

Baines School

Factors to be considered by decision-makers when deciding prescribed alteration, establishment and discontinuance proposals

The Department for Education's (DfE) statutory guidance for decision-makers deciding prescribed alteration and establishment and discontinuance proposals, published in April 2016, sets out a number of factors which must be taken into consideration for all types of proposal. These factors are set out below, along with a supporting comment:

Related proposals

DfE guidance: Any proposal that is 'related' to another proposal must be considered together. A proposal should be regarded as 'related' if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal.

Comment: This is a stand-alone proposal and is not reliant on the outcome or implementation of another proposal.

Conditional approval

DfE guidance: Decision-makers may give conditional approval for a proposal subject to certain prescribed events.

Comment: It is not anticipated that the decision-maker will set any conditions in relation to the approval of this proposal.

Publishing decisions

DfE guidance: All decisions (rejected and approved – with or without modification) must give reasons for such a decision being made. **Within one week** of making a decision, the decision-maker should arrange (via the proposer where necessary) for the decision and the reasons behind it to be published on the website where the original proposal was published. The decision-maker must also arrange for the organisations listed to be notified of the decision and reasons: the governing body/proposers (as appropriate); the trustees of the school (if any); the local Church of England diocese; the local Roman Catholic diocese; any other organisation that they think is appropriate; and the Secretary of State (in school opening and closure cases only).

Comment: Arrangements are in place to ensure that the decision will be communicated to interested parties within one week of the decision being made. This will be done via the school organisation website, where the original proposal was published, and also by sending a letter to specific individuals or organisations as stated in the DfE guidance.

Consideration of consultation and representation period

DfE guidance: The decision-maker will need to be satisfied that the appropriate fair and open local consultation and/or representation period has been carried out and that the proposer has given full consideration to all the responses received. If the proposer has failed to meet the statutory requirements, a proposal may be deemed invalid and therefore should be rejected. The decision-maker must consider **ALL** the views submitted, including all support for, objections to and comments on the proposal.

Comment: The consultation document proposed to discontinue the post 16 sixth form provision at Baines School by permanently lowering its age range from 11-18 years to 11-16 years, with effect from 31 August 2019 and asked for views on the proposal. Full details of the consultation process are set out in Appendix 'A'.

The consultation period ran for longer than the minimum 4 week period to account for the Christmas holiday period, ensuring that anyone wishing to respond had adequate time to do so. By the close of the consultation period on 19 January 2018, five responses had been received. Of these responses, the vast majority objected to the proposal as follows:

Support	Neither agree nor disagree	Object
1	0	4

Of the responses, all five were received by email.

The responses came from the following categories of people with an interest in the school as indicated on/determined from their response:

- 1 (20%) from parents/carers of pupils currently attending the sixth form at the school;
- 2 (40%) from parents/carers of pupils wishing to attend the sixth form at the school;
- 1 (20%) from the Headteacher of a local school; and
- 1 (20%) from a former pupil.

All responses received have been placed on Councillor-First and a summary is set out below.

Support

The response received in support of the proposal to discontinue the post 16 sixth form provision at Baines School by permanently lowering its age range from 11-18 years to 11-16 years was a general message of support. The response made reference to the depth of information made available in the proposal and the reasoning behind the decision.

Objections

Four (80%) of individual respondents objected to the proposal to permanently lower the age range of the school. The main reasons were as follows:

- The availability of alternative post 16 providers;
- The overall performance of the school;
- The nature of the consultation process;
- The management and governance of the school; and
- The future increase in cohort size and amount of house building in the area.

These main themes are outlined in further detail below.

Availability of alternative post 16 providers

Three (60%) of responses included a comment on where young people from the area will access post 16 provision, if the decision is taken to permanently lower the age range of the school to 11-16 years. The main concerns relate to the availability of places at other providers; the limited of choice for young people; and the lack of sixth form provision in the district. No concerns were raised about the quality or provision offer at the alternative providers suggested.

Response:

The closest alternative post 16 providers measured by a car journey from the school are:

Blackpool Sixth Form College	1.9 miles
St Mary's Catholic Academy	2.4 miles
Blackpool and Fylde College	4.2 miles

Of these alternative providers, both colleges are rated as 'Outstanding' by OfSTED and the school sixth form is rated as 'Good'. All of these providers offer a wide range of provision. Whilst these providers are not located within the Wyre district, they are within a reasonable travelling distance and are accessible by public transport.

Whilst the information in the table above makes reference to car journeys, it is acknowledged that young people accessing post 16 provision are more likely to be travelling by bus. The bus journeys from Baines School to these alternative providers have been reviewed and there are regular buses which would allow young people to travel to one of the providers shown above. It is noted that a single journey to one of these providers takes between 20 minutes and one hour. The bus stop outside of Baines School has been used as the start and end point of the journeys. Further information about bus journeys to alternative providers is included in the Equality Impact Assessment at Appendix 'D'.

From reviewing the participation data for the 2016/17 academic year, it can be seen that of all the young people from the Wyre district accessing post 16 provision at a college or a school sixth form, Baines School is the 7th most popular choice, with more young people choosing to go to other providers. In terms of where young

people from Wyre are accessing post 16 provision which is funded by the Education and Skills Funding Agency (ESFA), the breakdown is as follows: 40.6% chose to go to Blackpool Sixth Form College; 27.2% chose Blackpool and Fylde College; 7.1% chose Cardinal Newman College; 5.2% chose Myerscough College; 3.9% chose North Lancs Training Group; 3.4% chose Preston's College; and 3.0% chose Baines School. The remaining young people chose to study at a range of 24 other providers. Of the additional providers mentioned above, these are located between 7.7 miles and 21.2 miles away from the school. Whilst the majority of young people from Wyre access post 16 provision at Blackpool Sixth Form College, which is the closest alternative provider to the school, it can be seen from this information that young people are also willing to travel to alternative providers located further away to access provision.

Should young people experience an increase in travel costs which may prevent them from participating, they may be eligible to access financial support through the 16-19 Bursary Fund, which colleges and school sixth forms receive from the ESFA.

Overall performance of the school

Two (40%) of the responses made reference to the overall performance of the school and the impact this has had on the sixth form.

Response:

In terms of overall performance, the headline measures for key stage 4 are as follows:

		2016	2017 (Provisional)
Attainment 8	School	51.6	43.2
	Lancashire	49.7	45.4
	National	48.5	44.2
Progress 8	School	-0.23	-0.62
	Lancashire	-0.11	Not yet available
	National	-0.03	Not yet available

As you can see from this table, the school has gone from being above average for Attainment 8 to being below average and that the progress being made by pupils has worsened. Please note that the 2017 outcomes are provisional at the time of writing.

For information, the Attainment 8 score is based on how well pupils have performed in up to eight qualifications, which include English, maths, three English Baccalaureate qualifications and three other additional approved qualifications. Progress 8 shows how much progress pupils at the school have made between the end of key stage 2 and the end of key stage 4, compared to pupils across England who got similar results at the end of key stage 2. A score below zero means pupils made less progress, on average, than pupils across England who got similar results at the end of key stage 2.

In terms of the headline measures for key stage 5, the most up to date information is for 2016 outcomes. No information is available for 2017 at the time of writing. The 2016 headline measures for the school are shown below:

- Attainment: this is below the Lancashire and national averages for A level, Academic and Tech Level provision
 - A level attainment: the school has an average points score per entry of 22.29, compared to the Lancashire average of 32.49 and the national average of 31.79
 - Academic attainment: the school has an average points score per entry of 22.48, compared to the Lancashire average of 32.60 and the national average of 32.11
 - Tech Level attainment: the school has an average points score per entry of 29.62, compared to the Lancashire average of 35.61 and the national average of 30.78
- Progress: the school has a progress score of -0.35 for both A level and Academic provision and this is below the national average of 0.00
- Completion and Attainment measure for Tech Levels: the school has a score of -0.35, compared to the Lancashire average of 0.32 and the national average of 0.00
- Student destinations are at 95%, compared to the Lancashire average of 90% and the national average of 89%
- Student retention is 100% for both A level and Academic provision, compared to the Lancashire average of 96.4% and the national average of 96.1%

As you can see, whilst the school has some positive headline measures in terms of destinations and retention, there are issues in terms of their attainment and progress outcomes for young people, with these being negative or below average in all areas.

A brief explanation of the key stage 5 headline measures is set out below:

- Attainment: these figures show the average points that students achieved in their qualifications
- Progress: these figures show how much progress students who studied the same type of qualifications made between the end of key stage 4 and the end of their key stage 5 studies, compared to similar students across England
- Completion and Attainment Measure: this compares the attainment of students in this school with the average attainment of students in Lancashire and across England who studied for the same qualifications. This also factors in the completion of the qualification – if a student doesn't complete a qualification, this is treated as a fail in this measure
- Destinations: this figure shows the percentage of students finishing their 16-18 study who either stayed in education or went into employment from October to March the following year
- Retention: this figures shows the percentage of students who enrolled on, and subsequently completed, their study programme

A further independent view of performance is the OfSTED report based on their most recent inspection of the school. The school was last inspected in June 2017 and it

received an overall rating of 'Requires Improvement'. The sixth form was also rated as 'Requires Improvement'. It was noted that some, but not enough, improvements had been made since the previous inspection and the progress and outcomes of the sixth form had not been prioritised highly enough. With specific regard to the sixth form, it was noted that the 2016 academic results had declined, progress was not improving fast enough and the 16-19 study programmes required improvement.

The overall outcome of previous inspections are listed below:

- May 2015 – 'Requires Improvement' overall; sixth form rated as 'Good'
- September 2011 – Grade 2 overall; sixth form received a Grade 3
- May 2007 – Grade 2 overall' sixth form received a Grade 2
- February 2002 – inspection report states that the school is very good, with a very good sixth form

Consultation process

One (20%) response made reference to the consultation process, raising concerns about the length of the consultation period and the communication during this time.

Response:

The statutory representation period took place from 7 December 2017 to 19 January 2018, which is longer than the minimum four week period suggested within DfE guidance 'School Organisation: Maintained Schools: Guidance for Proposers and Decision Makers' published in April 2016, to account for the Christmas holiday period. This consisted of a statutory public notice (Appendix 'A') being issued in the local newspaper and displayed in the school reception, in local libraries and in the reception of Wyre District Council. The full proposal document, which can be found at Appendix 'B', was also made available on the school's website from the date the representation period began and a hard copy could be obtained from the school if requested. People were also able to contact the local authority for a copy of these documents but no such requests were received.

The process undertaken by the school is in line with the statutory requirements. The public notice was published in the local newspaper, starting the representation period, which was extended to just over 6 weeks to allow for the Christmas holiday period, and the proposal document covers all of the information required by the statutory guidance. The school notified a wide range of stakeholders and partners about the consultation, including local Councillors and MPs, local schools, unions and staff. The school wrote to all parents on the first day of the representation period to inform them of the proposal. With regard to students, the school delivered assemblies to Year 11 and sixth form students and form tutors informed all students in Years 7 to 10.

The school also held two meetings on 13 December 2017 for the proposal to be considered. This arrangement was set out in the proposal document and pupils and parents were invited to attend. There is no statutory requirement to hold a consultation event for a proposal of this nature. Only nine people in total attended these meetings. Six of these were parents, representing four students, two were

former pupils and one was a former member of staff. In addition to these meetings, the school also had three parental phone calls or meetings with three other families. All interested parties have been able to comment on the proposal over an extended consultation period, at the end of which five responses had been received.

With regard to communication during the representation period, the respondent raising this issue submitted a number of questions to the local authority during the representation period. The local authority provided responses where possible but, due to the specific nature of some of the questions raised, we asked the school to respond to a number of these as we do not hold the information required to provide an answer.

The local authority does not normally respond to enquiries received during a consultation but we did so where possible. As the school's governing body issued the public notice on this proposal, the respondent was advised to direct their questions to the school and then submit their consultation response to the local authority. The consultation response states that neither the school nor the governing body provided responses to the questions raised.

Management and governance of the school

One (20%) response made reference to the management and governance of the school, raising concerns about their ability to manage the school, identify and control risks and communicate with members of the public.

Response:

There have been some changes to the management and governance of the school in recent months, with a new Headteacher taking up post in September 2017 and a new Chair of Governors being recently appointed. The new Chair of Governors was in post at the most recent inspection in June 2017 and, whilst leadership and management received a rating of 'Requires Improvement', the report acknowledged that the governors are ambitious for the school and they are increasingly holding school leaders to account. The governors have received additional support from the local authority and they have increased the frequency of their meetings. An independent review of the new leadership and management arrangements will be undertaken when the school is next inspected by OfSTED.

It is noted that neither the school nor the governing body provided responses to questions they were asked by a respondent during the representation period.

Future cohort size

One (20%) response raised concerns about the increasing cohort of young people in the district and the impact the amount of housebuilding will have on the numbers wishing to access post 16 provision in the future.

Response:

The table below shows the top six providers being accessed by 16-18 year olds from the Wyre district, as well as the school itself, and the associated number of young people. These numbers are then compared to the size of the 16-18yr old cohort in the Wyre district to see the proportion of Wyre young people at each provider:

Number of young people from Wyre accessing these providers	2014/15	2015/16	2016/17
Blackpool Sixth Form College	819	867	849
Blackpool and Fylde College	680	606	570
Cardinal Newman College	96	136	148
Myerscough College	89	97	108
North Lancs Training Group	104	104	82
Preston's College	97	84	72
Baines School	82	80	62
Wyre Population Projection of 16-18yr olds	2014	2015	2016
	3,862	3,763	3,671
% of population projection at these providers			
Blackpool Sixth Form College	21.2%	23.0%	23.1%
Blackpool and Fylde College	17.6%	16.1%	15.5%
Cardinal Newman College	2.5%	3.6%	4.0%
Myerscough College	2.3%	2.6%	2.9%
North Lancs Training Group	2.7%	2.8%	2.2%
Preston's College	2.5%	2.2%	2.0%
Baines School	2.1%	2.1%	1.7%

As can be seen from the table above, the school is not maintaining its share of a cohort. Based on the population projections, the school has seen its share of the cohort reduce from an already low position of 2.1% to 1.7% in the past three years.

The number of young people from Wyre accessing provision from outside of the district has increased from 2014/15 to 2016/17 at three colleges, showing that young people are willing and able to access alternative providers.

With regard to the size of the future cohort, the ONS 2014-based Subnational Population Projections show that the 16-18 year old cohort in Wyre is set to increase by 11.89% from 2018 to 2028, which amounts to 416 young people. In addition to this, Wyre Borough Council's Local Plan outlines a need to build more houses in the district up to 2031. It is expected that the district council is planning to build just under 3,000 homes in the next five years, with further developments taking place after that. The projected population increase and new housing will result in more 16-18 year old young people in the district requiring a suitable education or training place. Whilst Baines School is the only school sixth form in the district, it can be seen from this report that there are other providers in the local area within a reasonable travelling distance.

Should the decision be taken to permanently lower the age range at the school, the capacity currently used for the delivery of sixth form provision will become available.

As the number of mainstream pupils is set to increase in the Wyre district in the forthcoming years, this will enable the school to consider increasing the number of statutory aged pupils it can accommodate. However, as the 16-18 year old population grows, the local authority may be faced with an issue in the future in relation to there being sufficient and suitable post 16 education and training places available in the area. Should the decision be taken to permanently lower the age range at the school, the school will continue to meet the ongoing costs of the accommodation which is currently occupied by the sixth form. Should a further decision be taken to increase the number of statutory aged pupils at the school, the school does not foresee any capital finance implications as a result of this.

Education standards and diversity of provision

DfE guidance: Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the needs of parents; raise local standards and narrow attainment gaps.

Comment: As outlined in the proposal, when the school was inspected in July 2017, OfSTED determined overall judged for the school as 'Requires Improvement'. The overall effectiveness of the 16-19 provision was also judged as 'Requires Improvement'. With regard to the sixth form, OfSTED noted that sixth form students do not make enough progress on their academic courses and that progress in the sixth form declined in 2016. The inspection report also states that leaders have not ensured that sixth form students have an appropriate study programme to meet their needs and, consequently, they are not prepared fully for their next steps in employment or higher education.

Through the 2016 16-19 Accountability Measures, it can be seen that students do not perform as well as they could. The Progress measure for students on A level and Academic provision is negative and is below the national average. The Completion and Attainment measure for Tech Level provision is also negative.

Based on the number of students currently in the sixth form, the school is running a total of 43 classes across 21 subjects, 19 in Year 12 and 24 in Year 13. Of these classes, the school has confirmed that only eight of these cover their basic staffing costs and make a financial contribution to the running of the wider school. Nine classes are able to cover their basic staffing costs but do not make any further contribution to the running of the school and 26 are not financially viable. These classes do not cover their costs and make no contribution to the running of the school which is due to these classes having very low numbers, for example 14 classes having only one or two students.

Whilst young people will not be able to access post 16 provision at the school if this proposal is approved, comparable and additional courses are available at the other providers in the locality. Of the courses shown on the schools website, the only one which is not available at the alternative providers is A level in Product Design. However, based on activity in 2016/17 and 2017/18, no students at Baines School are following this course.

The alternative providers within the school's locality are as follows: Blackpool Sixth Form College, St Mary's Catholic Academy and Blackpool and the Fylde College. These providers are between 1.9 miles and 4.2 miles from Baines School. Of these alternative providers, both colleges are rated as 'Outstanding' by OfSTED and the school sixth form is rated as 'Good'. Between them, these providers offer a wide range of provision.

The table below provides further information on the alternative providers located in the local area:

Provider	Distance from Baines School	OfSTED	Curriculum Offer	Other Comments
Blackpool Sixth Form College	1.9 miles	June 2009 Effectiveness of provision – Outstanding	Over 50 A level and BTEC courses	Financial support for travel may be available from the college, through the Bursary Fund, for young people who meet the eligibility criteria
St Mary's Catholic Academy	2.4 miles	November 2011 Overall – Good Sixth form – Good	Numerous A levels on offer	Financial support for travel may be available from the school, through the Bursary Fund, for young people who meet the eligibility criteria
Blackpool and Fylde College	4.2 miles	October 2013 Outstanding	Do not offer A level provision but have a wide range of alternative options	Bursary Fund policy shows financial support for travel costs may be available for those living more than 1.5 miles away
Cardinal Newman College	17.5 miles	June 2009 Overall - Outstanding	Wide range of A levels and BTECs	Subsidised travel passes are available and young people who meet the eligibility criteria may be able to access financial support from the Bursary Fund

A school-led system with every school an academy

DfE guidance: The 2016 White Paper, Education Excellence Everywhere, sets out the department's aim that by the end of 2020, all schools will be academies or in the process of becoming academies. The decision-maker should, therefore, take into account the extent to which the proposal is consistent with this policy.

Comment: Whilst alignment with the Education Excellence Everywhere has been considered, the creation of/conversion to an academy is not appropriate as this proposal is not related to the establishment of a new school or school sixth form.

Demand v need

DfE guidance: The decision-maker should take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.

Comment: This proposal is related to removing sixth form capacity at the school, rather than being linked to the creation of new school places.

During the 2017/18 academic year, there are only 57 students in the sixth form at the school. Of these, 27 are in Year 12 and 30 are in Year 13. This is fewer students than the previous academic year and this will result in a further reduction to the funding allocation the school receives from the EFA. The school did not recruit any students from other local 11-16 schools in 2017/18. Students from Year 11 at the school do not always put the sixth form as their first choice.

As outlined above, the school's sixth form provision is the 7th most popular choice, with young people from the Wyre district choosing to go to six more popular institutions to access their post 16 provision.

School size

DfE guidance: Decision-makers should not make blanket assumptions that schools should be of a certain size to be good schools, although the viability and cost-effectiveness of a proposal is an important factor for consideration. The decision-maker should also consider the impact on the LA's budget of the need to provide additional funding to a small school to compensate for its size.

Comment: The table below shows the student number and funding allocations they have received from the ESFA over the past few years:

	2013/14	2014/15	2015/16	2016/17	2017/18
Student Numbers	152	128	111	111	87
Funding	£661,941	£525,514	£447,963	£439,014	£336,080

The average ESFA student number allocation for the school sixth forms and academies in Lancashire was 236 in 2014/15, 225 in 2015/16, 217 in 2016/17 and 209 in 2017/18. This shows that Baines School's student numbers have been consistently and significantly below the average level for a number of years.

The DfE's statutory guidance, Making 'Prescribed Alterations' to Maintained Schools, published in April 2016, sets out a number of guidelines which should be considered for proposals to open new sixth form provision and one of these is that the proposed

sixth form will provide places for a minimum of 200 students. As can be seen from the numbers above, the sixth form at Baines School is significantly below this level. There is a concern that the small number of students in the sixth form means that it is not financially viable and keeping the sixth form open does not demonstrate value for money. There is no additional funding available from the ESFA to address this situation. The governing body believe that they cannot secure the financial recovery of the school whilst the funding for the 11-16 part of the school was being used to support the sixth form.

Proposed admission arrangements

DfE guidance: In assessing demand, the decision-maker should consider all expected admission applications, not only from the area of the LA in which the school is situated.

Before approving a proposal that is likely to affect admissions to the school the decision-maker should confirm that the admission arrangements of the school are compliant with the School Admissions Code.

Comment: Should this proposal be approved, the school will no longer admit 16-18 year old students and its admission policy will be amended to reflect this. The admissions team within Lancashire County Council will be made aware of this outcome to ensure that the correct information is available on our website.

In the 2016/17 academic year, the school recruited 20 students from the Blackpool local authority area. Should this proposal be approved, colleagues from Blackpool Council will be made aware of this.

National curriculum

DfE guidance: All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community.

Comment: As this proposal relates to the sixth form element of the school, there is no link to the national curriculum. The national curriculum does not apply to key stage 5/post 16 provision.

Equal opportunity issues

DfE guidance: The decision-maker must have regard to the Public Sector Equality Duty (PSED) of LAs/governing bodies, which requires them to have 'due regard' to the need to: eliminate discrimination; advance equality of opportunity; and foster good relations.

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 the area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there should be a commitment to provide access to a range of opportunities which

reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

Comment: Please refer to the Equality Impact Assessment at Appendix 'D'.

No equal opportunities issues have been raised during the representation period and this proposal does not discriminate against any specific groups of young people.

Community cohesion

DfE guidance: Schools have a part to play in providing opportunities for young people from different backgrounds to learn with, from and about each other; by encouraging, through their teaching, an understanding of, and respect for, other cultures, faiths and communities. When considering a proposal, the decision-maker must consider its impact 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.

Comment: Please refer to the Equality Impact Assessment at Appendix 'D'.

None of the responses received during the representation period make any reference to any possible impact on the local community. No comments were received about an adverse impact on any particular groups, cultures or faiths from the community.

Travel and accessibility

DfE guidance: Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.

The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.

Comment: Please refer to the Equality Impact Assessment at Appendix 'D'.

Funding

DfE guidance: The decision-maker should be satisfied that any land, premises or necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. trustees or religious authority) have given their agreement. A proposal **cannot** be approved conditionally upon funding being made available.

Comment: No land, premises or funding are required to implement this proposal.

Funding for 16-18 year olds comes from the ESFA, not the local authority. If approved, there will be no such students at the school from 1 September 2019, therefore the impact will be that the school will no longer receive a funding allocation from the ESFA. This will not directly affect the funding for the 11-16 year olds at the

school. However, if the decision is taken to close the sixth form, the capacity currently used by the sixth form could offer the opportunity for the school to increase the number of places offered to 11-16 aged pupils, which would attract their own revenue funding.

School premises and playing fields

DfE guidance: Under the School Premises Regulations all schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely.

Comment: If approved, this proposal will mean that the school no longer needs to accommodate a sixth form, thereby creating additional capacity for the 11-16 year old provision. Should this be the case, LCC officers will discuss with the school how this additional capacity could be utilised in future years.

There will be no adverse impact on the school's playing fields as a result of this proposal.

Conclusion

As can be seen from the information outlined above, the consultation only received a low number of responses and the process has not highlighted any issues or concerns for specific groups of young people who may be adversely affected by this proposal. Whilst bearing in mind the projected increase in 16-18 year olds in the district in future years, the proposal remains unchanged.