure the school(s) they prefer.
	If the decision is made to keep the school open how many children will come to the school next year?	The clear message to parents and carers selecting a school for 2013 entry is that it is business as usual and applications for Year 7 for JLS September 2013 have been received.
Livelihood of Staff	Alternative employment for non teaching support and teaching staff?	The council will support staff through redundancy packages and skills matching with available employment
Lack of Time	The school should be given a new start and more time as others had in the borough	The process being referred to is academisation and that the sponsor would convert the school into an academy.
	There had not been enough time for changes to be sustained and the school needs more time	There is pressure on the council to address schools that are not improving. Satisfactory from Ofsted is no longer good enough. JLS has been performing below expected standards for six years

Theme	Issue	Council Response
		evidenced by a number of Ofsted inspections.
School Standards	What would happen if the school came out of special measures?	The council would think very hard in that situation. The issue highlighted by the review had been that any progress was not sustained.
Finding a Sponsor	Had a sponsor been identified?	A sponsor had approached the DfE for consideration but robust reasons were given why this sponsor was not considered accepted.
	Was there still time to find a sponsor?	There is still time; the process to close the school is running in parallel with the search for a sponsor.

Representations received between 7/01/13 and 17/02/13

A summary of representations received is complete in table below. This period was an opportunity for any person to submit a letter expressing their view regarding the proposal. 90.4% of the representations received were from members of the public and came in as a signed standardised letter.

	Source	Individually Written		Signed Standard Letter		Totals
		For	Against	For	Against	
Pupils	School				128	128
Staff/schools	Email		3			3
Parents	School				14	14
	Email		4			4
Public (SDA)	School				1554	1554
Haringey Residents	School				9	9
	Email	1	4			5
	Postal	1				1
Other	Email		1			1
Total	All	2	12		1705	1719

Individual Representations:

Of the 14 individual representations received, 12 were opposed to the school closing.

Staff:

Two Representations

- The two representations expressed concern that moving to alternative local schools was not a viable option for the pupils.
- Both representation stated that the statistics used were too general

- One representation suggested that this was not a genuine consultation.

Public:

Four Representations Against Proposal:

- Two representations stated that the council and lack of support was the reason for the school's difficulties.
- One stated that the school should be closed on a phased basis
- One stated that the freedom of choice was being taken away from parents and pupils.

Two Representations For Proposal:

- Both representation for the closure of the school cited the school should close because of poor pupil behaviour.

Parents:

Four Representations:

- All four representations expressed concern about the impact of the closure on pupils and the community.
- One stated that the council had been disrespectful in meeting with pupils before the parents.

Summary of representations:

- 27% felt that the school had not received sufficient support.
- 27% said that children feel safe at the school and behaviour is good.
- 20% said progress has been made and more time is needed
- 20% suggested alternatives to closure
- 20% felt the council does not understand the faith provision for the children that the school delivers

Representation received can be found in Appendix 11 of the April 2013 Cabinet report.

Standard Representations:

All letters expressed support for the school and the intent of the Governing Body under the following statements:

- The Governing Body understands that there has to be change to ensure educational, spiritual and social needs of children are met.

- It is important the school continues to serve the community so young people become active and valued members of the Church and society.

Summary:

Main issues and concerns from consultation:

Below is a table summarising what and when concerns were raised. The data indicates that the majority of concerns were ongoing throughout the process.

Issue	Issue Details	When/ who expressed concern
Consultation Process	Is it a genuine consultation? A decision has already been made	Staff meeting on 5/11/12 Public meeting on 7/11/12 Public meeting on 28/01/13 Parent/ carers at meeting on 29/01/13 Staff Representations received between 7/01/13- 17/02/13
	The consultation process disrupts learning	Student Youth Council Focus groups Pupil Parent/ carer Meeting Pupil at public meeting 7/11/12
	Concerns about the academy route and who is responsible for this	Staff meeting 5/11/12 Consultation Emails received between 1/10/12-19/11/12 Public meeting 28/01/13 Parent/carer meeting 29/01/13 Staff meeting 11/02/13
Council relationship with the school	The council has treated the school badly; through hypocrisy, lack of support, deliberately destructive actions, targeting a head teacher, interfering in Ofsted and the Church, unfair comparisons	Public meeting 07/11/12 Representations received between 7/01/13- 17/02/13 Public meeting 28/01/13
	The council has an anti-faith school bias	Consultation Emails received between 1/10/12-19/11/12 Public meeting 07/11/12 Public meeting 28/01/13
School standards	Afro-Caribbean and Black pupils, particularly males, do better at John Loughborough than at other Haringey schools and better than national averages.	Public meeting 07/11/12 Consultation Emails received between 1/10-19/11
	Attainment levels at the school are satisfactory considering its size, pupils and other factors	Student Youth Council Focus Groups Staff Meeting 5/11/12 Public meeting 28/01/13 Consultation Emails received between 1/10/12-19/11/12

	More time is needed to improve the school - progress is being made around attainment	Representations received between 7/01/13-17/02/13 Public meeting 07/11/12 Public meeting 28/01/13 Staff meeting 11/02/13 Parent/ carer meeting 29/01/13 Consultation Emails received between 1/10/12- 19/11/12 Representations received from staff and parents between 07/01/13 – 17/02/13
Future of Teachers	What provision will be made in the event of closure for teachers?	Staff meeting 05/11/12 Student Youth Council Focus Groups Staff meeting 11/02/13
Pupil Wellbeing	The impact of adapting to a new school and its environment will be huge – the emotional and mental impact of the move needs consideration	Student Youth Council Focus Groups Public meeting 28/01/13 Parent/ carer meeting 29/01/13 Public meeting 07/11/12
	The impact will be on Y10 and Y11 GCSE results	Student Youth Council Focus Groups Public meeting 28/01/13 Parent/ carer meeting 29/01/13
	Future of pupils and admissions processes	Student Youth Council Focus Groups Public meeting 28/01/13 Staff representations received between 7/01/13- 17/02/13 Parent representations received between 7/01/13- 17/02/13 Parent/ carer meeting 29/01/13 Staff meeting 11/02/13 Consultation Emails received between 1/10-19/11
School culture	Value of faith ethos	Consultation Emails received between 1/10/12-19/11/12 Student Youth Council Focus Groups Public meeting 07/11/12 Public meeting 28/01/12 Staff meeting 05/11/12 Parent/ carer meeting 29/01/13 Representations received between 7/01/13-17/02/13 Standard Letter representations received between 7/01/13- 17/02/13
	Good school culture- safe family community	Consultation Emails received between 1/10/12-19/11/12 Public meeting 07/11/12 Public meeting 28/01/13 Representations received between 7/01/13-17/02/13

The theme that cut through many concerns surrounding the closure of the John Loughborough School were issues of time, specifically the lack of time given to the school to improve and the timing of the process to close the school.

The lack of time refers issues such as to:

1. The School's Senior Leadership Team needing more time to embed changes and sustain progress.
2. Lack of time available to find an academy sponsor.

The timing refers to issues such as:

1. Impact on Year 10 pupils.
2. History of Council involvement in the school

All representations are available in Appendix 11 of the April Cabinet Report.

Concerns regarding the loss of the faith education and ethos of the school were expressed through all stages. The consequences of the closure can only be mitigated by the actions set out in Step 3 of this report.

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?

All respondents to the consultation were sent an acknowledgement and an individual response to the issues raised. Minutes from meetings held have been published on the John Loughborough Consultation web page alongside post meeting questions and responses. The Decision Maker is required to consider the views of all those affected by the proposals or who have an interest in them. This includes statutory objections and comments submitted during the representation period. The greatest weight should be given to representations from those stakeholders likely to be most directly affected by the proposals. It is considered by the local authority that this will include (but is not limited to) pupils, parents, carers and staff. The underlying concern of the Council is the ability of the school to provide an education for the pupils. Currently the school is not able to meet the expectations of Ofsted in school standards.

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 members are able to meet the needs of the affected young people. Staff in receiving schools could receive training about SDA and the parts of the faith based education that will be missing in a receiving school. The council could distribute information about SDA and practices so that staff will be aware of religious beliefs and practices. This includes practices such as leaving school early on Friday and vegetarianism. Please see the end of this document for a to page summary document that could be distributed to receiving schools.

It is important that pupils are able to talk about any concerns arising. Staff in receiving schools should be made aware of scenarios. There may also be behaviour management issues which will have to be addressed by staff members.

Additional training required by JLS staff will be covered in the Staff 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?*
- *Who will be responsible for monitoring?*
- *What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?*
- *Are there monitoring procedures already in place which will generate this information?*
- *Where will this information be reported and how often?*

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.

The future attainment of JLS pupils is of paramount importance therefore this should be monitored as a matter of course. The designated local authority Senior School Improvement Advisor (SSIA) will work closely with the school to track the progress of John Loughborough pupils towards their attainment and progress targets on a termly basis, taking account of attendance and behaviour data. The officer will also work closely with leaders and managers in the school to monitor the quality of teaching and learning and any additional academic and pastoral interventions for John Loughborough pupils to ensure they meet their personal targets. The designated local authority SSIA will be responsible for the termly monitoring and will produce an annual report on the progress of John Loughborough pupils towards their targets. National attainment and progress data would be used to set annual and end of key stage targets for individual pupils. A wealth of data is available relating to pupil progress and attainment and will be used to track outcomes for affected cohorts of pupils.

Where pupils are not making the necessary progress, gap analysis will be undertaken to identify the causes of underperformance and plan appropriate intervention. All interventions will be closely monitored and impact evaluated by the school and local authority SSIA in the annual, published report. Tracking data for John Loughborough pupils across the range of schools will be collated and compared against national figures for attainment and progress, including for the key groups e.g. Black Caribbean and Black African.

Every reasonable effort will be made to track children you live out of borough and data will be asked for but it is not a requirement for this to be supplied.

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 (currently no pupils in Y7 – Y10 with a Statement of Special Educational Need) however as a vulnerable group their needs will need to be taken into account in the preparation of any statutory notice for closure to ensure that their needs are met in any allocation of an alternative school place.	School has high proportion of black pupils, particularly Caribbean, also Gypsy Romany, Latin American and E. European. Attainment is 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 the allocation of any alternative school places for this group.	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, including informing parents/carers of the places available in other faith schools (including out of borough) and informing how their faith and spiritual development can continue to be met.	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 Lead member deciding to issue a statutory notice on closure. Actions will be added/refined in future iterations.

Issue	Action required	Lead person	Timescale	Resource implications
All age groups within the school will be affected by disruption and uncertainty regarding their schooling	To develop specific actions to: <ul style="list-style-type: none"> - Provide information so parents/carers can make informed decisions including places in the closest alternative schools - Every child will be offered an alternative place. - Receiving schools will have capabilities and resources in place - The LA will work closely with secondary heads teachers to ensure pupils are being provided for - The LA will work with parents to identify what pupils will need to achieve - The LA will track progress of JLS pupils through feedback from receiving schools through a working relationship that facilitates data collection 		Actions will run through the admissions process and as children move into new schools	
The present Year 10 are at risk of an greater adverse impact as they will	In addition to actions required for all pupils we will seek to: <ul style="list-style-type: none"> - Assess the exam board syllabuses at JLS compared with alternative schools and ensure options are available 		Actions will run through the admissions process and as	

have to go into their final year of GCSE in a new setting	<ul style="list-style-type: none"> - Consider alternative options to mitigate the impact for Year 10 pupils, such as keeping the cohort as one 		children move into new schools	
There is a low proportion of children identified with SEN statements compared to the Haringey average	<ul style="list-style-type: none"> - SEN Department to assess whether pupils in the school should be referred to the SEN panel - The LA will support receiving schools in identifying the needs of pupils 	SEN department		
SEN statemented children could be particularly affected by a new setting	<ul style="list-style-type: none"> - Ensure that SEN statements remain in place for children who already have them - Ensure that receiving schools are aware of the characteristics of the children they receive - Identify schools that have good support and resources in places for SEN pupils and relay this information to parents - Parents will be able to make a preference and this will go through the standard admission process in consultation with the SEN department and school - Draw up detailed transition plan in consultation to ensure successful transfer - Implement monitoring to ensure provision identified in the statement is in place - Make sure funding follows the pupil to the new school 			
Closure will marginally	Mitigation actions apply to boys and girls			

impact boys more than girls				
Closure will impact negatively on Seventh-day Adventist families who prefer the education of their children to be based on their faith	<p>The LA will seek to:</p> <ul style="list-style-type: none"> - Identify alternative provision in and out of the Borough - Relay information regarding alternative faith provision to parents - Identify needs of faith provision in alternative settings and work with Head teachers to provide this. 			
The impact of closure will fall almost entirely on pupils from BME backgrounds.	<ul style="list-style-type: none"> - The LA will consider this in finding alternative history though historical attainment of predominate ethnic groups in receiving schools 			

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 and paper or electronic copies made available for anyone who requests one.

Assessed by (Author of the proposal):

Name: Jennifer Duxbury
Designation: Head of Admissions and School Organisation



Signature:
Date: 5 April 2013

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

Name: Inno Amadi
Designation: Senior Policy Development Officer (Equalities)



Signature:
Date: 5 April 2013

Sign off by Directorate Management Team:

Name: Jan Doust
Designation: Deputy Director, Prevention and Early Intervention



Signature:
Date: 8 April 2013

Seventh-day Adventists Summary

The Seventh-day Adventist Church is a Millennialist Protestant Christian denomination that was founded in the 1860s in the USA. The name Seventh-day Adventist is based on the Church's observance of the "biblical Sabbath" on Saturday, the seventh day of the week. "Advent" means *coming* and refers to their belief that Jesus Christ will soon return to this earth. There are approximately 14 million Seventh-day Adventists worldwide. There are nearly 25,000 Seventh-day Adventists in the UK, of which approximately 13,000 live in London where there are 60 congregations (2005 statistics). The Church is heavily involved in education with almost 7,000 schools around the world and over 100 colleges and universities. The Church also operates 785 medical facilities (2005 figures).

Beliefs of Seventh-day Adventists

Most of the beliefs and practices upheld by Seventh-day Adventists are shared with mainstream Christians (such as the Trinity, communion, Baptism, and the authority of Scripture). Some beliefs are divergent from the Christian mainstream –key features of the Seventh-Day Adventist Church which differentiate it from other Christian traditions are outlined below and make up some of the Twenty Eight Fundamental Beliefs:

- **Creation** – belief in a historical six day creation
- **The Remnant** – Seventh-day Adventists interpret themselves as 'the remnant' which is associated with the duty to keep faith alive in this time when many people have abandoned faith. The remnant announces the arrival of the judgement hour, proclaims **salvation** (achieved through faith) and heralds the approach of the second coming. The community interprets itself as having a significant role in the salvation and judgement of the world. Related to this is their belief in '**the Great Controversy**' – the ongoing battle in the world between Satan and Christ. **Prophecy** is seen as an identifying mark of the remnant church. Adventists believe this gift was manifested in the ministry of Ellen G. White, whom they regard as the Lord's messenger.
- **The Sabbath** – Sabbath is kept from sunset on Friday to sunset on Saturday. The Sabbath is a day for rest, and for Bible study and worship and children are expected to attend Sabbath School.

- **Death** - the dead remain unconscious until the return of Christ in judgement and there is not a belief in a surviving soul or spirit. Human beings who give their life to Christ will find that they are eventually resurrected to a new and immortal life. Sinners and unbelievers will ultimately die for eternity.
- **Millennialism** - Adventists believe that the Second Coming of Christ will happen soon and the Righteous dead will be resurrected and taken with Christ to heaven, together with the righteous living. The Second Coming is followed by a period of a thousand years (the Millennium) during which the earth is deserted except for Satan and his helpers. After the Millennium, Christ with his saints and the Holy City return to earth and the unrighteous dead are resurrected, and, together with Satan and his helpers, are destroyed by fire. For the rest of time God and humanity will live together in a paradise.
- **The writings of Ellen G White** - Adventists believe in the gift of prophecy manifested in the writings of Ellen G White," which they see as "a continuing and authoritative source of truth which provide for the church comfort, guidance, instruction, and correction" (July 1 resolution on the Bible passed by the 58th General Conference, 2005).

Behaviour and ethics:

Adventists live modest lives, with a strict code of ethics; they regard it as a "sacred responsibility" to be good citizens.

- **Health:** They don't smoke or drink alcohol, and recommend a vegetarian diet.
- **Dress:** Adventists dress modestly and do not wear jewellery, other than a wedding ring.
- **Entertainment:** Adventists avoid programmes that are neither "wholesome nor uplifting" and are advised not to go to the theatre, cinema (or, presumably to watch videos or DVDs). Social dancing is not permitted and some forms of music are considered dangerous.
- **Marriage:** Seventh-day Adventist ministers will not marry church members to non-members. Divorce is valid if reconciliation is not possible. Sex outside marriage is forbidden, and parents are expected to chaperone meetings between young

Key Principles of education:

1. God is the Source of All Knowledge and Learning
2. The Bible as the Basis of True Education
3. Creation, Fall and Redemption, as the Highest Context of Education
4. The Central Role of Parents in Their Children's Education
5. Balanced, Physical, Mental and Spiritual Development

6. The Place of Practical Work in Education
7. The Importance of Nature in Education
8. Preparation for Service
9. Christian Goals and Methods of Education
10. Church Provision of Education

References:

<http://www.adventist.org/beliefs/fundamental/index.html>

<http://www.adventistinfo.org.uk/>

http://www.bbc.co.uk/religion/religions/christianity/subdivisions/seventhdayadventist_1.shtml

Appendix 2

The John Loughborough School Review commissioned April 2012



Children's Service

Review of John Loughborough School

June 2012

1. JOHN LOUGHBOROUGH SCHOOL - BACKGROUND

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

2. THE REVIEW FRAMEWORK

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

Data considered is included at Appendix 1.

3. CONCLUSIONS

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

4. RECOMMENDATIONS

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

5. THE REVIEW FINDINGS

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

Educational viability:

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

Financial Viability:

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

6. THE OPTIONS CONSIDERED

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

6.2. The Local Authority has powers to:

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

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

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

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

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

Evaluation of the Options:

Option 1: Continuation of current strategy for school improvement.

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

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

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

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

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

Option 2: Soft Federation

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

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

Option 3: Hard Federation

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

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

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

Option 4: Amalgamation

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

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

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

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

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

Option 6 : Academy status

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

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

Option 7 : School Closure

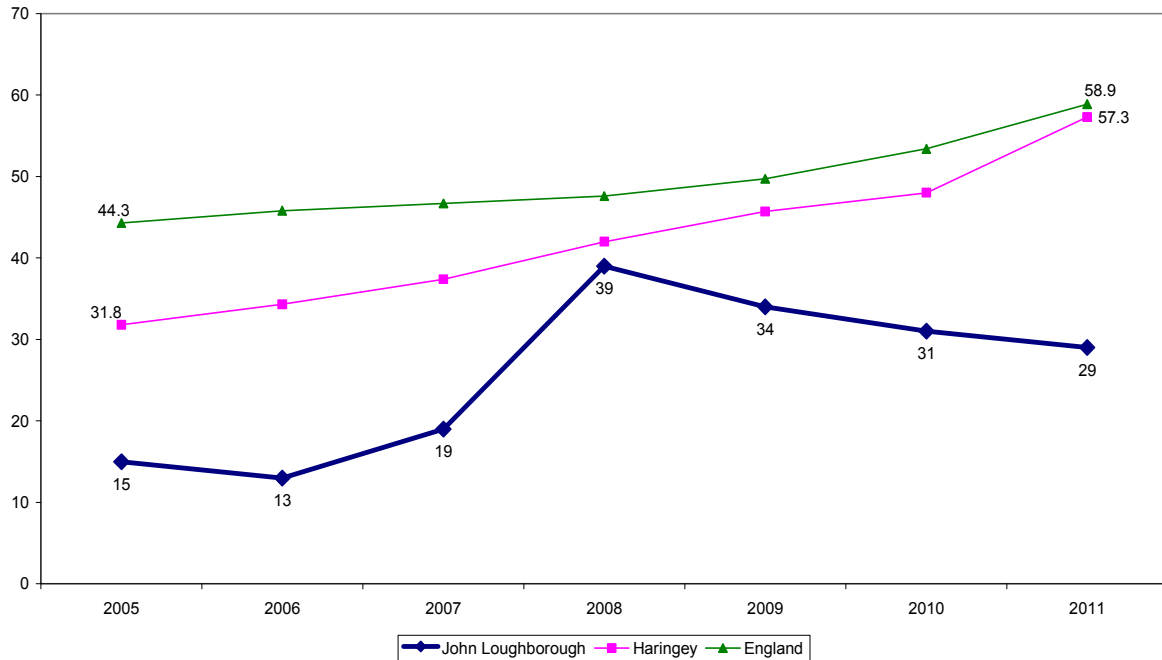
This option is recommended as the only option available under the Local Authority's powers which mitigates the high risk of current and future generations of pupils having an unsatisfactory education at the school. If this recommendation is adopted solution, the authority has statutory responsibilities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

Appendix 1 – Data considered by the review group

1) Attainment at GCSE

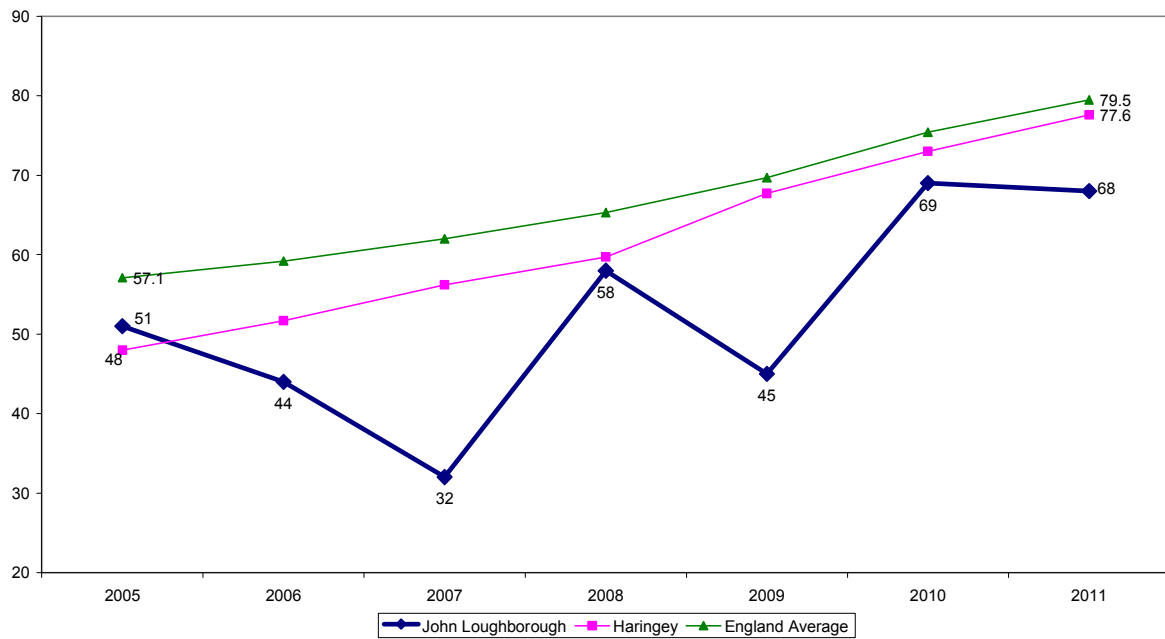
1(a) GCSE 5+ A* - C (including English and maths)

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



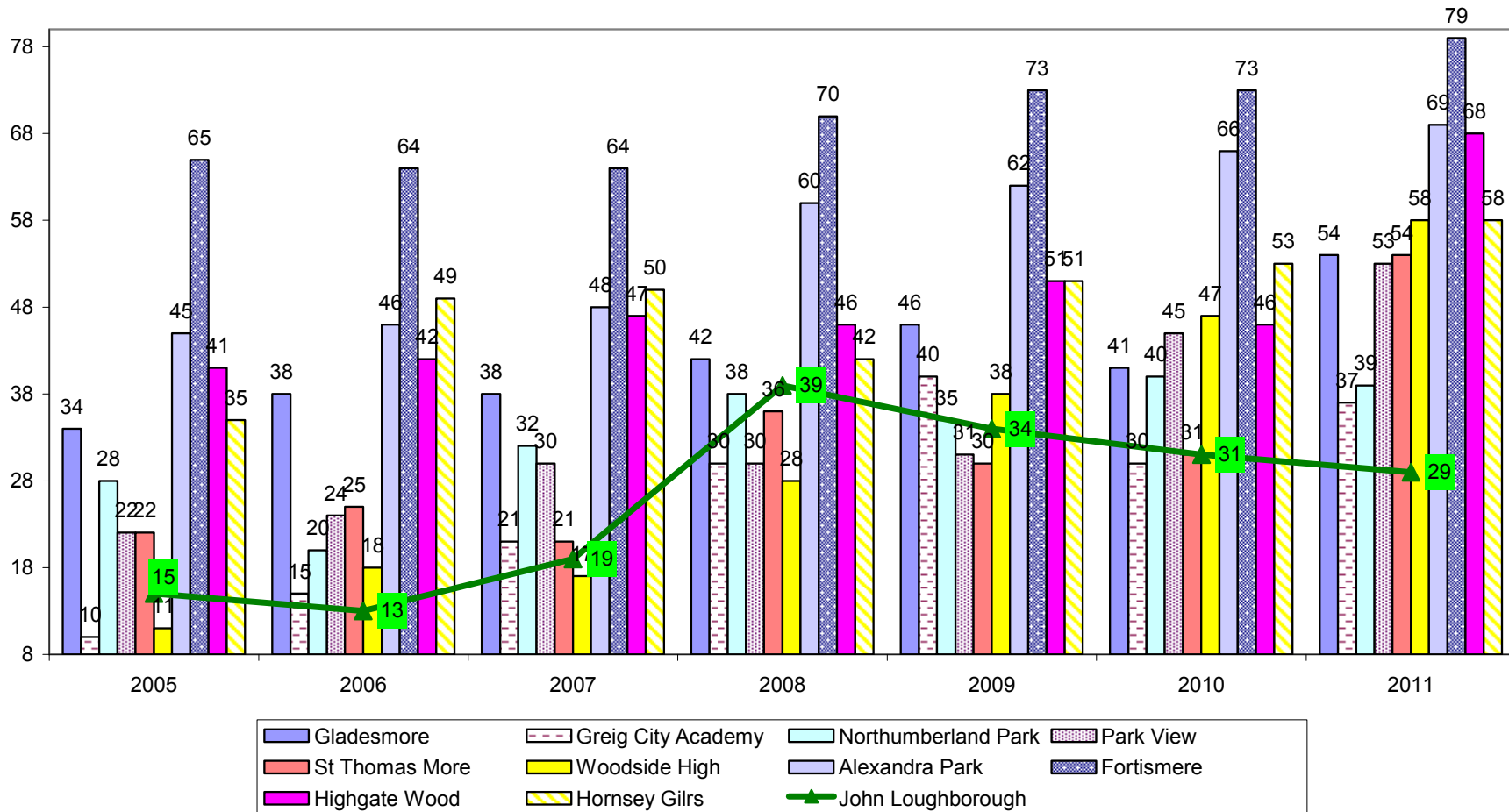
1(b) GCSE 5+ A* - C

Trend in 5+ A* - C



1(c) Comparison to other Haringey schools

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

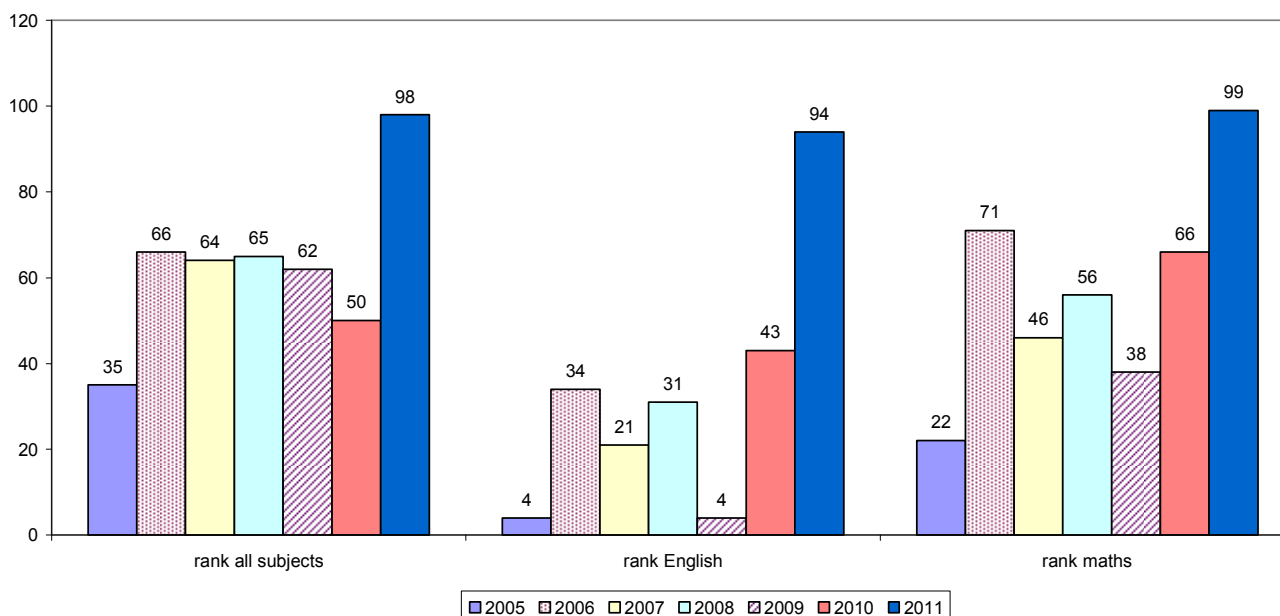


1(d) Trend in the ranking of the school using contextual value added (2005-10) and value added (2011)

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

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

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



1(e) Basics thresholds by Ethnicity - 2011

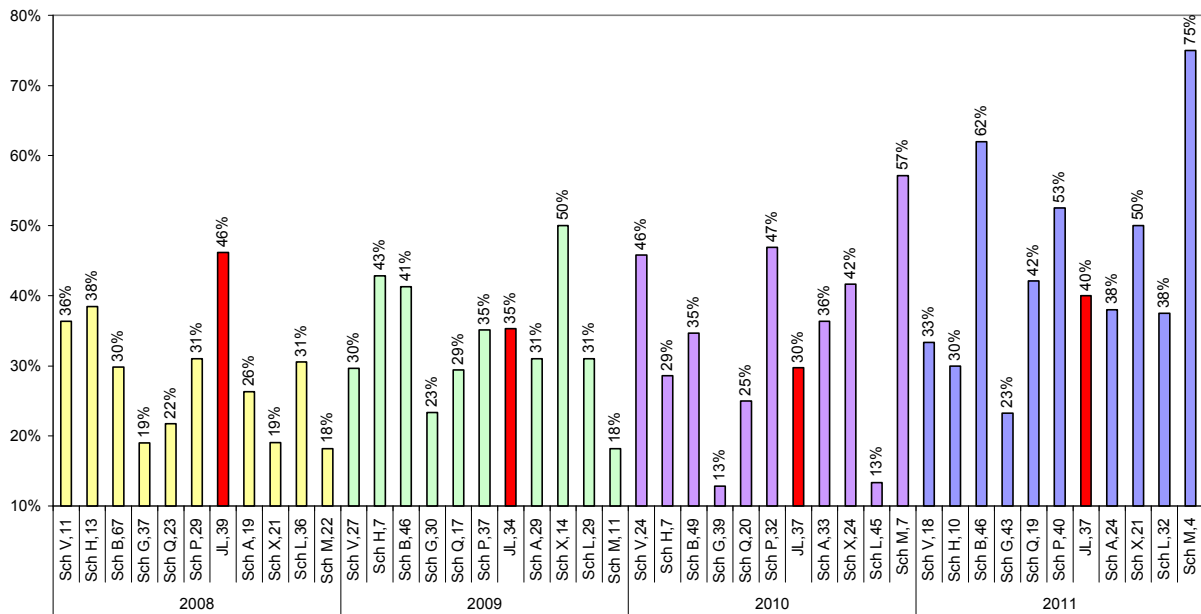
The table below shows the percentage of pupils attaining the 'basics indicator' (grade C or above in both English and Maths GCSE) in 2011. Figures are broken down by ethnicity and provided for both the school and the national average. Figures for small cohorts of pupils have been excluded for data protection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

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

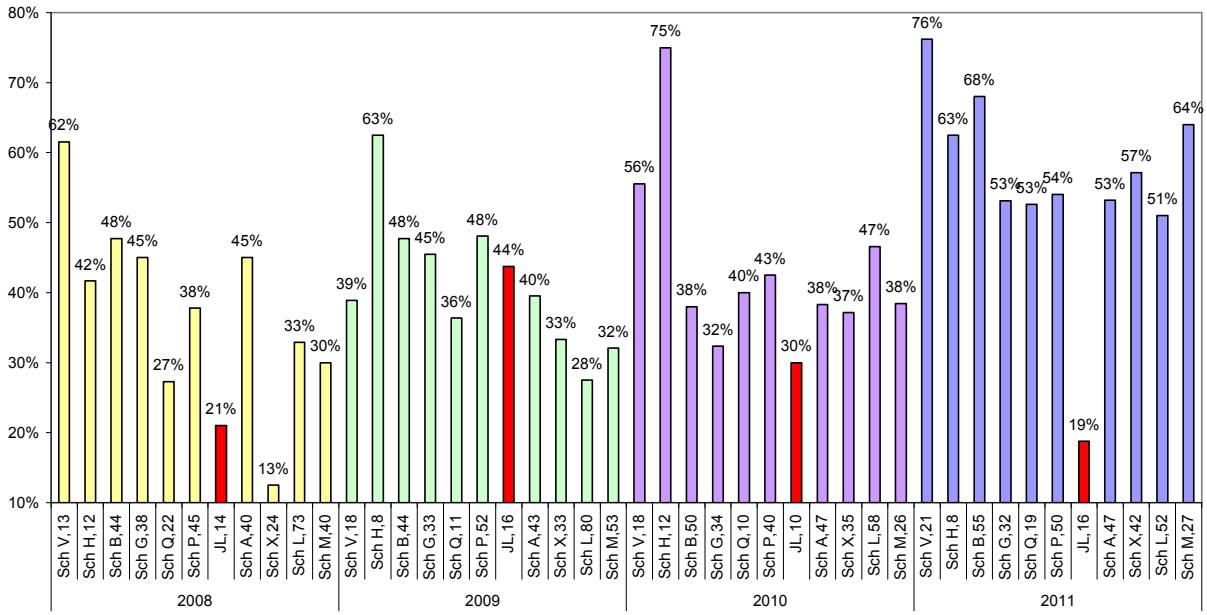
1(f) and (g) Caribbean and African attainment – comparison with other Haringey schools

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

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



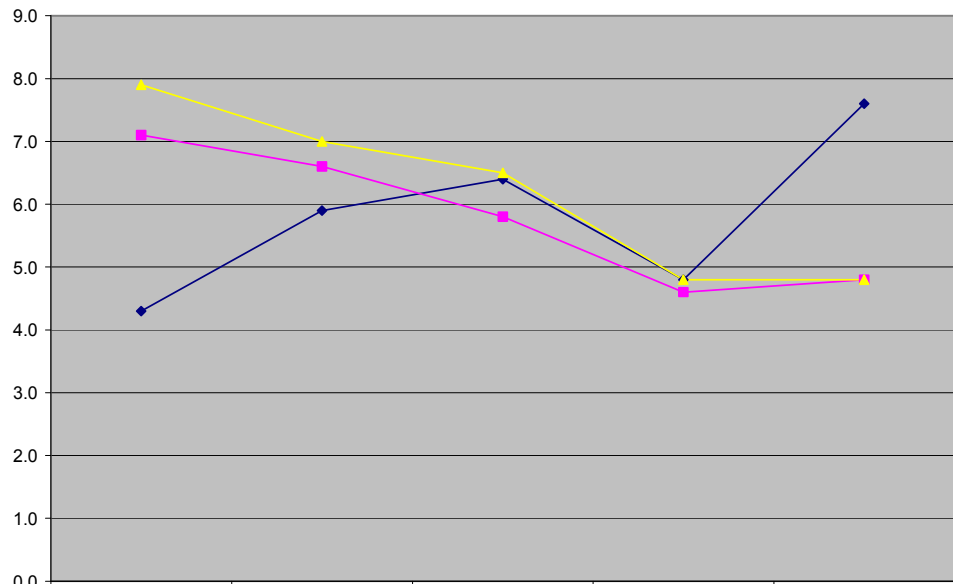
Trend in 5+ A* - C (including English and maths) for Black African pupils in Haringey schools (2008-2011)
 (Number after name of school shows number of pupils in cohort)



2) Attendance

2(a) Persistent absentees

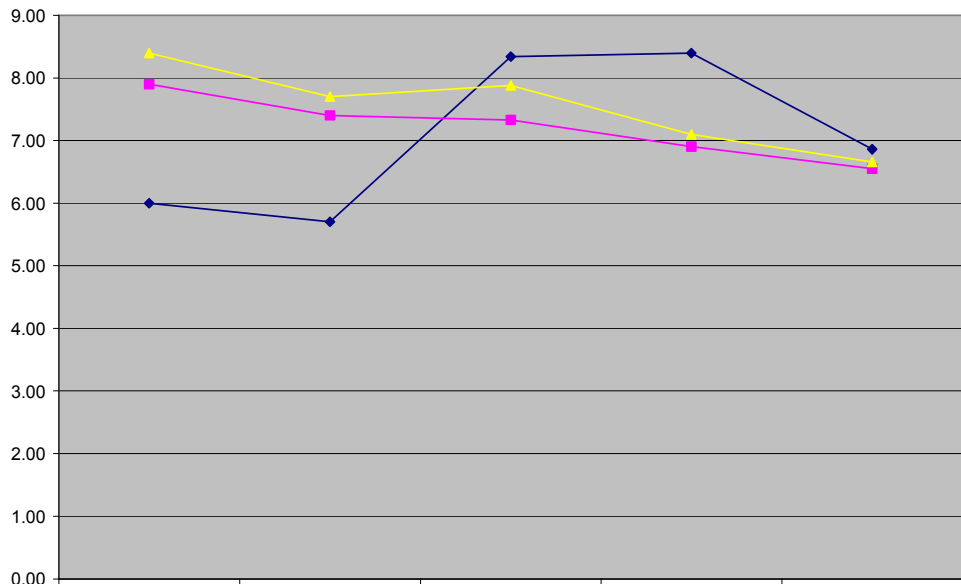
% Persistent absentees - absent for 20% or more sessions



◆ School	4.3	5.9	6.4	4.8	7.6
■ National - secondary	7.1	6.6	5.8	4.6	4.8
▲ Median trendline for school's FSM level	7.9	7.0	6.5	4.8	4.8

2(b) Overall absence

% of sessions missed due to overall absence



	2007	2008	2009	2010	2011
◆ School	6.00	5.70	8.34	8.40	6.86
■ National - secondary	7.90	7.40	7.33	6.90	6.55
▲ Median trendline for school's FSM level	8.40	7.70	7.88	7.10	6.66

2(c) Attendance by SEN status - 2011

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

2(d) Attendance by ethnicity – 2011

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

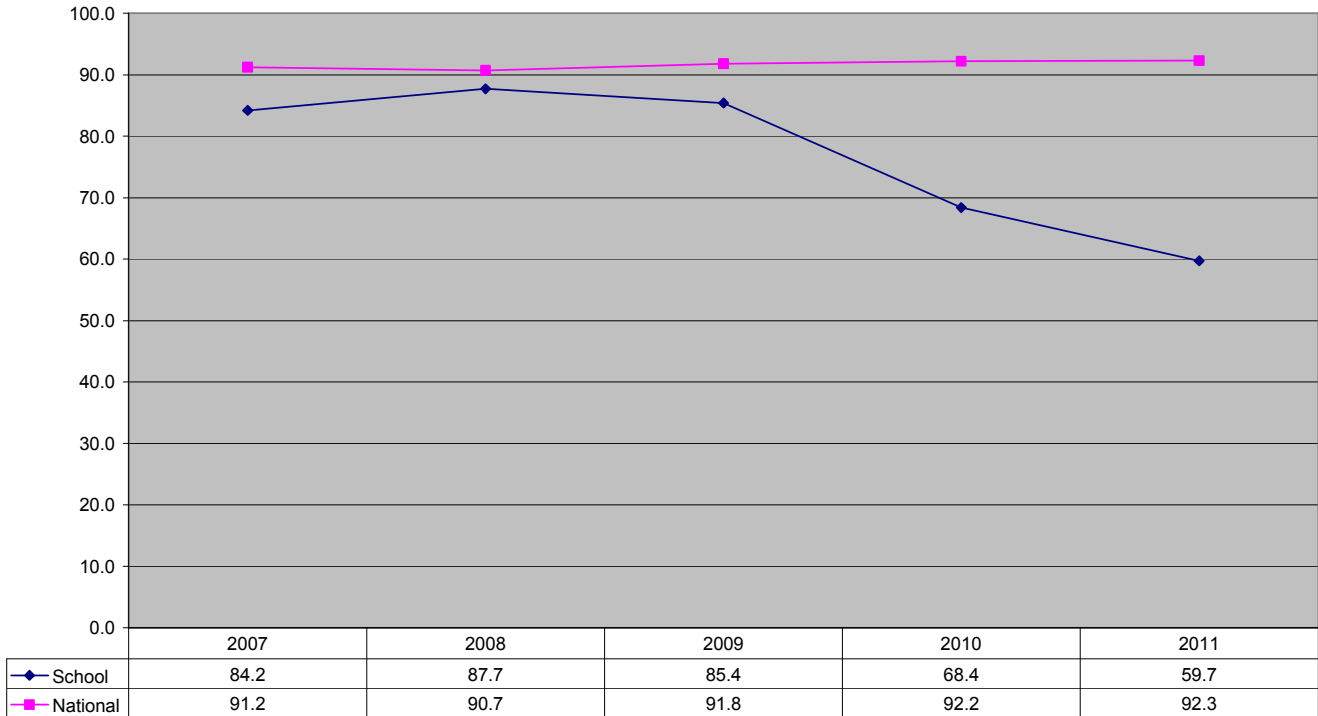
	School	National - secondary	School	National - secondary
White - Irish	6.93	7.13	0	6
White - Romany or Gypsy	17.56	19.34	12.5	31.1
Any other White Background	8.18	7.06	10	5.1
Mixed - White & Black Caribbean	7.46	7.91	0	7.4
Mixed - White & Black African	4.03	6.31	0	4.4
Mixed – Any other mixed background	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

Year	PAN	Pupils on Roll					Total
		7	8	9	10	11	
1999-2000	60	58	86	57	53	48	302
2000-2001	60	49	65	83	57	51	305
2001-2002	60	53	53	63	78	60	307
2002-2003	60	48	57	53	64	78	300
2003-2004	60	59	54	62	55	58	288
2004-2005	60	58	62	56	61	55	292
2005-2006	60	59	60	60	59	55	293
2006-2007	60	59	57	57	59	60	292
2007-2008	60	55	51	54	60	57	277
2008-2009	60	37	57	48	46	59	247
2009-2010	60	26	48	64	57	52	247
2010-2011	60	45	46	58	74	60	283
2011-2012	60	40	48	61	60	71	280

3(c) Stability

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

% Stability



3(d) In year admissions data

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

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

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

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

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

4) Ofsted inspection outcomes

4(a) Historical inspection outcomes

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

Progress re use of assessment to raise standards		3					
Progress re behaviour	3	N/A	3	3	3	3	3
Progress re T+L	4	3	3	3	3	3	3
Progress re L+M	N/A	3	3	3	3	3	3 (2 for Middle Ms)

4(b) Comparison with other Haringey schools

School	Network	Overall grade	Inspection date	Achievement	Behaviour and safety	Quality of teaching	Leadership and management
Alexandra Park	W	Outstanding	Nov 2011	1	2/1	1	1
Fortismere	W	Outstanding	Nov 2011	1	2	2	2
Woodside High	N	Outstanding	Feb 2011	2	1	2	1
Gladesmore	S	Outstanding	Oct 2008	1	1	1	1
Greig City Academy	W	Good	Nov 2011	2	2/3	2	2
Heartlands	N	Good	Mar 2012				
Highgate Wood	W	Good	Nov 2011	2	2	2	2
Northumberland Park	N	Good	Jan 2012	2	2	2	2
Haringey 6th Form Centre	N	Good	Nov 2008	3	2	2	2
Hornsey	W	Satisfactory	May 2010	3	2	3	2
Park View Academy	S	Satisfactory	Mar 2010	3	3/2	2	2
St Thomas More	N	Satisfactory	Nov 2009	3	3/2	3	3
John Loughborough	S	Special measures	Dec 2011	4	3/2	4	4
Haringey 6th Form Centre	N	Good	Nov 2008	3	2	2	2

(5) Contextual information

5(a) Ethnicity

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

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

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

5(c) Special Educational Needs

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

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

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

5(d) Religion

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

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

(6) Financial information

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

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

Appendix 3

**Cabinet report dated 18 September
2012**

Appendix 3



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

1. Describe the issue under consideration

- 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.
- Five inspections in the past ten years have shown a decreasing capability of the school to achieve the standards expected. The most recent was an inspection in December 2011 which, for the second time, placed the school in ‘special measures’. This report is the result of a review initiated by the Director of Children’s Services to examine the school’s educational and financial viability and options for its future.

2. Cabinet Member introduction

- A number of agencies have provided extensive support to help John Loughborough to improve its standards in the last 10 years, including Haringey Council, The Seventh- day Adventist Church and London Challenge. Despite this there has been a history of inadequate performance in the school helping its pupils to achieve high

standards. Most recently this was articulated in an Ofsted report, the second in succession, which found the school to need 'special measures'.

- C&YPS officers have worked with members of the Seventh- day Adventist Church on a review of the school which examined a wide range of options for its future and have concluded that only Two options are open. One of these options, which will be pursued by the Seventh- day Adventist Church, is to establish the school as a sponsored academy. The other option, and the one proposed herein to Cabinet, is to consult on the closure of the school. Both of these options would be pursued in parallel, to avoid delay in finding the best solution for current and future cohorts of pupils.
- I therefore recommend to Cabinet that the Local Authority consults on closure of the school. This consultation could be terminated should the Church secure an academy proposal and sponsor that is approved by the Secretary of State.

3. Recommendations

- Following careful consideration of the underperformance of John Loughborough School and the lack of success in attempts to create sustained improvement from other methods of intervention, it is recommended that the Cabinet agrees to commence consultation on closure of the school.
- Further, it is recommended that Cabinet agrees to authorise the Lead Member for Children Services, in consultation with the Director of C&YPS, responsibility for deciding whether to issue a Statutory Notice proposing closure, following the completion of the consultation period. The issuing of a Statutory Notice would mark the start of a six-week representation period, following which the final decision on the future of the school would be taken by Cabinet.
- In parallel with this process, the South of England Conference of Seventh-day Adventists (SEC) will work to identify a sponsor that is confident that they could overcome the challenges identified in the review and support the school to become an academy. The Local Authority would terminate consultation on school closure if the Secretary of State enters into academy arrangements following any approval for an academy application by SEC for the school.

4. Other options considered

- The following options were considered by the review group:
 - Continuation of current strategy for school improvement.
 - Soft Federation
 - Hard Federation
 - Amalgamation
 - Suspension of delegated authority and/or the establishment of an Interim Executive Board (IEB) by the Local Authority.
 - Conversion to an academy
 - Closure

- The options appraisal is included in full in the review report (see Appendix 1), and summarised below:
 - Continuation of current strategy for school improvement – This option is not recommended because several different school leadership teams, supported by extensive advice and funding from a range of sources, have failed to secure a sustainable solution to achieving the high educational standards that should be expected for pupils, parents, the Council and the SEC.
 - Soft Federation – This option is not recommended as an option because it is unlikely that a ‘soft federation’ (where no formal governance is in place) will be any more successful than the previous attempts over some years using the same approach. The option would not deal with the school’s fundamental weaknesses in leadership and teaching, nor improve its popularity.
 - Hard Federation - This option is not recommended because it is unlikely that an acceptable hard federation with an outstanding school can be established to achieve the expected outcomes, aligned to the faith ethos of John Loughborough School.
 - Amalgamation - This option is not recommended because it is unlikely that within the expected timescale there is another successful school that would be prepared to undergo the challenge of amalgamation with John Loughborough school
 - Suspension of delegated authority and/or the establishment of an Interim Executive Board (IEB) by the Local Authority – This option is not recommended as a long term solution because it has already been tried and proved unsuccessful in establishing sustained improvement.
 - Conversion to an academy. In the right circumstances, the Government is supportive of schools converting to Academies. An academy is an approach that has not been tried previously and which, with the right sponsor, may have some potential to secure sustained improvement. The review concluded that the South of England Conference would pursue this option, based on their wish to see the continuation of the school.
 - Closure. This option is recommended to Members as the preferred option which would best mitigate the high risk of current and future generations of pupils having an unsatisfactory education at the school.

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

5. Background information

- John Loughborough School was originally established in 1980 in response to the dissatisfaction of Seventh-day Adventist parents of African Caribbean heritage with their children’s poor level of attainment in London schools. It was established with

- the objectives of providing Christian education for Seventh-day Adventists and the wider faith community, and addressing the poor levels of academic attainment prevalent amongst pupils of black ethnicities at that time.
- In 1998 the Secretary of State for Education and Employment approved the school's application for Grant Maintained status. This new status was implemented in September 1998. A year later the school was converted to Voluntary Aided (VA) status as a result of government legislation removing Grant Maintained schools from the education structure.
 - Ofsted and HMI inspections have shown that in recent years it has not been possible for the school to consistently deliver an acceptable standard of education. The school has been in an Ofsted category of concern since February 2007, and the most recent inspection in December 2011 placed the school in 'special measures' for the second time because in the view of the inspectors:

'...it is failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.'
 - Following discussion with the school's Chair of Governors and Education representatives of the SEC, the Director of Children's Services decided that there should be a formal review of the viability of the school to enable Cabinet to reach a decision about its future.
 - The school currently falls within the scope of the powers of the Secretary of State to either issue an Academy Order, direct an Interim Executive Board or direct closure. The Local Authority is required to write to the Secretary of State explaining the circumstances of any school that is subject to two subsequent periods in an Ofsted category of concern. The decision of Cabinet will provide the basis on which to write to the Secretary of State.
 - In April 2012 the Council established a review team, with representatives from Haringey Council and SEC and external challenge provided by an experienced educational consultant familiar with the school. The full report of the review team is attached at Appendix 1 and summarised below.
 - **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 objectives of the review were to:
- establish a clear decision about whether the school is:
 - Educationally viable
 - Financially viable
 - If the school is both educationally and financially viable, establish:
 - The options for the most effective way to secure rapid and sustained improvement;
 - The recommended option for improvement
 - The processes and structures to ensure this is achieved
 - The outcomes expected by key milestones
 - The consequences of outcomes not being achieved.
 - If the school is judged to be unviable either educationally or financially, establish:
 - The options available to SEC, LBH and DfE
 - The recommended option of the review team.
- The review team examined trends in key performance indicators over 5 to 10 years. The evidence included:
- Ofsted reports of full inspections and monitoring visits
 - Raiseonline data, especially outcomes for pupils
 - Attendance
 - The performance of minority groups
 - Parental preference for school admissions
 - Annual budget out-turns
- **Review conclusions:**
- i. The review team unanimously concluded that the school as currently organised has not been educationally viable because the quality of education it provides has been consistently inadequate. The main reason for these poor outcomes is largely the inability of the leadership of the school over the last five years to establish a culture of high expectations matched by effective teaching in all classes.
 - ii. The school was established to meet the needs of Seventh-day Adventist (SDA) parents, although only about one third of pupils are now from SDA families. The school is selected by very few parents as a preference of secondary school for their children at age 11. A number of parents do choose the school in later years when in-year admissions help to fill vacant school places. Pupils joining the school through this route usually continue for the duration of their secondary education.

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

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

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

- There are three key decision points where members will decide on how to proceed:
 - The first decision is whether to commence consultation on closure. This report recommends that Cabinet agrees to begin that process.
 - The second decision is whether, following the first period of consultation, the Council issues a Statutory Notice setting out proposals for closure (and initiating the representation period). It is recommended that Cabinet agrees to authorise the Lead Member for Children’s Services, in consultation with the Director of C&YPS, the responsibility for this decision
 - The third is to take the final decision on whether or not to close the school. It is recommended that this is a Cabinet decision.
- It is proposed that closure commences from September 2013. The possible arrangements for managing closure fall under three broad approaches:
 - Phased closure – the school closes to new year 7 pupils from September 2013 but remains open for all current pupils to complete their secondary education with John Loughborough
 - Immediate closure and transfer – the school closes in July 2013 and all pupils transfer to other local schools in September 2013
 - Some combination of the two e.g. upon closure pupils in the lower years transfer to other local schools whilst older pupils remain and sit their GCSEs at John Loughborough
- Please see Appendix 2 ‘Options for the closure of John Loughborough school’ for further detail on these approaches and the implications for the overall provision of secondary school places in Haringey.

- At this stage, no preferred option for closure is being put forward. If it is agreed following the consultation period that the proposal should proceed to the next stage then we will publish a Statutory Notice setting out a detailed plan for closure of the school that takes into account both the outcomes from the consultation and the initial findings from the EqlA. 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

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

6. Comments of the Chief Finance Officer and financial implications

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

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

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

- The closure of a school also brings a number of financial challenges as it is sometimes difficult to match the resources needed to maintain a satisfactory educational provision for the pupils remaining to those resources available. Consideration of the management of the financial issues associated with closure will also therefore be important should the ultimate decision be for the school to close.

- If the SEC is successful in identifying a sponsor to take forward the academy proposals, any surplus remaining would, under normal circumstances, transfer to the

successor academy although a deficit would again revert as a charge against the Council's DSG.

7. Head of Legal Services and legal implications

- The Head of Legal Services has been consulted and advised on the review and notes the contents of the report.
- *The School Organisation (Establishment and Discontinuance of Schools)(England) Regulations 2007 (as amended)* made under the *Education and Inspections Act 2006* (the 'EIA') provide that those publishing proposals bringing forward statutory proposals to discontinue a school must consult with interested parties and in doing so must have regard to the Secretary of State guidance.
- The Department for Children, Schools and Families (now the Department for Education) *Closing a Maintained Mainstream School - A Guide for Local Authorities and Governing Bodies*, contains both statutory and non statutory guidance on the process for closing a maintained mainstream school which the Local Authority must have regard to. This guidance is attached at Appendix 4 to this report.
- The Head of Legal Services confirms that there are no legal reasons preventing Members from approving the recommendations in the report

8. Equalities and Community Cohesion Comments

- An Equalities Impact Assessment (EqIA) has been initiated and is attached at Appendix 3. This is an initial assessment of the potential impact of closure, based on the findings of the review and consideration of relevant data. It will be updated following the consultation period to address any issues arising from consultation and to provide further assessment of any detailed proposal for closure that may then be put forward. It will be further updated following the representation period, should the proposal reach that stage. This will ensure that equalities considerations inform each decision that is taken.
- 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 (over a third of current pupils are Seventh-day Adventists). John Loughborough is the only state Seventh-day Adventist secondary school in the country. Stanborough School in Watford is a Seventh-day Adventist secondary school, however it is a considerable distance away and is fee-paying so would not be a suitable alternative for many parents.
- 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. It will be a central consideration when evaluating possible arrangements for closure and will be looked at in relation to the protected groups.
- Specific actions to mitigate negative impact and maximise positive impact will be identified as part of putting forward a detailed proposal for closure. Any proposal will be informed by the initial findings of the EqIA:
 - Maximising positive impact – consider potential for closure to improve educational attainment for current and future pupils
 - Religion – consider suitability of arrangements for different religious groups (including choice of alternative schools available), whether any group would be disadvantaged and how this could be avoided or minimised
 - Ethnicity – proposals will need to be cognisant of the predominant ethnic groups amongst John Loughborough pupils and consider suitability of proposed arrangements in light of this. Any proposal for transfer of pupils will need to consider historical attainment of predominant ethnic groups in receiving schools.
 - SEN – proposals will need to take into account the needs of pupils with SEN. The Council's inclusion Service will be involved in further work on options.
- Whilst in the review the most significant consideration was given to the needs of pupils to receive a good education, closure would also have an impact on the staff at the school. In the consultation period, the staff of the school will form an important consultative group where their views will be gathered and considered. In the event of school closure a separate Equalities Impact Assessment would be carried out as part of the process.

9. Policy Implications

- Council Priority 4: Improve school standards and outcomes for young people.
The report outlines the concerns about the quality of education at John Loughborough school, which does not meet with the Council's vision, aim and expectation that all children have the opportunity to achieve their potential.

- Resources

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

- Staff

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

10. Use of Appendices

Appendix 1 – John Loughborough Review report June 2012

Appendix 2 – Options for the closure of John Loughborough School

Appendix 3 – Equalities Impact Assessment

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

11. Local Government (Access to Information) Act 1985

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

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

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Appendix 4

**Department for Education's (DfE)
guidance Schools Causing
Concern (amended 2012)**

Schools causing concern - guidance for local authorities

About this guidance

This is statutory guidance given by the Department for Education, on behalf of the Secretary of State, relating to maintained schools causing concern.

Section 72 of the Education and Inspections Act 2006 places a statutory duty on all local authorities in England, in exercising their functions in respect of schools causing concern as set out in Part 4 of the 2006 Act, to have regard to any guidance given from time to time by the Secretary of State. Local authorities must have regard to this guidance.

Expiry/Review Date

This guidance will be kept under review and updated as necessary.

What legislation does this guidance relate to?

- **School Standards and Framework Act 1998**
- **Education and Inspections Act 2006** (“the 2006 Act”)
- **Apprenticeships, Skills, Children and Learning Act, 2009** (ASCL Act)
(amended the 2006 Act)
- **The School Governance (Transition from an Interim Executive Board)(England) Regulations 2010** (Transition Regulations)
- **Academies Act 2010**
- **Education Act 2011** (amended the 2006 Act)

Who is this guidance for?

- Local authorities, who must have regard to it.
- Other persons or bodies who may find it useful.

Key points

- This guidance provides information on the legislative requirements for intervening in schools causing concern. All those using this guidance, particularly local authorities, who must have regard to it, should also be familiar with the actual wording of the legislation to which this guidance relates, in particular Part 4 of, and Schedule 6 to, the 2006 Act, but also the Academies Act 2010. This legislation has been amended by several, subsequent Acts, including recent changes made by the Education Act 2011.
- A school will be “eligible for intervention” under the 2006 Act if it has not complied with a warning notice and the local authority have also given the school written notice of their intention to exercise their intervention powers under Part 4 of the 2006 Act or where it has been judged by Ofsted to require significant improvement (a “serious weaknesses” judgment under the September 2012 Ofsted framework) or “special measures).”
- Where schools are eligible for intervention local authorities may exercise their powers to: require the governing body to enter into specified arrangements with a view to improving the performance of the school; appoint additional governors; suspend the delegated budget of the school; appoint an Interim Executive Board.
- Where schools are eligible for intervention the Secretary of State has the power to appoint additional governors; appoint an Interim Executive Board, or direct the local authority to close a school. The Secretary of State also has the power under the Academies Act 2010 to make an Academy order, subject in certain cases to consultation (see further detail in section 4 of this guidance).
- For the purposes of this guidance “schools causing concern” are not just those schools “eligible for intervention” within the meaning of Part 4 of the 2006 Act (see definition above), but are also those about which the local authority and/or the Secretary of State have other serious concerns which need tackling, such as those consistently below the floor standards, those where there has been a serious drop in performance or where the performance is not meeting the expected standards of comparable schools. These are the types of situations where the local authority may want to consider giving those schools a warning notice, and then a further notice that they propose to use their intervention powers under the 2006 Act making the school eligible for intervention and subject to the intervention powers of the local authority and/or the Secretary of State.

Associated resources

Academies Act 2010

Apprenticeships, Skills, Children and Learning Act 2009 (amended the 2006 Act)

An Act to make provision for apprenticeships, education, training and children's services.

Education and Inspections Act 2006

Education Act 2011 (amended the 2006 Act)

School Governance (Transition from an Interim Executive Board) (England) Regulations 2010

Download the School Governance Regulations 2010 from the Opsi website.

School Standards and Framework Act 1998

The 1998 School Standards and Framework Act contains provisions for schools and nursery education. This covers further education for young people at school, and in FE institutions across the UK.

Section 1: Schools causing concern

Part 4 of, and Schedule 6 to, the 2006 Act set out that a school causing concern is one which is “eligible for intervention”. This is where a:

1. performance standards and safety warning notice has been given (section 60) with which the school has failed to comply and the local authority have also given the governing body a written notice that they propose to exercise one or more of their powers under Part 4 of the 2006 Act ;

2. teachers' pay and conditions warning notice has been given (section 60A)¹ with which the school has failed to comply and the local authority have also given written notice to the governing body that they propose to exercise one or more of their powers under Part 4 of the 2006 Act ;

¹ This guidance is not concerned with warning notices given under section 60A of the 2006 Act only those given under section 60 of the 2006 Act

3. a school requires significant improvement (section 61); and

4. a school requires special measures (section 62).

Schools eligible for intervention as a result of a performance standards and safety warning notice.

Performance standards and safety warning notices should be used as an early form of intervention, particularly where standards are unacceptably low and other tools and strategies have not secured improvement.

A performance standards and safety warning notice may be given by a local authority in one of three circumstances. Where:

1. the standards of performance of pupils at the school are unacceptably low and are likely to remain so unless the authority exercise their powers under Part 4 of the 2006 Act; or

2. there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or

3. the safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).

The definition of what constitutes low standards of performance is set out in section 60 (3) of the 2006 Act. This is where they are low by reference to any one or more of the following:

1. the standards that the pupils might in all the circumstances reasonably be expected to attain;
2. where relevant, the standards previously attained by them; or
3. the standards attained by pupils at comparable schools.

Cases where schools are performing below the floor standards would be covered by point 1 above. There is a clear expectation that in those cases, where the school has a history of performing below floor, conversion to an Academy with a strong sponsor will be the normal route to secure improvement. It should be noted that local authorities are not limited to giving a performance and standards warning notice only to those schools which are persistently below the floor. If standards in the schools need to be challenged for another reason (e.g. there has been a sudden drop in performance or a school consistently performs below the level expected) then a warning notice may be a suitable tool if the local authority believes it meets the criteria set out above.

A school is eligible for intervention and intervention powers may be exercised in the case where a performance standards and safety warning notice has been given and has not been complied with and where the local authority have also given the school written notice that they propose to exercise one or more of their powers under Part 4 of the 2006 Act.

Schools eligible for intervention as they have been judged as requiring significant improvement or special measures

If, following an inspection under section 5 of the Education Act 2005, Ofsted considers a school to be inadequate (Grade 4), it will give a judgement that the school requires either 'significant improvement' (described as a school with 'serious weaknesses') or 'special measures'. Where a school is eligible for intervention by virtue of this judgement, it is not necessary for the LA to give a warning notice to the school. If the school has already been given a warning notice by a local authority, this judgment means the school is eligible for intervention whether or not the period of compliance in the warning notice has expired or the governing body has made representations or intend to make representations to Ofsted.

There is a clear expectation that in these cases, where the school has been judged by Ofsted to have "serious weaknesses" or require "special measures", conversion to an Academy with a strong sponsor will be the normal route to secure improvement.

From September inspectors will make a judgment on LAs' statements of action. This judgement will be made at the first monitoring inspection of all schools judged to require special measures and those that have been judged to have serious weaknesses (HMI will review the statement of action together with a representative of the LA, the headteacher and Chair of the governing body as part of that first monitoring inspection).

Associated resources

Floor standards 2010 key stage 2

Floor standards 2010 key stage 4

KS1 to 2 progress measures guidance 2011 (PDF, 55 Kb)

PDF, 55 Kb

KS2 to 4 progress measures guidance 2011 (PDF, 27 Kb)

PDF, 27 Kb

Ofsted: monitoring inspections for maintained schools

Information about the types of monitoring inspections carried out in maintained schools.

Section 2: Giving a warning notice

Section 60 of the 2006 Act sets out the provisions relating to performance, standards and safety warning notices. A performance standards and safety warning notice should be used where there is evidence to justify both the local authority's concerns and the school's reluctance or inability to address those concerns successfully within a reasonable time frame. Before deciding to give such a warning notice, local authorities must draw on a suitable range of quantitative and qualitative information to form a complete picture of a school's performance.

Giving a performance standards and safety warning notice

When used effectively many local authorities have found that giving warning notices has had a positive impact on schools causing concern, often providing a catalyst for more focused and appropriate action from both the leadership team and the governing body. It is expected that local authorities will use these powers on a more frequent basis prior to more formal intervention being required.

A performance standards and safety warning notice must be given in writing to the governing body of the school and must set out:

1. the matters on which the local authority's concerns are based. These should be set out in some detail and explain the facts that exist in that particular school and the circumstances which are giving the local authority cause for concern;
2. the action which the governing body is required to take in order to address the concerns raised;
3. the initial compliance period beginning with the day when the warning notice is given and ending 15 working days following that day, during which time the governing body is to address the concerns set out in the warning notice, or make representations to Ofsted against the warning notice; and
4. the action which the local authority is minded to take (under one or more of sections 63 to 66 of the 2006 Act or otherwise) if the governing body does not take the required action.

In addition to giving the governing body a warning notice, the local authority must also give a copy to the head teacher; and in the case of a Church of England Church school or a Roman

Catholic Church school, the appropriate diocesan authority, and in the case of a foundation or voluntary school, the person who appoints the foundation governors.

All warning notices must be copied to Ofsted at the same time using the email address:
warningnotices@ofsted.gov.uk

Where a performance standards and safety warning notice has been given which has not been complied with to the satisfaction of the local authority within the compliance period, the local authority must also give the school reasonable notice in writing that they propose to exercise one or more of their powers under Part 4 of the 2006 Act. When a school has failed to comply with a warning notice and the local authority have also given a further written notice, a school is eligible for intervention.²

² See section 60(1)(e) of the Education and Inspections Act 2006

Making representations against the warning notice

The warning notice must state that the governing body of a school can make representations in writing to Ofsted. The 2006 Act does not specify the grounds for making representations, but it could be that the school believes that the local authority have:

1. Given the warning notice without sufficient objective evidence
2. Proposed action that is disproportionate to the scale of the issues facing the school.

The representations must be made in writing within 15 working³ days of receipt of the warning notice. It should be sent to **warningnotices@ofsted.gov.uk** and copied to the local authority.

³ Working day does include the school holidays. See the definition in section 60(10) of the Education and Inspections Act 2006

Ofsted must consider any representations and may confirm the warning notice or not. This will usually be within a period of 10 working days after receipt of the representations, although this is not set out in legislation.

If Ofsted confirms the warning notice, the school is eligible for intervention after 15 working days beginning with the day on which Ofsted confirms the warning notice.

Irrespective of whether the governing body have made representations to Ofsted, the governing body may make a complaint to the Secretary of State under section 496 and/or 497 of the Education Act 1996. This enables the Secretary of State to make a direction, if expedient to do so, where he is satisfied that a local authority have acted, or are proposing to act, unreasonably with respect to the exercising of a power or performance of a duty under the 1996 Act, or certain other Acts which are read together with the 1996 Act (including the 2006 Act), or where the local authority have failed to discharge a duty.

Power of the Secretary of State to direct the local authority to consider giving and to give a warning notice

The Secretary of State has the power to direct a local authority to first consider giving a warning notice in specified terms and then, to direct the local authority to give a warning notice in those terms where a local authority have decided not to do so.

A direction to give a performance standards and safety warning notice in the terms specified may be given if the Secretary of State thinks there are reasonable grounds for the local authority to do so and:

1. the local authority have not given a warning notice to the governing body; or
2. the local authority have done so, but in inadequate terms; or
3. the local authority have given a warning notice to the governing body but Ofsted have failed or declined to confirm it; or
4. the school has become eligible for intervention, but the period of two months following the end of the compliance period has ended.

The local authority may then decide to give the warning notice to the governing body in the specified terms and must give the Secretary of State a written response to the direction confirming this within 10 working days beginning with the day on which the direction was given. They must then give a performance standards and safety warning notice to the governing body within 5 working days from the day on which a response is given to the Secretary of State and on the same day give the Secretary of State a copy of the notice.

If the local authority decides not to give a warning notice, then they must respond to the Secretary of State within 10 working days¹ beginning with the day on which the direction was given setting out the reasons for that decision. If having considered these reasons, the Secretary of State believes that a warning notice is still necessary then the local authority will be directed to give a warning notice in those specified terms. The local authority must then give this performance standards and safety warning notice to the governing body within 5 working days beginning with the date when the direction is given.

Once this warning notice has been given, the school has 15 working days to comply with the terms of the warning notice or make representations to Ofsted as with any other warning notice given. The local authority must judge whether the school has complied with the terms of the warning notice. If the local authority concludes that the school has failed to comply with the warning notice and has also given written notice to the governing body that they propose to exercise one or more of their intervention powers, then it is “eligible for intervention” as set out in Part 4 of, and Schedule 6 to, the 2006 Act, and the intervention powers of the Secretary of State and the local authority may be exercised.

The Secretary of State may also request Ofsted to inspect and report on a school where there are serious concerns under provisions in the Education Act 2005.

¹The 2006 Act states that “working day” means a day other than a Saturday, a Sunday, Christmas Day, Good Friday or a day which is a bank holiday under the Banking and Financial Dealings Act 1971 (c.80) in England.

Associated resources

Appropriate forms of evidence for issuing a performance standards and safety warning notice (Word, 39 Kb)

Section 3: Powers and types of intervention - LAs

Where a school is eligible for intervention there are a number of powers the local authority or the Secretary of State may use to drive school improvement. These interventions are set out in sections 63-66 of the 2006 Act in respect of local authorities and sections 67 to 69 in respect of the Secretary of State.

Local authority powers of intervention

1. To require the governing body to enter into arrangements.

Section 63 enables a local authority to require a school which is eligible for intervention to enter into arrangements with a view to improving the performance of the school. The local authority may give the governing body a notice requiring them:

1. to enter into a contract or other arrangement for specified services of an advisory nature with a specified person (who may be the governing body of another school)
2. to make arrangements to collaborate with the governing body of another school
3. to make arrangements to collaborate with a further education body or
4. to take specified steps for the purpose of creating or joining a federation.

Timeframe

Where the school is eligible for intervention as a result of being given a performance standards and safety warning notice, this power must be exercised *within a period of two months following the end of the compliance period*. If the local authority fails to exercise this power within this time, it can no longer be exercised and a new warning notice must be given in order to do so.

Consultation

Before the local authority can exercise this intervention power they must consult:

1. the governing body of the school;
2. in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority; and
3. in the case of any other foundation or voluntary school, the person or persons by whom the foundation governors are appointed.

A consultation must be undertaken when proposals are at a formative stage and include sufficient detail to allow those consulted to give a considered response. A final decision can only be taken after consideration has been given to any representations received. There is no statutory time scale in which the consultation process is to be completed. We would expect a

normal consultation process to take about 14 days but this may vary depending on the circumstances of the case.

2. The appointment of additional governors

Section 64 enables a local authority to appoint additional governors where a school is eligible for intervention. The local authority is likely to appoint additional governors when they would like a school to be provided with additional expertise and may appoint as many additional governors as they think fit. In the case of a voluntary aided school where the local authority have exercised the power to appoint additional governors, the appropriate appointing authority in relation to that school may appoint an equal number of governors to those appointed by the local authority.

Timeframe

Where the school is eligible for intervention as a result of being given a performance standards and safety warning notice, this power must be exercised *within a period of two months following the end of the compliance period*. If the local authority fails to exercise this power within this time, a new warning notice must be given in order to do so. Where the local authority appoints additional governors there is no requirement to consult.

3. The appointment of an Interim Executive Board (IEB)

Section 65 of the 2006 Act enables the local authority to apply to the Secretary of State for consent to constitute the governing body as an IEB in accordance with Schedule 6 to the 2006 Act. An IEB can be used to accelerate improvement in standards and attainment and provide challenge to the leadership of the school to secure rapid improvement or where there has been a serious breakdown of working relationships within the governing body of the school.

Timeframe

This power may be exercised at any time a school is eligible for intervention and is not subject to the time limitation set out above in respect of other intervention powers.

Consultation

Before the local authority can exercise this intervention power they must consult:

1. the governing body of the school
2. in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority, and
3. in the case of any other foundation or voluntary school, the person or persons by whom the foundation governors are appointed.

A fair consultation must be undertaken when proposals are at a formative stage and include sufficient detail to allow those consulted to give a considered response. A final decision should only be taken after consideration of any representations received. There is again no statutory time scale in which the consultation process is to be completed and it is likely that this will vary depending on the circumstances in which the IEB is required. We would expect a normal

consultation process to take about 14 day but this may vary depending on the circumstances of the case.

IEB applications should be made using the form on the DfE website and should follow the guidance for the completion of an IEB application form.

After obtaining consent in writing from the Secretary of State, the local authority must write to the governing body to give them notice that the IEB will be established. This notice should specify a date when the IEB will commence and will usually also give a date when the IEB will cease but may not always.

Delegated budget

An IEB has a right to a delegated budget. If the school's budget has previously been withdrawn from the governing body, then the local authority must restore the budget from the date when the IEB commences its work. If a notice has been given to the normally constituted governing body specifying a date when it is proposed to withdraw the right to a delegated budget, the notice will cease to be valid from the date of commencement of the IEB.

The role and duties of the IEB

The IEB's main function is to secure a sound basis for future improvement in the school and this should include the promotion of high standards of educational achievement.

The IEB is the governing body of the school and any reference in the Education Acts to a governor or foundation governor has effect as a reference to an interim executive member. During the interim period, when the governing body is constituted as an IEB, the requirements concerning the governing bodies constitution set out in the School Governance (Constitution) (England) Regulations 2012 do not apply.

The IEB will take on the responsibilities of a normally constituted governing body, including the management of the budget, the curriculum, staffing, pay and performance management and the appointment of the headteacher and deputy headteacher. An IEB may recommend to a local authority, or recommend that the Secretary of State give a direction to a local authority, that a school should be closed. However, the IEB cannot itself publish proposals for closure. If, following the statutory consultation and other procedures, it is agreed that the school will be closed, the IEB should continue to hold office until the implementation date of the proposal. The IEB may also seek an Academy order from the Secretary of State which enables the school to convert to an Academy.

Membership of the IEB

As set out in Schedule 6 to the 2006 Act the number of interim executive members must not be less than two. Once the IEB has been established, further interim executive members can be appointed at any time. An IEB should be a small, focused group appointed for the full period which it is expected to take to turn the school around. Members of an IEB should be chosen on a case by case basis, depending on the needs of the school and existing governors may be appointed to the IEB. We expect members of an IEB to bring a fresh outlook to the governance arrangements of the school, marking a clear break from the previous management of the school. In most cases, therefore, we would not expect existing governors who are vacating office to be nominated as IEB members (although this is not prohibited by the law). LAs who are considering doing this should contact the DfE to discuss the particular circumstances of the school.

The IEB may arrange for the discharge of their functions to other people as they see fit (under paragraph 11(2) of Schedule 6 to the of the 2006 Act). In this way the IEB could continue to benefit from the experience of existing governors and help engage future governors.

The local authority is able to nominate one of the members of the IEB to act as Chair

Interim executive members may be removed in limited circumstances. This can be for incapacity or misbehaviour or where their written notice of appointment provides for termination by the appropriate authority on notice. The appropriate authority may be the local authority or the Secretary of State depending on who made the original appointment.

The local authority should produce a written notice of appointment for each member of the IEB. Copies of this notice should be sent to all other members of the IEB; the

school's existing governing body; the Secretary of State; and, in the case of foundation or voluntary schools, the diocesan or other appropriate appointing authority. A local authority or the Secretary of State may choose to pay interim executive members such remuneration and allowances as is considered appropriate.

4. The suspension of delegated authority for the governing body to manage a school's budget.

Section 66 of the 2006 Act enables a local authority to suspend the governing body's right to a delegated budget by giving the governing body of the school notice in writing. This applies where a maintained school is eligible for intervention and the school has a delegated budget within the meaning of Part 2 of the School Standards and Framework Act 1998.

A copy of the notice to suspend the right to a delegated budget must be given to the head teacher of the school and the governing body. If the local authority has appointed an IEB, during the period when the governing body is constituted as an IEB (the interim period) the LA cannot suspend the school's right to a delegated budget.

Timeframe

Where a school is eligible for intervention as a result of being given a performance standards and safety warning notice, this power must be exercised *within a period of two months following the end of the compliance period*. If the local authority fails to exercise this power within this time, a new warning notice must be given in order to do so. There is no requirement for the local authority to consult before exercising this power.

Associated resources

Interim Executive Board application form (Word, 39 Kb)

Local authorities can apply to replace the governing body of a school causing concern with an Interim Executive Board.

Word, 39 Kb

Section 4: Secretary of State's powers

1. Power to appoint additional Governors

Section 67 of the 2006 Act allows the Secretary of State to appoint additional governors at any time a maintained school is eligible for intervention; the Secretary of State may appoint any such number of additional governors as he sees fit.

Before making any appointment, the Secretary of State must consult:

1. the local authority;
2. the governing body of the school;
3. in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority; and
4. in the case of any other foundation or voluntary school, the person or persons by whom the foundation governors are appointed.

The Secretary of State may pay any governor appointed such remuneration and allowances as is considered appropriate. Where the Secretary of State has exercised this power, the local authority may not exercise their power to suspend the governing body's right to a delegated budget. , The legislation provides that a voluntary aided school is not authorised to appoint foundation governors for the purpose of outnumbering the other governors appointed by the Secretary of State.

2. Power to direct the closure of a school

The Secretary of State may direct a local authority to cease to maintain a school where that school is eligible for intervention other than by virtue of section 60A of the 2006 Act. (non-compliance with teachers pay and conditions)

This will usually be done where there is no prospect of the school making sufficient improvements. Before this power can be exercised the Secretary of State must consult

1. the local authority and the governing body of the school;
2. in the case of a Church of England school or a Roman Catholic Church school the appropriate diocesan authority;
3. in the case of any other foundation or voluntary school the person or persons by whom the foundation governors are appointed; and
4. such other persons as the Secretary of State considers appropriate.

If the direction to close a school has been given, the local authority will be expected to meet any costs of terminating staff contracts and make appropriate arrangements for the pupils' continuing education, whether in a replacement school, or through transition to an alternative school.

3. Power to provide for the governing body to consist of interim executive members

Under Section 69 of the 2006 Act the Secretary of State may require the governing body of a school to be constituted as an IEB in accordance with Schedule 6 to the 2006 Act where the school is eligible for intervention.

Before this power can be exercised the Secretary of State must consult:

1.the local authority

2.the governing body of the school

3.in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority; and

4.in the case of any other foundation or voluntary school the person or persons by whom the foundation governors are appointed.

This requirement to consult the bodies in 2, 3 and 4 above does not apply if the local authority has already done so in respect of their own proposal to appoint an IEB or if an Academy order has effect in respect of the school.

4. Power to make an Academy order

Section 4 of the Academies Act 2010 permits the Secretary of State to make an Academy order in two circumstances: firstly, on the application of a school's governing body; or secondly, if the school is eligible for intervention within the meaning of Part 4 of the 2006 Act .

Before making an Academy order in respect of a foundation or voluntary school with a foundation that is eligible for intervention, the Secretary of State must consult:

(a) the trustees of the school

(b) the person and persons by whom the foundation governors are appointed and

(c) in the case of a school which has a religious character, the appropriate religious body.

If an Academy order is made in respect of a school, the Secretary of State must give a copy of the order to:

a) the governing body of the school;

b) the headteacher; and

c) the local authority; and

d) in the case of a foundation or voluntary school that has a foundation

(i) the trustees of the school

(ii) the person and persons by whom the foundation governors are appointed and

(iii) in the case of a school which has a religious character, the appropriate religious body.

Under section 5 of the Academies Act 2010 before a maintained school can convert into an Academy, the governing body must consult on the question of whether conversion should take place.

In the case of a school eligible for intervention under Part 4 of the 2006 Act, the consultation may be carried out by the governing body of the school (or an IEB where appointed) or the person with whom the Secretary of State proposes to enter into Academy arrangements in respect of the school or an educational institution that replaces it.

The expectation is that a persistently underperforming school or a school that is in Ofsted category will become an Academy. Any such Academy would be a "sponsored" Academy, meaning that the school would adopt governance arrangements, involving a strong external body, that will ensure that the school is supported in turning its performance around (an organisation or a sponsoring school).

The expectation would be that any strong school which was proposing to act as a sponsor would themselves also be an Academy or willing to become an Academy in order to take on the sponsorship role. Being an Academy will allow the sponsoring school to use its Academy freedoms to secure rapid improvement in both the school it is sponsoring, as well as its own school

Appendix 5

Department for Children, Schools and Families (now the Department for Education) Guidance – Closing a Maintained Mainstream School; A Guide for Local Authorities and Governing Bodies

department for
children, schools and families



Closing a Maintained Mainstream School

A Guide for Local Authorities and Governing Bodies

For further information:

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Tel: 01325 735749

Email: school.organisation@education.gsi.gov.uk

Website: www.dcsf.gov.uk/schoolorg/guidance.cfm?id=3

Last updated 1 February 2010

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

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

Introduction (Paragraphs 1-33)

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

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

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

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

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

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

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

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

- Opening a new school – “Establishing a new maintained mainstream school” -www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2;
- Becoming a Foundation or “Trust” school (changing category to foundation; a foundation school acquiring a foundation (i.e. a Trust); a Trust school acquiring a majority of foundation governors on the governing body) -“Changing School Category to Foundation“ and “Trust School Proposals“ - www.dcsf.gov.uk/schoolorg/guidance.cfm?id=25;
- Expanding a maintained mainstream school by enlarging or adding a sixth form -www.dcsf.gov.uk/schoolorg/guidance.cfm?id=5; and
- Making other prescribed alterations to a maintained school (e.g. change of age range other than adding a sixth form, add SEN, transfer of site) – “Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation, Discontinuance & Establishment Proposals)“ -www.dcsf.gov.uk/schoolorg/guidance.cfm?id=6.

School Organisation Planning Requirements (Paragraphs 6-8)

1. 6. LAs are under a **statutory duty** to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child’s educational potential. They **must** also ensure that there are sufficient schools in their area, promote diversity and increase parental choice.
2. 7. Parents can make representations about the supply of school places and LAs have a **statutory duty** to respond to these representations. Further statutory guidance on this duty is available in “Duty to Respond to Parental Representations about the Provision of Schools” which is on the School Organisation website at: www.dcsf.gov.uk/schoolorg/guidance.cfm?id=26.
3. 8. Currently, LAs **must** publish a Children and Young People’s Plan (CYPP) as the single strategic overarching plan for all services affecting children and young people which also includes reference to strategic planning for school places. It is for LAs, in partnership with other stakeholders, to plan for the provision of places. LAs **should** also explore the scope for collaborating with neighbouring authorities when planning the provision of schools. In particular, LAs are encouraged to work together to consider how to meet the needs of parents seeking a particular type of school for their children in cases where there is insufficient demand for such a school within the area of an individual LA.

Responsibility for CYPPs is passing to The Children’s Trust Board for each area and from 1 April 2011 each will be required to have a new 'jointly owned' CYPP in place. Children’s Trusts are the sum total of co-operation arrangements and partnerships between organisations with a role in improving outcomes for children and young people in each area. The Trust is not in itself a separate legal entity; each partner retains its own functions and responsibilities within the partnership framework. However, the Apprenticeships, Skills, Children and Learning Act 2009 strengthens Children’s Trusts by requiring all local authorities to have a Children’s Trust Board in place by April 2010. It also extends the number of statutory “relevant partners” who will be represented on the Board to include schools (including Academies), colleges, Job Centre Plus and the management committees of short stay schools (formerly PRUs).

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

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

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

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

When are closure proposals required? (Paragraph 11)

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

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

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

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

statutory proposals will be required. The statutory process to close a school does not

have to precede proposals to re-build a school on its existing site or to transfer an existing school to a new site UNLESS the intention is to statutorily cease to maintain the school and replace it with a new school established under section 7 (school competition), 10 (exemption from a school competition) or 11 (special case) of the EIA 2006.

Amalgamations/Mergers (Paragraph 12)

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

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

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

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

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

13. It is not possible for a community, voluntary or foundation school to acquire, lose or change religious character by making a prescribed alteration to the school. To make a change from, for example, a community school to a voluntary school with a religious character, the LA would need to publish proposals to close the community school, and a faith organisation (as proposers) would need to bring forward "related" proposals to establish a new voluntary school with a religious character (either through "competition" under section 7 of the EIA 2006, or "exemption" under section 10 of the EIA 2006). Please refer to "Establishing a New Maintained Mainstream School" - (<http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2>).

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

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

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

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

Schools Causing Concern (Paragraphs 15-21)

1. 15. The categories of schools causing concern are defined in sections 5962 of the EIA 2006. Further information on these categories and the relevant duties, powers and responsibilities can be found in the DCSF guidance on schools causing concern, available at: <http://www.standards.dcsf.gov.uk/sie/si/SCC/>.

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

3. 17. All maintained schools causing concern **should** receive intensive support from their LA. The National Strategies section of the DCSF Standards website provides further information: <http://nationalstrategies.standards.dcsf.gov.uk/>.

4. 18. The Education Act 2005 (Section 44) changed the definition of a school in Special Measures and introduced a new category -Significant Improvement

– which replaced previous Ofsted categories of Serious Weaknesses, Inadequate Sixth Form or Underachieving (a non-statutory category). Before reaching a judgement that a school requires Special Measures, Ofsted inspectors **must** now take into account a school’s capacity to improve. A school that is not considered to need Special Measures but is nevertheless not performing as well as it ought to be, may be judged to require

Significant Improvement. Schools requiring Significant Improvement are sometimes described as being under a Notice to Improve.

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

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

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

Proposals published under National Challenge (Paragraph 22-23)

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

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

Maintained Mainstream School" -

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

Secretary of State's power to direct school closure (Paragraph 24)

24. Section 68 of EIA 2006 gives the Secretary of State the power to direct an LA to close a school requiring special measures. This will usually be done only where there is no prospect of the school making sufficient improvements. Prior to making the direction, the Secretary of State **must** consult with the LA, the governing body that is to be replaced, and – in the case of a voluntary or foundation school – the diocesan or other

appointing authority, and the LSC (if the school has a sixth form). Such a direction will not require the publication of statutory proposals for the school's closure but proposals may be required for the opening of a new school or for alterations as a consequence of the directed closure. If the direction to close a school has been given, the LA will be expected to meet any costs of terminating staff contracts, and make appropriate arrangements for the pupils' continuing education, whether in a replacement school or through transition to an alternative school (see chapter 5 of Schools Causing Concern Guidance for further information –

<http://www.standards.dcsf.gov.uk/sie/documents/sccamendedguidance.doc>).

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

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

Overview of process (Paragraph 26)

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

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

Consultation Not prescribed (minimum of 6 weeks recommended; school holidays should be taken into consideration and avoided where possible) Likely to be	1 day	Representation Must be 6 weeks (this is prescribed in legislation and cannot be shortened or lengthened to take into account	Decision LA should decide the proposals within 2 months otherwise they fall to	Implementation No prescribed timescale – but must be as specified in the published
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no longer than 12 months
Stage 1
2 Publication

school holidays
Stage 3

the schools adjudicator
Stage 4

notice, subject to any modifications agreed by the Decision Maker
Stage 5

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

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

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

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

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

Where to start? (Paragraph 30)

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

Rural Primary Schools (Paragraphs 31-32)

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

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

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

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

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

Nursery Schools (Paragraph 33)

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

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

Stage 1 – Consultation (Paragraphs 1.1-1.8)

1. 1.1 Under section 16 of EIA 2006, those considering bringing forward statutory proposals to close a school **must** consult interested parties, and in doing so **must** have regard to the Secretary of State's guidance. The statutory guidance for this purpose is contained in paragraphs 1.2 to 1.5. Where an LA or governing body carries out any preliminary (informal) consultation to consider a range of options, and/or principles, for a possible reorganisation, this would not be regarded as the statutory (formal) period of consultation as required by regulations. The statutory consultation would need to cover the specific closure proposal of the school in question.

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

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

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

- . • the governing body of any school which is the subject of proposals (if the LA are publishing proposals);
- . • the LA that maintains the school (if the governing body is publishing the proposals);
- . • families of pupils, teachers and other staff at the school;
- . • any LA likely to be affected by the proposals, in particular neighbouring authorities where there may be significant cross-border movement of pupils;
- . • the governing bodies, teachers and other staff of any other school that may be affected;
- . • families of any pupils at any other school who may be affected by the proposals including where appropriate families of pupils at feeder primary schools;
- . • any trade unions who represent staff at the school; and
- . • representatives of any trade union of any other staff at schools who may be affected by the proposals;
- . • (if proposals involve, or are likely to affect a school which has a particular religious character) the appropriate diocesan authorities or the relevant faith group in relation to the school;
- . • the trustees of the school (if any);
- . • (if the proposals affect the provision of full-time 14-19 education) the Learning and Skills Council (LSC);
- . • MPs whose constituencies include the schools that are the subject of the proposals or whose constituents are likely to be affected by the proposals;
- . • the local district or parish council where the school that is the subject of

the proposals is situated;

- . • any other interested party, for example, the Early Years Development and Child Care Partnership (or any local partnership that exists in place of an EYDCP) where proposals affect early years provision, or those who benefit from a contractual arrangement giving them the use of the premises; and
- . • such other persons as appear to the proposers to be appropriate.
- . • the registered parents of registered pupils at the school;
- . • the LA (where proposals are to be made by the school governing body);
- . • in a case where the LA are a county council in England, any district council for the area in which the school is situated;
- . • any parish council for the area in which the school is situated; and
- . • such other persons as appear to the relevant body to be appropriate.

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

Rural Primary Schools – Consulting on Closure (Paragraph 1.5)

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

Conduct of Consultation (Paragraphs 1.6-1.8)

1. 1.6 **How** statutory consultation is carried out is not prescribed in regulations and it is for the proposers to determine the nature of the consultation including, for example, whether to hold public meetings. Although regulations do not specify the consultation’s duration, the Department strongly advises that the proposers **should** allow at least 6 weeks for this. This will allow consultees an opportunity to consider what is being proposed and to send their comments. Proposers **should** avoid consulting on proposals during school holidays, where possible.

2. 1.7 At the end of the consultation the proposer **should** consider the views expressed during that period before reaching any final decision on whether to publish statutory proposals. Where, in the course of consultation, a new option emerges which the proposer wishes to consider, it will probably be appropriate to consult afresh on this option before proceeding to publish statutory notices.

3. 1.8 If the need for the closure arises from an area wide reorganisation e.g. as a result of long-term LA planning, any related proposals **should** be consulted on at the same time. Notices for related proposals **should** be published at the same time and specified as “related” so that they are decided together (see 2.5).

Remember:

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

Stage 2 – Publication (Paragraphs 2.1-2.10)

1. 2.1 LAs can publish proposals to close any category of maintained school within the LA. Governing bodies of voluntary or foundation schools can publish proposals to close their own school. Proposals **should** be published within a reasonable timeframe following consultation so that the proposals are informed by up-to-date feedback. Proposals **should** therefore be published within 12 months of consultation being concluded.

2. 2.2 Proposals **must** contain the information specified in the Regulations. The regulations specify that part of the information (as set out in Part 7 of Schedule 5) is published in a statutory notice (see paragraph 2.3 below), but the complete proposal (as set out in Schedule 4), **must** be sent to a range of copy recipients (see paragraph 2.9-2.10 below). [Annex A](#) can be used to prepare the complete proposal; the notice builder tool (see 2.4 below) can be used to prepare the draft statutory notice.

3. 2.3 A statutory notice containing specified information (indicated by the shaded information in Annex A) **must** be published in a local newspaper, and also posted at the main entrance to the school (or all the entrances if there is more than one) and at some other conspicuous place in the area served by the school (e.g. the local library, community centre or post office etc). The 'date of publication' is regarded as being the date on which the last of the above conditions is met. Proposers may circulate a notice more widely in order to ensure that all those substantially affected have the opportunity to comment.

4. 2.4 To help proposers prepare their statutory notice, the School Organisation website includes an online Notice Builder tool which will help ensure that the statutory notice complies with the Regulations and offers an opportunity for the notice to be checked by the School Organisation & Competitions Unit of the DCSF. Proposers are strongly advised to use this facility. The Notice Builder can be found at www.dcsf.gov.uk/schoolorg. To gain access the proposer needs to register for the "Members' Area" on the website but this is free of charge. A template for the complete proposal is provided automatically by the Notice Builder when the draft statutory notice is finalised, alternatively the template can be found in "Standard Forms" in the Members' Area of the website.

Related proposals (Paragraph 2.5)

2.5 Where proposals are interdependent (linked) they **should** be identified as "related",

either by being published in a single notice or the link to the other proposals made clear in each notice. Where proposals by the LA are “related” to proposals by governing bodies or other proposers (e.g. where a school is to be closed and another enlarged, or a school is to be replaced by a new school) the LA and governors or proposers may publish a single notice but this **must** make it clear who is making which proposals, under their respective powers, and there **should** be separate signatures for each relevant section. Where proposals are not “related”, they **should not** be published on the same notice unless the notice makes it very clear that the proposals are not “related”. This does not include proposals that fall under other regulations e.g. removal of a Trust, opening of an Academy or federation proposals.

Implementation date (Paragraph 2.6)

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

Explanatory note (Paragraph 2.7)

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

Invalid notice (Paragraph 2.8)

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

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

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

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

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

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

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

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

Stage 3 – Representations (Paragraphs 3.1-3.2)

1. 3.1 Once proposals are published there follows a **statutory 6 week representation period** during which comments on the proposals can be made. These **must** be sent to the LA. Any person can submit representations, which can be objections as well as expressions of support for the proposals. The representation period is the final opportunity for people and organisations to express their views about the proposals and ensure that they will be taken into account by the Decision Maker.

2. 3.2 The representation period is specified in legislation as **6 weeks** and **must not** be altered e.g. cannot be shortened or extended to fit in with scheduled meetings or to take into account school holidays – meetings will need to be rescheduled and every effort **should** be made to advise stakeholders during the consultation period when the notice is likely to be published.

Stage 4 – Decision (Paragraphs 4.1-4.70)

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

1. 4.1 Decisions on school organisation proposals are taken by the LA or by the schools adjudicator. In this chapter both are covered by the form of words “Decision Maker” which applies equally to both. Paragraphs 7-8 and 19 of Schedule 2 to EIA 2006 set out who **must** decide proposals for school closures. Decisions on closure proposals will be taken by the LA with some rights of appeal to the schools adjudicator. Only if the closure proposals are “related” to other proposals that fall to be decided by the schools adjudicator, will the LA not be the decision maker in the first instance.

2. 4.2 The Department does not prescribe the process by which an LA carries out their decision-making function (e.g. full Cabinet or delegation to Cabinet member or officials). This is a matter for the LA to determine but the requirement to have regard to statutory guidance (see paragraph 4.15 below) applies equally to the body or individual that takes the decision.

3. 4.3 Where proposals are published by the LA and there are no objections and the proposals are not “related” to other proposals, the proposals **must** be determined by the LA under Paragraph 19 of Schedule 2 to EIA 2006. The proposals **should** then be decided within 2 months (and if not, the proposals **must** be referred to the schools adjudicator) and there is no provision for an appeal against the LA’s decision. A conditional approval cannot be given where proposals are decided under the paragraph.

4. 4.4 If there are objections to the proposals, or there are no objections but the proposals are “related” to other proposals, the proposals **must** be decided under Paragraph 8 of Schedule 2 to EIA 2006. The LA will normally be the decision maker (i.e. except where the proposals are related to proposals for the establishment of a new school and the schools adjudicator is required to decide the new school proposals – see paragraph 5.6 of Part A, and paragraph 4.6 of Part B, of “Establishing a New Maintained Mainstream School” -www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2). If the LA fail to decide proposals within 2 months of the end of the representation period the LA **must** forward proposals, and any received representations (i.e. not withdrawn in writing), to the schools adjudicator for decision. They **must** forward the proposals within one week from the end of the 2 month period.

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

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

- . •the local Church of England diocese;
- . •the Bishop of the local Roman Catholic diocese;
- . •the LSC where the school provides education for pupils aged 14 and over; and
- . • the governors and trustees of a foundation (including Trust) or voluntary

school that is subject to the closure proposals.

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

Checks on Receipt of Statutory Proposals (Paragraph 4.7)

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

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

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

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

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

4.9 Details of the consultation **must** be included in the proposals. The Decision Maker **should** be satisfied that the consultation meets statutory requirements (see [Stage 1](#) paragraphs 1.2–1.5). If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and needs to consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.

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

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

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

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

4.13 Where proposals for a closing school are “related” to proposals published by the local LSC³, which are to be decided by the Secretary of State, the Decision Maker **must** defer taking a decision until the Secretary of State has taken a decision on the LSC proposals. This applies where the proposals before the Decision Maker concern:

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

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

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

Statutory Guidance – Factors to be Considered by Decision Makers

(Paragraphs 4.15-4.16)

1. 4.15 Paragraphs 8(6) and 17 of Schedule 2 to the EIA 2006 provides that both the LA and schools adjudicator **must** have regard to guidance issued by the Secretary of State when they take a decision on closure proposals. Paragraphs 4.16 to 4.63 below contain the statutory guidance.
2. 4.16 The following factors **should not** be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals. All proposals **should** be considered on their individual merits.

EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT

A System Shaped by Parents (Paragraphs 4.17-4.18)

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

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

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

Standards (Paragraphs 4.19-4.21)

1. 4.19 The Government wishes to encourage changes to local school provision where it will boost standards and opportunities for young people, while matching school place supply as closely as possible to pupils' and parents' needs and wishes.
2. 4.20 Decision Makers **should** be satisfied that proposals for a school closure will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. They **should** pay

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

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

Schools Causing Concern (Paragraphs 4.22-4.23)

1. 4.22 When considering the closure of any school causing concern and, where relevant, the expansion of other schools, the Decision Maker **should** take into account the popularity with parents of alternative schools.

2. 4.23 For all closure proposals involving schools causing concern, copies of the Ofsted monitoring letters for the relevant schools **should** be made available. The Decision Maker **should** have regard to the length of time the school has been in special measures, needing significant improvement or otherwise causing concern, the progress it has made, the prognosis for improvement, and the availability of places at other existing or proposed schools within a reasonable travelling distance. There **should** be a presumption that these proposals **should** be approved, subject only to checking that there will be sufficient accessible places of an acceptable standard available in the area to meet foreseeable demand and to accommodate the displaced pupils.

National Challenge Trust Schools (Paragraph 4.24)

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

Academies (Paragraphs 4.25-4.27)

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

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

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

Diversity (Paragraphs 4.28-4.30)

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

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

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

Balance of Denominational Provision (Paragraphs 4.31-4.32)

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

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

Every Child Matters (Paragraph 4.33)

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

NEED FOR PLACES

Provision for Displaced Pupils (Paragraph 4.34)

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

Surplus Places (Paragraphs 4.35-4.36)

1. 4.35 It is important that education is provided as cost-effectively as possible. Empty places can represent a poor use of resources -resources that can often be used more effectively to support schools in raising standards. The Secretary of State wishes to encourage LAs to organise provision in order to ensure that places are located where parents want them. LAs **should** take action to remove empty places at schools that are unpopular with parents and which do little to raise standards or improve choice. The removal of surplus places **should** always support the core agenda of raising standards and respect parents' wishes by seeking to match school places with parental choices.

2. 4.36 The Decision Maker **should** normally approve proposals to close schools in order to remove surplus places where the school proposed for closure has a quarter or more places unfilled, and at least 30 surplus places, and where standards are low compared to standards across the LA. The Decision Maker **should** consider all other proposals to close schools in order to remove surplus places carefully. Where the rationale for the closure of a school is based on the removal of surplus places, standards at the school(s) in question **should** be taken into account, as well as geographical and social factors, such as population sparsity in rural areas, and the effect on any community use of the premises.

IMPACT ON THE COMMUNITY AND TRAVEL

Impact on Community (Paragraphs 4.37-4.38)

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

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

Community Cohesion and Race Equality (Paragraph 4.39)

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

Travel and Accessibility for All (Paragraphs 4.40-4.41)

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

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

Rural Schools and Sites (Paragraphs 4.42-4.44)

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

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

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

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

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

SCHOOL CHARACTERISTICS

Boarding Provision (Paragraph 4.45)

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

Equal Opportunity Issues (Paragraph 4.46)

4.46 The Decision Maker **should** consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

SPECIFIC AGE PROVISION ISSUES

Early Years Provision (Paragraphs 4.47-4.48)

1. 4.47 In considering proposals to close a school which currently includes early years provision, the Decision Maker **should** consider whether the alternative provision will integrate pre-school education with childcare services and/or with other services for young children and their families; and **should** have particular regard to the views of the Early Years Development and Childcare Partnership.

2. 4.48 The Decision Maker **should** also consider whether the alternative early years provision will maintain or enhance the standard of educational provision and flexibility of access for parents. Alternative provision could be with providers in the private, voluntary or independent sector.

Nursery School Closures (Paragraph 4.49)

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

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

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

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

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

14-19 Curriculum and Collaboration (Paragraph 4.50)

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

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

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

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

4.52 Where standards and participation rates are variable, or where there is little choice, meaning that opportunity at 16 relies on where a young person went to school, the case for reorganisation, or allowing high quality providers to expand, is strong.

4.53 Where standards and participation rates are consistently high, collaboration is strong and learners express satisfaction that they have sufficient choice, the case for a

different pattern of provision is less strong. The Decision Maker therefore will need to take account of the pattern of 16-19 provision in the area and the implications of approving new provision.

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

4.54 The Learning and Skills Act 2000 (as amended by the Education Act 2005) gives the LSC⁴ powers to propose the closure of 16-19 schools judged to require Significant Improvement in two consecutive Ofsted inspections. Where a 16-19 school is proposed for closure in such circumstances there **should** be a presumption to approve the proposals, subject to evidence being provided that the development will have a positive impact on standards.

Conflicting Sixth Form Reorganisation Proposals (Paragraph 4.55)

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

SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION

Initial Considerations (Paragraphs 4.56-4.57)

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

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

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

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

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

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

The Special Educational Needs Improvement Test (Paragraph 4.58)

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

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

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

i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy;

ii. improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;

iii. improved access to suitable accommodation; and

iv. improved supply of suitable places.

.b. LAs **should** also:

i. obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible;

ii. clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools **should** confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum;

iii. specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children; and

iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.

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

1. 4.61 The requirement to demonstrate improvements and identify the specific educational benefits that flow from proposals for new or altered provision as set out in the key factors are for all those who bring forward proposals for new special schools or for special provision in mainstream schools including governors of foundation schools and foundation special schools. The proposer needs to consider all the factors listed above.

2. 4.62 Decision Makers will need to be satisfied that the evidence with which they are provided shows that LAs and/or other proposers have taken account of the initial

considerations and all the key factors in their planning and commissioning in order to meet the requirement to demonstrate that the reorganisation or new provision is likely to result in improvements to SEN provision.

OTHER ISSUES

Views of interested parties (Paragraph 4.63)

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

Types of Decision (Paragraph 4.64)

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

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

4.3 above.

Conditional Approval (Paragraphs 4.65-4.66)

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

- .a. the making of any agreement under section 482(1) of the 1996 Education Act for the establishment of an Academy, where the proposals in question provide for some or all of the pupils currently at the school which is the subject of the proposals to transfer to the Academy;

- .b. the agreement of the Secretary of State to the extension or enlargement of an existing Academy;
- .c. the decision of the Secretary of State to establish a new FE college under section 16 of the Further and Higher Education Act 1992;
- .d. the agreement to any change to admission arrangements of any other school or schools specified in the approval;
- .e. where the proposals depend upon conditions being met, by a specified date, for any other school or proposed school, the occurrence of such an event.

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

2. 4.67 All decisions **must** give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision.

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

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

Decisions (Paragraphs 4.67-4.69)

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

be sent to the LA who maintain the school.

Can proposals be withdrawn? (Paragraph 4.70)

4.70 Proposals can be withdrawn by the proposer, at any point before a decision is taken by the Decision Maker. Written notice **must** be given to the LA, or governing body, if the proposals were published by the LA. Written notice **must** also be sent to the schools adjudicator (if proposals have been sent to him) and the Secretary of State – i.e. via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to

school.organisation@education.gsi.gov.uk

Written notice **must** also be placed at the main entrance to the school, or all the entrances if there are more than one.

Stage 5 – Implementation (Paragraphs 5.1-5.11)

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

Can proposals be modified? (Paragraphs 5.2-5.4)

1. 5.2 If it proves impossible to implement the proposals as approved, the proposers can seek a modification and **must** apply to the Decision Maker who decided the proposals. A modification **should** be made before the approved implementation date for the proposals is reached.

2. 5.3 The most common modification is to the implementation date. However, proposals cannot be modified to the extent new proposals are substituted for those that have been consulted upon and published. If proposers wish to make a significant change to proposals after they have been approved, they **must** publish “revocation” proposals to be relieved of the duty to implement the proposals (see 5.5-5.11 below) and publish fresh proposals.

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

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

The proposals should not be modified in a way that would in effect substitute new proposals – this would run the risk of successful legal challenge in the courts. The Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisation@education.gsi.gov.uk)

must be notified of any modification and the date it was approved, within one week of the proposal being modified.

Revocation (Paragraphs 5.5-5.11)

5.5 If proposers cannot implement approved proposals they **must** publish fresh proposals to be relieved of the duty to implement. Regulation 26(2) of the School Organisation (Establishment and Discontinuance of Schools)(England) Regulations 2007 (as amended) provides that revocation proposals **must** contain the following information:

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

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

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

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

3. 5.8 To approve the proposals the Decision Maker **must** be satisfied that implementation of the original proposals would be unreasonably difficult, or that circumstances have so altered since the original proposals were approved that their implementation would be inappropriate.

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

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

where this is unknown, the

signatory whose name appears first on the petition;

• the Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisation@education.gsi.gov.uk);

• where the school includes provision for 14-16 education or sixth form education, the LSC;

• the local CofE diocese;

• the Bishop of the local RC diocese.

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

• The local Church of England diocese;

• The bishop of the local Roman Catholic diocese;

• The LSC where the school is to provide education for pupils aged 14 and over; and

• The governing body and trustees (if relevant) of the school.

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

Annex A

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

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

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

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

Contact details

1. The name of the LA or governing body publishing the proposals, and a contact

address, and the name of the school it is proposed that should be discontinued.

Implementation

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

Consultation

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

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

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

made available.

Objectives

5. The objectives of the proposal.

Standards and Diversity

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

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

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Provision for 16-19 year olds

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

for 16-19 year olds in the area.

--

Need for places

- 1. 8. A statement and supporting evidence about the need for places in the area including whether there is sufficient capacity to accommodate displaced pupils.
- 2. 9. Where the school has a religious character, a statement about the impact of the proposed closure on the balance of denominational provision in the area and the impact on parental choice.

Current School Information

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

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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.

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

Impact on the Community

- 1. 13. A statement and supporting evidence about the impact on the community and any measures proposed to mitigate any adverse impact.
- 2. 14. Details of extended services the school offered and what it is proposed for these services once the school has discontinued.

Travel

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

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

Related Proposals

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

Rural Primary Schools

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

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

discontinuance of the school, and the likely effects of any such increase; and

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

Maintained nursery schools

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

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

Special educational provision

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

Appendix 6

Ofsted Section 8 inspections since 2011

Appendix 6
Section 8 Ofsted reports since December 2011



March 2011 Section 8 Report:

Tribal Education	T 0300 123 1231	Direct T 0845 123 6001
1–4 Portland Square	Text Phone: 0161 6188524	Direct F 0845 123 6002
Bristol	enquiries@ofsted.gov.uk	Direct email: sarah.cartlidge@tribalgroup.com
BS2 8RR	www.ofsted.gov.uk	

24 March 2011

Dr E McFarquhar
Headteacher
The John Loughborough School
Holcombe Road
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London
N17 9AD

Dear Dr E McFarquhar

Special measures: monitoring inspection of The John Loughborough School

Following my visit to your school on 22 and 23 March 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in October 2009. The full list of the areas for improvement which were identified during that inspection is provided in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – satisfactory.

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of the governing body, the President of the South of England Conference of Seventh-day Adventists, and the Director of the Children and Young People's Services for Haringey.

Yours sincerely

Alan Taylor-Bennett
Her Majesty's Inspector
Annex

The areas for improvement identified during the inspection which took place in October 2009

- Improve behaviour and students' attitudes to learning by:
 - ~ encouraging all students to develop a positive approach to the learning opportunities that teachers provide
 - ~ ensuring that students have the skills that will enable them to respond to teaching strategies which give them personal responsibility for their own learning and actions
 - ~ consistently and fairly applying the school's procedures for managing behaviour.

- Improve the proportion of good or better lessons by:
 - ~ focusing on the quality of students' learning and the progress they are making
 - ~ systematically using a broader range of information about students' needs, including assessment data, to plan work that is well matched to all students' individual needs and will actively interest them in learning
 - ~ ensuring that students are given targets that match their ability and are then given feedback that tells them what they need to do in order to improve.

- Improve the management of provision for students with special educational needs and/or disabilities by:
 - ~ making accurate initial assessments
 - ~ providing individualised programmes of support and strategies that can be implemented by teaching assistants and teachers
 - ~ systematically and accurately monitoring students' progress.

- Develop the skills of middle leaders so that they are able to lead improvements in the

quality of teaching and learning.

Special measures: monitoring of The John Loughborough School

Report from the fourth monitoring inspection on 22 and 23 March 2011

Evidence

One of Her Majesty's Inspectors observed the school's work and visited 16 lessons, many with senior staff. He scrutinised school documentation and met with the headteacher and other senior staff, middle leaders, a group of pupils, the school improvement partner, the chair of the governing body and another governor, a consultant from Education London, and representatives from the local authority and the Seventh-day Adventist Church.

Context

There has been an increase in the proportion of pupils learning English as an additional language since the last visit. There are no other significant changes in staffing, organisation or provision.

Pupils' achievement and the extent to which they enjoy their learning

- Pupils continue to enjoy the majority of their lessons. They value the better progress they are making in many subjects. There is a more obvious appreciation and understanding of the importance of learning by many pupils now.
- The progress made by pupils in mathematics is satisfactory because of the high level of external support the department is receiving. The quality of learning is still poor or barely satisfactory in too many lessons, however. Pupils in Year 11 are receiving valuable extra support, outside the normal timetable, to help to address the cumulative effect of several years of underachievement in this subject.
- Pupils' progress in other subjects is either improving or is at least becoming more secure because of better teaching, improvements in department leadership and management and, for some, the good use of consultant support to assist the monitoring of provision and pupils' outcomes.
- Provision for pupils with special educational needs and/or disabilities has a higher profile in the school now; these pupils' needs are being provided for more effectively.
- Literacy skills in some year groups, for example in Years 7 and 8, are weak and are not improving quickly enough because the school has yet to implement an effective school-wide system to support literacy needs.

Other relevant pupil outcomes

- Behaviour around the site remains significantly better than at the time of the last inspection. Although there are instances of boisterous behaviour and noisy movement between lessons and to afternoon registration, pupils are generally good natured and supportive of each other.
- Behaviour in lessons is very dependent on the quality of teaching. In some lessons, pupils are inattentive and get very little work done because the teaching is not stimulating and challenging. In others, teachers have high expectations of behaviour and there is willing compliance. In lessons that give opportunity for more individual work and one-to-one support from the teacher, behaviour is significantly better; in these lessons pupils work with interest and commitment, and the pace of learning is good.
- Attendance so far this academic year is better than the disappointing levels of attendance over 2009/10.
- Pupils' capacity to contribute to their school continues to develop. One example of the school's response to eliciting pupils' views and ideas has been to increase the number of after-school lessons provided. The prefect system is well established and there is leadership training for school council members and others. More departments are involving small groups of pupils in discussions about the quality of their learning and their views on the curriculum in those areas; this is giving staff in these departments opportunities to offer pupils more interesting and relevant contexts for their learning.

Progress since the last visit on the areas for improvement:

- Improve behaviour and pupils' attitudes to learning – satisfactory.

The effectiveness of provision

- Much of the teaching is still satisfactory, although there are elements of emerging good practice in nearly all departments. Many aspects of the satisfactory teaching are becoming more secure and effective, and they are being developed in such a way as to enable this teaching to improve to become good.
- More teaching is involving regular assessments of pupils' progress at key points during a lesson. The most effective practice involves a range of techniques, employed with increasing fluency and providing continual feedback to the teacher about the extent to which pupils understand the work. This is still not common, however, and sometimes the information obtained is not acted upon. 'Teacher talk' still dominates in too many lessons, at the expense of pupils exploring and questioning their grasp of the work in small groups or as part of genuine two-way whole-class interactions, and identifying and tackling misconceptions for themselves.
- Many departments have begun a programme of visits to other local schools to investigate their approaches to teaching and classroom management. These

visits have provided useful stimulus and some have resulted in the adoption of new practices. For example, one school's approach to acquiring, capturing and using assessment information at departmental level has been adopted and is currently being implemented.

- The school's care, guidance and support systems continue to work effectively to support the sometimes complex needs of individual pupils. When appropriate, this is undertaken in liaison with outside agencies.

- The curriculum continues to provide adequately for the needs of pupils.

Progress since the last visit on the areas for improvement:

- Improve the proportion of good or better lessons – satisfactory.

The effectiveness of leadership and management

- The school's system to analyse information about the attainment and progress of pupils has developed into a powerful means to monitor the performance of individuals and groups. Its use in line-management meetings between senior staff and heads of department to challenge, and to focus support is becoming well established and it is beginning to have an impact in some classrooms in assisting teachers to respond to the needs of pupils more effectively.

- Middle leaders are developing in confidence and many are beginning to respond to whole-school priorities imaginatively and implement new strategies of their own. There is a significantly stronger sense of accountability for outcomes, and a commensurate willingness to take more responsibility for driving improvement. As one external consultant said, 'There is much more well-founded optimism in the school than there has ever been before.'

- The headteacher continues to drive improvement in the school by challenging underperformance and supporting staff to improve pupils' achievement. Specific strategies have been chosen carefully as a consequence of the need to have sensitivity about the school's context and recent history.

- The work of staff in the special needs department has become better focused on pupils' needs, and this area has gained in status and influence as a consequence. There are plans to implement a wider range of support strategies soon, and to involve parents in aspects of their implementation.

- A range of strategies are used to lead improvements in the quality of teaching. These include the development of teacher learning triads, peer observation, increased levels of classroom monitoring, and a reworking and simplification of the school's lesson planning pro-forma. These developments are maintaining a clear sense throughout the school of the vital importance of continually improving teaching by developing existing strategies and adopting new ones. The degree to which teaching is actually changing as a result is still very patchy across the school.

- Senior staff are beginning to exercise greater influence over the type and manner of the external support the school is receiving. Playing a more active

part in the timing and nature of the support is an aspect of the headteacher's wish 'to improve from within' at all levels in the school.

- Development planning is better focused and self-evaluation is guided more strongly by measurements of the impact of initiatives.

Progress since the last visit on the areas for improvement:

- Improve the management of provision for pupils who have special educational needs and/or disabilities – satisfactory.

- Develop the skills of middle leaders so that they are able to lead improvements in the quality of teaching and learning – satisfactory.

External support

The school continues to receive substantial and well-targeted support from the local authority to improve the quality of teaching in certain subjects, supporting the organisation and delivery of the curriculum in mathematics and strengthening the capacity of some middle leaders to sustain improvement. The support in mathematics is still necessary to ensure the progress of pupils; in other subjects it is being reduced and focused on more strategic issues. The intervention of the local authority and the school improvement partner, with input from London Challenge and the diocesan authority, has provided good support for the school's progress since the last visit.

Priorities for further improvement

- Improve the quality of pupils' learning in mathematics across the whole department as a matter of urgency, to drive up attainment and ensure that at least good progress can be secured and maintained in this subject.

- Ensure that all teachers use questioning skills more skilfully to be able to gauge the quality of pupils' learning better, and then adjust their teaching strategies accordingly. Consider adopting this, and other successful teaching strategies, as the expectation in all classrooms and monitor the implementation of this approach closely.

- Develop a whole-school response to the need to improve standards of literacy in the school and enact it as soon as possible.

- Continue to visit other schools to see good and outstanding teaching, and the successful application of leadership and management strategies, to help staff to clarify their understanding of what constitutes good and outstanding practice and to encourage

them all to apply new techniques and ideas.

July 2011 Section 8 Report:

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8 July 2011

Dr E McFarquhar
The Headteacher
The John Loughborough School
Holcombe Road
Tottenham
London
N17 9AD

Dear Dr McFarquhar

Special measures: monitoring inspection of The John Loughborough School

Following my visit with Michael Milton, Additional Inspector, to your school on 6 and 7 July 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fifth monitoring inspection since the school became subject to special measures following the inspection which took place in October 2009. The full list of the areas for improvement that were identified during that inspection is provided in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – satisfactory.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body, the President of the South of England Conference of

Seventh-day Adventists, and the Director of the Children and Young People's Services for Haringey.

Yours sincerely

Alan Taylor-Bennett
Her Majesty's Inspector
Annex

The areas for improvement identified during the inspection which took place in October 2009

- Improve behaviour and students' attitudes to learning by:
 - ~ encouraging all students to develop a positive approach to the learning opportunities that teachers provide
 - ~ ensuring that students have the skills that will enable them to respond to teaching strategies which give them personal responsibility for their own learning and actions
 - ~ consistently and fairly applying the school's procedures for managing behaviour.
- Improve the proportion of good or better lessons by:
 - ~ focusing on the quality of students' learning and the progress they are making
 - ~ systematically using a broader range of information about students' needs, including assessment data, to plan work that is well matched to all students' individual needs and will actively interest them in learning
 - ~ ensuring that students are given targets that match their ability and are then given feedback that tells them what they need to do in order to improve.
- Improve the management of provision for students with special educational needs and/or disabilities by:
 - ~ making accurate initial assessments
 - ~ providing individualised programmes of support and strategies that can be implemented by teaching assistants and teachers
 - ~ systematically and accurately monitoring students' progress.
- Develop the skills of middle leaders so that they are able to lead improvements in the quality of teaching and learning.

Special measures: monitoring of The John Loughborough School

Report from the fifth monitoring inspection on 6 and 7 July 2011

Evidence

One of Her Majesty's Inspectors, and an additional inspector, observed the school's work and visited 17 lessons, some with senior staff. They scrutinised school documentation and met with the headteacher and other senior staff, middle leaders, a group of students, the Chair of the Governing Body and another governor, a consultant from London Challenge, and representatives from the local authority and the Seventh-day Adventist Church.

Context

The school has appointed two assistant headteachers for September 2011, one to replace a member of staff who is leaving and another to extend the senior team. Planning has been finalised to separate the roles of heads of faculty and heads of year, to give greater clarity to line management arrangements. The growth in the proportion of students with English as an additional language continues.

Students' achievement and the extent to which they enjoy their learning

- The quality of students' learning continues to improve in many subjects because of the better teaching which gives more ways for students to be genuinely involved in classroom activities.
- Students' attainment is improving gradually in many subjects. This is reflected in the school's analysis of projected outcomes for the current Year 11 which indicates that the proportion of students obtaining five or more good GCSEs, including English and mathematics, is set to improve. Other overall measures of attainment may well decrease due to the smaller number of examinations taken by this year group.
- The achievement of students in mathematics continues to be a cause for concern. The quality of students' learning in lessons remains inadequate; significant external support is diminishing the adverse impact on students' grades in modular examinations.
- Students with special educational needs and/or disabilities continue to make better progress due to the better organised and more consistent level of support they receive, and the improved understanding staff now have of their needs and how to respond to them. The role of teaching assistants is developing and some take a very active role in supporting learning. For example, in a mathematics lesson observed, a teaching assistant intervened in a whole-class discussion when it became apparent that an important piece of terminology had not been understood by the students.
- The proportion of students with English as an additional language is increasing. The school is in the process of developing provision to meet their needs but its

impact varies widely across classrooms, from good to inadequate. Its effectiveness is

usually associated with the quality of teaching.

- Students' literacy skills are still weak. Recent initiatives, such as accenting key words and providing sentence stems, are beginning to be adopted in many classrooms, but it is too soon to see their impact.

Other relevant student outcomes

- Behaviour continues to become more settled but students can misbehave when structure, challenge and stimulation are not provided in lessons. Students demonstrate a very clear understanding of the difference between right and wrong; many have a very well developed moral compass.

- Attendance has improved over the course of this year and this is a reflection of students' increasingly positive regard for their experience at school.

- Nearly all faculties involve students in discussions about how they learn best. Everyone enjoys these conversations and regards them as an important constituent of driving improvements in the future.

- Several members of Years 9 and 10 now work with younger students to support them in developing their reading skills. This is proving to be an effective means to drive up literacy standards for particular students; it has the additional benefit of strengthening community spirit.

Progress since the last visit on the areas for improvement:

- improve behaviour and students' attitudes to learning – satisfactory.

The effectiveness of provision

- The quality of teaching is improving. A higher proportion of teaching is good or better and, just as significantly, the new practices being adopted by nearly all of the staff have the capacity to allow for further development and refinement of their classroom skills.

- There is now a clear understanding of what constitutes effective and good teaching in the school. Senior staff continue to judge the quality of teaching accurately and provide good feedback and training opportunities for staff.

- Teachers use a wider repertoire of skills to gauge understanding frequently in lessons, and many are now beginning to use the feedback to control the pace of learning. There are more opportunities for students to work in groups. In the best lessons, students now have the time to think about their responses to questions and pose some of their own. A small number of teachers are consolidating their already good teaching skills by refining these techniques and aiming to use them to support outstanding progress by students.

- Too few lessons involve different groups of students being given work closely matched to their needs and abilities. The best teaching involves the use of assessment information held by the school to identify the learning needs of various groups, and adapting the provision and use of resources accordingly.

- Some teachers are still unsure about the way in which the new skills they are being required to develop can be used to generate better learning. A few do

not have the capacity to use the techniques effectively. This causes the progress in some lessons to remain inadequate.

- The quality of marking and feedback on written work is variable across subjects. The best practice provides good information about how students can improve their work. Too often marking remains infrequent and uninformative.

- Following a decision taken several years ago, the curriculum in Year 11 suffered a reduction in the number of option subjects available to students. This is generating an apparent reduction in certain measures of attainment this year.

- The proportion of students following vocational courses in other institutions is growing. These provide useful experiences and appropriate qualifications for these students.

- Students continue to be adequately cared for. Transitions are now more carefully managed. For example, all of Year 9 began their GCSE courses over the last few weeks.

Progress since the last visit on the areas for improvement:

- improve the proportion of good or better lessons – satisfactory.

The effectiveness of leadership and management

- Heads of faculty demonstrate much more confidence and assertiveness in their role in driving up achievement. The clear and consistent messages given by the headteacher and her senior team, about the priority to be given to improving the quality of learning, are now delivered with imagination and enthusiasm by many middle leaders. They now show pride in being accountable for improvements in students' achievement in their subject areas. This is a significant development.

- Line management meetings are frequent and are driven by agreed priorities. Students' achievement data are appropriately central to any discussion about improving provision or aspects of leadership and management. Extended leadership team meetings model good practice.

- Senior staff provide good and well-targeted training for developing the quality of teaching, including whole-staff training sessions and the capacity for staff to work in small development groups. Insufficient time is given for staff to observe and discuss each other's teaching, however.

- The governing body continues to play an important role in being a good 'critical friend' to the school's senior staff. The governors show resolve and commitment to driving improvement in the school and they are well informed about developments. Only a small proportion of individual governors visit the school during the working day, however, and many therefore miss the opportunity to benefit from being more directly involved in the school community.

- The leadership of provision for students with special education needs and/or

disabilities is strengthening. The better profile that the work of this department has is now being capitalised on. Staff in this department play a useful role in developing literacy skills across the school.

- The recent links developed with other schools have already resulted in improvements in practice. They have given staff the chance to broaden their understanding of the ways in which they can improve their teaching, and many departments have begun to share resources, good practice and ideas. This is a very significant development.

- Senior staff and the governing body understand that there are further challenges ahead, but they are developing a better approach to developing the strategies required, and the vital role of constant monitoring and regular evaluation is understood. This strengthens the school's capacity to make further improvements and supports a well-founded emerging sense of optimism and confidence. Senior staff are now anxious to maintain the momentum of improvements, and show an appreciation of the need to raise expectations of students' achievement in response to the better teaching.

Progress since the last visit on the areas for improvement:

- improve the management of provision for students who have special educational needs and/or disabilities – satisfactory

- develop the skills of middle leaders so that they are able to lead improvements in the quality of teaching and learning – good.

External support

The amount of support from the local authority is reduced but it still makes important contributions to improving the quality of teaching, and supporting the organisation and delivery of the curriculum in mathematics. The direct support given to secure the progress of students in mathematics is still needed. The support from London Challenge had ended, but the school has used the good advice and support it has received well and is beginning to show the capacity to sustain improvements in self-evaluation and development planning because of it. The diocesan authority continues to monitor the progress of the school closely and offers good support, especially in monitoring improvements in the quality of teaching.

Priorities for further improvement

- Improve students' attainment, especially in mathematics, by:

- raising expectations of all students through the use of more ambitious targets in all subject areas

- improving the impact of provision for students with English as an additional language to consistently good across the whole school

- ensuring consistency in the application of the strategies being adopted to improve students' literacy levels, and monitor their impact.

- Improve the quality of teaching to at least good in all subjects by:

- refining teachers' use of assessment within lessons to drive up the pace of learning
- improving all marking to the standard of the best, so that students have good information to be able to identify how they can improve their work

- ensuring that all teachers use the information about students' achievements available to them to provide for the needs of all groups of students in lessons
- developing the links recently established with other schools to share good practice and exchange ideas.

May 2012 Section 8 Report

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14 May 2012

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Dear Dr McFarquhar

Special measures: monitoring inspection of The John Loughborough School

Following my visit with Andrew Bird, additional inspector, to your school on 10–11 May 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in December 2011. The full list of the areas for improvement, which were identified during that inspection, is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Haringey and the Diocese.

Yours sincerely

Carmen Rodney
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in December 2011

- 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 by:
 - improving the use of questioning to gauge students' understanding regularly throughout a lesson, and making sure that the information gained is used to adapt learning accordingly
 - ensuring that the specific needs of all groups of students, especially those at an early stage of learning English and students with special educational needs and/or disabilities, are met through the provision of appropriately adapted work that offers them good levels of support and challenge
 - raising expectations for the quality of students' work and the pace of learning
 - ensuring that marking more consistently provides high quality feedback to students about the precise ways in which they can improve their work and they are made more accountable for doing so.

- Strengthen the capacity at all levels of leadership and management to secure the necessary significant improvements in students' achievement by:
 - embedding the use of good quality assessment information in the work of faculties and pastoral leaders to ensure that they drive good or better progress for all students in every subject
 - ensuring that the quality of teaching of all middle leaders is at least securely good so that they contribute effectively to the development of better teaching
 - enacting rigorous and frequent monitoring procedures to gauge progress in improvements to the quality of teaching
 - strengthening the accountability of middle leaders and the ways in which they hold

their faculty staff to account for ensuring that attainment improves strongly for all groups of students

- using strong partnerships with other schools and outside agencies to improve leadership skills at all levels in order to raise the quality of teaching more effectively
- ensuring that the governing body is well placed to offer effective levels of support and challenge to the school about its key priorities.

Special measures: monitoring of The John Loughborough School

Report from the first monitoring inspection on 10–11 May 2012

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, a group of students, members of the senior team and middle leaders, the Chair of the Governing Body and two governors, including the Chair of Education from the Diocese and the consultant headteacher. A telephone discussion was held with the link adviser, a representative from the local authority.

Context

Several changes have taken place since the last section 5 inspection. Three teachers left the school, two from the mathematics department and one from the science department. Two specialist and experienced teachers of mathematics were appointed recently. The local authority, with the support of the governing body, is carrying out a review on the school's work and status. The diocese has consulted the Department for Education about proposed structural changes in relation to the school's future.

Achievement of pupils at the school

Internally and externally validated assessment information on students' achievement shows, overall, that most are making better progress based on their starting points. In lessons seen, achievement was satisfactory, primarily because much has been done to improve the quality of teaching and learning.

Whereas the GCSE results were low in 2011, early entry in mathematics has resulted in 40% of the current Year 11 cohort gaining GCSE grades A* to C. Further increase in outcomes in the subject is expected because of the successful use of intervention work including one-to-one tuition and booster sessions. The mathematics department is also much improved: there is more accountability and structured planning including an

increasing focus on addressing weaknesses in teaching and learning. The department, in line with current policy on monitoring outcomes, has started to use data strategically to track students' progress and take remedial action if they are falling behind. Predicted results in English indicate that outcomes will be sustained. Attainment this year is expected to be better than last year.

Lesson observations showed that students are more engaged in their learning because learning is more challenging. Students spoken to say they value the improvement in teaching. They feel well supported through after-school clubs and the set homework, particularly that set online, in science. Without exception, when asked, students know their target grades and what they need to do to improve their work.

The school recognises that there is still more to do in relation to improving outcomes for all groups of students. Nevertheless, students are responding to higher expectations of work and behaviour. As a result, across the school, there is more clarity and focus on teachers working with students to help them achieve their best. Most therefore arrive to lessons on time and readily settle down to work, showing determination to meet or exceed expectations. For example, in a Year 11 information and communication technology (ICT) lesson, statemented students worked very well with the special educational needs coordinator (SENCO) to consolidate their learning by ensuring that their coursework would be worthy of gaining a pass or a merit. Although more work is planned, senior leaders have begun to ensure that teachers are using assessment data to drive improvement. While all students know their targets, they indicated that they would wish to see teachers placing more emphasis on target levels and progress rather than on their uniform.

Progress since the last section 5 inspection

- 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 – satisfactory

The quality of teaching

As a result of students achieving low outcomes in 2011, senior leaders took swift action to begin improving the quality of teaching and learning. Monitoring has increased and is linked to performance management. This, along with coaching and training, is contributing to teachers working on developing their teaching skills. The marked improvement in teaching and students' better progress have been possible because senior leaders and the consultant headteacher are intent on using findings from lesson observations to develop and apply the learning and teaching policy/The Code of Expectations. This document spells out very clearly what teachers are required to do in lessons to accelerate students' progress.

The recently introduced tracking system is increasing teachers' awareness of meeting students' individual learning needs. However, although it is fit for purpose, not all staff use the information well and consistently to meet the needs of different groups of

students. The needs of students at an early stage of learning English are being addressed. However, although teachers are aware that the school population is increasingly diverse, enough is not done consistently to support those at the early or developed stage of learning English as an additional language.

Occasionally, good or outstanding teaching is seen, but at this stage, too much remains satisfactory to ensure that students' progress is accelerated over time. Where teaching is good or better, students rise to the challenge because work is interactive and they enjoy learning. In these lessons: pace was fast and taught skills were consolidated; effective questioning deepened students' understanding of the work; planning was tightly structured and there was clarity about the skills students would acquire; misconceptions were dealt with skilfully through discussion and direct teaching; resources were well matched to the learning objectives; students were given time to think about their work before giving feedback; and the teachers used their expertise well to develop independent learning, group work and high-order learning skills.

In comparison, although the satisfactory lessons were well planned, the teachers did not succeed in ensuring that students could make good progress because they were not adept at developing the content. For example, the very fast pace led to teachers focusing too much on process rather than developing conceptual understanding of the topic. Furthermore, questioning skills are undeveloped to tease out well-thought-out responses from students – enough time was not given to them to think. Additionally, the teachers talked at length which prevented students from developing their views.

The quality of marking is undeveloped. Too many books remain unmarked for long periods; developmental points are not identified to help students improve their work. Additionally, technical errors such as spelling and punctuation are not challenged.

Behaviour and safety of pupils

Students want to do well and in lessons, most demonstrated application and determination to achieve their best. For example, in science, high attaining Years 10 and 11 students showed maturity and keenness when working collaboratively and as a whole class in their preparation for an impending physics examination. Students say they are safe and proud of their school which they enjoy attending. They were able to testify positively about changes they have seen. The new build has made a difference to the learning environment. They are aware that results in mathematics are improving. Students also indicated that behaviour around the school has improved. However, they also expressed the view that behaviour in lessons varies according to the quality of teaching and work set. Inspection evidence supports this view that students achieve well when teaching is interactive and they are stimulated and engaged in their learning.

In lessons, students were generally well-behaved and even when lessons were not inspiring, they remained focused and showed a desire to learn, such is their willingness to do well. Exclusions are low. Students respond well to the reward systems and support offered as well as to the opportunities to use their voice to influence decisions

and have responsibilities as peer mentors. Attendance is average for secondary schools nationally. However, punctuality to lessons remains an area that has still to be tackled well, as not all students go promptly to their lessons.

The quality of leadership in and management of the school

The school is emerging from a very challenging period when outcomes were low and its reputation was affected. Since the previous inspection, leaders have acted swiftly and decisively by seeking out and working in partnership with notable leaders from leading schools. Partnership work has made a strong contribution to the leaders and managers at all levels coming to grips with beginning to understand and tackle the impact of previous inadequacies and current areas for improvement.

Planning for improvement underpins the new drive and culture of the school. Because senior leaders have taken steps to carefully select and work with fewer partners and consultants than before, there is clarity about direction and priorities. At all levels, leaders and managers accept advice and there is a corporate approach and willingness to develop management and leadership skills.

The school improvement plan, jointly completed with the local authority, provides a clear sense of direction. As leaders and managers seek to rebuild the school, planning for improvement includes developing further the basic foundations of learning. For example, a sound start has been made to clarifying the basic features of good teaching and use of assessment for learning. Approaches to monitoring and evaluating work are more rigorous. Visits to lessons are regular and feedback includes developmental points, which are followed up through coaching and training. Evidence indicates that these approaches are leading to most lessons being at least satisfactory.

At all levels, there is increased accountability across the school. Individual responsibility underpins a corporate approach to raising standards further. With external guidance and support, there is more focus on reviewing the suitability of strategies to improve outcomes. There is still more to do in relation to developing leadership and management skills, in particular those of middle leaders, but accuracy is improving because leaders and managers are benefiting from working alongside experienced consultants to sharpen their leadership skills. For instance, sound steps have been taken to develop and apply procedural changes when expectations are not met.

The new assessment system is ensuring that all students can have equal access to additional support and guidance. Governors work closely with the Diocese. They have begun to ask challenging questions about the provision and outcomes because of the training provided which has increased their understanding of school effectiveness. As a result, strategic planning is clear and capacity is developing; the senior team has been strengthened by distributing responsibilities to middle leaders.

Progress since the last section 5 inspection

- Strengthen the capacity at all levels of leadership and management to

secure the necessary significant improvements in students' achievement – satisfactory

External support

The local authority's statement of action meets requirements and the support is satisfactory. The link adviser has provided appropriate training for the governing body to increase its understanding and approach to holding the school to account. This has led to the governing body knowing how to analyse outcomes and ask searching questions in relation to the progress of different groups of students. Further work with the school is planned this term.

October 2012 Section 8 report:

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11 October 2012

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Dear Dr McFarquhar

Special measures: monitoring inspection of The John Loughborough School

Following my visit to your school on 9–10 October 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in December 2011. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate

Progress since previous monitoring inspection – satisfactory

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Haringey and the Diocese.

Yours sincerely

Carmen Rodney
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in December 2011

- 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 by:
 - improving the use of questioning to gauge students' understanding regularly throughout a lesson, and making sure that the information gained is used to adapt learning accordingly
 - ensuring that the specific needs of all groups of students, especially those at an early stage of learning English and students with special educational needs and/or disabilities, are met through the provision of appropriately adapted work that offers them good levels of support and challenge
 - raising expectation for the quality of students' work and the pace of learning
 - ensuring that marking more consistently provides high-quality feedback to students about the precise ways in which they can improve their work and they are made more accountable for doing so.

- Strengthen the capacity at all levels of leadership and management to secure the necessary significant improvements in students' achievement

by:

- embedding the use of good-quality assessment information in the work of faculties and pastoral leaders to ensure that they drive good or better progress for all students in every subject
- ensuring that the quality of teaching of all middle leaders is at least securely good so that they contribute effectively to the development of better teaching
- enacting rigorous and frequent monitoring procedures to gauge progress in improvements to the quality of teaching
- strengthening the accountability of middle leaders and the ways in which they hold their faculty staff to account for ensuring that attainment improves strongly for all groups of students
- using strong partnerships with other schools and outside agencies to improve leadership skills at all levels in order to raise the quality of teaching more effectively
- ensuring that the governing body is well placed to offer effective levels of support and challenge to the school about its key priorities.

Special measures: monitoring of The John Loughborough School

Report from the second monitoring inspection on 9–10 October 2012

Evidence

Inspectors observed the school's work, scrutinised documents and met with the senior leadership team, middle leaders, the Chair and three members of the Governing Body, a few parents and carers, the Chair of Education and Executive Secretary from the diocese, the consultant headteacher and an officer from the local authority.

Context

Towards the end of the last academic year, three experienced teachers were appointed internally to lead the science, mathematics and business studies and humanities faculties. Three members of staff left the school at the end of the summer term and two specialist temporary supply teachers are covering for two teachers on long-term absence. The roles and responsibilities of senior leaders have been clarified; the headteacher retains responsibility for the strategic management and the deputy headteacher oversees the day-to-day management.

Since the previous monitoring inspection, new members and a Chair of the Governing Body have been elected and plans for the school's future have been developed. While the diocese has found a potential sponsor and submitted an application to the Department for Education, and is waiting for a decision, the local authority has formally proposed to close the school at the end of the current academic year and is in the process of consulting parents and carers. The number of students on roll is slightly lower than the previous year.

Achievement of pupils at the school

Evidence from lesson observations shows that students continue to engage well in their learning. When students are given the opportunity to give their views, they demonstrate an inquisitive approach and ask searching questions, as seen in the Year 9 history lesson on life in the trenches during the First World War.

Since the start of the new school year, tracking information and evidence from lessons, including the scrutiny of books and files in lessons, confirm that students' progress is gradually improving. Nevertheless, the 2012 unvalidated GCSE results show an unexpected decline in performance in the proportion of students gaining five or more A*-C grades in English and mathematics and in all subjects. The school did not reach the national floor target for students' attainment in secondary schools. Results in English, which have generally been broadly in line with the national average, fell sharply. In comparison, results in mathematics, while still below expectations, improved significantly and were the best over the last four years.

Students' overall underperformance masks the steep rise in the following subjects: religious studies, textiles, English literature, community languages, music, textiles, biology and physics. Good performance was sustained in art and information and communication technology and most students who took the GCSE examination in food technology obtained a high grade.

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, unvalidated data indicate that a large majority made the progress expected in English, while it was below the national level in mathematics. Girls made better progress than boys. Students identified as disabled or with special educational needs made better progress than in previous years; for the first time in three years, a few achieved high GCSE grades, including English and mathematics. Similar results were also achieved by students receiving additional support through national funding known as the pupil premium.

Since the start of the current school year, there has been more robust use of assessment information to track students' progress and identify any potential underachievement. The school's capacity to identify students early has improved; nevertheless, there is recognition that, although this information can be provided quickly to teachers, they do not use the information regularly to inform their planning and

teaching. The link between teaching and students' achievement is not fully consistent in all lessons; therefore, over time, progress fluctuates.

The quality of teaching

Following the previous monitoring inspection, there has been a sharper emphasis on coaching to develop leading practitioners; training linked to individual and whole-school needs; and more accurate use of assessment information to track students' progress. An increasing amount of good teaching is now evident but there is not enough to ensure that standards can rise significantly and be sustained over time.

The classroom environment encourages students to have a good work ethic. However, all teachers do not fully realise that students are eagerly waiting to be challenged. In all lessons observed, planning was well structured and the sequencing of work led to students developing or consolidating skills and applying them. Despite this improvement, too few lessons took into consideration the needs of individuals and different groups. Occasionally, a few students learning English did not have sufficient support to keep up with the work. Teachers routinely check on students' progress and are more skilled at reviewing key words and learning points.

Teachers have a clear command of their subject and their use of resources to reinforce specific learning points is often used well. In lessons where expectations are high, teachers use questions skilfully to encourage talk, although time is not always taken to extend students' communication skills and deepen their thinking. Planning for students to work in groups and provide feedback underpins these lessons. There is good pace and time is used well so that students can work at full stretch to understand and apply the skills being taught.

Teaching assistants are used well to support students with specific learning needs. Practical support through demonstration, clear explanation and feedback contribute to students understanding the work. For example, discrete timetabled lessons for students in Years 10 and 11 learning English as an additional language provide them with sustained support that has an impact on their progress in subjects such as English and mathematics.

Teachers' marking has improved and there are good examples of evaluative comments to students about how they can improve. This is very evident in English. Students know their targets, but opportunity to follow through the comments to improve their work is not planned for. Furthermore, teachers do not consistently focus on correcting students' literacy skills when marking work.

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.

Behaviour and safety of pupils

Students continue to behave very well in lessons and around the site. They respect their teachers and listen carefully to and follow through instructions. They work eagerly and positively together when given the opportunity. When the work excites them and debate is lively, boundaries are observed and respect is shown for each other. This was observed in a Year 9 mathematics lesson where a group of boys hotly argued about the answers to a problem they had to solve and a girl was overheard saying to the teacher, 'I love maths now, sir.' Students enjoy school, and continue to have a strong bond with their teachers and each other. The very few parents and carers spoken to confirm students' views voiced at the last monitoring inspection that they are happy, feel safe and relish being a part of the school community. Attendance levels are above the national average for secondary schools and are slightly higher than at the same time last year.

The quality of leadership in and management of the school

The school's strategic capacity to improve, noted at the previous monitoring inspection, has been consolidated through various actions. The review of the senior leadership team, undertaken jointly with the consultant headteacher, has provided a sharper focus on roles and leadership skills.

This appraisal has led to more effective teamwork and a clearly defined management structure that involves each senior leader being matched to specific roles to deliver the right strategic approach based on their skills.

Together with other senior leaders, the headteacher has brought greater clarity about the school's vision of the future. In spite of the complexities and uncertainties about the school's future, morale remains high. The leadership team has communicated expectations without flinching from giving tough messages about performance management and the likely consequences if targets are not met. The core priorities of raising standards and ensuring that teaching is at least good have been done effectively. Accountability for students' performance has been strengthened. There is a clear chain of command, starting from the new governing body, which is demanding more from all staff. All members of staff have a clear brief and understanding that they are responsible for outcomes. Middle leaders are more aware of their roles and the targets they are expected to meet in the drive to improve standards.

Training and professional development is better targeted to sharpen the skills of all staff. Further training is planned for middle leaders. The school has organised teachers into 'change teams', to consider specific remits that will accelerate improvement. There is therefore a sharper focus on teaching but it is too early to measure the impact on outcomes as theoretical skills are not embedded in teaching. Good links with partner schools are used by all staff to adopt good practice.

Arrangements for monitoring have been strengthened. This has led to leaders at all levels developing a bank of useful information to tackle underachievement. It is,

however, too early to identify the impact of a more robust approach to monitoring progress.

The new governing body is astute and has a good awareness of the school's strengths and weaknesses. Members of the governing body understand how the school's past failings have affected its position and are determined to hold every member of staff to account by ensuring there is no slack in monitoring teaching and outcomes in the drive for improvement. Together, they draw on a good range of experience; they are engaged with senior leaders and link governors are using their expertise well to delve into the school's work when questioning faculties and students. They have benefited from the training provided by the local authority. Safeguarding requirements are secure.

Progress since the last monitoring inspection – satisfactory

- Strengthen the capacity at all levels of leadership and management to secure the necessary significant improvements in students' achievements.

External support

Strong support from the consultant headteacher and outstanding partner schools have contributed to the school's improved capacity and a reduction in support available since the previous monitoring inspection. The local authority continues to provide suitable support and training. However, while the support from the proposed sponsor is well coordinated, the lack of communication about the letter sent to parents and carers, and students, about possible closure of the school has created anxiety in the community. The church, has a proposed sponsor for academy status, continues to provide very good support and is committed to the school remaining open.

February 2013 Section 8 report:

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6 February 2013

Dr Edwena McFarquhar
The John Loughborough School
Holcombe Road
London

N17 9AD

Dear Dr McFarquhar

Special measures: monitoring inspection of The John Loughborough School

Following my visit to your school on 5–6 February 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in December 2011. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate.

Progress since previous monitoring inspection – satisfactory.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body, the Director of Children's Services for Haringey and the diocese.

Yours sincerely

Carmen Rodney
Her Majesty's Inspector
Annex

The areas for improvement identified during the inspection which took place in December 2011

- 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 by:
 - improving the use of questioning to gauge students' understanding regularly throughout a lesson, and making sure that the information gained is used to adapt learning accordingly
 - ensuring that the specific needs of all groups of students, especially those at an early stage of learning English and students with special educational needs and/or disabilities, are met through the provision of appropriately adapted work that offers them

good levels of support and challenge

- raising expectations of the quality of students' work and the pace of learning
- ensuring that marking more consistently provides high quality feedback to students about the precise ways in which they can improve their work, and that they are made more accountable for doing so.

■ Strengthen the capacity at all levels of leadership and management to secure the necessary significant improvements in students' achievement by:

- embedding the use of good quality assessment information in the work of faculties and pastoral leaders to ensure that they drive good or better progress for all students in every subject
- ensuring that the quality of teaching of all middle leaders is at least securely good so that they contribute effectively to the development of better teaching
- enacting rigorous and frequent monitoring procedures to gauge progress in improvements to the quality of teaching
- strengthening the accountability of middle leaders and the ways in which they hold their faculty staff to account for ensuring that attainment improves strongly for all groups of students
- using strong partnerships with other schools and outside agencies to improve leadership skills at all levels in order to raise the quality of teaching more effectively
- ensuring that the governing body is well placed to offer effective levels of support and challenge to the school about its key priorities.

Special measures: monitoring of The John Loughborough School

Report from the third monitoring inspection on 5–6 February 2013

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, two groups of students, a few parents, the Chair of the Governing Body, the Chair of Education from the diocese, and the executive director and director of education of SchoolsCompany. A telephone conversation was held with a representative from the local authority.

Context

There have been no changes in teaching staff since the previous monitoring inspection in October 2012. In January 2013 the local authority published a statutory notice proposing the school's closure on 31 August 2013. Formal consultation on this proposal is now taking place. The consultation process will be completed by mid-February and the local authority will then make its final decision. The governing body, the church and the wider community are continuing to explore alternatives to the closure proposal.

The diocese has contracted SchoolsCompany, an educational consultancy, to work in partnership with the school. SchoolsCompany is offering support, advice and guidance until the end of June 2013; the Chair of Education from the diocese is monitoring the quality and impact of this support.

Achievement of pupils at the school

Students work willingly in lessons and apply themselves to tasks. However, over time, their achievement is compromised because the quality of teaching is not yet good enough; it does not capitalise on their zest for learning to enable them to make good progress.

The school's data and recent Year 11 GCSE mock examination results indicate that attainment is well below the school's targets and the current national measures for most groups of students. Performance in the core subjects, English and mathematics shows that at least one third of students are making reasonably rapid progress in these core subjects. While the attainment gap is being narrowed, the pace of achievement is still not fast enough to enable most students attain at least the national averages in GCSE examinations. The progress made by students with special educational needs and those who speak English as an additional language is similar to their peers, overall. High-attaining students who have mastered English as a second language achieve well. Not enough students of Caribbean heritage are making the progress expected of them

The school has responded quickly to these lower-than-expected results by working in partnership with SchoolsCompany to step up some fundamental actions to promote rapid improvement across the curriculum, particularly in mathematics.

One of the key strategies to accelerate students' progress is the emphasis being placed on students acquiring good examination techniques. Analyses of internal tests and examination results in Key Stages 3 and 4 show that weaknesses in literacy skills often lead to students misinterpreting questions. Consequently, there is now more attention to highlighting literacy skills across the curriculum. For example, the mathematics department is analysing examination questions and clarifying misconceptions when tutoring students. The early-entry policy in mathematics and English has led to a minority of Year 11 students gaining a GCSE grade C or above. While early entry has proven to be a motivational factor, and meets the need of gifted students to gain the top grade, A*, the policy is not enabling some of the more able students to achieve grade A

and above. The school is currently reviewing the policy with the view that only students who can achieve the highest grades will be entered.

Across the school, there is more emphasis on developing all aspects of literacy skills. Strategic and personalised learning as well as mentoring programmes have recently been introduced. For instance, Year 10 and 11 students have access to one-to-one or group tutorials, general revision and Sunday school classes that are focused on academic support in English and mathematics. Students have responded positively to this support and attend regularly. In mathematics, individualised support is leading to students exclaiming, 'Now, I've got it, I understand how to...'. However, it is too early to evaluate the full impact of these recent interventions.

The quality of teaching

Initiatives to improve teaching are still being consolidated because the day-to-day practice is too variable. Feedback to staff from regular observations and joint external reviews, coaching, observations of good practice, training and development have not yet been fully absorbed into good practice to help students make rapid progress.

Teachers have begun to do more to develop students' literacy skills across the curriculum. For example, chorus reading is encouraged in some classes to develop the oral and reading language skills of students at the early stage of learning English. The quality of marking is more thorough and includes a running commentary and targets for improvement, with good practice in English and humanities. There are, however, slippages in relation to technical errors not being highlighted sufficiently well and in irregular marking which lacks depth. Students are not always given the opportunity to comment on how they will improve their work.

Too much of the teaching seen requires improvement and, occasionally, the quality is inadequate. Although there is enforced use of assessment data to identify students' progress, this information is not used routinely to match work to the needs of those with special educational needs and those learning English as an additional language. There is not always enough tailored support to meet their needs. Although students learning English receive some support to help them understand the work, there has been insufficient specialist support and in-depth training to prepare staff well enough to plan for this increasingly diverse group of students. Occasionally, teachers miss opportunities to meet the needs of high-attaining students who quickly grasp concepts despite their limited English oral skills.

In lessons requiring improvement, teachers have not mastered good questioning techniques to help students construct well-thought-out responses. Rather, closed questions are asked which do not demand much from students. Other features include: students occasionally being off-task; students lacking the confidence to tackle their work; a slow pace of learning, particularly for more able students; time not being used well; and insufficient opportunity for many students to make a contribution. Discussion is

not well planned for and teachers rely too heavily on a few students answering questions while the rest sit passively.

In the good lessons, teachers relish conveying their subject knowledge and teach with authority. Careful selection of resources, the planned use of discussion, skilful questioning, well thought-out feedback and peer assessment all lead to students showing a strong work ethic and rising to the challenge because expectations are high. For instance, in religious education, Year 10 students used good literacy skills, primarily because any mediocrity was dismissed by the teacher when they wrote or responded to questions.

Teaching assistants continue to provide suitable support. They keep students focused on their work, and monitor their learning and behaviour.

Progress since the last monitoring inspection:

- 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 – satisfactory.

Behaviour and safety of pupils

As at the last monitoring inspection, students continue to enjoy the security of belonging to a small school. Relationships remain positive and although there have been two fixed-term exclusions, behaviour in lessons and around the school is generally good. Attendance remains above average for secondary schools. Students say that incidents of bullying are not a feature of the school. The diverse ethnic groups respect and support each other very well. Students are concerned about the future of their school and are worried that the proposed changes will lead to stress that will, in turn, affect their safety and academic success.

The quality of leadership in and management of the school

The diocese and the relatively new governing body have realised the need to take drastic action to ensure that the prolonged decline and slow improvement can be halted. The Chair of the Governing Body has been forthright in his stance by demanding more from the school that is seen as 'drifting'. Consequently, a range of measures have been put into place recently to build on the foundation laid by current leaders and external partners, including the local authority. Most notably, SchoolsCompany have begun to play an important role in strengthening the capacity of leaders at all levels to drive and embed some of the most basic changes that underpin good schools. Straightforward and robust actions have been introduced to develop good teaching practice, monitor students' progress and highlight how staff should be held to account for students' progress. Training for the extended leadership team is underway and joint work with teachers is enabling students to have extra tuition in order to improve results. Although

the interventions are time-bound, they are intended to have a lasting impact. Leaders and managers at all levels are positive about the changes primarily as there is a shared view that prevailing practices are unacceptable. Teachers are clear that the demands on them have begun to make a difference to their approach to teaching. However, these changes are too recent to show any significant impact and have yet to compensate for previously limited improvement.

The headteacher, well supported by the senior team, has a clear vision for the school. Together the senior team is requiring more from middle leaders and all staff. As a result, line management meetings are well structured and focused on assessment data, with middle leaders required to explain students' progress. Tracking systems to monitor the progress of different groups have been modified. These basic changes have impelled leaders, with the support of SchoolsCompany to review performance management so that all staff know what is required of them. There is now no hiding place. The governing body has begun to demand more of senior leaders in relation to justifying how performance management is used to hold staff to account. The school is in the process of giving clear but difficult messages to staff who do not meet expectations. There is more clarity about the way in which leaders are beginning to direct staff. Leaders at all levels have an increased understanding that improvement will be better when they all work systematically and rigorously, have a broad overview of what is happening to groups of students and use the systems to expedite change. Senior leaders have brokered deals with outstanding schools serving similar intakes to identify good practice and tailor their findings to the needs of the school.

While there is still more to do in the school to make up for previously slow progress, internal scrutiny since the last monitoring inspection has helped the school's leaders to identify why previous actions have failed and why major changes are required. Leaders are more confident about challenging staff but realise that time is of the essence.

Progress since the last monitoring inspection:

- Strengthen the capacity at all levels of leadership and management to secure the necessary significant improvements in students' achievements – satisfactory.

External support

The local authority has continued to provide suitable support to the school through training and resources on literacy and mid-term planning. The local authority's joint review with senior and middle leaders of the school's action plan and literacy work has provided leaders with valuable information on the school's progress in addressing areas for improvement. . Meetings have been held with SchoolsCompany to share information. Nevertheless, despite the ongoing support, the school has not been able to demonstrate the full impact of the training, consultancy work and other input received because improvements have not been sustained. Until now, the school's capacity to

manage without external support has not been fully proven and there have been delays in halting the decline.

Appendix 7

Exam results for The John Loughborough School/other schools in borough/national average

Appendix 7



1) Attainment at GCSE

% 5+ A* - C (including English and Maths)

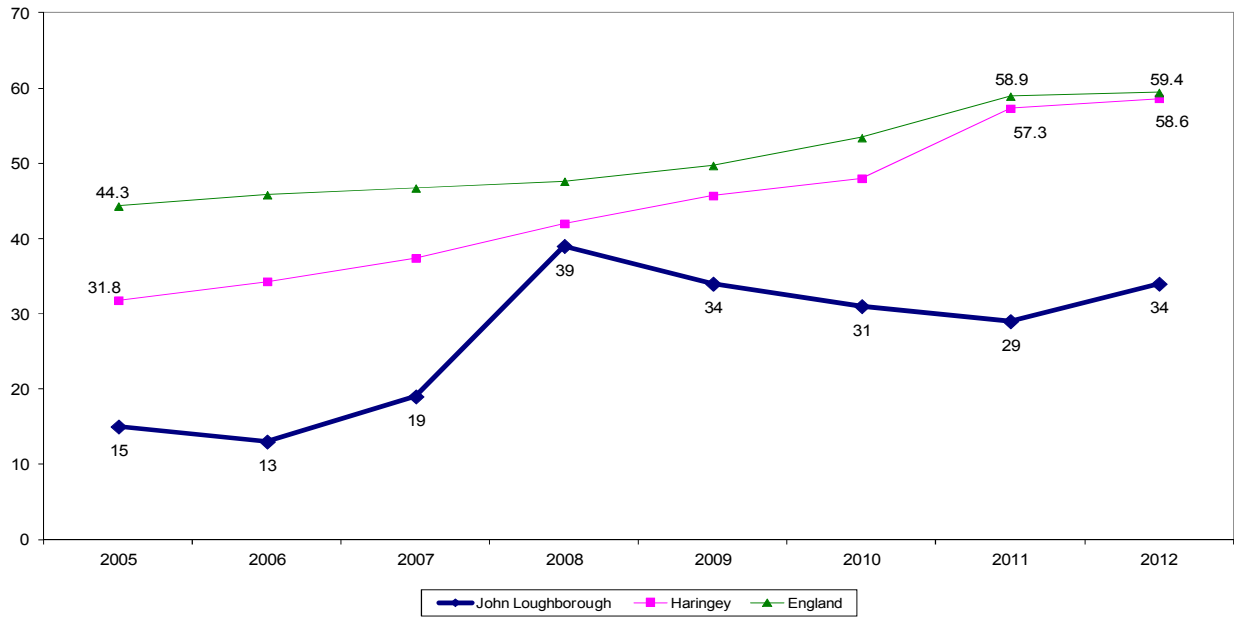
The DFE floor target for the % of pupils expected to achieve 5+ A* - C

(including English and maths was: 35% in 2010, 35% in 2011 and 40% in 2012)

	2010	2011	2012
Alexandra Park	66	69	70
Fortismere	73	79	73
Gladesmore	41	54	54
Greig City Academy	30	37	44
Highgate Wood	46	68	72
Hornsey	53	58	56
John Loughborough	31	29	34
Northumberland Park	40	39	41
Park View	45	53	57
St Thomas More	31	54	77
Woodside High	47	58	56
Haringey	48.0	57.3	58.6
England	53.4	58.9	59.4

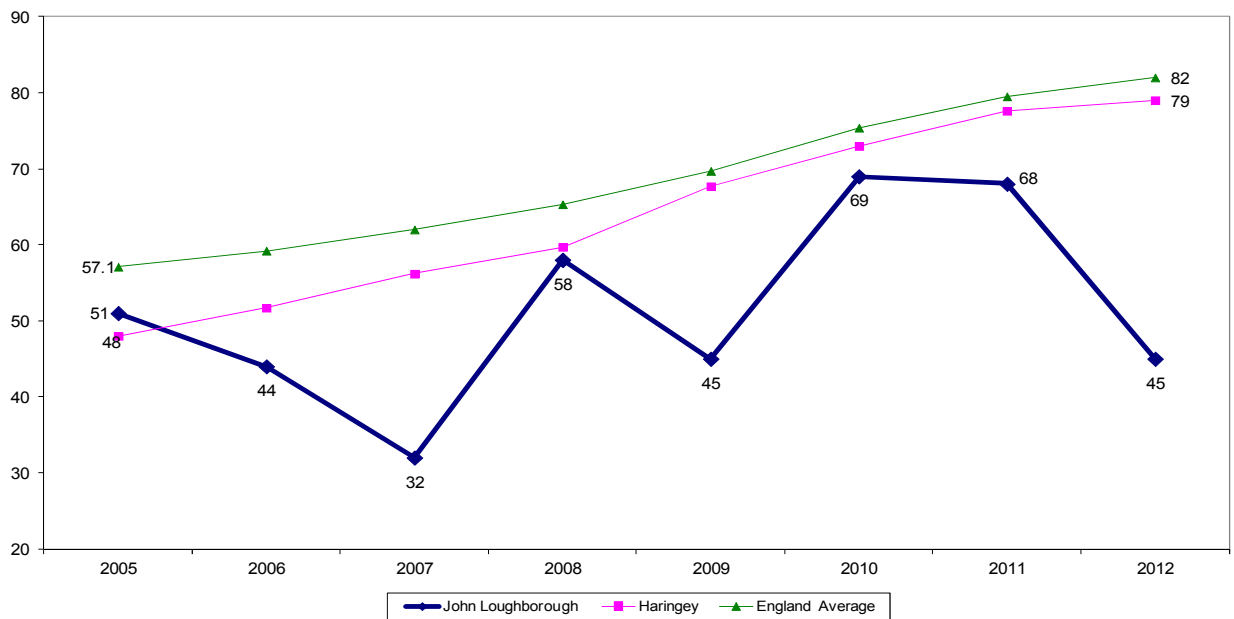
1(a) GCSE 5+ A* - C (including English and maths)

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



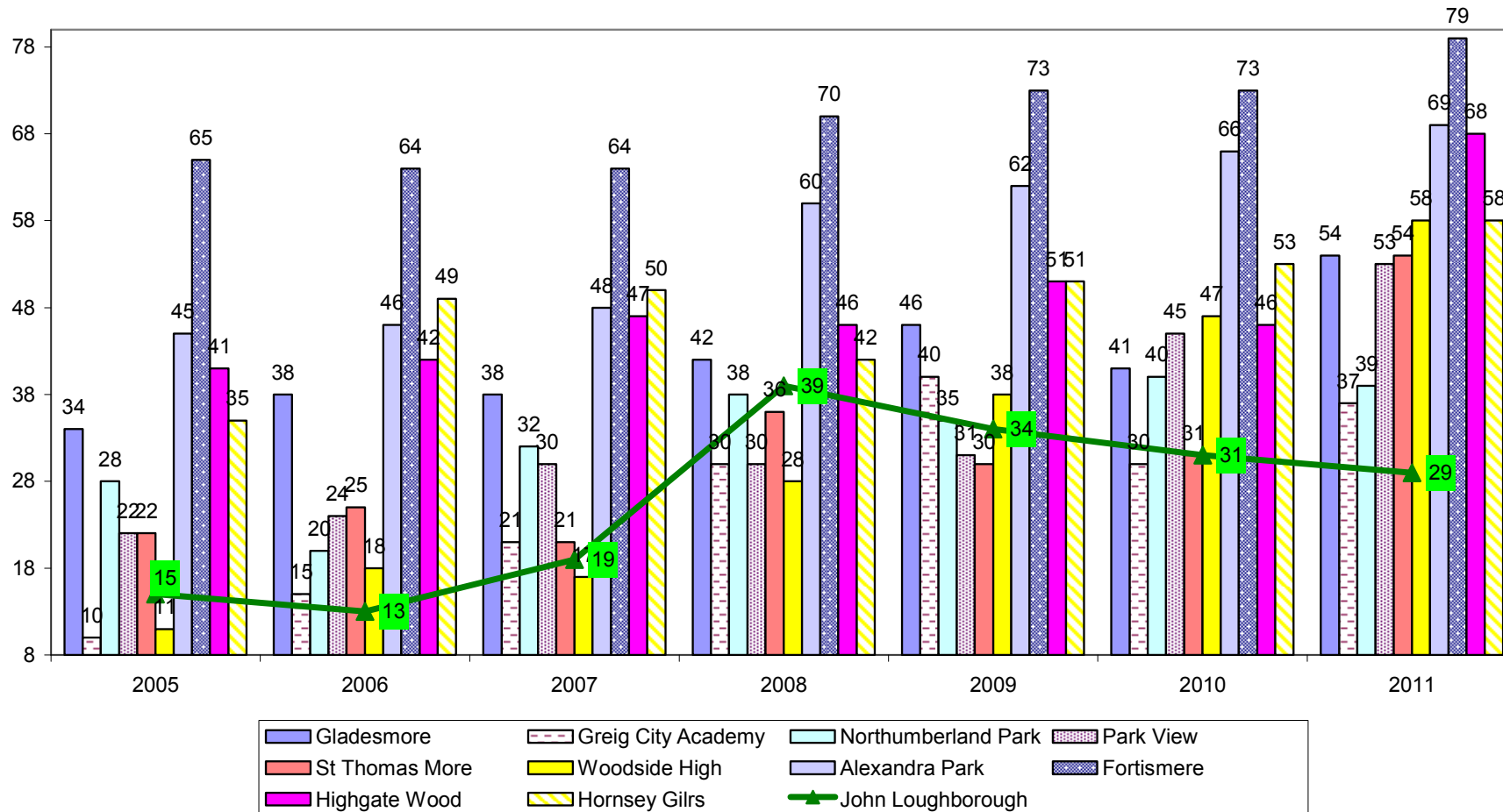
1(b) GCSE 5+ A* - C

Trend in 5+ A* - C



1(c) Comparison to other Haringey schools

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

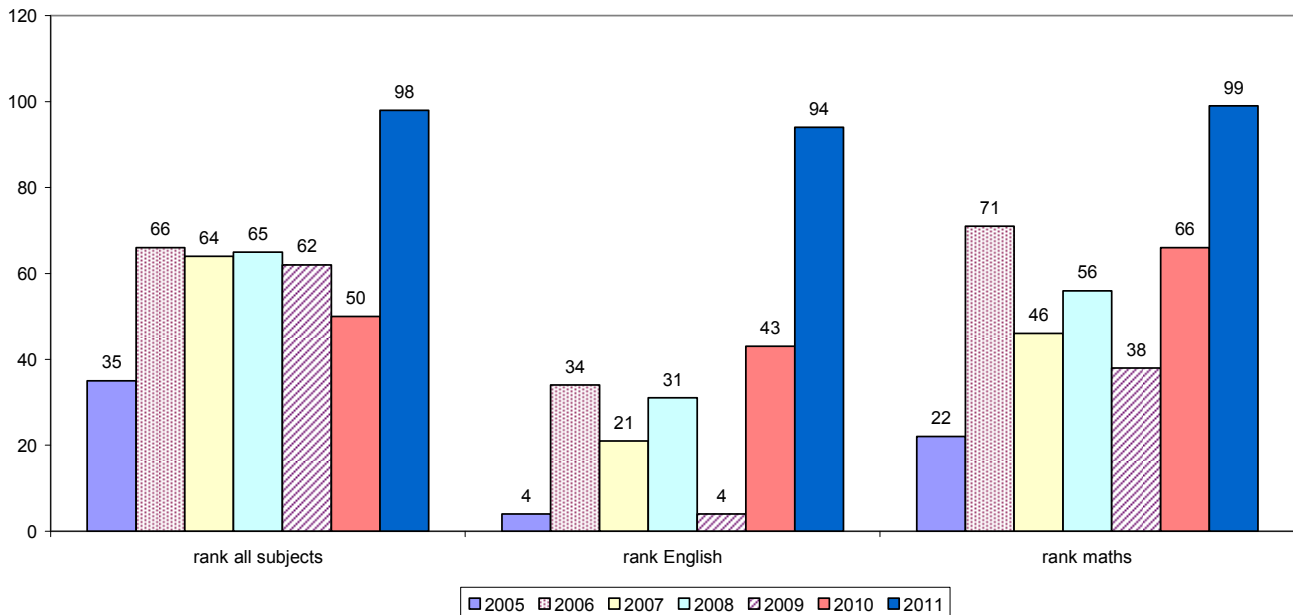


1(d) Trend in the ranking of the school using contextual value added (2005-10) and value added (2011 and 2012)

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

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

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



1 (e) 2012 ranks for all subjects

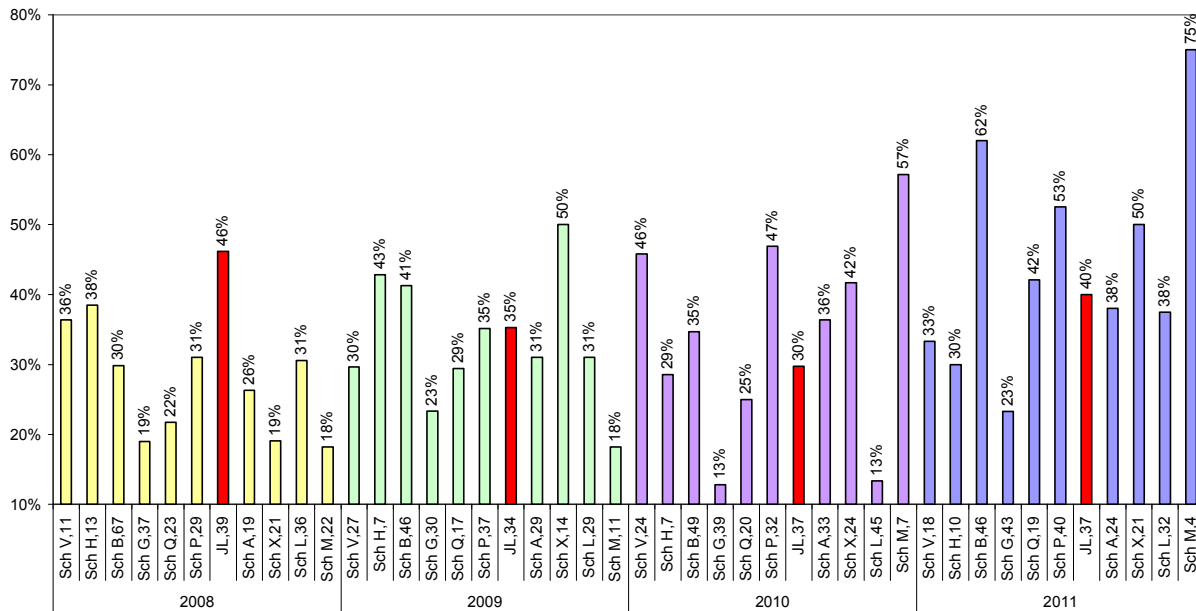
	2012	2012 Value added
Alexandra Park	70	1008.3
Fortismere	73	995.2
Gladesmore	54	998.2
Greig City Academy	44	980.5
Highgate Wood	72	1002.7
Hornsey	56	1010
John Loughborough	34	980.3
Northumberland Park	41	1009.7
Park View	57	990.7

St Thomas More	77	1041.8
Woodside High	56	1014.7
Haringey	58.6	
England	59.4	

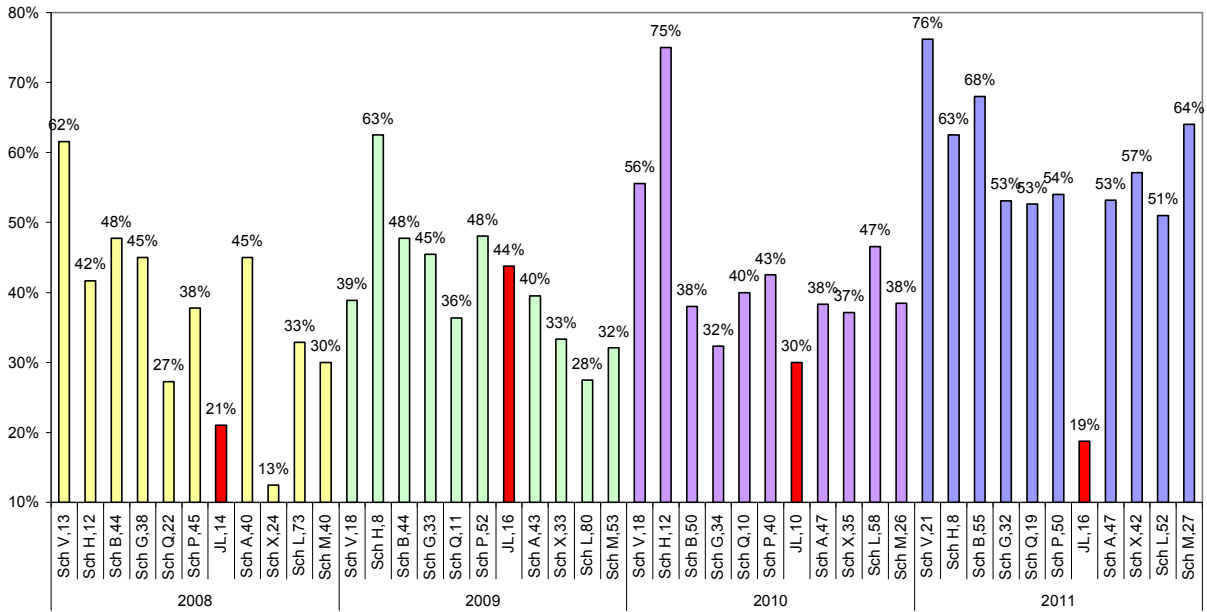
1(f) and (g) Caribbean and African attainment – comparison with other Haringey schools

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

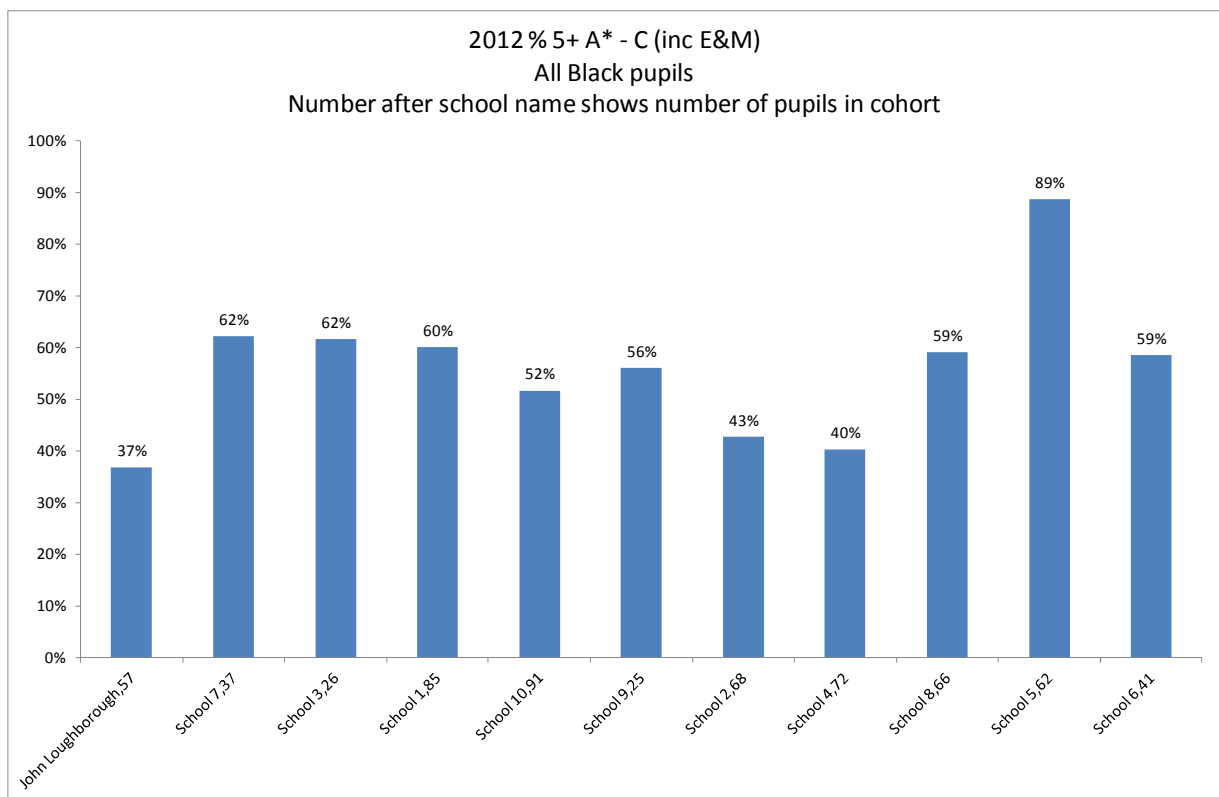
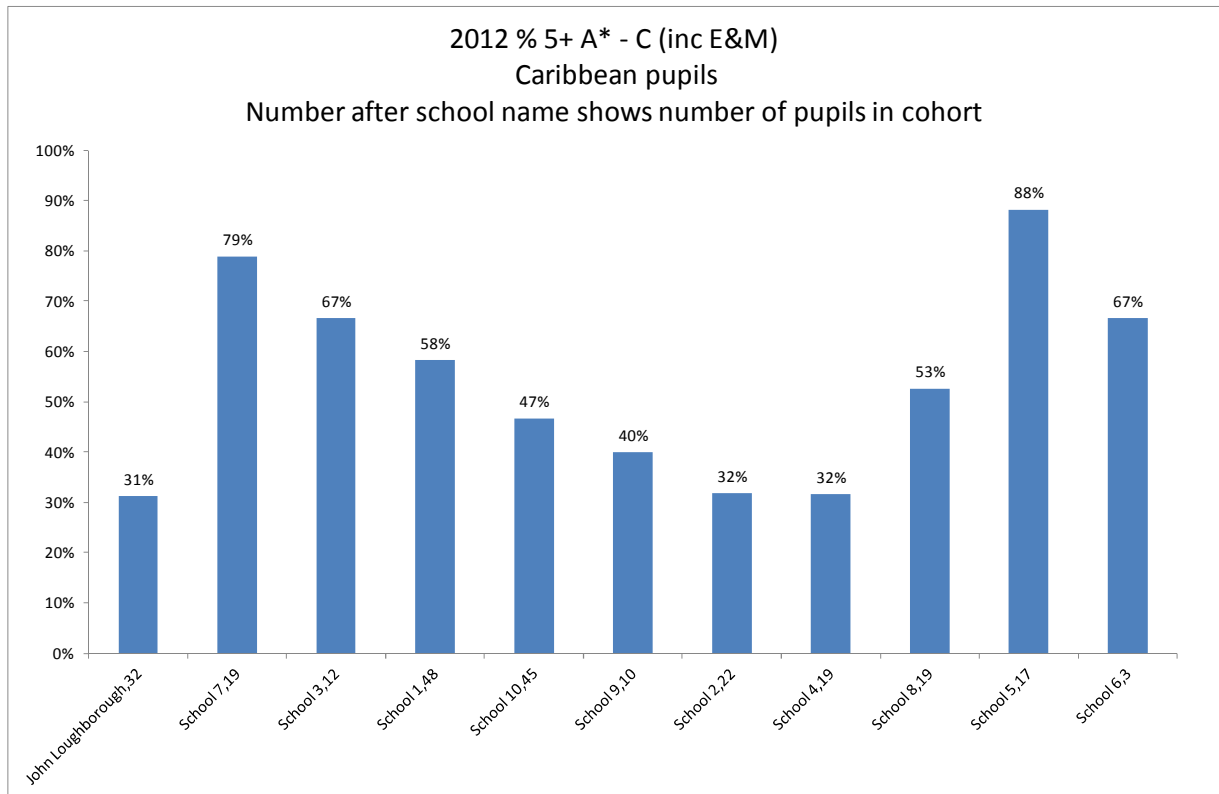
Trend in 5+ A* - C (including English and maths) for Caribbean pupils in Haringey schools (2008-2011)
(Number after name of school shows number of pupils in cohort)



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



1 (h) and (i) Caribbean and African attainment – comparison with other Haringey schools for 2012



Appendix 8

December consultation report



Report for:	Lead member sign off	Item Number:	
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Title:	Outcome of consultation with all stakeholders on the future of JLS and recommendation on the next steps
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Report Authorised by:	Libby Blake, Director of Children’s Services <u>libby.blake@haringey.gov.uk</u> 020 8489 3206
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Lead Officer:	Eveleen Riordan, Deputy Head of Admissions (Place Planning), CYPS <u>eveleen.riordan@haringey.gov.uk</u> 020 8489 3607
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Ward(s) affected: this is a faith school drawing pupils from a wide geographical area within and beyond the borough boundary so all wards across the borough are affected. The largest number of pupils in the school reside in Northumberland Park, Tottenham Green, Bruce Grove and Tottenham Hale	Report for Key/Non Key Decisions:
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12. Describe the issue under consideration

1.1 The John Loughborough School is a small secondary school which can take 60 pupils in each year group (Years 7 to 11) with a total capacity of 300 pupils) across the school. It is a Voluntary Aided church school owned and operated by the South England Conference of Seventh-day Adventists (SEC) but maintained by the local authority.

1.2 On 18 September 2012 the Council’s Cabinet considered a report recommending consultation on the closure of the John Loughborough School. This recommendation was informed by a review of the school that had been commissioned

by the Director of Children and Young People's Service. The aim of the review was to examine the school's educational and financial viability and consider options for its future. The review had been initiated because a number of agencies have provided extensive support to help John Loughborough to improve its standards in the last 5 years, including Haringey Council, the Seventh-day Adventist Church and London Challenge. Despite this significant support there has been a history of inadequate performance.

1.3 Four Ofsted inspections in the past five years have shown no improvement by the school in reaching the standards expected. The most recent was an inspection in December 2011 which, for the second time, placed the school in 'special measures'.

1.4 In April 2012 Children and Young People's Service (C&YPS) officers worked with members of the Seventh-day Adventist Church on the review of the school which examined a wide range of options for its future. An independent educational advisor also contributed to the review and its conclusions. The review concluded that only two options are open: one of these options, which has been pursued by the Seventh-day Adventist Church, was to establish the school as a sponsored academy. The other option was to consult on the closure of the school. Both of these options were to be pursued in parallel, to avoid delay in finding the best solution for current and future cohorts of pupils.

1.5 The Cabinet report in September 2012 recommended the following –

- That Cabinet agrees to commence consultation on closure of the school.
- That Cabinet agrees to authorise the Cabinet Member for Children, in consultation with the Director of C&YPS, responsibility for deciding whether to issue a Statutory Notice proposing closure, following the completion of the consultation period. The issuing of a Statutory Notice would mark the start of a six-week representation period, following which the final decision on the future of the school would be taken by Cabinet.
- In parallel with this process, the South of England Conference of Seventh-day Adventists (SEC) will work to identify a sponsor that will help them overcome the challenges identified in the review and support the school to become an academy. The Local Authority would terminate consultation on school closure if the Secretary of State enters into academy arrangements following any approval for an academy application by SEC for the school.

1.6 On 18 September 2012 Cabinet agreed these recommendations. A copy of the report can be viewed at Appendix 1 to this report.

1.7 The report now before you summarises the results of stakeholder consultation that has been carried out between 1 October and 19 November 2012 and makes recommendations on the next steps to be taken in respect of the future of the school.

13. Cabinet Member introduction

2.1 The Cabinet member's introduction is not included here as it is the Cabinet member who will consider the contents of this report and make the decision as to whether to publish the statutory notice.

14. Recommendations

3.1 The report recommends that the Council publishes a statutory notice to close the school across all year groups with effect from the September 2013 Year 7 entry. This recommendation is made because:

- The education being delivered at the school has not been good enough over a long period. This is reflected by the school being in an Ofsted category of concern since February 2007. The most recent Ofsted inspection in December 2011 placed the school in 'special measures' for the second time because in the view of the inspectors: '...it is failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.'
- The one counter proposal, put forward by SchoolsCompany Ltd, to allow the school to become a sponsored academy has been rejected by the DfE who have now acknowledged that, despite extensive work, they too had been unable to identify a sponsor who they believed had the required capacity, track record and experience to make John Loughborough a success working in partnership with SEC.
- Despite targeted support over the last ten years, no sustained or significant improvements have been made to the standard of education within the school;
- The GCSE results continue to be significantly below borough and national averages and the government's floor standards.

3.2 The pupils currently on roll at John Loughborough will be transferred to other local schools from September 2013. This closing arrangement for The John Loughborough School was consulted on as option 2 during the consultation process. It is recommended that the statutory notice should be published on 7 January 2013 after which a statutory six week period for representations will follow. This six week period is fixed and the Council cannot extend or shorten it. Further analysis of why this option has been chosen is outlined in paragraph 5 below.

15. Alternative options considered

4.1 At the time of writing this report no alternative options are being considered. As part of the review into the school (commissioned by the LA and informed by the SEC and an independent educational advisor with knowledge of the school) a number of alternative options for the school have been considered, including federation and a continuation of a strategy for improvement. However, by the time that Cabinet members considered a report on the 18 September 2012 on the future of the school it

was accepted that the only options available were to a) close the school or b) become an academy. A proposal for sponsorship put forward by SchoolsCompany Ltd was found by the DfE to lack sufficient robustness. During the consultation period, no further proposal was received which could demonstrate a rapid and sustained improvement plan that would be required in order to be a viable alternative to closure.

16. Background information

5.1 The John Loughborough School is a small sized secondary school. Its work is governed by the Seventh-day Adventist Church. About one third of its students are Seventh-day Adventists and the majority of the remaining students are from other Christian denominations. The vast majority of students are of Black African or Black Caribbean heritage with a small but growing number from Eastern Europe, there are currently no white British students in the school.

5.2 The Council's Cabinet agreed on 18th September 2012 that consultation should begin on the possible closure of John Loughborough School. The report sets out in detail why consultation on closure of the school was being recommended. The report is included at Appendix 1 to this report.

5.3 The September 2012 Cabinet report was informed by the findings of a review team commissioned in April 2012 to look at the educational and financial viability of the school. The findings of the review, including conclusions and recommendations, are attached at Appendix 2 to this report. Members considered the review as part of their decision to agree the recommendations of the September Cabinet report and proceed to consult stakeholders on the future of The John Loughborough School.

Haringey's statutory duty

5.4 Haringey, as the local authority, has a statutory duty to ensure that there are sufficient school places in the borough to meet demand, to promote high educational standards, to ensure fair access and educational opportunity and to promote the fulfilment of every child's educational potential.

Schools causing concern

5.5 Section 72 of the Education and Inspections Act 2006 places a statutory duty on all local authorities in England, in exercising their functions in respect of schools causing concern as set out in Part 4 of the 2006 Act, to have regard to any guidance given from time to time by the Secretary of State. Local authorities must have regard to this guidance. The guidance sets out that a school will be "eligible for intervention" under the 2006 Act if it has not complied with a warning notice and the local authority have also given the school written notice of their intention to exercise their intervention powers under Part 4 of the 2006 Act or where it has been judged by Ofsted to require significant improvement (a "serious weaknesses" judgment under the September 2012 Ofsted framework) or "special measures)." The John Loughborough School falls within this last category.

- 5.6 **Special measures** is a status applied by Ofsted and is defined as when a school is "failing to give its pupils a satisfactory standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school" (Education Act 2005). A school subject to special measures will have regular short-notice Ofsted inspections to monitor its improvement. If poor performance continues the school may be closed. Ofsted and HMI inspections have shown that in recent years it has not been possible for the school to consistently deliver an acceptable standard of education. The school has been in an Ofsted category of concern since February 2007, and the most recent inspection in December 2011 placed the school in 'special measures' for the second time because in the view of the inspectors it was "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".

Why propose to close the school?

- 5.7 Any school causing concern must be given intensive support to help it to improve. A number of consultant school leaders working with specialist advisers have previously attempted to turn The John Loughborough school around, without securing significant and sustained improvement to the school. The SEC has also provided extensive support both financial and advisory, again without a sustained impact on outcomes. The recent appointment by the SEC 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.
- 5.8 The Department for Education's (DfE) guidance - Schools Causing Concern (amended October 2012), sets out that there is a clear expectation, where the school has a history of performing below the defined secondary school floor standards, that conversion to an academy with a strong sponsor will be the normal route to secure improvement. In 2012 the John Loughborough School was the only Haringey school and one of a small minority nationally to fall below the floor standard.
- 5.9 A breakdown of the exam results for The John Loughborough School (also compared with other schools in the borough and the national picture) is included at Appendix 1 (page 39) to this report.
- 5.10 It is expected that, where interventions have failed to raise the standards within a school, that conversion to an academy with a strong sponsor will be the normal route to secure improvement. Detail on how this route has been explored is included below.

The Academy route for JLS

5.11 The governing body of JLS has sought to establish a strong sponsor to convert the school to an academy. This search for a sponsor has continued in parallel with the review of the school referred to in paras 5.3 above, and during this consultation period. Earlier this year SchoolsCompany Ltd submitted a proposal to the Department of Education to sponsor the school as an academy. SchoolsCompany Ltd is Barnet based and is a provider of consulting and professional support services in education. On the 1 November 2012 the DfE wrote to the Chair of Governors of JLS (Appendix 3) and said that they did not believe that SchoolsCompany Ltd, in partnership with the South England of the Seventh-day Adventists, would provide the radical transformation required to dramatically improve and then sustain educational standards at the school. The DfE also summarised that officials from the Department had worked with the school since April 2012 to try to secure a sponsor for the school to convert to an academy but, despite extensive work, they had been unable to identify a sponsor that they believed had the required capacity, track record and experience to make John Loughborough a success working in partnership with SEC. In May 2012 the DfE agreed that the governing body could have one final opportunity to submit a sponsorship proposal to the DfE. The failed proposal by SchoolsCompany Ltd represented this final opportunity for the school to become an academy. The DfE letter set out that the school's "history of entrenched underperformance makes John Loughborough one of the most challenging schools in the country".

Power of the Secretary of State to direct the closure of JLS

5.12 The Secretary of State (SoS) may direct a local authority to cease to maintain a school where that school is eligible for intervention other than by virtue of section 60A of the 2006 Act (non-compliance with teachers pay and conditions).

5.13 This will usually be done where there is no prospect of the school making sufficient improvements. Before this power can be exercised the Secretary of State must consult:

- the local authority and the governing body of the school;
- in the case of a Church of England school or a Roman Catholic Church school the appropriate diocesan authority;
- in the case of any other foundation or voluntary school the person or persons by whom the foundation governors are appointed; and
- such other persons as the Secretary of State considers appropriate.

5.14 To date the SoS has not initiated the actions outlined above.

The statutory process required to close a school

5.15 Where a local authority determines that a school should be closed, for whatever reason, a statutory process must be followed. This is set out in the DfE

Guidance “Closing a Maintained Mainstream School” (Appendix 4). The five steps to close a maintained school are:

Stage	detail
1 Consultation	Not prescribed (minimum of 6 weeks recommended; school holidays should be taken into consideration and avoided where possible) Likely to be no longer than 12 months.
2 Publication of statutory notice	
3 Representation	Must be 6 weeks (this is prescribed in legislation and cannot be shortened or lengthened to take into account school holidays)
4 Decision	LA should decide the proposals within 2 months of the representation period otherwise they fall to the schools adjudicator
5 Implementation	No prescribed timescale – but must be as specified in the published notice, subject to any modifications agreed by the Decision Maker

- 5.16 The Guidance sets out at para 1.2 – 1.3 that the SoS requires those bringing forward proposals to consult all interested parties. In doing so they should ensure a number of things:

Requirements of guidance	Evidence that this has been followed
Allow adequate time	A minimum of six weeks is required for consultation. As the half term break fell during the consultation period (29 Oct to 2 Nov inclusive) the consultation period was extended to cover a seven week period – 1 October to 19th November 2012
Provide sufficient information for those being consulted to form a considered view on the matters on which they are being consulted	The Review of the school by the LA and SEC formed part of the consultation documents and was published on the consultation webpage at http://www.haringey.gov.uk/index/children-families/education/projects_consultations_inspections/jls.htm The Cabinet report dated 18 September 2012 recommending that we proceed to the first statutory step on closure of the school (consultation) was made available on the JLS consultation page. A staff meeting held at the school provided information to address questions, a public meeting held on 7 November 2012 provided

Requirements of guidance	Evidence that this has been followed
	information to address questions asked and the answers to the Q and A were published within the consultation period (see appendix 5).
Make clear how their views can be made known	All consultation documentation and the consultation webpage made clear how representations on the consultation could be made. This included opportunities for electronic, verbal, written and questionnaire feedback.
Be able to demonstrate how they have taken into account the views expressed during consultation in reaching any subsequent decision as to the publication of proposals.	Pupils at the school were written to individually and a special meeting held with them at the school during school hours to hear their views. All stakeholders were invited to a public meeting and encouraged to complete the consultation questionnaire either online or on paper. The council arranged a pre-meeting with the Governing body. Families of pupils attended a public meeting were sent personal letters on the proposal. Teachers and staff attended a staff meeting held by the Council. A copy of the proposal was sent to every LA where current JLS pupils reside. Trade unions were sent copies of the proposals. The SEC was part of the review process and was sent the consultation document. Haringey's two MPs were sent information about the closure of school and the council answered questions regarding clarification of statistics contained in the consultation document. All ward Councillors were sent a copy of the proposal and attended meetings. All schools in the borough were sent the proposal for comment. Full details on the consultation process are included at Appendix 5 to this report.

- 5.17 On 18 September 2012 the Council's Cabinet agreed that, based on the findings and outcome of the review of the school and on the recommendations contained in the September 2012 Cabinet report, that the first stage of the statutory process, the consultation stage, should be implemented. Below is a summary of how the consultation was conducted and what the representations told us.

Consultation

- 5.18 Stakeholders were informed of the September Cabinet report referred to in para 5.3 above before the cabinet met. Letters were sent out before the Cabinet on 10 September 2012 and then a further letter advising that Cabinet had approved the recommendation to consult on the closure of the school was sent out on 20 September 2012.
- 5.19 On 1 October 2012 a consultation period of seven weeks with all stakeholders began on the possible closure of John Loughborough School. A full report on the consultation is included at Appendix 5 to this report.

- 5.20 The consultation is a genuine exercise by the council to understand the opinions of all stakeholders who will be impacted upon by the closure of the school. The Cabinet report dated September 2012 clearly set out that only two options remain for the school's future – to become an academy or closure. The September Cabinet report recommended to members, based on the two remaining options for the school's future, that consultation on the closure of the school commence. The report agreed by members in September 2012 is attached at Appendix 1 to this report.
- 5.21 The consultation aims to collect the views and opinions of all stakeholders on the closure of the school and to feed them into the decision making process. Views expressed will help inform and influence how closure of the school is implemented. This consultation is not, however, a referendum on whether or not the school should be closed.
- 5.22 The local authority understands that how implementation of the closure is handled will influence the impact that this closure has on all stakeholders.
- 5.23 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
- 5.24 A copy of all consultation material is included at Appendix 5 to this report.

Consultation with parents/carers

- 5.25 The Council wrote to the parents of all pupils at the School in September 2012 to set out that the Council was going to consultation on the closure of the School. A further letter was sent in October 2012 explaining that there would be a public meeting to hear views on the proposal to close the school. The public meeting was originally arranged for Monday 22 October. However, a joint decision was taken by the governing body and local authority that the venue should be moved from the school to a neutral venue.
- 5.26 To ensure that parents/carers were aware of the new venue and to ensure the highest possible attendance, the meeting date was moved to 7 November 2012. This was the first available date after the half term break.
- 5.27 The consultation correspondence set out the different ways that they could respond to the consultation. These options are set out below at para 5.31.
- 5.28 Parents and carers were among those that attended the public meeting at Tottenham Green Leisure centre on the 7 November and their representations in respect of the proposal are included as part of the consultation report at Appendix 5 to this report.
- 5.29 At the public meeting the Chair of Governors said he would like a further dedicated meeting for the parents and carers of pupils currently on roll at the school. The Chair of Governors undertook to arrange this meeting and Council Officers agreed to attend. At the time of writing this report, no date has been confirmed for a meeting with parents/carers and Officers despite Officers contacting the school on a number of occasions.

Objectives of the consultation

- 5.30 The objectives of the consultation were to:
- Inform stakeholders of why the Council is considering the closure of JLS
 - Set out the possible options for how the closure might be implemented if it is agreed
 - Obtain the views of all stakeholders on the closure for consideration to inform this report as part of the decision making process
 - Feed these views, along with all other material considerations into the decision making process on the future of JLS.
- 5.31 Stakeholders were invited to submit representations to the consultation in the following ways:
- By calling the Council's Admissions and School Organisation team and speaking to an officer
 - By emailing a dedicated email address for JLS
 - By writing into the council

- By filling in a consultation form (part of the consultation leaflet)
- By completing an online questionnaire
- By attending a public meeting on 7 November at Tottenham Green Leisure centre, chaired by an independent facilitator and comprising of a Q and A session with, among others, the Leader of the Council, Cllr Kober, and the Director of Children’s Services, Libby Blake.

Summary of the outcomes of the consultation

- 5.32 A total of 109 representations were received during the consultation period. Of these 85 respondents were against the proposal, 22 respondents were in favour of the proposal and 2 were either neutral or did not know.
- 5.33 As part of the above representations we received 6 written responses, which were either formal letters or emails sent in as a response to the consultation. Four emails were received which detailed the reasons why the respondents were against the proposal to close The John Loughborough School. We received a letter from the John Loughborough Association outlining why its members disagree with the proposal to close the school. The Friends and Founding members of the John Loughborough School circulated an information sheet at the public meeting entitled “The case against the closure of the John Loughborough School” which was also sent into the council, and included within this information.
- 5.34 As part of the 109 representations, 103 were in the form of consultation response forms (questionnaires) of which 54 respondents filled out the questionnaire online and 49 respondents sent in hard copies through the post.
- 5.35 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
- 5.36 The representations opposing the closure of the school were strongly made. The representations made in objecting to the closure of JLS set out the following grounds:
- The school should open under new management/senior leadership team
 - There is no evidence that the school is not educationally viable across all groups but also with specific reference to Afro-Caribbean students at the school (and with particular reference to Afro–Caribbean students at other Haringey schools and nationally)
 - There is no evidence that the school is not financially viable
 - Dissatisfaction with the consultation process, including that it is too rushed
 - The School is on an upward trend in performance terms and should not close if it improving

- The Christian ethos of the school is important to its pupils
- The small size of a school is positive
- There will be an impact on diversity
- Closure will interfere with pupils' exam preparation and more generally with all pupils' learning
- The process is too sudden and too rushed
- The future for staff needs to be set out
- The decision to close the school has already been taken

5.37 Some representations supported the closure of the school. Reasons for this support included:

- The School is not providing a good education and should therefore close.
- There are other good schools where the JLS pupils will thrive.

5.38 We consulted the current pupils of the school through the School's Council (who come from year groups 7 – 11) on 22 October and 25 October 2012. The pupils have fed back to us that they do not want their school to close. Full details of the comments received are included in the consultation report at Appendix 5 but a summary of the pupils' objections to the closure are set out below –

- The legacy of JLS will be destroyed
- There will be an impact on diversity
- The Christian ethos will be lost
- We are not being judged fairly on educational attainment because some of the pupils join the school without being able to speak English and need time to learn
- The process is too sudden and too rushed
- There will be an impact on friendship groups
- The impact of adapting to a new school and its environment will be huge
- The impact will be on Y10 and Y11 GCSE results
- What schools will we go to
- More money should be given to support the school
- The consultation and any closure hugely disrupts learning
- The GCSE results to not reflect the more general progression of the school
- What will happen to teachers who are displaced?

5.39 The pupils also set out some potential positives as a result of any closure –

- Financial stability
- EAL students will get more attention
- Haringey's GCSE results will improve if JLS closes
- It would give the school the chance to start again
- The location of the school could be better

5.40 At the public meeting held on the 7 November 2012 two pupils spoke eloquently and passionately about the education and support that they have received as pupils at JLS.

They expressed concern about where they would complete their education if the school was to close.

- 5.41 A separate staff meeting was also held by officers at the school. The overwhelming theme of the staff feedback was that they did not want the school to close. Full details of what the staff at the school told officers is included in the Consultation Report at Appendix 5.

Representations made and Council responses

- 5.42 The representations set out below provide comments and evidence in response to the representations made during the consultation period which ran from 1 October 2012 to 19 November 2012. These representations were made in a variety of ways – via email, completed questionnaire, letter and at the public meeting. A list of questions and answers dedicated to the public meeting held on the 7 November 2012 is included as part of Appendix 5 to this report. For ease of reference the representation is set out in bold and the Council's response to the representation is set out immediately beneath it.
- 5.43 The representations cover issues raised through all modes of representation – email, letter, phone calls, questionnaires and the comments received at the public meeting. There was no one mode of feedback that raised issues(s) that hadn't been raised through at least one other mode of feedback. Appendix 5 sets out in detail what was said via questionnaire, email, letter and at the public meeting. The minutes of the public meeting are included as part of this appendix.
- 5.44 **Representation - The School should open under new management and a new senior leadership team**
Response : A number of consultant school leaders and specialist advisers have attempted to turn the school's performance around in the last ten years without significant and sustained improvement. The SEC has also provided extensive support both financial and advisory, without a sustained impact on outcomes for children at the school. The recent appointment by the SEC of a new Headteacher has led to very early signs of improvement but such indicators have been evident in earlier attempts and this approach is not considered a sustainable solution in the long term. Since 2008, there has been a downward trend in the main indicator of attainment (5 GCSEs at A*-C including English & Maths), and the school is now significantly below the Haringey and England averages.
- 5.45 At the recent public meeting (held as part of the consultation on the 7 November 2012) it was asked if the school could be given a further period of five years to embed the small improvements that have been seen under the current leadership of the school. Standards have been of concern for a period of ten years and, despite interventions, improvement has not been significant or sustained. The five year improvement time-frame suggested equates to an entire generation of pupils. No evidence has been

received to demonstrate how the school's performance could be dramatically improved and sustained within this timeframe. Small improvements have previously been demonstrated but these have not been able to be sustained and built upon.

5.46 Representation - There is no evidence that the school is not educationally viable across all groups but also with specific reference to Afro-Caribbean students at the school (and with particular reference to Afro-Caribbean students at other Haringey schools and nationally)

Response: 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.

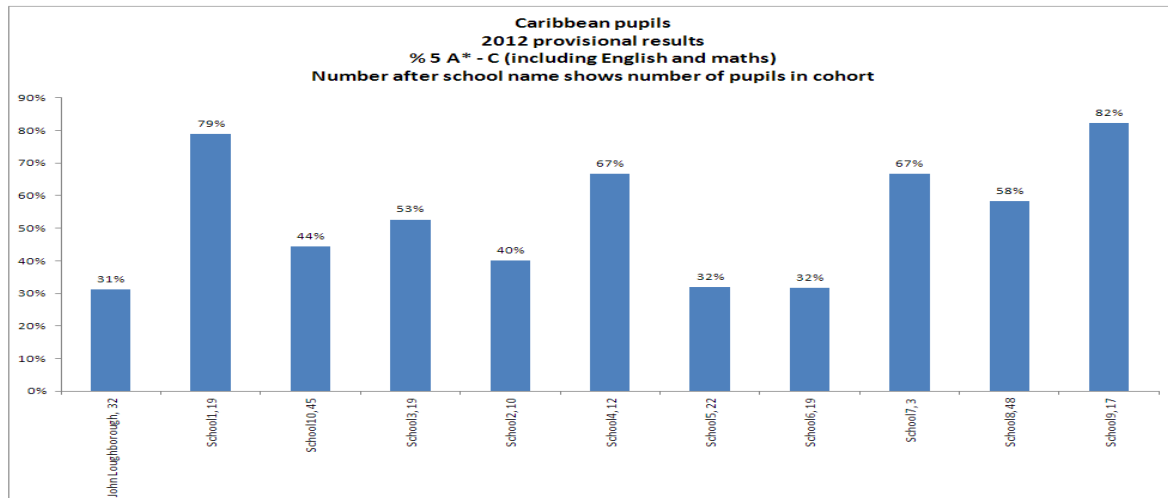
5.47 From 2002 to 2004 a higher percentage of pupils at John Loughborough attained 5 or more A*-C GCSE passes (including English & Maths) than African and Caribbean pupils in Haringey as a whole. From 2005 onwards (with the exception of 2008) a greater percentage of African and Caribbean pupils in Haringey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

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

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

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

5.49 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.



- 5.50 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
- 5.51 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)
- 5.52 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.
- 5.53 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.
- 5.54 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.

- 5.55 The data is taken from the DFE/Ofsted Raiseonline⁴ 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)
- 5.56 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.
- 5.57 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

- 5.58 The value added data for all pupils at The John Loughborough school show they do not make more progress than students at other schools.
- 5.59 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.
- 5.60 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.
- 5.61 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 in 2011.

⁴ 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.

5.62 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.

5.63 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

5.64 **Representation - There is no evidence that the school is not financially viable**

Response: The Head of Finance for Children and Young People’s Service contributed to the review by assessing the school’s financial viability, concluding that the school provides poor value for money because it delivers an inadequate education for children. From the Council’s perspective the school is not financially viable because, in the current funding methodology, it requires extensive and sustained financial subsidy and resource support from the SEC, without which the school would be faced with a significant budget deficit.

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

5.66 The Section 251⁵ budget return shows that the school is currently more highly funded than the average secondary school in Haringey with a cost of £7577 per pupil. The average cost of funding per pupil across all secondary schools in the borough is £6901 although it must be noted that this average amount is artificially boosted by funding to Heartlands which is temporarily higher as this is a growing school that is growing incrementally (currently only years 7 – 9 are on roll). In summary, currently JLS has the highest funding per pupil and the lowest education outcome per pupil in terms of GCSEs.

5.67 **Representation – there is dissatisfaction with the consultation process, including that it is too rushed**

Response: The Guidance, Closing a Maintained Mainstream school, sets out how any proposed closure should be approached. The guidance says that the proposer must allow “adequate time” for the consultation (para 1.2). Para 1.6 advises that the proposers should allow at least 6 weeks for this consultation. Careful consideration was given to the length of time that stakeholders should have to respond to the consultation. We wanted to ensure that all stakeholders had adequate time to make their views known. In this instance a period of 7 weeks was provided to allow sufficient time for meaningful engagement, while balancing the need for the consultation to be carried out in a timely manner and with all due regard to any specified statutory timeframes to ensure that that certainty with regard to the school’s future is established in the most expedient manner.

⁵ Section 251 of the Apprenticeships, Skills, Children and Learning Act 2009

- 5.68 The council recognises the uncertainty and anxiety that comes when any consultation starts. Comments were also received relating to the release date of information on possible closure. Early information on the consultation and possible closure of the school could not be released to wider stakeholders until the outcomes of the review and its recommendations were firmly established as it would have introduced uncertainty to these stakeholders on the future of the school before any evidenced recommendations on the school's future could be made.
- 5.69 A representation was made on why we are consultation at this point in time. We are considering closure now because that is where we are now, prior interventions have not seen sustained and continued improvement to the school's exam results, we 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.
- 5.70 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 head teacher and revised governing body, the Ofsted reports in 2009 and 2011 showed that improvements were not embedded and that fundamental weaknesses remained.
- 5.71 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.
- 5.72 **Representation - The School is on an upward trend in performance terms and should not close if it improving**
Response: a response to the request for an extension of time to see if the school can maintain any measured improvement has been covered in the representation above which proposed a new senior leadership for the school.
- 5.73 **Representation - The Christian ethos of the school is important to its pupils and its loss will impact upon diversity of secondary provision within the borough**
Response: The Council recognises that The John Loughborough School is the only non fee-paying Adventist secondary school in England, and the Council are recommending closing the school based on the consideration of a number of material issues including the educational outcomes for the pupils at the school. The SEC has been fully engaged in discussion with the council about the options for the future of The

John Loughborough School. We understand that The John Loughborough School was established to meet the needs of Seventh-day Adventist (SDA) parents, although approximately only one third of pupils are now from Seventh-day Adventist families. The school is selected by very few parents as a preference of secondary school for their children at age 11 – for 2012 entry only 11 parents specified it as a first preference for their child. A number of parents do choose the school in later years when in-year admissions help to fill vacant school places. Pupils joining the school through this route usually continue for the duration of their secondary education.

- 5.74 In recommending closure of the school, the LA has weighed up all material considerations. The educational outcomes of pupils at the school has been at an unacceptably low level for a sustained period now, despite interventions to reverse this trend. 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.
- 5.75 **Representation -The small size of a school is a positive aspect of JLS**
Response: The LA acknowledges and recognises the unique aspect of JLS's size when compared with other Haringey schools and the very special environment that this can create for pupils and staff. However, the benefits identified as a result of the small size of the school cannot override the unacceptable educational outcomes for its pupils.
- 5.76 **Representation - Closure will interfere with pupils' exam preparation and more generally with all pupils' learning**
Response: If the decision to close the school is taken, full regard will be had to the optimum transition arrangements for all pupils to minimise any disruption to learning. It is acknowledged that this will be a sensitive and delicate process and we will work with the school, parents, carers, educational providers and other professionals to ensure that the process is as smooth as it is possible to be. The aim of any future decisions is to improve educational outcomes for all of the young people currently at the school as well as future pupils. We have been in open discussions with the governing body and school staff around what support can be offered to students at the school to assist them through this difficult time. Inevitably there is a period of uncertainty when consultation on any possible closure of the school is taking place, but the timeframe for the consultation and the options being considered all seek to minimise this uncertainty and improve outcomes for all these pupils as we move forward. This report recommended that the school is closed across all year groups from July 2013 and current pupils at the school (with the exception of the current Y11 who will have finished key stage 4 of their education in July 2013) moved to other school(s). Where the pupils will move to will be determined as part of the admission process following the approval of any statutory notice to close the school.
- 5.77 **Representation - The future for staff needs to be set out**

Response: Staff and unions will continue to form part of the consultation process on the future of the school. The unions have been informed of this consultation and will continue to be consulted at every stage of the process. In the event of school closure, a separate Equalities Impact Assessment will be carried out.

5.78 Representation - The decision to close the school has already been taken

Response: This is a genuine consultation, but the LA has an issue to resolve which has been highlighted by inspection reports and by young people’s attainment. Two possible solutions emerged from the review into the school - school closure or an academy sponsor. To date no approved academy sponsor has been secured and no alternative solution has been established, despite interventions.

Recommendations for next steps

5.79 Staff and parents and carers of pupils at the school have, in the majority, said that they do not want the school to close. This must be balanced against the findings of the review that took place earlier this year that recommended only two viable options: academisation or closure. The academy route has now been closed off as the DfE outlined in November 2012 that the final sponsor proposing to support the school as an academy was not viable.

5.80 It is therefore recommended that a statutory notice is published on the closure of the school and a further Cabinet report on the representations received as a result of the statutory notice be brought before Cabinet in March 2013.

5.81 The publication of a statutory notice sets out the Council’s intention to close the school. If representations are received in respect of the notice the local authority, as the decision maker, must take into account the content of the representations and make a final determination on closing the school. This final decision, in the event of receiving representation(s) will be taken by the Council’s Cabinet in March 2013.

Popularity of alternative schools

5.82 In assessing options for the implementation of the closure of John Loughborough School, the Council has considered the popularity of other secondary schools in the borough. Appendix 7 to this report sets out in table form the first place preferences for other secondary schools in the borough. First place preferences are a good (but not conclusive) indicator of the popularity of a school. For the academic year 2012/13 JLS had 12 first place preferences for the 60 available Year 7 places – representing 20% of the 60 available places. Of the other secondary schools in the borough, Gladesmore, most local to John Loughborough, had 299 first place preferences for the 243 available Year 7 places.

School	PAN	First	Second	Third	Fourth	Fifth	Sixth	Total Preferences
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Alexandra Park School	216	277	373	321	193	113	64	1341
Fortismere Secondary	243	291	341	246	165	101	61	1205
Gladesmore Community	243	299	172	129	76	44	60	780
Greig City Academy	200	88	81	88	57	54	44	412
Heartlands High School	189	218	243	192	140	114	55	962
Highgate Wood	243	242	165	184	154	105	70	920
Hornsey School for Girls	216	99	73	79	77	52	42	422
Northumberland Park	210	125	66	59	44	23	32	349
Park View	216	113	120	102	62	41	44	482
St Thomas More Catholic School	192	17	29	31	17	22	19	135
The John Loughborough	60	12	16	8	14	9	6	65
Woodside High School	162	128	105	93	66	72	44	508
Grand Total	2390	1909	1784	1532	1066	750	541	7581

Options for closure of the school

- 5.83 The review carried out in April 2012 into the future of the school concluded that the school was failing to give its pupils an adequate standard of education and was not financially viable. The review made the following recommendations – a ‘twin track’ approach to finding an academy sponsor and to consult on school closure. It was agreed that progress made by the SEC to secure an academy sponsor will be taken into account by the Local Authority in its statutory processes. If a sponsor was secured and agreed by the Secretary of State, the council would terminate its closure consultation process.
- 5.84 As of the date of writing this report no sponsor has been secured to sponsor the school as an academy. Further, a letter from the DfE dated 1 November 2012 sets out that the failed academy sponsor proposal submitted by SchoolsCompany Ltd was the final opportunity to secure an academy sponsor for the school.
- 5.85 The option to close the school was recommended by the review panel as the only option available under the local authority’s powers which would mitigate the high risk of current and future generations of pupils continuing to receive an unsatisfactory education at the school.
- 5.86 It has been proposed that closure commences from September 2013. The possible arrangements for managing closure, as outlined in the Cabinet report from September 2012, fall under three broad approaches:
- Phased closure – the school closes to new year 7 pupils from September 2013 but remains open for all current pupils to complete their secondary education with John Loughborough

- Immediate closure and transfer – the school closes in July 2013 and all pupils transfer to other local schools in September 2013.
- Some combination of the two e.g. upon closure pupils in the lower years transfer to other local schools whilst older pupils remain and sit their GCSEs at John Loughborough

Pupil placements

- 5.87 If the Lead Member agrees the recommendation to issue the statutory notice proposing the closure of the John Loughborough School, the statutory notice will be issued on 7 January 2013 and the representation period will run until 18 February (a statutory six week representation period which cannot be lengthened or shortened).
- 5.88 Following this period of statutory representation, the Council's Cabinet would make the final decision on whether to close the John Loughborough School on Tuesday 19 March 2013.
- 5.89 If the decision is made to close the school, it is essential that pupils currently attending the John Loughborough School secure alternative school places for September 2013 in a clear and transparent manner with access to admissions advice and support and with time to visit preferred alternative schools. The following paragraphs set out how that process would be delivered.

Proposed Admissions Process

- 5.90 **Application period** - The application process will open on Monday 25 March 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 in to The School Admissions Service by a deadline of Friday 26 April 2013. Parents/carers will be able to list up to 6 preferences for their child for September 2013.
- 5.91 **How places will be offered** - On the date that the application process opens we will provide the number of available places in each year group at each school in Haringey. Places will be carefully identified taking a number of factors into account. Close attention will be paid to ensure that every opportunity will be given to ensure that the that achievement of all pupils, including BME pupils, (currently all of the pupils are BME at the school although this could change with the arrival of any new pupil(s) to the school) will be better than if they were to remain at the John Loughborough School. We will look to provide information about alternative faith schools within a reasonable distance of where the 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. If there are more applications than places available at a specific school, then the published admissions criteria will be used to determine who will be offered the place. If a parent/carer lists a school in another borough, then this application will be sent securely to the relevant

borough who will inform us whether or not a place can be offered. If more than one school place can be offered, then the highest possible preference offer will be made. For example, if the 2nd preference and 4th preference school can offer a place, then the 2nd preference school will be offered to the pupil. If a place is offered to a pupil who is resident in another borough, we will inform their borough that the offer has been made.

- 5.92 If we cannot offer a place at any of the schools listed on the application form (because every school is full in the relevant year group) then Haringey residents will be offered a place in the nearest school with an available place. Pupils who live outside Haringey will be sent a list of schools with available places (on the given offer day) so an alternative school can be requested, if the parent so desires. Their applications will also be passed to their home authority who will be responsible for ensuring that their child has a school place.
- 5.93 If a parent is refused a place at any school listed on their application form, they will have the right of appeal.
- 5.94 **Late applications** - If a parent/carer applies after the stipulated deadline for applications, then their application will be considered after those who have applied on time. Every reasonable effort will be made to ensure the applicant is offered a school place on the given offer day.
- 5.95 **No application** - If parents/carers of Haringey residents do not complete a 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, then their details will be sent to their home local authority who will be responsible for ensuring that they have a school place.

Summary timetable for transfer of current JLS pupils

Date	What will happen
25 March 2013	Application process will open
26 April 2013	Application process will close
13 May 2013	Offer Day

6 Comments of the Chief Finance Officer and financial implications

- 6.1 The Head of Finance for Children's Services has been involved in, and contributed financial information to the review of JLS. Finance representatives also attended the public consultation meeting and provided answers to relevant questions raised during the public consultation process.

6.2 This report is recommending the publishing of notices in order to commence the statutory period for representations and as such at this stage there are no significant additional financial implications to consider.

7. Head of Legal Services and legal implications

7.1 The Head of Legal Services notes the content of this report.

7.2 Section 14 of the Education Act 1996 states that a local authority shall secure that sufficient schools for providing primary and secondary education are available in the authority's area with particular regard to the need to securing diversity in the provision of schools and increasing opportunities for parental choice.

7.3 Part 2 Sections 15 to 17 of the Education and Inspections Act 2006 (the 'EIA') provide for discontinuance of schools. Section 15 relates to the publication of proposals for discontinuance of schools maintained by the local authority.

7.4 The School Organisation (Establishment and Discontinuance of Schools)(England) Regulations 2007 (as amended) (the Regulations) made under the EIA provide that those publishing proposals bringing forward statutory proposals to discontinue a school must consult with interested parties and in doing so must have regard to the Secretary of State guidance. The authority must also have due regard to that guidance when considering or determining proposals to close a maintained mainstream school.

7.5 PART 4 section 14 of the Regulations specifies the Information that must be contained in discontinuance proposals, these are as detailed in Schedule 4 of the Regulations. An extract of Schedule 4 of the Regulations can be found at annex A of the guidance in Appendix 3.

7.6 PART 4 section 15 of the Regulations specifies the manner in which the LA must submit and publish details of the discontinuance proposals.

7.7 Part 4 Section 15 Paragraph 2 of the Regulations provides details of the manner of publishing of the proposal and Part 4 Section 15 Paragraph 3 of the Regulations provides the category of recipients that the proposal should be sent to.

7.8 Guidance has been published by the Department for Children, Schools and Families (now the Department for Education) Closing a Maintained Mainstream School - A Guide for Local Authorities and Governing Bodies, contains both statutory and non statutory guidance for those considering publishing proposals to close a maintained mainstream school under section 15 of the EIA 2006, those deciding proposals and also in relation to information for those affected by the school closure proposals for the school, attached at Appendix 3.

- 7.9 Paragraph 2.1 of Stage 2 of the guidance states that proposals should be published within a reasonable timeframe following consultation in order that proposals are informed by up-to-date feedback that is within 12 months of consultation being concluded.
- 7.10 Following publication of the proposals a statutory six week representation period for comments on the proposal follows this representation period is specified in legislation and cannot be altered.
- 7.11 The Head of Legal Services confirms there are no legal reasons preventing the Lead Member from approving the recommendations in this report.

8. Equalities and Community Cohesion Comments

- 8.1 An Equalities Impact Assessment (EqIA) was initiated to inform the September 2012 Cabinet report and is being updated following consultation. It is an evolving document that continues to inform and support the process and its current form as of 4 December 2012 is attached at Appendix 6 to this report. The EqIA is an assessment of the potential impact to this report of relevant data. The EqIA, is currently being updated following the consultation on closure of the school, and will continue to be further updated following the representation period, should the Lead member determine that the proposal should reach that stage. The EqIA will be completed and signed off at this point. This will ensure that equalities considerations continue to inform each decision that is taken.
- 8.2 The proposal to consult on closure flowed 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, in particular based on the religious ethos, and the educational attainment of BME pupils at the school. Close attention will be paid to ensure that disruption is minimised at every stage of the application process and that measures will be put in place to mitigate against the above risks.
- 8.3 Undoubtedly, closure would have a negative impact on those Seventh-day Adventist families who prefer their children to be educated in a school that embodies the ethos of their religion (over a third of current pupils are Seventh-day Adventists). John Loughborough the only state Seventh-day Adventist secondary school in the country. There is another Seventh-day Adventist school - Stanborough School in Watford is a Seventh-day Adventist independent secondary school, however it is a considerable distance away and is fee-paying so would not be a suitable alternative for many parents.
- 8.4 It is unlikely that all John Loughborough pupils would transfer to other Haringey

schools because out of borough pupils may choose to attend schools closer to where they live. Pupils on roll at John Loughborough School, January 2012, showed 190 pupils are Haringey residents, and 90 live out of borough. Of the out of borough pupils, 55 live more than 3 miles distant from the school. It is however safest to plan for the possibility that all pupils will need to be relocated.

- 8.5 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 at JLS and therefore these groups would be particularly affected.
- 8.5 Whilst John Loughborough has a relatively low proportion of pupils with SEN, and no pupils who currently have a statement of special educational need, they nevertheless are a vulnerable group who could be particularly affected by closure of the school, although this can be mitigated by good transition planning.
- 8.6 Potentially set against these negative impacts is the opportunity for school closure to lead to current and would-be future pupils receiving a better quality of education elsewhere. This potential positive impact will be a central consideration when evaluating arrangements for closure and will be looked at in relation to the protected groups. This work will be carried out during the representation period immediately following the publication of any statutory notice.
- 8.7 Specific actions to mitigate negative impact and maximise positive impact will be identified as part of putting forward a detailed proposal for closure. This will flow from consultation following the publication of any statutory notice. Any proposals for how the closure will be dealt with will be informed by the initial findings of the EqIA:
- Maximising positive impact – consider potential for closure to improve educational attainment for current and future pupils
 - Religion – consider suitability of arrangements for different religious groups (including choice of alternative schools available including faith schools), whether any group would be disadvantaged and how this could be avoided or minimised
 - Ethnicity – proposals will need to be cognisant of the predominant ethnic groups amongst John Loughborough pupils and consider suitability of proposed arrangements in light of this. Any proposal for transfer of pupils will need to consider historical attainment of predominant ethnic groups in receiving schools.
 - SEN – proposals will need to take into account the needs of pupils with SEN. The Council's Inclusion Service will be involved in further work on options.

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

9 **Policy Implication**

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

9.2 The report provides information on the representations received as part of the consultation into the closure of John Loughborough School. The consultation has taken place following acknowledged concerns about the quality of education at the school which does not meet with the Council's vision, aim and expectation that all children have the opportunity to achieve their potential.

Resources

9.3 Significant resources, including a major capital investment through Building Schools for the Future (supported by a £500,000 contribution from SEC) and revenue in the form of grants to support school improvement have not been built on by the school to secure educational improvements. The school therefore represents poor value for money because of the inadequate education it provides to its pupils.

Staff

9.4 The closure of John Loughborough School will affect school staff and proposed changes to their employment will be the subject of separate staff and trade union consultation which will be supported by a specific Staffing Equalities Impact Assessment.

9. **Reasons for Decision**

10.1 The reason that the recommendation is being made to issue the Statutory Notice is as follows:

10.2 Four Ofsted inspections since 2007 have shown no improvement in the standards expected. The most recent was an inspection in December 2011 which, for the second time, placed the school in 'special measures'. The school's financial viability is also challenged and it provides poor value for money because it delivers an inadequate education for children.

10.3 A number of support measures (outlined in the Review and in para 1.2 above) have been put in place over the past ten years in an attempt to turn the school around and

raise standards but, despite these, the school has not been able to show sustained improvement over any significant period of time.

- 10.4 A review of the school by the LA in partnership with the SEC and with the input of an independent education consultant, concluded that there were two viable options open for the future of the school –
- Closure
 - Conversion to an academy status with the support of an external sponsor.
- 10.5 The Council's Cabinet agreed in September 2012 that these were the only two viable options left open for the school and agreed that consultation should commence on the school's closure. In parallel to this process the SEC would continue to seek an academy sponsor to support the school. Since the Cabinet made that decision the DfE have written to the school (1 November 2012) setting out that, despite support from the DfE to secure a sponsor, and despite the proposal from SchoolsCompany Ltd submitted to the DfE, they had now concluded that there was no prospect of a sponsor being found that could provide the radical transformation required to dramatically improve and then sustain educational standards at the school.
- 10.6 The consultation feedback showed a strong support for the school to continue. Of the 107 responses, 85 responses were against the closure of the school. The consultation section in paras 5.18 – 5.41 above set out in more detail the representations received and provides comment on those representations.
- 10.7 It is recommended that a statutory notice setting out a proposal to close the school and inviting representations on the proposed closure is published because:
- The education being delivered at the school has not been good enough over a long period.
 - No successful counter proposal to allow the school to become an academy has been forthcoming and the DfE have now acknowledged that, despite extensive work, they had been unable to identify a sponsor who they believed had the required capacity, track record and experience to make John Loughborough a success working in partnership with SEC.
 - Despite target support over the last ten years, no sustained or significant improvements have been made to the standard of education within the school;
 - The GCSE results continue to be significantly below borough and national levels.

10. Use of Appendices

Appendix 1 - Cabinet Report dated 18 September 2012 recommending consultation on the closure of John Loughborough School

Appendix 2 – JLS Review report commissioned April

Appendix 3 – DfE Guidance Closing a Maintained School – A Guide for Local Authorities

Appendix 4 – Letter from DfE to CoG at JLS dated 1 November 2012 regarding an academy sponsor for the school

Appendix 5 – Consultation report setting out representations received between 1 October and 19 November 2012

Appendix 6 – Equalities Impact Assessment (EqIA) (evolving)

Appendix 7 – table showing preferences for secondary schools in the borough

- 11.1 The appendices to this report are set out in a separate document because of the file size.

11. Local Government (Access to Information) Act 1985

The review on which this report is based has drawn on a wide range of information. The principle sources are:

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

<http://www.legislation.gov.uk/uksi/2007/1288/contents/made>

- Equality Act 2010

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

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Appendix 9

Statutory notice

Appendix 9



The Notice

Proposal to discontinue The John Loughborough School (Voluntary Aided school) by the local authority

Notice is given in accordance with section 15(1) of the Education and Inspections Act 2006 that Haringey Council, 48 Station Road London N22 7TY intends to discontinue The John Loughborough School, Holcombe Road, Tottenham London from 31st August 2013.

It is intended to close the school across all year groups with effect from the 31st August 2013, with all the pupils on the roll at The John Loughborough to be transferred to other local schools for the start of the autumn term in September 2013.

The Local authority is proposing to hold an admission process 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 Monday 25 March 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 in to The School Admissions Service by a deadline of Friday 26 April 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 13 May 2013.

Date	What will happen
25 March 2013	Application process will open
26 April 2013	Application process will close
13 May 2013	Offer Day

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

Transport arrangements to alternative school provision will vary 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. The Council will provide places for all pupils on roll.

All statutory consultation requirements relating to this proposal have been complied with.

Copies of the Complete Proposal can be obtained from Jennifer Duxbury, Children and Young People's Services, 48 Station Road, Wood Green, London N22 7TY and are also available on the website at:

<http://www.haringey.gov.uk/jls>

Within six weeks from the date of publication of these proposals (18th February 2013), any person may object to or make comments on the proposals by sending comments to Jennifer Duxbury, Children and Young People's Services, 48 Station Road, Wood Green, London N22 7TY.

Explanatory Notes

Proposed 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. Places will be carefully identified taking a number of factors into account. Close attention will be paid at every opportunity during the process of closure and allocation of alternative places to ensure that the achievement of all pupils, including BME pupils, will be better than if they were to remain at the John Loughborough School. 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. 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 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.

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.

Appendix 10

Proposal



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 31st August 2013. All pupils on roll at the school will transfer to other local school for 1st 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 1st October 2012 and 19th 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

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 31st 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 26th 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 7th November 2012, TOTTENHAM GREEN LEISURE CENTRE

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

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 19th 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 14th 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

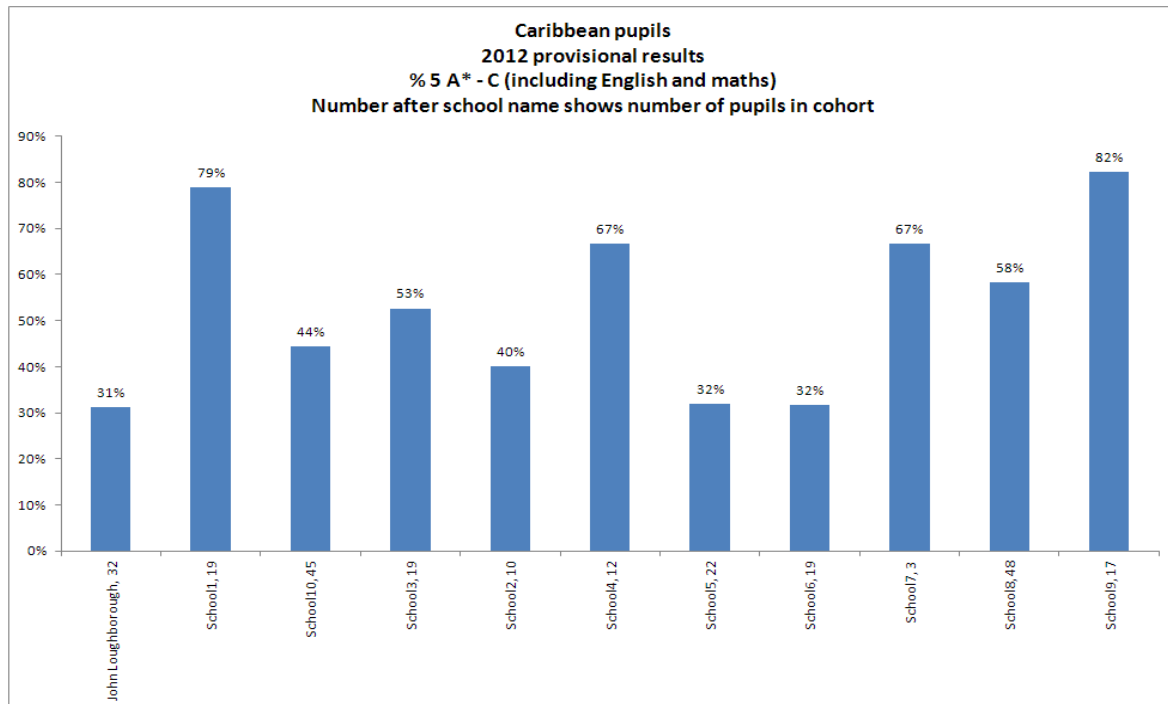
- 20.** *Does the council recognise the achievement for Afro-Caribbean students at The John Loughborough School?*
- 21.** *GCSE attainment data of Afro-Caribbean at The John Loughborough School compared against the Haringey average from 2003 to present was presented. The figures show that Afro-Caribbean 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.*

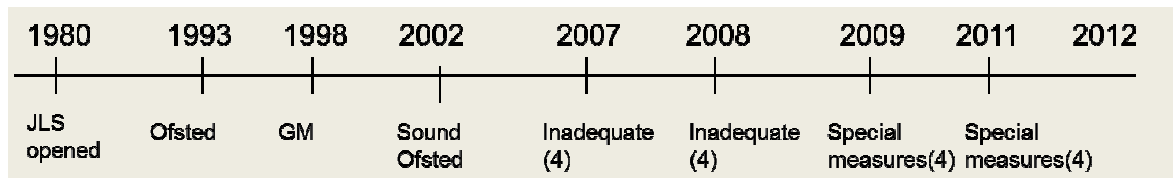
LES CRAGGS- Assistant Director Haringey Children's Service

- 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 no 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 19th 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 5th 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 7th January and run for 6 weeks finishing on 18th 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	10 December 2012 to 21 December 2012	

	proposal to close the school		
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 11th (bottom) in 2008, 8th in 2009, 5th in 2010 and 11th 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 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
- It's 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 1st 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 GSCE'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 GSCE'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</p>

<p>reputation of the school would begin to take a turn, and would also lead to a rise in achievement.</p>
<p>The pupils of this school are rude, loud and aggressive and have been a problem in this area to neighbours and people who have the misfortune to be about when they are so the sooner they are out of the area the better.</p>
<p>The John Loughborough school came at a time when the black community was demoralised with the low level of their young people in education. The school has made a difference and I find quite worrying that Haringey Council wanting to close down African and West Indian community centres plus now this black led schools plus with the youth centres still closed down....is the council wanting Tottenham to go another riot as this is making matters worse</p>
<p>In my opinion JLS can be only turned round and become a very good school under a different, more effective management as, for a very short time, we had such an example - when a Transformational Headteacher came to work with us, things were beginning to improve but suddenly stopped there the moment he was gone. It is very unfortunate that all members of the current SLT do not inform staff appropriately and in due course, do not consult or coordinate with staff when they are making decisions and do not take onboard opinions from teachers; and also things are not usually followed through when implemented.</p>
<p>let's give the school and its student a chance to further improve. the school is in Haringey's deprive area hence literacy could be difficult to improve quicker.</p>
<p>I do not see why Haringey is recommending closure when the last Ofsted inspection showed some improvements. Haringey must consider granting JLS academy status.</p>
<p>I attended John Loughborough from 1997-2003. Having been born and raised in London, I understood the stereotypes that society places on young people who grow up in the inner city, especially those from ethnic minorities. The stereotype, amongst others, that existed for me was that as a young black lady I was more likely to end up as a teenage mother than I was as a successful academic. That I would only have certain careers available to me because of my socioeconomic status. Well, I am proud to say that because of my education at JLS I was able to defy the stereotypes and push through. Why? Because I had chaplains and teachers who understood these stereotypes and told me, through their teaching and their own achievements, that I did not have to be defined by stereotypes. The education that I received was obviously excellent as I was able to go from Secondary School straight to University. Upon graduation, I completed a Master of Arts degree in Michigan, USA. I am now 25 years old and am currently a PhD candidate and working at a university in Canada. Perhaps many people do not realise the value of a faith-based inner city school that understands the needs of its young people. I will be extremely disappointed if John Loughborough is closed down. I have classmates who are excellent academics and professionals at this time, they can also boast of the benefits of John Loughborough. I urge you not to close down this school that has been a source of support, academic learning and informal education for young people in the inner-city. It is my belief that the council must do all it can do to ensure that JLS not only survives but thrives. If it is really the intent of the government to ensure that all young people, regardless of socioeconomic status, receive an education that is contextualised to their needs then it is incumbent upon you to support the John Loughborough School for decades to come. Sincerely, Janice P. De-Whyte, PhD Candidate Class of 2003</p>

<p>There is an assumption (as it appears to me, that the Local Authority assumes that they would transfer the pupils to other schools. The Local authority needs to bear in mind that parents have a choice. There are one or two other schools in Haringey who are not making as good progress with their students as John Loughborough currently is, but yet there does not seem to be anything mentioned 'anywhere' in Haringey about those schools.</p>
<p>The students' behaviour is a great concern for local residents, this is behaviour outside of school, but seeing that they are wearing their school uniform i feel this reflects badly on the school as a whole as people are aware which school they are from. A lot of the students also truant and hang around the streets yet the problem is not being dealt with, even though complaints have been made to the school in the past concerning this. I as a resident and a parent feel that the Ethos being preached by the school is not being taught, grades are below average and unless action is taken now the future of these unfortunate children will be blighted.</p>
<p>As a former employee of JLS (and not an SDA!) I agree that there are some fundamental problems with the school, but do not believe the management of the school are sure how to tackle the problems. With either the correct guidance or a new management structure this school can prosper.</p>
<p>The school has demonstrated that it has done the best to accommodate pupils' individual needs, despite challenging circumstances, so should be allowed further opportunity to develop and refine its strategies to deliver the best for its intake.</p>
<p>If closure is the eventual decision then it is only fair that the pupils are resettled without delay so that they can come to terms with change and get on with their education.</p>
<p>Since the current school Governors have been generally the same all along and the school has consistently not performed according to the OFTED reports covering a long period, there is really no good reason to believe that the Chair of Governors and his colleagues would do any better under an academy, is far better for the children and their parents to move the children to a quality school where they can quickly settle and get on with their education. We cannot play games with the lives of young people, the time lost in a bad school cannot be claimed back easily, in fact some pupils may well be put off education because of the bad experiences they have been subjected to by this ill performing school and its less than able governors.</p>
<p>They need the school in that area to cater for the children</p>
<p>A DISORGANISED ESTABLISHMENT WHERE CULTISH VIEWS IMPOSED ON THE INTAKE, JAMAICAN RELIGIOUS CLIQUE WHO COULD NOT ORGANISE CHILDS TEA PARTY.</p>
<p>The pupils should be given their FIRST preference of school during the transfer to another school, irrespective of the PAN of that school.</p>
<p>The school is failing the pupils, the sooner it closes the sooner their education will improve.</p>
<p>I'm one of the few teachers who's worked in almost every secondary school in Haringey, as a supply teacher. JLS gets the thumbs down from me on grounds of unsuitable architecture, unprofessional staff, warped SDA curriculum, poorly equipped labs and lack of discipline.</p>
<p>I believe closing this school will not help. I think it should be open and let the school run it.</p>
<p>John Loughborough has ALWAYS been a place of pretence, hypocrisy, cover up, back stabbing by staff who claim to be Seventh-Day Adventists. The staff, in their majority,</p>

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

<p>prospective by the Conference after consultation with the Churches.</p>
<p>I am unclear as to whether the school was placed in Special Measures and the outcome of this.</p>
<p>I attended the school between 1981 and 1986. The school played a major part in my thinking at attitude today. I run my own business employing 5 people. I am degree qualified and carry out mentoring in schools. The ethos of the school is good. Give the school three years as a final chance to gets its house in order.</p>
<p>Why would the council want to close this school? This school is both educationally and financially viable. Many of the pupils of this school have come from dysfunctional backgrounds and the school seems to have a disproportionately high number of students who have been excluded elsewhere and are sent to John Loughborough School. Where they have made a significant change and left school with a good level of education and GSCE's. From the Council's own statistics this school which serves a high proportion of black children seems to have the best GCES results in the borough. This is a fact, so why would Haringey want to close this school. There has been a lot of misinformation in the media about faith schools. I am not a person of faith however I believe that this school has shown that it can turn the life of children around. I believe Haringey Council is making the wrong decision to close this school. The school should be kept open it serves well the black community and if this school were closed it would send the wrong message to the black community. There are many black teachers in this school which serve as important role models to the children who attend. What is the proportion of black teaching staff in the other schools in this borough? This school should not close.</p>
<p>I think question two is incomplete. The stem should have another option such as. Joined with a good school in the borough or become a Academy/Independent school. This school has done well despite the negative about the institution. You should not disenfranchise small groups of people with different ethos.</p>
<p>For school to be given/offered free school status, probably with structural changes.</p>
<p>The quality of questioning is very poor. This lead one to think if the finding is about sexual relationship or education for a community. This finding will not address the quality of education offered by this school. I as a parent find this very one sided. I have my children in the school but I can't find a question asking about the quality of question. many more could be asked. such as how do your child, friend, community business community feel about the closure of the school, e.c.t.</p>
<p>As a student, I left another school for JLS in year 10. I love the school and I'm doing well. My older sister attended and got 10 GCSES. The school in small and everyone knows each other. We care about each other and I love the Christian values.</p>
<p>I an a pass student could not answer questions about education offered to me. I am going to college and have to answer so many questions regarding sexuality rather than my educational experience at John Loughborough School. This is unfair for me as a young person who this school has helped to develop into a very positive and ambitious young woman.</p>
<p>As a parent of a Year 10 pupil at John Loughborough School, I am writing to express my views and hope that it will be taken into serious consideration that the said school remains open as opposed to the seemingly preferred option by the Haringey Council to close the school. I have read the Consultation Document regarding the proposal to close the John Loughborough School (for which I am in the process of completing The</p>

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 'wholistic' 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.

<p>Having been closely involved with John Loughborough school since 2008 and having the opportunity to participate in and witness the positive changes which have occurred, it would, in my opinion, be wrong to close the establishment at a time when so many aspects of the education provided are improving. The size of the school and its Christian ethos create a positive and safe environment for many children who would feel intimidated by one at the larger schools. There are also some subject areas such as Arts and ICT which obtain consistent results which are as good and if not better than most Haringey schools.</p>
<p>Phased closure of John Loughborough School will not even make a difference that will even cause a 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 a good and better place to study, they have helped some of us to reach a high level in life.</p>
<p>JLS is a good 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 area 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</p>

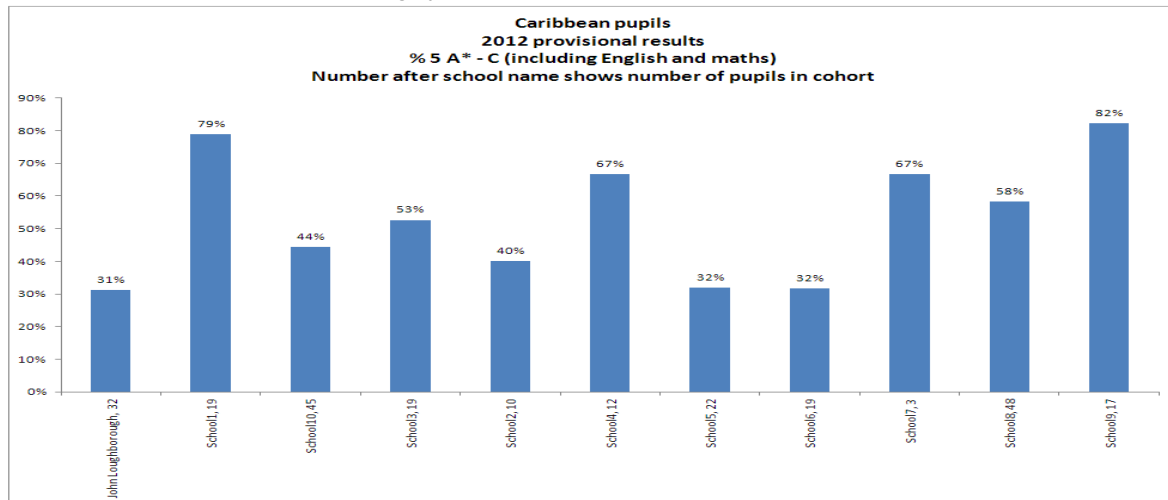
<p>new schools (& help for needy parents in providing a new school uniform?) The raucous behaviour of the JL pupils around the nearby bus stop in Tottenham High Rd after school goes beyond the normal exuberance of their age- they present (en masse) as having been let off the leash without having learnt much in the school day to engage their energy. Hopefully, they will also benefit from a more open religious environment.</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 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.</p>
<p>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.</p>
<p>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.</p>
<p>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."</p>
<p>If my son changed school. It would mean a change of teacher. I am happy with the school and it is convenient for me.</p>

Appendix 7 Consultation Documentation

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 Raiseonline⁶ 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.

⁶ 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.

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 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

1.3

1.4 **STATE:**

1.5

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

e) **WHAT EFFECTS IT IS INTENDED TO ACHIEVE**

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

1.6

1.7 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.

1.8

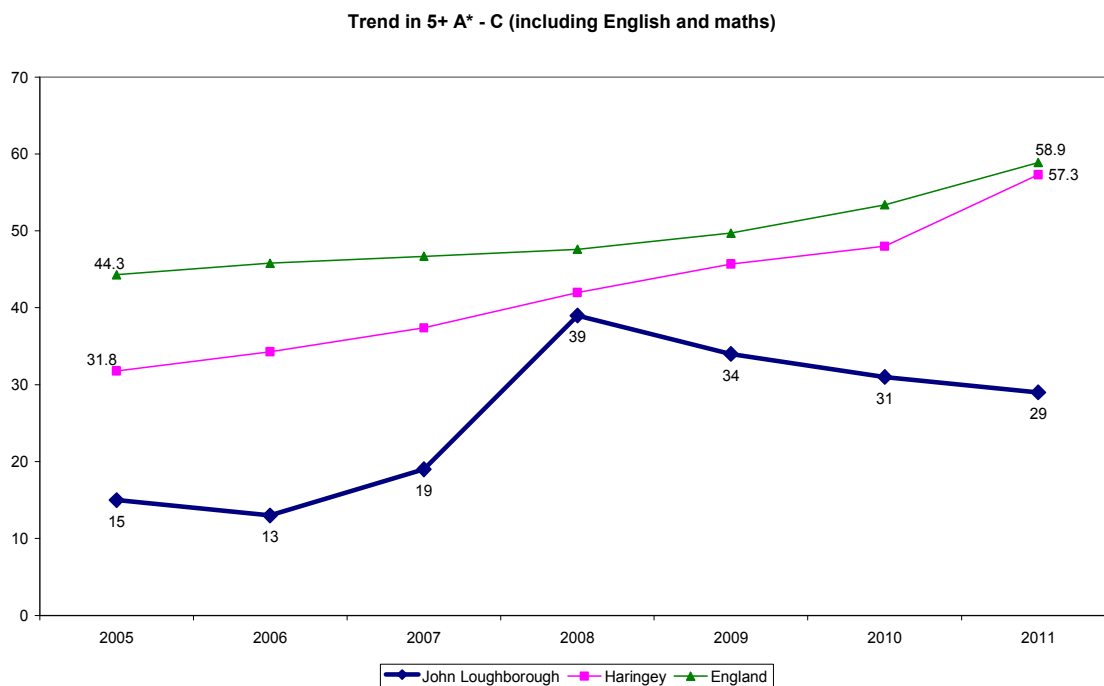
1.9 THE SCHOOL WAS ORIGINALLY ESTABLISHED IN 1980 IN RESPONSE TO THE DISSATISFACTION OF SEVENTH DAY ADVENTIST PARENTS OF AFRICAN CARIBBEAN HERITAGE WITH THEIR CHILDREN'S POOR LEVEL OF ATTAINMENT IN LONDON SCHOOLS. IT WAS ESTABLISHED WITH THE OBJECTIVES OF PROVIDING CHRISTIAN EDUCATION FOR SEVENTH-DAY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

1.10

1.11 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)

1.12 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.



1.13 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 18th 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.

Statutory Stage	Description	Timescale
1	Consultation on proposed closure	Recommended minimum of six weeks – 1 October- 19 November 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	Within two months of the representation period finishing –

	considered all of the relevant information.	<i>Spring 2013</i>
5	Implementation – the school closes	As set out in the published statutory notice, subject to any modifications agreed – <i>from September 2013</i>

This EqIA 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 EqIA.

1.14 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 presently, 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	%
White				
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%
Mixed				
White & Black Caribbean	4	1.4%	450	3.7%
White & Black African	3	1.1%	164	1.3%

	John Loughborough	%	All Haringey secondary schools	%
White & Asian	1	0.4%	124	1.0%
Any other mixed background	9	3.2%	644	5.2%
Asian or Asian British				
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%
Black or Black British				
Caribbean	106	37.9%	1212	9.9%
African	56	20.0%	1926	15.7%
Any other Black background	14	5.0%	262	2.1%
Chinese	5	1.8%	72	0.6%
Any other ethnic group	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%
Grand Total	280	100.0%	12300	100.0%

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 2005⁷ 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.

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.

⁷ Source: http://www.bbc.co.uk/religion/religions/christianity/subdivisions/seventhdayadventist_1.shtml

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.

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:

4. 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
5. Immediate closure and transfer – the school closes in July 2013 and all pupils transfer to other local schools in September 2013
6. 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 19th 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 1st October to 19th 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 7th 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 Christian 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.

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: 16th 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\PIPI\PEP\EQUALITIES\equalities impact assessment for service delivery template (update November 2011)

Appendix 11

Representation Report

Appendix 11



Representation Report 7 January to 17 February 2013

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1. Summary
2. Background
3. Activity
4. Marketing and media coverage
5. Representations received
6. Meetings Held

1. Summary:

1.1 A summary of representations received is complete in table below. This report will set out and explain the representations received during the representation period and how the Local Authority as Decision Maker has ensured that all interested parties and stakeholders have had

the necessary information available to them and have had the opportunity to make these representations.

	Source	Individually Written		Signed Standard Letter		Totals
		For	Against	For	Against	
Pupils	School				128	128
Staff/schools	Email		3			3
Parents	School				14	14
	Email		4			4
Public (SDA)	School				1554	1554
Haringey Residents	School				9	9
	Email	1	4			5
	Postal	1				1
Other	Email		1			1
Total	All	2	12		1705	1719

2. Background:

2.1 This report has been produced to clearly set out the steps taken by the Local Authority as Decision Maker to include all stakeholders in the process of proposing to close the John Loughborough School (JLS). This report must be considered alongside the published statutory proposal to close the school; please see the paragraphs and table below for a summary of the context of and steps in the statutory representation period.

2.2 Following a number of unsatisfactory Ofsted inspections of The John Loughborough School dating back to 2007, the Council and the Seventh-day Adventist Church carried out a joint review to examine the school's long term future. The review team concluded in their report dated June 2012 that the school, as currently organised, was not educationally viable. They concluded that one potential option to retain The John Loughborough School would be to secure a sponsor for the school to become an academy. The Governing Body of the school, working with The South England Conference (SEC) of the Seventh-day Adventist Church, have worked since April 2012 to try to secure a sponsor. The Council set out that if a sponsor was not secured by the end of July 2012, a proposal to consult on school closure will be put before the Council's Cabinet on 13 September 2012 which, if agreed, would trigger a process to potentially close the school. This would not negate further work to secure a sponsor, but would enable the lengthy timescales for school closure to proceed in parallel with the process of seeking an academy sponsor. The proposal put before the Council's Cabinet in September 2012 was agreed and a consultation period ran from 1 October to 17 November 2012 inclusive (seven weeks). Following this period of consultation a report was prepared for consideration by the Lead Member of Children's Services recommending that a statutory notice be issued setting out the Council's intention to close the school. The Lead Member agreed the recommendation and a statutory notice dated 7 January 2013 was duly published in the local press, pinned to all entrances to The John Loughborough School and displayed in the Marcus Garvey Library. The table below summarises the most steps in the process since the decision to publish the notice was made on 13 December 2012.

Table: Summary of Representation Period

Description	Date	Notes
Decision to issue statutory notice	Thursday 13 December 2012	At the Civic Centre in Wood Green, the lead member for Children Services, Cllr Waters, considered a report on the future of The John Loughborough School. This report included all the responses to our consultation. Cllr Waters decided to proceed with its closure plans by

		publishing the required statutory notice
The publication of a statutory notice setting out the final proposal	7 January 2013	
Representation - a fixed six week opportunity to express views (both for and against) on the proposals	7 January to 17 February 2013 (six weeks)	Three meetings were held during this period for the public, staff and parents/carers
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 (17 February 2013) - finishing spring 2013		

3 Activities:

3.1 The table below provides a summary of stakeholder engagement that has occurred during the representation period.

Activity	Date	Comments
Statutory notice issued and start of representation period	Monday 7 January 2013	Published on the JLS gate, fence and in the Marcus Garvey Library, Haringey Advertiser and website.
Public meeting	28 January 2013	Location: Tottenham Green Leisure Centre, 1 Philip Lane, N15 4JA
Parents meeting	29 January 2013	Location: The John Loughborough School
Staff Meeting	11 February 2013	Location: The John Loughborough School
End of Representation period	17 February 2013	The period of representation cannot be moved or altered.

3.2 Throughout the statutory six week period the Council has kept all stakeholders and interested parties informed of key events and information. The table below sets out the actions taken by the Council to distribute information. A range of methods were used to ensure as wide a range of stakeholders had access to information on the proposal as possible.

From	To	Date	Subject	Reason
Letter sent	Parent Carer	13 December	Cabinet member for Children	To keep stakeholders

from Libby Blake, Director CYPS	Letter, SEC, Union Reps, Primary Heads, Secondary Heads, Directors of Children's Services across London, Haringey Directors, all Haringey Councillors, Westminster Diocese, London Diocesan Board, Lynne Featherstone MP, David Lammy MP, CoG at JLS, Head Teacher JLS, all staff at JLS, all Chairs of Governors across Haringey schools,	2012	Services approves publishing statutory notice.	informed of process and how they could engage with the process
Email sent on behalf of Libby Blake, Director Children's Services	As above, sent in flier form to 11,000 local homes and businesses			To keep stakeholders informed of process and how they could engage with the process
Letter Sent from Jan Doust, Deputy Director CYPS	Parent Carer Letter	23 January 2013	Statutory Representation Period and information about meetings	To keep stakeholders informed of process and how they could engage with the process
Letter Sent from Jan Doust, Deputy Director CYPS	Parent Carer Letter	February 2013	End of Representation period	To keep stakeholders informed of process and how they could engage with the process
	Website		Website has been updated throughout the process with information about meeting and publication of minutes –	To keep stakeholders informed of process and how they could

			www.haringey.gov.uk/jls	engage with the process
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4. Representations Received between 7 January and 17 February:

4.1 A total of 1719 representations were received during the six week representation period which ran from 7 January to the 17 February 2013.

4.2 Of this overall total fourteen representations were individual written representations. Of the fourteen, four were received from parents with a child at the school, six were from the public and local residents, three of the fourteen representations were from Staff members at the school and one representation was received from a neighbouring Local Authority.

4.3 In addition the Council received four sets of a standardised letter sent in by The John Loughborough School. The letters were signed and dated by individuals as 1) parents, 2) pupils, 3) Haringey residents and 4) members of the public. The total number of standardised responses received was 1705. Please see the table below for a summary of all of the representations received.

Response type	Pupils	Staff/school	Parents	Public (SDA)	Haringey Residents	Other	Grand Total
Individual written representations		3	4		6	1	14
Standardised letters	128		14	1554	9		1705
Total	128	3	18	1554	15	1	1719

5. Individual Representations:

5.1 Of the 14 individual representations received, 12 were opposed to the school closing.

Staff:

Two Representations

- The two representations expressed concern that moving to alternative local schools was not a viable option for the pupils.
- Both representation stated that the statistics used were too general
- One representation suggested that this was not a genuine consultation.

Public:

Four Representations Against Proposal:

- Two representations stated that the council and lack of support was the reason for the school's difficulties.
- One stated that the school should be closed on a phased basis
- One stated that the freedom of choice was being taken away from parents and pupils.

Two Representations For Proposal:

- Both representation for the closure of the school cited the school should close because of poor pupil behaviour.

Parents:

Four Representations:

- All four representations expressed concern about the impact of the closure on pupils and the community.
- One stated that the council had been disrespectful in meeting with pupils before the parents.

Summary of representations:

- 27% felt that the school had not received sufficient support.
- 27% said that children feel safe at the school and behaviour is good.
- 20% said progress has been made and more time is needed
- 20% suggested alternatives to closure
- 20% felt the council does not understand the faith provision for the children that the school delivers

5.2 Representation receive can be found in Appendix A of this document.

6. Standard Representations:

6.1 All letters expressed support for the school and the intent of the Governing Body under the following statements:

- The Governing Body understands that there has to be change to ensure educational, spiritual and social needs of children are met.
- It is important the school continues to serve the community so young people become active and valued members of the Church and society.

6.2 All representations are attached in Appendix A of this report.

7. Meetings held within the six week representation period:

Public Meeting:

7.1 A public meeting was held at Tottenham Green Leisure Centre on 28 January 2013 at 7pm. The total number of attendees at the public meeting was 85. Of these attendees the highest proportions were Seventh-day Adventist Members. Full minutes from this meeting can be found in Appendix B to this document.

SDA Member	Unknown	Staff	Governor	Parent/carer	Public	School	Methodist	Grand Total
32	26	7	6	6	5	3	1	86

7.2 The table below shows a summary of issues and responses arising from the public meeting:

Theme	Issue	Council Response
School Standards	In 2008/9 the school was the best achieving school in Haringey.	John Loughborough has never been the best achieving school in Haringey. Its results improved from 19% (2007) to 39% (2008) of pupils achieving 5+ A* - C (including English and maths). This was the biggest percentage increase in Haringey for that year. However, its results have not continued to improve and in 2012, only 34% of pupils achieved this level.
	The reason the school failed is because of the IEB (interim executive board).	For a short time with the IEB some improvement was evidenced and control was handed back to the Governors : however the performance could not be sustained.
	The quality of the support given to the school is not high	Support was received from a number of sources including National Challenge, assistance from experienced Head Teachers, neighbouring schools, and external partners. None were able to effect the sustained turnaround in outcomes that is required.
	Ofsted recommended the	The Ofsted inspector's responsibility is to make

	schools position be reviewed in Summer 2013	judgements about the school's performance. Once a school is identified as requiring 'special measures' (the school has been in special measures twice in the past 3 years) Ofsted inspectors visit on a regular basis. It might be that inspectors mentioned that they would review the school again in Summer 2013, in line with their termly visits since the school had a full inspection in October/November 2011.
	JLS is put at a disadvantage due to a relatively high ratio of pupils with English as an additional Language (EAL)	Data shows that pupils with EAL do slightly better than the average for all pupils within the school.
	JLS takes children that no other school will take	Allocations are made to JLS but this is part of the In year Fair Access Protocol which fairly shares the burden of admitting pupils across all schools. JLS has not been singled out for this process and takes no more than its fair share of hard to place pupils. Pupil allocation from the In-Year Fair Access Panel (IYFAP) supports this equality of allocation and heads of all secondary schools are invited to attend the panel on a rotating basis to ensure that fair allocation does indeed happen.
Year 10 Attainment	How will Year 10 be supported	Detailed work and modelling is being carried out for all pupils and with particular emphasis for the Year 10 pupils around their transition arrangements, including matching exam boards and syllabuses and identifying other support needed. Colleagues from different services are be working together on this. Every pupil at JLS holds equally importance.
	Year 10 should have been moved in September for less disruption	The decision to close the school has not yet been made and this would have been pre-emptive and entirely unjustified and illegal to move pupils before the decision is taken through the formal statutory process.
Lack of Time	The school should be given more time.	There has already been one generation who have gone through the school while it is in difficulties identified by a number of Ofsted inspections. A considerable length of time has been taken to consider options through dialogue with, among others, the Church, governors and staff at the school, Council officers, and the DfE. A significant amount of time, money and work has been invested in the school to turn outcomes and standards around in the last six years and the Council's Cabinet, mindful of the recent review into the future of the school, made the decision that the position could not be allowed to drift and impact on any further cohorts of children.

Representation robustness	Opinions are not being listened to as 80% do not want school to be closed	This is not a referendum; this process is how we secure the best educational outcomes for our children. The strength of feelings are being heard and must be balanced against other material considerations including successive Ofsted inspections that judge the school to be inadequate or unsatisfactory.
	The decision has already been made	The representations made during the representation period will be considered alongside all other information as part of the decision making process.
	Nothing that is said can change the decision as previous concerns have not had any effect.	The council have clearly set out that if a successful academy sponsor is found to work with the school in converting it to an academy that the process to close the school would cease. The suitability of any sponsor is a matter for the DfE to determine.
	Some prospective parents have been told not to apply because the school is closing	You have our assurance that no council officer has given this information out at any time.
School pupils	Children's thoughts have not been taken seriously; children are happy at the school	The children's views are a very important contribution to the decision making process. Their opinions will be balanced alongside all other considerations.
	The mental well being of the children is very important	The Council plans to handle any changes that are implemented very carefully and an Equality Impact Assessment is being completed to facilitate this. The EqIA will also track children in any new school. The Council will work with parents, carers and all schools involved to handle any transition with the utmost care.
	The most vulnerable children will be affected the most	The welfare of all children is paramount and the council will work with other providers to ensure that the pastoral care, guidance and all other support offered is of the highest standard.
Council Bias	Council has a bias against faith schools	There is no bias; last year a new faith school was opened in the borough. There are a number of faith schools in the borough that are performing very well. The council is supportive of all faith schools and recognises that the Christian Ethos is very often a great strength of a school.
	Since 1999 the Council has been saying the school is not financially or academically viable	Standards at the school have been of concern since at least 2007 when Ofsted placed the school in to special measures. The Council's Cabinet considered the review into the school's future and the Ofsted inspections, as well as demand for the school, GCSE results and Raiseonline data in coming to a decision in September 2012 that there were two options going forward; to close the school of academy

		sponsorship.
	The School is being singled out	This is the only secondary school in the Borough in special measures. The 2011 data for -5 GCSEs A* - C including English and Maths is 29% for JLS and 57.3% as an average across Haringey. Following the review recommendations were made in respect of the school in April 2012. Other faith schools have shown significantly higher academic achievement, have reached or exceeded government floor standards and have not attracted the same level of concern as JLS during this period.
Admissions Process	Siblings will be separated at new schools	There will be an application process by which parents can choose where they would like their children to go to school. Siblings will play a part in this determination.
	Admissions Process; There are limited chances for parents to get the school they want and it will be difficult to match up exam boards	There will be an application process that mirrors secondary transfer and involves listing up to six preferences. Officers will assist and provide advice about places across the borough, including information on exam boards and syllabuses.
Review Panel	It has been said that The South England Conference (SEC) of the Seventh-day Adventist Church, with partnership with the Council, agreed to close the school but the SEC is not in favour	The Council did not say the SEC agreed to closure only that it was agreed there were only two realistic and viable options for the school's future: academisation or closure. This does not mean both parties were in favour of both options.
	There was only one representative of SEC on the review and this was pushed to four	There were no limits placed by the Council on number and source of representatives on the review panel. At least four people sat on the review together with an independent consultant and a legal advisor.
	The third option of Interim Executive Board (IEB) was not considered	An IEB (Interim Executive Board) is a small body appointed on a short-term basis by a local authority to turn around a school that is judged to be in urgent need of improvement. An IEB replaces the governing body of a school that has either been placed in special measures or given notice to improve by Ofsted, or that has not complied with a warning notice from its local authority. The review of the school carried out in 2012 discussed an IEB but it was agreed it was unlikely to secure the long term necessary improvements. An IEB had been put in place dating back to 2007 but not long after it had left the school (when some improvement was evidenced) the school went back into a category.
Finance	The school is financially viable	The school has had a licensed deficit budget a number of years. A reduction in pupil numbers and

		other factors led to financial difficulties for the school. The funding received by JLS per pupil is significantly above the average for all other Haringey secondary schools. The system of funding is changing and the council will not be able to allocate the same level of funding to small schools.
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8. Parent/carer meeting:

8.1 A meeting was held at the John Loughborough School on the 29th January 2013 specifically for parents/carers with children at the school. All Parents/carers of pupils at the school were sent letter informing them of the meeting and details were posted on the Council's dedicated JLS webpage to ensure there was good representation at the meeting and stakeholders were engaged with. The meeting was well attended and Polish, Portuguese and Romanian translators were present to help with language barriers. The decision to provide translators for these languages was made following discussion with the head teacher of the school.

8.2 The table below provides a summary of issues and responses from the Parent Carer Meeting:

Theme	Issue	Council Response
Concern for Pupils	Mental and emotional damage caused to pupils	The council will make a decision as efficiently as possible to minimise this stress which is recognised cuts across all those involved with the school. If the decision to close the school is made the council will work with everyone to deliver transition arrangements as seamlessly and as efficiently as possible. Delaying any action on the future of the school is not an option.
Robustness of Representation Period	The decision has already been made	This is a genuine consultation with a note taker present. A decision has not been made – this will be made by the Council's Cabinet on 16 April 2013. All representations received and minutes of all meetings will form part of the information put before members when they make this decision.
Year 10 attainment	The current Year 10 could remain at JLS to finish their Year 11 in 2013/14.	The council will carefully consider provision for Year 10 pupils and provide support at schools that currently offer better educational outcomes than JLS is able to do.
Lack of time	There has not been enough time to find a sponsor	The process of finding a sponsor has been ongoing since April 2012, so a period of 9 months. By the time a decision is taken this period to secure a sponsor will have been one full year.
	The school needs time to embed the changes	Support for the school goes back 6 to 7 years through the London Challenge Initiative directed at the school. The local authority has always and continues to

Theme	Issue	Council Response
		support the school.
Loss of School ethos	New schools will not cater for SDA beliefs	The Council wants to be better informed and work with the community and school to ensure the religious needs of the pupils are taken into account in any alternative setting.
	The loss of the religious and spiritual ethos	The Council is carrying out an Equality Impact Assessment which looks at how the Council will take account of these factors and mitigate any identified impact.
Social Justice	Social Justice for pupils and community	The council does want to work with the community but also has a responsibility towards the JLS pupils to secure a good educational future for all of them. The council is committed to the diversity of our borough. Any decision made will be based on improving the outcome for all pupils in the school. Other faith schools have performed at a higher standard and have not attracted the same level of concern as JLS.

8.3 A significant number of pupils were also in attendance at the parent/carer meeting and were able to express their views and have their questions answered by the panel. The table below shows a summary of pupils' issues and the responses given to them (speaking at the Parent/Carer Meeting).

Year 10 attainment	Year 10 are currently doing exams and this is disruptive	The council understands concerns regarding exams and will work with JLS and, if required, with other schools to limit impact to the greatest possible extent. An assessment of exam boards used for GCSEs at JLS will be undertaken to ensure pupils are placed in schools where the same or greater choice of subjects/syllabuses can be offered. The statutory process for closure of a school has a specified time which must be adhered to and it is not possible to close the school without affecting a cohort of pupils who are taking exams.
	There should be support provided at the school instead of moving pupils	The schools that pupils move to will provide support and be conscious of pupil needs. Support has been given to JLS over a considerable period of time but has not secured the necessary improvements.
Admissions Process	Would siblings be transferred together?	Pupils and parents will be able to make six preferences as in the normal admissions process and regard will be had to siblings within this process.

	There is no assurance from the council that students will be supported at other schools	The Council will make every effort to ensure that the educational and pastoral needs of all pupils is met.
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9. Staff Meeting:

The number of attendees was approximately 34 and all questions taken were from members of staff. The table below show a summary of issues and council response at the staff meeting.

Theme	Issue	Council Response
Provision for school pupils	Would there be enough spaces for the JLS pupils in other schools?	Providing school places is a statutory duty so plans will be put in place to ensure school place sufficiency for JLS pupils now and in the future.
	Due to the wide catchment can parents from out of borough be catered for?	The council has an obligation to relocate children and the council will offer as wide an option of places as is possible. Parents and carers living out of borough can apply nearer to their home if they wish. The council will support other boroughs to ensure they are aware of the impact. All London boroughs have been advised of the publication of a statutory notice to close the school.
	Can the Council guarantee support for Year 9 as they choose their options?	The council would sit down with families and talk about options and choices available to pupils if the school is to close. Parents will be able to make preferences for the school(s) they want for their child(ren). However no absolute guarantee can be given on any one schools. Parent would be made aware of additional places available and will have the right to appeal if they are unable to secure the school(s) they prefer.
	If the decision is made to keep the school open how many children will come to the school next year?	The clear message to parents and carers selecting a school for 2013 entry is that it is business as usual and applications for Year 7 for JLS September 2013 have been received.
Livelihood of Staff	Alternative employment for non teaching support and teaching staff?	The council will support staff through redundancy packages and skills matching with available employment
Lack of Time	The school should be given a new start and more time as others had in the borough	The process being referred to is academisation and that the sponsor would convert the school into an academy.

Theme	Issue	Council Response
	There had not been enough time for changes to be sustained and the school needs more time	There is pressure on the council to address schools that are not improving. Satisfactory from Ofsted is no longer good enough. JLS has been performing below expected standards for six years evidenced by a number of Ofsted inspections.
School Standards	What would happen if the school came out of special measures?	The council would think very hard in that situation. The issue highlighted by the review had been that any progress was not sustained.
Finding a Sponsor	Had a sponsor been identified?	A sponsor had approached the DfE for consideration but robust reasons were given why this sponsor was not considered accepted.
	Was there still time to find a sponsor?	There is still time; the process to close the school is running in parallel with the search for a sponsor.

10. Conclusion:

10.1 The main themes that came through from the representation period were:

1. Council Bias
2. Lack of time
3. Year 10 attainment
4. School Standards

10.2 The theme that cut through many concerns surrounding the closure of the John Loughborough School were issues of time, specifically the lack of time given to the school to improve and the timing of the process to close the school.

10.3 The lack of time refers issues such as to:

3. The School's Senior Leadership Team needing more time to embed changes and sustain progress.
4. Lack of time available to find an academy sponsor.

10.4 The timing refers to issues such as:

3. Impact on Year 10 pupils.

4. History of Council involvement in the school.

10.5 Key Themes in letters

There were a number of themes running through the letters and emails to the Council during the representation period. These have been summarised below.

10.6 Support for the school:

Almost all respondents were supportive of the school remaining open and being given time and support to improve. Several acknowledge that improvements must be made, but many felt that the school provided the best environment for its constituency, particularly for black pupils and Adventists. Some respondents suggested that the school had a disproportionate number of pupils with a limited understanding of English, which adversely affects the school's results⁸.

Respondents feel that the school:

- provides a strong standard of education
- provides good moral and spiritual support for its pupils
- is making positive progress (as evidenced in Ofsted reports)
- needs more time to address its weaknesses
- needs further advice, support and resources to improve
- is more than its exam results
- is addressing its shortcomings
- manages behaviour well
- has undergone a turbulent recent past but is now stable
- has been popular with Black Caribbean pupils, especially those that are not doing well at other schools
- gives a greater sense of pride than other schools

A number of respondents expressed their concern about children transferring to other schools because by implication they could not provide the same nurturing and care as The John Loughborough School and that John Loughborough also provided better behaviour management and black role models. Several respondents suggested that other schools could not meet the faith needs of Adventist pupils.

10.7 Academy option

One proposal was put forward to change the school to an academy with the sponsorship of the Council. Where major change was accepted, respondents felt that this was best achieved by converting the school to an academy.

⁸ In fact the data suggest the opposite, that results of EAL pupils are better than the average.

10.8 Objection to School Closure

Almost all respondents did not want to see the school closed. In one case a respondent proposed that closure should happen when all current pupils had worked their way through to the end of Year 11(2017).

Respondents felt that school closure:

- would cause more harm than good
- will cause upset and disruption to pupils' education and relationships
- cannot be the best solution
- needs to consider the wider needs of pupils' moral and spiritual well being
- cannot come soon enough (*from neighbour*)

10.9 Criticism of the Council's process

Many responses were critical of the Council, saying that its has:

- misrepresented data and Ofsted reports, failing to show where there has been improvement or good performance
- acted unfairly and unreasonably in its treatment of the school
- been discriminatory
- been trying to close the school for years
- refused to support the school
- interfered with the running of the school
- attempted to install its own governors on the board
- acted illegally in dismissal of a head teacher
- does not care about JLS pupils, especially the needs of the current Year 10
- is reducing choice in secondary schools
- is failing to meet the faith needs of Adventist families
- has been incorrect in the statements made about the progress that has been made by the school

10.10 Criticism of the Church

The South England Conference (SEC) of the Seventh-day Adventist Church was the subject of some criticism in that it had:

- failed its constituency and in its educational responsibility
- handed pupils' education to the state

Appendix A: Representation

Please note that the representations here are as submitted and have not been edited in any way except to remove the names of those who submitted them.

Public representations:

Representation 1:

Dear Sir/Madam,

FORMAL COMPLAINT AGAINST HARINGEY COUNCIL

I am complaining formally against Haringey Council because of the unfair and unreasonable way they have treated and are treating the John Loughborough School (JLS). The complaint is also about the Council's process to close the school in August 2013. As one of the founders of the school, which opened in 1980, I know that the Council officials have not always acted in the best interest of the school, but often have attempted to hinder its progress.

In the late 1970s, Council officials did not support efforts by the Seventh-day Adventist Church to establish the school, but it opened because parents paid fees for the education of the children. Nearly 20 years afterwards when the school applied for Grant Maintained status, the

Council refused to support church members. With the support of the late Bernie Grant, the school was successful. Then followed interference by Council officials who visited the school with the intention of installing their own school board members. The Council failed, but they succeeded in 2008 after the then Director of Children and Young Persons Services, Sharon Shoesmith, obtained the support of Pastor Sam Davis, president of the South England Conference of Seventh-day Adventist. They were both deeply involved in the unfair dismissal of Dr June Alexis in October 2008, as she had been trying successfully to improve the school's GCSE examination results. The decline in the school's performance followed from 2009 after the Council installed their Interim Executive Board, and the school has not recovered since then.

Background and the Employment Tribunal Decision of 7 September 2010 explains the consequences. Please refer to the Employment Tribunal Case Decision: 3200135/09 (London Borough of Haringey/John Loughborough School -v- Dr June Alexis).

It is evident that the interference of Haringey Council has negatively affected the performance of the school post 2008. The Council has managed the school's decline. The Council's intervention has destabilised the school, its teachers, pupils and affected church as well as members of the public who send their children to the school, and those who would have liked to have done so. Please refer to the attached Document.

The school has always attracted Black Caribbean pupils, especially those who have not been doing well at other schools (because of all kinds of issues), and those children are not usually the brightest ones, rather the opposite, yet they have felt better off being there. As far as many Black people are concerned, the school is seen as a refuge, and a place where they also develop a better feeling of pride and identity than in other schools. Also, JLS has been like a hospital that cared for children who go there because they had been educationally hurt in other schools.

Further, over the past four years, the Council have placed in the school, Eastern European and other children whose first language is not English. No wonder attaining A* or A in English language is such a task! Also, in the past four years, the Council have not placed any White British children at JLS.

The Council's present consultation process to close the school is therefore unfair and unreasonable. They seem not to care, especially about year 10s. They know that the church members and schools pupils want the school to succeed, and for it not to be closed in 2013. The latter know the history of the school and its good track record over the past 33 years. The Council's recently published Proposal for closure contains many errors and misleading details. Their 95-page document is too long for me to present a point by point written rebuttal. So, I request that I be allowed also to provide further evidence orally to the Official Investigator(s) of this formal complaint in due course.

Thank you.

Response to Representation 1:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of The John Loughborough School, which I will bring to the attention of elected members.

I note from your communications that you wished at the time to register a formal complaint with regards to this issue. Having considered the complaint, both the Council and the Ombudsman⁹ concluded that the formal complaint was best dealt with as part of the representation process on the proposed closure of the school.

You make reference in your letter to the unfair and unreasonable way that the Council has treated the school. The Council believes that it has been both fair and reasonable in its support for the school. The current process follows on from recommendations of a review that proposed two options – to secure a sponsor to convert the school into an Academy or to close the school. Both options remain open until the Council's Cabinet decision in April. The South England Conference (SEC) of the Seventh-day Adventist Church is dealing with the Academy option.

It is important to note that the review of the school carried out in 2012 was the consequence of a second Ofsted inspection that judged the school to require 'special measures', the first being in 2009. Ofsted inspectors were of the opinion that the school requires special measures because:

"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."

You may be aware that the Leader of the Council has stated that the school has already had a generation of young people who have been adversely affected by poor standards and that she cannot stand by as Leader of the Council and allow this to continue.

You may also be aware that the Secretary of State has the power to close the school if he believes that the Local Authority or the Trustees of the school are not likely to secure rapid changes to ensure that all pupils receive a good standard of education.

You refer to the history of the school in your letter. We note your views on the establishment of the school, but the review carried out last year focused on a more recent period. The review:

"... unanimously concluded that the school as currently organised has not been educationally viable because the quality of education it provided has been inadequate."

The review concluded that the school has had extensive support to improve over a number of years. Support has come from local and central government initiatives such as the London Challenge, the National Strategies and Building Schools for the Future. The school has also had

⁹ The Ombudsman's decision made on 28 February 2013 to complaint reference: 12 018 524

support from the Church in financial and advisory support for leadership, teaching and capital works.

The matter of Dr Alexis is not part of the consultation process and has been dealt with elsewhere.

You make some assumptions about pupils with English as an additional language. It is important to note that most Haringey schools have a high proportion of pupils who speak English as an additional language and that their effective support enables them to achieve well compared to their starting point.

The Council acknowledges that the John Loughborough School is regarded as a safe and friendly environment for pupils receiving an education. The impact of the school closure on ethnically black pupils is fully assessed in the Equality Impact Assessment. This document is used to assist the Council to make a decision that takes into account all pupils and the different barriers they may face in receiving an education. The Equality Impact Assessment also sets out actions that will be put in place in the event of school closure to ensure that all children at the school will have access to pastoral and educational support.

You refer to the Council not placing white British children in the school. The Council follows statutory requirements in offering places to all pupils on the same basis, which requires parents to consider the admissions criteria and to express their preferences. Places are then allocated on the basis of applicants meeting the admissions criteria. In managing this process no reference is made to ethnicity.

We refute your statement that the Council does not care about the pupils at The John Loughborough School. As mentioned above, the Leader of the Council is committed to ensuring that all pupils achieve well and that if The John Loughborough School cannot achieve the expected standards, then it is in the long-term interests of all pupils that the school either converts to an Academy or closes.

In reaching their decision about the future of the school Councillors will consider your representations, together with the information that they have from inspection reports, pupils' examination results and a review that was carried out in 2012. Councillors will also examine what progress has been made to establish the school as an academy.

I thank you for the time and effort that you have taken to make these representations, which Councillors will consider in making their decision about the future of The John Loughborough School.

Yours sincerely,

Representation 2:

Good afternoon,

For what it's worth, I would like to express my disappointment in hearing about the proposed closure of John Loughborough school.

Whilst I'm not directly connected to the school, my wife and I do have 3 children of secondary school age (attending another school in the borough) and friends who have children attending John Loughborough.

In the interest of community, we still care what happens to a school, within our local neighbourhood and would like to know the following: - Did Haringey council exhaust every possible avenue to keep the school open?

Are the Seventh-day Adventist, religious organisation doing everything they can to assist in keeping the school open?

Were local big business (such as Next, B&Q, Argos, MacDonald's, Burger King etc.) and even Tottenham football club approached to assist in providing funding for competent teaching staff and school running costs?

It's my firm belief, that if all of the above was happening, there would be no need to close the school.

Regards,

Response to Representation 2:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of John Loughborough school.

I am sorry to hear that you will be disappointed at the proposed closure of the school and understand your concerns for the impact that closure will have.

You ask whether we as a Council and the Seventh Day Adventist Church have explored everything they can to assist in keeping the school open.

There have been concerns about the performance of John Loughborough school for several years. You suggest funding from commercial organisations as a potential solution. However, a number of agencies have already provided extensive financial and educational support to help The John Loughborough School to improve its standards in the last 10 years. Despite this, for several years there has been a pattern of inadequate performance in the school, articulated Ofsted reports in 2009 and 2011, which found the school to need 'special measures'. It is therefore unlikely that additional funding from commercial sources would in itself be the solution.

To find the best way forward for the school, in 2012 experienced officers from the Seventh Day Adventist Church and Haringey Council supported and challenged by an independent educational expert, worked on a review of the school which examined a wide range of options for the school's future, including:

- Continuation of current strategies for school improvement.
- Links, federations or amalgamation with high-performing schools
- The Local Authority running the school through an "Interim Executive Board"

- Conversion to an Academy
- Closure

After careful consideration of all of the evidence, the review concluded that only two options were open – to find a suitable sponsor and convert the school to an Academy or to consult on the closure of the school. The Church and Council agreed that in the best long term interest of children that both of these routes would be explored in parallel and within a timescale to achieve one or other of these changes by September 2013.

Despite its best efforts, the Seventh Day Adventist Church has been unable so far to find an organisation, including a range of experienced sponsors, that is capable of making an acceptable proposal to the Secretary of State for the school to become an Academy.

In reaching their decision about the future of the school Councillors will consider your representations, together with the information that they have from inspection reports, pupils' examination results and the 2012 review. Councillors will also examine what progress has been made to establish the school as an academy.

I thank you for the time and effort that you have taken to make these representations, which Councillors will consider in making their decision about the future of The John Loughborough School.

Yours sincerely,

Representation 3:

Hi Corinne,

I am changing my initial recommendation that JLS in its present form should be closed on a phased basis, using option one, to permit the school to complete provision for its current population.

I am changing because of the disclosure at the January public meeting by the head of Loughborough that there had been no formal consultation with her relative to the future of the school. That disclosure placed substantial doubt in my mind as to the council's statement that it is concerned about the outcomes for students at Loughborough.

My new position is informed by the understanding that Loughborough is an unusual school. This has to do with a recent increase in the number of students from Eastern Europe especially, not all of low ability, but several with little or no experience of formal education. It has to do with the claim repeatedly and surprisingly made by students that they feel physically safe and emotionally valued at the school, an experience they did not have at other schools. That information suggests that even when it is judged to be failing, the service this school provides is of a class not readily duplicated.

More than the above however, I now understand that the John Loughborough School is unique in a way that cannot be appreciated merely by looking at its recent trajectory.

Much of the emotion that surfaced at public meetings in November and January last derives from the circumstance that against all possible odds, this inner-city school was started by a most unlikely set of parents and supporters. Opening of this school anticipated headline developments in education during the last thirty years, including, particularly, the Parents' Charter. It also textured background issues such as secular funding support for faith schools, issues that still deeply texture public concern about the future of education in Britain.

The existence of John Loughborough School validates the concern parents and others showed for children. Their concern was demonstrably greater than interest shown by the faith agency through which the school was funded and managed. Soon enough, the South England Conference failed its constituency. Effectively, in 1998, it relegated to the state its own primary responsibility for nurture of Adventist children in inner London. The Conference failed parents again when it proved miserably incapable of managing what should have been a beacon and a model for other schools.

Yet, success for a school initiated by its constituency is hardly a question of whether or not the South England Conference is capable of modelling education. Belying the question of its capability is the matter of willingness *in London* while the [Conference](#) asserts affiliation to "the second-largest Christian school system in the world" with 7,598 educational institutions operating in over 100 countries and over 1.5 million students. In my respectful view, the same favourable circumstances that gave birth to the school are still available to maintain it.

John Loughborough School is immeasurably more significant than its size or its present obscure profile in English educational provision would suggest. History would frown on any secular agency willing to assume responsibility for closing this particular institution. That responsibility should be returned to the South England Conference, the faith organisation ultimately answerable to the parents who fund it.

This new position would point to creation of a breathing space of at least one year for JLS, allowing for what Councillor KOBBER, Leader of the Council described as a home grown solution that represents a radical departure from what has gone or been tried before.

Response to Representation 3:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of The John Loughborough School, which I will bring to the attention of elected members.

I note that you are changing your recommendation to one that was outlined in the consultation period up to 4th January, which would allow the current cohort of pupils to complete their education at the school. This option would see closure of the school once the current year 7 complete Year 11 – that is in August 2017.

In reaching their decision about the future of the school Councillors will consider your representations, together with the information that they have from inspection reports, pupils'

examination results and a review that was carried out in 2012. Councillors will also examine what progress has been made to establish the school as an academy.

I thank you for the time and effort that you have taken to make these representations, which Councillors will consider in making their decision about the future of The John Loughborough School.

Yours sincerely,

Representation 4:

Dear Ms. Jennifer Duxbury

The closure of The John Loughborough School cannot come soon enough as far as myself and family are concerned.

Beside the education and standards of the school being to say the least very poor, and the behaviour of some pupils dispicable.

As close neighbour, dispite years of speaking to staff and Head, about various concerns, there has not been any light at the end of the tunnel.

Education is expensive and I do not believe the pupils are able to reach their potential, or the comminity benefit from the school. FAR BETTER TO CLOSE THE SCHOOL AT THE EARLIEST OPPORTUNITY.

Yours truly

Response to Representation 4:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of The John Loughborough School.

I am sorry to hear that your experience of being a close neighbour has not been a positive one and pupils' behaviour both in school and in the vicinity of the school is something that as a Local Authority we would expect the school to manage. It is worth noting that in their recent visit to the school Ofsted inspectors commented on the good behaviour of pupils. I regret that this is not your experience.

I thank you for the time and effort that you have taken to make these representations, which Councillors will consider in making their decision about the future of The John Loughborough School.

Yours sincerely,

Representation 5:

Dear Corinne David

Re: proposed closure of John Loughborough school

I have been shocked and concerned by the plans to close this school. I have lived in Haringey for most of my life and was happy to see this school open and provide a much needed service for our children and to our community.

I find it unacceptable that when education choice is being promoted by government this choice is being taken away from children and parents in a deprived area who want to attend John Loughborough school.

Please do not close this school.

Yours sincerely

Response to Representation 5:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of John Loughborough school. I understand your concerns about the proposal. This is a very anxious time for all parents, staff and supporters of the school.

As the local Education Authority and in partnership with the Seventh Day Adventist Church and central government, Haringey Council has supported the school over recent years to improve its standards of education. We have done this to help the school provide its pupils with the best education there is.

Despite this very high level of our additional help and investment, in 2012 a review team, which included representatives from the Council, the church and an independent expert, found that the evidence from examination results at age 16 and successive Ofsted full inspection reports shows that teaching, leadership and management are not effective enough. The school is one of only 9% of secondary schools nationally judged to need 'special measures' and no other school in Haringey has exhibited such little improvement in full Ofsted inspections in the past five years. Since 2008, The John Loughborough School has shown 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.

In reaching their decision about the future of the school Councillors will consider your representations, together with the information that they have from inspection reports, pupils'

examination results and a review that was carried out in 2012. Councillors will also examine what progress has been made to establish the school as an academy.

If the Council decides there is no viable option to keep the school open, it will work with the Church to mitigate the impact closure will have on Adventist families.

I thank you for the time and effort that you have taken to make these representations, which Councillors will consider in making their decision about the future of The John Loughborough School.

Yours sincerely,

Representation 6:

RECEIVED

31 JAN 2013

29th January 2013.

To Jennifer Fluxbury.

I am writing to you in connection to the leaflet that was posted through my door, about the proposed closure of the John Loughborough School. I am resident who's home backs the school. I would be VERY happy if the school was to close, as I find the noise, behaviour, language of the children that attend there, disgusting.

Can you imagine what it is like when you want to sit outside in the summer for a bit of peace and quiet, and all you get is screaming, shouting and foul language. Not only that but I have experienced where they have thrown stones over the wall hitting outside of the flats, just missing some mothers talking with their children. This is not on. I did approach the head teacher about this. As it is supposed to be a church school it leaves much to be desired. I look forward very much to the school holidays when they are not there. The building would be better used for taster sessions of

different courses that would be available to people in the community, to try. May be something like first aid course, cake decorating, plumbing etc. This is my view. I didn't put my address or sign my name, as I don't wish to, but I do hope my views will be considered.
Thank you.

Response to Representation 6 :

As this resident's name and full address was not supplied, the following response has been published in this report but cannot be sent

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of The John Loughborough school.

I am sorry to hear that your experience of being a close neighbour has not been a positive one and pupils' behaviour both in school and in the vicinity of the school is something that as a Local Authority we would expect the school to address. It is worth noting that in their recent visit to the school Ofsted inspectors commented on the good behaviour of pupils. It is of great regret that this is not your experience.

The current proposal is to close John Loughborough school on 31st August 2013. Should The Council decide to progress this proposal, pupils would transfer to other schools. However, there may be some variation to the current proposal, such as to maintain provision for the group of pupils in their final examination year. These issues will be carefully considered in the coming weeks.

I thank you for your comments which will inform the Council's final decision.

Yours sincerely,

Representation 7:

9 representations were received in the format of the following standardised letter



The John Loughborough S.D.A. School

(Seventh-day Adventist)

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

Head teacher: Dr E McFarquhar

To Whom It May Concern:

As a resident in the borough of Haringey, I would like to pledge my support to the John Loughborough School and the governing board.

I understand that it is of the utmost importance that a high standard of education is provided to the students who attend the John Loughborough School.

The John Loughborough School makes a positive contribution to my community, and I believe it is imperative that the school remains open in order to meet the needs of the students who attend.

Please accept this letter as my petition to keep the John Loughborough School serving the Borough of Haringey:

Name:.....

Address:.....

Date:.....



Healthy Schools



COMMITTED TO EXCELLENCE IN CHRISTIAN EDUCATION

Response to Representation 7:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of John Loughborough School.

I will report to Councillors your support for the governing body of the school, which wants to ensure that high standards of education are developed and sustained for children attending the school.

I will also report your wish for the school to remain open.

In reaching their decision about the future of the school elected members will consider your representations, together with the evidence that they have from inspection reports, pupils' examination results and the review that was carried out in 2012. Members will also examine what progress has been made to establish the school as an academy.

I thank you for the time and effort that you have taken to make these representations.

Yours sincerely

**Representation 8:
1554 representations were received in the format of the following standardised letter**



SEVENTH-DAY
ADVENTIST
CHURCH

South England Conference

Statement in support of the John Loughborough School

January 2013

To whom it may concern

I,support the
(please print name)
John Loughborough School and the intent of the governing board to ensure that high standards of education are developed and sustained for the children attending the school.

I am aware that the JLS teaching body and governing board understands the need for wholesale change to ensure that both educational standards and the social and spiritual needs of young people attending the school are met.

As a Christian school offering education to a wide range of children from varying cultural backgrounds, it is important that the school continues to serve the community. This will greatly contribute to a wider education that develops and enhances the lives of our young people so that they become active and valued members of our churches, communities and society at large.

It is therefore imperative that the school remains open as it builds upon its knowledge and experience of the needs of young people it continues to serve.

Signed.....

Address.....

.....

.....

Date.....

A Registered Charity

Response to Representation 8:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of John Loughborough School.

I will report to Councillors your support for the governing body of the school, which wants to ensure that high standards of education are developed and sustained for children attending the school.

I will also report your wish for the school to remain open.

In reaching their decision about the future of the school elected members will consider your representations, together with the evidence that they have from inspection reports, pupils' examination results and the review that was carried out in 2012. Members will also examine what progress has been made to establish the school as an academy.

I thank you for the time and effort that you have taken to make these representations.

Yours sincerely

Parent/carer representations

Representation 1:

Re: closure of John Loughborough School

Dear Sir/Madam

I am writing to you as a parent of a Year 10 pupil at John Loughborough School to express my views on the Haringey Council's proposal to close the school.

I have read the Consultation documents regarding the options/proposal to close the John Loughborough School and I have attended the recent Public Meeting held at Tottenham Green, in addition to the meeting on 29th January at the John Loughborough School with Parents and Haringey Council representatives present.

I strongly believe that the school provides a high standard of education and social support to its local student population. Whilst I recognise that further improvements are required, it is important to point out that the school has made positive progress over the last 2 years in line with the steps required by the education authorities. It is clearly evident all efforts are being made to remedy short falls (which is not a problem experienced only by the John Loughborough School).

Educational needs are paramount and as a parent it is obvious that the school is making every effort to ensure improvements are made on a continuous basis. The teachers are extremely

dedicated to the pupils and extra curricular lessons/hours are offered on a regular basis to assist the children who need additional support. The school takes great effort to ensure every child is catered for (Every Child Matters) and this positive attitude is always promoted in the school.

It is imperative that the Council take into consideration the views of the parents and children. The children feel safe at the school, there are no behavioural issues and unlike many schools now a days, John Loughborough School provides a safe environment where there is no threat to their wellbeing or requirement for Police to man the site.

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, 'theft' was a frequent occurrence and on more than one occasion, he and his friends were accosted by bullies threatening them to hand over lunch money and mobile phones. I am very pleased to say that such incidents do not occur at the John Loughborough School. As mentioned above, the children are safe and parents do not have to worry about their child's wellbeing whilst they are at the school.

I took the decision to send my child to the John Loughborough School because I believe the school is capable of and well on the way to regaining its excellent overall performance. There have been a lot of highs and lows in recent past, which I believe were attributed to the constant change and previous conflicts between past members of the school v Haringey Council. However, it is important to note that there is a strong stability now – the Head Teacher is clearly very dedicated and is driving the school forward to greater and better overall performance. The custodial care is second to none.

Of course, it is absolutely imperative that the pupils receive the very best education and I genuinely believe that the school requires the utmost support from Haringey Council and a little more time to excel to the level in which it is cable of as opposed to the alternative proposal to close the school which would have significant detrimental effects on the children who attend the school and their families.

At this point in time, especially for the Year 10 students, it would also be extremely disruptive and detrimental 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. No Year Group should suffer as a consequence of proposed closure.

I implore you to please consider giving the school the time to reach the excellence it is capable to reaching. I am also in favour of an Academy status as opposed to closure.

I hope that Haringey Council it will take my feedback into serious consideration.

Response to Representation 1:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of The John Loughborough School.

I am pleased to hear that your experience of John Loughborough has been a positive one and that your child feels safe and secure at the school. Our intention is to ensure that all children continue their education in a way that will enable them to meet their full potential in a safe and secure educational environment.

I note that you are satisfied with the quality of education that your own child receives and the standards that your son achieves. I note also your view that standards in the school are improving due to the dedicated work of the staff. However, a team comprising representatives from the Council, the church and an independent expert reviewed the school in 2012 and unanimously concluded that

“...the school as currently organised has not been educationally viable because the quality of education it provided has been inadequate.”

The school is one of only 9% of secondary schools nationally judged to need 'special measures' and no other school in Haringey has exhibited such little improvement in full Ofsted inspections in the past five years.

I note that your child is in Year 10. We are very conscious about the disruption that change will have on any pupil, but we are especially conscious for those children that are in their final examination year. We are giving this issue very careful consideration and will be keeping you informed as we consolidate our plans for this year group. I would like to assure you that we will continue to consult and involve parents in the transition arrangements for their children. In addition to securing them high quality education we will take into account to your values and beliefs and work together to see these young people through their remaining years at school.

I see from your response that you are in favour of the school becoming an Academy. The review team also felt that this was an option worth considering. However, after nine months of negotiations between the Seventh Day Adventist Church and potential sponsors, no viable proposal has yet been approved by the Secretary of State, whose responsibility it is to assess the robustness of a proposal for transfer to Academy status.

In reaching their decision about the future of the school Councillors will consider your representations, together with the information that they have from inspection reports, pupils' examination results and the 2012 review. Councillors will also examine what progress has been made to establish the school as an academy.

I thank you for the time and effort that you have taken to make these representations, which Councillors will consider in making their decision about the future of The John Loughborough School.

Yours sincerely,

Representation 2:

By this I turn to the competent authority.

I am a parent of a student at this school my son is in his second year but it took me much surprise com all the news they want to close this school.

For me as a parent and my son as a student and we totally and completely disagree with the plan to close the school because our reason is as follows.

1. - The religion of my family is CRISITIANO EVANGELICO
2. - Excellent location
3. - An excellent training and education plan
4. - ATTENDANCE rigorous control and achievement
5. - Plan information on the state of student parents.

So what we want to say that as parents we are very satisfied with this educational establishment is meeting 100 percent with was for which it was opened.

DISCRIMINATION

Educational Authorities confirmed the closing of our facility would be committing an act of discrimination of religious since our school is the only area where our son received this training in a free and spontaneous.

being in this circle has made my child be more responsible with their studies and also very disciplined and respectful at home and at school and on the street.

These results are beneficial for everyone because if you know the statistics that today human values are lost almost completely so therefore the result of dropout due to a bad caresen curriculum that most educational institutions.

esudio a good plan is accompanied with an order and discipline and this goes along with the love and affection that you will be in school as a student in a household that is lacking, often due to lack of time it devoted parents to their children.

and the negative result of this is the dropout and outcome of children with problematic both at school, home or road.

economic costs meaning parents and why not say asl same government.

For this reason, as a parent you ask the authorities to ponder the issue as are parents ssi entnederan what I'm talking about.

encuenta hoping my letter will be grateful for your cooperation.

regards

**NOT THE END OF THE SCHOOL NOT ALLOW
THE JOHN LOUGHBOROUGH SCHOOL**

Response to Representation 2:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of The John Loughborough School, which I will bring to the attention of members.

I understand your commitment to your son attending The John Loughborough School and understand your concerns about its closure. This is a very anxious time for all parents and staff of the school.

As the local Education Authority, and in partnership with the Seventh Day Adventist Church and central government, Haringey Council has supported the school over recent years to improve its standards of education. We have done this to help the school provide its pupils with the best education there is.

Despite this very high level of additional help and investment, in 2012 a review team, which included representatives from the Council, the Church and an independent expert, found that the evidence from examination results at age 16 and two full Ofsted inspection reports in 2009 and 2011 showed that teaching, leadership and management is ineffective. Two recent monitoring visits showed that although there were some improvements being seen, overall the progress has been inadequate since the school was placed in special measures. The school is one of only 9% of secondary schools nationally judged to need 'special measures' and no other school in Haringey has exhibited such little improvement in full Ofsted inspections in the past five years. Since 2008, John Loughborough School has shown 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.

You suggest that the Council is being discriminatory in closing the school. We recognise that closure will impact on families that wish to send their child to a Seventh Day Adventist school. Whilst this is an understandable concern, the Council's responsibility is to ensure that all children in Haringey schools receive a good education. The review team concluded that about one third of pupils at the school are from Adventist families. If there are no other viable options and Councillors decide that the school should close, we will work with the Seventh day

Adventist Church to give guidance to you on your choices of other schools that will help your son to achieve his full potential. I would like to assure you that we will continue to consult and involve parents in the transition arrangements for their children. In addition to securing them high quality education we will take into account to your values and beliefs and work together to see these young people through their remaining years at school.

In reaching their decision about the future of the school Councillors will consider your representations, together with the information that they have from inspection reports, pupils' examination results and the 2012 review. Councillors will also examine what progress has been made to establish the school as an academy.

I thank you for the time and effort that you have taken to make these representations, which Councillors will consider in making their decision about the future of The John Loughborough School.

Yours sincerely,

Representation 3:

Dear Madam,

Re: Statutory Notice For The Proposal of Closure of John Loughborough School

Good Morning, I am writing to you as a concerned parent whose child attends The John Loughborough School. I wish to ask you to please reconsider regarding this issue of closing this school, as the only ones who really stand to suffer in all this, are the young girls and boys, whose education and and to a great extent social life will be greatly hampered and affected by the closure of this school. If closure is effected, this will greatly disrupt the education of many, who have settled down in the school only to be uprooted and transferred to another school, and will have to start the process of making new friends, and getting used to the teachers and their new strange environment. The John Loughborough has greatly served the many ethnic communities within Haringey and its environs, in particular the black community. The closure of this school will be a very great loss. Agreed there are many improvements that need to be done, but closing the school can not be the best solution, there could be bringing in professionals to work alongside the school, to improve the standard of education, curriculum, management, behavioural management of students and discipline.

Dear Madam, the majority of students of the John Loughborough School come from a sector of society, that needs encouragement, direction, strict routine and implementation of high standards both in education and expectation, they also need black role models that they can look up to, the closure of this school will rob the youth of Haringey and Tottenham of this. As a parent I welcome any changes that will enable The John Loughborough school to excel and improve.

1. Changing its status to an Academy.
2. Bringing in a task force of professionals who will work alongside the teachers and administration.
3. A radical shake-up or change in the school curriculum whilst maintaining the schools Christian ethos.
4. Introduction of preparatory/refresher lessons for students who are struggling or have learning difficulties.
5. Motivational lectures to inspire the students to do their best.

These are just some ideas , and I know that there are many parents like myself who will even have better ideas and alternatives. The reason why I sent my daughter to this school, is because it is a Christian school, I wanted her to have a good Christian education and there are many parents like myself who feel the same way. Please do not close this school down.

Yours Faithfully,

Response to Representation 3:

Dear ,

Thank you for writing to Haringey Council with your representations on the proposed closure of John Loughborough School.

We understand that this is a time of great anxiety for parents, pupils and staff at The John Loughborough School.

The Council's key concern now is that the school has already had a generation of young people who have been adversely affected by poor standards. The Leader of the Council, Cllr Kober, has publicly stated that she cannot stand by as Leader and allow this to continue.

You rightly note that the school has a high proportion of black pupils. Within its cohort, some pupils at The John Loughborough School achieve very high standards, however there is a significant number that do not. For example in 2011 only 29% of all pupils at the school achieved 5 GCSE A*-C including English and Mathematics. This compares to 59% nationally and 57% for Haringey secondary schools. We want all of our pupils and especially vulnerable groups to achieve well but the evidence shows that this is not the case for all pupils at The John Loughborough School.

GCSE results are one measure of a school's achievements. Ofsted inspections are another and on this measure too The John Loughborough School has been performing below the expected standard since 2007.

Whilst all will recognise that a school is more than its exam results and Ofsted inspections, these provide important indicators of what is expected from schools. We have heard from pupils and parents that they value the caring nature of the The John Loughborough School and its small size. Whilst no other Haringey school is of the same size, there are choices of schools where they are equally caring and nurturing.

I see from your response that you are in favour of the school becoming an Academy. The review team also felt that this was an option worth considering. However, so far no viable proposal has yet been approved by the Secretary of State, whose responsibility it is to assess the robustness of a proposal for transfer to Academy status.

In reaching their decision about the future of the school Councillors will consider your representations, together with the information that they have from inspection reports, pupils' examination results and a review that was carried out in 2012. Councillors will also examine what progress has been made to establish the school as an academy.

I thank you for the time and effort that you have taken to make these representations, which Councillors will consider in making their decision about the future of The John Loughborough School.

Yours sincerely,

Representation 4:

Good to you .

I am a parent of a year 10 child at the John Loughborough school and I would like to have my comments on file to express my displeasure at this entire proceeding.

While I have a great deal that I want to say about this entire proceeding I am going to just going to highlight the main areas of immediate concerns for me as I am sure other parents and supporters of the JLS will be added points that I am in agreement with as well to their statement.

- Once parents were made aware of the fact that John Loughborough was in the situation it was in - the council (using this term to represent party/parties attending various meeting during the process) choose to have not one but two meetings with my child to alley their concerns or answer questions. May I inform you that my child does not rule himself, he is not responsible for himself and it was disrespectful on every level to be having meeting with children without their parents in attendance or at the last the parent knowledge. Not only did you do this - but you only acknowledged the parents themselves and their

concerns at the eleventh hour,. and even then you only graced us with a little under two hours of your time to express our concerns or put any points across.

- The manner in which you communicated the ongoing proceeding is also another area of concern for me. I live locally to the school and while I was receiving letters and other notification directly from the council - the school itself was not so lucky so there were occasions where information was received by myself while the PRINCIPAL and OTHER MAJOR INVESTOR in the proceeding was not aware of what was happening.
- John Loughborough is a faith school and while I don't expect anyone from the council or its representative to know the ins and the outs of the ethos of the school, there are members who have been on the council for a considerable time to have some general info on the ethos of the school itself. I make this point as responding to parents at the meeting on the 29th of Jan. Some of the long standing members were vague, unsure and at time clueless in regards to placement of the Seventh - day Adventist member children. I use that wording deliberately as it is a fact that a high percentage of the children that attend the school are not of the faith.
- Further to the point above - as the school cuts across all most nationality and faith - with the EU borders further opening up in the summer, culling a school out of the limited pool of school in this borough, where do you propose to put those children who will be joining parent in their journey to the UK. Because be under no illusion Haringey will be seeing an increase in uptake in school services this coming new school year.
- While the council trots out statistic at every meeting that I have attended, I note they have conveniently used the statistic to suit the purpose of moving the closure of the JLS forward. The fact that children are coming into the JLS with little to no use of the English language, behavioral issues, academic issues and other time demanding issues - I have yet to see any mention of the work that JLS teachers and support staff have done with these children to integrate them into the school and the society at large. Will larger school, as this is surely where the JLS children will be place have the time or the inclination to work with these children or will it be the status quo (drop them into the system and forget about them)
- I have been associated with the JLS for going on a decade now and the school has come along way interms of before school, during school and after school behavioral standards - can the council vouch for the behavioral standards of children in any of the schools in the general vicinity as from where I am JLS has shown the most growth in this area.
- My last point is more a personal community minded one, not that any of the above were not. I live 6-7 minutes from the school and I CHOOSE to send my child to JLS, not only because of the faith but mostly because I have lived in this area going on almost two decade and I believe in supporting the local community. If I cannot support the school

that is local to me and across the road is as local as it can get - clearly you are encouraging the transient mindset that already exist in this borough.

I thank you for reading and taking on board my points

Response to Representation 4:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of John Loughborough School.

I understand your commitment to your son attending John Loughborough School and your concerns about the proposed closure of the school. This is a very anxious time for all parents and staff of the school.

As the local Education Authority and in partnership with the Seventh Day Adventist Church and central government, Haringey Council has supported the school over recent years to improve its standards of education. We have done this to help the school provide its pupils with the best education there is.

Our key concern is that despite this very high level of additional help and investment, in 2012 a review team, which included representatives from the Council, the Church and an independent expert....

"... unanimously concluded that the school as currently organised has not been educationally viable because the quality of education it provided has been inadequate."

You raise some particular points about the process of informing pupils and parents.

Firstly I am sorry that you felt that you should have been invited to attend the meeting held with pupils at the school. The meeting was organised by the school at the Council's request. We thought it important that we should let pupils, parents and staff know about very serious events such as the proposed closure of the school. So we wrote to each of these groups outlining the main points of the consultation and held meetings, to which they were invited, so we could explain what was happening, invite any questions and hear their concerns raised as part of the consultation process.

You suggest that the meeting for parents was too short. It is often the case that some parents find it difficult to get childcare to attend meetings. Officers felt that a two-hour meeting was a reasonable length of time to both enable parents to attend and to get a good sense of the key issues being raised.

I am sorry also that you feel that you had had more information than was available to the school. However, staff of the school were written to at the same time about the consultation process.

You make a point about the placement of Seventh Day Adventist children. It is true to say that there is no other Seventh Day Adventist school available within the local area. You also recognise that this is an issue for about one third of children and that two thirds of children are not from Adventist families. These factors will be considered when Councillors make their decision about the future of the school.

You make a comment about the availability of school places for families coming to the UK. We are very aware of trends in the pupil population and each year report to elected members to ensure that there are sufficient places for children in Haringey schools. This was also an important factor in our review of the John Loughborough School. We are confident that there are options to make available sufficient places for all pupils in The John Loughborough School from September 2013.

Behaviour at The John Loughborough School has improved as you note, but it is important to also note that many other schools have made great strides in this area. Equally you mention that John Loughborough has pupils who are new to English language, have behavioural issues and so on. Again this is not peculiar to The John Loughborough School. Many other Haringey secondary schools achieve better outcomes with much the same cohort of pupils. So even though other secondary schools are larger, they have demonstrated an equally or better capability to provide effective pastoral support to their pupils.

It is very encouraging that you are so community minded and that you have supported local schools. We would hope that you continue to do so,

I would like to assure you that whilst we want to ensure the best support for all pupils we are especially focussed on pupils who will be in year 11 in 2013/14. We are exploring a range of options for this particular group and will be in further contact with you about the matter.

In reaching their decision about the future of the school Councillors will consider your representations, together with the information that they have from inspection reports, pupils' examination results and a review that was carried out in 2012. Councillors will also examine what progress has been made to establish the school as an academy.

I thank you for the time and effort that you have taken to make these representations, which Councillors will consider in making their decision about the future of The John Loughborough School.

Yours sincerely,

Representation 5:

14 representations were received in the format of the following standardised letter



The John Loughborough SDA School
 (Seventh-day Adventist)
 HOLCOMBE ROAD, LONDON N17 9AD - TEL 020 8808 7837/0563 - FAX 020 8801 6719
 Head teacher: Dr E McFarquhar

Statement in support of the John Loughborough School

January 2013

To Whom It May Concern

I (please print name)....., a Parent/Carer of the John Loughborough School support the school and the intent of the governing board to ensure that high standards of education are developed and sustained for the children attending the school.

I am aware that the JLS teaching body and governing board understands the need for wholesale change to ensure that both educational standards and the social and spiritual needs of young people attending the school are met.

As a Christian school offering education to a wide range of children from varying cultural backgrounds, it is important that the school continues to serve the community. This will greatly contribute to a wider education that develops and enhances the lives of our young people so that they become active and valued members of our communities and society at large.

It is therefore imperative that the school remains open as it builds upon its knowledge and experience of the needs of young people it continues to serve.

Signed:
 Address:

 Date:



COMMITTED TO EXCELLENCE IN CHRISTIAN EDUCATION

Response to Representation 5:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of John Loughborough School.

I will report to Councillors your support for the governing body of the school, which wants to ensure that high standards of education are developed and sustained for children attending the school.

I will also report your wish for the school to remain open.

In reaching their decision about the future of the school elected members will consider your representations, together with the evidence that they have from inspection reports, pupils' examination results and the review that was carried out in 2012. Members will also examine what progress has been made to establish the school as an academy.

I thank you for the time and effort that you have taken to make these representations.

Yours sincerely,

Pupil representations

Representation 1:

128 representations were received in the format of the following standardised letter

January 2013

To Whom It May Concern

I, a student of John Loughborough School, would like to let you know that I support my school and the intentions of the governing body to ensure that the school maintains a high standard of education for all of us students. The JLS teaching staff and governing body recognise the need for rapid improvements in our school, to ensure that both educational standards and the social and spiritual needs of students are met.

My school is a Christian establishment offering education to a wide range of children from different cultural backgrounds. We work together well and enjoy being in a school which gives good moral values, ambition, pride in ourselves and respect for others. The education standards are improving and I know that.

I would like to stress that it is important that our school continues to serve the community. I believe this will greatly contribute to giving me a wider education that develops and enhances my life as a young person. This would also help me to become an active and valuable member of my community and society as a whole.

In summary, I believe therefore, that it is important for my school (The John Loughborough School) to remain open; as it has and is continuing to provide me with knowledge, skills and experience.

Signed:

Date:

Response to Representation 1:

Dear

Thank you for writing to Haringey Council about the proposed closure of John Loughborough School.

I will report to Councillors your support for the governing body of the school, which wants to ensure that there are rapid improvements to ensure that high standards are provided for you and other pupils attending the school and that your spiritual needs are met.

I will also report your wish for the school to remain open.

In reaching their decision about the future of the school Councillors will consider your letter, together with the information that they have from inspection reports, pupils' examination results and a review that was carried out in 2012. Councillors will also examine what progress has been made to establish the school as an academy.

I thank you for the time and effort that you have taken to make these comments, which Councillors will consider in making their decision about the future of The John Loughborough School.

Yours sincerely,

Staff representations and council responses

Representation 1:

Dear Ms Duxbury

Re: Statutory Notice, Proposal to discontinue The John Loughborough School - Voluntary Aided school.

1.0 I write in the capacity of the Chair of the Board of Governors of the John Loughborough School (JLS) to register our grave concern and absolute opposition to the course of action being proposed by Haringey Local Authority (LA) in pursuit of their decision to close the school.

2.0 The way that some of the Officers of the Council have acted has been at best unprofessional and at worst has made them appear biased and selective in the application of their judgement and opinion, even against some of the evidence of more independent parties such as Ofsted and their own Review report, particularly with regard to improvement and financial viability.

3.0 It has been our experience that the Council Officers in question have time and again ridden roughshod over the agreed protocol, sending out letters to parents, publishing notices etc without following due process or doing us the courtesy of sharing information with the Board of JLS or the Head teacher of the school of their actions. This has felt at times as if it was almost a deliberate act to sow seeds of concern and unrest amongst our pupils, parents and the community. This unhelpful approach has taken extra time and effort to deal with which has added an extra burden to the task of managing the school at this already difficult time.

4.0 Despite this, we have not allowed ourselves to be distracted from the educational purposes of the school and will continue to strive to work in harmony with our pupils, their parents, the community and the Council and with the officers who wish to work in good faith with us.

5.0 There have been a number of meetings conducted where we have been assured time and time again that the representation and consultation progress is a genuine process. This however has clearly not been the case.

6.0 Below are just some summary examples and our comments:

6.1 I refer you to Cllr Kober's remarks at the public meeting held on 7th November items 42 and 43

□ Item 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

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

□ On the same night, Item 108 Cllr Kober stated thatwe 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 for the students

□ In the consultation meeting with the Parents / Carers on 29th January 2013, Cllr Kober told the assembled audience that "it is not a question of "if" we close the school but "how" we close the school

□ This clearly shows pre-determination on the part of the council when the Leader of the Council can make positional statements of this nature, firstly dismissing and limiting options, and secondly categorically stating that the school will be closed before the consultation process has been concluded or the matter debated by Cabinet.

□ Against this backdrop, it is clear to see why the concerns, views and opinions of people interested in retaining the John Loughborough School are being totally disregarded.

6.2 The Minutes of the Cabinet Member Signing of 13th December 12,

wherein Cllr Ann Waters approved the proposal to move to a statutory notice contains misrepresentations of the facts and clear lack of analytical interrogation of the data presented.

The Minutes state:

“A review of the school’s financial and educational viability had been initiated in April 2012 because a number of agencies had provided support to improve standards without considerable impact and continued OFSTED inspection also showed no improvement”

In their haste to agree the statutory notice, no meaningful questioning of these statements was undertaken. We believe that material mis-statements were made in the report demonstrated by the failure of the reporting Member to make adequate reference to the Ofsted Reports in this regard. (See, for example, the Ofsted October 2012 report).

Whilst it is true that JLS was given support, the questions that need to be asked and answered are these

1) What support was given?

2) How were the needs identified?

3) How was the support delivered to materially impact the identified needs?

Is Ms Duxbury able to provide a matrix of needs and support that would explain how these were targeted to improve the school?

Is she able to provide details as to how these were measured to substantiate the statements given above?

6.3 Secondly the statement quoted above says

“and continued OFSTED inspection also showed no improvement”

This is clearly a misrepresentation of the truth, as the last 2 Monitoring visits from OFSTED have shown satisfactory progress in our determination to deliver improvements in the school.

Can Ms Duxbury confirm whether these reports were distributed at the meeting and if so how the members arrived at the conclusion that *“no improvements”* were evident?

6.4 We also note that the Minutes contain reference to the consultation responses stating:

“It was noted that 80% of respondents were opposed to the closure of the school”

It came as no surprise to us that this was also apparently totally ignored by the Members.

Certainly beyond it being noted, it has not merited the recording of any comment. Bearing this in mind, it becomes more and more clear that the intent to listen by the Council does not exist and that the rush to judgement to close the school as the only lawful action left, is the order of the day, with no further information being forthcoming as to any analysis of cost or consequence.

□ The question of whether there was really a need for a decision to close the school to be made is obscured by the weight of apparently totally negative evidence against the school. Nor has any really innovative alternative solution been put forward. Certainly the Academy sponsorship option does not appear to enjoy any support from within the Council.

7.0 Statutory Notice and Proposal document for discontinuing the school

7.1 We find a number of ambiguities, conflicting statements and anomalies which demonstrate that the decision to move to a statutory notice is flawed and that there is no clear strategy in place by the Local Authority to manage this process. It begs the question as to whether in fact the Council has complied with all the necessary legal requirements in the issuing of a proper statutory notice of closure.

Our observations on each section are as follows:

7.2 On Consultation

□ In the originating consultation process in the Autumn of 2012, the LA failed to meet with the Parents / Carers of the school, despite various requests from the Board of Governors for such a meeting to take place. They are a key stakeholder in this process and the Local Authority totally disregarded them at that time.

□ Perhaps Ms Duxbury can furnish an explanation as to why these key stakeholders were ignored?

□ The document also states that

“during the consultation period letters and /or a dedicated leaflet email was sent out to the following people:

“The Schools Governing Body”

□ Having no recollection of receiving these, would Ms Duxbury furnish me with copies of these Emails, showing to whom they were sent and when? We regard this as a serious omission and will be drawing this failure to give proper notice of intention to issue Statutory notice of closure to the attention of the Schools Adjudicator.

We also note that the consultation document was not sent to the School's Governing body. Once again can Ms Duxbury furnish us with an explanation as to why the Board of Governors as key stakeholders was marginalised as at that time?

7.3 On Objectives

Whilst the objective of the Council in closing the school has been stated, the detail of the strategy that should underpin the delivery of the strategy has not been given, i.e. detailing how the LA would secure at least national average attainment levels for the children of the JLS, if they were to be removed from JLS. This is a critical decision that will affect the lives of many but in particular the lives of our Year 11, and Year 10 students

The Board of Governors request that we be given sight of any detailed strategic document that underpinned this decision detailing how the objective would be met and how the risk to our pupils might be mitigated.

7.4 On Standards, sufficiency of alternative places and attention to Diversity

We have commented earlier in this document on the quality of support and await a response.

7.4.1 *Suitable alternative places for Caribbean pupils:* with regard to the Council's apparent strategy of improving pupil achievement through closure of JLS, the Local Authority have provided a graphical portrayal of the performance of Caribbean pupils at JLS (5 A* - C including English and Maths) comparative with other schools in the borough. (Appendix 8 – Item 31)

Whilst this clearly shows JLS at 31%, which falls well short of the national average of 58.9%, closer inspection of the data also shows that there are 2 schools only marginally better at 32% whilst a further 4 schools in the borough also fall below the national average threshold.

In essence, given the stated objective and following the Council's own apparent logic, this should mean that they will not be proposing that Caribbean pupils of the JLS should be transferred to these schools as these schools clearly are not

able to provide the required standard of education in line with the national averages either.

Again, following the logic of the Council's own argument, the transfer of the JLS pupils would be limited to only 4 schools in the borough as the only ones capable of providing 5A*-C grade educational attainment for Caribbean pupils at the national average.

Can Ms Duxbury please therefore confirm that the Council's strategic document specifies what the Council's proposed steps might be in the event of them needing to ensure that the Caribbean pupils of JLS would only be transferred to these schools as the empirical data shows that it is only at these schools that they might have any chance of attaining the standard to meet the objective?

At the same time, can Ms Duxbury confirm/specify more clearly the Council's proposed steps to secure the necessary outcomes for the JLS Caribbean students in the event of closure of

JLS?

7.4.2 Sufficiency of alternative places: the Local Authority have provided data in Appendix 9, which is intended to support their position that there are sufficient school places available in the borough to accommodate the transfer of JLS students, only realising a deficit of places in 2016/2017

The data however requires further examination. There are wide variations between the Year 9, Year 10 and Year 11 numbers. Invariably we find that increases in Year 10 the previous year are summarily reduced in the following Year 11 numbers.

Can Ms Duxbury revisit the numbers and furnish an explanation for these differences?

Addressing the shortfall of places in 2016/2017, the statement is that *“there are viable alternatives to meet this increase in demand”* There is however no plan or strategic document which supports this statement.

Can Ms Duxbury as a matter of urgency provide an explanation of these alternatives? If alternatives are not realistic then the education of future generations in the borough could potentially be put at risk by this hasty action

7.4.3 Sufficiency of suitable alternative places and arrangements for Seventh-day Adventist students: the document acknowledges that:

“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 Secondary state school in Haringey (and the country)”

This clearly infringes on the religious liberty of people in the community and will be vigorously challenged.

The statement goes on further to state:

“If the school were to close, we would seek to ensure that the pupil’s spiritual needs would continue to be met through home life, church and Sunday school attendance”

Would Ms Duxbury provide an explanation as to how this will be managed and whether the strategic document demonstrates that the Local Authority understands that Sunday school attendance is not a valid option for any Seventh-day Adventist parent / carer?

This particular section increases our anxiety and trepidation at the lack of a concrete measured plan and understanding of the risk in which the Local Authority will be placing the pupils of John Loughborough School.

7.4.4 This particular section increases our anxiety and trepidation at the lack of a concrete measured plan and understanding of the risk in which the Local Authority will be placing the pupils of John Loughborough School.

Section 8: In Section 8 it states

“There will be sufficient existing places in other Haringey schools in September 2013 for pupils in years 8 – 11 to transfer.”

□ This is a frightening statement in that it supposes pre-determination. The allocation of Year 7 pupils for the September intake is 1st March when the offer letters are issued by the Council. The fact that Year 7 are not considered in this statement goes further to support the view that the decision to close the school has already been taken.

7.4.5 Section 11: The statement which follows in Section 11 starts alarm bells ringing, and signifies that the Local Authority do not have a plan in place to manage the future of JLS pupils. They are therefore putting the future of our pupils at unnecessary risk and a clear statement is needed now to address this, including stopping the process for closing the school.

The statement at section 11 reads

“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)”

□ Surely Cllr Waters and the other Members agreeing to the Statutory Notice should have been cognisant of these issues? It is a dereliction of duty not to have sought clarity and assurances before authorising any move towards issuing a Statutory notice and proceeding with closure plans.

□ Can Ms Duxbury urgently provide an explanation and clarification of the differences in the statements at section 8 and 11?

8.0 On Implications for Social Inclusion and Tottenham Community:

8.1 In Appendix 10, Haringey Council Equality Impact Assessment Form it states:

“In addition we are committed to ensuring that we promote social inclusion in all council services”

This statement is at odds with the actions being taken by the Local Authority.

□ Firstly, religious liberties are being curtailed, as commented on earlier in this document.

□ Secondly, we find from the demographic data supplied by the Local Authority that no white British pupils have been allocated to the school for the last 5 years. It is unclear as to how this practice of non-allocation of white British pupils to the school promotes social inclusion.

□ Fundamentally, the decision to close the school purely on attainment levels does not take into consideration the variation of EAL pupils from different countries attending the school. The staff have to work extremely hard to secure a level of understanding of basic English for these pupils and then to support them to secure the required attainment level. This is a huge undertaking which is not given sufficient credence in the decision making process.

□ Additionally the school is an inner city school and supports some of the most vulnerable in our society. It is for this reason that the parents / carers are so supportive of the school. Their children are safe and secure, in a nurturing environment, where every child truly matters. There are no behavioural issues to speak of at the school and quite simply it gives the reassurance and peace of mind that the parents need to know that their child is being well looked

after and educated. The levels of progress in the school stand comparison across the schools in the borough

□ The John Loughborough School is an integral part of the fabric of the local community, and

represents a haven for pupils and parents associated with the school.

I have delivered, under separate cover, 1722 individually signed documents from Parents, the Community, Staff, the Board of Governors and Seventh-day Adventist Church members singularly expressing their unremitting support for keeping the John Loughborough School open

9.0 *Records of representations and responses on 28th January 2013.*

9.1 With regards to the representations made at the 28th January 2013 public meeting following publication of your statutory notice and proposals for closure, we are concerned at the publication of such an incomplete account of the representations made on the night. Unlike your previous account of the 7th of November public meeting, which references representations in sequence as they arose on the night and records the responses given from the platform, your account of the night's proceedings does not record the points made from floor in sequence and nor does it record the responses given from the platform.

We are concerned that in the absence of the publication of the full account of the representations and responses made on the day, members of the public and indeed the Cabinet members or any other interested party will not have the opportunity to make their own assessment of the issues raised in their full completeness. We therefore respectfully request that the transcript of the tape be made available publicly for this purpose.

As we have not yet seen the actual transcript of the meeting, let me highlight a few key points that were given in testimony on the night of the 28th January 2013:

- JLS has achieved ABOVE the national results average in 9 subject areas, including IT
- The Seventh-day Adventist Church did NOT vote for the Closure of the School (Option 7 in your officer's Review Panel report)
- Your stats do NOT compare like with like when you measure JLS' achievements against those of other schools in Haringey (because you have not told people how many ESOL to non-ESOL pupils there are in JLS compared to other schools)
- You had not once at any moment up to that point sat down with the Head teacher to hear her view
- Your assessment of the School's financial viability is seriously flawed

10.0 *Moving Forward*

10.1 The South England Conference of Seventh-day Adventists, together with the Board of Governors for the school are committed to improving the standards of education in the school and continue to invest in its future and the outcomes of our pupils

10.2 John Loughborough School has been through a period of continued turbulence and is now at the place where it needs time to embed the progress and achievements necessary to drive attainment higher. OFSTED have recognised in their last 2 Monitoring visits that progress in this regard is being made. Given the above, rather than putting our pupils at an unquantifiable risk, we believe that working together with the Local Authority we can bring about the desired results of raising the standards to the required levels.

10.3 In considering our case therefore we can only invite you to review everything that

we have already said including our Self-evaluation document that still informs and underpins the School's current improvement programme. In particular, we would refer you to the Representations made at the public meeting of 7th November 2012.

10.4 On JLS Ofsted Reports:

We also think it is particularly important for you to review what the Ofsted reports 2002 to 2012 have actually said about the School, much of which is positive (*See Appendix 1 below, summary briefing and links to Ofsted reports of 2002 et seq*). This is important as the Minister for Schools has relied a lot on the School's Ofsted performance in his letter of refusal of 1st November 2012 to Schools Company which you were also aware of at the time of the original consultation and which was also selectively relied on in your various officers' reports.

We also regard it as a reasonable expectation that you will do justice to information which is pertinent to the needs of the pupils such as that contained in your own report of June 2012 and your Equalities Impact Assessments, which we invite you to re-examine. These reports, particularly the EQIA reports contain data which is much more nuanced and complex than the broad sweep and negative conclusions drawn from them thus far and it is vitally important that you recognise the inherent challenges identified in the EQIA reports of providing education for certain categories of pupils with protected characteristics for which JLS is in some respects the highest provider.

The Local Authority has indicated that they would consider any proposal that is radical and would provide immediate impact on the standards of education at the school. To this end we have put together two proposals which we believe would represent a suitably radical and constructive strategic proposal that would take account of the positive aspects of the school and at the same time take account of the emerging national agenda expressed by the Secretary of State for Education in his recent address to the House of Commons. We have submitted one proposal to the Council Leader, whilst the other is detailed below. We would like to have the opportunity to discuss these proposal with the Council leader as part of the ongoing representation process.

Working with the Local Authority, the proposal herein would be:

- Secure ongoing external support within the school until the required standards are met
- Identify and agree any support necessary to maintain standards
- Provide new branding for the school
- Working with the Local Authority review, change, or re-deploy the SLT where necessary to deliver higher quality education for pupils
- Working with the Local Authority, remove, change or re-deploy Teaching staff not attaining at least Good at OFSTED level

- Working with the Local Authority seek to streamline and enhance the Board of Governors with independent experienced governors
- Potentially move towards specialism in EAL or Community Arts, driving confidence, literacy and greater positive impacts in the community

We believe that these measures will bring about the desired effect and would ask that Haringey Council give due consideration to this proposal. We have made this representation in good faith, using the opportunity to draw your attention and illustrate with specific examples areas where we believe the officers advising the Council may have made some errors of judgement or failed to give due regard or weight to certain factors or where there is a need for them to assist the Council to review its decision-making which we believe could otherwise be considered unlawful. On behalf of the Board of Governors of John Loughborough School and the Seventh-day Adventist Church we appeal to the Cabinet as the governing body of the Council to review its decision-making to date and not to go ahead with any decision to close the JLS but instead agree to work more closely with the school to build on what has been started and complete the transition and transformation of John Loughborough into a vibrant, modern 21st century beacon school for Tottenham and the local community. We trust you will make the right decision and allow us to, for the benefit of the school and its pupils, build a successful school for the future. As can be seen from this statement, it is not our first wish to have to apply for a Judicial Review.

Thank you.

Yours truly

Appendix 1

Summary Briefing

Ofsted inspections of John Loughborough School from 2007

Previous reports	Inspection date	First publication date
pdf Section 8 inspection report	10 May 2012	28 May 2012
pdf School inspection report	6 Dec 2011	26 Jan 2012
pdf Section 8 inspection report	6 Jul 2011	6 Sep 2011
pdf Section 8 inspection report	22 Mar 2011	28 Apr 2011
pdf Section 8 inspection report	8 Dec 2010	14 Jan 2011
pdf Section 8 inspection report	6 Jul 2010	22 Jul 2010
pdf Section 8 inspection report	17 Mar 2010	1 Apr 2010
pdf School inspection report	7 Oct 2009	8 Dec 2009
pdf Section 8 inspection report	20 Jan 2009	3 Feb 2009
pdf School inspection report	20 May 2008	25 Jun 2008

pdf Section 8 inspection report	2 Oct 2007	17 Oct 2007
pdf School inspection report	13 Feb 2007	16 Mar 2007
pdf School inspection report	4 Mar 2002	12 Jun 2002

□ Feb/Mar 2007

Overall effectiveness of the school Grade: 4

In accordance with section 13 of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than, in all the circumstances, it could be reasonably be expected to perform. The school is therefore given a Notice to Improve...

there is greater variation between the performance in different subjects than is found in most schools. Results are consistently good in English, art and information and communication technology (ICT) as a result of the good teaching for these subjects. However, there are weaknesses in the teaching in many other subjects and consequently pupils do not attain the standards they should in mathematics, religious education (RE) or French... the school has satisfactory capacity to improve.

□ Oct 2007 (Section 8 report)

Having considered all the evidence we are of the opinion that at this time the school is making inadequate progress in addressing the issues for improvement and in raising the pupils' achievement. In the specific area for improvement related to behaviour there has been satisfactory progress.

The quality of teaching has improved slightly with a reduction in the amount of inadequate teaching and more satisfactory teaching. However there needs to be a rapid and significant increase in the amount of good and better teaching if the school is to reverse the declining trend in standards...

Results in the 2007 end-of-year tests at Key Stage 3 and in the GCSEs were disappointing and are poor. In English and mathematics Standards in Key Stage 3 improved in 2006 but are lower now than in 2005; in science standards rose in 2006 and declined in 2007. English remains a relative strength in the school and there was some improvement in the number of pupils passing most of the other GCSE subjects.

□ May/Jun 2008

Overall effectiveness of the school

Grade: 4

In accordance with Section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform.

The school is therefore given a Notice to Improve. Significant improvement is required in relation to achievement and standards and teaching and learning.

Since the previous inspection, turbulence within the school and the local community has drained capacity for improvement and, until recently, diverted attention from what is most important: the needs of young learners.

The local authority has withdrawn delegated powers from the governing body. An interim executive board oversees the governance of the school competently. New leadership arrangements have recently come into place...

The acting headteacher is a strong leader who is already giving clear direction to the work of the school. She knows what needs to be done to improve the school and is putting appropriate strategies in place.

□ Jan/Feb 2009 (Section 8 report)

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

The summer 2008 GCSE examination results showed impressive improvement in the headline measure, the proportion of students gaining five GCSE passes, including English and mathematics, at grades A* to C. In 2007 this proportion was 19%. In 2008 the proportion was 39%.

□ Oct/Dec 2009

Overall effectiveness: how good is the school? 4

The school's capacity for sustained improvement 4

...Her Majesty's Chief Inspector is of the opinion that this school requires special measures...

The school is emerging from a period of uncertainty and turbulence... these green shoots have not yet had time to become well established or sustained.

□ Mar/Apr 2010 (Section 8 report)

Progress since being subject to special measures – satisfactory...

In a few subjects attainment is good. For example, in art and design pupils achieve above national averages at grade C or better and at grades A/A*...

Local authority officers and the school improvement partner have worked closely with the school offering expert advice and practical support, and in assisting the school to gauge the impact of this work. The success of these strategies has contributed significantly to the school's progress since the last inspection. In addition, the school has received substantial support from London Challenge and from the church authorities. All of this support is very well coordinated by the school improvement group to ensure its coherency and effectiveness.

□ Jul 2010 (Section 8 report)

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – satisfactory.

□ Dec 2010/Jan 2011 (Section 8 report)

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

□ Mar/Apr 2011 (Section 8 report)

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – satisfactory.

□ Jul/Sep 2011 (Section 8 report)

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – satisfactory.

□ Dec 2011/Jan 2012

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures...

□ The headteacher and senior staff have secured some important improvements in outcomes for students. Behaviour is better than at the time of the previous inspection and students are now more willing learners. They feel very safe in the school because of the attention staff give to their welfare and their attendance remains in line with the national average.

□ The trend of improvement indicated by students' achievements in 2010 proved fragile: examination results in 2011 fell in key subjects and attainment is still low and not improving...

□ In the face of some significant challenges, this is a school that has made some improvements since the previous inspection, but not in the key areas of its work, and not sufficiently overall.

□ May 2012 (Section 8 report)

Progress since being subject to special measures – satisfactory

□ Oct/Nov 2012 (Section 8 report)

Progress since being subject to special measures – inadequate

Progress since previous monitoring inspection – satisfactory...

Since the start of the new school year, tracking information and evidence from lessons, including the scrutiny of books and files in lessons, confirm that students' progress is gradually improving. Nevertheless, the 2012 unvalidated GCSE results show an unexpected decline in performance in the proportion of students gaining five or more A*-C grades in English and mathematics and in all subjects. The school did not reach the national floor target for students' attainment in secondary schools. Results in English, which have generally been broadly in line with the national average, fell sharply. In comparison, results in mathematics, while still below expectations, improved significantly and were the best over the last four years.

Students' overall underperformance masks the steep rise in the following subjects: religious studies, textiles, English literature, community languages, music, textiles, biology and physics.

Good performance was sustained in art and information and communication technology and most students who took the GCSE examination in food technology obtained a high grade.

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, unvalidated data indicate that a large majority made the progress expected in English, while it was below the national level in mathematics...

An increasing amount of good teaching is now evident but there is not enough to ensure that standards can rise significantly and be sustained over time...

Students continue to behave very well in lessons and around the site... The very few parents and carers spoken to confirm students' views voiced at the last monitoring inspection that they are happy, feel safe and relish being a part of the school community. Attendance levels are above the national average for secondary schools and are slightly higher than at the same time last year...

The school's strategic capacity to improve, noted at the previous monitoring inspection, has been consolidated through various actions...

Strong support from the consultant headteacher and outstanding partner schools have contributed to the school's improved capacity and a reduction in support available since the previous monitoring inspection. The local authority continues to provide suitable support and training. However, while the support from the proposed sponsor is well coordinated, the lack of communication about the letter sent to parents and carers, and students, about possible closure of the school has created anxiety in the community. The church, has a proposed sponsor for academy status, continues to provide very good support and is committed to the school remaining open.

Response to Representation 1:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of John Loughborough school. Your letter is extensive, covering many points. Rather than replying to each one in turn, I have tried to summarise a response under headings.

The school closure process:

On your first point, I register your concern, but would like to clarify that although we have published a statutory notice for closure of The John Loughborough School, no decision has yet been made. Council's Cabinet will meet on 16th April to consider this decision.

The integrity of officers of the Council:

I am sorry that you feel that officers of the Council have been unprofessional or biased in their opinion. I do not agree with this view, but understand that the process in which we are engaged creates perceptions that are not the intention of officers carrying out their duties. I am not entirely sure of the specifics of your statements, but I can assure you that Council officers have tried not to misrepresent that which was agreed by the review team, nor have they diverged from what is set out in the requirements for consultation on school closure.

The review itself was carried out by a team of experienced officers from the Church and Council, including educational, legal and financial experts. Additionally an experienced external educational expert with good knowledge of the school advised and challenged Council and Church representatives. The review was set up in full consultation with the Church and the chair of governors. Throughout the review process consensus was sought within the team. The team considered a range of options, outlined in the review report, and:

"... unanimously concluded that the school as currently organised has not been educationally viable because the quality of education it provided has been inadequate."

The review recommended a 'twin track' approach to finding an academy sponsor and to consult on school closure. The Church led the responsibility to find a sponsor for conversion to an academy whilst the Authority would propose to Council's Cabinet to begin a consultation on Closure.

It is important to note that throughout the consultation on closure, for which the Council was the responsible body, that progress made by the Church to secure an academy sponsor would be taken into account by the Local Authority in its statutory processes. If a sponsor was (or is) secured and agreed by the Secretary of State, the Local Authority has always said that it will terminate its closure consultation process. To date no such agreement has been reached by the Secretary of State and so Officers of the Council have continued the closure timetable as reported in the Cabinet decision in September 2012 and in other related communications.

Financial viability

In a number of places you make reference to the financial viability of the school, which was considered by the review team. The Church and the Council had different views on this matter.

The Church has made significant revenue investments into the school since 2008. It has worked with the school to achieve a balanced budget and believes that the school is now financially viable. The Council identified potential challenges to future financial viability, based on the patterns of parental preferences at year 7, changes to schools' funding and, more significantly, the quality of education that could be provided from the available resources. The school has had very substantial financial support from the SEC, the Local Authority and government in the past five years. It is clear from the outcomes achieved that this investment has not provided the value for money that might have been expected.

Both the Church and the Council agreed that conversion to an Academy might enable the school to deliver good educational outcomes on a cost-effective basis, but the case for this approach is yet to be evaluated.

Communications with parents

You mention about sending letters to parents and pupils. I am sorry that you feel that this did not follow protocols, but always our communications have been in good faith. When you and I met with the Head teacher earlier this year I apologised for any upset that our timetable for communicating with parents and pupils may have had. I made a commitment then and have subsequently provided for you draft communications in advance. I hope that this has gone some way to assure you.

You say that the Local Authority failed to meet parents as requested by governors. The Authority agreed that it would attend a meeting arranged by the governing body to meet parents. We requested the date of the meeting on a number of occasions, but none was ever set up. If this was a misunderstanding between us I am sorry, but we have always been keen to inform parents and hear from them about their views.

The integrity of the school closure process:

The Council has used its best endeavours in its consultation and representation process by following government guidelines. It is worth again clarifying the process, which can be summarised in this table:

Statutory Stage	Description	Timescale
1	Consultation on proposed closure	Recommended minimum of six weeks <i>1 October-19 November 2012</i>
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 – 18 February 2013
4	Decision – final decision on whether the closure should go ahead, having considered all of the relevant information.	Within two months of the representation period finishing – <i>Spring 2013</i>
5	Implementation – the school closes	As set out in the published statutory notice, subject to any modifications

You make reference to the Leader's comments about possible solutions. She noted the two options recommended by the review, but in seeking to find any alternative route suggested that a 'home grown' solution might be possible which would need to show how it could meet the approval of the Secretary of State. I understand that the Leader is writing separately on the matter of your proposal so I will not refer to it here.

You also make reference from the 29 January meeting about the Leader's reference to the 'how' of the school closure. This is entirely consistent with the issue of the statutory notice, where representations are sought on how the school should close. This is not a pre-determination or a positional statement. It is a reinforcement about the nature of the statutory notice. The Leader is clear that the final decision rests with Cabinet on April 16.

You refer to Cllr. Waters' approval of the statutory notice. I am not quite certain how you feel that the points you make were not considered, but Cllr. Waters has drawn her decision from the outcomes of the consultation period and on the papers presented to Cabinet in September 2012.

You make reference to the 80% of respondents opposed to the closure of the school. Members noted this response which will feed into their considerations on 16 April.

Ofsted

You mention that Ofsted says that the school is improving. It is true to say that monitoring visits (rather than full inspections) have noted interim improvements. Whilst the two most recent monitoring visits also say that overall progress since special measures is inadequate, improvements in some areas are recognised. The review team did consider these monitoring visits but concluded that overall the school had not established a pattern of sustained improvement, as exemplified by two consecutive full inspections that put the school into 'special measures'.

The table below summarises the current judgements in full Ofsted inspections across all Haringey secondary schools.

School	Overall grade	Inspection date
Alexandra Park	Outstanding	Nov 2011
Fortismere	Outstanding	Nov 2011
Woodside High	Outstanding	Feb 2011
Gladesmore	Outstanding	Oct 2008
Greig City Academy	Good	Nov 2011
Heartlands	Good	Mar 2012
Highgate Wood	Good	Nov 2011
Northumberland Park	Good	Jan 2012
Hornsey	Good	Jan 2012
Park View Academy	Good	Feb 2013
St Thomas More	Satisfactory	Nov 2009
John Loughborough	Special measures	Dec 2011

Support for the school

The review team did look at the level of support that the school had been given and its cost and concluded that the school had not used resources effectively to secure the change needed. The bulk of this support came from the National Strategies and the National (London) Challenge. In each of these National intervention strategies, a needs analysis forms part of the programme set up, implementation and monitoring.

In the Building Schools for the Future (BSF) programme there was extensive dialogue with the school and Church on how best to use the capital funds to improve teaching and learning.

Members considered the effectiveness of support to secure transformational change as part of the original report.

Pupil Place Planning

Should the Council decide to close the school from August 31st 2013, the transfer of pupils to other schools would be handled by Haringey School Admissions following mandatory conditions in the School Admissions Code and the sufficiency of pupil places.

You make some prepositions about where the Council would place pupils. However, the process requires parents to consider the admissions criteria and to express their preferences. Places would then be allocated on the basis of applicants meeting the admissions criteria. If a school is full, it is not always possible to give parents the schools that they choose, even if they

meet the criteria. In these cases parents are offered a place at another school that has available places and is nearest to their home address.

Should the Council decide on school closure, parents would be given information on which schools have places so they can make decisions accordingly. We of course recognise that special attention would need to be given to the current Year 10 to mitigate any risk to their achievements in GCSE in 2014.

The Pupil Admissions Limit for each school, which was referred to in the report, provides the numbers agreed on the basis of pupil demand in recent years. Some schools have reduced their admissions numbers in recent years whilst several schools have benefited from gaining additional teaching space through the BSF programme.

You suggest that there is pre-determination in statements about school capacity, but the school admissions team has long experience in planning school places and is confident that there are sufficient places in other schools to enable transfer of pupils should a decision be made to close The John Loughborough School.

The current expected available places across all Haringey schools are:

2013/14 Year Group	8	9	10	11
Current spaces	291	150	204	60

On support for the spiritual life of pupils at The John Loughborough School, if the Council decides to close the school, we would seek the advice of the Church in how pupils' faith needs can be met. You will be aware that an apology was given at the January meeting about a statement in the EIA report about Sunday School.

Social inclusion:

The EIA recognises the impact of school closure on the one third of Seventh Day Adventist pupils in the school. However, this must be weighed against the greater imperative of pupils' achievements. As mentioned above if the school closes, we recognise that the Church and Authority will need to work with schools to which pupils transfer to be sensitive to their faith beliefs.

You refer to demographic data and white British pupils. I have already outlined above the process of placing pupils, which is primarily based on parent choice and distance to schools with places available. In managing this process no reference is made to ethnicity.

I reference to EAL pupils, there are many pupils who have English as an additional language in Haringey schools. This is not a barrier to achievement and indeed many pupils with EAL go on to achieve highly demonstrating that a second language can be a valuable asset. All Haringey

schools work hard with pupils in the early stages of learning English and in this respect The John Loughborough school is no exception.

It is also that case that other schools in Haringey share the same demographic in terms of vulnerable children and equally have caring and nurturing parents, carers and staff. We recognise that behaviour has improved a lot in recent years at the school, but behaviour is now good in all Haringey schools.

I note your reference to the responses to the proposal. These will form part of members' consideration.

Representations of the meeting of 28 January

The meeting was introduced to the minute taker. No recording was made of the meeting and therefore there is no transcript as you suggest.

You mention about the subjects that achieve above national average. The review team recognised that, as in all schools, there are variations between subjects, but that the key indicator of 5A*-C including Mathematics and English is what is used to make comparisons between schools currently.

We have never said that the Church representatives voted to close the school. What we have said is that The review team unanimously concluded that the school as currently organised has not been educationally viable because the quality of education it provided has been inadequate and that the main reason for these poor outcomes is largely the inability of the leadership of the school over the last five years to establish a culture of high expectations matched by effective teaching in all classes.

Moving Forward

I am encouraged to hear that despite your concerns, that there is a common interest in pupils' welfare. I have already referred to the proposal made to the Leader and will not repeat it here, but whatever the outcome I thank you for the time and effort that you have taken to make these representations.

Yours sincerely,

Representation 2:

Dear Cllr Kober,

Re: Radical proposal for a way forward for John Loughborough School

We realise that as things stand at present, the Council appears to have already decided to close John Loughborough School. It also appears that nothing any of us says or does, if it is of the same order as that which has been said before, is likely to change your mind because in your view you have a duty to see that all children get an appropriate education that will give them the best opportunity to progress in life and you believe that at the moment, you do not think John Loughborough and its leadership can offer that to them.

For our part, up to now, everything that we can think of to say has already been said and nobody in or connected with John Loughborough School, be it pupils, parents, staff or governors or concerned members of the local community or the Seventh-day Adventist Church could be striving any harder than they already are to try to satisfy you that whilst we may not be enabling enough of the pupils to meet the Government's academic targets, we are nonetheless (against many odds and in many respects) a progressive School community which the Council should continue to support and try to value and evaluate in holistic rather than narrow educational terms.

Opportunity for a new national pilot?

The experience of the past year has upset all of us and challenged all of us and has made us as the School leadership have a serious re-think about how to get the best out of our School and what it has to offer. As already identified in the Minister's speech of the 7th February 2013: "Existing league tables have focused almost exclusively on how many children achieve a C pass in five GCSEs, including English and Maths, but deceptively simple measure contains three perverse incentives. It encourages schools to choose exams based on how easy they are to pass, rather than how valuable they are to the student; it causes a narrow concentration on just five subjects, instead of broad curriculum; and it focuses teachers' time and energy too closely on those pupils on the C/D borderline, at the expense of their higher or lower-achieving peers"

What we would invite you to consider now, therefore, is that JLS and its current situation present an opportunity for a new national pilot scheme for intervention in turning round 'failing schools'. The model we would like to explore would be consistent with the new thinking outlined in the Minister's recent statement in the House of Commons. (*See appendix 1 below - copy of the DfE Minister's 7th of Feb, 2013 speech*). Taking the academy route as an option, we would create a more robust specialist flagship academy in the borough that would positively leverage the strength of JLS and the diverse talents of its pupils whilst at the same time swiftly equipping far more of our young people with the requisite knowledge and skills they need to achieve their full potential. What we envisage is an academy that would be firmly rooted in serving the educational needs of the brightest 11-16 year olds of different ethnic backgrounds in the new planned revised GCSE, whilst at the same time giving the rest of the pupils of the school the opportunity to flourish through having the best educational opportunity presented through vocational qualifications and the apprenticeship routes. The model we are advocating will enable JLS develop 'a broad and balanced curriculum, with high quality teaching and high achievement across the board'.

We therefore invite you, as Leader of the Council, to consider working with us towards this new Academy sponsorship option that looks like the one that would bring the necessary level of support to enable the School to achieve its chosen objectives and to lend your support in that direction, rather than following the negative trajectory indicated to date.

As you may know, we have today presented our petition to keep the school open and will also be lodging our formal representation to add to the representations which we and all those involved in the school community have already made against the statutory notice of school closure. As one of your Lead officers has already said on 28th January 2013, you cannot give any guarantees that the individual pupils concerned will receive a better education by being dispersed away from JLS. We have to wonder whether if each of those pupils were monitored through the rest of their time in more 'successful' schools, the outcome for each of them would be any different? Nor have we seen any analysis of the costs and consequences of the plan to close the school.

For this and other reasons, I think it only fair to let you know at this point that we are also taking legal advice with a view to seeking Judicial Review of the Council's decision of 13th December 2013 on the basis that it is seriously flawed in some key respects (*See attached Appendix 2 below - Summary of Key points on which we are seeking advice*). Please note, however, that we will be doing this with the above idea very much in mind and with the overall objective of still wanting to explore and revive the Academy Sponsorship option – which we will be prevented from doing if the Council goes ahead with its' current timetable.

Finally, we would also wish to advise you that, if all other options fail and your Cabinet meeting in April still decides in favour of closing the School, we will be asking for that decision to be referred to the Schools Adjudicator.

In closing, I would like to invite you to meet with me and our advisors and other interested parties you may not have yet had the opportunity to meet to examine further the pilot option outlined above and please do not hesitate to contact me at any point if you feel there is any further assistance I can give with your decision-making in the common interest we both share of providing the best education possible for the children and young people at John Loughborough School.

Yours truly

Appendix 1

Statement by Michael Gove in House of Commons, 7 February 2013

(from

<http://www.publications.parliament.uk/pa/cm201213/cmhansrd/cm130207/debtext/130207-0001.htm#13020759001092>)

Curriculum and Exam Reform

11.23 am

The Secretary of State for Education (Michael Gove): With your permission, Mr Speaker, I should like to make a statement on the future of qualifications, school league tables and the national curriculum.

Last September, we outlined plans for changes to GCSE qualifications that were designed to address the grade inflation, dumbing down and loss of rigour in those examinations. We have consulted on those proposals and there is a consensus that the system needs to change. However, one of the proposals that I put forward was a bridge too far. My idea that we end the competition between exam boards to offer GCSEs in core academic qualifications and have just one wholly new exam in each subject was one reform too many at this time.

The exam regulator Ofqual, which has done such a great job in recent months upholding standards, was clear that there were significant risks in trying to both strengthen qualifications and end competition in a large part of the exams market. I have therefore decided not to make the best the enemy of the good, and I will not proceed with plans to have a single exam board offering a new exam in each academic subject. Instead, we will concentrate on reforming existing GCSEs, broadly along the lines put forward in September. There is a consensus that the exams and qualification system we inherited was broken.

Our first set of reforms were to vocational qualifications, which had been allowed to become less rigorous options under the previous Government. Alison Wolf's report outlined how to improve the quality of vocational courses and expand work experience. It secured near universal support and it will soon all be done. We are also reforming apprenticeships. Under the previous Government, the currency of apprenticeships was devalued alongside every other qualification. The Richard report on apprenticeship reform will restore rigour, as Andrew Adonis has explained so powerfully.

We are also reforming A-levels. Schools and universities were unhappy that constant assessment and modularisation got in the way of proper learning, so we are reforming those exams with the help of school and university leaders. GCSEs will also be reformed in a similar fashion. The qualifications should be linear, with all assessments normally taken at the end of the course. Examinations will test extended writing in subjects such as English and history, have fewer bite-sized and overly structured questions, and in mathematics and science there should be greater emphasis on quantitative problem-solving. Internal assessments and the use of exam aids will be kept to a minimum and used only where there is a compelling case to do so, to provide for effective and deep assessment of the specified curriculum content.

Importantly, the new GCSEs will be universal qualifications and I expect the same proportion of pupils to sit them as now. This is something we believe the vast majority of children with a good education should be able to achieve. However, reformed GCSEs will no longer set an artificial cap on how much pupils can achieve by forcing students to choose between higher and foundation tiers. Reformed GCSEs should allow students to access any grade while enabling high-quality assessment at all levels. The appropriate approach to assessment will vary between subjects, and a range of solutions may come forward—for example, extension papers offering access to higher grades alongside a common core. There should be no disincentive for schools to give an open choice of papers to their pupils.

I have asked Ofqual to ensure we have new GCSEs in the core academic subjects of English, maths, the sciences, history and geography, ready for teaching in 2015. These proposals will, I believe, achieve a swift and significant rise in standards right across the country, equipping far more young people with the knowledge and skills they need to achieve their full potential. However, reforming qualifications alone is not enough to ensure higher standards for every child, and we must also reform how schools are graded to encourage higher expectations for every student. Existing league tables have focused almost exclusively on how many children achieve a C pass in five GCSEs, including English and maths, but that deceptively simple measure contains three perverse incentives. It encourages schools to choose exams based on how easy they are to pass, rather than how valuable they are to the student; it causes a narrow concentration on just five subjects, instead of a broad curriculum; and it focuses teachers' time and energy too closely on those pupils on the C/D borderline, at the expense of their higher or lower-achieving peers.

Today I am proposing a more balanced and meaningful accountability system, with two new measures—the percentage of pupils in each school reaching an attainment threshold in the vital core subjects of English and maths; and an average point score showing how much progress every student makes between key stage 2 and key stage 4. The average point score measure will reflect pupils' achievement across a wide range of eight subjects. As well as English and maths, it will measure how well pupils perform in at least three subjects from the English baccalaureate—sciences, history, geography, languages—as well as computer science, and also in three additional subjects, whether arts subjects, academic subjects or high-quality vocational qualifications.

That measure will incentivise schools to offer a broad, balanced curriculum, with high-quality teaching and high achievement across the board. It will also affirm the importance of every child enjoying the opportunity to pursue English baccalaureate subjects. By measuring average point scores rather than a single cut-off point, the new measure will ensure that the achievement of all students, including low attainers and high achievers, is recognised equally.

Alongside today's proposed changes to exams and league tables, we are also publishing our proposals for the new national curriculum in England. Over the past two years, we have examined and analysed the curricula used in the world's most successful school systems in jurisdictions such as Hong Kong, Massachusetts and Singapore. We have combined the best elements of their curricula with some of the most impressive practice from state schools in this country. The result is published today in a new draft national curriculum for the 21st century, which embodies high expectations in every subject.

We are determined to give every child, regardless of background, a broad and balanced education, so that by the time their compulsory education is complete, they are well equipped for further study, future employment and adult life. All the current national curriculum subjects will be retained at both primary and secondary levels, with the important addition of foreign languages, to be taught in key stage 2. Our new draft programmes of study in core subjects are both challenging and ambitious. They focus tightly on the fundamental building blocks of study, so that every child has the knowledge and understanding to succeed.

A key principle of our reforms is that the statutory national curriculum should form only part of the whole school curriculum, not its entirety. Each individual school should have the freedom to shape the whole curriculum to their particular pupils' aspirations—a freedom already enjoyed by

the growing numbers of academies and free schools, as well, of course, as schools in the independent sector. Programmes of study in almost all subjects—subjects other than primary English, mathematics and science—have been significantly slimmed down, and we have specifically stripped out unnecessary prescription about how to teach, and concentrated only on the essential knowledge and skills that every child should master.

In maths—learning from east Asia—there is a stronger emphasis on arithmetic and more demanding content in fractions, decimals and percentages, to build solid foundations for algebra. In the sciences, there is rigorous detail on the key scientific processes from evolution to energy. In English, there is more clarity on spelling, punctuation and grammar, as well as a new emphasis on the great works of the literary canon. In foreign languages, there will be a new stress on learning proper grammatical structures and practising translation.

In geography, there is an emphasis on locational knowledge, using maps and locating key geographical features from capital cities to the world's great rivers; and in history, there is a clear narrative of British progress, with a proper emphasis on heroes and heroines from our past. In art and design, there is a stronger emphasis on painting and drawing skills. In music, there is a balance between performance and appreciation. We have also replaced the old information and communications technology curriculum with a new computing curriculum, with help from Google, Facebook and some of Britain's most brilliant computer scientists. We have also included rigorous computer science GCSEs in the English baccalaureate.

With sharper accountability, a more ambitious curriculum and world-class qualifications, I believe we can create an education system that can compete with the best in the world—a system that gives every young person, regardless of background, the high-quality education, high aspirations and high achievement they need and deserve. I commend this statement to the House.

APPENDIX 2

Summary of JLS Key points on which legal advice is being sought (not an exhaustive list)

We will be seeking legal advice on the actions of the Council to date in relation to JLS with a view to seeing whether the Council has taken into account matters which it ought not to take into account or conversely, has refused to take into account or neglected to take into account matters which it ought to have taken into account.

1.0 Decision to issue Statutory notice of closure

We believe that the Cabinet member signing decision of the 13th December 2012 (on which issue of the statutory closure notice depends) may be unlawful because:

1.1 School's financial viability materially mis-stated:

*Voluntary –Aided School*¹ by definition is a state-funded school in England and Wales in which a foundation or trust (usually a religious organisation) owns the school buildings, contributes to building costs and has a substantial influence in the running of the school. Such schools have more autonomy than *Voluntary-Controlled*² schools, which are entirely funded by the state. John Loughborough School is a Voluntary-Aided School and as such it is expected to receive funding from time to time from its sponsoring trust or body - in this instance The Seventh-day Adventist Church (SDAC). It is reasonably expected that SDAC will from time to time fund or supplement funding JLS core activities. This has been the case in the last few years. We therefore have reason to believe that a fair-minded and informed observer, having given due consideration to this fact, would have concluded that there was a real possibility that the Council has used a wrong basis or system to assess the financial viability of JLS (as a Voluntary-aided school) and the conclusion thereon as reported to members (See minutes of Council's Cabinet meeting of 18th September 2012) and subsequently relied upon by the School's Minister (see DfE School Minister letter of 1st Nov 2012 Refers) in rejecting JLS Academy application. The Cabinet member making the decision seems to have placed too much reliance on her own view of the financial viability of the School as opposed to what is actually expressed in the Council's review report which she quotes: that the School is only viable because of the Church's support – which is a very different thing from her stated conclusion that therefore the School is not viable from the Local authority's perspective.

1 From Wikipedia, the free encyclopedia

2 From Wikipedia, the free encyclopedia

1.2 Seventh-day Adventist Church's position on the Review panel mis-reported or mis-interpreted:

The Lead officer refers several times to the SEC's participation in the unanimous decision reported to have been taken by the Review panel that the school should be closed if the Academy option failed, whereas SEC's position is actually the reverse of this, as is clear from other sections of the report.

1.3 Equalities Impact Assessment not properly taken into account: the Lead officer, the Cabinet and the Cabinet member signing all appear to have failed to take account of key information contained in their Equalities Impact Assessment about the John Loughborough School and its pupils. As this is a critical consideration, we believe that the Lead officer appears to have neglected to advise members and the Council members have failed to show how, if they were so advised, they have taken such relevant considerations as those stated in their EqIA report into account in either their assessment of JLS' performance or in the way their decision to issue a statutory notice of closure was taken.

1.4 Consultation not genuine because those entrusted with the decision had already made up their minds as demonstrated by the lack of any real alternative plan for the School or

any consideration or analysis of costs and consequences.

1.5 Selective reliance on Ofsted Reports. We have reason to believe that the Council's selective use of material in the Ofsted reports on JLS may be further evidence that the Council officer and Lead Member had closed minds and that this is evident in a number of instances by the leaving out of Ofsted's own qualifying statements contained in the reports referred to.

Response to Representation 2:

This letter was passed to the Admissions and School Organisation Service to provide an answer to the Representation. This response is given below. A further response will be sent to the Representation from Cllr Kober.

Dear

Thank you for your proposal to convert The John Loughborough School into an academy.

You have noted in your letter that the school's constituency have made extensive representations to the Council and that what the Council is looking for is a marked improvement in outcomes for all children. John Loughborough School has not been meeting the standards that the Council, Government, Trustees and governors must expect. The review team, which comprised representatives from the Church and Council "... unanimously concluded that the school as currently organised has not been educationally viable because the quality of education it provided has been inadequate". Your letter reinforces this need to secure rapid change.

You quote extensively the minister in your letter. Many of these points are about how to raise the bar on standards. It is difficult to predict how this would affect outcomes for The John Loughborough School because national changes may not come into effect until 2014 or later. It is however clear from the evidence that other Haringey schools have been more agile in responding to other developments in government policy to raise standards than has The John Loughborough School. This difference across the country between schools that are succeeding and those that are failing is why the minister expects failing schools to become academies or to close.

Representatives of the Church, working with the Department for Education, have been exploring the opportunities for converting The John Loughborough School into a sponsored academy. A sponsor would be expected to demonstrate the expertise and experience in improving other failing schools and be sufficiently robust to ensure rapid and sustainable improvement. To date no sponsor has been identified that meets the minister's approval.

You suggest that the Council should be the sponsor for an academy at The John Loughborough School. The Council is not in a position to provide the resources needed to re-establish the school as an academy, nor is it likely that the minister would accept any such proposal.

We will consider your proposal at the Cabinet meeting on April 16 when we hope to come to a decision about the future of The John Loughborough School.

Finally, many thanks for an indication of the legal points that you are pursuing, I will bring these to the attention of our legal team.

Yours sincerely,

Representation 3:

Dear Ms Duxbury,

As a member of staff at The John Loughborough School, I view the debate about the school's future with considerable interest and having read the report concerning the outcome of the consultation about the future of the school, feel impelled to express certain concerns.

These concerns are connected with various inaccuracies which have disconcerting implications for the administration and orchestration of the process of John Loughborough's closure or future adaptation. I shall attempt to itemise them in order of their appearance in the report .

At one point it is stated that " The education being delivered at John Loughborough School has not been good enough over a long period." This is a statement which is incorrect, in that it would seem to embrace all the subjects studied at the school. There are certain subjects such as Art and Design , in which John Loughborough must surely outstrip the Local and National Averages as it achieves between 97% to 100% A* - C passes on a regular basis. Naturally I am mindful of the necessity to function well in the Core Skills, but feel that it is unwise to totally disregard the significance of a subject such as Art, which has contributed significantly to our country's economy over a long period of time. In the same vein, there is also a reference to the GCSE results , which according to your report, continue to be significantly below borough and national averages. Another example of the generalisations which seem to indicate a disconcerting lack of precision.

Following the above statement, I discovered a reference to " No sustained or Significant improvements despite support over the last ten years," which is an estimation opposed to the information that we as a staff have received during the process of moving out of Special Measures. The consensus has been that we are making progress which is steadily moving us in the right direction. During the time in which I have been employed at the school, I have personally witnessed real changes for the better, particularly in terms of students' behaviour, which provides the foundation for a good learning environment. In my opinion, this is a clear indication that the school is working towards achieving the required standards. I would also use this opportunity to indicate the positive changes that various colleagues have made in areas of the curriculum such as Mathematics and Modern Foreign Languages. These can only serve to refine and improve the general quality of the educational provision offered at John Loughborough..

Moving on from this, there is Section 3.2, which makes a reference to transferring students to other local schools. This would seem to be yet another indication of inadequate research into the needs of this unique establishment. Part of the ethos of John Loughborough is to provide a holistic education in terms of the Intellectual, Spiritual and Moral, all aspects of which are underpinned by Adventist faith. Many students travel long distances to attend John Loughborough because it is an accessible form of Adventist education, and not because their parents have selected the borough of Haringey as the main choice for educational provision. So moving the students to other "local schools" is not a viable option for all students. Neither does there seem to be an adequate faith provision in most other schools within the borough for Adventist students. There are certain important tenets of Adventist faith connected to Saturday being the Sabbath or Holy day which must be given over to worship and also Adventist beliefs connected with Christian interpretation of Scientific thought, which would not be catered for in another kind of faith school. This section of your report continues to re-iterate that the LEA considers that it has "a statutory duty to ensure that there are sufficient school places in the borough to meet demand, to promote high educational standards, to ensure fair access and educational opportunity and to promote the fulfillment of every child's potential. (5.4)." My argument is that by depriving our students of the kind of spiritual education that is provided for them at John Loughborough, the LEA would, in effect be depriving the students of a vital part of that education and so failing to fulfill its promise. The comment which is one of the clearest indications of Haringey's failure to respect the values of John Loughborough, is the statement in 5.74 that "we would seek to ensure that pupil's spiritual needs would continue to be met through home life, Church and Sunday (sic) school attendance." This latter comment is symptomatic of Haringey's approach to the sensitive issues concerning our school's requirements and when it is proposed that "we will look to provide information about alternative faith schools" there is further indication that the borough does not acknowledge the specific nature of John Loughborough's provision, as within the Public Education Sector, there is no equivalent.

As for the analysis of the school's student population in section 5.1, there is yet another error, this time ethnological, as the school does in fact contain certain indigenous student members and that number could well increase given the transitory nature of the local community. In a similar vein, in section 5.11, which refers to a DfE letter, there is a description of John Loughborough as "one of the most challenging schools in the country", which would seem a more appropriate phrase for one of the sensational tabloids than a government document, particularly as it appears to refer to league tables and exam results rather than the school's educational provision as a whole. I have been a teacher for a number of years in many establishments and in different capacities. The periods of recent Supply Teaching that I have undertaken have only served to convince me that John Loughborough is by no means within the category to which your document ascribes it..

I would conclude that in the section entitled Policy Implication / Reasons for Decision, whilst the LEA concedes that their proposal will occasion some difficulties and adjustments, the main omission is one of any referral to what many of those connected to the school have realised is a financial issue, in which Haringey seems to be in a process of taking stringent measures to reduce costs in a way that is going to deprive young people of their right to the kind of education which they have chosen, possibly causing irrevocable damaging to their future prospects, where EAL students will be thrust into larger anonymous establishments, no longer benefiting from the nurturing and support that a small school like ours can provide and finally where many hardworking teachers who have spent years dedicating themselves to providing the best service that they can, risk finding themselves in a position of unemployment at a time when for reasons such as age or specialism, they find themselves in the invidious position of having to re-invent at a time when they should be planning for retirement or a move into senior management.

Yours Sincerely,

Response to Representation 3:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of The John Loughborough school.

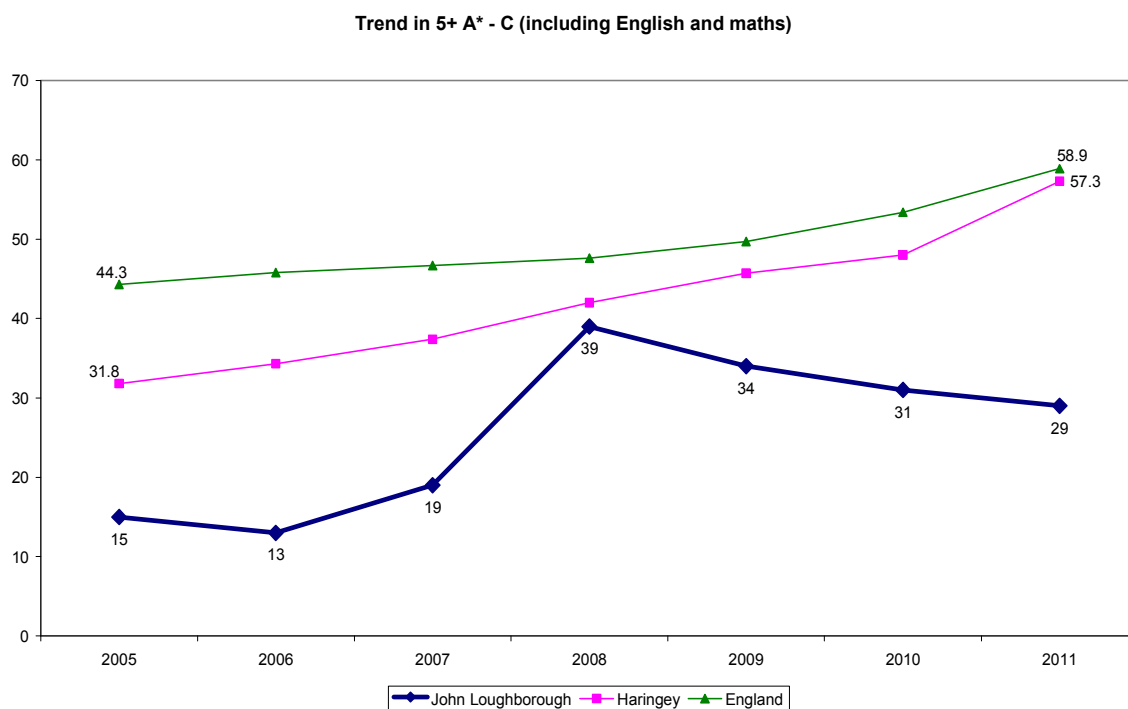
The first key point that you make is about the report's conclusion that education has been unacceptable over an extended period. In 2007 and 2008 the school was inspected by Ofsted and served with a 'notice to improve' its provision. In the two most recent full Ofsted reports in 2009 and 2011 the school was judged to be failing to provide a satisfactory education for its pupils. In the two most recent HMI monitoring visits, whilst recognising there are pools of encouraging progress, the overall conclusion is that progress since the last full inspection in 2011 is inadequate. This however does not mean that individual subjects and teachers are failing to provide good outcomes. Nor does it mean that the school has been standing still during the whole of that period. There have been times where improvements appeared to be being made. But in full inspections, where an Ofsted team examined in more depth the workings of the school, John Loughborough has achieved the level of what is expected of all schools nationally.

The next key point that you make is that you are concerned about the generalised comments made about standards and would wish to have made reference to more specific information about Art and some other subjects that you feel are achieving well.

The review team did analyse examination results in some depth, with the main focus on the nationally recognised comparative indicators of 5 GCSE A*-C (inc En and Ma) and the more general indicator of 5 GCSE A*-C. This is less of a lack of precision and more of a clear focus

by the review team on the key indicators of a school's overall success at providing an acceptable education across the curriculum.

The team examined attainment by gender, ethnicity and a number of other facets. On the key GCSE indicators John Loughborough results in 2009, 2010 and 2011 were markedly below national and local average. You are correct in clarifying that within the school's results, as with many schools, there are variations where some subjects achieve better outcomes than others. However, despite these very positive achievements, the school must perform as effectively as other schools. In the key benchmarks by which all schools are compared, overall John Loughborough is not achieving acceptable outcomes for its pupils, perhaps best summarised by the graph in the report, reproduced below.



You make reference to how pupils will transfer should the school close. Should the Council decide to close the school from August 31st 2013, the transfer of pupils to other schools would be handled by Haringey School Admissions following mandatory conditions in the School Admissions Code and the sufficiency of pupil places.

Finally it worth challenging your assumption that only John Loughborough can provide a supporting environment for children. It is clear from the performance and outcomes of other local schools and their Ofsted reports that they provide good or outstanding educational provision.

In reaching their decision about the future of the school Councillors will consider your representations, together with the information that they have from inspection reports, pupils'

examination results and a review that was carried out in 2012. Councillors will also examine what progress has been made to establish the school as an academy.

I thank you for the time and effort that you have taken to make these representations, which Councillors will consider in making their decision about the future of The John Loughborough School.

Yours sincerely,

Local Authorities and council responses

Representation 1:

Hello,

Waltham Forest is a neighbouring borough to Haringey. From 2014 onwards Waltham Forest school roll projections show that we will not have enough secondary school places to address demand. As such, we request that Haringey keep us informed as to how they intend to provide additional secondary school places now and in the future, should these be needed.

Regards

Response to Representation 1:

Dear

Thank you for writing to Haringey Council with your representations on the proposed closure of The John Loughborough School.

We note the demand for places in Waltham Forest secondary schools

You will be aware from your own work in Waltham Forest that the Haringey admissions team carefully scrutinise trends in the numbers of children requiring secondary education. Through this analysis we are confident that 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 years to 2016/17 at the earliest. There are viable alternatives for how to meet this increased demand within the remaining secondary school provision.

Further detail is provided below on the planned pupil numbers compared to current planned admissions limits. We have however completed a BSF programme, which has added capacity to many schools, and it may also be possible to increase the planned admission numbers within the coming years through our regular consultations with secondary schools.

I thank you for your interest and comments on this issue,

Yours sincerely,

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 2:

Minutes of Public Meeting:

MINUTES OF THE PUBLIC CONSULTATION MEETING
REGARDING THE POSSIBLE CLOSURE OF
THE JOHN LOUGHBOROUGH SCHOOL
HELD AT 7.00 PM ON MONDAY 28TH JANUARY 2013, AT TOTTENHAM GREEN LEISURE
CENTRE

PANEL

SARAH EBANJA, Independent Chair of Panel
COUNCILLOR CLAIRE KOBER, Leader of Haringey Council
BERTON SAMUEL, Chair of Governors, the John Loughborough School
COUNCILLOR ANN WALTERS – Lead Member for Children Haringey Council
JAN DOUST, Deputy Director - Children and Young People's Service (CYPS)
JENNIFER DUXBURY, Head of Admissions and School Organisation, CYPS
JON ABBEY, Assistant Director School Standards CYPS
STEPHEN WORTH - Finance Manager (School Funding) CYPS

SARAH EBANJA- Chair of the Panel

1. The Chair opened the meeting and welcomed those present. She explained that she was independent of both the Local Authority and the school although her son had attended The John Loughborough School (TJLS) some 20 years ago. She advised that her role this evening was to ensure that those present had the opportunity to make their representations to the Panel. As part of her role, it was necessary to sure that as many people as possible have the opportunity to speak and raise questions she therefore asked that speakers and questioners put their points across as succinctly as possible.
2. The format of the evening was explained - Cllr Claire Kober, Benton Samuel Chair of the Governing Body of The John Loughborough School (TJLS) and Jennifer Duxbury Head of Admissions would each make brief statements, the floor would then be opened for questions, views comments and representations. Any

questions that it was not possible to answer at this meeting will be noted and the responses published on the Council's website.

3. The Panel introduced themselves and stated their roles. Jan Doust, Deputy Director, conveyed apologies for absence on behalf of Libby Blake the Director of Children Services for Haringey, the Chair advised that any contributions made this evening would be included in the representations that go forward as part of the consultation. Speakers from the floor were asked to ensure that they give their names and state their roles in relation to the school.

CLLR CLAIR KOBER – Leader of Haringey Council,

4. Cllr Kober outlined the current position, how and why it had occurred and how things may go forward.
5. There had been concerns raised at a number of inspections undertaken at The John Loughborough School (TJLS) about the quality of education being provided to the young people attending the school dating back to 2007. It got to a position where in April 2012 it was decided between the school, the church and the Council that a review should be undertaken and come up with some options for the future. The review came about because of three concerns. First the Council's absolute concern and priority that every young person educated in Haringey should have the best education possible – TJLS was falling back in its levels of attainment in comparison to the other secondary schools in the borough; the second concern related to the financial viability of the school and the third related to the future viability of the school – the numbers attending and the school's roll.
6. The review was undertaken jointly and came up with two potential solutions for the future of the school; either to close the school - it was agreed that the Council would take this forward; or for the school to become an academy and seek an academy sponsor - it was agreed that the church and the school would take this forward.
7. There hasn't been an academy sponsor identified that is acceptable to the Department for Education and therefore the Council is now consulting on a proposal to close the school. The process of consultations for closure is now at the third stage of a five stage legal process. Earlier in January 2013 the Council published a statutory notice setting out a proposal to close the school at the end of this academic year (August 2013). The purpose of this meeting was to provide an opportunity for everyone to give their views and make representations on the proposal to close the school. There is a 6 week window within which to make

representations in response to the consultations. This 6 week period is a statutory period and its duration cannot be shortened or lengthened.

JENNIFER DUXBURY - Head of Admissions and School Organisation

8. Stated it was important as part of the legal process that people send in their representations in response to the representation period in writing either by e-mail or letter to the Council (the address published on all the literature) or via the Council's website. The representations will form part of a report for a decision to be made on the closure by the Council's Cabinet in April 2013.

BERTON SAMUEL - Chair of Governors, The John Loughborough School

9. The Council has issued a statutory notice setting out their intention to close TJLS. The Board of Governors, the church, teaching staff, parents and pupils continue to oppose this course of action. The Council has also received some representations supporting the proposal. The church and Board of Governors continue in the meantime to support the work that the school is doing to make sure that our children are not sacrificed because of the on-going issues. Berton set out that they are securing external support to achieve the desired result to bring the children to the level of attainment required.
10. I would like to ask some questions of the Council, first there were three options one, closure, two to seek an academy sponsor and three and Interim Executive Board (IEB). I am not clear why an IEB was not given full consideration, why this option was summarily dismissed?
11. Mr Samuel felt that fundamentally the Council were opposing the report by OfSTED. The report of December 2011 stated that the school had worked hard to raise standards and that it had until summer 2013 to achieve the required standard. Monitoring visits since then in May and October 2012 had recorded that satisfactory progress had been made.
12. The education of the children is paramount to us what we don't understand is why the Council is acting unilaterally outside of the requirements given by OfSTED in that they have given us until Summer 2013 by which to make the necessary decisions.

13. The way the process has been followed he felt had been divisive. He asked what assurances the Council could give in respect of the outcome for the Year 10 children caught up in this process.
14. He stated that if the pupils of The John Loughborough School are given the chance that they are sure that they can attain at least the national average but the Council seem quite clear that they want to move the children elsewhere. He asked what assurances the Council could give about securing the Year 10 children to get outcomes at national levels. Also, if the children are tracked and at the end it is found that they did not achieve the national levels, would the Councillors having pioneered this course of action, do the honourable thing and resign their positions?
15. He referred to page 45 of the consultation document and the promotion of the Council's policy to promote social inclusion and to page 51 highlighting the demographic that the school has no white British children. He questioned why there were no white British children at the school and felt that this was because the school was being allocated too many children whose first language was not English. The school has to work hard first to first make sure that they learn and understand English before they can go on to do their exams. This was very difficult and was not being taken into account, however, looking at progress, it can be seen that progress was being made.
16. The children are content at the school where they feel safe and secure and their behaviour demonstrates that they are willing to learn. They are in a place where they are part of a family and culturally understood – taking them out of this environment would cause disruption and sacrifice them and their education.
17. The Chair summarised the questions to the Panel as follows:
 - Why the option of an IEB was not pursued and
 - Why the matter had not been left until the summer 2013 for a decision.

CLLR CLAIR KOBER - Leader of Haringey Council

18. Responded that her understanding was that the Joint Review of April 2012 had come with two options. One option was the closure of the school and the other was to pursue the possibility of TJLS becoming a sponsored academy. There was no option that suggested that an Interim Executive Board would be sufficient to secure the necessary improvements at the school.

19. As regards waiting until the Summer 2013; Cllr Kober referred back to the first part of her opening remarks, in which she had stated that the school has had a number of difficult inspections and had been falling back in its attainment compared to other schools in Haringey since 2007. The children have one chance and it was now tougher and more difficult for young people to get jobs and get on in life. The Council did not feel that it had the luxury of allowing more time to see if things improved. The Council now feel that it is duty bound to act now and this is why the review was commissioned.

THE CHAIR

20. Summarised two further questions for the Panel to address at this point.
21. The assurances for the Year 10 if the proposals are implemented.
22. What provisions the Council would make to ensure that the pupils have better attainment than if they had remained at John Loughborough School.

JAN DOUST - Deputy Director - Children and Young People's Service

23. Results cannot be guaranteed whether the children stay at TJLS or found places elsewhere if the proposals proceed. The children are an absolute priority and the Council will work with parents to choose the right alternatives for their young people. They will be tracked and monitored and supported in whatever is put in place for them. Their results cannot, however, be guaranteed in the same way as they cannot be guaranteed if they stay in the current provision.

THE CHAIR

24. Asked for a response from the Panel to the earlier point about the pupil makeup of the school – under social inclusion there are no British white children at the school, the white children that are there English is not their first language: and this has not been taken into account.

JENNIFER DUXBURY - Head of Admissions and School Organisation, CYPS

25. There are two main opportunities for new pupils to start at any school. The first is on parental preference and the other is on distance. Where a child cannot be placed in a school for which the parents have expressed a preference then a placement is allocated on distance at the nearest school to their home with an available place.

THE CHAIR

26. Opened the meeting to receiving views, comments questions and representations of those present.
27. She reminded the meeting that the objective was to hear as many views as possible. She asked that those who speak give their names and state their relationship to the school.

MICHELLE MATHEWS – Parent of two children attending TJLS

28. Stated that she is the parent of 2 children at TJLS one in Year 10 and the other in Year 7. It is a difficult time for parents with children at the school particularly those with children in Year 10.
29. If the proposals go ahead, what is the Council going to do with the children in Year 10. Secondly you would be separating my younger child from her older sibling this will have a huge impact on both of them. These children are part of a small community that they are used to. Are parents going to have a chance to choose the school that their children go to – what reassurance can we get as parents because we are voicing our opinion and I feel strongly that our opinions are not been listened to. It is really affecting me and my children my daughter has started her GCSE and is doing fantastically well – what happens now?

WILLIAM SPRING.

30. Mr Spring stated that he lives around the corner from the school. He expressed his shock at the news that it was being proposed that the school should be closed. He asked the Council Leader if the proposed closure was “a covert anti-Christian attack”.

KEITH DAVIDSON – A former Headteacher of TJLS school.

31. Mr Davidson asked ‘What is the purpose of this evening’s meeting?’ The Chair responded that it was to hear representations on the proposals to close the school.
32. He felt that from what was being said by the speakers on the Panel that the position was a fait accompli in terms of decisions. It now appeared that all that needed to be done was to make arrangements to transfer of the children etc.
33. He felt that there had not been any genuine and serious attempt to listen to contrary arguments against the proposed closure and felt very disappointed and stated that the Council seems to have ‘an agenda’.

34. It was his view was that the issue goes back to about July 1999 – the Council officers from the then Education Department met with leaders of the church and they told the leaders of the church that they wanted to take out the then governance and install their own governance. The two reasons given were that the school was not financially viable and there were academic issues.
35. ‘This concurs with the current arguments. In 2002/3 the Council sent 14 inspectors to inspect the school and again the argument was that the school was not financially viable and that there were academic issues. Going back to 1988 when the school first sought to gain voluntary aided status the Council voted that they did not want to have another faith school because faith schools are divisive.
36. The picture is that the Council has historically been anti-faith schools and it is that anti-faith position that is guiding the current proposal. Without a shadow of a doubt you do not want a faith school so you will get the evidence to support that position.
37. I also want to say that back in 2007 July or August - Sharon Shoemith was the instigator of this prejudice against the school. The review that has taken place was not genuine it was meant to provide the evidence to close the school. Sharon Shoemith herself said to Pastor Walters in 2007 that the politicians were not happy with having a faith school and wanted to close it and take the children and put them in other schools – there is a history.
38. While the school has difficulties it cannot be said that there are no other schools in Haringey that have difficulties. So the question is why they have picked on this particular school. The reason without a shadow of a doubt is because it is a faith school. We do not accept the report it is not valid. I am sure that the church and the community will find ways in which to challenge the validity of the arguments put forward by the report.’

THE CHAIR

39. Asked the Panel to respond in summary to the questions arising as follows:
 - Bias against faith schools
 - What will happen to Year 10 children and will support be provided to parents in choosing an alternative school if the proposal is implemented and
 - Recognition that TJLS is a small school.

CLLR CLAIR KOBER- Leader of Haringey Council

40. Stated she had taken strongly from this and previous meetings the value of the ethos at TJLS. She stated that she recognised that this is underpinned by the Christian values of the school. She stated that she understood this from the previous meeting and had gone away and reflected on it. She stated that all I can tell you is my view on faith schools is that I have no problem with faith schools and I am supportive of them. Last year a new faith school was opened in the borough.
41. Secondly there are a number of faith schools in the borough that are performing very well. One that I can highlight is St Thomas Moore (Roman Catholic School) which is doing well at this time. Much of what you say relates to a time before I became a councillor so agendas that go back to 1999 and references to a previous director of Children Services who happened to be a director before I became leader of the Council, does not have any bearing on why we are where we are now. It was agreed between the Council and the Seventh-day Adventist Church in April 2012 that there were two possible outcomes going forward. One was closure of the school and the other was that the school becomes an academy. I have confirmation of this as a fact.
42. Why is this school been singled out? There are two reasons; this is the only secondary school in the borough in special measures and secondly the results of the school looking at the 2011 data – 5 GCSEs, A*- C including English and maths - 29% for TJLS, the average across the borough 57.3%; national average 58.9%. These are the only two reasons why the proposal is being considered. I am absolutely supportive of all faith schools in this borough. We always say that Haringey is a community of communities and I really recognise that the Christian ethos is a real strength of the school.

JENNIFER DUXBURY - Head of Admissions and School Organisation, CYPS

43. In answer to the admissions question; if it is decided that the school will close there will be an application process that will absolutely allow parents to choose where they would like their children to go in respect of the Year 10 child and her sibling mentioned by the earlier questioner parents will as part of the application process be able to choose a school for both the Year 10 child and their sibling.
44. There will be an application process with a deadline and offer mirroring the secondary transfer process. It will involve listing preferences and there will be offers. Officers will be available to assist parents and provide them with advice of where there are places across the borough.

JAN DOUST - Deputy Director - Children and Young People's Service

45. I would like to clarify the position about the IEB that has come up now on a couple of occasions as being an option that the Council has not pursued. She explained that an IEB is where the Governing Body is replaced and the power to run the school given to a smaller group who would then take on the running of the school. I chaired the review which involved members of the Council and the South England Conference (SEC) jointly looked at the information that was available at that time about the performance of the school and looked at all the things that might be tried to secure improvements of the school. An IEB was discussed but it was agreed that it was unlikely to secure the long-term improvements necessary at the school. An IEB had been put in, in 2007 and not long after it left the school went back into a category. In summary, it was discussed in the context of whether it was the right thing to do but it was decided that it was not an option to secure the necessary long-term improvements at the school. I hope that this clears up any uncertainty that there is about this.

JONATHAN DAVIS – Member of the Seventh-day Adventist Church

46. Mr Davis stated that he was from the church that originally started the school.

47. He stated that he was concerned that there had been similar meetings without any effect in stopping the concerns of the parents, community and the church.” What can people say to get the Council to change the position that it has taken”.

48. Over the period of time we talking about, there have been certain events that have been unsettling for the children. This period is relevant and I wonder if this has been looked at and if so what differences it had made to the position that the Council has taken.

49. Finally about the school roll: I realise that the school roll is not what the Council would like it to be in terms of numbers. Given a chance and bearing in mind the severity of the situation I would have thought that everything possible would have been done to increase the school numbers and to let parents in the borough know what they are missing by not sending their children to TJLS.

SAM DAVIS - Representative from the South England Conference:

50. It has been said that the South England Conference (SEC) along with Haringey Council agree to the closure the school. I am here to make it clear that the SEC have never agreed that this should be done. Although this has been stated in

documents that have gone out the SEC has not agreed to it. Mr Davis explained that originally there had only been one member of the SEC on the Review Body, the SEC pushed and the representation was increased to three. The SEC sees value in the school and wants to make it very clear that it is not in favour of the closure of the school.

A Foundation Governor at TJLS.

51. I would like to remind the Council of 3 excerpts. The first is from a letter from 10 September 2012 from Libby Blake – he quoted from the penultimate paragraph. “We will take into account the views of all those likely to be affected by the proposals before making any final decisions on whether or not to close the school”.
52. At a meeting with the governors on 18th October – it was stated (minutes of that meeting page 5) that if any information that is received which is new and is convincing then the Council was duty bound to consider it.
53. On the same page it was stated that one option is that the school should close unless something happens that makes the school viable.
54. Now we have the School’s Company on board, who are turning the school around; they have 4 people in the school every day improving the teaching and learning. I earnestly request that the Council give the school more time to turn things around to extend the deadline so that the school can improve academically - financially the school is solvent.

THE CHAIR

55. Summarised the questions to be answered by the Panel as follows:
 - What can be done to change the Council position regarding closure?
 - The South England Conference (SEC) is not in favour
 - Extension to the closure deadline and
 - What consideration has been given to the position of the children in making the decision?

CLLR CLAIRE KOBER

56. In responding to what would change the Council’s position? Cllr Kober stated that it would only be something that guarantees rapid improvement in the education at the school.

57. As regards the SEC: Cllr Kober clarified that she had not suggested that the South East Conference agreed to closure. What was said is that it had been agreed that there were two options, one of which was closure. This was not necessarily saying that both parties are in favour of both options.
58. There was a reference to School's Company – the school has been working with this organisation, however, the Department for Education who are responsible for approving academy sponsors have said that in their view this organisation would not be a suitable sponsor because it will not be able to secure the rapid improvement that is required. My understanding is that formally this work cannot continue via an academy sponsorship arrangement.
59. The issue of an extension; the situation is that there has been more than one generation of young people who have gone through the school since the school has been experiencing difficulties. We are now at the point in time when decisive decisions have to be taken; a long time has been taken in considering options not just through the church and Council but also the Department for Education (DfE), and City Challenge. There has been a lot of work done to turn things around and unfortunately we remain 6 years after the school first experienced difficulties in a situation where children are not achieving well enough. This is why giving more time is not something that the Council will now contemplate.

JAN DOUST - Deputy Director - Children and Young People's Service -

60. I am sorry to hear from the SEC that they have the perception that they were in any way limited in the number of representatives. There were no limits placed by the Council, there were at least 4 including an independent representative sent by the SEC and a Legal Adviser. I don't accept that we have quoted that the SEC accepts the closure of the school. Very clearly the Conference wanted an academy sponsor; as regards saying that if anything changes the Council would consider solutions around such a change it was said at a time when a search was being carried out for an academy sponsor. However no sponsor was found that matched the needs of TJLS. I fully understand that many people would prefer this as a solution. The DfE considered a number of sponsors but there was no match. But this is the sort of information that the Council would need to look at which would radically change the quality of the education for the children at the school.

JENNIFER DUXBURY- Head of Admissions and School Organisation

61. As regards listening to the views of children. This would be discussed when we meet with parents at a later meeting. At this stage we have been speaking with the school on how we can get questions from the pupils themselves that we can respond to. We will also be seeking their views on the proposals.
62. Question/statement from a member of the public: we also have to be part of this process of getting questions from the pupils otherwise it will be skewed towards what the Council wants to hear.

BERTON SAMUELS

63. Just an observation and a question. You say that you require representations and that these will be taken into consideration in the decision making process. He quoted a report from the Director of Children Services dated 13th December in which it was said that 80% of the respondents opposed the closing of the school. He asked – ‘what number are you (the Council) looking for’.

CLLR CLAIRE KOBER - Leader of Haringey Council

64. Stated that it is not a referendum. The process is how we ensure that the best education is provided to the young people in this borough. The strength of the feelings about the school was being heard but the thing that will sway the Council are firmly educational.

BERTON SAMUEL - Chair of Governors, The John Loughborough School

65. There was a question from the floor about the solvency of the school. Mr Samuel stated that from the perspective of the Governing Body and the financial team of the school, the school is solvent. If the Council has a different view then it needs to explain that view.

STEPHEN WORTH - Finance Manager (School Funding)

66. The school has had a licensed deficit for several years. He explained that a licensed deficit was in effect where a school is not able to operate within its budget. The Council has been allocating TJLS funding at a level that is significantly above the average per head for secondary pupils in the borough.
67. However, this cannot be maintained. The system of funding schools will significantly change nationally next year; it would no longer be one that enables the Council to allocate the previous higher levels of funding allocated to TJLS.

As part of these national changes, the gap between the funding for primary and secondary schools would be narrowed. In Haringey, secondary schools are more highly funded than primary schools; these changes will therefore have a significant impact on the future funding of schools in the borough.

MS WILLIAMS - Member Of The Seventh-day Adventist Church and parent of a former Pupil at TJLS.

68. I wanted a point of clarification about the Review Team. She stated that it said in the review document that the Review Team came to a unanimous decision on the closure of the school in parallel with the church seeking a sponsor. A unanimous decision she felt meant that the entire Panel agreed to the closure of the school. This is documented in the 90 page consultation document.
69. In 2008/9 the school was acknowledged in the newspapers that it was the best achieving school in Haringey; - it was on YouTube and Sharon Shoemith was seen "waving the certificate" and everyone was happy because TJLS made a big difference for Haringey. So what happened between 2008 and 2012 when the IEB were in, why was there a decline? Why such a dramatic fall from satisfactory to back to back special measures with such an input.
70. Ms Williams raised a concern about representations sent in. Her concern was that all the representations should be treated the same. She spoke of a short e-mail sent in with the last tranche of representations that is in capital letters - the only document that is in capital letters - it has a psychological impact and is intended to highlight just one's person opinion. 'I would like that when the representations for the meeting is fed back, that it is all treated in the same language and that there is no highlighting '

MS RYAN- Foundation Governor TJLS

71. There are many stakeholders in education. One of the earlier parental questions has not been answered. What happens to Year 10 children? The child will follow a particular course in readiness for exams next year. What is going to happen to her? The chances of the Council getting her into a school that the parent wants and which is doing the same exam is very limited. The schools do not necessarily do either the same board or the same courses.
72. In the answer given earlier reference was made of the secondary transfer process -this was not the problem now. Before the Christmas holidays, a meeting should have taken place with the parents, this did not happen. A meeting was scheduled to be held on 29th January and the parents and

governors will want to know why their thoughts about their children are not being taken seriously.

MARTIN LUTHER RODNEY

73. I am one of the founders of the TJLS. I sacrificed and work for the school for 20 years been paid only for 4 days per week. So I know that the school can go on. I had 2 children at the school and at the time I was at the school it was the best school in the borough. Dr June Alexis came in after I left the school and despite the school beginning to decline she raised the standards. Dr June Alexis was and is an OfSTED Inspector she knows about education. She helped some teachers who were struggling to gain their qualified teacher's status. What I want to know is why she was removed. There was collusion in the Council and she was removed from the school and the Council put in an IEB. Since the IEB has been put in the school has taken a turn for the worst and not changed until now we want our school back.

74. I have heard about financial problems. We have contributed to the borough over the years you are not doing us a favour - it is our money. The Council has helped other schools so our school is entitled to help. We are not begging our school needs to be treated the same as other schools. The Council put in the IEB and they came in with a decision to drive the school into the ground. I want you to take this into account. It was because of this intervention that the school went down. We had many protests then and we will have them again if you are going to close the school.

THE CHAIR

75. Summarised the questions to be answered by the Panel as follows:

- As soon as the IEB was put in the school declined.

CLLR CLAIRE KOBER - Leader of Haringey Council

76. Stated that going back to 2005 the school had a high point in 2008 with 39% of children getting 5 GCSEs A*- C including English and Maths. It was the not the highest achieving school in the borough. In the same year in May 2008 OfSTED went into the school and issued a notice to improve. In 2009 an inspection took place in October which judged the school as being inadequate and the school went into special measures. Whist it is correct to say that there was a high point in 2008 it is not correct that the school was the highest achieving school in the borough.

77. Ms Williams who had spoken earlier from the floor clarified that she meant that it was the best improved school. She stated, however, that she did not want to focus too much on the past (to stick at 2005) that is why she made to 2008. In 2008, the grades were high enough to keep the school running then it declined.

JAN DOUST - Deputy Director - Children and Young People's Service

78. In respect of the unanimous support for closure: She said what the Review Team agreed unanimously was that the school in its current form was not the right format to proceed.

79. At the request of the meeting, Jan Doust read the actual wording in the Review findings. A part of the work of the Review team was to look at all evidence this included the exam results and the judgements of the OfSTED inspections. Taking into account the levels of performance and the judgements of OfSTED the quality of the education was inadequate. Jan Doust pointed out that the current position is that the Secretary of State now has the power to close the school.

80. Whilst the Review team agreed that the school in its current format was not viable, there were different views about how this was to be managed. The preference of the SEC and governors of the school was to try to find an academy sponsor. With reference to the performance of the previous IEB Jan Doust stated that she was not in a position to comment but added that for a short period of time it seem that the school had improved sufficiently to hand back the responsibilities to the governors, however the performance could not be sustained and at the next inspection the school went back into a category.

81. The levels of support provided by the school; this was significant; however, it did not serve to secure long-term improvement at the school. In respect of the e-mail received in capital letters, the Council are required to publish whatever is received without alteration.

THE CHAIR

82. Asked the Panel to address the questions about what would happen to the Year 10 children; the reference to secondary transfer made earlier which was not felt to apply and the position of the Year 7 sibling which was spoken of in one of the earlier questions/comment.

JENNIFER DUXBURY - Head of Admissions and School Organisation

83. Explained that her earlier reference to the secondary transfer process was to give people an idea about what will happen i.e. there will be an application deadline and offer. However the process would be very different from the secondary transfer process. As regards the Year 10 children a lot of work will be done during the transition process between the offer being made and a child starting at a school in September. In particular for a Year 10 work will be done to match the children to schools with the correct exam boards and also to identify other support that the children may need going into Year 11.
84. She advised that there were colleagues from different services that will be working with groups and with individual Year 10 children to look carefully at their needs. She advised that a meeting with the parents will be taking place on the following day in which there will be discussions with parents in detail about the arrangements that will be made for their children should the proposed closure go ahead.

THE CHAIR

85. Advised that due to the short time remaining, the number of people wishing to make comments and ask questions, that the comments and questions would be noted and the responses posted on the Council's website appended to the minutes of this meeting.
86. She reminded those present to make their representations in writing either by e-mail or by letter – the address was available on the Council website and on the documentation circulated as part of the consultations.

QUESTION FROM A MEMBER OF THE PUBLIC

87. The welfare of children is paramount it should therefore be possible to do something strategic and innovative to turn around the school.
88. There are people present who can come together and find ways to turn the school around.
89. The mental wellbeing of the children is very important. The children can be transferred and a support plan put in place but we do not know how individual children will react; how it will affect them and affect their parents. Anything we can

do to help we want to do so that TJLS continues - "if Nick Clegg can be Deputy Prime Minister, there is nothing that we cannot do".

GEORGE WILLIAMS

90. Asked how many other schools in Haringey are being closed down?
91. Have any children in the school been asked for their opinions about the Headteacher that was dismissed?
92. Mr Williams spoke of an occasion when he was visiting the school and witnessed children clinging to the then Headteacher "as if she was their mother". This was in 2007 before the difficulties began; he felt that the Headteacher at that time was a good Headteacher and good for the school. He asked whether the Council had ever "touched the Jewish or Muslim Schools?" -why are they touching this school?
93. He commented that when the school started that he designed the letterheads and did their printing and therefore felt attached to the school as much as anyone. He stated – "we will take the school over, you are not going to close it".

CLAUDE ALEXANDER – Member of the Seventh-day Adventist Church.

94. Mr Alexander questioned the reply given by Stephen Worth; he asked to receive more information about how the school came to be in deficit since 2008.
95. He appreciated that the Council has said that the school was given a lot of support but questioned the quality of that support.
96. He questioned the strategic plan; whether it was a recovery plan or a plan to run the school down. In his opinion the strategic plan was lacking in the respect of helping the school to recover.
97. Support was given but it was the quality of the support which he felt was problematic. He concluded by saying that he was not convinced that Haringey has a good track record of looking after children's welfare and challenged the Council to convince him that they have the needs of the children at TJLS in mind.

MR MCQUEEN – Member of the public

98. Said that he was not a resident in Haringey but was instrumental in having TJLS sited in Haringey.

99. Mr McQueen thanked the Council for the report which he felt was enlightening and gave justification for the closure of TJLS. He likened the process to a funeral procession for TJLS and felt that nothing that “we say will be taken into account”. He felt that the reason and cause for the death and closure of TJLS was academic underachievement.
100. The SEC he felt had failed the TJLS by handing the school over to Haringey when it became a grant maintained school. This he said led to the ‘death’ of the school.
101. Mr McQueen spoke about the previously high standards at the school when it was a fee paying school and referred to the requirements for entry into Oxford and Cambridge. He felt that the school had suffered due to the high number of children in the school whose first language is not English.

A RESIDENT WITH A CHILD AT GREGG CITY ACADEMY.

102. She questioned whether the Leader of the Council had any interest in the children. The Leader should know that in Year 10 that it is a difficult and vital year in the child’s life.
103. Moving to a new school mean that the Year 10 children will have different teachers, different syllabuses and exam boards. If the Council knew that they were going to close the school, then the Year 10 children should have been moved last September.
104. If it was known that there were low numbers in Year 7, why then did the Council go ahead and allow Year 7 admissions at TJLS. She stated that most schools this year including Gregg City Academy and St Thomas More have suffered in terms of numbers. She urged that the Council look at the admission process for 2012 and see where it went wrong.
105. Why if OfSTED recommended that the position is reviewed in the Summer 2013 is the decision being made before this date?
106. If the Council wants to close the school, why was the Headmistress not on this evenings Panel? The Headteacher is important and she is very passionate about the school but she has not been given a chance.
107. It was this respondent’s view that the Councillors have no interest in the children; but ‘the public vote the Councillors in so they should be standing with us and not against us’.

EDWINA MCFARQUHAR - Headteacher of The John Loughborough School.

108. Questioned who really knows what is best for children at TJLS? The parents, teachers, pupils, church community, the governors and the wider community are all saying that they don't want the school to close. The Council are making the decision to close the school ignoring these views.
109. The children are saying they want to stay at the school; the children's views should be valued and listened to.
110. What is the purpose of the consultation if the views of people are not being listened to -it appears that a few people are imposing their opinions, irrespective of the views of all of these groups? If no guarantee can be given that by closing the school and moving the children that they will do better - then why move them?
111. The children that will be affected the most are the most vulnerable - these are the ones that the Council say they are concerned about. The gifted and talented and those from secure home environments may have success no matter where they are. The school have a substantial number of children 'in the middle' and save many children from exclusion. The school has not had exclusion for 5 years.
112. Mc Farquhar stated that at aged 16; the children may not have attained but a lot go on to further and higher education and do very well – the school has data to support this.
113. These are vulnerable children, making them move in Year 10 - half of them will fail. There are no guarantees given to this year group and they and the other year groups will suffer.
114. The staff, parents and governors recognise that the attainment is not where they want it to be. It is recognised that improvements have to be made quickly and the school is committed to doing this. There was a considerable period of turbulence at the school during the period being looked. The school had four different Headteachers. A school cannot be stabilised and make rapid improvements in that kind of turbulence.
115. The Headteacher stated that she had not had any strategic meetings or conversations about the school (closure) with anyone from the Council.

116. If the Council Leader and Director of Children Services are really looking for a strategy, the time allowed for the governors to find a sponsor (2 to 3 months) was too short. If the Council wants to help the school to stay open, it is necessary for all parties to sit down and have a proper strategic conversation.

DESMOND BOGUES – Teacher at the TJLS and parent of a child at the School.

117. Provided some statistics about the children's progress and attainment levels; he advised that the progress at the school last year was 72%. He spoke of 21 children entering the school with "nothing" which he felt put the school at a disadvantage. Because the school is small, one child has a big statistical impact.

118. Mr Bogues spoke about TJLS taking children that no other school in the borough was is willing to take.

119. Some prospective parents and students told him that the borough told them that the school is closing so they shouldn't apply. He advised that the consultation with the students (2 meetings had so far taken place) was incomplete.

120. He gave some statistical information about the point of entry of children to TJLS – numbers who entered at Year 7 - 33%; at Year 8 - 5.6%; at Year 9 -15.4%. He felt that this demonstrated that children leave other schools to come to TJLS. This was because of the pastoral support, love and the attention that they are given - this needed to be taken into account and is why the school has an 80% parental approval rate.

DAVID ALEXANDER - A teacher (ICT) at TJLS

121. Said that he has been a teacher at the school for over 15 years. He asked whether in making the decision to close, the Council had taken into account attainment in subjects other than in Maths and English. The school had in 9 other subjects attained at levels higher than the national average.

122. He asked 'what one thing would sway the Council to keep the school open'.

123. He asked if the church were to find a sponsor to run the academic side and the church offered only the pastoral support element, whether this would satisfy the authorities.

THE CHAIR

124. In response to an enquiry reminded those present that the questions were being noted and that it was intended to have responses posted on the Council's website in one week from Friday.

SARAH JOSEPH – Member of The Seventh-day Adventist Church.

125. Referred to the exam results: TJLS achieved 39% GCSE grades A*- C in 2008. After the Headteacher was removed, it dropped to 29%. She asked about the ratio of children in the school with English as a Second Language compared to those whose first language is English. Further, how this compares with other secondary schools (for example Thomas More School) in the borough. She felt that TJLS has a higher ratio of English as a second language students as compared to other secondary schools and that this may put TJLS at a disadvantage.

RORY SMITH – Friends and Founder Members Of The TJLS

126. Asked about the consultation document; whether the Council was surprised at the responses so far received or if it is what the Council had expected.

127. He made reference to the Leader of the Council speaking earlier in the meeting of the results of the OfSTED as being the basis for the Council's decision to close the school. He asked her to think back to a Cabinet meeting held at the Civic Centre where the Opposition Leader alleged that the then Director of Education had interfered with the results of the school's OfSTED report. If this was true, then it could not be said that TJLS did worse than anyone else. He asked Claire Kober if she was aware of this.

CLLR CLAIRE KOBER - Leader of Haringey Council

128. Said that the suggestion that an OfSTED was altered by a previous Director was not true.

129. The concerns leading to the consultations to close the school had come about because of concerns in a series of OfSTED inspections between 2007 and the present; the level of attainment (as judged by the attainment performance at GCSE) at TJLS was substantially lower than that of other secondary schools in the borough.

THE CHAIR

130. Reminded those present that a meeting of parents and staff would be taking place tomorrow on the following day. Those present were urged to make their

representations and responses to the consultation by submitting them in writing by letter or e-mail to the Council. Details on the Council's website.

131. The Chair thanked everyone for their attendance and closed the meeting at 9.00 pm.

Questions from Public Meeting:

The John Loughborough School

Questions and Answers for a public meeting on Monday 28 January 2013 - held at Tottenham Green Leisure Centre

	Question	Answer
1.	The welfare of children is paramount it should therefore be possible to do something strategic and innovative to turn around the school.	Ofsted has judged the school to be 'inadequate' or requiring 'special measures' since 2007. Evidence from successive inspection reports shows that teaching, leadership and management continues to be ineffective. The school is one of 9% of secondary schools nationally judged to be 'inadequate' (April 2012) and no other school in Haringey has exhibited such little improvement in full Ofsted inspections in the past five years. Since 2007 sustained and targeted support has been given to the school from a number of sources, including from National Challenge ¹⁰ . Despite this support improvement in standards and been only temporary and never sustained.
2.	There are people present who can come together and find ways to turn the school around.	Support has been put into the school over a sustained period (as set out above) but it has failed to secure the desired outcome – a rapid and sustained improvement in standards and outcomes for the children at the school. By delaying intervention any further the educational outcomes of even more pupils is put at stake.
3.	The mental wellbeing of the children is very important. The children can be transferred and a support plan put in place but we do not know how individual children will react; how it will affect them and affect their parents. Anything we can do to help we want to do so	The Council plans to handle any changes as carefully, empathetically and sensitively as possible. The EqIA we have undertaken is a working document that recognises the school's ethos and religion, faith and values. The EqIA will look at how the council can take account of these matters in arriving at a final decision on the school's future. The EqIA will remain as a live document if the school closes to track the outcomes of

¹⁰ The National Challenge was founded on the principle that schools must lead the changes necessary to meet the 2011 goal that there should be no schools where fewer than 30 per cent of pupils achieve at least five A* to C grades at GCSE including English and mathematics. It focused greater attention, help and resources on schools below this floor target through provision of a National Challenge Adviser (NCA) and a tailored package of school improvement support delivered by the local authority (LA), the National Strategies and other providers.

	Question	Answer
	that JLS continues - "if Nick Clegg can be Deputy Prime Minister, there is nothing that we cannot do".	pupils who left the school to finish their education in an alternative setting.
4.	How many other schools in Haringey are being closed down?	No other schools in Haringey are currently being considered for closure. No other secondary school in Haringey has currently been judged to require 'special measures' by Ofsted.
5.	Have any children in the school been asked for their opinions about the Headteacher that was dismissed?	No
6.	Mr X spoke of an occasion when he was visiting the school and witnessed children clinging to the then Headteacher "as if she was their mother". This was in 2007 before the difficulties began; he felt that the Headteacher at that time was a good Headteacher and good for the school.	The pastoral care offered to pupils at the school is not in dispute and is acknowledged to be of a high level.
7.	Mr X asked whether the Council had ever "touched the Jewish or Muslim Schools?" -why are they touching this school?	<p>Recommendations on the future of the school have been made following a review of the school in spring of 2012. The review was carried out after a sustained period of low GCSE results, well below the borough and national average, and following a number of Ofsted inspections that placed the school in special measures or judged it to be unsatisfactory. Other faith schools have performed much better and not attracted the same level of concern.</p> <p>There is currently one Jewish school in Haringey (Eden Primary – a free school). Eden Primary has only been open for two years and has not been inspected. Nor does it yet have sufficient data for the DfE to draw conclusions about the progress of its pupils. There are currently no maintained Muslim schools in the borough although we have 'in principle' supported a Muslim school that was considering seeking maintained status within the local authority. We are committed to supporting the best educational outcomes for all of the borough's children irrespective of the faith ethos of the school. The decision to take statutory steps to close JLS is based on documented poor performance over a sustained period and on the school's financial viability.</p>
8.	Mr X questioned the reply given by Steve Worth (Finance Manager (Schools Budget), Haringey	A reduction in pupil numbers and other factors led to financial difficulties at the school. The school was funded for 297 pupils in the financial year 2007-08 and

	Question	Answer
	Council; he asked to receive more information about how the school came to be in deficit since 2008.	finished the year with a surplus. The roll for the financial year 2008-09 fell by 20 to 277 and the school finished the year with a deficit of £96k. The school applied for and was given a Licensed Deficit covering five years. The roll continued to fall, to 247 in 2009-10 and 2010-11, and the deficit rose to a maximum of £212k in 2009-10; falling to £52k at the end of 2011-12. The agreement requires the school to be back in balance by the end of the current financial year (31 March 2013).
9.	He appreciated that the Council has said that the school was given a lot of support but questioned the quality of that support.	Launched in June 2008 National Challenge was a programme of support to secure higher standards in all secondary schools so that by 2011 at least 30 per cent of pupils in every school would gain five or more GCSEs at A* - C, including both English and mathematics. Support offered included extra finance, expert advice, mentoring from experienced head teachers, and assistance from neighbouring schools and external partners. The local authority also gave assistance to the over a period of time.
10.	He questioned the strategic plan; whether it was a recovery plan or a plan to run the school down. In his opinion the strategic plan was lacking in the respect of helping the school to recover.	The improvement plan to assist JLS has always been aimed at helping the school to recover.
11.	Support was given but it was the quality of the support which he felt was problematic. He concluded by saying that he was not convinced that Haringey has a good track record of looking after children's welfare and challenged the Council to convince him that they have the needs of the children at JLS in mind.	Children's welfare and their educational well being is at the centre of our actions. It is for this reason that we have begun steps to close a school that has not been able to sustain improvement despite targeted support to do so and where the educational outcomes for its pupils consistently fall well below borough and national averages.
12.	Said that he was not a resident in Haringey but was instrumental in having JLS sited in Haringey.	Noted
13.	Mr X thanked the Council for the report which he felt was enlightening and gave justification for the closure of JLS. He likened the process to a funeral procession for JLS and felt that nothing that "we say will be taken into account". He felt that the reason and cause	All comments made as part of the consultation and submissions made during the current representation period will be reported to members as part of the decision making process. They will be considered by officers when formulating recommendations in their report and considered by Cabinet as part of the decision making process. These representations made considered alongside previous support given to the

	Question	Answer
	for the death and closure of JLS was academic.	school which has not secured the turn around required in standards, the falling school rolls, the educational outcomes for pupils and the financial viability of the school.
14.	Mr X spoke about the previously high standards at the school when it was a fee paying school and referred to the requirements for entry into Oxford and Cambridge. He felt that the school had suffered due to the high number of children in the school whose first language is not English.	The number of parents putting JLS as one of their preferences on their application form is falling – 12 first preferences for 2012 entry and 65 preferences overall (six preferences per school are permitted).
15.	An audience member questioned whether the Leader of the Council had any interest in the children. The Leader should know that in Year 10 it is a difficult and vital year in the child's life.	Cllr Kober, Leader of the Council, has publicly stated on a number of occasions that the decision to issue the statutory notice proposing closure of the school was not taken lightly and that the impact of this on all pupils, including Y10 pupils, is acknowledged. The outcomes for a further generation of children cannot be deferred because of the difficult process that statutory steps to close a school entails.
16.	Moving to a new school means that these Year 10 children will have different teachers, different syllabuses and exam boards. If the Council knew that they were going to close the school, then the Year 10 should have been moved last September.	The decision to close the school has not yet been taken. It would be pre-emptive and entirely unjustified and illegal to move pupils from a school before such a decision is taken through the formal and statutory process that we must go through to gather stakeholder views and all material evidence and for officers to be able to make an informed recommendation and the Cabinet to make a final decision.
17.	If it was known that there were low numbers in Year 7, why then did the Council go ahead and allow Year 7 admissions at JLS. She stated that most schools this year including Great City Academy and St Thomas More have suffered in terms of numbers. She urged that the Council look at the admission process for 2012 and see where it went wrong.	<p>Allocations to JLS for 2012/13 follow due process and not to allocate pupils to JLS for this academic year would be unlawful.</p> <p>The borough's secondary schools had, as projected, a 1.5% decrease in the demand for Year 7 places from September 2011 to September 2012 (2337 in 2011 to 2303 in 2012, a difference of 34 children). We know from birth rate data and from demand and actual rolls in our primary schools that demand for Y7 places will now be on an upward trajectory until at least the academic year 2021/22 and possibly beyond. School rolls across the borough generally at secondary level are seeing an upward demand for places across all year groups. Our demand trajectory for places up to ten years in advance are informed by Greater London Authority (GLA) data and Office for National Statistics (ONS) data. Our projections year on year have proved robust with a</p>

	Question	Answer
		small margin of error and so we have some considerable confidence that demand for Y7 places is on an upward and not downward trajectory in the short and medium term.
18.	Why if Ofsted recommended that the position is reviewed in the Summer 2013 is the decision being made before this date.	The school was placed into special measures by Ofsted in 2009 and again in 2011. Her Majesty's Inspectorate (Ofsted) carries out monitoring visits to a school once it has been placed into special measures. There is no documented recommendation by Ofsted that the position should be reviewed in Summer 2013 and that no action should be taken prior to this date.
19. rh	If the Council wants to close the school, why was the Headmistress not on this evenings Panel. The Headteacher is important and she is very passionate about the school but she has not been given a chance.	The head teacher, Edwena McFarquhar was present at every meeting and spoke publicly at all of the meetings as did the Chair of Governors of the school.
20.	It was this respondent's view that the Councillors have no interest in the children; but 'the public vote the Councillors in so they should be standing with us and not against us'.	Councillors, while publicly elected, make their decisions on information provided by officers.
21.	Questioned who really knows what is best for children at JLS? The parents, teachers, pupils, church community, the governors and the wider community are all saying that they don't want the school to close.	The school and the governing body have acknowledged that the educational outcomes pupils are achieving fall below what is accepted and desired on their behalf. The religious/spiritual ethos of the school is fundamental to parents and cannot be underestimated but this must be viewed alongside the education provided by the school. Current pupils could be placed in other schools that are currently better equipped to meet their educational needs and secure better educational outcomes. The religious and spiritual guidance that these pupils and their families desire could also be secured with alternative provision in place. At the current time and over a sustained period it is robustly evidenced that these cannot currently be delivered at JLS to a level that is satisfactory.
22.	The Council are making this decision ignoring these views. The children are saying they want to stay at the school; the children's views should be valued and listened to.	The children's views are a very important contribution to the decision making process. They have been specifically asked for their opinions as part of each stage of this statutory closure process. Their opinions must be balanced and considered against other considerations which include educational standards at the school that directly affect them
23.	What is the purpose of the	The school, despite support, has not been able to raise

	Question	Answer
	consultation if the views of people are not being listened to. If no guarantee can be given that by closing the school and moving the children that they will do better - then why move them?	standards and sustain improvement for any period of time since 2007. If the pupils are moved to another school as the result of any closure it will be to a school where there is a proven track record of sustained good results at GCSE level. This will provide a greater opportunity for all pupils currently at JLS to improve their performance and outcomes.
24.	The children that will be affected the most are the most vulnerable - these are the ones that the Council say they are concerned about. The gifted and talented and those from secure home environments may achieve success no matter where they are. The school have a substantial number of children 'in the middle' and save many children from exclusion. The school has not had exclusion for 5 years.	The welfare of all of the children will be considered from every perspective when alternative provision is being considered. The authority will work with other providers to ensure the pastoral care and guidance offered to any JLS students is of the highest possible standard and that their faith and beliefs will continue to be catered for within school life.
25.	Mc Farquhar stated that at aged 16; the children may not have attained but a lot go on to further and higher education and do very well – the school has data to support this.	As part of our EqIA work we will continue to track JLS pupils after they have left the school to understand their achievements at further and higher education. There is no identified reason why pupils should not continue to do well post 16 if they go from another school.
26.	These are vulnerable children, making them move in Year 10 - half of them will fail. There are no guarantees given to this year group and they and the other year groups will suffer.	<i>If</i> the decision is taken to close the school the future provision recommended for the current Y10 will be considered as part of that process. The welfare of Y10 pupils will be taken into account when moving them mid year to ensure disruption is kept to a minimum.
27.	The staff, parents and governors recognised that the attainment is not where they want it to be. It is recognised that improvements have to be made quickly and the school is committed to doing this. There was a considerable period of turbulence at the school during the period being looked. The school had four different Headteachers. A school cannot be stabilised and make rapid improvements in that kind of turbulence.	It is the authority's desire that disruption for all pupils is kept to a minimum and that they are placed in alternative schools where standards are higher and they have the opportunity to achieve their potential.
28.	The Headteacher stated that she had not had any strategic meetings or conversations about the school	<u>JAN DOUST</u>

	Question	Answer
	(closure) with anyone from the Council.	
29.	If the Council Leader and Director of Children Services are really looking for a strategy, the time allowed for the governors to find a sponsor (2 to 3 months) was too short. If the Council wants to help the school to stay open, it is necessary for all parties to sit down and have a proper strategic conversation.	The Governing Body has been looking to secure a sponsor since April 2012. By the time any decision is taken on the future of the school this will mean a period of twelve months has elapsed. The Council is not permitted to play a part in securing a sponsor - that conversation must be with the Department for Education. The Governing Body are aware of the process and have been following it.
30.	Provided some statistics about the children's progress and attainment levels; he advised that the progress at the school last year was 72%. He spoke of 21 children entering the school with "nothing" which he felt put the school at a disadvantage. Because the school is small, one child at big statistical impact.	See attached table at the end of these questions.
31.	Mr XX spoke about JLS taking children who no other school in the borough was willing to take.	JLS does not fill its places entirely through preference. As a result we allocated children to the school as and when pupils come forward requiring a school place. As part of this allocation we use the In-Year Fair Access Protocol Panel (IYFAP). The Panel adheres strictly to a protocol which is agreed and signed up to by all secondary schools across the borough. The protocol acknowledges the needs of vulnerable young people who are not on roll and seeks to arrange their admission openly through a process which has the confidence of all of the secondary heads. The aim of the protocol is, among other things, to fairly share the burden of admitting pupils across ALL schools even if the admissions are above the school's Published Admission Number. There is an evidenced data base to show how pupils are allocated across our secondary schools and to support how the protocol is adhered to assist with the transparency of how these pupils are shared equitably across all schools.
32.	Some prospective parents and students have told him that the boroughs have told them that the school is closing so they shouldn't apply. He advised that the consultation with the students (2	The borough has NOT at any time given out such information. Dialogue with pupils as part of this representation period is ongoing.

	Question	Answer
	meetings had so far taken place) was incomplete.	
33.	He gave some statistical information about the point of entry of children to JLS were mentioned – numbers who entered at Year 7 - 33%; at Year 8 - 5.6%; at Year 9 - 15.4%. He felt that this demonstrated that children leave other schools to come to JLS. This was because of the pastoral support, love and the attention that they are given - this needed to be taken into account and was why the school has an 80% parental approval rate.	Children join schools 'in-year' (at a point other than the beginning of the autumn term in Y7) across all schools in the borough and for a variety of reasons. One of those reasons will always be parental preference for one school over another. This is apparent at all of our secondary schools.
34.	Said that he has been a teacher at the school for over 15 years. He asked whether in making the decision to close, the Council had taken into account attainment in subjects other than in Maths and English. The school had in 9 other subjects attained at level higher than the national average.	We have looked at all available data. GCSEs including maths and English is a nationally recognised indicator by the DfE of performance of a school and must be one of the considerations.
35.	He asked 'what one thing would sway the Council to keep the school open'.	The school needs to find a sponsor that the DfE is satisfied can support the school in raising standards. We have no role to play in this process.
36.	He asked if the church were to find a sponsor to run the academic side and the church offered only the pastoral support element, whether this would satisfy the authorities.	That is a matter for the DfE to consider: as stated above the Council has no role to play in this consideration.
37.	The Chair, in response to an enquiry reminded those present that the questions were being noted and that it was intended to have responses posted on the Council's website in one week from Friday.	Noted
38.	Referred to the exam results: JLS achieved 39% GCSE grades A*- C in 2008. After the Headteacher was removed, it has dropped to 29%. She asked about the ratio of children in the school with English as a Second Language compared	Data on performance at GCSE shows that pupils with English as an Additional Language (EAL) at The John Loughborough school do slightly better than the average for all pupils at the school and do not put the school at a disadvantage. In fact EAL pupils often do very well and attain better than the average for all pupils in a number of other schools.

	Question	Answer																																													
	<p>to those whose first language is English. Further, how this compares with other secondary schools (for example Thomas More School) in the Borough. She felt that JLS has a higher ratio of English as second language students as compared to other secondary schools and that this may put JLS at a disadvantage.</p>	<table border="1"> <thead> <tr> <th data-bbox="775 349 1035 506">% 5+ A* - C (including English and maths)</th> <th data-bbox="1035 349 1203 506">2012 All pupils</th> <th data-bbox="1203 349 1398 506">2012 EAL pupils</th> </tr> </thead> <tbody> <tr> <td data-bbox="775 506 1035 539">Alexandra Park</td> <td data-bbox="1035 506 1203 539">70</td> <td data-bbox="1203 506 1398 539">52</td> </tr> <tr> <td data-bbox="775 539 1035 573">Fortismere</td> <td data-bbox="1035 539 1203 573">73</td> <td data-bbox="1203 539 1398 573">59</td> </tr> <tr> <td data-bbox="775 573 1035 607">Gladesmore</td> <td data-bbox="1035 573 1203 607">54</td> <td data-bbox="1203 573 1398 607">56</td> </tr> <tr> <td data-bbox="775 607 1035 696">Greig City Academy</td> <td data-bbox="1035 607 1203 696">44</td> <td data-bbox="1203 607 1398 696">46</td> </tr> <tr> <td data-bbox="775 696 1035 730">Highgate Wood</td> <td data-bbox="1035 696 1203 730">72</td> <td data-bbox="1203 696 1398 730">56</td> </tr> <tr> <td data-bbox="775 730 1035 763">Hornsey</td> <td data-bbox="1035 730 1203 763">56</td> <td data-bbox="1203 730 1398 763">56</td> </tr> <tr> <td data-bbox="775 763 1035 853">John Loughborough</td> <td data-bbox="1035 763 1203 853">34</td> <td data-bbox="1203 763 1398 853">37</td> </tr> <tr> <td data-bbox="775 853 1035 931">Northumberland Park</td> <td data-bbox="1035 853 1203 931">41</td> <td data-bbox="1203 853 1398 931">44</td> </tr> <tr> <td data-bbox="775 931 1035 965">Park View</td> <td data-bbox="1035 931 1203 965">57</td> <td data-bbox="1203 931 1398 965">58</td> </tr> <tr> <td data-bbox="775 965 1035 999">St Thomas More</td> <td data-bbox="1035 965 1203 999">77</td> <td data-bbox="1203 965 1398 999">72</td> </tr> <tr> <td data-bbox="775 999 1035 1032">Woodside High</td> <td data-bbox="1035 999 1203 1032">56</td> <td data-bbox="1203 999 1398 1032">54</td> </tr> <tr> <td data-bbox="775 1032 1035 1066"></td> <td data-bbox="1035 1032 1203 1066"></td> <td data-bbox="1203 1032 1398 1066"></td> </tr> <tr> <td data-bbox="775 1066 1035 1099">Haringey</td> <td data-bbox="1035 1066 1203 1099">58.6</td> <td data-bbox="1203 1066 1398 1099">52.7</td> </tr> <tr> <td data-bbox="775 1099 1035 1256">England</td> <td data-bbox="1035 1099 1203 1256">59.4</td> <td data-bbox="1203 1099 1398 1256">56.2 (State funded schools only)</td> </tr> </tbody> </table>	% 5+ A* - C (including English and maths)	2012 All pupils	2012 EAL pupils	Alexandra Park	70	52	Fortismere	73	59	Gladesmore	54	56	Greig City Academy	44	46	Highgate Wood	72	56	Hornsey	56	56	John Loughborough	34	37	Northumberland Park	41	44	Park View	57	58	St Thomas More	77	72	Woodside High	56	54				Haringey	58.6	52.7	England	59.4	56.2 (State funded schools only)
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England	59.4	56.2 (State funded schools only)																																													
39.	<p>Asked about the consultation document; whether the Council was surprised at the responses so far received or if it is what the Council had expected.</p>	<p>The Council welcome responses and representations in respect of our engagement with stakeholders. We are aware of the passion parents, carers and other stakeholders have for the religious ethos and culture of the school and the responses have reflected this.</p>																																													
40.	<p>He made reference to the Leader of the Council speaking earlier in the meeting of the results of the Ofsted as being the basis for the Council's decision to close the school. He asked her to think back to a Cabinet meeting held at the Civic Centre where the Opposition Leader alleged that the then Director of Education had interfered with the results of the school's Ofsted report. If this was true, then it could not be said that JLS did worse than anyone else. He asked Claire Kober if she was aware of</p>	<p>This assertion was categorically refuted at this meeting and again at the meeting with parents and carers. The alleged Interference with the Ofsted report DID NOT happen.</p>																																													

	Question	Answer
	this.	

Performance at GCSE (% 5+ A* - C (including English and maths))

% 5+ A* - C (including English and maths)	2008	2009	2010	2011	2012
Alexandra Park	60	62	66	69	70
Fortismere	70	73	73	79	73
Gladesmore	42	46	41	54	54
Greig City Academy	30	40	30	37	44
Highgate Wood	46	51	46	68	72
Hornsey	42	51	53	58	56
John Loughborough	39	34	31	29	34
Northumberland Park	38	35	40	39	41
Park View	30	31	45	53	57
St Thomas More	36	30	31	54	77
Woodside High	28	38	47	58	56
Haringey	42	45.7	48.0	57.3	58.6
England	47.6	49.7	53.4	58.9	59.4

Parent/Carer Meeting Minutes:

Minutes of the CONSULTATION MEETING
REGARDING THE POSSIBLE CLOSURE OF
JOHN LOUGHBOROUGH SCHOOL

Held at 7pm on 29th January 2013, John Loughborough School

Meeting at the school, with Parents, pupils, staff and governors

PANEL:

SARAH EBANJA, Independent Chair of Panel

COUNCILLOR CLAIRE KOBER, Leader of Haringey Council

COUNCILLOR ANN WATERS, Cabinet Member and Lead Member Children's Service

BERTON SAMUEL, Chair of Governors, John Loughborough School

LIBBY BLAKE – Director, Haringey's Children's Services

JENNIFER DUXBURY, Head of Admission and School Organisation - Haringey Children and Young People's Service (CYPS)

STEPHEN WORTH, Manager (Schools) – Haringey's Corporate Services

EDWENA McFarquhar, Head Teacher, John Loughborough School

JAN DOUST, Deputy Director, Prevention and Early Intervention -CYPS

Also Present:

EVELEEN RIORDAN, Deputy Head of Admissions (Place Planning) - CYPS

JESSICA LEWIS, Project Officer – CYPS

Gervasio Azevedo, Portuguese interpreter

Elizabeth Greenfield, Polish interpreter

Louise Vallen. Romanian interpreter

EDWENA McFarquhar, Head Teacher, John Loughborough School

1. The Head Teacher welcomed everyone to the meeting and invited those present to bow their head in prayer. She led the audience in an opening prayer.

SARAH EBANJA- Chair of Panel

2. The Chair introduced herself and explained that she was independent of the local authority and currently Chairs the Bernie Grant Arts Centre, and Newlon Housing Trust. She explained that she had chaired the two previous meetings consulting on closure of the school.

3. The Chair explained that the meeting was all about hearing the views of those present, and 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 members of the Council could give some answers at the meeting, but not in relation to individuals. She also explained that there were other ways that people could make their views known - through the internet, on-line until the 17th of February 2013.

4. The Chair explained that notes will be taken of the meeting and these notes would feed into the Council as part of its approach in taking this forward. She asked that all who had contributed should introduced themselves, informing those gathered that notes of the meeting would be recorded and available on Haringey's website at www.haringey.gov.uk/jls from the 8 February, 2013.

5. The panel introduced themselves and stated their roles. The Chair outlined in 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.

6. The Chair invited Councillor Kober to address the audience.

CLLR CLAIRE KOBER- Leader of Haringey Council

7. Councillor Kober opened by outlining where the Council was with the process. Over a number of years there have been concerns about the attainment of pupils attending the John Loughborough School. The school has had a history of poor Ofsted results since 2007, the most recent being in 2011. There are concerns about the quality of education, the school's financial situation and it's sustainability in the short and long term given the numbers of pupils on the school's roll.

8. A review was undertaken by the council and the Seventh-day Adventist church and this led to two options. 1) that the school would close, with this option being pursued by the council and 2) to seek an academy sponsor, with this option being pursued by the church.

9. The Council has now reached the stage of publishing a statutory proposal to close the school. To date no academy sponsor has come forward who the Department for Education (DfE) considered suitable. There is now a six week period for further consultation which will end on the 17th of February 2013.

10. Cllr Kober emphasised that she had taken from meetings that had already taken place that although there are issues of educational outcomes and sustainability there has been a positive strong ethos, commitment from pupils and staff and governors, and that the overriding concern of the local authority is the education of the pupils.

11. The chair set out that three interpreters were present at the meeting to translate for Polish, Portuguese and Romanian parents and carers. She asked if anyone needed these services.

12. The chair of the governing body said "this meeting is all about you, not about me. It is more about your issues and concerns and being able to articulate your questions and put them to the council. He said the school hasn't achieved improvements but has been through a number of changes that needs time to embed. This is acknowledged by the local authority's statement that there have been improvements in the past but that these have not been sustained. However the last two Ofsted (Section 8) inspections found that progress was 'satisfactory'. He said that Ofsted is giving the school until the summer of 2013 to improve the situation. However the council has chosen to bring forward closure prior to this time. He said that one concern he had was whether this was really consultation or had the Council already made up its mind. He said that 80 per cent of respondents to the previous consultation were in opposition to the closure notice of the school and that if that was the case he was struggling to understand why the council was pursuing this. He questioned whether the council was only going through legalities or whether the concerns and questions being put forward could sway the council's position.

13. Ms Ebanja asked those present to think about the questions that they've really wanted

answers to and she invited them to talk to the people they were sitting with and think about what they would like to ask.

The audience were then given 10 minutes to talk amongst themselves to discuss this.

14. The meeting resumed and the chair said that the council would respond to the issues that the Chair of the governing body had raised in his introduction.

CLLR CLAIRE KOBER- Leader of Haringey Council

In response to the question is this the opportunity for true representations? Cllr Kober stated that this is a genuine consultation and that is why they had a note taker. However she stated that this consultation was more about how to go about the closure rather than if the school would close. The reason for this was because of the successive poor reports following Ofsted inspections - the last inspection had put the school into 'special measures'. She also stated that closure was not an inevitability and discussions on this dated back to April 2012. At that time there were two options arrived at; closure of the school or finding an Academy sponsor to allow them to continue. She stated that it was possible that the school could still find a sponsor. She stated that it was absolutely not too late but that the council could not maintain the status quo. She said that the school already had a generation of young people who had been adversely affected by poor standards. She could not stand by as leader of the council and allow this to continue.

15. The chair of governors stated that this was the answer he had expected. He stated that he was not clear about the purpose of this meeting because in his mind a clear decision to close the school had already been made.

16. Councillor Kober said that she must state clearly that the decision has not been made and that the only other solution considered viable was to find a sponsor. If that is successful before the cabinet meeting in April 2013, then this would put closure on hold, but probably not otherwise. She stated that she was being honest in setting this out to parents and carers.

17. The chair of the meeting invited questions from the audience.

CONTRIBUTIONS FROM PARENTS

18. Floyd Kofe, a parent of pupils who had attended the school over past and current years said his daughter was doing well. He stated that academic success was very important to him as a Seventh-day Adventist and that the school shares equal importance with that of the church; that it was not just academic achievement that was important for but also religious and spiritual ethos. He stated that John Loughborough is the only Seventh-day Adventist school in Haringey. He stated that it gave the only option to be treated equally educationally and it gives the only option spiritually. He stated that the school is teaching children values, that it is wrong to take away and that it is right to live moral lives. He asked what will happen if the school does not become an academy. The local authority had said it would close the school and this was mentioned in Hansard (official report of proceedings in parliament) and he could find the relevant quote if asked to. He said "we want to deal with this peacefully but you are attempting to close a school."

19. The aunt of two pupils (Jade and Lea Brooks) at the school spoke next. She said "I find it difficult to pose any questions when Councillor Kober has said that the question is not if but when. The pupils, parents and staff don't want the school to close, and so why do they want it to close?" What time has been given to find an academy sponsor? Two months or less? The length of time given is unfair. The council is marching forward in wanting to close the school and why do they want to close the school so soon? There is an issue for Year 10 pupils. You claimed that help and support will be given when they are transferred to another school. Why not keep them here and give them the help they need? (Applause) Why is the council moving them now? My son was here and he had an all round education, and was not bullied. The council should take that into consideration if it matters.

20. The chair invited Councillor Kober to respond to these questions. Cllr Kober stated that she hadn't said that progress had been 'significant' in any way. She had said that there was still cause for concern. She stated that work to find an academy sponsor had been ongoing since April 2012 - nine months. Other schools had found sponsors within a shorter time – some within a month or two. The council has no role in choosing an academy sponsor or determining if a sponsor is adequate (that falls to the DfE), but the challenge is that because of the issues facing the school a sponsor would need to have the requisite experience to support the school and stand up to the challenge. A sponsor had been found but the DfE had said that they (the sponsor identified) did not have the capability to take this forward robustly.

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

21, Ms Blake stated that because of the lack of pupils joining the school, the school was not sustainable. There are so few pupils specifying the school as their first choice on their admissions application form and so few pupils choosing to join the school that financially the school is challenged in terms of viability. The school can no longer be considered financially viable because of the low numbers. An academy sponsor will be looking at the same issues as the council in terms of financial viability as one of their considerations as to whether they are able to support the school and raise standards. Further, the school is not reaching the GCSE standards and required educational outcomes for its pupils.

22. Ms Blake indicated that she understood the school's ethos and religion, faith and values. She stated that the council was carrying out an equality impact assessment (an ongoing live document) that will look at how the council can take account of these matters in arriving at a final decision. She invited Jennifer and Duxbury, head of school admissions, to address the meeting.

JENNIFER DUXBURY, Head of Admission and School Organisation - Haringey Children and Young People's Service (CYPS)

23. If the decision to close the school is taken application forms will be given to all pupils at the school to transfer to another school in the borough or beyond. They will be given six preferences (as is normal in the applications process and reflects the national Admissions Code) with a deadline for submission of their application and this will be followed by offers being made. Offers will be made in writing for all year groups. The council will look very carefully at provision for Year 10 and will look at how it can support each and every child.

24. The chair asked whether applications would be open to all secondary schools in the borough. Ms Blake responded in the affirmative and reiterated that support would be identified and provided.

25. The chair of the governing body asked what kind of support and why couldn't the details be provided at the meeting?

26. Miss Blake explained that the school doesn't have the confidence of Ofsted which had found that progress of pupils was inadequate. She continued that there isn't the confidence to continue offering support to the school, and that support had been given since 2007. She confirmed that at this stage discussion is about the proposal to close the school and support pupils at other schools that were offering better educational outcomes for their pupils.

27. The Chair of the meeting invited further contributions from the floor.

CONTRIBUTIONS FROM PARENTS

28. A Year nine parent stated that she recalled the school having some support from the council over a period of 2 to 3 months. She asked whether the council considered that time frame sufficient for a school that might be struggling. A federation was also being put in place before this process started and a head teacher from Chingford had been in place for only three months. She asked "is that the support you were offering?"

29. A Parent: stated we want support for our children. We are thinking about the future of our pupils. This isn't a business. You're talking about closure not how we're going to do it.

30. A parent of a year eight pupil stated that they are dubious about the council's position. She felt that the council was not interested, from the way the issue was being presented, although Cllr Kober was saying that a decision had not yet been made. She asked about the Equality Impact Assessment, asking "will they know our beliefs, why we pray, what our 27 fundamental beliefs are, why we serve vegetarian meals, and why we choose to close at 2pm on Fridays? Will our kids be catered for if they can't go on trips on Saturdays and do you know why they can't go? She continued "By the time we have finished you will all probably want to be Seventh-day Adventists".

31. Councillor Kober responded that she and Miss Blake hold the same view and position regarding closure, that they were having an honest and open discussion with stakeholders and that it would be dishonest if they said that they were not planning to close the school, unless something radical happens.

32. She stated that support for the school stretches back 6 to 7 years through the London challenge initiative that had been put in place by the then government and which has targeted the lowest achieving schools in London. This initiative had included The John Loughborough School and the local authority has continued to support the school since that time. She stated that at times so much support has been given that this in itself had been a challenge for the school.

33. She stated that the council believes very strongly in the success of the children, that five

good GCSEs leads to greater success in life, and research shows that that not having the five good GCSEs means less likelihood of getting a job, more ill health, and more mental health difficulties. She reminded the audience that at JLS 29% of pupils had obtained five A to C's in 2011, rising to 35%, compared with 57% across the borough in 2011. She continued that this significance differential was why this proposal was now on the table.

34. Ms Blake stated "we are saying that we want to close the school, but that a final decision has not yet been made. We are here to listen to your representations. The government expects the school to stand on its own two feet and to manage its affairs, and support pupils. A large amount of funding from the government to support schools has been withdrawn from the borough. The equality impact assessment is live and we will want to come back and talk to you about this."

35. The chair of the meeting asked if Jennifer Duxbury could address how the local authority will support pupils. She told the audience that it was so important for them to express their views because consultation had already taken place up to the end of November including public consultation about whether the local authority should close the school. In December the decision was taken by the local authority that yes it should proceed to issue a statutory notice on closing the school. A final decision on closure of the school will be made in April 2013 by the Council's Cabinet and as part of this decision making the council will address how to minimize the impact of any closure on pupils. In taking a decision to close the school, the academy route is still being pursued by the SEC but so far an academy sponsor has not been forthcoming. If no academy is secured by April 2013 the council will pursue closure of the school but the Cabinet will need to ratify this through the normal decision making process. The Chair asked Jennifer Duxbury to address what will happen to the pupils if the closure is implemented.

36. Jennifer Duxbury stated that parents will have the opportunity to come and talk about the needs of their child. Their needs and what parents want will inform the Equality Impact Assessment work that is ongoing. There will be a deadline for applications of transfer and the local authority will work with parents to identifying what is needed to ensure that their child can achieve the best they possibly can.

37. The chair of the governing body expressed the view that the council could talk around the question and was doing so without providing any answers. He stated that they clearly didn't know anything about the school or its pupils. He went on to say that pupils can achieve their best through the input of home, school and additional church instruction/worship. He stated that it was clear to him that the local authority didn't understand anything about the needs, including religious needs, of the pupils.

At this point the audience became noisy and the chair called for quiet.

38. The head teacher stated that whilst The John Loughborough School is a small school it was by no means the smallest in the country and that there are lots of small schools that manage. She stated that the issue was whether the council was willing to support the school financially. She stated that the school is voluntary aided and has always been supported by the church. The church, as owners have always supported the school and would continue to do so.

She stated that she hadn't expected to come to a meeting about how the council would be closing the school. She stated that the council had never met with the parents who would have liked to have been given the opportunity to talk about if the school should be closed rather than how this closure should happen. (Applause)

38. The chair of the meeting indicated that there were 35 minutes left and asked whether those present would like to express their views, here from the officers, or both? The view expressed from the floor was that there had been a lot of repetition and the chair indicated that there was still a lot of hands up and that several pupils wished to speak. She called on members of the audience to have their say.

CONTRIBUTIONS FROM PARENTS and PUPILS

39. A Miss Jordan, asked why the council had chosen to cultivate this issue, stating that she and the other Y11 and Y10 pupils were doing their exams. She asked why the council was acting at this time and how members of the council would feel if they were going through exams and couldn't focus because they were worried about whether their school was closing down.

40. Nathaniel queried how closing the school was going to help students he said " We've been taking exams in the last three weeks and changing schools will involve changing exam boards". He asked "How will the move help us pass at this crucial time of our lives?"

41. A Year 10 pupil stated that he didn't speak perfectly English yet, but had been at the school for five years. He asked how the council was supporting pupils. He asked how the pupils would know that their new schools would have the same exam boards and subjects - "are you saying we're doing exams for nothing?".

42. The chair invited panel members to respond.

COUNCILLOR ANN WATERS, Cabinet Member and Lead Member Children's Service

43. "Our greatest concern is for the year 10 pupils. I fully understand your concerns regarding exams. We will work with the school to help you. I must say to the young man who said he doesn't speak fluent English that your English is very good. There are plenty of pupils in other schools whose first language is not English and their schools help them. We want to work with you to address this".

44. Libby Blake stated that the statutory process for any closure takes a specified time and it is not possible to close the school without affecting a cohort of pupils who are taking exam. Various audience members indicated that this was not true and the process doesn't have to affect pupils. Comments were made about the speed of the process and its impact.

CONTRIBUTIONS FROM THE AUDIENCE

45. A pupil asked how the panel felt about the emotional issues facing the pupils. He asked "have you ever been to a new school? Wouldn't it be better to leave them here and support them here?"

46. Tristan Goodyear stated that he would like to echo the pupil who had just spoken and what he had said about the mental and emotional damage that will be caused to young people

at the school. He appealed for a time extension and reflected that from what he had heard so far a large number of those present were against the proposed closure within the timeframe suggested.

47. A member of the audience said that he felt insulted that the local authority for their area didn't appear to understand their needs. He asked whether the process for academy status had been exhausted and whether the council was giving them false hope. He stated that the council was disingenuous in its assessment of costs, using past debt as projected income. He said we all know that the numbers are not as before, and this is impacting on money. The local authority could join with the government to find a solution for the school. He stated that the group the council is impacting on are all non white, yet looking at the officers present, they were all white, with the exception of the security officers present. He stated that some pupils would love to have the panel members' opportunities. He continued that taking account of social justice, how could the council work with the community to work in a more cohesive manner? He acknowledged that the results were not what they should be but suggested that working with other partners in the community, the council could initiate a new way of working. He stated that the outcome at the school is not as good as other groups, but suggested that the local authority look at how it takes this forward, otherwise it will continue to fail this group when they move, and will have an adverse impact on the social justice the local authority is trying to achieve.

48. The chair summarised the issues raised by the audience as being the academy status, which is still being pursued, the emotional impact of pupils, and an appeal for an extension to the current deadlines.

COUNCILLOR ANN WATERS, Cabinet Member and Lead Member Children's Service.

49. Cllr Waters stated that she was very conscious of the emotional impact: that whenever the school is closed it is the pupils who have the toughest time, and that the local authority will try and support them. She stressed that the schools to which the pupils move will be there to provide support and will be conscious of their needs.

50. The school has not been doing well for a long time. Giving more time hasn't worked so far and we can't continue down this road. We do want to work with the community, but have a responsibility towards the pupils here to give them a good educational future. She apologised that they didn't understand their ethos as well as they should do and stated that "the local authority will work with you to get this better. We very much want to work with you to address this and to be better informed. We will work with you."

51. The chair called on Mr. Bose, one of the teachers, to have his say. He stated that he was also a parent with two pupils at the school. He had taken one of his daughters out of another school, because she wouldn't go to school, and she blossomed at JLS and obtained very good GCSE's, 11 in all including six A*s. He stated that the local authority has an opportunity to make this borough the best borough. He continued that when this country opens up to other countries from the EU this will provide an opportunity to welcome more pupils to the school. He reminded the audience that none of the pupils at JLS had got caught up in the riots in Tottenham, and that this was a testament to the teaching at the school. He went on to remind

everyone that the school doesn't get all bright pupils attending, and that only five good pupils had transferred over from primary school; that several pupils did not all get 5 A-C's, and that many couldn't speak a word of English but the progress measured was 72%.

52. A parent thanked the Councillors for laying their cards on the table and she thanked the panel members for being honest. She stated that's the head teacher had mentioned meeting pupils beforehand and that she was really annoyed that the local authority had met with pupils twice and that somebody should have met with the parents before. She stated that has a second child at the school. She made the point that during all the help given to the school when various head teachers were in place, none were given a chance to stabilise the structure, and that the local authority was also not giving the current head teacher the children to stabilise the situation. She went on to ask whether there were realistically places for their children in the borough's schools, adding that as far as she knew there weren't any places. She stated that this was an added stress. Who would guarantee that her child was safe when he is coming back from another school? She said that panel members had said that pupils will get attention and that a process is in place, and she asked what assurance the council could give that her child wouldn't have become a second stick.

53. Another parent stated that her daughter was at foundation level and the teachers at the school had pushed her and as a result she is going to become a barrister. She stated that she has two sons at the school and that the council didn't know what they are going through – that last night they could not sleep. She said that they were going through psychological pain of the school closing, that 80 per cent of respondents didn't want the closure and that the council was saying that doesn't matter. She stated that it does that these are black kids that need to not be disadvantaged because of their colour. She said "we need to talk of number one and that is us, thank you".

54. The chair invited members of the panel to respond.

COUNCILLOR CLAIRE KOBER, Leader of Haringey Council

55. Councillor Kober stated that some very powerful points had been made and that she understood that this was an incredibly stressful time for pupils staff and governors. She went on to say that the local authority will make a final decision as efficiently as possible to minimise this stress, however there is a need to go through legal timescales. She confirmed that if the council does take the decision in April to close the school the local authority will work with everyone to make the process as painless as possible. She asked the audience to stand in her shoes and to see that the rules have changed and the council is now legally obliged to act within the 2010 Education Act, and that doing nothing is not an option. The Secretary of state could also act to close the school with immediate effect.

56. Cllr Kober stated that she lives in Haringey, that Haringey is her area, and that she loves the diversity of the borough. She stated that she understood that those in the audience did not want to lose their ethos and she confirmed that she wanted to maintain the diversity of the area and the borough and was committed to maintaining links.

57. The chair called on two pupils and an adult at the back of the hall to have their say and

apologised for the limited time. She stated that this meeting would not be the only opportunity to ask questions and that if those present had any questions and they wanted to ensure that they were considered and answered, they could write them down at the end of the meeting and the council will ensure that they were answered in the minutes of this meeting.

58. The staff member and parent stated that she had decided she only wanted one school for her child. She said that her son is a Seventh-day Adventist and wanted his chance to go to a Seventh-day Adventist school. She said that she had applied to the school and felt that the council was stripping her of her parent's rights. She wanted her child to be able to go to the school of his and her choice.

59. The pupil said that one of their main focuses is being Seventh-day Adventist and that one of the reasons for going to The John Loughborough School was for the nurturing and development of the pupils. She stated that if you took account of lawbreakers outside, success is not only measured by jobs status and GCSEs and that that's what their parents wanted was pupils for to have values, confidence and integrity.

60. Another pupil said that it was indisputable that the local authority wants to close the school. The school has a perfect learning environment and that what should be considered was the impact on pupils, the school and the wider community and instilling pupils with strong morals. She stated that the local authority had not answered the question about the position of siblings and whether they would be transferred together, and that this lack of certainty is very stressful. She suggested that this would have an impact on the pupils' attainment. She went on to ask what the Council's definition of a quality education is. The qualities that JFS upholds are spiritual, emotional, psychological, as well as academic strength. She said "We've already started our GCS Es", and that the panel's statement that grades A to C are important, but that you are insisting on closing the school which will automatically impact the good grades we will achieve. She stated that she did not understand the local authority's motives and was confused at how it could be deciding to close the school and affect the pupils' education, and that there still hadn't been an answer about what support will be given to achieve good grades. She stated that JLS provides everything pupils need to flourish and to progress positively. She asserted that this was lacking in the council's response and that she wanted an assurance that they would be put in the sets that they needed if they were transferred to other schools.
(Applause)

COUNCILLOR CLAIRE KOBER, Leader of Haringey Council

61. Councillor Kober stated that if the decision is made to close the school, the very next day there will be meetings between officers and those present to look at the best way forward for each individual.

62. A woman in the audience stated that she didn't think she had ever been so blatantly insulted, ever.

BENTON SAMUEL, Acting Chair of Governors, John Loughborough School

63. Mr. Samuel stated it was his opinion that the local authority hadn't provided the audience with any answers. He said that this was the first he had heard about numbers of

pupils at the school being an issue. He asked what a viable number for the school is. He stated that this had never been an issue before. In relation to Y10s he said he didn't know what the council would be able to do but that the school won't work with the local authority. He confirmed that the school would continue to provide opposition to this proposal. He went on to state that Councillors were so intent on closing the school because of poor academic standards, but asked if the councillors would resign if the pupils do not go on to achieve the academic standards required by the council, after they have moved to new schools?

64. Joan Sadler, one of the governors, addressed the audience and said "we are standing up for you". We have said that, like a lot of schools, we haven't achieved but this council wishes to close a school and not others. "Why this school" she asked? She suggested that a phased changeover might be the way forward, but that this was not being discussed. She suggested that it was another option and that governors will continue to stand up for the school.

65. The Head teacher led the closing prayer and Cllr Kober and the Chair thanked everyone for attending.

Questions from Parent/Carer Meeting:

The John Loughborough School

Questions and Answers for a parents and carers meeting on Monday 28 January 2013 – held at The John Loughborough School

	Question	Council response
1.	Is this really a consultation or have the Council already made up its mind. 80 per cent were in opposition to the closure notice of the school and if that was the case why are the council pursuing this. Are the council only going through legalities or could the concerns and questions raised sway the council's position.	<p>The Department for Education (DfE) sets out five statutory stages for the proposed closure of a maintained school – Consultation, Publication, Representation, Decision and Implementation. As is required by the Department of Educaiton (DfE), at the end of the consultation stage we (as the proposer) considered the views expressed during the consultation stage before reaching our decision on whether or not to publish statutory proposals.</p> <p>We published our notice on 7 January 2013 and the current 6 week statutory representation period enables anyone to submit representations, which can be objections as well as expressions of support for the proposals. It is the final opportunity for people and organisations to express their views about the proposals and ensure that we can take them into</p>

		<p>account when reaching our final decision.</p> <p>Engagement with stakeholders as part of this process is a genuine and open dialogue with all stakeholders. Cllr Kober was clear at the meeting that the current representation period is directed at how to go about the closure rather than whether or not the closure will happen (the final decision on whether or not to close the school will be taken by our Cabinet following their consideration of a comprehensive report prepared by officers - as part of that report all representations received as a result of this representation period will be detailed within the report and responded to). The reason for this is because of successive poor Ofsted inspections including placing the school into special measures in 2009 and again in 2011. Cllr Kober was clear: closure is not an inevitability. Possible closure of the school was raised last April 2012 when a review into the future of the school began. The review concluded that there were two options; closure or finding an Academy sponsor. While no suitable sponsor has, to date, been secured, there is still time between now and April 2013 (the Cabinet decision date on whether or not to close the school) to secure a sponsor. While it is not too late for the school to secure a sponsor we cannot continue to maintain the status quo at the school. The school has already had a generation of young people who have been adversely affected by poor standards – this is clear from Ofsted inspections and from exam results for the school over a sustained period. Cllr Kober was clear and has publicly stated that she cannot stand by as Leader of the Council and allow this to continue.</p>
2.	<p>Academic success is very important to parents and carers but, as a Seventh-day Adventist (SDA), the school shares equal importance with that of the church; it is not just academic achievement that is important for parents and carers but also the spiritual guidance and ethos of the school.</p>	<p>The future for pupils at John Loughborough School (JLS), including their faith, well-being and educational achievements, will be placed at the centre of our decision making.</p>

3.	<p>The pupils, parents and staff don't want the school to close, and so why do the Council want it to close?" What time has been given to find an academy sponsor? Two months or less? Why does the Council want to close the school so soon? There is an issue for Year 10 pupils. Why not keep them here and give them the help they need?</p>	<p>Work on securing a sponsor (led by the South of England Conference) has been ongoing since April 2012. There are examples locally and nationally of schools securing sponsors within a shorter time frame than three months. We have no role in choosing a sponsor or determining if a sponsor is adequate. However, the challenges facing the school means a sponsor would need particular skills and experience to support it and to overcome these challenges. We understand that a sponsor did come forward but the DfE decided that it did not have the capability to take this challenge forward.</p>
4.	<p>Does the Equality Impact Assessment (EqIA) take account of the full ethos and beliefs of the SDA religion?</p>	<p>The EqIA, a working document, sets out the school's ethos and religion, faith and values. The EqIA will look at how we can take account of these matters in arriving at a final decision on the school's future. The EqIA will remain as a live document if the school closes to track the outcomes of pupils who have left the school to finish their education in an alternative setting.</p>
5.	<p>How will the council support the children through any closure process?</p>	<p>If we agree to close the school application forms will be given to parents and carers to help find them places at another school (inside or outside the borough). As provided by the normal admissions process there will be an opportunity to give six preferences for each pupil, with a deadline for submission and this will be followed by offers being made. Offers will be made in writing for all year groups. We will look very carefully at current Year 10 pupils and will look at how we can support each and every child. Applications would be open to all secondary schools in the borough and beyond. The Head of Admissions has reassured parents that they will have the opportunity to come and talk about the needs of their child. These needs and what parents want will inform the EqIA. There will be a deadline for applications of transfer and the local authority will work with parents to identify what is needed to ensure that their child can achieve the best they possibly can.</p>

6.	While the school is small, so are many others. Will the council support the school financially?	<p>There are so few pupils nominating the school as one of/or their first choice(s) and so few pupils joining the school that it is proving difficult to sustain it financially. An Academy sponsor will look at the same issues regarding financial viability. Also the school is not reaching the GCSE standards and required educational outcomes which presents poor value for money for the school.</p> <p>DfE data shows that of nearly 20,000 secondary schools in England John Loughborough ranks as the 15th smallest of those open throughout 2012-13. The majority of the smaller schools are in rural areas that receive additional sparsity funding that can be passed on to schools. Despite Haringey not receiving this funding the per-pupil amount of £7,577 received by John Loughborough is above the average of £7,343 for this group of schools.</p>
7.	Why were the school proposing closure during Y11 exam time?	<p>DfE sets out guidance on how to close a school including five statutory steps for how the closure should take place and within a recommended timeframe. Implementation of that timetable means that the process cannot be completed in a shortened period such as over a summer holiday. We are very mindful of the impact and uncertainty that this process introduces but we have sought to limit this impact and uncertainty by working very efficiently to the timeline outlined for the statutory process. The school has been struggling for some time, evidenced by exam results and Ofsted inspections. While the impact of this action is acknowledged, the alternative – to take no action – can no longer be countenanced.</p>
8.	How will the authority support pupils currently in Y10 in terms of exam and course work – exam board changes etc – through the closure?	<p>An assessment of the subject and exam board syllabuses being offered at JLS will be undertaken to ensure that pupils are placed in schools where at least the same if not greater choice can be offered. JLS is the smallest secondary school currently operating in the borough, so it is likely that other settings will offer a wider variety of</p>

		options at GCSE level.
The following questions were asked after the meeting finished and parents, carers and pupils were invited to remain and let us have any outstanding questions that had not been asked.		
9.	When a school closes down sometimes a group suffers. No group should suffer or be made a scapegoat. Is this Right?	The evidence is clear and publicly available to show that pupils at the school are not achieving at anywhere near the borough or national average; and Ofsted inspectors have set out their concerns about the school over several inspections dating back to 2007. Any decision to close would be based on seeking to improve the outcomes for all pupils and groups within the school.
10.	Please consider the individual successes of pupils not just the average. How will you do this?	We know that there are many examples of individual pupils succeeding at the school. However we cannot keep a school open based on the successes of a number of individuals. In 2012 34% of pupils achieved 5 or more A* - C (including English and maths) GCSEs. This is in comparison to a Haringey average of 58.6% and a national average of 59.4% for the same period. We plan to ensure that those pupils who would have achieved at JLS will do just as well - if not better - in an alternative school
11.	As a parent I only want my child to go a Seventh-day Adventist School. Why do other faith schools get preferential treatment?	Recommendations on the future of the school have been made following a review of the school in spring of 2012. The review was carried out after a sustained period of low GSCE results, well below the borough and national average, and followed a number of Ofsted inspections that placed the school in special measures or judged it to be unsatisfactory. Other faith schools have performed at a considerably higher level and have not attracted the same level of concern.
12.	I am the parent of a child in year 7 at JLS. I have the right to choose a school for him – why close the school at this present time of the year?	DfE sets out guidance on how to close a school including five statutory steps for how the closure should take place and within a recommended timeframe. Implementation of that timetable means that the process cannot be completed in a shortened period such as over a summer holiday. We are very mindful of the impact and uncertainty that this process introduces but we have sought to limit this impact and uncertainty by working very

		efficiently to the timeline outlined for the statutory process. The school has been struggling for some time, evidenced by exam results and Ofsted inspections. While the impact of this action is acknowledged, the alternative – to take no action – can no longer be countenanced.
13.	Think of the new Year 7s, they have just come to a new environment, and to think to go to a new one just like that! Think of the psychological problems they will have, their futures placed in someone else's hands. What if their new schools don't have a GCSE subject they want to do?	We will handle any changes as carefully, empathetically and sensitively as possible. An assessment of the subject and exam board syllabuses being offered at JLS will be undertaken to ensure that pupils are placed in schools where at least the same if not greater choice can be offered. JLS is the smallest secondary school currently operating in the borough, so it is likely that other settings will offer a wider variety of options at GCSE level.
14.	Please Haringey, I plead the blood of Jesus on your decision. Finally, in a nutshell, I am a Seventh-day Adventist and my faith being unfairly taken away, it's not just about the Year 10s; it's about the whole school..... The whole of tomorrow.	The final decision on whether or not to close the school will be taken by Cabinet in April 2013. The future for pupils at JLS, including their faith, well-being and educational achievement will be placed at the centre of our decision making.
15.	My Name is [name removed] (yr 7). This is the best school. Why close the school when we do very good in this and we did very good in PE and Science?	Recommendations on the future of the school have been made following a review of the school in spring of 2012. The review was carried out following a sustained period of low GCSE results, well below the borough and national average, and also as a result of a number of Ofsted inspections that judged the school to be 'inadequate' or placed the school in special measures. Other faith schools have not performed at this standard over a sustained period and have not drawn the same level of concern.
16.	My name is [name removed], I am a Year 10 student. I would like to know what you would do with the students from Year 10, How will our GCSE results be affected, and what plans do you suggest to deal with this situation?	An assessment of the subject and exam board syllabuses being offered at JLS will be undertaken to ensure that pupils are placed in schools where at least the same if not greater choice can be offered. JLS is the smallest secondary school currently operating in the borough, so it is likely that other settings will offer a wider variety of options at GCSE level.

Staff Meeting Minutes:

Minutes of the Consultation Meeting regarding the proposal to close John Loughborough School

Held at 3:45pm 11th February 2013 at the John Loughborough School

Number of Attendees: 34 (excluding Panel)

Panel:

Jon Abbey – Assistant Director of School Standards, Haringey Council

Rubeena Mehmed - Head Of Schools Personnel, Haringey Council

Edwena McFarquhar – Head Teacher, John Loughborough School

Libby Blake – Director Children's and Young People Service, Haringey Council

Stephen Worth – Finance Manager (Schools), Haringey Council

Jennifer Duxbury – Head of Admissions and School Organisation, Haringey Council

Meeting Open

Edwena McFarquhar – Head Teacher, John Loughborough School

The Head Teacher thanked everyone for coming and welcomed Libby Blake and her team of officers and stated that the meeting was very important as it was an opportunity to ask and raise issues as part of the second phase of the consultation process. Edwena McFarquhar then handed over to Libby Blake to say a few words and offered to be chair by taking the questions.

Libby Blake – Director Children's and Young People Service, Haringey Council

Libby Blake opened by stating that it was good to be at the meeting and stressed that its aim was it was not just a formal representation meeting but a real conversation and an opportunity for the council to engage with the attendees. She went on to outline the steps in the process as a reminder. She reminded the audience that the council operates in a framework where schools are inspected and judgements are made. She stated that based on Ofsted outcomes the council invited the South England Conference of Seventh-day Adventists (SEC) to discuss the work that could be done. She stated that it seemed that the school went round in a loop in terms of progress and that because of the lack of sustained progress the decision was made to look at more fundamental issues and viability of the school. As a result of this conclusion in April 2012 a review began; the review panel was made up of SEC members, the council and external individuals who carried out a thorough analysis of the school's position.

Libby summarised that the review came up with two options, one of which was the academy sponsor route which the DfE suggest. If a sponsor is not forthcoming closure would be considered as, with the small number of preferences the school receives each year, it is not financially viable and does not have a strong enough finance base. The other option was begin consultation to close the school in accordance with the relevant Guidance for such a closure. Libby stated that in September 2012 Cabinet agreed to begin to consult on whether to close the school in parallel with the search for an academy sponsor. She stated that the council also

agreed to stop this process *if* a sponsor was found. Libby also referred to a sponsor that had previously been identified but that the DfE had said were not viable.

Libby outlined that at the end of the initial consultation on closing the school it became clear that only one option was available – to publish a statutory notice - and on the 7th January 2013 the next step was initiated – publication of a notice and a fixed six week representation period on the proposed closure; this representation period closes on the 17th February. She stated that the council wants to hear the comments, have a conversation about concerns and hear anything that the council has not previously considered. She stated that after the 17th February all inputs would be considered and the council is already thinking about comments received at previous meetings and things that came out of previous meetings. She went on to say that the council want to implement the proposal in the best overall interest of young people and a final decision will be made in April 2013 (date to be confirmed). She stated that the council will think hard about the decision and summed up that a decision has not yet been made; there has only been a proposal published and this now requires a decision to be made. Libby Blake then asked the panel to introduce themselves.

Libby Blake informed the attendees that the meeting was being minuted so the conversations can be taken away and considered.

The panel introduced themselves

Libby Blake then handed the meeting back over to Edwena McFarquhar

Edwena McFarquhar – Head Teacher, John Loughborough School

Edwena McFarquhar stated that she would take any questions and that the panel included experts on Human Resources, School Admissions, School Standards and Finance. She then asked for the first question.

1. Question

1.1 Attendee stated that he had worked in other boroughs and the school in White Hart Lane had been given a new start and breathing space and asked why that was not done at John Loughborough. (The school referred to is now named Woodside High School)

1.2 Libby Blake responded by saying that the process to change schools is academisation and that was the other option available to closure; a sponsor would have converted the school into an academy.

2. Question

2.1 Attendee asked about Year 9 and their option choices and if the council can guarantee the support they need. The attendee was also worried about finding alternative employment for support staff and felt a tension about the process; she asked the council to guarantee there will be the support they need.

2.2 Rubeena Mehmed stated that the Local Authority will support in any way that it can; it is not the direct employer as such but will help to support staff if a decision to close the school is taken.

2.3 Jon Abbey stated that Year 10 will be a priority (as they will be mid way through their GCSE courses) but it is difficult to provide details of how this priority will be delivered as the decision to close have not yet been made. He stated that there are possibilities about what the council can do involving the whole cohort but the answer is not defined. He stated that the solution is to safe guard their education and curriculum and the council is very mindful to get that right. He stated that there will be a conversation with other schools and assured the audience that the council was looking at other ways forward.

2.4 The attendee then asked about the Year 9s

2.5 Jennifer Duxbury stated that this falls to the admission process if the decision is made. She stated that there is a proposed time table of events (published as part of the statutory notice that was issued on 7 January 2013) and the council would sit down with families and talk about choices and options of interest to them. She stated that parents can make a preference or preferences for school(s) and have information about options.

2.6 Attendee stated that she had a son in Year 9 and felt that what was happening at the school was all about Year 10 and that other years were not as important as Year 10 but to her, her son was just as important.

2.7 Jennifer Duxbury stated that when the council talks about Year 10 it is to recognise that they are part way through a two year GCSE programme . She stated that Year 7, 8 and 9 will have an admission process and opportunity to have discussions; every family will have the opportunity to discuss, not just academic but also pastoral support. The stressed importance of the Y10 pupils is not to suggest that other pupils are less important.

2.8 Attendee stated that she appreciated that but the council talked as if they are more important than her son

2.9 Jennifer Duxbury stated that that was a useful reflection for the Council to have moving forward.

2.10 Jon Abbey stated that he appreciated what the attendee was saying and that there had been a meeting with Secondary Head Teachers last week to discuss spaces and curriculum for all pupils; students will be made aware of choices that they have.

2.11 Attendee asked if the council was saying that if her son wanted Gladesmore the council would guarantee he would get into the school she wants.

2.12 Jon Abbey stated that no school could be 'guaranteed'.

2.13 The attendee then went on to say that her son would not get into the local schools that she wanted him to go to and if she doesn't want the one he is given the council will then pursue her to say he needs to be in school.

2.14 Jennifer Duxbury stated that parents will be made aware of where additional places are and will have the right to ask for their preferred schools and the right of appeal in instances where they are not happy with their offer. She stated that the hope would be to talk before that point to assist with to making preferences.

3. Question

3.1 Attendee wanted to make the point that this is a faith school, the only one of its kind in the world, as it is not fee paying and open to Seventh-day Adventists (SDA) therefore the school has an enormous catchment. The attendee stated that students come from a diverse area such as Herefordshire, Barnet and asked how the council will reintegrate these students. The attendee queried how these parents, who opted for John Loughborough, can be given satisfaction.

3.2 Libby Blake stated that the council has a responsibility and a moral obligation and will work hard to relocate children in Haringey. She stated that parents can apply nearer to their home if they wish to and the council considered parents as the best placed to know where they wanted their child to go to school.

3.3 The attendee asked if the council would accommodate parents from other boroughs.

3.4 Libby Blake stated that the council would offer as wide an option of places as it can through putting in bulge classes in existing schools. She stated that currently the council does not know how many displaced pupils would still want a Haringey school and so over time work will be done to see demand.

3.5 Jennifer Duxbury stated that the council has set out an admissions process for within Haringey and outside Haringey. She stated that this would include how many places are available and the council will be supporting other boroughs in ensuring that they are aware of any impact on them.

4. Question

4.1 Attendee had a meeting with Jennifer Duxbury and Jan Doust on Friday of last week to look at options and what would occur if closure happened. She stated that there is another meeting this Friday to conclude and she invited any comments to be given to her my Wednesday to be considered. She stated that there is still a conversation about an alternative solution.

5. Question

5.1 The attendee stated that John Loughborough is a faith school and people come to it because of faith. The attendee stated that the school should be given a fresh start because the

ethos is good and that if it is failing then why do parents still want their children at the school? He stated that the school could be re branded instead of being left to sink.

5.2 Libby Blake stated that all educational authorities operate in DfE framework and Ofsted and the most important thing for them is educational attainment as this sets children on path for life change. She stated that the DfE encourages faith schools but only where they deliver (at the very least) an acceptable level of attainment.

5.3 The attendee stated that there is moral purpose at John Loughborough and that if this is lost everything is lost. He stated that if you look at models across Europe there are things that make this school great and it is being thrown away.

5.4 Edwena McFarquhar clarified that the attendee was referring to the fact that the school was a small faith school in a diverse borough rather than a centre of excellence.

6. Question

6.1 The attendee asked what will happen next for the staff as this is their livelihood.

6.2 Rubeena Mehmed stated that the same would apply for the support staff and the teachers. She stated that the council has existing vacancies within the school community and therefore the school staff will have an idea of what available. She stated that the council will try and skill match and also help with alternative opportunity for employment.

6.3 Edwena McFarquhar suggested that one of three things will happen; 1) redeployment 2) redundancy packages 3) nothing. She suggested that the attendee was asking about redundancy.

6.4 Rubeena Mehmed stated that support will be offered to staff who want to continue in work and redundancy packages will also be looked at.

7. Question

7.1 Attendee asked; if on the 16 April the decision is taken not to close the school what will happen in terms of the number of children coming to John Loughborough?

7.2 Libby Blake stated that reality is that the school will close or there will be a sponsor.

7.3 Attendee asked about number of children who will come into the school next year if it doesn't close.

7.4 Jennifer Duxbury stated that the clear message at the moment is business as usual and the admissions section of the Council currently has received applications for pupils to enter Year 7 in John Loughborough in September 2013.

8. Question

8.1 Attendee asked about possible jobs for support staff.

8.2 Edwena McFarquhar clarified that the question was about non teaching support staff.

8.3 Rubeena Mehmed stated that the same applies for support staff; the council will look at vacancies in the community and do a skills match.

8.4 Edwena McFarquhar asked how redundancy packages would be decided and what they would be based on.

8.5 Rubeena Mehmed stated that the package would be based on number of years of service and other factors. Rubeena Mehmed then asked Jennifer Duxbury to speak about the equality impact assessment

8.6 Jennifer Duxbury stated that the council would like information from the staff to ensure this information is ready for use in the proposal. She stated that the best thing at this time is to collect information but also said that the council did not have a right to this information She stated that the information collected would be anonymous in the equality impact assessment and information such as contract duration would also be useful to collect. She stated that there will be a discussion with Edwena McFarquhar about the best way to collect this information.

9. Question

9.1 Attendee stated that there has been a lot of intervention in the school but Ofsted did see changes. The attendee stated the next Ofsted inspection will be in April or May 2013 and what would happen if the school came out of special measures?

9.2 Edwena McFarquhar stated that the attendee did not know that there would be an inspection.

9.3 Jon Abbey suggested that the pending HMI report would give an accurate view on progress.

9.4 Edwena McFarquhar confirmed that they had a verbal report from the previous inspection.

9.5 Jon Abbey stated that his understanding was that there was still work to do within the school and that the progress to date was not enough.

9.6 Libby Blake stated that the council would think very hard in that situation and the issue with the review was that the progress was not sustained. She stated that the concern was not a comment on the school but about the financial viability and that Stephen Worth can say more about how difficult it is for a school to be small.

9.7 Edwena McFarquhar stated that the council did not put the periods of progress in context and that periods of pupils were doing well were when the school had stability. She stated that from 2007 until recently there had been a lot of changes and when there are changes in

leadership it destabilise and it takes time. She stated that this is part of why the school is here and it has affected the school roll and deficit. She stated that they recognise that the pace needs to be faster but there is progress. She stated that HMI reports say progress is satisfactory since the last report but the school had not been given anything to say. The Local Authority did not come into the school during these HMI visits to say what it meant and what could happen. She stated that the review was at a distance and based on figures; there was no conversation with the head teacher, staff and the review only looked at the turbulence not the potential and no one had come to the school. She stated that no one had said if you don't improve in a year we will carry out a review and then suddenly in April it was decided. She stated that there was the summer to find a sponsor and then in September this ball was rolling. She then went on to say that in the midst of this the school has kept moral going and kept it child focussed and that already there was information about which school(s) would be taking pupils.

9.8 Jennifer Duxbury assured the audience that this information was not from the council.

9.9 Edwena McFarquhar then stated that she had been told these things and the staff has had to manage this. She stated that they have never denied they have to work and that they are working harder. She also stated that there was a strong view that other schools have a surplus of places and the school is being closed to fill these gaps; there is a lot of talk in the community about this.

9.10 Libby Blake stated that there are some currently some extra places in secondary schools but there is pressure for places in primary schools and this will follow through in time to pressure on secondary schools for more places. She stated that these are difficult conversations to have and there is an issue about the quality of education, cost of school and time. She noted Edwena McFarquhar's impassioned plea for more time and that the agenda moves too quick but thought that what the head teacher was asking came too late in the process. She stated that the Chief of Ofsted now says satisfactory is not good enough and there is pressure within the council to address schools that are not improving. She stated that in April 2012 it was right to say there are two options but the Local Authority cannot pursue the other one (academisation) because of the relationship with DfE and Ofsted; the environment and the council's ability to respond has changed. She stated that she thought that the school was now out of time and that she was trying to be honest and true to her principles in saying this and in taking action to close the school.

10. Question

10.1 Attendee asked if the Seventh Day Adventists have put forward a credible sponsor

10.2 Libby Blake responded that a number of sponsors had been looked at and one had been brought to the table; the DfE gave robust reasons why the proposal this sponsor had put forward was not accepted (including faith and ethos matching). She stated that when academisation was first discussed with the DfE they were dubious a sponsor would be found to match JLS's needs and that there has been a lot of effort behind the scenes to find a sponsor.

10.3 Attendee asked if there was still time to find a sponsor.

10.4 Libby Blake stated there was time to find a sponsor and bring it to the table and this process was running in parallel with the process to close the school.

10.5 Attendee went on to say that if there is not another sponsor that filled the government's criteria then it looks like it will be the proposal to close that goes ahead.

10.6 Libby Blake stated that the council's proposal is based on the belief that there are two options and it is not up to the council to find a sponsor.

10.7 Edwena McFarquhar stated that there are other sponsors that have been put forward to the DfE and that Schools Company was put forward. She then passed this to Opal.

10.8 Opal stated that there is a 30 page document outlining everything done and there had been lots of conversations with sponsors but even with the Church of England there was a religious clash. She stated that other major sponsors such as ARK¹¹ or the Harris Federation¹² are not interested and would only be interested in leasing the school site from SEC. She stated that the school had looked at partnerships for educational support but some sponsors have a chain and no capacity, some the DfE do not approve and other sponsors take over the. She stated that the school need to match with a faith sponsor but there were even problems with the Church of England. She stated that Schools Company was selected however it was clear from the DfE letter that the sponsor did not have experience of working in a school or the nature of the issues at John Loughborough and therefore were not able to take it on. She stated that in order to keep the school going the School Company has been able to come into the school and work with the school.

11. Question

11.1 The attendee wanted to know if the rapid changes were national.

11.2 Libby Blake responded that they were.

11.3 The attendee wanted to know the reason for the rapid change and asked if there was a state of emergency.

¹¹ ARK Schools is an education charity and an academy operator. Their network comprises both new-start and transition schools that have become ARK academies.

¹² Harris Federation supports and assists schools and is a non-profit making educational charity running schools in and around London. Harris Academies comprise schools in both the secondary and primary sectors, both traditionally sponsored Academies and schools which have chosen to convert to Academy status

11.4 Jon Abbey responded that there was an expectation on schools to do the best and Ofsted has made changes particularly in the last 2 – 3 years, for instance 'satisfactory' used to be deemed 'adequate' but this is not the case anymore and satisfactory has been replaced with 'requires improvement'.

11.5 Edwena McFarquhar suggested that the point the attendee was trying to make was that the UK does not compare favourably.

12. Question

12.1 The attendee asked if the Local Authority was allowed to help look for a sponsor.

12.2 Jon Abbey stated that matching comes directly from the DfE and not from the LA.

12.3 Libby Blake stated that the Secretary of State signs the order and only if they are satisfied with the sponsor. She reported that the Secretary of State has said that he wants to move schools away from the dead hand of the Local Authority and that the council may not have carried out support for schools well but the council knows it can improve on what it offers. She stated that last year had been a difficult position but this year is stronger.

13. Question

13.1 The attendee asked about the large number in primary, if there were spaces for John Loughborough children and if Haringey was ready for people moving into the borough.

13.2 Jennifer Duxbury stated that the decision around John Loughborough was not about filling places in other schools. She stated that providing school places is a statutory duty so plans are in place and will be in place regardless of whether this school is open or not.

13.3 Libby Blake stated that a sponsor can make an application without consulting the Local Authority for a secondary or primary school and that the education market place has been broken wide open which means it is now very difficult to predict. She stated that the council can still expand a school and it is still the planner of places so has to consider all factors such as housing developments and people moving in and out of the borough when planning to ensure sufficiency.

Edwena McFarquhar stated there were 10 min left and to ask final questions

14. Question

14.1 The attendee stated that as a Seventh-day Adventist she is concerned that her son will not be dismissed from school in time to be home before sunset. She asked for some comfort that her boy would be home before sunset.

14.2 Jennifer Duxbury responded by saying that as well as a match up for educational opportunity there will also be the opportunity to talk to other Head Teachers and the council will

gather and share information. She also stated that if there was anything the attendees wanted to write down they could do so and this will be considered.

Edwena McFarquhar asked Stephen Worth to speak regarding financial issues

Stephen Worth – Finance Manager (Schools)

Stephen Worth stated that there are many changes in educational finance being introduced in April 2013; these will be the biggest changes in school funding in 25 years. He stated that the aim is to introduce a national schools funding formula by 2015; this means the DfE will decide on the formula for distributing funding to schools. He stated that funding is done on a formula basis regardless of type of school. He went on to say that in the past smaller schools had a larger minimum basic allocation and that the council recognised in the old formula that some school had particular characteristics or historical allocations but from April 2013 the council have to implement a tighter range of national factors in the funding formula including a lump sum that is the same for all schools. He stated that most funding will be pupil led so the council will not be able to protect smaller schools. He also stated that the aim is to reduce the funding differential between secondary and primary schools and the council currently puts a higher proportion of funding into secondary schools; all these factors will impact on smaller secondary schools.

15. Question

15.1 Attendee asked if there is there an application for a new school.

15.2 Libby Blake stated that there was an application for a new school and the decision would be at the end of March.

15.3 Attendee asked if there were any other school with a deficit.

15.4 Stephen Worth stated that John Loughborough School was currently the highest funded school in borough

15.5 Attendee noted that in other boroughs when a school is in a deficit budget they restructure.

15.6 Libby Blake stated that that now a deficit is not acceptable and that when schools convert they take deficit with them and government settles it.

15.7 Edwena McFarquhar stated that the deficit at the school is marginal and requested that the attendee discuss other financial aspects with Stephen Worth after the meeting.

Edwena McFarquhar then asked the attendees if they felt that issues had been covered and it was agreed they had. She stated that if there were any other things they could still be given to the council.

END OF MEETING

Appendix 12

Ofsted Summary of Inspections in a table format

Appendix 12



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

Full Ofsted Report Summary

Summary of Section 8 Ofsted Reports for JLS:

Section 8/ Monitoring Visits	Oct 07	Jan 09	Mar 10	July 10	Dec 10	Mar 11	July 11	May 12	Oct 12	Feb 12
Progress since S5	N/A	N/A	3	3	3	3	3	3	4	4
Progress since last monitoring visit	N/A	N/A	N/A	3	3	3	3		3	3
Progress re standards/ achievement	4	3 3	N/A	N/A	N/A	N/A	N/A	3		
Progress re use of assessment to raise standards										
Progress re behaviour	3	N/A	3	3	3	3	3	3		
Progress re T+L	4	3	3	3	3	3	3	3	3	3
Progress re L+M	N/A	3	3	3	3	3	3 (2 for Middle Ms)	3	3	3

Key:

T+L = Teaching and Learning

L+M = Leadership and Management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Summary of overall judgement for all schools in Haringey

School	Ofsted overall effectiveness
Alexandra Park	Outstanding
Fortismere	Outstanding
Gladesmore	Outstanding
Greig City Academy	Good
Highgate Wood	Good
Hornsey	Good
John Loughborough	Special measures
Northumberland Park	Good
Park View	Good
St Thomas More	Satisfactory
Woodside High	Outstanding

Appendix 13

Building Schools for the Future investment into ICT

Appendix 13



The John Loughborough School – Building Schools for the Future: investment into ICT

Objectives and School Benefits

Objective 1 was for the design to meet the teaching and learning requirements by creating ease of flexibility in how the spaces are used. Work included:

- Refurbished spaces for assemblies, performances and examinations
- Some larger and more flexible learning spaces, well equipped with ICT
- Improved SEN support facilities, including BESD

Objective 2 was for the design to meet the teaching and learning requirements by enhancing the school's specialist subject areas. Work to address this included:

- New science, art and music rooms
- A Learning Resource centre
- Quiet room/prayer room

Objective 3 was for the designs to establish an ICT rich environment. Work to achieve this included:

- Extensive ICT facilities in each faculty
- High levels of ICT in teaching
- A managed service

Objective 4 was for the designs to improve the general physical environment within the school. Work to achieve this included:

- Enhanced circulation spaces and communal services
- Improved internal and external spaces for students' informal social interaction
- Improved environmental standards, particularly ventilation and acoustics in retained buildings
- Improved working conditions
- Enhancing the internal and external appearance of the buildings
- New electrical infrastructure and heating systems.

In total £4.9 million was spent on securing these benefits for the school. The work was delivered within the school between 2009 and 2010 (Wave 2).

Appendix 14

Map of Haringey wards

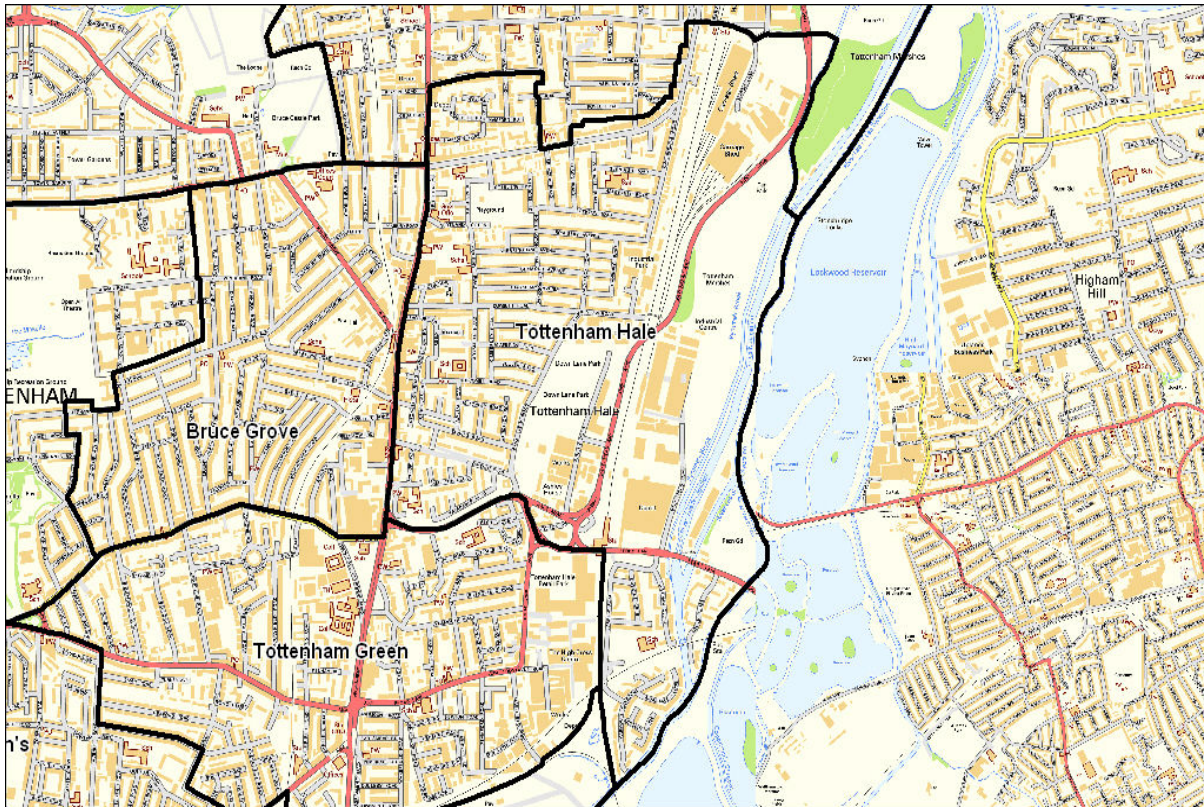
Map of Haringey wards



Appendix 15

Tottenham Hale Ward Profile

Tottenham Hale Ward Profile



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Qualifications	13
Benefits	14
Industry of Employment	15
Occupational Groups	17
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Civic Representation	23

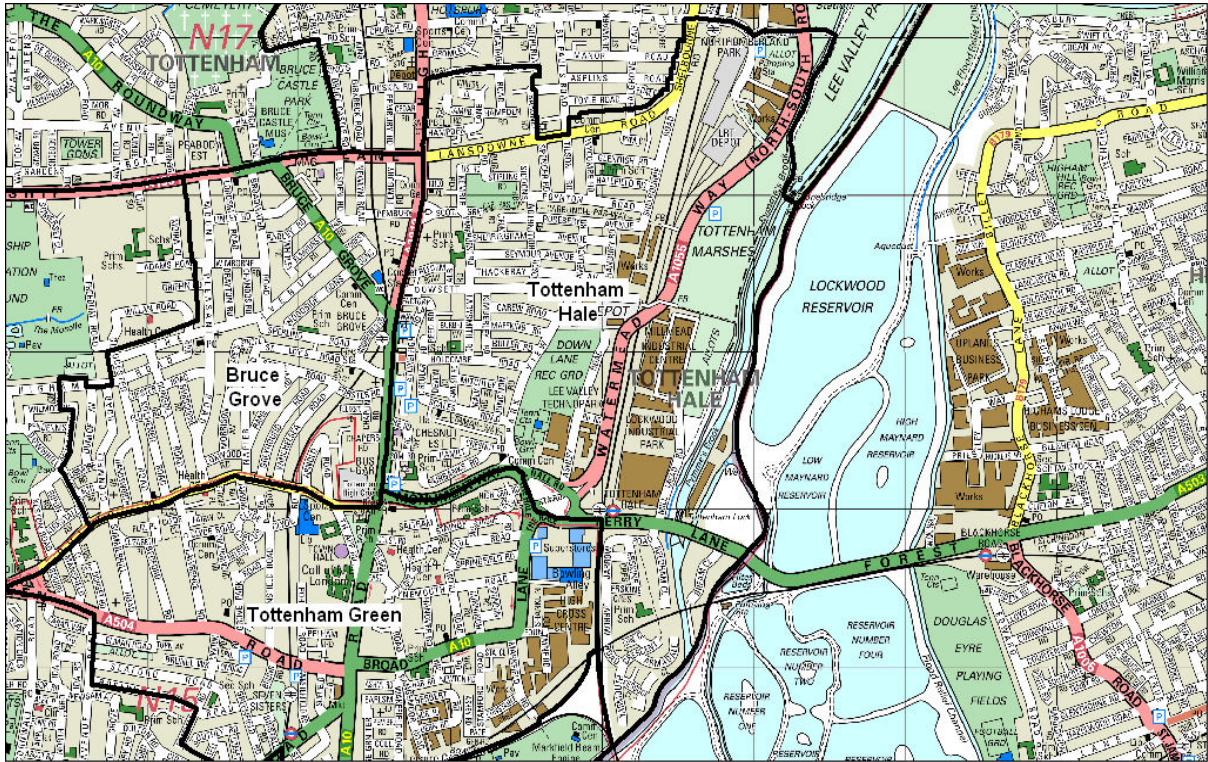
Introduction:



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London Borough of Haringey 100019199 2008

This profile explores the demographic, social and economic characteristics of the Tottenham Hale ward. Much of the information for this is drawn from the 2001 census. Further information can be found on the Neighbourhood statistics website. This can be found at <http://www.neighbourhood.statistics.gov.uk>.

Map of Area:



Age:

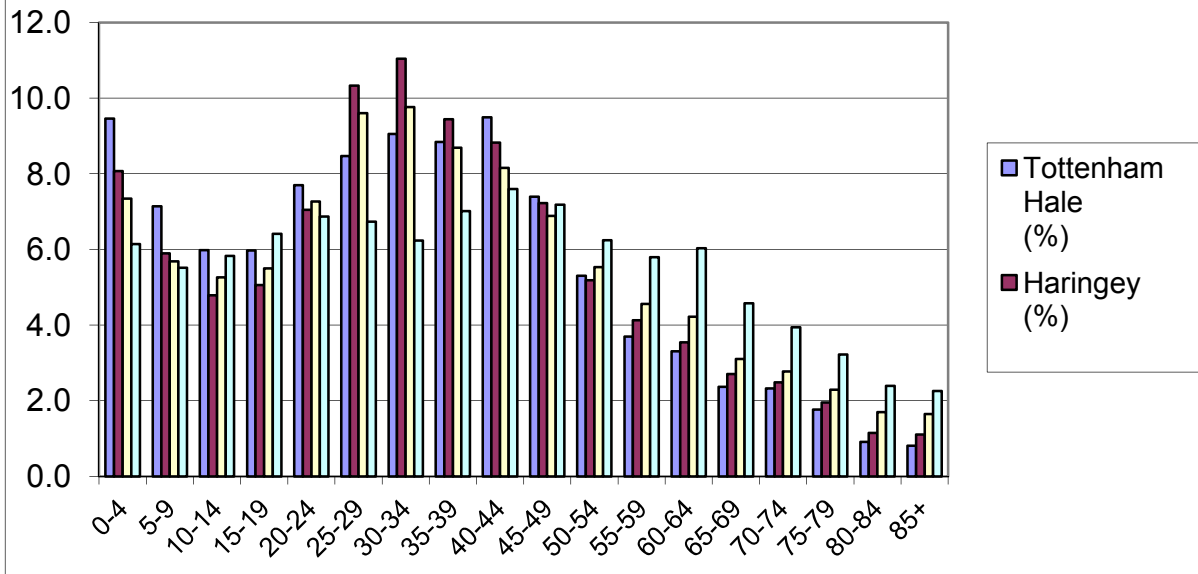
Age	Tottenham Hale (%)	Haringey (%)	London (%)	England and Wales (%)
0-4	9.5	8.1	7.3	6.1
5-9	7.1	5.9	5.7	5.5
10-14	6.0	4.8	5.3	5.8
15-19	6.0	5.1	5.5	6.4
20-24	7.7	7.1	7.3	6.9
25-29	8.5	10.3	9.6	6.7
30-34	9.1	11.0	9.8	6.2
35-39	8.8	9.4	8.7	7.0
40-44	9.5	8.8	8.2	7.6
45-49	7.4	7.2	6.9	7.2
50-54	5.3	5.2	5.5	6.2
55-59	3.7	4.1	4.6	5.8
60-64	3.3	3.5	4.2	6.0
65-69	2.4	2.7	3.1	4.6
70-74	2.3	2.5	2.8	3.9
75-79	1.8	2.0	2.3	3.2
80-84	0.9	1.2	1.7	2.4
85+	0.8	1.1	1.6	2.3
Total Population	13323	225500	7753600	54809100

Source: 2009 Mid Year Estimates

Haringey has a higher proportion of 20-44 year olds than both London and England and Wales.

Tottenham Hale has a slightly younger population than Haringey, notably a larger proportion of 0-24 year olds.

Age in Tottenham Hale



Ethnicity:

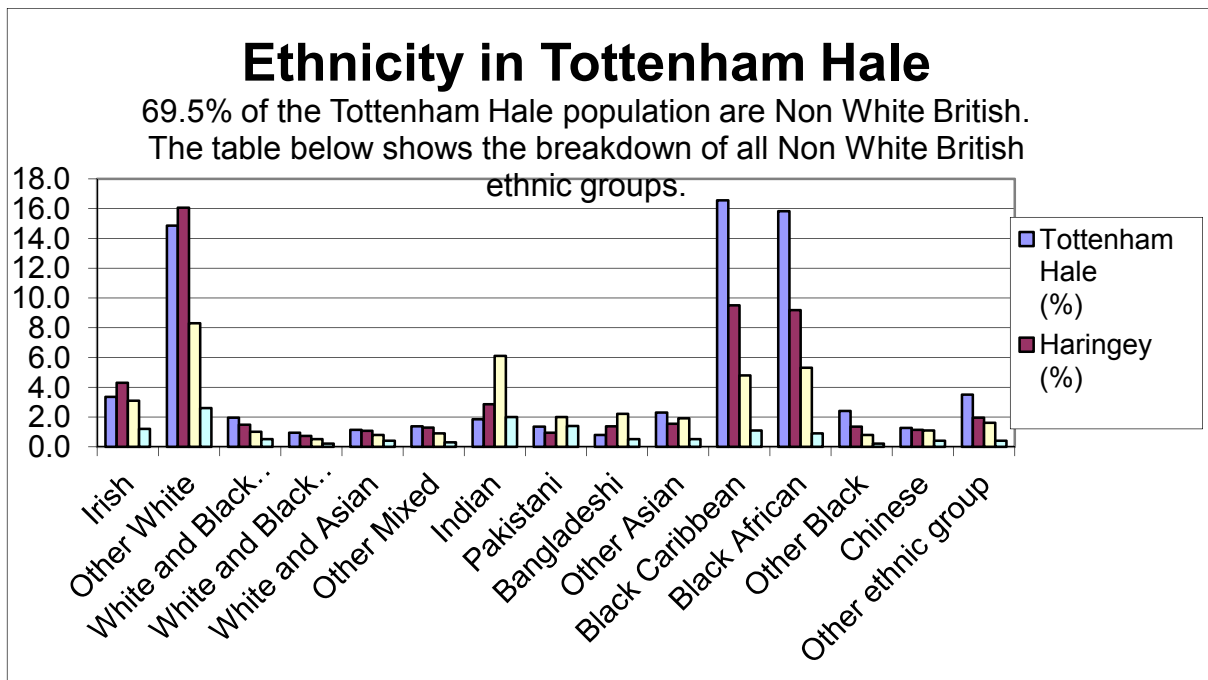
Ethnicity	Tottenham Hale (%)	Haringey (%)	London (%)	England and Wales (%)
White	48.8	65.6	71.2	91.3
White British	30.5	45.3	59.8	87.5
Irish	3.4	4.3	3.1	1.2
Other White	14.9	16.1	8.3	2.6
Mixed	5.4	4.6	3.2	1.3
White and Black Caribbean	2.0	1.5	1.0	0.5
White and Black African	0.9	0.7	0.5	0.2
White and Asian	1.1	1.1	0.8	0.4
Other Mixed	1.4	1.3	0.9	0.3
Asian or Asian British	6.3	6.7	12.1	4.4
Indian	1.9	2.9	6.1	2.0
Pakistani	1.3	1.0	2.0	1.4
Bangladeshi	0.8	1.4	2.2	0.5
Other Asian	2.3	1.6	1.9	0.5
Black or Black British	34.8	20.0	10.9	2.2
Black Caribbean	16.6	9.5	4.8	1.1
Black African	15.8	9.2	5.3	0.9
Other Black	2.4	1.4	0.8	0.2
Chinese or Other Ethnic Group	4.8	3.1	2.7	0.9
Chinese	1.3	1.1	1.1	0.4
Other ethnic group	3.5	2.0	1.6	0.4

Source: 2001 Census

According to a Greater London Authority (GLA) ethnic diversity briefing, Haringey is the fifth most diverse Borough in the country when looking at all 16 Census ethnic group categories.

53.7% of the borough is composed of Non White British populations. Haringey also has proportionately more Other White, Black Caribbean and Black African populations than either London or England and Wales.

Tottenham Hale's ethnic mix is slightly different with a higher Black or Black British population than the rest of Haringey.

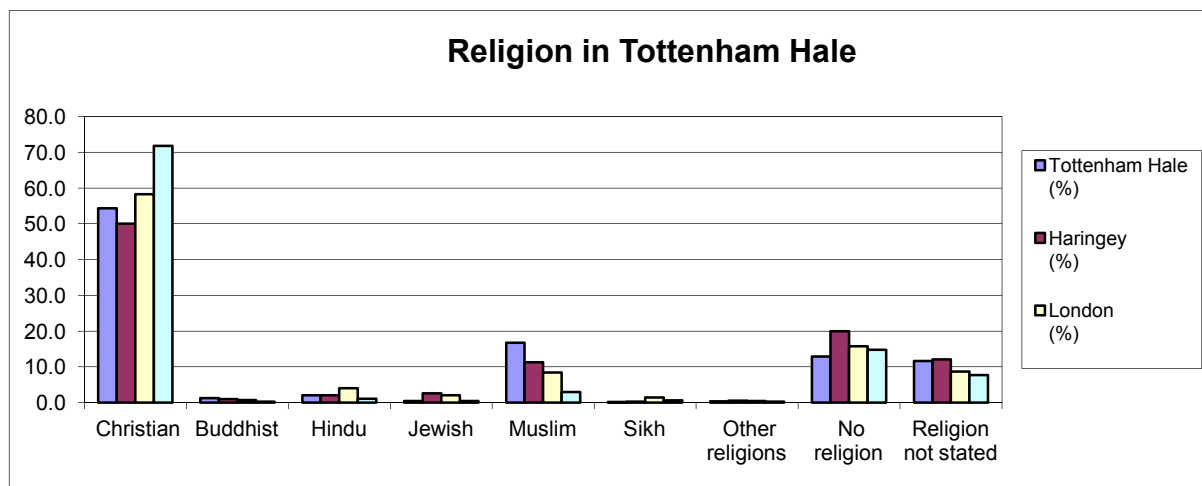


Religion:

Religion	Tottenham Hale (%)	Haringey (%)	London (%)	England and Wales (%)
Christian	54.3	50.1	58.2	71.8
Buddhist	1.3	1.1	0.8	0.3
Hindu	2.1	2.1	4.1	1.1
Jewish	0.4	2.6	2.1	0.5
Muslim	16.7	11.3	8.5	3.0
Sikh	0.2	0.3	1.5	0.6
Other religions	0.4	0.5	0.5	0.3
No religion	12.9	20.0	15.8	14.8
Religion not stated	11.7	12.1	8.7	7.7

About half of Haringey's population describe themselves as Christian which is proportionately less than both London or England and Wales. Interestingly, Haringey does have high levels people stating no religion while 12.1% of Haringey refused to state their religion which is more than anywhere else in the entire country.

Tottenham Hale is very different to Haringey. It has a proportionately larger Muslim population and a slightly smaller Jewish population.



Approximated Social Grade:

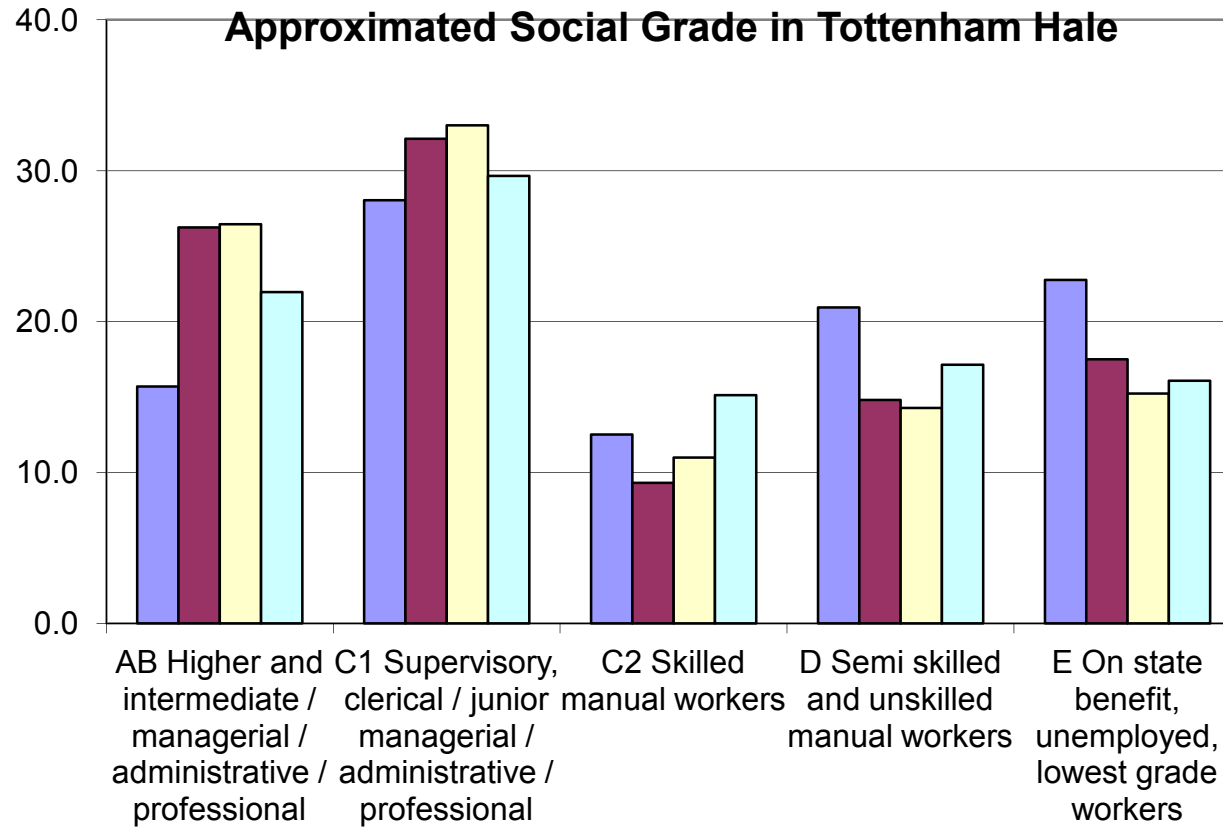
Approximated Social Class	Tottenham Hale (%)	Haringey (%)	London (%)	England and Wales (%)
AB Higher and intermediate / managerial / administrative / professional	15.7	26.3	26.5	22.0
C1 Supervisory, clerical / junior managerial / administrative / professional	28.0	32.1	33.0	29.7
C2 Skilled manual workers	12.5	9.3	11.0	15.1
D Semi skilled and unskilled manual workers	20.9	14.8	14.3	17.2
E On state benefit, unemployed, lowest grade workers	22.8	17.5	15.2	16.1

Source: 2001 Census

Haringey's approximated Social Class composition is very similar to the London picture as a whole.

Tottenham Hale is very different as it has a much higher proportion of D and E Social Classes than Haringey, London or England and Wales.

Approximated Social Grade in Tottenham Hale



- Tottenham Hale (%)
- Haringey (%)
- London (%)
- England and Wales (%)

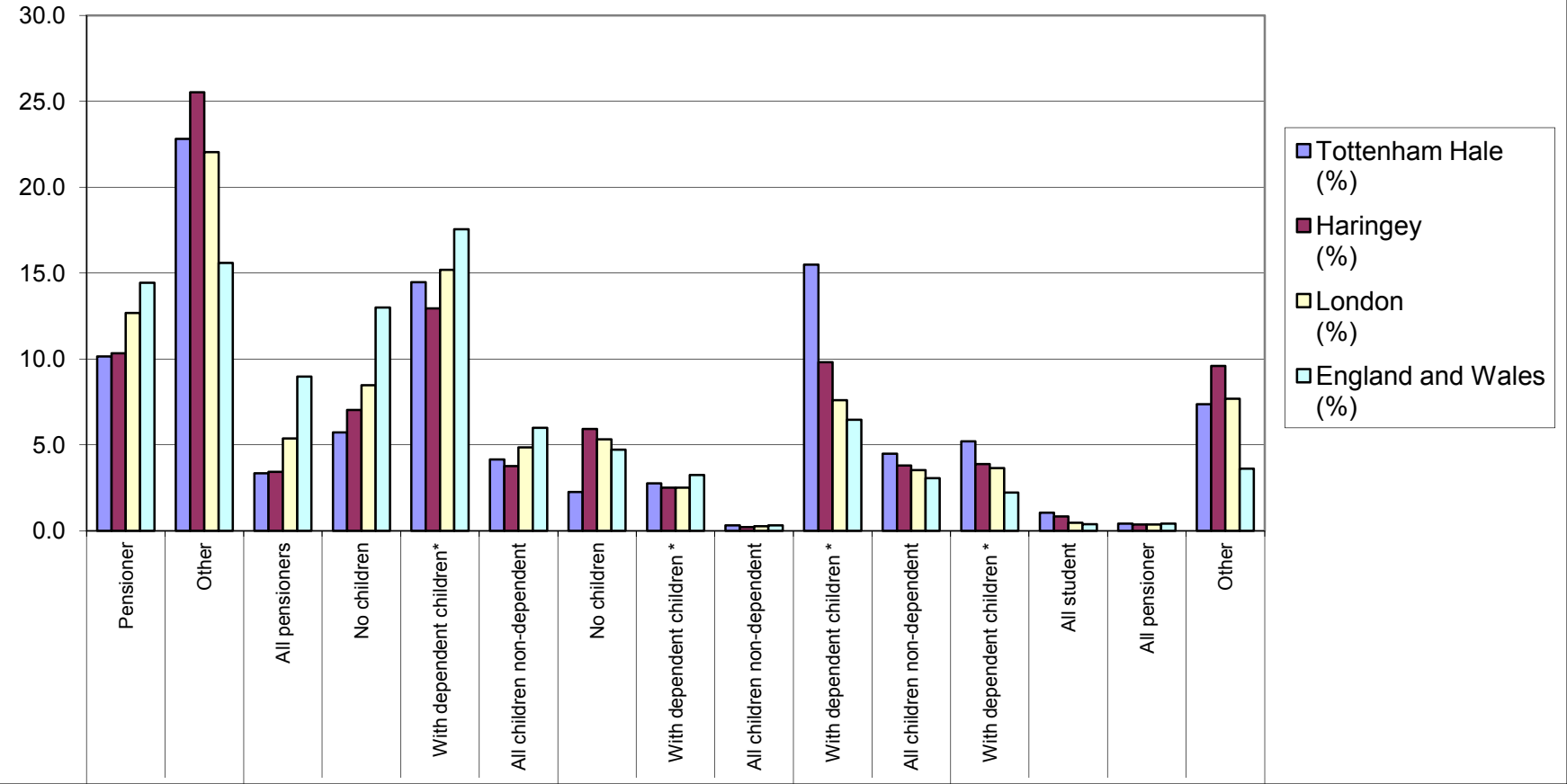
Household Composition:

		Household Composition	Tottenham Hale (%)	Haringey (%)	London (%)	England and Wales (%)
		Households	5134	92170	3015997	21660475
One person:		Pensioner	10.2	10.3	12.7	14.4
		Other	22.8	25.5	22.0	15.6
One family and no others:	Married couple households:	All pensioners	3.4	3.4	5.4	9.0
		No children	5.7	7.0	8.5	13.0
		With dependent children*	14.5	12.9	15.2	17.6
		All children non-dependent	4.2	3.8	4.9	6.0
One family and no others:	Cohabiting couple households:	No children	2.3	5.9	5.3	4.7
		With dependent children *	2.8	2.5	2.5	3.2
		All children non-dependent	0.3	0.2	0.3	0.3
	Lone parent households:	With dependent children *	15.5	9.8	7.6	6.5
		All children non-dependent	4.5	3.8	3.5	3.1
Other households:		With dependent children *	5.2	3.9	3.7	2.2
		All student	1.1	0.8	0.5	0.4
		All pensioner	0.4	0.4	0.4	0.4
		Other	7.4	9.6	7.7	3.6

Haringey has a higher proportion of lone parents than either London or England and Wales. Haringey also has a slightly lower proportion of single pensioners.

Tottenham Hale has a slightly different household composition with a relatively high level of lone parents with dependent children.

Household Composition in Tottenham Hale



Tenure:

	Tenure	Tottenham Hale (%)	Haringey (%)	London (%)	England and Wales (%)
	All households	5134	92170	3015997	21660475
Owner occupied:	Owns outright	12.3	16.2	22.1	29.5
	Owns with a mortgage or loan	26.0	28.4	33.5	38.8
	Shared ownership*	1.7	1.2	1.0	0.6
	Council (local authority)	28.7	19.7	17.1	13.2
Rented from:	Housing Association / Registered Social Landlord†	12.8	10.5	9.1	6.0
	Private landlord or letting agency	13.8	20.1	14.3	8.7
	Other‡	4.7	3.8	2.9	3.2

Source: 2001 Census

Notes: * Pays part rent and part mortgage.

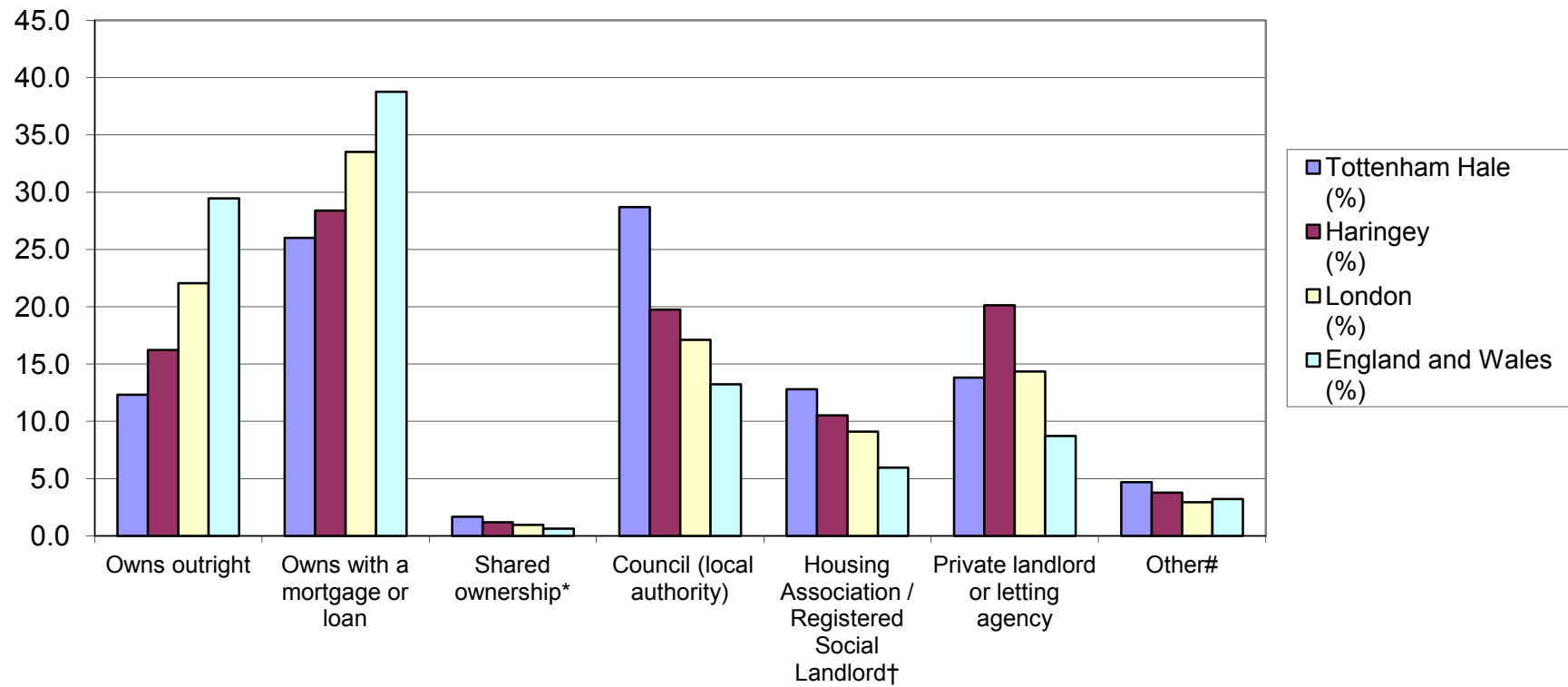
† Includes Housing Co-operative and Charitable Trust.

Includes employer of a household member and relative or friend of a household member and living rent free.

More than half of Haringey's housing is socially rented. This is proportionally higher than either London or England and Wales.

The situation in Tottenham Hale is very different to Haringey. It has far more social housing properties and far fewer Owner Occupiers.

Tenure in Tottenham Hale



Qualifications:

Qualifications	Tottenham Hale (%)	Haringey (%)	London (%)	England and Wales (%)
Total 16 - 74	8980	162700	5300332	37607438
No qualifications	32.8	23.4	23.7	29.08
level 1*	13.9	9.8	13.0	16.57
level 2**	16.7	14.2	17.1	19.38
level 3***	8.7	10.2	9.8	8.27
level 4/5#	21.7	37.9	31.0	19.76
level unknown	6.2	4.6	5.4	6.94

Source: 2001 Census

* 1+ 'O' level passes; 1+ CSE/GCSE any grades; NVQ level 1; Foundation GNVQ.

** 5+ 'O' level passes; 5+ CSEs (grade 1's); 5+ GCSEs (grades A-C); School Certificate; 1+ 'A' levels/'AS' levels; NVQ level 2; Intermediate GNVQ.

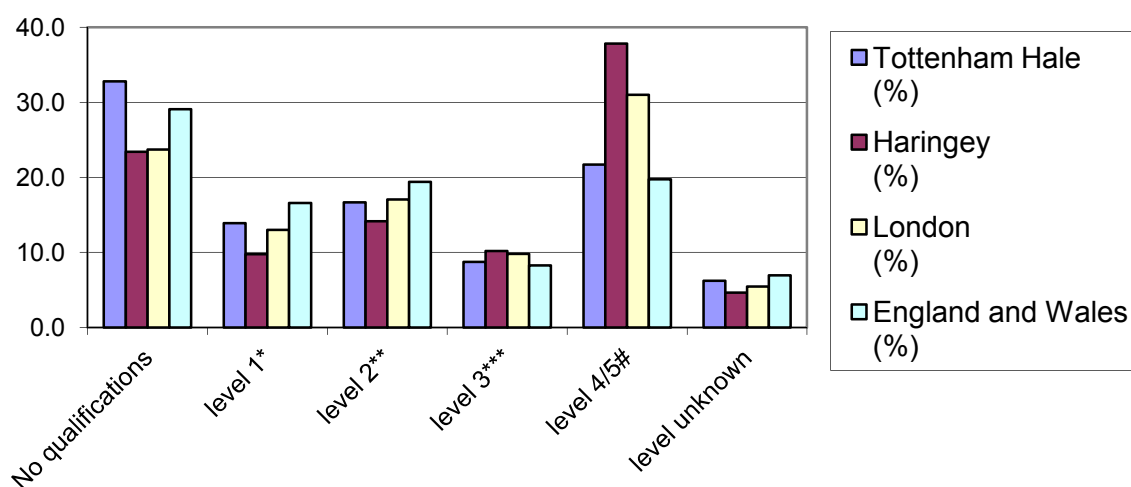
*** 2+ 'A' levels; 4+ AS levels; Higher School Certificate; NVQ level 3; Advanced GNVQ.

First degree; Higher degree; NVQ levels 4 and 5; HNC; HND; Qualified Teacher Status; Qualified Medical Doctor; Qualified Dentist; Qualified Nurse; Midwife; Health Visitor.

London has far higher levels of education than England and Wales. Haringey has proportionately higher levels of education than London.

The situation in Tottenham Hale is very different with less of the population having qualifications at degree level and more residents with no qualifications.

Qualifications in Tottenham Hale



Benefits:

Benefits (Aug 2010 - JSA is Mar 2011)	Tottenham Hale (%)	Haringey (%)	London (%)	England and Wales (%)
Attendance Allowance*	2.3	2.4	3.0	4.8
Disability Allowance*	8.1	6.8	6.3	8.5
Incapacity Benefit / Severe Disablement Alliance*	7.3	6.1	4.9	5.5
Income Support*	11.8	8.0	6.1	4.9
Job Seekers Allowance*	9.0	6.4	4.1	3.7
Employment and Support Allowance*	65.2	1.7	1.4	1.5
Pension Credit***	2.0	49.5	33.5	28.2

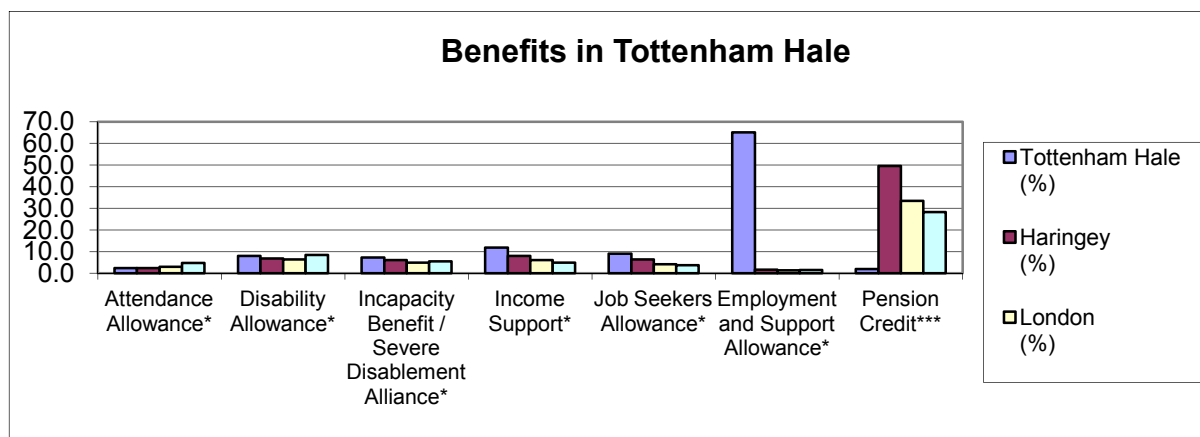
Source: 2010 Department of Work and Pensions

* Figure calculated as a percentage of 2009 MYE working age population figures

*** Figure calculated as a percentage of 2009 MYE pensionable age population

Haringey has higher benefit levels than both London or England and Wales.

The picture is very similar in Tottenham Hale where there are higher levels of benefit take up than Haringey, London and England and Wales across the board



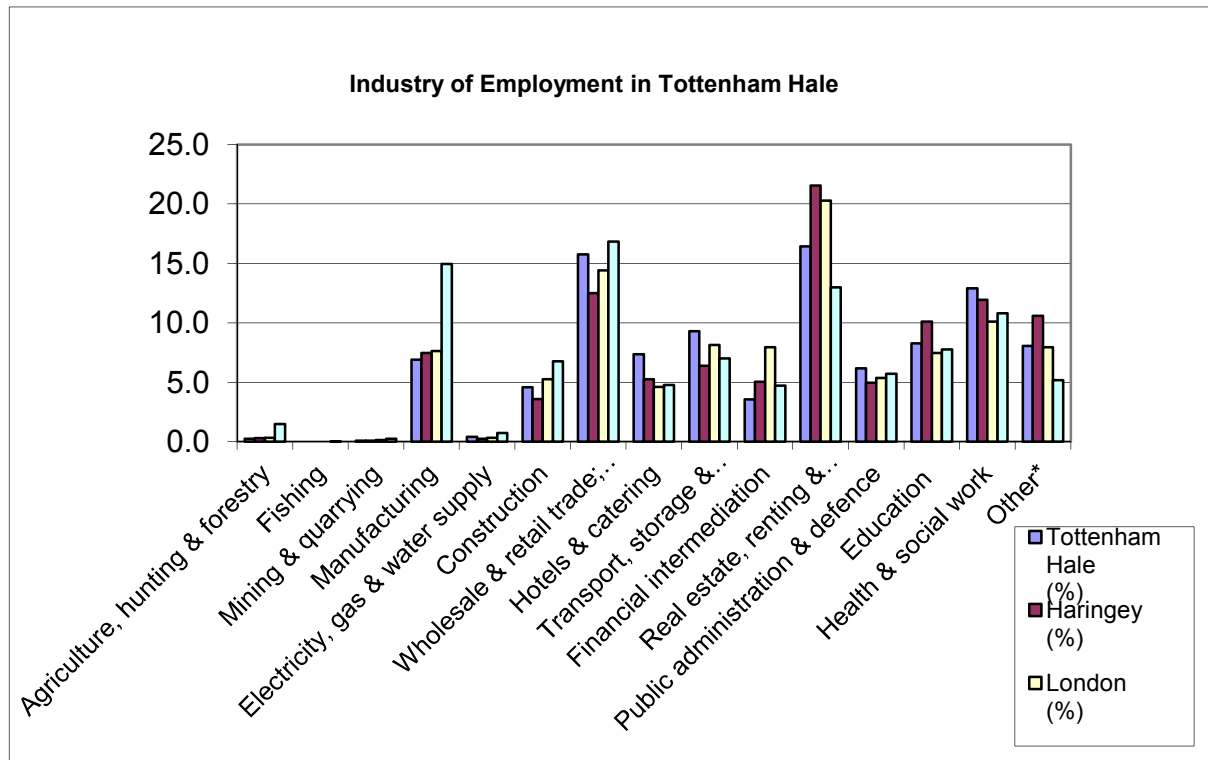
Industry of Employment:

Industry	Tottenham Hale (%)	Haringey (%)	London (%)	England and Wales (%)
Agriculture, hunting & forestry	0.3	0.3	0.3	1.5
Fishing	0.0	0.0	0.0	0.0
Mining & quarrying	0.1	0.1	0.1	0.3
Manufacturing	6.9	7.5	7.6	15.0
Electricity, gas & water supply	0.4	0.2	0.3	0.7
Construction	4.6	3.6	5.3	6.8
Wholesale & retail trade; repair of motor vehicles	15.8	12.5	14.4	16.8
Hotels & catering	7.4	5.3	4.6	4.8
Transport, storage & communication	9.3	6.4	8.2	7.0
Financial intermediation	3.6	5.1	8.0	4.7
Real estate, renting & business activities	16.4	21.5	20.3	13.0
Public administration & defence	6.2	5.0	5.4	5.7
Education	8.3	10.1	7.5	7.8
Health & social work	12.9	11.9	10.1	10.8
Other*	8.1	10.6	8.0	5.2

Source: 2001 Census

The Real estate, renting and business activities industry is the biggest sector in Haringey. Figures for this industry are far higher than the London or England or Wales. It is also striking that Haringey has a proportionately high number of people working in Education.

The most popular industry in Tottenham Hale is the Real estate, renting and business activities, however, this is still proportionately less than Haringey.



Occupational Groups:

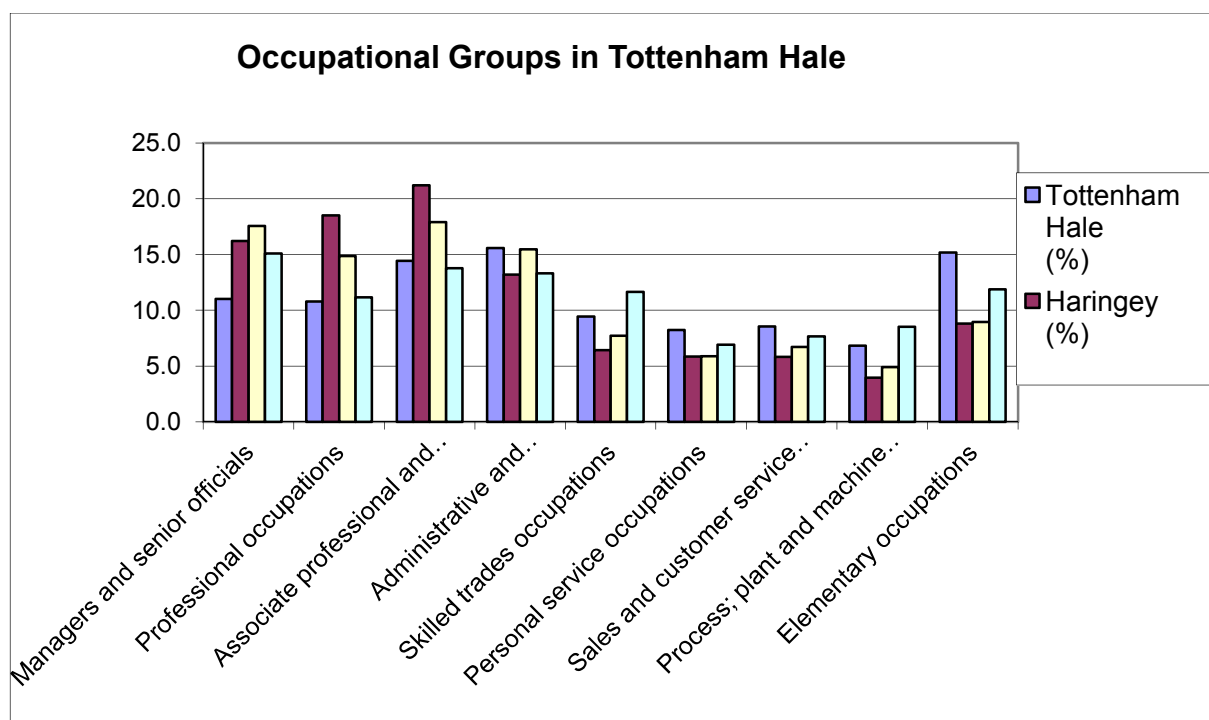
Occupational Group	Tottenham Hale (%)	Haringey (%)	London (%)	England and Wales (%)
Managers and senior officials	11.0	16.2	17.6	15.11
Professional occupations	10.8	18.5	14.9	11.17
Associate professional and technical occupations	14.4	21.2	17.9	13.78
Administrative and secretarial occupations	15.6	13.2	15.5	13.33
Skilled trades occupations	9.4	6.4	7.7	11.64
Personal service occupations	8.2	5.9	5.9	6.91
Sales and customer service occupations	8.6	5.8	6.7	7.67

Process; plant and machine operatives	6.8	4.0	4.9	8.51
Elementary occupations	15.2	8.8	9.0	11.87

Source: 2001 Census

London's profile is geared primarily towards managerial, professional and administrative occupations. There is also a high level of associate and technical occupations. Comparatively, Haringey has higher levels of professionals and associates with slightly fewer in administrative and secretarial occupations.

The story is very different in Tottenham Hale with a much lower proportion of people in managerial and professional occupations.



Health:

Health	Tottenham Hale (%)	Haringey (%)	London (%)	England and Wales (%)
Good	67.6	70.2	70.8	68.6
Fairly good	22.2	20.9	20.9	22.2
Not good	10.2	9.0	8.3	9.2

Source: 2001 Census

Long Term Limiting Illness	Tottenham Hale (%)	Haringey (%)	London (%)	England and Wales (%)
% of people with LLTI	16.2	15.5	15.5	18.2
% of people of working age** population with LLTI	14.4	12.8	11.9	13.6

Source: 2001 Census

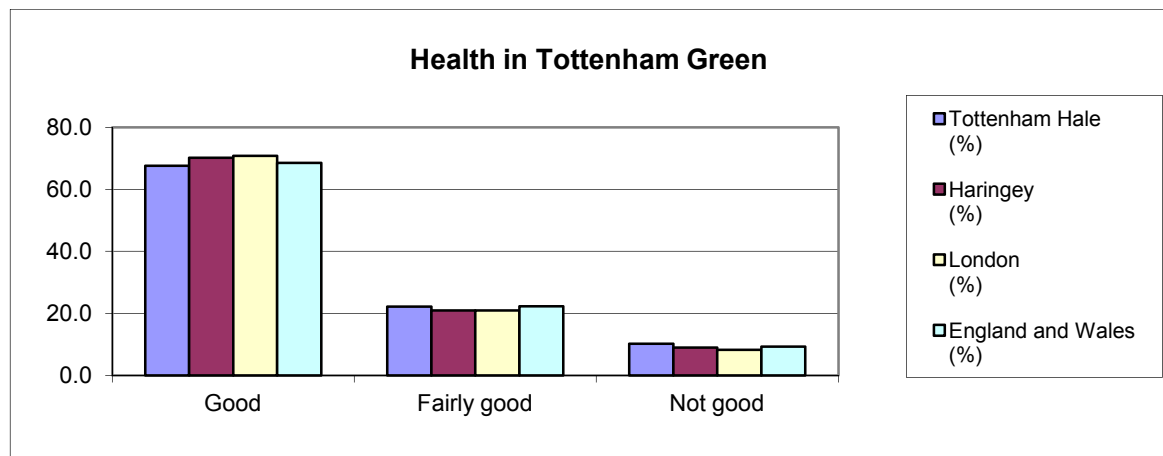
Notes: Limiting long-term illness covers any long-term illness; health problem or disability which limits daily activities or work.

Working age population is 16 - 64 inclusive for men and 16 - 59 for women.

General health refers to health over 12 months prior to Census day (29 April 2001).

The health of Haringey's residents is broadly in line with the London picture and slightly better than England and Wales.

The health of Tottenham Hale's residents is slightly worse than Haringey. A higher proportion of people in Tottenham Hale describe themselves as having a long term limiting illness compared with Haringey, London or England and Wales.



Crime:

MPS offences per 10000 people (rolling year)	12 Months to March 2010	12 Months to March 2011	Change
Burglary	13.08	12.55	-0.53
Criminal Damage	10.33	9.05	-1.29
Drugs	5.32	4.79	-0.53
Fraud or Forgery	5.72	5.68	-0.04
Other Notifiable Offences	92.72	87.35	-5.37
Robbery	3.10	3.28	0.18
Sexual Offences	2.17	1.06	-1.11
Theft and Handling	34.36	32.24	-2.13
Violence Against the Person	17.74	18.18	0.44

Source: 2011 Metropolitan Police Service

Tottenham Hale

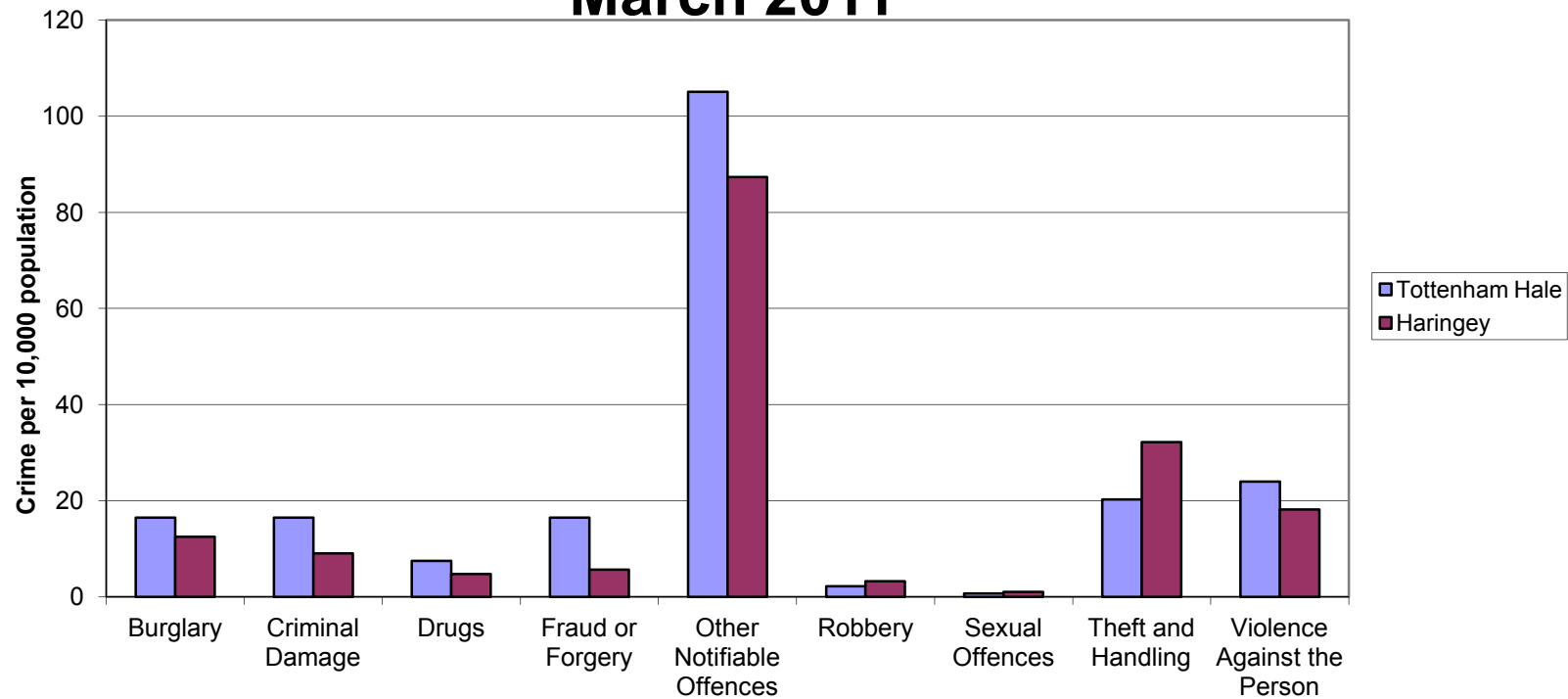
According to the most recent figures available from the Metropolitan Police, overall crime in Haringey has decreased in the last year. Other Notifiable Offences have decreased the most in this period

MPS offences per 10000 people (rolling year)	12 Months to March 2010	12 Months to March 2011	Change
Burglary	23.27	16.51	-6.76
Criminal Damage	9.01	16.51	7.51
Drugs	3.75	7.51	3.75
Fraud or Forgery	13.51	16.51	3.00
Other Notifiable Offences	101.33	105.08	3.75
Robbery	2.25	2.25	0.00
Sexual Offences	3.75	0.75	-3.00
Theft and Handling	26.27	20.27	-6.00
Violence Against the Person	19.52	24.02	4.50

Source: 2011 Metropolitan Police Service

There is proportionately more crime in Tottenham Hale than Haringey. Overall there has been a slight increase in crime over the past year, whilst incidents of burglary and theft have taken a large decrease

Crime in Tottenham Hale - 12 months to March 2011

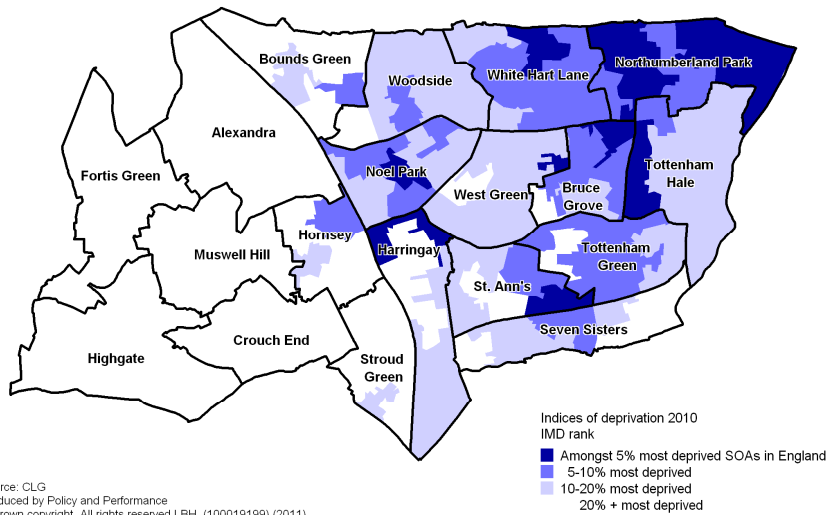


Deprivation:

Ward	Average SOA score	Rank within England, based on average SOA rank, 1 = most, 32482 = least	Total number of SOAs in ward	Number of SOAs in the lowest		
				20%	10%	5%
Tottenham Hale	45.42	3550.3	8	5	1	2

Source: 2010 Indices of Deprivation

Indices of Multiple Deprivation 2010
Rank of IMD
Haringey SOAs



The indices of deprivation is a government measure to gauge the level of deprivation in a locality. Each super output area (SOA) in the country is given a score to indicate the level of local deprivation. There are between seven and nine SOAs in a ward. The map to the left shows which parts of Haringey fall into the 5%, 10% and 20% most deprived parts of the country.

All SOAs in Tottenham Hale fall into the 5 to 20% most deprived in the country

Civic Representation:

Councillors

Candidate elected	Party	Number of votes
Lorna Reith	Labour	2823
Alan Stanton	Labour	2622
Reg Rice	Labour	2674

Elections

Election	Turnout	
	Tottenham Hale (%)	Tottenham (%)
Local Election May 2006	43.64	35.82 (Haringey)
General Election May 2010	52.0%	59.07%

Tottenham Hale lies in the Parliamentary Constituency of Tottenham. This seat was won at the 2010 general election by David Lammy (Labour) after receiving 59.3% of the vote.

All three councillors in the Tottenham Hale ward are Labour. The turnout in Tottenham Hale was 52% which is lower than the 59.07% figure for Tottenham.

Appendix 16

Table showing home authority of pupils at The John Loughborough School and map showing location of The John Loughborough School Haringey pupils

Appendix 16



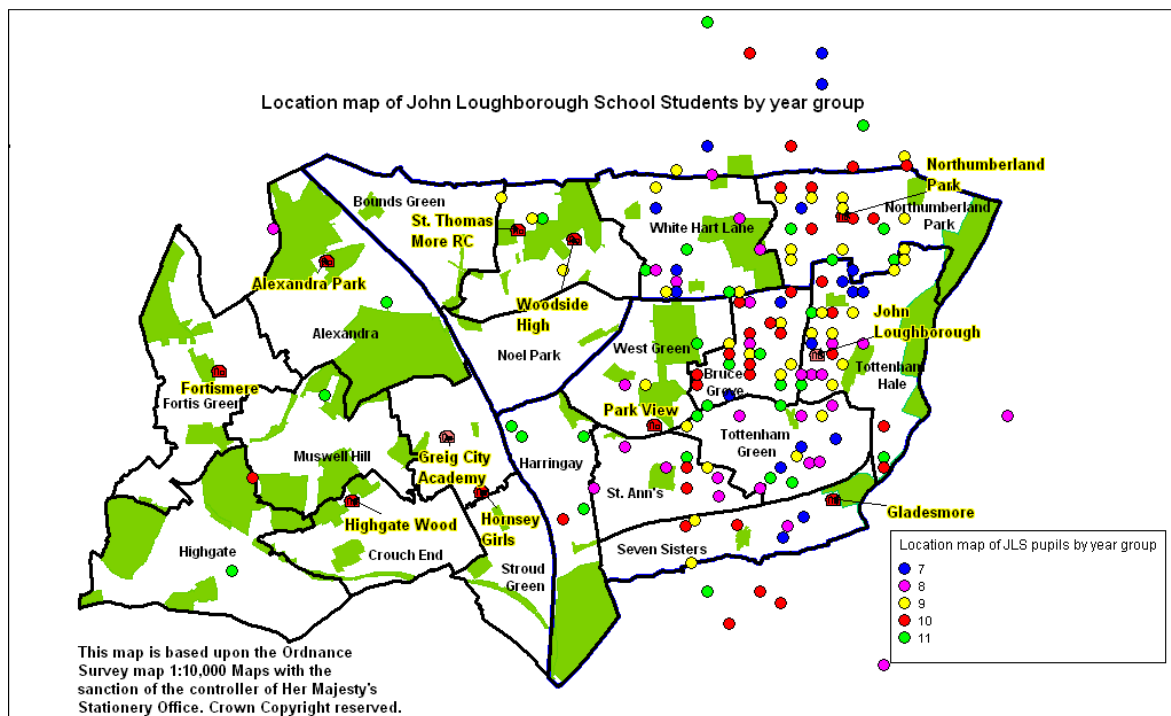
Current location of pupils on roll at The John Loughborough School (Jan 2013 PLASC)
The borough of residency for pupils on roll at the John Loughborough School

Borough	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Barking and Dagenham			1			1
Barnet		1	3		1	5
Brent	1		1		2	4
Camden					1	1
Croydon			1			1
Ealing					1	1
Enfield	4	4	3	11	9	31
Greenwich			1		1	2
Hackney	3	3	2	4	7	19
Haringey	27	28	37	47	36	175
Islington		1			1	2
Lambeth			2			2
Lewisham	1	1		2		4
Merton			1			1
Southwark		1		1	1	3
Waltham Forest		1			1	2
Grand Total	36	40	52	65	61	254

The ward of residency for pupils on roll at the John Loughborough School living in Haringey borough (4 March)

Ward	Year 7	Year 8	Year 9	Year 10	Year 11	Grand Total
Bounds Green		1				1
Bruce Grove	2	6	4	13	4	29
Harringay		1		2	5	8
Highgate					1	1

Muswell Hill				1	1	2
Northumberland	5	2	10	9	5	31
Seven Sisters	2	1	2	2	1	8
St. Ann's		4		4	2	10
Tottenham Green	5	4	5	2	4	20
Tottenham Hale	9	5	9	12	6	41
West Green		1	1	1	1	4
White Hart Lane	3	3	3	1	5	15
Woodside	1		3		1	5
Grand Total	27	28	37	47	36	175



Appendix 17

Equality Impact Assessment for Staff

Haringey Council

**Equalities Impact Assessment (EqIA)
for Organisational Restructures affecting School Staff**

Notes and Statement of Purpose

The Equalities Impact Assessment for School restructures should assess the likely impact of restructuring on protected equalities groups of employees by: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation.

The assessment is to be completed by the Head teacher with advice from Schools HR. It is to be undertaken by an assessment of the basic employment profile data and then answering a number of questions outlined below.

There is an Excel template that accompanies the EqIA School Restructure template which is sent to you separately. This is to help you complete the tables of staff information and % calculations.

Date: 16 April 2013
School under review: The John Loughborough School
Lead Officer/s (author(s) of the proposal) and contact details: Jennifer Duxbury
Contact Officer/s (Responsible for enquiries and actions): Jessica Lewis, Eveleen Riordan
Summary of Assessment (completed at conclusion of assessment to be used as equalities comments on council reports) This is a live document and will be updated if the decision is taken by Cabinet to close the school.

STAFF RESTRUCTURES - EqIA SCREENING TOOL

TO IDENTIFY IF A FULL STAFF EqIA IS NEEDED

Is a full Equalities Impact Assessment required?

- If the answer to any of the questions below is yes, consideration must be given to undertaking a full EqIA.
- If the answers to the questions below are no you do not need to undertake a Full Staff EqIA, however you will need to provide a detailed explanation for this decision at Q5 below.

The information contained in this report accompanies the report 'Determination on whether The John Loughborough School should close'.

This is a live document and should the decision be made to close the school, it will be updating accordingly.

1. **Could the proposed school restructuring have an adverse impact of 5% or more on the school profile for any of the equalities protected characteristics age, disability, race, sex (gender)? YES**
2. **Could the proposed restructuring have an adverse impact on staff with other protected characteristics of pregnancy / maternity, religion or belief, sexual orientation, or gender reassignment? YES**
If Yes please identify the issues.

It can be assumed that some members of staff will be Seventh-day Adventists (SDA). The closure of the school will limit their employment opportunities in a SDA school. Another way closure could have an adverse effect on SDA staff concerns time off to observe the Sabbath. In the winter months sunset is around 4 pm and it may be SDA adherents need to be at home by sunset. If so, in the winter months they would be seeking permission to leave work early on Fridays. It may be that JLS has made special arrangements to accommodate such requests. Although other employers will have a duty under the Equalities Act to consider such requests they may not be willing to grant them, taking into account the legitimate needs of their organisation and the interests of other staff.

3. **Does the proposal have an effect on users of the school or the wider community? YES If Yes please identify the issues.**

The Council is proposing to close the school which will affect users in the following way:

- Pupils of the school will have to attend an alternative school

- The school currently serves the local community and the loss of the school reduces choice that parents have of school places

4. By taking particular measures could a positive impact result? YES

5. If the answers to the above questions are No you do not need to undertake a Full Staff EqIA. However, you will need to provide a clear explanation for not doing this below.

FULL STAFFING EqIA - PART 1

2 STEP 1: BACKGROUND

Please summarise and provide brief answers in order to provide the reasons for these changes.

Please also provide a copy of the report to the Governing Body as appropriate.

- 1. Summarise the proposals/ changes you are proposing to make? (for example opening a new unit or closing an existing one or converting to academy status)**
- 2. What are the reasons for making these changes?**

The proposal that is being made by the Local Authority is to close the school with effect from September 2013 and transfer pupils to alternative schools. This will require all staff at the school to find alternative positions or accept redundancy. The John Loughborough School currently employs approximately 50 members of staff. This figure includes all teaching and non teaching staff currently on the pay role at the school whether in a full or part time capacity.

The John Loughborough School is a small secondary school which can take 60 pupils in each year group (Years 7 to 11) with a total capacity of 300 pupils across the school. See the table below for a comparison to other secondary schools in Haringey. It is a Voluntary Aided church school owned and operated by The South England Conference (SEC) of the Seventh-day Adventist Church but maintained by the local authority.

Number of pupils on roll by year group and school (January 2013 School Census)

School	National Curriculum year group					Grand Total
	7	8	9	10	11	

Alexandra Park Secondary	216	215	215	226	216	1088
Fortismere	243	242	241	250	244	1220
Gladesmore Community	248	239	251	259	260	1257
Greig City Academy	163	193	182	200	198	936
Heartlands High School	185	167	159			511
Highgate Wood	243	242	241	248	237	1211
Hornsey School for Girls	140	211	186	221	223	981
John Loughborough	37	41	53	66	62	259
Northumberland Park	186	202	210	214	206	1018
Park View	200	209	205	241	232	1087
St. Thomas More Catholic School	66	90		177	144	477
Woodside High	162	158	155	160	174	809
Grand Total	2089	2209	2098	2262	2196	10854

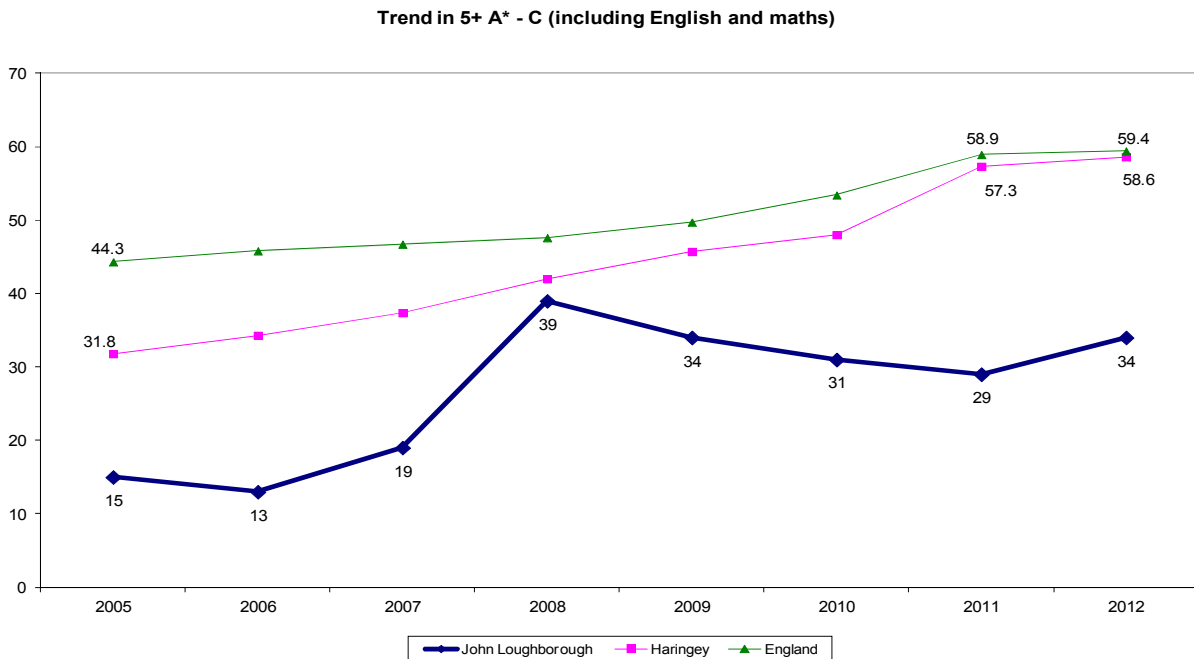
Ofsted and HMI inspections have shown that in recent years it has not been possible for the school to consistently deliver an acceptable standard of education. The school has been in an Ofsted category of concern since February 2007, and the two most recent inspections in October 2009 and December 2011 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)

Date of Inspection	Inspection Type	Outcome
6 February 2013	Section 8 inspection report	Progress since being subject to special measures – inadequate Progress since previous monitoring inspection - satisfactory
9 Oct 2012	Section 8 inspection report	Progress since being subject to special measures – inadequate Progress since previous monitoring inspection – satisfactory
10 May 2012	Section 8 inspection report	Progress since being subject to special measures – satisfactory
6 Dec 2011	School inspection report	Overall effectiveness: how good is the school? Inadequate The school's capacity for sustained improvement Inadequate

Ofsted Inspections of The John Loughborough School since it was placed into special measures for the second time in December 2011.

Since 2008, there has been a downward trend in the main indicator of attainment (5 GCSEs at A*-C including English & Maths), and the school is now significantly below the Haringey and England averages (see graph below).



GCSE trend

% 5+ A* - C (including English and maths)

The DfE floor target for the percentage of pupils expected to achieve 5+ A* - C

(including English and Maths was: 35% in 2010, 35% in 2011 and 40% in 2012)

	2010	2011	2012
Alexandra Park	66	69	70
Fortismere	73	79	73
Gladesmore	41	54	54
Greig City Academy	30	37	44
Highgate Wood	46	68	72
Hornsey	53	58	56
John Loughborough	31	29	34
Northumberland Park	40	39	41
Park View	45	53	57
St Thomas More	31	54	77
Woodside High	47	58	56
Haringey	48.0	57.3	58.6

England	53.4	58.9	59.4
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The table below outlines actions taken to date with regards to the improvement of standards.

Date	Event
1980	School Established
February 2007	Ofsted category of concern
2007	Interim Executive Board appointed.
October 2008	Decrease in pupils on roll causing deficit
October 2009	School placed in Ofsted special measures
January 2012	Work with consultant Head teacher
April 2012	Review

Currently 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 judgments. 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 2 to the Cabinet report of April 2013.

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 (LA) 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. To date the school has identified one potential sponsor but this proposal was rejected by the DfE due to concerns regarding the lack of experience of the sponsor.

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. In September 2012 the first decision that was taken by Members in this regard was whether to commence consultation on closure. The proposal put before the Council's Cabinet in September 2012 was agreed and a consultation period ran from October to December 2012. Following this another decision was made on whether to publish a statutory notice based on the consultation period (for details please refer to the Consultation Report). The final decision to be made in April 2013 by the Council's Cabinet is whether to agree or disagree to the closure of the school.

Statutory Stage	Description	Timescale
1	Decision on whether to consult on the proposal to close the school	September 2012
2	Consultation on proposed closure	Recommended minimum of six weeks – 1 October- 19 November 2012
3	The publication of a statutory notice setting out the proposal in detail	7 January 2013
4	Representation – an opportunity for stakeholders to express views on the proposals.	7 January to 17 February 2013 (Must be six weeks and cannot be shortened or lengthened to take into account school holidays)
5	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 – April 2013
6	Implementation – the school closes	As set out in the published statutory notice, subject to any

		modifications agreed
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This EqIA highlights the profile of staff at the 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 members of staff at John Loughborough. This EqIA will ensure that equalities considerations for staff inform any decision that is taken.

3. Are existing staff likely to be affected and if so how many and in what ways?

The proposal to close John Loughborough School affects all school staff. Proposed changes to their employment are the subject of this EqIA.

3 STEP 2: WORKFORCE PROFILE ANALYSIS

4 THE SPECIFIC DUTY INTRODUCED BY THE GOVERNMENT TO SUPPORT THE EQUALITY ACT 2010 REQUIRES THE COUNCIL TO PUBLISH ANNUAL WORKFORCE DATA COVERING THE AGE, DISABILITY, GENDER AND RACE PROFILE OF STAFF AT EVERY LEVEL OF THE ORGANISATION. YOU SHOULD THEREFORE GATHER ALL DATA THAT WILL HELP YOU ASSESS WHETHER PRESENTLY, THERE ARE DIFFERENTIAL OUTCOMES I.E. NON, UNDER OR OVER REPRESENTED IN RELATION TO THE SCHOOL STAFF PROFILE). ANALYSE THE INFORMATION IN TERMS OF REPRESENTATION AND GRADE FOR AGE, DISABILITY, RACE, SEX (GENDER).

The Schools HR team can help you with this data.

The information below details equalities information for the staff included in the restructure by equality strands.

Age

Highlight any grade groups that are under/over represented (5% or more) compared with your school profile or where relevant the wider profile of the schools sector.

There is an underrepresentation of staff in the 26-35 age bracket compared to the school sector profile (10% versus 33%). There is an over presentation of staff in age brackets 46-55 and 56-64 (40% versus 22% and 24% versus 12% respectively). In these two cases the representation of staff in these age brackets at the school is double the school sector profile. This indicates that generally the staff population is older than the average in the school sector. The barriers for this age group to find alternative employment may be more than a younger age group.

Disability

Highlight any grade groups that are under / over represented (5% or more) compared with your school profile or where relevant the wider profile of the schools sector.

The percentage of disabled and non disabled staff at the John Loughborough School is the same as for the school sector. In Grade Groups SC1-SC4, SC5-SO2 and PO1-PO8+ there are no disabled staff represented and only a 5-7% nationally. Disabled staff will not be disproportionately affected but the closure of the school.

Race

Highlight any grade groups that are under/over represented (5% or more) compared with your school profile or where relevant the wider profile of the schools sector.

At all grade groups the majority of staff are of Black ethnicities. There are no Asian, White Minority or Other ethnicities represented in the school staff population. The proportion staff who are Mixed (2%) is in line with the school sector profile (3%). There is a large under representation of 34% for White ethnicities between the school staff population and the school sector profile. Conversely there is a large over representation (by 67%) of ethnically black in the school profile compared to the school sector profile. 90% of the school staff are ethnically Black compared with 23% of the sector profile. All staff members at grade groups SC5-SO2 and PO1-PO8+ are ethnically Black; 92% of staff are BME.

Sex (formerly Gender)

Highlight any grade groups that are under / over represented (5% or more) compared with your school profile or where relevant the wider profile of the schools sector

The distribution of male staff across grade groups at the school is broadly in line with the school sector profile. There is an over representation of female teachers (58% to 42%) but this is consistent with the school sector profile.

Data Comparisons

In the table below, compare the existing profile of the staff affected by the reorganisation against both the school profile and if relevant, the wider profile of the schools sector according to equalities protected characteristics. Please provide a comment only where there is an impact of more than 5% difference compared to your school profile or the wider profile of the schools sector.

Protected Characteristics	School Profile %	Schools Sector Profile	Staff affected %	Comment
Age				
16-25	4%	5%	4%	
26-35	10%	33%	10%	
36-45	18%	27%	18%	
46-55	40%	22%	40%	
56-64	24%	12%	24%	
65+	4%	1%	4%	
Race				
Black / Asian / Mixed / Other Ethnic Group	92%	34%	92%	
White Minorities	0%	18%	0%	
BME Total (BME including Black / Asian / Mixed / Other Ethnic & White Minorities)	92%	52%	92%	
White British	8%	42%	8%	
Gender				
Male	42%	38%	42%	
Female	58%	62%	58%	

Disability				
Non Disabled	96%	96%	96%	
Disabled	4%	4%	4%	

STEP 3: Assess the likely impact of the proposal and how this can be addressed

Using the information that you have gathered and analysed at step 2, outline the likely impact on staff and any mitigating actions that can be taken to address the impact.

This section will be completed prior to the sign off process for the new structure. This needs to be assessed at this stage as you need to measure the likely impact before you make the final decision to continue.

1. Highlight any protected groups that are likely to be over-represented comparing the proportion of this group in the school's profile with the proportion of this group in the school sector (Need to consider race, sex(gender), age and disability, plus the potential impact on pregnancy and maternity, religion or belief, sexual orientation)

2. If yes, what groups are impacted upon and in what way?

Using the data above it is possible to state that there is an over representation of Black staff members compared to the school and school sector profile; 92% of the staff are BME.

The John Loughborough school is a Seventh Day Adventist (SDA) faith school and one third of pupils attending characterise themselves as SDA. It can be assumed that some members of staff will also be SDA. The closure of the school will limit their employment opportunities in a SDA school.

There is a high proportion of staff members who are over 46 years of age. This age group may find it harder to cope with change or adapt to a new job role. Job opportunities for employees may also be limited.

3. What steps will be taken to mitigate the impact on staff of the proposed school closure if it takes place?

Ensuring that everything possible is done for staff members is of high importance to the Local Authority. The Local Authority is not the employer but will be providing support and advice to staff members. Should the decision be made to close the school every effort will be made to find the best alternative option.

The Local Authority should:

- Provide one to one help for current staff members (especially in other faith schools)
- Provide information about available jobs
- Undertake skills matching for current staff members
- Provide redundancy packages where appropriate

In addition, staff aged 55 or older at the date of dismissal who are members of the Teachers' or Local Government Pension Scheme will receive an immediate unreduced pension where appropriate.

4. If the school is closed will the closure worsen any significant under representation of protected characteristics in the schools sector?

The closure will not worsen current under representation.

Date Part 1 completed -

PART 2

TO BE COMPLETED AT THE END OF CONSULTATION WITH STAFF/ UNIONS AND OTHER STAKEHOLDERS ON THE SCHOOL CLOSURE

STEP 4: Consultation

Consultation is an essential part of the impact assessment process. If there has been recent consultation which has highlighted the issues that 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 will have to carry out consultation to assist your assessment.

Make sure that you reach all of those who are likely to be affected by the proposal, ensuring that you cover all equality strands. Do not forget to give feedback to the people you have consulted, stating how you have responded to their issues and concerns.

You can refer to, or include comments from a Governing Body report or other reports if relevant.

1) What involvement and consultation activities have you undertaken in relation to: senior management, staff and unions and where relevant, stakeholders?

Indicate where applicable:

1. Senior Management
2. Staff
3. Unions
4. Stakeholders

The Department for Education Guidance Closing a Maintained Mainstream School sets out the statutory steps that must be followed when closure of a school is being considered. Full details of decisions made can be viewed in the April 2013 Cabinet Report. The consultation aims to collect the views and opinions of all stakeholders on the closure of the school and to feed them into the decision making process. Views expressed will help inform and influence how closure of the school is implemented. This consultation is not, however, a referendum on whether or not the school should be closed. There were two periods of consultation within the process which are summarised below.

Stage	The dates for John Loughborough School
Consultation	1 October – 19 November 2012 (seven weeks to take account of autumn half term which was 29 October to 2 November 2012 inclusive)
Representation	7 January – 17 February 2013 (6 weeks)

The table below summarises who was invited to consult and how they were invited to consult throughout the process.

<u>Audience</u>	<u>Consultation Action</u>	<u>Audience responded (Y/N)</u>
All	- All consultation documents were made available and regularly updated on www.haringey.gov.uk/jls	-----
JLS pupils	- Sent consultation notice & questionnaire - Meeting held with Student Council - Invited to public consultation meeting - Letters sent regularly updating audience on meetings, consultation and representation opportunities and the stage of the proposal	Y
JLS Staff	- Sent consultation notice & questionnaire - Staff meeting 7 November 2012 and 11 February 2013	Y

	<ul style="list-style-type: none"> - Invited to public consultation meeting - Letters sent regularly updating audience on meetings, consultation and representation opportunities and the stage of the proposal 	
JLS Parents / Carers	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Public Meeting held 28 January 2013 - Parent/Carer meeting 29 January 2013 - Letters sent regularly updating audience on meetings, consultation and representation opportunities and the stage of the proposal 	Y
Community & Public	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Leaflets were distributed to 11000 local residents and businesses - Leaflets were placed in libraries and children's centres to capture interested parties - Statutory notice was published in public and in the press - Email sent to 11000 local homes and businesses on statutory period of representation - Website has been updated with information about meetings throughout the process 	Y
SEC	<ul style="list-style-type: none"> - Sent email with link to consultation document, proposal and statutory notice so they could distribute as necessary - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	Y
JLS Governing Body	<ul style="list-style-type: none"> - Sent hard copy of consultation document - Email with link to statutory proposal - Email with link to statutory notice 	Y
JLS Parent-Teacher Association	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire 	N
All neighbouring boroughs	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice' with copy of notice 	N
All boroughs in which current JLS pupils live	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice' with copy of notice 	N
Trade unions representing staff at JLS and other	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice' with copy of notice. 	N

Haringey schools		
All Haringey Councillors	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	N
London Diocesan Board for Schools and Diocese of Westminster	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	N
Local residents associations across Haringey	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	Y
Local MPs and MPs in neighbouring boroughs	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Sent link to statutory notice - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. - Informed of dates of meetings 	N
Primary and Secondary Heads	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	N
Directors of Children's Services across London	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	Y
Haringey Directors	<ul style="list-style-type: none"> - Sent consultation notice & questionnaire - Letter sent by Libby Blake on 'Cabinet member for Children Services approves publishing statutory notice'. 	N

Consultation

The consultation is a genuine exercise by the council to understand the opinions of all stakeholders who will be impacted upon by the closure of the school. On 1 October 2012 a consultation period of seven weeks with all stakeholders began on the possible closure of The John Loughborough School. The table below sets out activities undertaken throughout this stage.

Date	Activity
10 September 2012	Letter sent out with information about Decision to made in September Cabinet
20 September 2012	Letter sent out advising decision was made to

	consult on closure of the school
October 2012	Consultation document sent to stakeholders
October 2012	School Council Focus
5 November 2012	Staff Meeting at school
7 November 2012	Public meeting held at Tottenham Green Leisure Centre

The outcomes from this consultation period were reported to the Lead Member for Children's Services on 13 December 2012 and a decision was made to publish a statutory notice.

Staff Meeting

A staff meeting was held on the 5 November 2012 and the issues and responses are summarised below.

At the staff meeting key issues were

- The consultation process
- The future of teachers
- The school's size, performance and faith status

Theme	Issue	Response
Consultation process	How do councillors make decisions	A report will be produced containing all the relevant information in advance of Cabinet in Spring 2013
	Leafleting homes in Haringey about closure is underhanded	The council wants to ensure all stakeholders are informed and given an opportunity to respond to the consultation
	What has the council done to support the academy route	As laid out in the review the governing body is responsible for pursuing the academy route with the DfE whilst the LA pursues the closure route in parallel
	Why haven't staff been consulted previously	To avoid prematurely unsettling staff before a decision on whether or not to consult was taken by the council. Remember, this is stage 1 of a five stage process and no decision has yet been taken on the closure or otherwise of the school.
	The decision has already been made	This is a genuine consultation to seek views and engage stakeholders although the Council do acknowledge that the current status quo of the school cannot remain.
The school	What is the primary reason for	Standards at the school triggered national

	closure?	processes for responding to underperformance
	Pupils achieve good progress levels	Value added data shows that all pupils and Afro-Caribbean pupils do not outperform those at other Haringey schools
	It has unique value and status as a Seventh Day Adventist School	The LA does not take the closure decision lightly but would not be legally able to replace JLS with another Seventh Adventist Day school if it closed. This would not preclude a free school from setting up with provision for SDA pupils (up to 50%).
	Why is a small school problematic?	The review found that the school is not financially viable with a cohort of only 60 and very few families placing the school as a preference at the secondary transfer stage

Representation

Following the publication of a statutory notice on 7 January 2013 there was a six week representation period which ended on the 17 February 2013. Any person can submit representations which can be objections as well as expressions of support for the proposal. The representation period is the final opportunity for people and organisations to express their views about the proposals and ensure that they will be taken into account. The table below sets out actions that were taken during this period.

Date	Activity
December 2012	Letter sent out to stakeholders regarding decision to publish statutory notice
7 January 2013	Publish Statutory notice in press, on school gate and in the local library
January 2013	Leaflets distributed in local area of the school
January 2013	Letter sent to parents via school regarding Parent Meeting
28 January 2013	Public meeting held at Tottenham Green Leisure Centre
29 January 2013	Parent/carer meeting held at John Loughborough School
11 February 2013	Staff meeting at John Loughborough School
April 2013	Letter sent out informing stakeholder of April Cabinet and how to view documents

The outcomes of this representation period will be reported in the April 2013 Cabinet Report and alongside other material will be used to make a decision about whether to close the school.

Representations Received

Please see table below for representations from staff members received during the representation period.

Response type	Staff/school
Individual written representations	3
Total	3

Of the three individual representations received, all were opposed to the school closing.

Staff:

Two Representations

- The two representations expressed concern that moving to alternative local schools was not a viable option for the pupils.
- Both representation stated that the statistics used were too general
- One representation suggested that this was not a genuine consultation.

Staff Meeting

The number of attendees was approximately 34 and all questions taken were from members of staff. The table below shows a summary of issues and council response at the staff meeting.

Theme	Issue	Council Response
Provision for school pupils	Would there be enough spaces for the JLS pupils in other schools?	Providing school places is a statutory duty so plans will be put in place to ensure school place sufficiency for JLS pupils now and in the future.
	Due to the wide catchment can parents from out of borough be catered for?	The council has an obligation to relocate children and the council will offer as wide an option of places as is possible. Parents and carers living out of borough can apply nearer to their home if they wish. The council will support other boroughs to ensure they are aware of

Theme	Issue	Council Response
		the impact. All London boroughs have been advised of the publication of a statutory notice to close the school.
	Can the Council guarantee support for Year 9 as they choose their options?	The council would sit down with families and talk about options and choices available to pupils if the school is to close. Parents will be able to make preferences for the school(s) they want for their child(ren). However no absolute guarantee can be given on any one schools. Parent would be made aware of additional places available and will have the right to appeal if they are unable to secure the school(s) they prefer.
	If the decision is made to keep the school open how many children will come to the school next year?	The clear message to parents and carers selecting a school for 2013 entry is that it is business as usual and applications for Year 7 for JLS September 2013 have been received.
Livelihood of Staff	Alternative employment for non teaching support and teaching staff?	The council will support staff through redundancy packages and skills matching with available employment
Lack of Time	The school should be given a new start and more time as others had in the borough	The process being referred to is academisation and that the sponsor would convert the school into an academy.
	There had not been enough time for changes to be sustained and the school needs more time	There is pressure on the council to address schools that are not improving. Satisfactory from Ofsted is no longer good enough. JLS has been performing below expected standards for six years evidenced by a number of Ofsted inspections.
School Standards	What would happen if the school came out of special measures?	The council would think very hard in that situation. The issue highlighted by the review had been that any progress was not sustained.
Finding a Sponsor	Had a sponsor been identified?	A sponsor had approached the DfE for consideration but robust reasons were given why this sponsor was not considered accepted.
	Was there still time to find a	There is still time; the process to close

Theme	Issue	Council Response
	sponsor?	the school is running in parallel with the search for a sponsor.

2) What changes will be made to the proposal as a result of the consultation?

To be completed if the decision is made to close the school.

STEP 5: Consider mitigation measures and their implications

You need to be able to show what actions you are / will take to mitigate against any adverse impact. If there is any adverse impact that cannot be justified, you need to consider any changes needed to the proposal to prevent this from happening, including stopping the proposal.

1) What have you done or will do to redress or reduce any likely negative impact for employees?

The council will take positive actions to ensure that all staff have a range of options and are informed of their choices when making a decision.

2) Is there any evidence that the proposals could unlawfully discriminate against particular equality groups as employees unlawfully directly or indirectly, and if yes please explain what actions you are taking to prevent this?

There is no evidence that there will be unlawful discrimination.

3) Can any of the staff who would be dismissed if the school is closed be accommodated elsewhere within the Council or within other schools maintained by the Council?

See reply to Step 3 question 3 and paragraph 5.113 of the April 2013 Cabinet report.

4) Are there employment law issues which may have implications for your proposal? Please seek advice from the Schools HR Team if necessary.

See paragraph 5.113 of the April 2013 Cabinet report.

STEP 6: Assess and review implementation of proposed school closure

If and when the decision is made to close the school please set out the future arrangements for monitoring and review

1. **Comparing the staff profile in the schools sector after the closure of the school with the staff profile before the closure of the school, please indicate any changes that have resulted in a positive/negative impact for any staff equality group, and if so which groups? Can the impact be justified and if so explain?**

See reply to question 2, Step 1 question 2 and Step 3 question 2

2. **What arrangements have been set up to monitor and review the implementation of a decision to close the school?**

STEP 7: Sign-off and publication

It is good practice to publish the results of impact assessments. The reason is not simply to help the Council demonstrate its compliance with the public sector equality duty but to make the whole process and its outcome transparent and have a wide community. You should summarise the results of the assessment and intended actions and publish them on the Schools website.

ASSESSED BY (Author of the proposal)

NAME: Jennifer Duxbury

DESIGNATION: Head of Admissions and School Organisation

SIGNATURE: 

DATE: 5 April 2013

QUALITY CHECKED BY (HR in consultation with Policy, Equalities and Partnerships Team)

NAME: Inno Amadi

DESIGNATION: Senior Policy Development Officer (Equalities)



SIGNATURE:

DATE: 5 April 2013

SIGNED OFF BY (Directorate Management Team)

NAME: Jan Doust

DESIGNATION: Deputy Director, Prevention and Early Intervention



SIGNATURE:

DATE: 8 April 2013

Note – Please send an electronic copy of the EqIA to Schools HR.

Appendix 18

Proposed contingency plan for pupils currently on roll at the school

Appendix 18

The future of the pupils currently on roll at The John Loughborough School Proposed Pupil Placements - The best possible outcomes for pupils on roll at The John Loughborough School

1. Introduction

- 1.1. This appendix sets out a proposed plan for the future school places for the pupils currently on roll at the John Loughborough School, should the decision be taken to close the school.
- 1.2. At the time of writing, no decision has been made about the future of the school, however it is prudent and imperative that the Council has in place a robust contingency plan to identify where places will be made available in conjunction in with a clear admissions process so parents and carers can be reassured about the considered next steps for their children, should the decision be taken to close the school.
- 1.3. The admissions process setting out how and when carers can apply for a place for their child is also outlined.

2. Current Year 10 pupils (Year 11 September 2013)

- 2.1. The strong voice of the pupils who attended the parent/carer and public meetings has been at the centre of the provisional plan put forward for the current year 10 pupils. It is obvious how strongly they value their ethos and identity as a cohort and recognise the peer to peer support provided to date and would wish to continue in the future.
- 2.2. Therefore when considering where additional places could be made available for current year 10 pupils, various options were considered where there was the opportunity for these pupils to be educated together at the same school.

3. Park View school

- 3.1. Should the school be closed, the Council's favoured option is to work with the Governing Body to explore how the pupils could be educated at Park View school. It is the preferred option to best meet the needs of the current year 10 cohort for the following reasons:

1. GCSE achievement and Ofsted outcome

There is a culture of improving achievement demonstrated by their 11% increase in 2012 GCSE 5A*-C (including English and maths) from 45% in 2010 to 57% in 2012. Expected progress was above the national average in English and in maths in 2011 and 2012 and in line with or above the national average for Black Caribbean and Black African pupils.

Under the new Ofsted inspection framework, the proportions of pupils making **better** than expected progress from their starting points are a key determiner for the achievement judgement. In 2012, better than expected progress for Park View pupils was well above national figures, demonstrating good achievement.

In its January 2013 Ofsted inspection, the school was judged to be good with outstanding leadership and management. The report makes the following comments about the school:

- From low starting points students make good progress and achieve well.
- Teaching is good overall and some is outstanding. As a result, all groups of students, including disabled students, those who have special educational needs and those supported by additional funding, make good progress and achieve well during their time at the school.
- Students from different minority ethnic groups achieve well. Support for students who speak English as an additional language is effective in meeting their needs and helping them to develop speaking, listening and writing skills.
- Students' attitudes in class are consistently good and often exemplary. There is a positive ethos around the school and the highly cohesive community contributes to good behaviour in lessons and around the school. Students consistently show respect to each other and adults.
- The highly regarded and inspirational headteacher leads a highly effective leadership team that reflects the diversity of the student population. Its members have the passion to drive improvement in order to help students achieve their dreams.
- Internationalism has a strong focus and celebrates the 96 languages spoken in the school. 'Parkstock' is an annual heritage event that provides a focus for cultural events such as music, dance art, sport and theatre. Black History Month also contributes to students' exemplary social, moral, spiritual and cultural development and enables the students to thrive in a supportive, highly cohesive learning community.
- Parents and carers are positive about the school and this is shown in regular school surveys and Parent View responses.

2. Dedicated space to be identified as their own

We heard from the pupils that it was important that they had access to their own space. Although it is proposed that there could be many opportunities

for pupils currently on roll at Park View school and pupils from The John Loughborough School to integrate as one year group, a section of the West Green Learning Centre would be made available exclusively to the pupils from The John Loughborough School. This ownership of space will help to maintain the identity of the group and to provide sufficient space to teach the range of subjects and exam boards/syllabus's being taken by the pupils which may differ in some cases from those at Park View. Where specialist space is required, for example in science, this would be explored.

3. Local School

The proximity of Park View provides a local school for many pupils on roll at The John Loughborough School and the nearest school for approximately a quarter of the current 10 cohort. It is approximately an mile from The John Loughborough School. Council officers will assist, where required in supporting families to plan their journeys to school.

4. Places for siblings

There are places available in all year groups at the school so that families who wish their secondary school aged children to be educated together, would have the opportunity to list Park View as a preference for all their siblings.

4. Park View school and the local authority would also work with John Loughborough pupils and parents in the following ways:

4.1. Progress tracking

The designated local authority Senior School Improvement Advisor would work closely with the school to track the progress of John Loughborough pupils towards their attainment and progress targets on a termly basis, taking account of attendance and behaviour. The officer would also work closely with leaders and managers in the school to monitor the quality of teaching and learning and any additional academic and pastoral interventions for John Loughborough pupils.

4.2. Pupil voice and identity

- Pupils will be given the opportunity to consult on whether they would like to continue to wear their current uniform
- Pupils will receive mentoring by a manager or qualified teacher. On a termly basis, John Loughborough pupils will be interviewed as a group about their

well-being in order to inform any necessary improvements in academic or pastoral provision.

- Park View would wish to work closely with the church to provide for pupils' specific dietary and timetable requirements.

4.3. Engagement with parents

On a half termly basis, parents of John Loughborough pupils would be invited to meet with Park View's designated leader and manager, the John Loughborough leader and manager, mentors and the local authority's Senior School Improvement Manager.

4.4. Pastoral and religious support

Park View would wish to work closely with the church to develop their offer of religious, spiritual and cultural support.

4.5. Staff support

Staff awareness training would be undertaken to support the pupils.

5. Applying for places

5.1. All Parents and carers will have the opportunity to apply for schools of their preference. If there is a vacancy available, a place will be offered. If a place cannot be offered, the right of apply will be given and alternative offer given. The vacancies at all Haringey school are given in the table below. As set out above, the Council is proposing to make places available at Park View to ensure that all the current year 10 cohort have the opportunity to continue to be educated together.

6. Proposed pupil placement for current years 7, 8 and 9

6.1. Table 1 shows the number of vacancies in secondary schools in Haringey. This information is correct as at 17 January (when the most recent school census was taken) and could change as places are offered and drawn from the waiting list or as pupils leave a school.

6.2. Parents and carers will have the opportunity apply for their preferred school.

7. Admission process for the John Loughborough pupils on roll at the school

7.1. The Local Authority is committed to offering 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 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

9. From 26 April until 24 May parents/carers have will have access to:

- face to face admissions advice sessions with admissions officers
- an admissions leaflet setting out information about Haringey schools, how their application will be processed, how admissions decisions will be made
- for parents of pupils currently in year 9, there will be literature and guidance to signpost applicants to the GCSE options and alternative pathways offered at each school to inform pupils and parents and carers when making their preferences.
- information will be given about their right of appeal
- open events at schools will be scheduled
- translators and/ or translations of relevant information will be available

10. How places will be offered

- 10.1. On 26 April, the date that the application process opens, The School Admissions Service will provide the up to date 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 authorities to ensure that they are fully aware of the proposed closure of the school and the impact of this on pupil(s) who are resident within their boroughs and who currently attend The John Loughborough School.
- 10.2. 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.

10.3. 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.

10.4. 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).

10.5. **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.

10.6. **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.

11. Current vacancies in schools

Current vacancies in	PAN	Year 7	Year 8	Year 9	Year 10	Year 11
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schools (excluding those at JLS)						
Alexandra Park	216	0	1	1	0	0
Fortismere	243	0	1	2	0	0
Gladesmore	243	0	4	0	0	0
Greig City Academy	200	27	3	18	0	2
Heartlands High	Yr 7 189; Yr 8-9 162	4	0	3	n/a	n/a
Highgate Wood	243	0	1	2	0	6
Hornsey School for Girls	216	76	5	30	0	0
Northumberland Park	210	24	8	0	0	4
Park View	Yr 7-9 216; Yr 10-11 243	16	7	11	2	11
St Thomas More	192	126	102	131	76	48
Woodside High	Yr 7-10 162; Yr 11 189	0	4	7	2	15
Grand Total		273	136	205	80	86

Appendix 1

Deputation and response

Deputation submitted by Berton Samuel, Chair of Governors at The John Loughborough School on 8 April 2013. The Deputation was accompanied by 10 signatures as required:



The John Loughborough S.D.A. School

(Seventh-day Adventist)

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

Head teacher: Dr E McFarquhar

Deputation Request Form

To the Head of Member Services and Local Democracy

Contact details of person submitting Deputation request (Please include email and telephone contact details to allow Committee officer to contact deputation contact person on the outcome of their request.

Mr Berton Samuel
Chairman, Board of Governors, John Loughborough School
Mobile No : 07904 333794
Email Address : berton_samuel@yahoo.com

Subject and Purpose of the Deputation (Provide information on the reason for your deputation and the issues you will be raising)

We would appreciate the opportunity to put forward a Deputation to address the Council Cabinet in its deliberations regarding the future of the John Loughborough School

We are in opposition to the proposal from the Director of Children and Young People's Services to close The John Loughborough School

We appreciate that we have fallen short of the academic grades necessary to bring the school out of "Special Measures", but feel that the proposal falls short in recognising some key factors which we would like to draw to the attention of the Council Cabinet in your deliberations on this grave issue

1. The Board of Governors of John Loughborough School, recognising the importance of the continued existence of The John Loughborough School has provided an 18 page document to Haringey Council detailing concerns and requesting clarifications and further information on elements of the proposal by the Council to close the school, and to date have not received any information. It is important that Cabinet receive the full information on which to make their decision
2. The Board of Governors of the John Loughborough School in the document detailed above have also provided a proposal to the Council for retaining the use of the school. To date no response to that proposal has been received
3. The Board of Governors of John Loughborough School have also under separate cover provided a further proposal to Cllr Kober in line with the current Government thinking to work to keep the school open. Once again nothing has been heard on this proposal
4. The school is an integral and important element of the fabric of the local community and the Seventh Day Adventist Church, particularly as we see religious liberty of the parents and the church being eroded by this proposed action. In excess of 1700 petitions to keep the school open has been submitted to the Council. It is important that Cabinet factor these views into their decision making
5. The Board has moved to bolster the outcomes for the children at the school and have invested in external support for children and staff. Time is needed for the school to reap the benefits of this investment
6. The school has a unique Christian ethos which strives to provide moral compass and spiritual development of our children, preparing them to provide valuable contribution to their communities. Whilst there is no tangible measure for this, nevertheless it is an element which we believe is being overlooked, and for which greater consideration should be given

Our vision is to make John Loughborough School a beacon of excellence for education within the Borough, and feel that we can work together in a cohesive unit with the Director of Children and Young People's Services to realise this objective.

We trust that you will give consideration to the items raised herein as you weigh your decisions.

COMMITTED TO EXCELLENCE IN CHRISTIAN EDUCATION



The Council's response to the Deputation submitted by Berton Samuel, Chair of Governors at the John Loughborough School on 8 April 2013.

This is the response to the points that are raised in the deputation.

The Council acknowledges that Mr Samuel appreciates that the school has fallen short of the academic grades necessary to bring the school out of 'Special Measures'. Each of Mr Samuel's points are addressed below:

1. The Council received the 18 page document referenced in point 1 of Mr Samuel's deputation. This document is published on page 354 of the Representation report (Appendix 11). The response to this document is published on page 368. Mr Samuel was sent a copy of this response on 5 April.
2. In point 2 of the deputation, Mr Samuel makes specific reference to the proposal that was put forward in the letter (referred to in point 1). For ease of reference, this proposal starts at 10.1 from the 18 page document (published on page 354). A response to each line of the proposal is given below:
 - 2.1 **Proposal** - 10.1 The South of England Conference of Seventh Day Adventists, together with the Board of Governors for the school are committed to improving the standards of education in the school and continue to invest in its future and the outcomes of our pupils.
 - 2.2 **Response** - Appendix 2 The John Loughborough School Review commissioned April 2012 sub appendix 1 to this report responds to the comment referring to improving the standards of education and outcomes for students where school data from 2005 onwards was considered by the review group. The review concluded that the school, as it is currently organised, is not educationally viable.
 - 2.3 **Proposal** - 10.2 John Loughborough School has been through a period of continued turbulence and is now at the place where it needs time to embed the progress and achievements necessary to drive attainment higher. Ofsted have recognised in their last two Monitoring visits that progress in this regard is being made. Given the above, rather than putting our pupils at an unquantifiable risk, we believe that working together with the LA we can bring about the desired results of raising the standards to the required levels.
 - 2.4 **Response** - Appendix 2 The John Loughborough School Review commissioned April 2012 sub appendix 3 to this report summarises that five inspections in the past ten years have shown a decreasing capability of the school to achieve the standards expected. The most recent inspection in December 2011 placed the school in special measures for the second

time. The most recent and third Section 8 monitoring inspection on 5-6 February 2013 judged progress since being subject to special measures as inadequate. As the report mentions that the LA has continued to provide suitable support to the school through training and resources, thus continued working with the school to raise standards to the required level.

- 2.5 10.3 In considering our case therefore we can only invite you to review everything that we have already said including our Self-evaluation document that still informs and underpins the School's current improvement programme. In particular, we would refer you to the Representations made to you at the public meeting of 7th November 2012. Working with the Local Authority, the proposal herein would be:
Proposal - Secure ongoing external support within the school until required standards are met.
- 2.6 **Response** - See response in 2.4 above and we would also refer to the most recent HMI visit in 5-6 February 2013.
- 2.7 **Proposal** - Identify and agree any support necessary to maintain standards
- 2.8 **Response** - Recorded in Appendix 6 Ofsted Section 8 inspections since 2011 - in the paragraph External Support Ofsted HMI document 'The LAs joint review with senior and middle leaders of the school's action plan and literacy work has provided leaders with valuable information on the school's progress in addressing areas for improvement'. Ongoing support from the LA and commissioned support has continued to work with the school to improve standards, rather than maintain the low outcomes.
- 2.9 **Proposal** - Provide new branding for the school.
- 2.10 **Response** - Rebranding the school is a decision for the Governors of the John Loughborough School, however we do not believe that this will bring improved outcomes for students.
- 2.11 **Proposal** - Working with the LA review, change or re-deploy the SLT where necessary to deliver higher quality education for pupils.
- 2.12 **Response** - The most recent Section 8 report since 2011 (included from page 183 in Appendix 6 Ofsted Section 8 inspections of this report) notes that the South of England Conference and the relatively new governing body have realised the need to take drastic action to ensure that the prolonged decline

and slow improvement can be halted. The school has commissioned external support to strengthen the capacity of the leaders at all levels and embed some of the most basic changes that underpin good schools. Furthermore the LA has worked with the external provider to share information as well as ongoing work with the school leaders; Ofsted have reported that improvements have not been sustained.

- 2.13 **Proposal** - Working with the LA, remove, change or re-deploy Teaching staff not attaining at least good at Ofsted level.
- 2.14 **Response** - The most recent Section 8 report since 2011 (included from page 183 in Appendix 6 Ofsted Section 8 inspections of this report) judged that initiatives to improve teaching are still being consolidated because the day-to-day practice is too variable. Feedback to staff from regular observations and joint external reviews, coaching, observations of good practice, training and development have not yet been fully absorbed into good practice to help students make rapid progress.
- 2.15 **Proposal** - Working with the LA seek to streamline and enhance the Board of Governors with independent experienced governors.
- 2.16 **Response** - The LA appointed an IEB in 2007 (stated on page 65 of the Appendices to this report) which The John Loughborough School Review, commissioned in April 2012, reported as unsuccessful in establishing sustained improvement. The report stated that, "Despite extensive resources to support the school and the best endeavours of the IEB to establish rapid change, including the appointment of a new head teacher and governing body, the Ofsted in 2009 and 2011 showed that improvements were not embedded."
- 2.17 **Proposal** - Potentially move towards specialism in EAL or Community Arts, driving confidence, literacy and greater positive impacts in the community.
- 2.18 **Response** - A specialism would detract from the core business of quality education; higher standards would be the greatest positive impact in the community.
3. In point 3 of the deputation Mr Samuel references his letter to Cllr Kober. This letter is published on page 374 in the representation report (Appendix 11). The response can be found on page 380 of Appendix 11. Mr Samuel was sent a copy of this response on 8 April.

4. In point 4 of the deputation, Mr Samuel makes reference to 1700 petitions which were submitted. A copy of four standard letters that were received totalling 1705 representations can be found on pages 337, 339, 352 and 353 of the representation report (Appendix 11) and a copy of the responses can be found on page 338, 340, 352 and 354.
5. In point 5, Mr Samuel has asked for more time for the school to reap the benefits of this external support and investment. As referred in the Report in the paragraph numbers given below, any further time given now only risks the outcomes of future year groups at the school.
 - Paragraph 5.26 -The education being delivered at the school has not been good enough over a long period of time.
 - Paragraph 5.46 - There is little to suggest that more time is the answer and if the school does not improve, the education of more pupils will be adversely affected.
 - Paragraph 5.63 - Continuing to allow the school to fail to improve its outcomes for young people over a sustained period of time will leave many of its cohorts to continue to underachieve. Intervention becomes more imperative as the timescale of inadequacy continues and so it is the responsibility of the Council to protect the interests of the affected children.
 - Paragraph 5.64 - The ability of a school to improve when it has been judged unsatisfactory over a long period of time was looked at in research by Bristol University in March 2012.
 - Paragraph 5.65 - The latest available data for mock GCSE results for the current year 11 pupils have been described by Ofsted inspectors as indicating that “attainment is well below the school’s targets and the current national measures for most groups of students....while the attainment gap is being narrowed, the pace of achievement is still not fast enough to enable most students to attain at least the national averages in GCSE examinations”.
 - Paragraph 9.3 - Evidence gathered over a long period of time, including conclusions from a number of Ofsted inspections, have repeatedly shown that the education at the school does not meet floor standards for GCSE results and does not meet with the Council’s vision, aim and expectation, reinforced by the Outstanding for All report, that all children are given every opportunity to achieve their potential.
6. In response to point 6, please refer to the Equality Impact Assessment (Appendix 1) which sets out the how we have looked carefully at the mitigating factors that can be introduced to ensure that the pupils currently on roll at The John

Loughborough School have access to a good or outstanding education and retain the opportunity for spiritual development to prepare them to provide a valuable contribution to their communities. In responding to point 6 of the deputation it is important to make clear that paragraph 4.32 of the Guidance sets out that the Decision Maker should not normally approve the closure of a school with a religious character where the proposal would result in a reduction in the proportion of denominational places in the area. However, the guidance states within the same paragraph that such advice does not apply to schools where, among other things, standards have been consistently low.

The following information has been taken from the Equality Impact Assessment (Appendix 1)

6.1 Alternatives places in faith schools

The Local Authority can identify alternative faith provision in and out of borough and relay this information to parents and pupils which can be used to inform their preferences. The council also undertakes to provide for pupils in a new setting with specific provision.

6.2 Other steps to be taken

The Local Authority identifies the need for faith provision in an alternative setting and will take steps with the secondary head teachers to provide this. This could include:

- Timetabled periods for faith based lessons
- Support from religious leader in school
- Available one to one support for pupil

6.3 Faith schools have been identified in adjoining boroughs and Haringey including all Church of England and Catholic Schools. There is a total of 18 faith school in adjoining boroughs; 5 are Church of England and 13 are Roman Catholic. Barnet is the Borough with the highest number of faith schools. Please see table below. The number in brackets is the driving distance in miles from John Loughborough to each school. It shows that the closest school are in Haringey and Hackney. 10 schools are within 5 miles of less of John Loughborough.

Borough	Church of England (miles)	Roman Catholic (miles)			
Haringey	Greig City Academy CofE (3.3)	St Thomas More RC (2.9)			
Barnet	St Mary's CE High School (9.3)	St Michael's Catholic Grammar School (7.7)	St James' Catholic High School (11.6)	Bishop Douglass Catholic School (6.1)	Finchley Catholic High School (7.6)

Enfield	Bishops Stopfords CE (6.4)	St Anne's RC High School (5.0)	St. Ignatius College (7.7)		
Waltham Forest		The Holy Family (4.1)			
Hackney	The Urswick School (4.3)	Cardinal Pole Catholic School (4.1)	Our Lady's Convent High School for Girls (1.9)		
Islington	St Mary Magdalene Academy (4.7)	Mount Carmel for Girls (4.8)	St Aloysius' College for Boys (4.7)		
Camden		Maria Fidelis Convent School RC (6.8)	La Sainte Union Catholic School RC for Girls (5.3)		

6.4 Training

There are likely to be training issues arising if the school were to close, in order to ensure that staff members are able to meet the needs of the affected young people. Staff in receiving schools could receive training about SDA and the parts of the faith based education that will be missing in a receiving school. The council could distribute information about SDA and practices so that staff will be aware of religious beliefs and practices. This includes practices such as leaving school early on Friday and vegetarianism.