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Date: 05-July-11

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To: All Members of the Cabinet

Councillor Paul Crossley	Leader of the Council
Councillor Nathan Hartley	Deputy Leader of the Council and Cabinet Member for Early Years, Children and Youth
Councillor David Bellotti	Cabinet Member for Community Resources
Councillor Simon Allen	Cabinet Member for Wellbeing
Councillor Tim Ball	Cabinet Member for Homes and Planning
Councillor Cherry Beath	Cabinet Member for Sustainable Development
Councillor David Dixon	Cabinet Member for Neighbourhoods
Councillor Roger Symonds	Cabinet Member for Transport

Chief Executive and other appropriate officers
Press and Public

Dear Member

Special Cabinet: Thursday, 14th July, 2011

You are invited to attend a meeting of the **Cabinet**, to be held on **Thursday, 14th July, 2011** at **8.00 pm** in the **Council Chamber - Guildhall, Bath** (or immediately after Council rises, whichever is the later).

The agenda is set out overleaf.

Yours sincerely

SPECIAL CABINET

Col Spring
for Chief Executive

The decisions taken at this meeting of the Cabinet are subject to the Council's call-in procedures. Within 5 clear working days of publication of decisions, at least 10 Councillors may signify in writing to the Chief Executive their wish for a decision to be called-in for review. If a decision is not called-in, it will be implemented after the expiry of the 5 clear working day period.

If you need to access this agenda or any of the supporting reports in an alternative accessible format please contact Democratic Services or the relevant report author whose details are listed at the end of each report.

This Agenda and all accompanying reports are printed on recycled paper

NOTES:

- 1. Inspection of Papers:** Any person wishing to inspect minutes, reports, or a list of the background papers relating to any item on this Agenda should contact Col Spring who is available by telephoning Bath 01225 394942 or by calling at the Riverside Offices Keynsham (during normal office hours).
- 2. Public Speaking at Meetings:** The Council has a scheme to encourage the public to make their views known at meetings. They may make a statement relevant to what the meeting has power to do. They may also present a petition or a deputation on behalf of a group. Advance notice is required not less than two full working days before the meeting (this means that for meetings held on Wednesdays, notice must normally be received in Democratic Services by 4.30pm the previous Friday but Bank Holidays will cause this to be brought forward).

The public may also ask a question to which a written answer will be given. Questions must be submitted in writing to Democratic Services at least two full working days in advance of the meeting (this means that for meetings held on Wednesdays, notice must normally be received in Democratic Services by 4.30pm the previous Friday but Bank Holidays will cause this to be brought forward). If an answer cannot be prepared in time for the meeting it will be sent out within five days afterwards. Further details of the scheme can be obtained by contacting Col Spring as above.

- 3. Details of Decisions taken at this meeting** can be found in the minutes which will be published as soon as possible after the meeting, and also circulated with the agenda for the next meeting. In the meantime details can be obtained by contacting Col Spring as above.

Appendices to reports are available for inspection as follows:-

Public Access points - Riverside - Keynsham, Guildhall - Bath, Hollies - Midsomer Norton, and Bath Central, Keynsham and Midsomer Norton public libraries.

For Councillors and Officers papers may be inspected via Political Group Research Assistants and Group Rooms/Members' Rooms.

- 4. Attendance Register:** Members should sign the Register which will be circulated at the meeting.
- 5. THE APPENDED SUPPORTING DOCUMENTS ARE IDENTIFIED BY AGENDA ITEM NUMBER.**
- 6. Emergency Evacuation Procedure**

When the continuous alarm sounds, you must evacuate the building by one of the designated exits and proceed to the named assembly point. The designated exits are sign-posted.

Arrangements are in place for the safe evacuation of disabled people.

- 7. Officer Support to the Cabinet**
Cabinet meetings will be supported by the Director's Group.
- 8. Recorded votes**
A recorded vote will be taken on each item.

Special Cabinet - Thursday, 14th July, 2011

in the Council Chamber - Guildhall, Bath

A G E N D A

1. WELCOME AND INTRODUCTIONS

2. EMERGENCY EVACUATION PROCEDURE

The Chair will draw attention to the emergency evacuation procedure as set out under Note 6

3. APOLOGIES FOR ABSENCE

4. DECLARATIONS OF INTEREST UNDER THE LOCAL GOVERNMENT ACT 1972

To receive any declarations from Members/Officers of personal or prejudicial interests in respect of matters for consideration at this meeting. Members who have an interest to declare are asked to:

- a) State the Item Number in which they have the interest;*
- b) The nature of the interest;*
- c) Whether the interest is personal, or personal and prejudicial.*

Any Member who is unsure about the above should seek advice from the Monitoring Officer prior to the meeting in order to expedite matters at the meeting itself.

5. TO ANNOUNCE ANY URGENT BUSINESS AGREED BY THE CHAIR

6. QUESTIONS FROM PUBLIC AND COUNCILLORS

At the time of publication, no items had been submitted

7. STATEMENTS, DEPUTATIONS OR PETITIONS FROM PUBLIC OR COUNCILLORS

At the time of publication, no items had been notified

8. CONSIDERATION OF SINGLE MEMBER ITEMS REQUISITIONED TO CABINET

This is a standard agenda item, to cover any reports originally placed on the Weekly list for single Member decision making, which have subsequently been the subject of a Cabinet Member requisition to the full Cabinet, under the Council's procedural rules

9. CONSIDERATION OF MATTERS REFERRED BY OVERVIEW AND SCRUTINY BODIES

Council, in its Scrutiny Role, was asked by the relevant Overview and Scrutiny Panel to consider the Call-in of the Cabinet Member decision (taken on 23-Feb-11) to close Culverhay School. That Council meeting is scheduled to be held at 6.30pm on 14-July-11. The Cabinet at its own meeting will consider its response to any recommendations which Council might decide to refer to Cabinet relating to the Call-in. Should Council decide to make no recommendations, then Cabinet will have nothing to consider at this item.

10. CULVERHAY: NEXT STEPS (Pages 7 - 78)

In February 2011 a single member decision to determine a statutory notice to close Culverhay School was 'called in' under the Council's provisions for scrutiny of decisions. In March 2011 the Children and Young People Overview and Scrutiny Panel considered the reasons for the submission of the call - in and decided to refer the request to full Council. Cabinet now need to consider the outcome of the Council hearing of the call - in.

Bath & North East Somerset Council		
MEETING:	Cabinet	
MEETING DATE:	14 July 2011	EXECUTIVE FORWARD PLAN REFERENCE:
		E 2289
TITLE:	To assess options for the future of Culverhay School	
WARD:	All but specifically Southdown, Odd Down, Twerton	
AN OPEN PUBLIC ITEM		
List of attachments to this report:		
Appendix 1 – The Future of Culverhay School		
Appendix 2 - Options for the Future of Culverhay School		

1. THE ISSUE

1.1. In February 2011 a single member decision to determine a statutory notice to close Culverhay School was ‘called in’ under the Council’s provisions for scrutiny of decisions. In March 2011 the Children and Young People Overview and Scrutiny Panel considered the reasons for the submission of the call - in and decided to refer the request to full Council. Cabinet now need to consider the outcome of the Council hearing of the call - in.

2. RECOMMENDATION

The Cabinet agrees to:

2.1. Consider the outcome of the Council call - in to be heard on 14th July 2011.

2.2. Determine what further action is required.

A If Cabinet wishes to close Culverhay School

- i) Instruct Officers to implement the action plan for the phased closure of Culverhay School.

B If the Cabinet wishes Culverhay to stay open.

Instruct officers to:

- i) Publish a notice of revocation to withdraw the decision to close Culverhay School.
- ii) Determine which of the options for a co-educational school set out in Appendix 2 it wishes to support.
- iii) Instruct officers to work with the Governing Body of Culverhay School to deliver the preferred option at the earliest opportunity.

3. FINANCIAL IMPLICATIONS

- 3.1. Appendix 1 to this report provides detailed analysis of the revenue and capital implications associated with the options of closing Culverhay or keeping it open.
- 3.2. If Culverhay school is to stay open a staffing restructure is essential in order to provide a balanced budget in the short to medium term. Current staffing and school running costs exceed projected income which is primarily from pupil numbers. Up to £400,000 is required to cover the redundancy costs associated with the restructure. Therefore up to £400,000 will be required from revenue budget contingency in accordance with the approved delegation process.
- 3.3. In order for Culverhay school to be viable and to meet demand for more co-educational places essential capital works and improvements will be required. These are estimated to be £300,000. This will be provided by a one off revenue contribution to capital of £300,000 funded from the revenue budget contingency in accordance with the approved delegation process.
- 3.4. The specific arrangements for the governance and release of corporate headroom (which includes any amounts for which the purpose has not been specified in the budget report in relation to transfers to revenue budget contingency, the ongoing headroom allocations and the one off headroom allocations) are delegated to the Council's Section 151 Officer in consultation with the Cabinet Member for Resources and the Chief Executive together with the Chair of the CPR Overview & Scrutiny Panel.
- 3.5. The balance of the Revenue Budget Contingency Funding is currently £1.2m before allocations to Culverhay.
- 3.6. Other financial implications will be covered by the Direct Schools Grant (DSG).

4. CORPORATE PRIORITIES

- *Improving life chances of disadvantaged teenagers and young people*
- *Improving school buildings*
- *Addressing the causes and effects of climate change*

5. THE REPORT

- 5.1. The background to the review of Bath secondary schools and previous decisions made including the proposal to close Culverhay are set out in Appendix 1, together with information on the issues and risks associated with both the possible closure of Culverhay or its retention as part of secondary school provision in Bath. Members will need to consider this information together with the analysis of the possible options for the future of Culverhay set out Appendix 2 when considering the outcome of the full Council call – in.

6. RISK MANAGEMENT

- 6.1. The report author and Lead Cabinet member have fully reviewed the risk assessment related to the issue and recommendations, in compliance with the Council's decision making risk management guidance.

6.2. Appendix 1 to this report assesses the risks associated with closing Culverhay and keeping it open. Members will need to consider these when considering the options before them and how any adverse risks might be mitigated.

7. EQUALITIES

7.1. An equalities impact assessment of the issues associated with both closing or retaining Culverhay has been carried out and reviewed by the Divisional Director. These are attached as Appendices 4 and 5. Members will need to consider the equalities impact of the options before them and how any adverse impacts might be mitigated.

8. RATIONALE

8.1. Cabinet is required to consider the outcome of the Overview and Scrutiny call - in and decide what further action may be required regarding Culverhay School. The recommendations in Section 2 set out the options available to Members.

9. OTHER OPTIONS CONSIDERED

9.1. Depending on the outcome of the Overview and Scrutiny call – in, Appendix 2 to this report provides an analysis of options for the future of Culverhay School.

10. CONSULTATION

10.1. Cabinet members; Section 151 Finance Officer; Chief Executive; Monitoring Officer.

10.2. There has been extensive consultation including a wide ranging public consultation exercise on the proposal to close Culverhay.

11. ISSUES TO CONSIDER IN REACHING THE DECISION

11.1. Social Inclusion; Sustainability; Human Resources; Property; Young People; Corporate; Health & Safety; Impact on Staff; Other Legal Considerations

11.2. The Council's Monitoring Officer (Divisional Director – Legal and Democratic Services) and Section 151 Officer (Divisional Director - Finance) have had the opportunity to input to this report and have cleared it for publication.

Contact person	Chris Kavanagh 01225 395149
Sponsoring Cabinet Member	Councillor Nathan Hartley
Background papers	Children and Young People Overview and Scrutiny Panel 21 st March 2011 call – in of Cabinet decision E2233 'Determination of the Statutory Notice to close Culverhay School'
Please contact the report author if you need to access this report in an alternative format	

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THE FUTURE OF CULVERHAY SCHOOL

OUTLINE

This document summarises the history and context of the proposal to close Culverhay School. It indicates the duties and responsibilities of the Local Authority (LA) and its strategy for educational provision for the city of Bath which includes the reduction of surplus school places.

The underpinning issue is that Bath and North East Somerset (B&NES) has carried surplus places over a long period of time and a declining secondary pupil population from 2003. Future forecasts over the next 10 years indicate that a significant increase is unlikely. The medium term pattern over the same period for the secondary school age population is expected to be similar to that of today.

A solution to this problem of over-supply of secondary school places has been difficult to find. Changes in education legislation make it increasingly difficult for the Local Authority (LA) to undertake future school place planning. As schools take up academy status they acquire powers to expand and make changes to their character without having to follow the traditional school organisation process (Statutory Proposals).

The ongoing debate, which can be traced back to 1984, produced a proposal to close Culverhay School in 2010. This paper gives a summary of the steps that led to the Statutory Proposal and the risks associated with the possible closure of Culverhay School together with the risks of retaining Culverhay School and seven secondary schools in Bath.

CONTENTS

	CONTENTS	Page
1	BACKGROUND TO SCHOOL ORGANISATION AND THE PROVISION OF SCHOOL PLACES	1
1.1	Responsibilities	1
1.2	Surplus Places	1
1.3	Changing role of the Local Authority and Academies/Foundation Schools	1
1.4	Pupil Place Planning Methodology	2
1.5	Optimum Size of Secondary Schools	2
1.6	Current Size of Secondary Schools in Bath	2
	Aerial Map showing Bath Secondary School	3
2	DEMOGRAPHIC CHANGES AND PLANNING SCHOOL PLACES	
2.1	The School Organisation Plan 2003-2008	4
2.2	Housing Developments and Pupil Numbers	4
2.3	School Sizes and Surplus Places	4
2.4	Projection Based on known numbers of children aged 0-11	6
3	SUMMARY OF THE PROCESS LEADING TO THE DECISION TO PROPOSE THE CLOSURE OF CULVERHAY SCHOOL	
3.1	School Organisation Plan set out Key Principles for Reorganisation (2003)	8
3.2	Survey of Parental Views on the Future of Secondary Schools in Bath (September 2004)	9
3.3	Review of Secondary School Provision in Bath by the Overview and Scrutiny Panel (September 2005 - January 2007)	9
3.4	Strategy for Change Agreed by Cabinet and Council (2008)	10
3.5	Statutory Consultation on Closing Three Schools and Opening Two New Schools (March - May 2010)	10
3.6	Cabinet Decision to Consult on Closure of Culverhay School (18 th August 2010)	11
3.7	Statutory Consultation on the Closure of Culverhay School (24 th September - 29 th October 2010)	11

3.8	Cabinet Decision to Close Culverhay School (25 th November 2010)	11
3.9	Public Notice to Close Culverhay School (December 2010)	12
3.10	Single Member Determines Notice to Close Culverhay School (25 th February 2011)	12
3.11	Local Election (May 2011)	12
3.12	Council Meeting (14 th July 2011)	12
4	CULVERHAY SCHOOL – THE BACKGROUND	
4.1	1994 OfSTED Report	13
4.2	1999 OfSTED Report	13
4.3	2006 OfSTED Report	13
4.4	2008 Culverhay School became a National Challenge School	13
4.5	2009 – Latest full OfSTED inspection	14
4.6	Standards of Attainment on Entry to Culverhay School	14
4.7	Standards of Attainment at Culverhay School for pupils aged 16	14
4.8	Levels of Achievement	15
4.9	Parental Choice and First Preferences	15
	Y7 Male Pupils closer to Culverhay School 2009 – Map	17
	Y7 Female Pupils closer to Culverhay School 2009 – Map	18
4.10	Post 16 Numbers	19
4.11	Budget and Staffing	19
5	THE RISKS AND OPPORTUNITIES IF CULVERHAY SCHOOL WERE TO BE CLOSED	
5.1	Community Identity and Cohesion	20
5.2	Travel to School	21
5.3	Parental Preferences and Diversity	21
5.4	Availability of School Places	21
5.5	Financial Risks and Possible High Cost of Redundancies	22
5.6	Staffing	22
5.7	Educational Standards and Pupil Entitlement	22
5.8	Premises and Capital Spending	22
6	THE RISKS AND OPPORTUNITIES OF CULVERHAY SCHOOL REMAINING OPEN	
6.1	Community Identity and Cohesion	23
6.2	Parental Preference and Diversity	23

6.3	Availability of School Places	24
6.4	Financial Risks	24
6.5	Staffing	27
6.6	Educational Standards and Pupil Entitlement	27
6.7	Premises and Capital Spending	27

KEY REFERENCES

GLOSSARY

ANNEX I – Flow diagram showing progression of Culverhay School decision

ANNEX II - Report from Independent Review of Culverhay School Budget, June 2011

1. BACKGROUND TO SCHOOL ORGANISATION AND THE PROVISION OF SCHOOL PLACES

1.1 Responsibilities

Local Authorities have a key responsibility to keep pupil places and school planning under review and to ensure that there are sufficient school places available to meet local need.

Where it is not possible to agree Statutory Proposals locally they must be referred to the Schools Adjudicator (SA) as established by the School Standards and Framework Act, 1998.

1.2 Surplus Places

From 2001, due to increasing government concerns about the efficient use of education funding, pressure to remove empty school places increased. The Audit Commission has stated that when an individual school has more than 25% surplus capacity, urgent action should be taken to reduce the number of surplus places.

The Department for Education (DfE) monitors the level of unfilled places through the annual School Places Return in which Local Authorities are required to state what action they are taking or plan to take to remove excess surplus places over 25% at individual schools.

All authorities work towards reducing excess surplus places, defined as approximately 5% -10% unused school places. However, exceptions are made. For example, in rural areas children may have to travel unreasonable distances if they cannot go to a local school and some schools may be kept open despite high numbers of surplus places. There is also a presumption against closure of some rural primary schools. In urban areas with more schools and shorter travelling distances, there are usually lower levels of surplus places at around 5%.

1.3 Changing role of the Local Authority and Academies/ Foundation Schools

As Academies are independent of the Local Authorities there is less scope for the Local Authority to set Planned Admission Numbers (PANs). Academies can make changes such as adding more places with relative ease and speed and popular schools are now encouraged to expand.

Foundation schools also have autonomy in setting PANs and the Local Authority cannot increase or reduce a PAN without the agreement of the governors. All secondary schools in the Greater Bath Consortium (GBC) except Culverhay School are Foundation schools or Academies. The Local Authority however remains legally responsible for overall place-planning ensuring there are sufficient places to meet demand.

1.4 Pupil Place Planning Methodology

It is essential for the Local Authority to understand the need for places and future demands. Forecasts of pupil numbers in Secondary school are prepared using information on birth rates, resident population data, estimates of pupil numbers to be generated from housing developments, past transfer rates of pupils moving from Year 6 into Year 7, cohort survival rates and current Numbers on Roll data.

1.5 Optimum Size of Secondary Schools

There is no statutory minimum or maximum size for a Secondary school. However there is a body of national research and advice about the optimum size of schools and sixth forms. There are also commonly accepted guidelines related to the efficient use of resources and the “critical mass” of pupil numbers needed to deliver a good curriculum and appropriate educational opportunities.

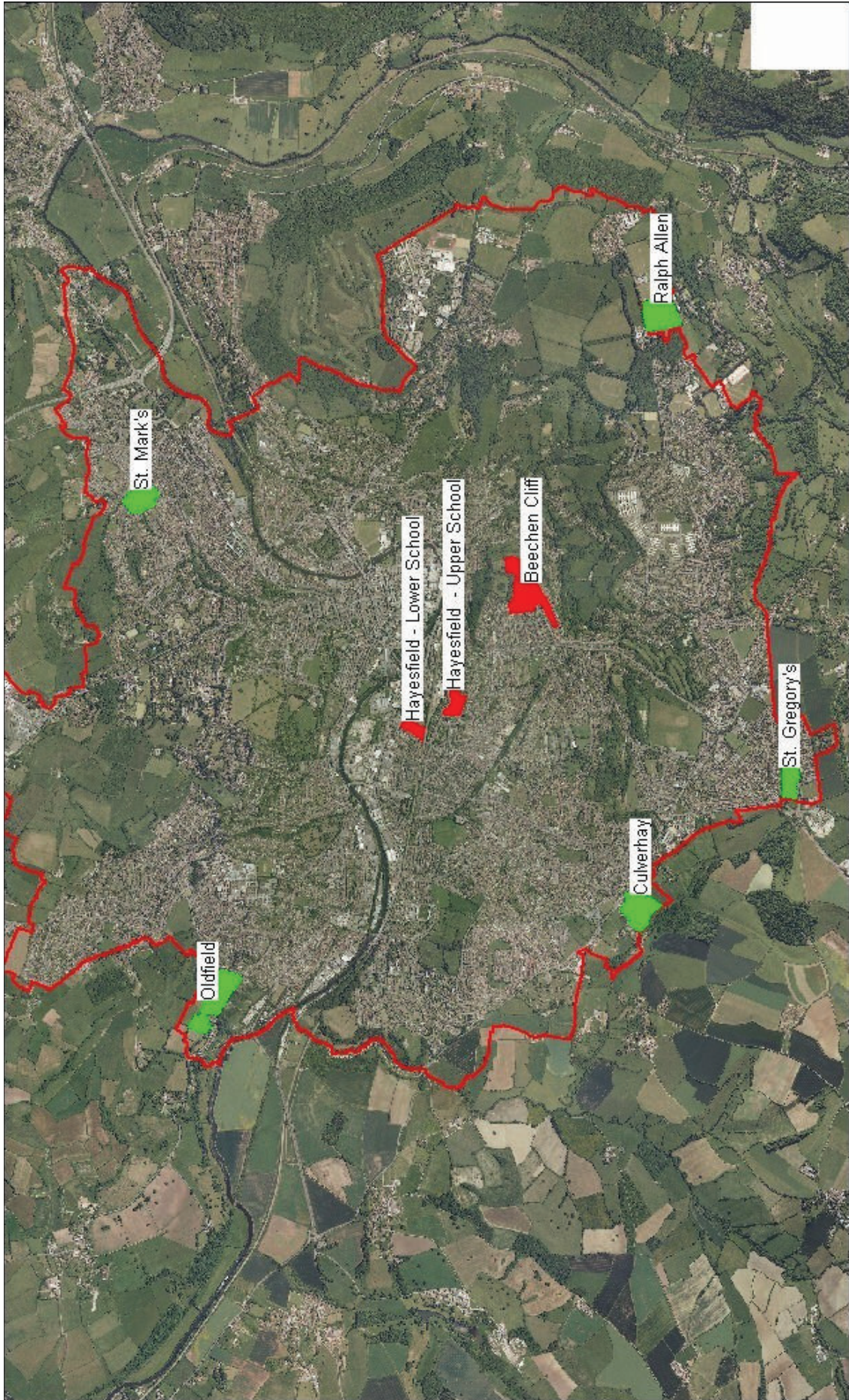
For example the National Foundation for Educational Research (NFER)(2002) found that the best education results were achieved in a secondary school which had a yearly intake of 180 - 200 children (thus producing around 900-1000 pupils aged 11-16). The lower educational results were obtained in very small or very large schools.

1.6 Current Size of Secondary Schools in Bath

The sizes of schools in the GBC (which is the area affected by the reorganisation proposals) in 2010 is given in the next table. It shows that no school in the GBC area is a large school. In fact, only one school (Hayesfield) is within the desirable range of 900-1200 pupils.

School	PAN	Places 11-16	NOR 11-16	Surplus Places
Hayesfield	180	900	920	0
Culverhay	102	510	252	258
Ralph Allen	180	900	892	8
St. Mark's	102	510	256	254
St. Gregory's	160	800	812	0
Beechen Cliff	162	810	830	0
Oldfield	192	960	745	215
Total Surplus Places				735

Footnote: number of places 11-16 is based on the most up to date PAN for each school x 5 for year groups 7 to 11. Number on roll as at the October 2010 school census.



2. DEMOGRAPHIC CHANGES AND PLANNING SCHOOL PLACES

Bath and North East Somerset has an ageing population and its need for secondary school places in the Greater Bath Consortium (GBC) has been reducing since 2003.

2.1 The School Organisation Plan 2003-2008

The starting point for the secondary reorganisation in Bath was the 2003 School Organisation Plan (SOP). At that point secondary school numbers were 5% higher than six years previously and it forecast a steady increase until 2003 before secondary pupil numbers would start falling.

This forecast was based on the decline in primary numbers which had already dropped by 4% since 1999. The same pattern in the secondary sector was expected to follow with the loss of around 555 pupils by 2008 (down to 10,500 secondary aged pupils in Bath and North East Somerset). This forecast has proved to be accurate.

2.2 Housing Developments and Pupil Numbers

Current known housing developments in the GBC area (those that are under construction or either have planning permission or are fairly advanced in the planning process) are calculated to generate approximately 7 secondary age pupils per year group in total spread over the next few years. In addition to this the Bath Western Riverside development is calculated to generate approximately 8.5 pupils per year group in total once all of the dwellings are built and occupied. The first phase of building has started and is expected to take five years to complete. Approximately 800 of the 1,900 dwellings are in Phase 1. Therefore approximately 2.5 pupils per year group are calculated to be generated in Phase 1 and the remaining six in Phase 2.

The majority of any further future new housing planned for Bath is expected to centre primarily on the three Ministry of Defence (MoD) sites in Bath at Foxhill, Ensleigh and Warminster Road. These sites are expected to deliver in the order of 1,000 new dwellings which could generate approximately 150 secondary age pupils in total, 30 per year group. Developer contributions can be sought in order to expand the existing schools in the city if projections indicate that all existing capacity will be taken up and that there will be no room for the pupils generated by the developments. If projections indicate that sufficient capacity exists in the secondary schools in the GBC then no developer contributions will be sought.

2.3 School Sizes and Surplus Places

The next table shows the size of Secondary Schools in Bath, number of places taken up and surplus places in January 2003.

GBC	Status	Net Capacity	PAN	Actual 11 - 16 Jan 2003	Actual 6th Form Jan 2003	Actual Total Jan 2003	Surplus Places Jan 2003	% Surplus Places Jan 2003
Beechen Cliff	Foundation (Boys)	1035	155	780	178	958	77	7.44%
Culverhay	Community (Boys)	837	154	487	61	548	289	34.53%
Hayesfield	Foundation (Girls)	1165	210	970	169	1139	26	2.23%
Oldfield	Foundation (Girls)	983	150	801	123	924	59	6.00%
Ralph Allen	Community (Co-ed)	1034	165	848	150	998	36	3.48%
St Gregory's	Voluntary Aided (Co-ed)	733	124	809	0	809	0	0%
St Marks	Voluntary Aided (Co-ed)	540	128	324	0	324	216	40.00%
		6327	1086	5019	681	5700	703	11.11%

In 2003 the difference between supply and demand of secondary places amounted to the equivalent of a whole school. In addition around 800 pupils travelled in to Bath from outside the Local Authority each day.

By October 2010 the situation had changed as shown below.

GBC	Status	Net Capacity	PAN	Actual 11 - 16 Oct 2010	Actual 6th Form Oct 2010	Actual Total Oct 2010	Surplus Places Oct 2010	% Surplus Places Oct 2010
Beechen Cliff	Academy (Boys)	1077	162	830	289	1119	0	0%
Culverhay	Community (Boys)	622	102	252	65	317	305	49.03%
Hayesfield	Foundation (Girls)	1184	210	920	259	1179	5	0.42%
Oldfield	Academy (Co-ed)	1015	192	745	77	822	193	19.01%
Ralph Allen	Foundation (Co-ed)	1079	175	892	214	1106	0	0%
St Gregory's	Voluntary Aided (co-ed)	800	160	812	0	812	0	0%
St Marks	Voluntary Aided (Co-ed)	513	102	256	0	256	257	50.09%
		6290	1103	4707	904	5611	760	12.08%

Surplus places had increased from 11.11% to 12.8% overall but there were marked variations between schools. Whilst four schools remained full, Culverhay School's surplus places had increased to 49% and St. Mark's had increased to 50%.

2.4 Projection based on known numbers of children aged 0-11

Predicted pupil numbers in Bath Secondary Schools over the next 10 years.

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Culverhay School	29	13	23	24	25	27	28	48	51	33	35
Oldfield	53	70	80	80	81	90	91	125	128	101	104
Hayesfield	172	168	168	167	167	171	171	180	180	178	179
Beechen Cliff	162	162	162	162	162	162	162	162	162	162	162
Ralph Allen	180	180	180	180	180	180	180	180	180	180	180
St. Gregory's	160	160	160	160	160	160	160	160	160	160	160
St. Mark's	40	40	42	42	43	47	47	65	67	55	57
Total	796	793	815	815	818	837	839	920	928	869	877

Key dates:

2011 – Culverhay School still boys only

2012 - First year that Oldfield can admit boys and Culverhay School still boys only

2013 - First year that Culverhay School can admit girls

The following factors and assumptions have been taken into consideration in preparing the table above showing possible pupil numbers in Bath schools over the next 10 years.

- 2.4.1. These figures are based on the assumption that Culverhay School will still be a boys only school for admissions in 2012. Also that it will become co-ed and able to admit girls from 2013.
- 2.4.2. In 2012 Oldfield will be co-ed and therefore an increase in applications is anticipated.
- 2.4.3. From 2012 Oldfield can admit boys so parents will have an additional choice alongside the traditionally popular Beechen Cliff, Ralph Allen and St. Gregory's and St. Mark's. Girls will have a choice between Oldfield and the traditionally popular Hayesfield, Ralph Allen and St. Gregory's and St. Mark's.

- 2.4.4. If Culverhay School was to become co-ed in 2013 it will be competing for pupils with the other six schools in the city at the same time as other organisational changes significantly alter the past pattern of provision in the city and present a new set of options for parents that were not available to them previously.
- 2.4.5. As Oldfield will be able to admit boys in 2012 it is anticipated that places will become available at Beechen Cliff where previously this school was oversubscribed. It is anticipated that these places will not stay empty however as pupils who may not have been able to obtain a place at this school in the past will be able to.
- 2.4.6. As a result of the federation of St. Mark's with St. Gregory's it is anticipated that places will become available at Ralph Allen where previously this school was oversubscribed. It is anticipated that these places will not stay empty however as pupils who may not have been able to obtain a place at this school in the past will be able to.
- 2.4.7. As a result of the above two factors, Beechen Cliff, Ralph Allen and St. Gregory's are expected to remain full.
- 2.4.8. Numbers at St. Mark's are expected to rise gradually due to the positive effect of the Federation with St. Gregory's.
- 2.4.9. The 2018 - 2021 figures take into account the increased number of pupils expected in reception in GBC primary schools in September 2011. In 2009 the transfer rate of GBC resident pupils leaving Y6 and going into Y7 was 89.6% and in 2010 it was 85.5%. A mid point has been used in the projection.
- 2.4.10. The total number of pupils that come in to GBC schools from outside the GBC for who the LA is obliged to provide a place due to the admission arrangements of the schools (all St. Gregory's non-GBC pupils, 10% at Hayesfield (18) and 10% at Beechen Cliff (16)) was 106 in 2009 and 97 in 2010. A mid point has been used in the projection.
- 2.4.11. These figures relate to pupils resident in the GBC and other pupils from outside the GBC for whom the LA is required to provide a place (e.g. pupils at St. Gregory's). The figures quoted could be higher at some schools – mainly at Oldfield but also possibly at other schools - due to other out of authority pupils applying for a place at the school.
- 2.4.12. The projection assumes that the higher transfer rate of births going into reception in 2011 (98%) will be continued in 2012, 2013 and 2014. However this higher rate may not continue. (It was 93% in 2008, 93.5% in 2009 and 93% in 2010). Also, if more parents than usual have chosen a place at a maintained primary school this year

due to economic factors and the economy improves, it is possible that in seven years time a higher percentage may transfer to a non-maintained secondary school at Y7.

- 2.4.13. There is a possibility that applications for places at Culverhay School from girls may take a while to build up once the school becomes co-educational as girls may be uncertain about going into a school where the majority of pupils are boys. The same might apply to applications from boys for a place at Oldfield.
- 2.4.14. Pupil numbers are projected to remain low for a number of years up to admissions in 2017. For admissions in 2018 and 2019, numbers are expected to increase for a two year period and then reduce again for admissions in 2020 and 2021.
- 2.4.15. Any pupils generated from new housing developments have not been included in the projection (see Housing Developments and Pupil Numbers above).

3. SUMMARY OF THE PROCESS LEADING TO THE DECISION TO PROPOSE THE CLOSURE OF CULVERHAY SCHOOL

The problem of surplus places in the City of Bath goes back more than 25 years. In 1984 there were proposals to reduce the number of schools in the city from seven to six providing a total PAN of 908. The following history is summarised below and a flow chart to illustrate the current process of decision making in 2010 is provided in **ANNEX I**

3.1 School Organisation Plan Set out Key Principles for Reorganisation (2003)

The key principals for secondary school re-organisation were established by the Bath & North East Somerset (B&NES) School Organisation Committee (SOC) and set out in the approved School Organisation Plan (SOP) in 2003:

- Minimum intake to a secondary school should be four forms of entry.
- No secondary school without a sixth form should have fewer than 600 pupils.
- Ideally the maximum intake should be 240 pupils per year for an 11-16 school.
- No secondary school should ideally have more than 1200 students in Years 7-11.
- School 6th forms should be within a range of 80-500 students.
- No journey to school should take a primary aged child more than 45 minutes or exceed six miles. Journeys for secondary aged pupils should not exceed one hour 15 minutes or 10 miles.
- Surplus places should be removed.
- Increases in school places will be considered in the light of local need, not merely parental demand.

- The broad balance of denominational and non-denominational places should be maintained.

3.2 Survey of parental views on the future of secondary schools in Bath (September 2004)

A survey from a private research company was commissioned to find out more about parents' views of secondary education in the area and their preferences for the future. The main findings were:

- A clear majority preferred mixed schools (60%), about a quarter (26%) preferred single sex schools.
- 33% said they would prefer a non-denominational school, 32% would prefer Church of England (CE) and 9% Catholic.
- 84% saying they preferred an 11-18 school.
- Only 55% rated the choice of secondary schools in Bath as good which indicated that there was still room for improvement.
- The most important factors in determining parents choice of school, was its reputation (74%). Academic results were the second most important factor (55%). Single sex schooling came in ninth place, polling only (11%).

3.3 Review of Secondary School provision in Bath by the Overview and Scrutiny Panel (September 2005-January 2007)

A review of secondary provision by Children and Young People Overview and Scrutiny (O&S) Panel was undertaken at the request of the Council Executive and the School Organisation Committee. Its report was considered on 8 January 2007 with the intention of informing Council policy and decisions on the future shape of secondary education across the area.

The Panel concluded that the seven secondary schools in Bath still had too many surplus places and only six schools were needed. Also there were too many single sex places. Its vision for the long term was:

- To promote high educational standards, improved attendance and standards of behaviour.
- To promote the effective use of resources.
- To seek to provide high quality facilities for young people, staff and communities.
- To make the choice of a local school the natural and easy choice for parents/carers whilst recognising the wider area served by Church schools.
- To ensure that a school is within reasonable walking or cycling distance of home and/or reasonably accessed by public transport.

The Panel also specified priorities for decision-making:

- All children should have a local, easily accessible, high-performing school.
- Pupils should be able to walk/cycle or easily use public transport to attend their school/college as far as possible.
- To retain sufficient denominational places for pupils who wish it.
- To respond to unmet demand for co-educational places within the Greater Bath Consortium (as identified in the 1999 and 2004 survey of parents), whilst retaining some single sex schools.

3.4 Strategy for Change agreed by Cabinet and Council 2008

Much discussion and debate by stakeholders followed. This resulted in the overall Strategy for Change. This was agreed unanimously by full Council in March 2008 and the Cabinet then approved specific proposals for Bath in May 2008. These included the proposed closure of Culverhay School but with the school being replaced by a co-educational school or academy on the existing site (south of the city). It was also proposed that both Oldfield and St Mark's schools should close to be replaced by a new co-educational school on one of the existing sites (north of the city).

3.5 Statutory Consultation on Closing Three Schools and Opening Two New Schools (March to May 2010)

The statutory consultation was launched on 31 March 2010 with 13,000 copies of the document being sent out to parents, staff and other stakeholders. It included forecasts for the next ten years which indicated that the GBC would require a maximum of 958 school places per year in six not seven schools (this figure included places for pupils from outside Bath and enough surplus capacity for any short-term variations). This would release around £1.5 million per year from 1500 empty places and increase co-educational places.

The consultation process closed on 28th May 2010. 72% of the respondents were in favour of reducing seven schools to six. However, some new developments occurred that were to have an impact and limit the scope for further options. Using new school legislation, Oldfield School had declared an interest in becoming an academy, which would remove it from local authority control. St. Mark's Church of England School and St. Gregory's Catholic College announced plans to federate and form shared post-16 provision (co-educational).

3.6 Cabinet Decision to Consult on Closure of Culverhay School (18th August 2010)

The Cabinet of the Council resolved to:

1. Support the Oldfield School to become a co-educational academy. This would increase co-educational provision and retain a school that had achieved an outstanding rating from OFSTED.
2. Support the federation of St. Gregory's Catholic College with St. Mark's School and create a joint sixth form. This would encourage higher educational standards and pupils retain access to co-educational faith provision.
3. Consult on the closure of Culverhay School without replacing it. This would remove a substantial amount of the surplus places and balance out the boys' places at Oldfield School.

3.7 Statutory Consultation on the closure of Culverhay School (24th September to 29th October 2010)

The proposal to close Culverhay School with no replacement school on the site was the specific subject of the formal consultation during this time. Respondents were also invited to put forward alternative options to closing Culverhay School.

Meanwhile, implementation of the Oldfield, St. Gregory's and St. Mark's decisions proceeded.

Of those people who responded to the consultation, 47% supported and 53% opposed the Council's broad approach to addressing the challenges in Bath, which included reducing the numbers of schools from seven to six. However, the majority of respondents were opposed to the particular proposal for closing Culverhay School (74%). Only 26% were in favour of Culverhay School closing.

3.8 Cabinet Decision to Close Culverhay School (25th November 2010)

Two other options emerged from the consultation process. One came from a parent group which proposed the retention of all seven schools in Bath but with each taking fewer pupils. This was not thought to be realistic since it did not meet the criteria of the secondary strategy and it could affect the ability of the other six schools to remain viable. It would also require the co-operation of their governing bodies to reduce their PANs as the LA was not the admissions authority for any of them.

The other came from Culverhay School which proposed that the school be converted into an all-through school for children aged 3-19 years old. Insufficient substance was provided for this option and it was not clear how

a two-form intake to the secondary phase could be viable. This proposal did not meet the strategy criteria and there was no evidence of endorsement from the relevant primary schools.

The Cabinet concluded that the only option that could address the key challenges was the closure of Culverhay School. It was agreed that a Public Notice of Closure should be issued and the responsible Cabinet member for Children's Services could determine the Notice after the six week representation period that was to follow.

3.9 Public Notice to Close Culverhay School (December 2010)

A public notice to close Culverhay School was issued on 16th December 2010. It included the specific steps that would be taken to close Culverhay School in a staged and managed way over three years including arrangements for alternative schools for pupils and smooth transfers. The Representation period finished on 27th January 2011 and the Cabinet Member considered all the representations on 23rd February 2011.

3.10 Single Member Determines Notice to Close Culverhay School (25th February 2011)

On 25th February the Cabinet Member decided to implement the Public Notice. The decision was then challenged and called-in for examination by the O&S Panel. The panel met on 21st March 2011 and agreed that the full Council should examine the decision instead. It was decided that it would not be appropriate for the full Council to meet to consider the call in during the pre election period..

3.11 Local Election (May 2011)

As a result of the local elections there has been a change in the political administration of the Council. The new Leader of the Council pledged to start work on reversing the plan to close Culverhay School.

3.12 Council Meeting (14th July 2011)

The first Council meeting after the local elections has been set for 14th July 2011. It will examine the Call-In of the decision to close Culverhay School. The Council may dismiss the call in or refer the decision back to the decision maker for reconsideration.. Following the full Council meeting, the Cabinet will meet to consider the future of Culverhay School. The next Cabinet meeting is scheduled for 14th July 2011.

4. CULVERHAY SCHOOL - THE BACKGROUND

Culverhay School has a history of uneven educational progress and a continuous decline in pupil numbers and popularity.

4.1 1994 OfSTED Report

The inspection of 1994 concluded that Culverhay School was a satisfactory school. The inspection identified assessment as a key issue for action together with the need to address over-staffing and non-specialist teaching. This issue is also highlighted in the Independent Review of Culverhay School Budget which is Annex 2 to this report.

4.2 1999 OfSTED Report

By 1999 the school had made significant improvement and OfSTED concluded that Culverhay School provided a good standard of education for its pupils in terms of both attainment and rates of progress.

4.3 2006 OfSTED Report

In 2006 OfSTED judged Culverhay School to be satisfactory. The effectiveness of the school was judged to be good for the main school (11-16) but inadequate for the sixth form. The Report identified the improvement of assessing pupils' work and the quality of teaching and learning, especially in the sixth form, as issues for action.

4.4 2008 Culverhay School became a National Challenge School

In 2008 the DfE introduced the National Challenge programme to support schools where less than 30% of pupils achieved the floor target of 5 or more GCSE's grades A*-C including English and Maths. Consequently, Culverhay School was designated a National Challenge School on the basis of its 2007 results. Additional funds were available to the school and a National Challenge Adviser was appointed to work with Culverhay School to develop and implement its Raising Achievement Plan (RAP). The school rose above the floor targets in 2008 and 2009 and, whilst it remained above 30% in 2010, the threshold was raised to 35%. In addition, schools are expected to meet the national average figure for 3 levels of progress in both English and Maths, so the school remains at risk.

National Challenge ceased in March 2011 but floor targets continue to rise. In 2012, it will rise to 40% and by the end of the Parliament it will rise to 50%. The current average across the system will become the new floor.

4.5 2009 - Latest full OfSTED inspection

A few months later in May 2009 OfSTED found that Culverhay School provided a good standard of education. It noted also that standards of education in the sixth form had risen significantly and were now good.

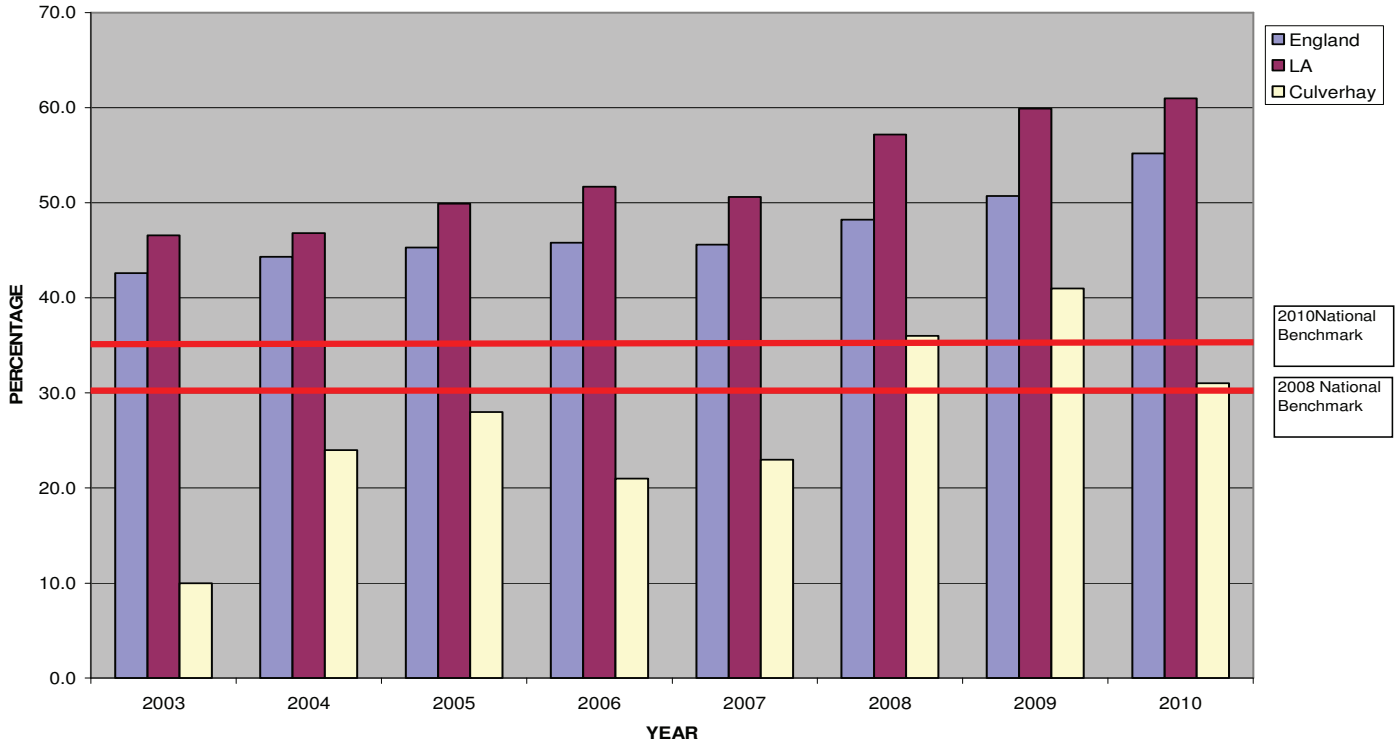
4.6 Standards of attainment on entry to Culverhay School

Standards achieved by pupils entering Culverhay School at 11 years old, are consistently below the national and LA average. The pupils attending the school include a higher proportion of pupils with Special Educational needs than in other Bath schools. In 2010 just over 30% of pupils at Culverhay School had Special Educational Needs compared to 21.7% nationally.

4.7 Standards of attainment at Culverhay School for pupils aged 16

Standards of attainment for Year 11 students (GCSE results) have been well below national and Local Authority averages throughout the last 10 years. This is shown in the graph below.

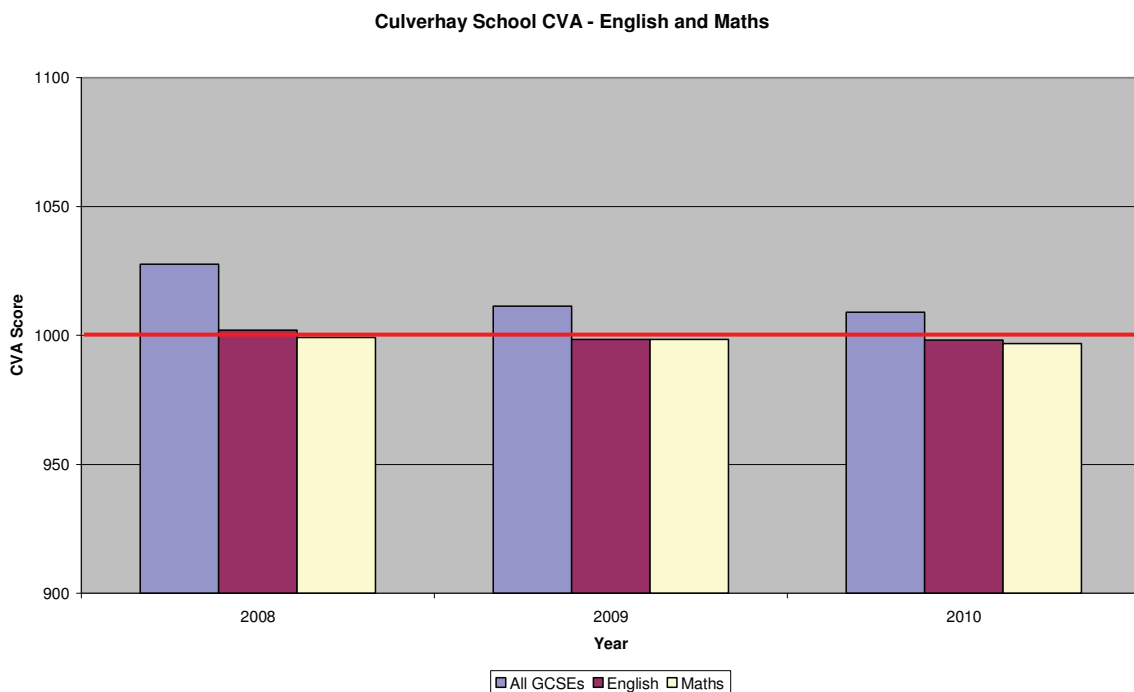
PERCENTAGE 5+ GCSE'S A*-C (including English and Maths)



4.8 Levels of Achievement

Overall pupils' standards are low when they enter Culverhay School. By the time they reach the age of 16 and take their GCSE's standards are satisfactory. Therefore they make good progress during their time at the school.

The graph below shows the national average for pupils progress from age 11 to age 16 for all GCSEs, for English and for Maths when each pupils background is taken into account. For example those pupils who have free school meals or move schools make less progress than other pupils and this is taken into account in this graph. Scores above 1000 points mean that pupils do better than average and below 1000 worse than average.

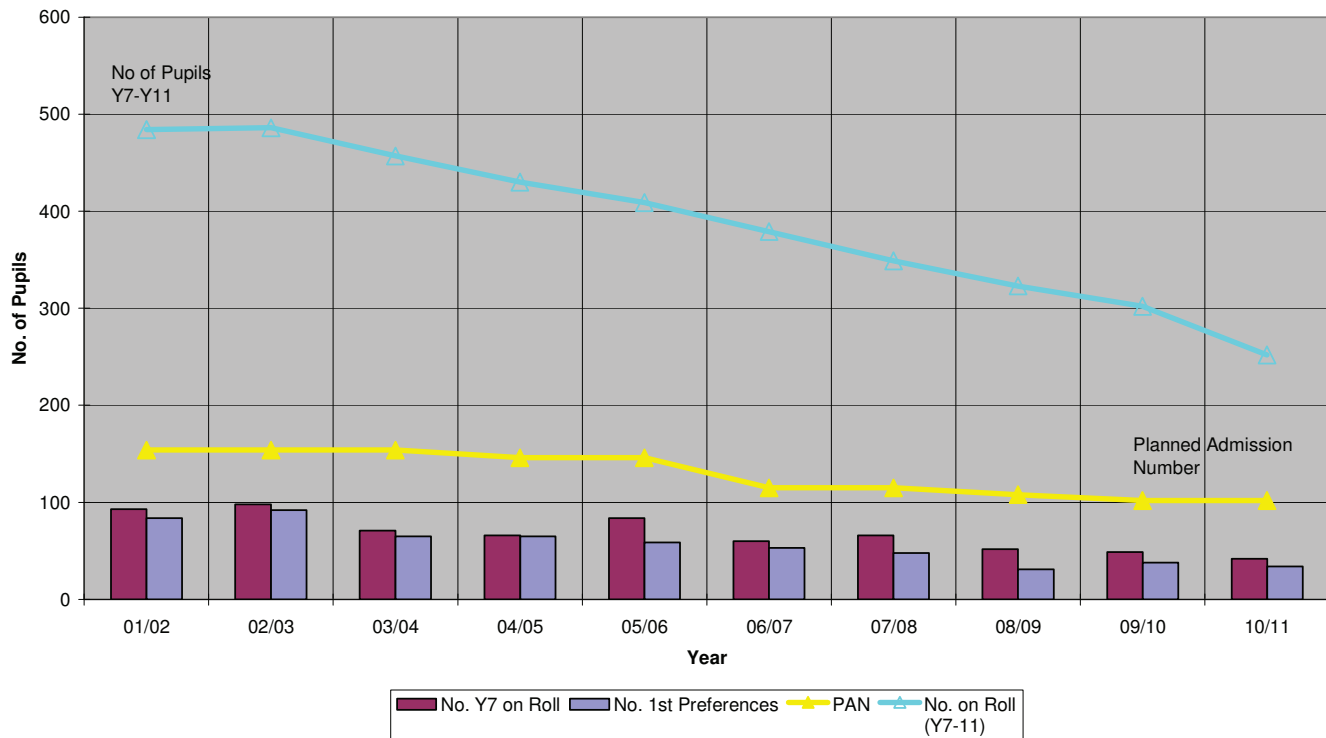


4.9 Parental Choice and First Preferences

Culverhay School has in recent years been a small school. In 2002 it had only 484 pupils in Years 7 to 11. Since then the number of pupils has gradually decreased as the next graph shows and this mirrors the decline in pupil numbers in the GBC. By 2011 there were only 252 on roll in years 7 to 11.

The number of parents' first preferences has also reduced over time indicating a decline in popularity.

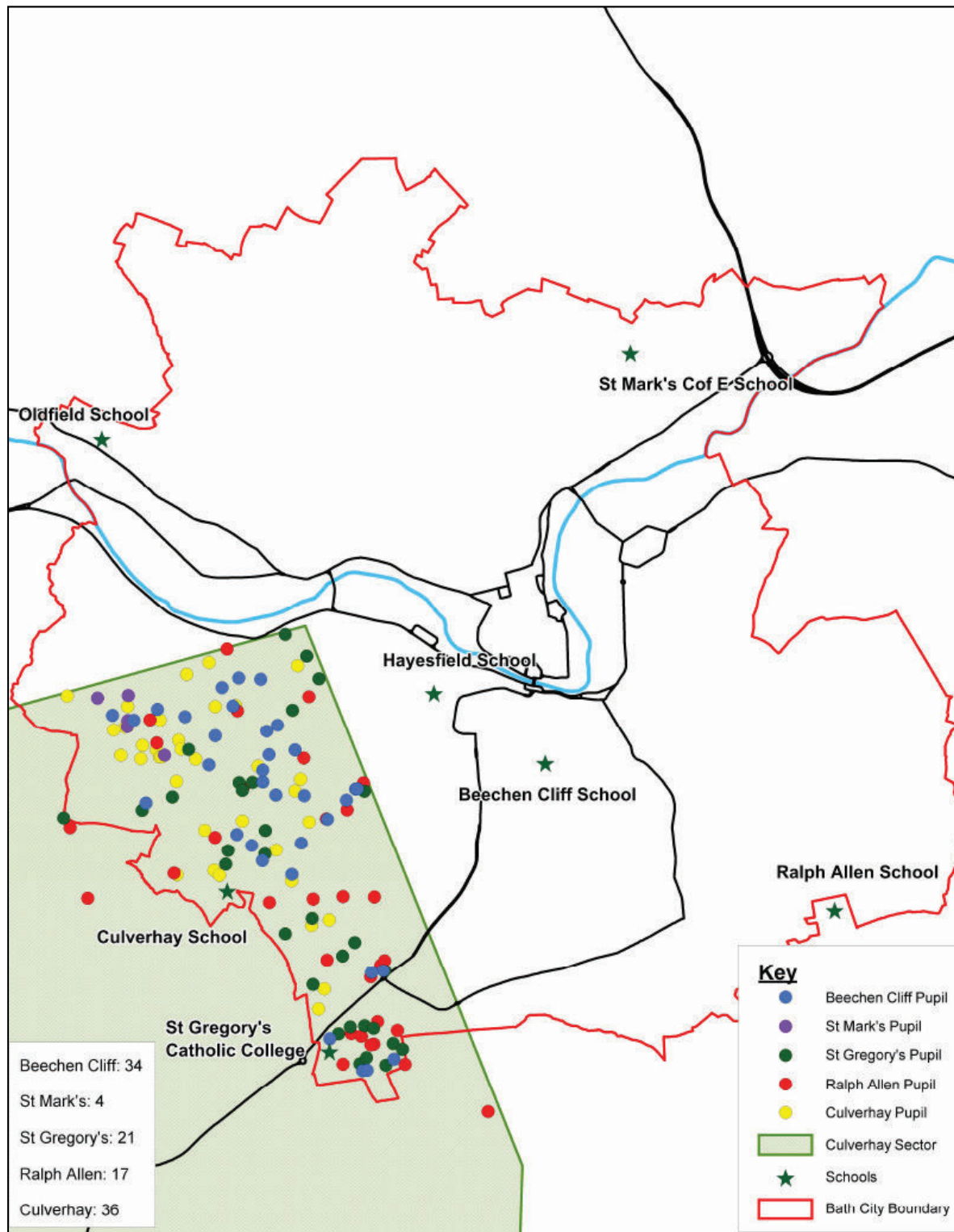
School Roll and 1st Preferences 2001 to 2011



Pupil admission data shows that many parents prefer to send their boys to schools further away. The map opposite provides a snapshot of September 2009 where boys who lived closer to Culverhay School than any other boy's school went to school.

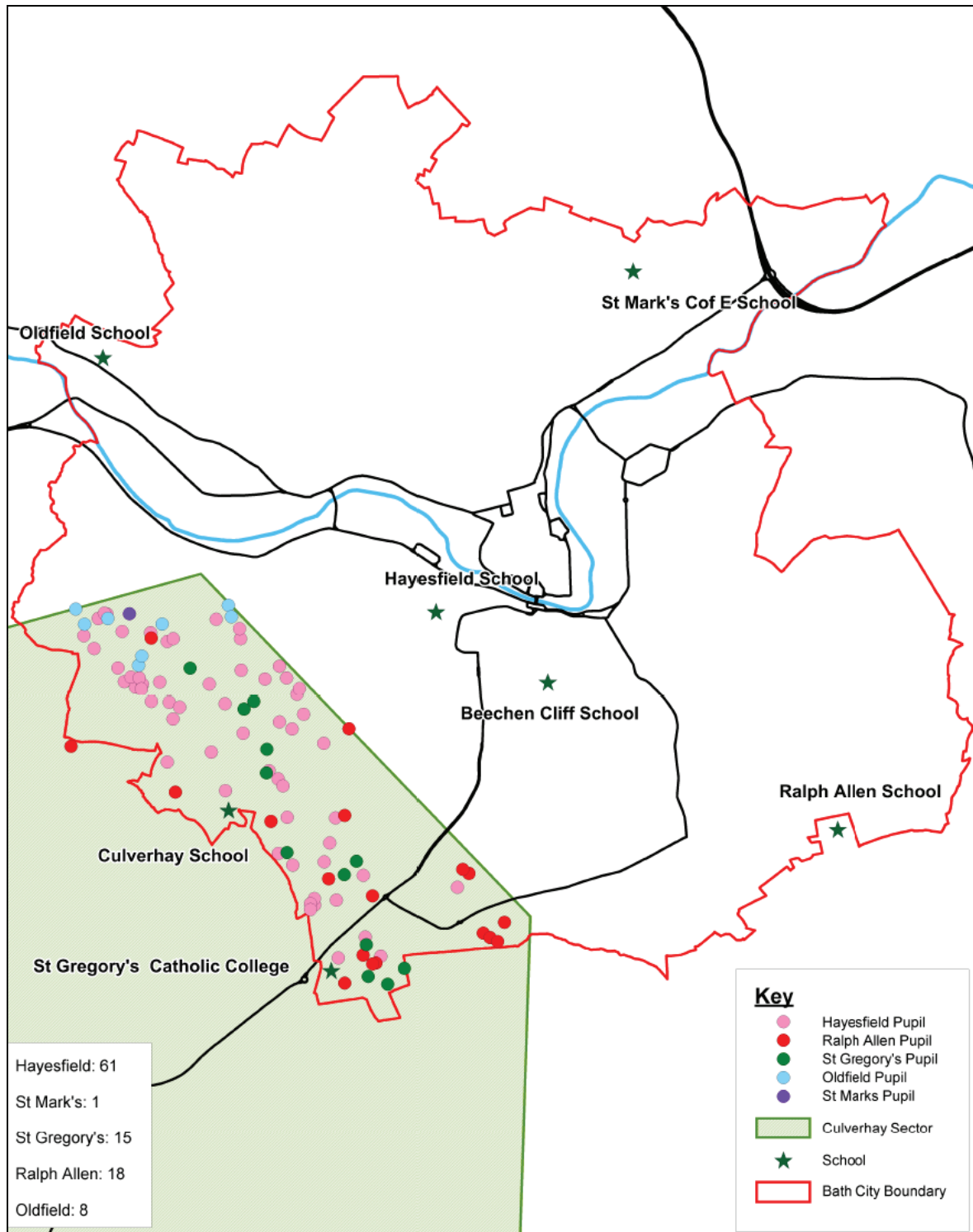
The map on the following page shows where girls who lived closer to Culverhay School than any other girl's school went to school.

Y7 - Male Pupils closer to Culverhay School 2009



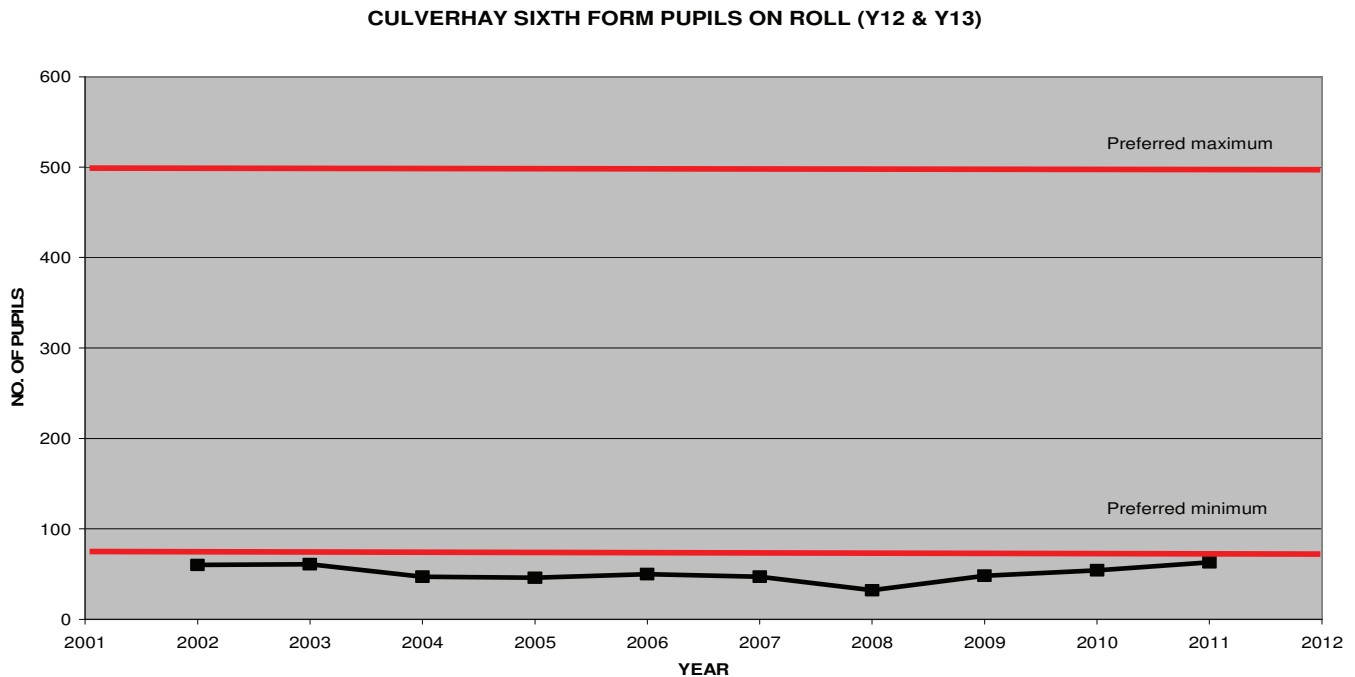
As can be seen, of the 112 boys in the Culverhay School catchment many chose to go further away to attend other schools, 34 attended Beechen Cliff (boys' school); 17 Ralph Allen (mixed school) and only 36 Culverhay School.

Y7 - Female Pupils closer to Culverhay School 2009



4.10 Post 16 Numbers

In 2006 OfSTED concluded that post 16 provision was inadequate but since then standards have improved significantly. However, Culverhay School's post 16 student numbers have remained very small over the last 10 years, as can be seen from the graph below. The small size of the Sixth Form limits the number of courses Culverhay School can offer, giving less choice for students than in other schools.



4.11 Budget and Staffing

A school's budget is allocated mainly on the number of pupils who attend the school. As Culverhay School's pupil numbers have declined so has this element of the LA budget. Low pupil numbers has triggered the small schools support element of the formula which has become a significant proportion of the school's income as the next table shows. In addition to the LA budget, the school has received additional funds such as grants and funding for pupils with Special Educational Needs.

Culverhay School Budget, Spend & Balance for last 11 years				
	Small School Support LA Budget element	Total Budget	Total Spend	Grand Total Balance
2000/2001	£37,340	£1,747,309	£1,704,529	£42,780
2001/2002	£35,657	£1,791,316	£1,765,025	£26,291
2002/2003	£41,026	£1,903,515	£1,909,804	(-£6,289)
2003/2004	£52,113	£2,040,041	£2,013,169	£26,872
2004/2005	£87,684	£2,026,044	£2,047,612	(-£21,568)
2005/2006	£125,621	£2,129,317	£2,160,767	(-£31,450)
2006/2007	£131,426	£2,250,572	£2,111,201	£139,371
2007/2008	£166,416	£2,304,924	£2,188,942	£115,982
2008/2009	£207,960	£2,355,501	£2,285,919	£69,582
2009/2010	£233,660	£2,368,603	£2,290,364	£78,239
2010/2011	£255,977	£2,536,455	£2,367,474	£168,981

5. THE RISKS AND OPPORTUNITIES IF CULVERHAY SCHOOL WERE TO BE CLOSED

5.1 Community Identity and Cohesion

Some areas of the south-west part of the city of Bath are acknowledged to have higher levels of socio-economic disadvantage. As such, the local school can be a valuable source of opportunities or a means to supporting vulnerable people who have relatively higher challenges in terms of education and employability.

In closing the school, some people will be unable or unwilling to travel further for facilities and opportunities for interested parties to work with the community could be reduced. In particular, the continued access to the sports hall and the swimming pool may be restricted or removed if the school is no longer responsible for the maintenance of the facilities.

On the other hand, the Culverhay School premises and site could be transferred to another party and continue to be used for the delivery of services. For example, an alternative purchaser of the site may also be a service provider and they may choose to continue running the leisure and

sports facilities and offer other types of activity that match the needs of the locality. Alternatively, the council could choose to develop an alternative type of educational organisation that can be sustained by the local community. A closure of the Culverhay School in 2014 would make such a transition easier in procedural terms.

5.2 Travel to school

Boys in the locality who would have attended Culverhay School would be obliged to travel further to school. For those preferring single sex, boys' provision, the only option would be Beechen Cliff School. It is possible that not all boys in the Culverhay School locality would obtain places there due to admission rules related to distance.

However, the numbers are likely to be low as many pupils living close to Culverhay School already choose to travel further to attend other schools. The new Oldfield Academy is near and it will offer co-educational provision from September 2012. Boys would be able to travel there without difficulty. A co-ed Culverhay School may also attract boys who would have attended Ralph Allen and Beechen Cliff which will release more spaces for those seeking boys' only education from the Culverhay area.

Girls living nearer to Culverhay School than any other school have been unable to attend Culverhay School due to its single sex status. The closure of Culverhay School would not affect their travel to school journeys.

5.3 Parental Preferences and Diversity

The 2004 parents' survey revealed a need for more co-educational provision. The conversion of Oldfield School to a co-educational Academy increases choice and diversity for parents. If Culverhay School, were to close there would be less choice of secondary in the city.

School	Net capacity	PAN 2012		
Hayesfield	1184	180	Girls	Foundation
Ralph Allen	1079	180	Co-ed	Foundation
St. Mark's	513	102	Co-ed	Faith VA
St. Gregory's	800	160	Co-ed	Faith VA
Beechen Cliff	1077	162	Boys	Academy
Oldfield	1015	192	Co-ed	Academy
		976 <i>per year group</i>	5% Surplus	

5.4 Availability of school places

There is expected to be a slight increase in secondary pupil numbers in Bath from 2011 to 2017 with a small and short "bulge" in 2018 and 2019 needing a total of 976 places (928 plus 5% surplus) that would be available

without Culverhay School. Closure of Culverhay School would reduce the total number of schools from seven to six schools in Bath and reduce surplus places to around 5% (50 places) which is within the desirable range for urban areas.

5.5 Financial Risks and Possible High Cost of Redundancies

If Culverhay School were to be closed there would potentially be high redundancy costs in the region of £1 million. However, as all schools would benefit financially from the closure of Culverhay School it was agreed by the School's Forum that the estimated cost of £950,000 for any redundancies and early retirements arising from the closure programme, would be met by the Direct Schools Grant. This could be spread over more than one year.

The process of closing a school would create disruption for pupils and the maintenance of a viable curriculum would be difficult as pupil numbers fall. However, since the school has been under notice of closure since December 2010, a three year financial plan has been developed. The plan is financially and educationally viable due to the proposed phased transfer of pupil cohorts and a related reduction in staffing over three years. It is possible for the school to close in August 2014 with a modest surplus.

5.6 Staffing

If Culverhay School were to close this would potentially result in the loss of experienced teachers from the system. However, staff would be made redundant in phases and would be fully supported through the closure period. Every effort would be made to redeploy staff with the co-operation of the remaining secondary schools in the Authority although opportunities may be limited.

5.7 Educational Standards and Pupil Entitlement

With a known closure of the school, some teachers would leave and the numbers of pupils may reduce more rapidly than expected. As a result, there is a risk that educational standards may fall and the ethos of the school could be affected. It would be increasingly difficult to manage the school in these circumstances.

On the other hand, the school may not be able to reach the rising government floor targets. If the school were to be closed by the LA it would remove the threat of closure by the Secretary of State and mitigate the unfortunate consequences such a closure would involve for the pupils and the local community.

5.8 Premises and Capital Spending

With the closure of Culverhay School, savings would be made through reduced maintenance costs of the premises. It would also provide the LA

with access to additional resources. The vacant Culverhay School site could potentially provide a capital receipt in the region of £6-8 million. This could be used to improve the rest of the school estate over a period of years and would be helpful during a period when capital income is restricted.

6. THE RISKS AND OPPORTUNITIES OF CULVERHAY SCHOOL REMAINING OPEN

6.1 Community Identity and Cohesion

The continued existence of Culverhay School at its present site would be welcome to many. However, there is a risk that should the local community be unable to generate sufficient pupil numbers, it may not survive as a viable boys' school or as a co-educational school.

If the school remains open it would require investment in maintenance and repair of the building, particularly in relation to the facilities that are jointly used by the school and the community. At the time of writing, immediate remedial works for the joint-use facilities (swimming pool and the leisure centre) are needed, costing around £500,000. The future of the facilities depends on the overall strategic plan for leisure in the City which is regularly reviewed and subject to a contract with an external provider. It is not guaranteed that the facilities would be required in the long-term if improved facilities can be developed elsewhere in the city.

6.2 Parental Preference and Diversity

Culverhay School would initially remain open as a boys' school and any change to a co-educational school would be subject to a statutory process. It is probable that such a change would not be possible until September 2013.

The opportunity for Culverhay School to change its status to a co-educational school would increase diversity and could open the way for Culverhay School becoming a larger, viable school. However, since school rolls would be unlikely to increase until girls were admitted, it could take at least five years for the higher pupil numbers to work through the school and for the school to recover.

The school most likely to be at risk of losing some pupils if Culverhay School become a mixed school would be Hayesfield School as 60% of the girls who live closer to Culverhay School than any other school attend Hayesfield.

6.3 Availability of School Places

If Culverhay School were to stay open the current level of surplus places would remain the same. Even if the school roll increases over time, it is not expected that (given the other popular schools in Bath) Culverhay School would attract more than two forms of entry and it would therefore continue to have surplus places in excess of 25%.

6.4 Financial Risks

The projected number of pupils attending the school will determine its income and scope for employing staff. As predicting future pupil numbers is based on a large number of factors without certainty.

Two scenarios have been developed with the school to provide a picture of what the next five years might look like in terms of income and costs.

The first scenario is based on LA estimates of maximum pupil numbers. The second scenario uses Culverhay School's estimated intake. Both scenarios take into account the following factors:

- The school being co-educational from 1 September 2013
- All estimated formula and YPLA calculations have been based on 2011/12 figures.
- Staffing reductions in 2011/12 and in future years
- No redundancy costs included.
- No interest charges included in relation to cash allocations to cover the deficit balance.

The two scenarios are given in the following two tables.

Scenario 1. Estimated budget for Culverhay School from 2011/2 to 2015/6 based on the Local Authority estimates of maximum pupil numbers.

SCENARIO 1 LA ESTIMATE OF PUPILNUMBERS	2011/12	2012/13	2013/14	2014/15	2015/16
Est. September intake numbers	29	30	50	60	60
Est. Pupils exc. 6th form	252	224	199	199	211
Estimated Formula Allocation estimated pupil numbers exc. 6th form	1,598,670	1,525,883	1,450,640	1,406,667	1,481,565
Estimated 6th form	63	44	43	40	37
Estimated YPLA	339,613	222,995	211,389	190,742	171,143
Total Estimated Income (Formula & YPLA)	1,938,283	1,748,878	1,662,029	1,597,409	1,652,708
Costs	2011/12	2012/13	2013/14	2014/15	2015/16
Total estimated Income inc above	2,356,602	2,132,956	2,036,477	1,971,917	2,028,526
Est. Staffing Costs	1,994,115	1,831,095	1,771,923	1,763,984	1,769,416
Est. Non- Staffing Costs	581,145	491,087	467,282	467,282	467,282
In Year surplus/(Deficit)	(-218,658)	(-189,226)	(-202,728)	(-259,349)	(-208,172)
Surplus/ (Deficit) Brought Forward	168,981	(-49,677)	(-238,903)	(-441,631)	(-700,980)
Outturn: Cumulative Surplus/ (Deficit)	(-49,677)	(-238,903)	(-441,631)	(-700,980)	(-909,152)

Scenario 1 shows an in-year deficit for all financial years resulting in a cumulative deficit at the end of 2015/16 of £909,000 and an ongoing deficit of £208,000 per annum.

Scenario 2. Estimated budget for Culverhay School from 2011/2 to 2015/6 based on the School estimates of pupil numbers.

SCENARIO 2 SCHOOL ESTIMATE OF PUPIL NUMBERS	2011/12	2012/13	2013/14	2014/15	2015/16
Est. September intake numbers	27	50	80	80	80
Est. Pupils exc. 6th form - School	252	222	217	247	279
Estimated Formula Allocation School estimated pupil numbers exc. 6th form	1,598,670	1,525,128	1,468,096	1,638,774	1,826,001
Estimated 6th form - School	63	44	43	40	37
Estimated YPLA - School	339,613	222,995	211,389	190,742	171,143
Income: Total Estimated Formula & YPLA	1,938,283	1,748,123	1,679,485	1,829,516	1,997,144
Costs	2011/12	2012/13	2013/14	2014/15	2015/16
Total estimated Income inc above	2,356,602	2,136,271	2,062,203	2,215,734	2,386,802
Est. Staffing Costs	1,994,115	1,835,095	1,825,555	1,870,911	1,891,637
Est. Non- Staffing Costs	581,145	521,054	518,304	518,304	518,304
In Year surplus/(Deficit)	(-218,658)	(-219,878)	(-281,656)	(-173,481)	(-23,139)
Surplus/ (Deficit) Brought Forward	168,981	(-49,677)	(-269,555)	(-551,211)	(-724,692)
Outturn: Cumulative Surplus/ (Deficit)	(-49,677)	(-269,555)	(-551,211)	(-724,692)	(-747,831)

Scenario 2 shows the school manages an in-year deficit of £23,000 in 2015/16 but is anticipated to have a cumulative deficit of £748,000 at the end of 2015/16. This could take the school a further 15 years to clear the deficit if they repaid this at an estimate of £50,000 per year. It is likely the school would be on a deficit budget plan for approx 20 years in order to clear the deficit as long as pupil numbers are achievable and sustainable.

An independent review has been commissioned to support the school in determining a viable and cost effective timetable and curriculum. This review has been carried out by an officer of the Association of School and College Lecturers (ASCL) who is an experienced ex head teacher. The initial findings of this review are given as ANNEX II. The initial findings indicate that:

- The school has benefited from generous funding to date and this is unlikely to be sustained in the future.

- The school in its present organisational format is unsustainable.
- The school could potentially run with 50-60 students per year as long as high staffing levels, the management structures and the style of curriculum delivery are addressed.

Therefore, if the school stays open, there would have to be redundancies and these will have to be funded by the LA. These costs could be in the region of £500,000. New estimates are required in the light of any decisions the Governing Body may make following the independent report on the sustainability of Culverhay School.

In 2010/11 Culverhay School received £256,000 via the small school support element of the LA formula budget. However, there is a risk that this element would not be sustained when a national funding formula is introduced.

6.5 Staffing

Teaching and support staff would continue to be employed by the school. However, the staffing requirements would need to be managed in accordance with the budget and school curriculum. The independent report estimates that in September 2011 the school would be over-staffed by more than six teachers (20%). There is an immediate need to reduce staffing and to increase teacher contact time with pupils.

It is anticipated that early consultation would need to take place to reduce the numbers of staff in order to manage the budget deficit. Remaining staff would be required to work flexibly and develop/acquire new skills to ensure the school meets its operational requirements. Teaching staff would need to develop a broader range of subject specialisms to support the curriculum. Additional training would be provided to facilitate the change to job roles.

6.6 Educational Standards and Pupil Entitlement

There is a risk that the school would be unable to reduce staffing and change its curriculum delivery and raise educational standards. The 2011 Year 7 entry is likely to be less than 30 students and may require teaching as a single class for much of the time. This would present a significant challenge to meet the needs of a wide range of abilities.

6.7 Premises and Capital Spending

If the school remains open, the costs for maintenance and refurbishment over 10 years are estimated to be £700k with a total of £250k required in the next three years to address the most pressing problems. It would also be necessary to undertake adaptations to accommodate girls such as the provision of toilets and shower facilities. These have been estimated at £200,000.

KEY REFERENCES

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- EYCL Overview and Scrutiny Panel-Report Review of Secondary Education
Provision, 8 January 2007.
- Children and Young People Overview and Scrutiny Panel, 21st March 2011.
- Cabinet Report decision to consult on the closure of Culverhay School.
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“Determination of the Statutory Notice to Close Culverhay School”.
- Equalities Impact Assessment Updated, April 2011.
- Risk Assessment.
- B&NES LEA Data Annexes, SQW Consulting, May 2010.
- OFSTED reports

Section 10 Inspection, 6-9th December 1999, Inspection No. 185593

Section 5 Inspection, 17-18 May 2006, Inspection No. 278175

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GLOSSARY

ACADEMY

Academies are publicly funded independent schools, free from local authority and national government control. Freedoms include setting their own pay and conditions for staff, freedoms concerning the delivery of the curriculum, and the ability to change the length of their terms and school days.

CAPITAL FUNDING

Money for buildings and specific time-limited purposes.

CO-EDUCATIONAL

A school that has both boy and girl pupils.

CVA

A measure of pupils progress taking into account a number of factors such as whether they have free school meals or move schools. Average progress is measured as 1000. The coalition government has decided not to continue using this measure on the grounds that taking account of the fact that for example free school meals pupils do less well than other pupils is likely to lower expectations of what those pupils are capable of.

DSG

Dedicated Schools Grant - this is the overall sum of money which can only be distributed to schools according to an agreed local formula. The formula is developed and agreed with the local Schools' Forum.

DfE

Department for Education - the government department responsible for education and children's services.

FOUNDATION SCHOOL

A foundation school is a state-funded school in which the governing body has greater freedom in the running of the school than in community schools. Foundation schools were set up under the School Standards and Framework Act 1998 to replace grant-maintained schools, which were funded directly by central government. Grant-maintained schools that had previously been voluntary controlled usually became foundation schools. The governing body employs the staff and has responsibility for admissions to the school, subject to rules imposed by central government. Pupils follow the National Curriculum. Some foundation schools, also called trust schools, have a foundation or trust that owns the land and buildings. Otherwise the land and buildings are owned by the governing body.

GBC

Greater Bath Consortium

KEY STAGE

A Key Stage is a stage of the state education system in England, Wales, Northern Ireland which was introduced by the Education reform act in 1988. The knowledge

and skills expected of students at various ages is defined in each stage and targets for achieving them are set by government. The stages are as follows:

- Key Stage 1: Years 1 to 2 (5–7 years old) – KS1.
- Key Stage 2: Years 3 to 6 (7–11 years old) – KS2.
- Key Stage 3: Years 7 to 9 (11–14 years old) – KS3.
- Key Stage 4: Years 10 to 11 (14–16 years old) – KS4.
- Key Stage 5 (more commonly referred to as Sixth Form): Years 12 to 13 (16–18 years old) – KS5. .

LA

Local Authority.

OfSTED

Office for Standards in Education. Body responsible for inspecting schools.

STATUTORY PROPOSAL

When a local authority is contemplating a change to the character of an individual school or a group of schools it has to follow a process which is laid out in law and includes publishing the intended reorganisation and consulting with the public about it. This process is referred to as a Statutory Proposal.

REVENUE FUNDING

Funding which is continuous and used for ongoing costs such as salaries.

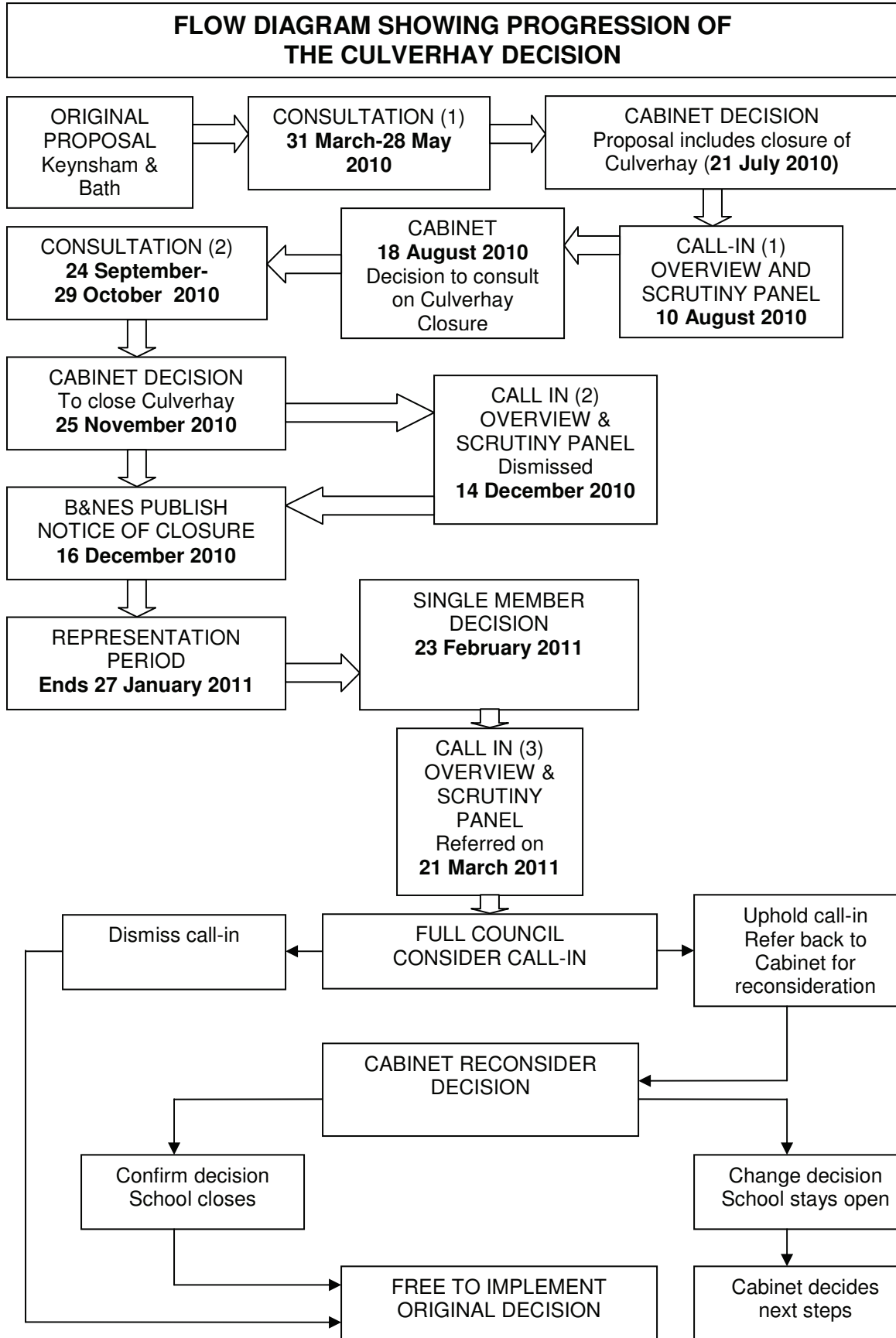
SURPLUS PLACES

Each school has a published admission number (PAN) for each year group. This number is based on the size of the premises, the numbers of pupils in the area and the different types of schools in the area. The objective for any authority is to provide sufficient places for the number of pupils who live there. When there are more than 10% spare places in schools, the vacancies are referred to as surplus places. It is considered to be an inefficient use of public money to run too many surplus places in schools.

SPECIAL EDUCATIONAL NEEDS (SEN)

This is a specific term with an associated set of definitions that indicate where specific pupils should receive additional help and resources. The 1981 Education Act opened up this range of entitlements and ways of working. Since then, its provisions have been supported by the 1995 Disability and Discrimination Act (DDA) and the 2002 Special Educational Needs and Disability Discrimination Act (SENDDA).

ANNEX I



ANNEX II

Interim Independent report on the Sustainability for Culverhay School in respect of strategic Financial, Staffing and Curriculum matters.

1 Introduction:

This report was commissioned by Bath and North East Somerset LA in conjunction with the Head and Governors of Culverhay School to gain an independent view on the future sustainability of Culverhay school in terms of finance, staffing and curriculum following the “Call-in” of the decision to close Culverhay school. This commissioned service has been provided by the Management and Professional Services branch of the Association of School and College Leaders, the leading professional association for secondary school and college leaders. The work has been carried out by David Snashall, an experienced but recently retired secondary headteacher and now part-time officer of the Association.

2 Scope

This is a preliminary report, using data gathered on a one-day visit to the school. Interviews were held with senior leaders and governors. Data was also made available from the officers of the Local Authority. The data provided included a LA and a School estimate of future pupil numbers which are non-evidences and may be both at the higher end of expectations.

3 Model of sustainability

Recent work by ASCL has developed some simple parameters to aid school leaders to take strategic decisions about planning their spending, staffing and curriculum. It is emphasis that these parameters should be a starting point for taking strategic decisions in the local school, but they have the benefit of providing a model at a time of financial uncertainty. These parameters have been shown to work in nearly every situation and provide the linkage from available funds, through staffing, to the type of curriculum that can be offered. The underlying parameters of this model relevant to Culverhay’s strategic direction are:

- a) The 60/20/20 guide: This indicates that spending for sustainable future should be in proportion of: 60% teaching staff; 20% support staff; 20% other costs
- b) The 0.8 deployment guide. This indicates that the overall teaching staff deployment contact ratio should be 0.8. This is the proportion of the available teacher time that is spent teaching in the classroom. Teachers are entitled to 0.1 planning, preparation and assessment time, and leaders entitled to management time. Together, in sustainable schools, the total of non-teaching activity should not exceed 0.2 of the time available

Once these parameters point to the staffing affordability, the framework for the curriculum offer then becomes clear.

ANNEX II

4 Historic situation

4.1 The 60/20/20 guide

A quick analysis of spending over the past couple of years show that the school is not vastly variant from the 60/20/20 guide. Support staff spending is slightly high. This indicates that having been given the budget the governors have done a good job in managing the proportions and have managed the decreasing numbers of students well. However, the funds available to the school have been very generous:

- the school has benefited disproportionately from grants
- the school has had National Challenge funding
- the school has had as had a very generous allowance for being a “small school” (about £1800 per student per year compared with the BANES average)
- the school has benefited from the falling roles situation and BANES funding policy. For example if the roll has fallen by 30 between academic years, the school has benefited from full funding for a financial year for those 30 students but their expenditure has only been for 5/12 of the year. Because the governors have managed staffing well, this has added typically £100,000 per annum over what the school “should” have.

All of these additions are unsustainable, and the future model for funding the school regardless of the governance arrangements, need to be based on sustainable pupil-formula based spending. Staffing is unnecessarily high because of these unsustainable funds.

4.2 The 0.8 deployment guide

This seems never to have guided the deployment of staff and the current level of 0.68 will be amongst the lowest in the country. The difference indicates the volume of professional teaching staff time not used for teaching. There are usually two sources of this – an overgenerous management structure, and teachers not using all the time they are employed for in the professional activity of teaching. In Culverhay’s case both these elements are present. Simply having too many teachers also affects this ratio, and whilst this is now the case, it seems not to have been historically so.

4.3 The Curriculum

The curriculum has provided all that is required by the National Curriculum. The Key Stage three curriculum has gone further and offered (for example) two languages. The core nature of the curriculum in KS3 generally means it is independent of student intake, provided that the student cohort arrives in viable sized groups (for example 25, 50 etc). The KS3 curriculum offer, or its structure in groups, has not been changed as student numbers have dropped leading to some very small groups, and over-generous staffing. At Key Stage 4, it is possible for students to follow the English Baccalaureate subjects, and other combinations required by statute, but there is minimal choice compared with most secondary provision. The school has been working in partnerships with the FE College and other schools to try and address this, but the number of students taking up these offers is small. Curriculum delivery in both these key stages is traditional and class based.

Post 16 the school offers some very successful OCR Nationals, which are taught imaginatively with a strong emphasis on independent learning. Such a model often provides a stimulus and then requires students to explore the material in groups and/or with coaching. The A level offer is poor, not

ANNEX II

viable and even though steps have been taken to work with other schools to create a better offer, such working is minimal. It is not a good environment for successful A level learning because choice is so limited.

5 Current Situation

5.1 The 60/20/20 guide

Teacher staffing for this financial year is approximately 60% of income, non-teaching staff at 25% and other spending at 25%. The overall spend is 109% of income – ie a planned deficit.

However, the budget share is enhanced substantially by a small school's grant, and other grants that would not be sustainable. A conservative estimate suggests that £350,000 falls into this category, which then makes the income base closer to £2.0m, and then teacher costs become 71% of income, non-teachers 30% and other costs 29%, making an overall spend of 130%. This is totally unsustainable. The matter is worse, because this year's income is based on 315 student, where the September 2011 roll is likely to be 272.

Further analysis is needed to identify exactly how the "school small" funding has been spent by the school and whether this represents value-for-money in respect of staffing levels, curriculum or contribution to the fixed costs associated with the over-sized building

5.2 The 0.8 deployment guide.

For September, the school currently has 27.2 teachers. With the timetable cycle in use this gives an availability of 1360 Teacher periods for the timetable. With the current curriculum planned, which is generous in its allocations and has mainly small group sizes, the requirement is for 820 teacher periods. This gives a deployment ratio of 0.60. This will make the school one of the most generously deployed in the country.

The current management structure gives a non-contact total 393 teacher periods – this is very generous. For a staff of 27.2 with 0.8 deployment one would expect this figure to be 272 periods. To get 820 Teacher Periods, with 0.8 deployment, 1025 teacher periods need to be available. This means that there is currently (1360-1025) 335 teacher periods in excess, or 6.7 teaching staff. Removing these staff would lead to a staffing establishment of 21.5. This is still an overall pupil-teacher ratio of 13:1 which is well below typical figure of 17: 1 The disparity between these figures indicates the very generous nature of the present curriculum structure. Any reduction of current staff needs to take into account the needed skill set and specialist knowledge for the future curriculum and teaching & learning styles.

The staff deployment to post 16 courses is in higher proportion than funds generated.

The large leadership group for the size of schools also takes up significant non-teaching time (as well as a number of high salaries): it would normally be smaller in a 272 pupil school.

5.3 Curriculum

The curriculum proposed for the coming year is identical to the Historic situation. There is no immediate impact of the very small year group in Year 7 because this will be treated as one, mixed ability group throughout.

ANNEX II

6 Future situation

6.1 The 60/20/20 guide

There is a major risk that the fixed nature of the “other” costs can put the school at risk. The teaching costs can be scaled to the 60% and with the right skill set of staff and approach to the curriculum provide sufficient staffing for exciting and challenging learning opportunities. Likewise the 20% for support staff can easily be scaled from the present situation and provide an appropriate support for the school business function and the support of learning. However, with both these areas, decisions need to be taken urgently to reduce from the present situation to match the current student population – this population should be at a low point in September 2011 and should maintain and then rise over the next few years with the threat of closure now removed. The small year group in the 2011 entry will continue to make the school have increased risks to its viability and sustainability for the next 7 years.

The overall income is likely to fall because of reduction of grants and the current fiscal climate. There are significantly increased costs for employers in the pipeline. A national funding formula could remove the local variations for supporting small schools. All of these put the school at financial risk, not because of the ability to scale the school to student numbers, but because of fixed costs.

In making plans the school needs to ensure that it fully understands that funding which comes by virtue of “entitlement” and that which is there to ensure support for its size (or other specified activity) and account for this additional funding clearly. This equally applies to post-16 funding.

6.2 The 0.8 deployment guide

Once the leadership, management and general staffing structure has been revised, this guide point can be worked towards with little risk to the current or future curriculum. It is unlikely that whilst a small school the 0.8 will ever be sustained, but the school could easily be able to operate in excess of a 0.75 deployment. Effective use of part-time staff could be used to provide specialism within minority areas for the curriculum, and all teacher appointments need to provide for multi-subject teaching. The curriculum is likely to need a different skill set for its teachers than currently in place and there will need to be active work towards both training existing staff and making good appropriately skilled staff appointments (as the school hopefully expands).

6.3 Curriculum

The current curriculum is unsuitable for the future needs of the school. The key issues are breadth of choice and learning approaches, emphasising practical approaches and independent learning. There is some good practice in Post-16 in the OCR courses which can be built upon for an effective curriculum structure and delivery methods in the rest of the school.

Matters for this full curriculum review should include:

- Expanding the breadth of choice at Key stage 4 and post 16 by allowing students easier access to other schools and colleges in collaborative arrangements.
- Using widely the “stimulus and coaching” methods of curriculum delivery to allow multiple courses to be followed under the supervision of the same member of staff
- Limiting more traditional class teaching to only being used only where there are sufficient numbers to make it a worthwhile experience

ANNEX II

- Making greater use of both independent learning and per-to-peer collaborative working
- Focussing on courses that young people do well in – ie practical learning
- Creating a curriculum specialism building on what the school does well. The lack of a practical based STEM (Science, Technology Engineering and mathematics) provision in the area may make an obvious choice
- Creating a Key Stage 3 curriculum in which the skills needed for the different type of learning needed at Key Stage 4 are taught and nurtured
- Implementing changes to a more individual KS 4 curriculum by 2014 at the latest when the very small year group enter the key stage, when mixed-age learning will be essential to allow for breadth of choice
- Revising post 16 A-level studies to give greater choice, or to concentrate on the OCR Nationals (or similar) which students benefit from greatly.

7 Student numbers and sustainable structures

Even with going co-educational there is little hard evidence that the school will rise above 2 form entry from its local community alone. A school of this size in the current financial parameter is viable so long as it manages its cost extremely carefully. With the declared government aim of introducing a national funding formula, coupled with current fiscal constraints, sustainability is put at risk. There are actions the school can undertake to reduce the risks of becoming unsustainable, which include:

- Creating an “all through” school in conjunction with local primary provision – this can reduce the type of leadership & management costs and premises costs that are needed in a small school. (It does not affect teaching costs or provision but reduces the risk of the teaching part of the budget being “raided” to provide fixed costs.)
- Creating a “Unique Selling Point” that will attract students from outside the immediate community to benefit from a particular approach to learning that suits their needs. The curriculum suggested in the above section, focussed on practical learning, a “stimulus and coaching” approach and the STEM subjects would fulfil such uniqueness
- Complete rebranding of a “new” Culverhay school, looking in particular at corporate image, the public face of the school, and the use of the rooms and resources

All of these matters are rightly for the Governing body, but without tackling them and remaining with current approaches makes the risk to the school’s sustainability unacceptably high.

8 Conclusions

1. **The school in its present format is unsustainable, and is in deficit despite very generous funding.**
2. The school has demonstrated in the past that it is capable of matching available funds to affordable staffing levels, and then to a curriculum that uses those staffing levels.

ANNEX II

3. The school does not seem to have separated “entitlement funding” (the same for each school) from bonus funding in the form of small school allowance and potentially unsustainable grants. It must do so as a move towards sustainability against the background of an impending national funding formula and know exactly what it can afford from the basic level of funding. Without a full analysis of premises and other fixed costs related to income streams it is impossible to analyse whether this can fit within the sustainable 20%. This needs to be done urgently.*
4. **Assuming fixed costs do not create too big a proportion, there is no reason a school running at 50 to 60 students per year should not be sustainable providing the funding and staffing allocation guidelines formulae are followed. However, it would be virtually impossible to do this with a conventional staffing and curriculum structure, or traditional curriculum delivery.***
5. There is some “cross funding” from pre-16 (LA) to post 16 (LSC/YPLA). A first analysis suggests that this may be a significant drain on costs.*
6. **The staffing levels are significantly high**, and for September 2011 the school is overstaffed by over 6 teachers (20%), even accepting the current generous timetable structure. Non-teaching staffing is also significantly overstaffed. This is an immediate need, and further reductions may be needed for sustainability.*
7. **The leadership structure is significantly inappropriate to the size of the school.** This must be reduced for future sustainability. Low student numbers often mean that necessary leadership and management costs are disproportionately high: greater student numbers, or having a singly led and structured “all through” school usually enables sustainability.
8. **The teacher management structure is vastly over capacity.** There are currently only three teachers who do not hold a management post and hence teach a “full” timetable. This breaks the requirements of the national Teachers’ Pay and Conditions requirements for Teaching and Learning Responsibility (TLR) posts. This creates both excess spending and a reduction of teacher periods available for deployment. The school should re-structure its management layer immediately, and use some of the residual small-school funding to carry the costs of protection for teachers who lose their TLR responsibility.*
9. The curriculum structure has been appropriate for the size of school, but is not flexible to current changes in student numbers and it is very expensive. It has not been “sized” as numbers fall and it does not allow sufficient student choice. *
10. There has been some move towards partnership learning both at Key Stage 4 and Post 16. Partnership working to expand student choice needs to be expanded substantially and there is a role for the LA in to use its influence to enable effective partnership working.
11. Pre-16 curriculum delivery seems to be traditional and teacher dominated. This approach is not sustainable if there is to be an increase in student choice which is essential. Staff skills will need to be enhanced to enable individual student approaches, and most staff will need to be capable of enabling multiple subjects. *
12. The Post 16 curriculum delivery uses good approaches for mixed age teaching, and a “stimulus and coaching” model requiring student to work both in teams and independently. Such approaches are the key to making Key Stage 4 viable. There is an implication for the delivery of Key Stage 3 to ensure that students are skilled to work independently.*
13. The school as well as moving co-educational should develop a unique character (Unique Selling Point) to attract and provide an appropriate challenging educational experience for students

ANNEX II

outside its immediate community area as well as those living locally. The expertise of the school in applied courses suggests that a STEM (Science, Technology, Engineering, Mathematics) specialism linked to vocational /practical learning would be most appropriate.

- 14. Action on each of these points does not necessarily mean that the school will remain viable with a sustainable future when a national funding formula is introduced – however, it should move the school towards having sufficient student numbers and spending patterns have a significant chance of being sustainable.**

* indicates areas that need more work to get a full data-based view

David A Snashall

June 2011

Version 2

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Options	Age Range	Consultation/ Statutory Process	Finance - Capital	Key steps	Comments/ issues/risks	Implementation date
1 Consultation on CH becoming co-ed	11-16 or 11-19	LA required to carry out change of gender consultation and publish a notice.	Estimate of £105k identified in 2007 feasibility study. Would need to be updated.	<ol style="list-style-type: none"> 1. Prepare Cabinet report (4 weeks). 2. Cabinet decide to consult. 3. Draft and issue consultation document (4/6 weeks). 4. Undertake consultation (mandatory, 6 weeks minimum recommended). 5. Report to Cabinet on consultation response (4 weeks). 6. Cabinet decide to publish notice. 7. Stat. Notice period (6 weeks exactly). 8. Prepare Cabinet report on stat notice response (4 weeks). 9. Cabinet determine notice. 	<ol style="list-style-type: none"> 1. Pupil numbers and viability of the school. 2. Uncertainty of consultation response. 3. Uncertainty of stat notice response. 4. Risk of removal of small school support 5. School could be viable but significant redundancy cost of restructure 	Due to Admissions deadlines likely earliest implementation Sep-2013
2 Consult on CH closing and establish new co-ed school on the site	11-16 or 11-19	LA required to carry out closure consultation and publish a notice and to follow the process to open a new school involving running a competition, consultation and publication of a notice. The LA can apply to the Secretary of State for permission to establish a new school without a competition but only likely to be granted if it is a Foundation or Trust school.	Could be as Option 1 but uncertain as will depend on competition outcome. Successful proposer may bring capital.	<ol style="list-style-type: none"> 1.* Prepare Cabinet report for decision to issue notice of competition (4 weeks). 2. Cabinet decide to consult on close CH and open a new school. 3. Prepare new school specification. 4. Publish competition notice (4 months). 5. Assess bids (3 weeks). 6. Publish details of bids and related legal notice to close CH (6 weeks). 7. Cabinet report to appoint successful bidder & closure stat notice response (4 weeks). 8. Cabinet determine notice. <p>* Assumes new consultation on closure is not required</p>	<ol style="list-style-type: none"> 1. Risk that DiE may not grant exemption to competition. 2. Seek early legal advice on status of previous consultation to close in order to determine whether a fresh consultation is required or not. If required, run at same time as competition notice. Prepare cabinet report for consultation response and decision to issue closure notice so decision made by end of 4 month competition process. 3. Uncertainty of consultation response to new school proposal. 4. Uncertainty of attracting bidders in competition. 5. Uncertainty of stat notice response. 6. Pupil numbers and viability of the school. 5.Risk of removal of small school support 7. School could be viable but significant redundancy cost of restructure 8. School closure could result in deficit at point of closure 	Due to Admissions deadlines likely earliest implementation Sep-2013. Could be later if competition process does not result in a successful outcome.

Options		Age Range	Consultation/ Statutory Process	Finance - Capital	Key steps	Comments/ issues/risks	Implementation date
3	CH becomes an Academy	11-16 or 11-19	Culverhay finds an academy sponsor and applies to the Secretary of State to open as a 11-16 sponsored co-ed academy. The school could find a partner locally who is willing to be an academy sponsor or the Academies team could be approached to see if there are any national sponsors who might be interested	DfE would need to provide capital.	<ol style="list-style-type: none"> 1. LA seek advice from Academies team on option and help in seeking sponsor. 2. CH approach Academies Team with proposal. 3. CH consults locally. 	<ol style="list-style-type: none"> 1. LA could assist by seeking advice from Academies team on option and help with identifying possible sponsors e.g. BET/BSU 2. Academies have autonomy on what is taught and how a school is managed 3. Legal advice required on implications for 2012 admissions 4. Business case would be required to show viability prior to conversion 5. Any deficit would transfer to the academy 	Positive response from DfE could make 2012 possible but potential conflict with admissions timescale

APPENDIX 3

Equalities Impact Assessment

Determination of the Statutory Notice to Close Culverhay School

1. Date of assessment:

January 2011. Updated April 2011

2. Name of the policy, service, strategy, procedure or function:

Proposed re-organisation of secondary schools in Bath and the proposal to close Culverhay school with no new school to occupy the site in the future.

3. Briefly describe its aims and objectives

In January 2007 the Children and Young People Overview & Scrutiny Panel completed a review of all our secondary schools. The purpose of the review was 'to ensure that the current high standards in our secondary schools are maintained and improved; that all our resources are used effectively; that wherever possible, good facilities are available to all users of school buildings; that the natural choice of parents and pupils will be their local school; that travel to schools by private car should be reduced where possible'.

Following consideration of the findings of the Panel, full Council and Cabinet in 2008, a strategy for secondary schools in Bath & North East Somerset was agreed and officers were authorised to consult on changes to secondary schools in Bath.

Consultation took place commencing in March 2010 on the closure of St Mark's C of E school, Oldfield school and Culverhay school and the opening of a new school on the Oldfield school site and a new school on the Culverhay school site.

This consultation identified the need to keep a school on the St. Mark's school site and to provide a co-educational school on the Oldfield school site. The decision was taken to support the proposed federation of St Mark's C of E school on its current site with St Gregory's Catholic College, with a joint sixth form for both schools and to support Oldfield school in seeking to become a co-educational school with the intention that it will become a co-educational academy by 1 September 2012. The Cabinet asked officers to consult on the closure of Culverhay school in order to remove surplus places.

This second consultation commenced in September 2010. This resulted in the decision to publish a statutory notice for the closure of Culverhay school.

The aims and objectives of the strategy are as follows:

To raise standards and improve educational outcomes.

Provide more co-educational places in Bath to meet demand expressed by parents via past surveys in 1999 and 2004. Reduce the number of single sex schools from four to two.

Reduce the number of schools from seven to six to remove surplus places.

Provide sufficient school places to meet current and future demand from the local area.

Provide sufficient Church school places to meet demand.

Ensure schools are the correct size and not too small.

Efficient use of capital resources to improve poor condition buildings - by maintaining the correct number of schools and places, resources for repairs and maintenance can be used as efficiently as possible.

4. Who is intended to benefit from it and in what way?

a) Parents and carers of younger children who will eventually enter secondary school in the future and the pupils themselves:

More choice due to the provision of more co-educational places to meet demand, particularly for families living in the North West part of Bath.

Retention of Church places maintaining choice.

Raised standards and improved educational outcomes.

Journeys to school predominantly less than three miles so pupils can walk or cycle to school and more pupils become able to choose their local school.

b) Parents and carers of existing secondary age pupils and the pupils themselves:

Raised standards and improved educational outcomes.

c) All schools in Bath and North East Somerset:

£530,000 revenue funding will be re-distributed by the Schools Forum on schools' priorities across Bath and North East Somerset. The need to maintain one less school in Bath will reduce capital repair and maintenance costs and a capital receipt of £6 -£8m is expected to be generated from the sale of the school site for reinvestment in the schools estate.

5. What outcomes are expected?

There are sufficient schools and places to meet existing and projected future need so that children and young people do not need to travel long distances to school and excess surplus places are removed.

All schools are of sufficient size to sustain their long term educational and financial security.

Less single sex places and more co-educational places to meet demand and more choice in general making the choice of their local school easier for a greater number of parents.

More efficient use of resources and reduced costs as a result of maintaining six schools rather than seven.

Raised standards and improved educational outcomes for pupils.

6. Have you consulted on this policy, service, strategy, procedure or function?

Yes - details of consultation as follows

Public consultation meetings were held at the school on Thursday 14th October and at the Guildhall on Wednesday 20th October 2010. Meetings were also held with the school staff and the school Governing Body

Approximately 13,000 copies of the printed consultation document were circulated.

Printed copies of the consultation document outlining the proposal and the process and timescale etc. of the consultation and the next stages were delivered to Culverhay sufficient for every member of staff (teaching and non-teaching), every member of the Governing Body and every pupil to have a copy. The school was asked to distribute the documents to the members of the Governing Body, all staff and to every pupil to take a copy home with them to reach pupils, parents and carers. Printed copies were also provided specifically for the members of the School Council for consultation with pupils.

Printed copies of the consultation document were also delivered to all other secondary schools, to all primary schools and to the two Special schools in the Greater Bath Consortium area sufficient for every pupil to have a copy and schools were asked to distribute the documents to every pupil to take a copy home with them to reach pupils, parents and carers. These schools also had a copy for the Headteacher and a copy for the Chair of Governors.

All other secondary schools, primary schools and the other Special school in Bath & North East Somerset were sent two copies of the document, one for the Headteacher and one for the Chair of Governors.

A printed copy was given to the three organisations that have a contractual use of the school site – Aquaterra Leisure, Bath Spa University and Foot Steps Nursery - and to nine other local and community groups that currently use the school facilities as identified by the school.

A printed copy was posted to all neighbouring Local Authorities, to the two MPs for Bath & North East Somerset and Bath, to all Bath & North East Somerset Councillors, to all Parish Councils covering the Greater Bath Consortium area and to all libraries. 5 copies were distributed to DAFBY (Democratic Action for B&NES Youth), 10 copies were distributed to the Schools Forum and 10 to the Admissions Forum.

An electronic copy was sent to the local Roman Catholic Church diocese and to the Church of England diocese, to the Learning and Skills Council/Shared Service representative (and to the Young People's Learning Agency), to the Children and Young People Overview and Scrutiny Panel, to selected Bath & North East Somerset Council teams and other named Council officers, to named Directors and to the Chief Executive. An email with a link to the electronic consultation document was sent to all designated Union representatives.

Extra printed copies were also taken to the public consultations meetings for distribution on request. The printed document contained a detachable consultation response form.

The consultation document was also made available electronically on the Council website and an electronic consultation response system was set up to allow stakeholders to read the document on line and submit a response via this method if they wished. This electronic response facility was mentioned in the paper consultation document as another way in which comments could be submitted. Stakeholders could also submit their comments via letter or email.

As well in printed paper and electronic format on the Council website, the consultation document could be made available in alternative formats such as Braille, on tape, large print and in a range of community languages on request. Consultees were provided with a telephone number and email address to contact to request an alternative format. Consultees could also attend the meetings.

The statutory notice was published in The Bath Chronicle and posted outside all of the school entrances and placed in the window of the Co-operative supermarket in the Mount Road shopping area nearby. A copy of the complete proposal and statutory notice was given to the Culverhay Governing Body and to the Headteacher, the local C of E Diocese, the local RC Diocese, other neighbouring Local Authorities, the Young People's Learning Agency and the Secretary of State. The notice and the complete proposal were also placed on the Council website and the web address was printed in the statutory notice.

The notice stated that comments or objections needed to be submitted within six weeks of the publication date and that they should be sent to the Local Authority. Representations could also be submitted by email.

During the representation period a total of 41 representations were received. These were submitted by a range of stakeholders including parents of pupils at the school, pupils, school staff, the Governing Body, primary age pupils, local residents and local Councillors. The equalities profile of the respondents is not known.

Specific equalities issues raised were in relation to pupils with Special Educational Needs (SEN), provision of church school places, increased travel distances and costs for some pupils, new uniform costs and underlying socio-economic disadvantage due to the area of the city where many Culverhay pupils live.

7. What evidence has been used for this assessment?

The 2007 Children and Young People Overview & Scrutiny Panel review.

Responses received from the two parental preference surveys carried out in 1999 and 2004.

Responses received from stakeholders via the March 2010 consultation.

Responses received from stakeholders via the September 2010 consultation.

Responses received from stakeholders during the representation period following publication of the statutory notice from 16th December 2010 to 27th January 2011.

Indices of Multiple Deprivation (IMD) 2010.

School Census data showing numbers of pupils on roll, age, gender, Special Educational Needs, ethnicity, eligibility for free school meals.

Admissions and Transport data showing pupils that live within the Greater Bath Consortium area and those that live elsewhere.

Virtual Schools report on the number of children in care.

8. Could a particular group be affected differently in either a negative or positive way?

	Negative	Positive	Neutral	Evidence
Age		x		The closure of Culverhay to Year 7 entrants in September 2012 would lead to a reduction in the number of places available for Year 7 boys however from 1 st September 2012 they will be able to apply to Oldfield. The closure of Culverhay will result in the loss of some post 16 places. However the sixth form at Culverhay is quite small (65 pupils) and the remaining four co-educational sixth forms in the city and City of Bath College will provide sufficient post 16 places for pupils. All post 16 provision will be of a viable size, able to offer a broad curriculum to all pupils. Post 16 age pupils will have greater choice in the city of Bath

				<p>in the future as a result of the St. Gregory's and St. Mark's proposal to provide a new joint sixth form which will be open to external applicants.</p> <p>Existing pupils at the school will either stay on the school site or move to a new school, depending on their age and year group.</p> <p>Arrangements for existing pupils affected by the closure will be planned in detail to ensure a smooth transition for all pupils regardless of age and whether they are to stay on the school site or move to a new school.</p>
Disability and SEN			x	<p>The impact is deemed to be neutral regarding disability and SEN. According to the October 2010 School Census there are a total of 84 pupils with statements of SEN in all Bath secondary schools, average 12. Culverhay has 9 statemented pupils but has a higher proportion of pupils with SEN in general than other schools in Bath. All schools in Bath are capable of effectively supporting pupils with SEN. Culverhay is not the designated Accessible School for disabled pupils in Bath – this is Ralph Allen. Pupils at Culverhay who are currently provided with home to school transport due to disability and who are relocated to another school as a result of the closure, will continue to be able to access this service in line with Local Authority published policy.</p>
Gender		x		<p>Although the proposal would result in the loss of boys places, there would be other places available for boys in the city both at one single sex school and at four other co-educational schools. As Oldfield is to become co-educational in September 2012, if Culverhay was to stay open there would be an imbalance of girls and boys places as there would be two boys schools but only one girls school in the city. Equality of</p>

				<p>access to single sex places for boys and girls will be maintained as there will be one of each type of school in the city. There are currently a significant number of empty places at Oldfield School (single sex girls until 1st September 2012) and at Culverhay School (single sex boys), indicating an over provision of single sex places compared to demand. The remaining single sex boys school is located towards the centre of the city, ensuring equality of access to all pupils living in the Greater Bath Consortium (GBC) area. The single sex girls school is also located in about the same area. Some boys may have to travel further to access a school place than at present but the majority of walking distances are calculated to be less than three miles and therefore boys will be able to walk or cycle. Girls from this area of the city currently have to travel out of the immediate area to access a school place and therefore the travel distances for boys and girls would be of a similar length once Culverhay closes.</p>
Race including Gypsy and Traveller			x	<p>The impact is deemed to be neutral regarding race (including gypsy and traveller). According to the October 2010 School Census, within all Bath secondary schools the average of pupils who's ethnicity is recorded as being other than White British is 12.12%. At Culverhay it is 6.3%.</p>
Religion or Belief		x		<p>Retention of Anglican and Roman Catholic school places maintains choice and reflects the support expressed in the consultation for this category of provision. The proposed Catholic and Anglican schools federation would also be expected to raise standards.</p>
Sexual Orientation			x	<p>The impact is deemed to be neutral regarding sexual orientation.</p>

Looked After Children (LAC), Youth Offenders			x	The remaining six schools in Bath would continue to give first preference to Looked After Children in their admissions as at present. According the survey of Children in Care, within all Bath secondary schools there are 7 Children in Care and the average is 1 child. At Culverhay it is 1 child.
Choice and Diversity		x		The closure of Culverhay would remove some boys single sex places but there would continue to be provision of boys single sex places at another school in the city. Also girls single sex places, Catholic and Church of England denominational co-educational places and an increased number of non-denominational co-educational places will provide choice and diversity and enhance the current provision in the city.
Socio-economically Disadvantaged		x		The IMD 2010 shows that the socio-economic profile of the area of Bath surrounding Culverhay ranges from the most deprived 20% (Twerton ward and the northern part of Southdown ward) to the least deprived 20% (part of Southdown ward and the southern part of Westmoreland ward and the northern part of Odd Down ward). According to the October School Census the average eligibility for free school meals in all Bath secondary schools is 10.62%. At Culverhay it is 21.5%. Some pupils who currently attend Culverhay and live very close to the school will have longer journeys to get to school than at present. Some pupils will be able to walk or cycle. If the new journey incurs a cost, pupils from disadvantaged groups such as children in receipt of free school meals or those from low income households in receipt of the maximum Working Tax Credit allowance, will be able to access support for home to school

				<p>transport in line with Local Authority published policies. The Local Authority will provide a fund for the purchase of new school uniforms for the pupils in those year groups that will be displaced by the closure of Culverhay and who will need uniforms for their new school. Pupils who are displaced from Culverhay will be able to attend Beechen Cliff, Ralph Allen or St. Gregory's Catholic College, all of which have high levels of Academic achievement (BC 67%, RA 72% and St.G 64% 5+A*-C inc. Eng. and Maths in 2010, CH 31%) and Ofsted ratings of Outstanding (BC and St.G) or Good (RA). Access to provision of a high standard is likely to lead to improved educational outcomes and in turn enhanced life chances for children who are socio-economically disadvantaged.</p>
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<p>Community cohesion</p>	<p>Describe how the proposed activity, policy, strategy, service, procedure or functions will contribute to Community Cohesion. You will need to consider;</p> <ul style="list-style-type: none"> • is there equality between those who will and won't benefit from the proposal • are there strong relationships between groups and communities in the area affected and will the proposed action promote positive relationships • does the proposal bring groups/ communities into increased contact with each other 	<p>Better integration of all boys from this area with pupils from other areas of the city as boys will spread out to attend other surrounding schools nearby in the same way that approximately 70% of boys who live closest to Culverhay currently do. Some boys from this area may have to travel longer distances to school than at present. Some boys from other areas of the city will need to travel shorter distance to school than at present, e.g. North West Bath resident boys. Boys from this area following the same pattern as girls do currently so that siblings of different genders can attend the same school or the partner boys and girls single sex schools. Better community cohesion as a greater number of pupils in the city are able to attend their local school rather than having to travel longer distances to schools across the city and away from their home community. Lower numbers of non-GBC resident pupils in the remaining six schools and more local pupils and less pupils from further away in B&NES and from out of the authority. The proposal allows for the retention of some of the existing on-site facilities currently used by the community e.g. Early Years provision, sports facilities, playing fields. Some community use of the school site will no longer be possible once the school closes. It may be possible to transfer some of this to another venue or venues in or near the local area.</p>
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9. Equality Impact Assessment Action Plan

Please list actions that you plan to take as a result of this assessment. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The

actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

Issues identified	Actions required	Progress milestones	Officer responsible	By when
Pupils with SEN	Detailed transition planning with an individual plan of support drawn up for each child.	Individual annual review	Nigel Harrisson	June 2011
Socio-economic Disadvantage	LA fund to provide money for new uniforms for those pupils displaced by the closure of CH.	Publicise grant system to parents	Richard Morgan	April 2013 and April 2014
Age	Transition points set in order to avoid key stages e.g. pupils will stay at CH to complete their GCSEs or will move to a new school prior to commencing GCSEs. Support and guidance for pupils making choices for post 16 once the sixth form at CH closes to new pupils.	April 2013 individual transfer plans for pupils in Y9. Course and provider information given to pupils in Y10.	Kevin Amos Culverhay school	Sept 2013 and Sept 2014 September 2012 and 2013

Appendix 4

Equality Impact Assessment / Equality Analysis

Title of service or policy	The Future of Culverhay School
Name of directorate and service	Children's Services
Name and role of officers completing the EIA	Helen Hoynes, Children's Services and School Organisation Manager
Date of assessment	27 th June 2011

Equality Impact Assessment (or 'Equality Analysis') is a process of systematically analysing a new or existing policy or service to identify what impact or likely impact it will have on different groups within the community. The primary concern is to identify any discriminatory or negative consequences for a particular group or sector of the community. Equality Impact Assessments (EIAs) can be carried out in relation to service delivery as well as employment policies and strategies.

This toolkit has been developed to use as a framework when carrying out an Equality Impact Assessment (EIA) or Equality Analysis on a policy, service or function. It is intended that this is used as a working document throughout the process, with a final version including the action plan section being published on the Council's and NHS Bath and North East Somerset's websites.

1. Identify the aims of the policy or service and how it is implemented.	
Key questions	Answers / Notes
1.1 Briefly describe purpose of the service/policy including <ul style="list-style-type: none"> ● How the service/policy is delivered and by whom ● If responsibility for its implementation is shared with other departments or organisations ● Intended outcomes 	Keep a co-educational school on the Culverhay school site Culverhay school Governing Body and the LA NA
1.2 Provide brief details of the scope of the policy or service being reviewed, for example: <ul style="list-style-type: none"> ● Is it a new service/policy or review of an existing one? ● Is it a national requirement?). ● How much room for review is there? 	To provide a financially viable school with good educational standards that delivers good educational outcomes for its pupils. Existing proposal to close Culverhay school and new consideration of a co-educational school on the site No Unknown

1.3	Do the aims of this policy link to or conflict with any other policies of the Council?	No
2. Consideration of available data, research and information		
<p>Monitoring data and other information should be used to help you analyse whether you are delivering a fair and equal service. Please consider the availability of the following as potential sources:</p> <ul style="list-style-type: none"> ● Demographic data and other statistics, including census findings ● Recent research findings (local and national) ● Results from consultation or engagement you have undertaken ● Service user monitoring data (including ethnicity, gender, disability, religion/belief, sexual orientation and age) ● Information from relevant groups or agencies, for example trade unions and voluntary/community organisations ● Analysis of records of enquiries about your service, or complaints or compliments about them ● Recommendations of external inspections or audit reports 		
Key questions		Data, research and information that you can refer to
2.1	What is the equalities profile of the team delivering the service/policy?	Unknown
2.2	What equalities training have staff received?	Basic equalities awareness training
2.3	What is the equalities profile of service users?	October 2010 School Census: numbers of pupils on roll, age, ethnicity, gender, Special Educational Needs, eligibility for free school meals, Virtual Schools report on the number of Children in Care, Indices of Multiple Deprivation (IMD) 2010. Admissions and Transport data showing pupils that live within the Greater Bath Consortium area and those that live elsewhere. Virtual Schools report on the number of children in care. B&NES PCT data on births and resident population

2.4	What other data do you have in terms of service users or staff? (e.g results of customer satisfaction surveys, consultation findings). Are there any gaps?	Consultation findings.
2.5	What engagement or consultation has been undertaken as part of this EIA and with whom? What were the results?	<p>Yes - details of consultation as follows</p> <p>Public consultation meetings were held at the school on Thursday 14th October and at the Guildhall on Wednesday 20th October 2010. Meetings were also held with the school staff and the school Governing Body</p> <p>Approximately 13,000 copies of the printed consultation document were circulated.</p> <p>Printed copies of the consultation document outlining the proposal and the process and timescale etc. of the consultation and the next stages were delivered to Culverhay sufficient for every member of staff (teaching and non-teaching), every member of the Governing Body and every pupil to have a copy. The school was asked to distribute the documents to the members of the Governing Body, all staff and to every pupil to take a copy home with them to reach pupils, parents and carers. Printed copies were also provided specifically for the members of the School Council for consultation with pupils.</p> <p>Printed copies of the consultation document were also delivered to all other secondary schools, to all primary schools and to the two Special schools in the Greater Bath Consortium area sufficient for every pupil to have a copy and schools were asked to distribute the documents to every pupil to take a copy home with them to reach pupils, parents and carers. These schools also had a copy for the Headteacher and a copy for the Chair of Governors.</p> <p>All other secondary schools, primary schools and the other Special school in Bath & North East Somerset were sent two copies of the document, one for the Headteacher and one for the Chair of Governors.</p> <p>A printed copy was given to the three organisations that have a contractual use of the school site – Aquaterra Leisure, Bath Spa University and Foot Steps Nursery - and to nine other local and community groups that currently use the school facilities as identified by the school.</p> <p>A printed copy was posted to all neighbouring Local Authorities, to the two</p>

<p>MPs for Bath & North East Somerset and Bath, to all Bath & North East Somerset Councillors, to all Parish Councils covering the Greater Bath Consortium area and to all libraries. 5 copies were distributed to DAFBY (Democratic Action for B&NES Youth), 10 copies were distributed to the Schools Forum and 10 to the Admissions Forum.</p> <p>An electronic copy was sent to the local Roman Catholic Church diocese and to the Church of England diocese, to the Learning and Skills Council/Shared Service representative (and to the Young People's Learning Agency), to the Children and Young People Overview and Scrutiny Panel, to selected Bath & North East Somerset Council teams and other named Council officers, to named Directors and to the Chief Executive. An email with a link to the electronic consultation document was sent to all designated Union representatives.</p> <p>Extra printed copies were also taken to the public consultations meetings for distribution on request. The printed document contained a detachable consultation response form.</p> <p>The consultation document was also made available electronically on the Council website and an electronic consultation response system was set up to allow stakeholders to read the document on line and submit a response via this method if they wished. This electronic response facility was mentioned in the paper consultation document as another way in which comments could be submitted. Stakeholders could also submit their comments via letter or email.</p> <p>As well in printed paper and electronic format on the Council website, the consultation document could be made available in alternative formats such as Braille, on tape, large print and in a range of community languages on request. Consultees were provided with a telephone number and email address to contact to request an alternative format. Consultees could also attend the meetings.</p> <p>47% were in support and 53% opposed the Council's approach to addressing the challenges in Bath which includes reducing the numbers of schools from seven to six. A significant majority (74%) were opposed to the proposal to close Culverhay with 26% in favour. In addition to the formal consultation responses a petition with approximately 2400</p>	
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<p>signatures was received supporting a change to co-educational status for Culverhay. A total of 143 signed leaflets supporting Culverhay as a co-educational school were also received.</p> <p>The Friends of Culverhay Parent Action Group also provided evidence of a survey undertaken of parents at local primary schools which asked if they would send their children to Culverhay if it were co-educational. Approximately 350 copies of the survey were received of which 183 were signed. Counting all responses including those unsigned this indicated that parents of a potential 535 pupils (310 boys and 225 girls) would choose Culverhay if it was co-educational, although it was not possible to accurately identify the children's ages and therefore the number who might attend at any one time.</p> <p>The statutory notice was published in The Bath Chronicle and posted outside all of the school entrances and placed in the window of the Co-operative supermarket in the Mount Road shopping area nearby. A copy of the complete proposal and statutory notice was given to the Culverhay Governing Body and to the Headteacher, the local C of E Diocese, the local RC Diocese, other neighbouring Local Authorities, the Young People's Learning Agency and the Secretary of State. The notice and the complete proposal were also placed on the Council website and the web address was printed in the statutory notice.</p> <p>The notice stated that comments or objections needed to be submitted within six weeks of the publication date and that they should be sent to the Local Authority. Representations could also be submitted by email. During the representation period a total of 41 representations were received. These were submitted by a range of stakeholders including parents of pupils at the school, pupils, school staff, the Governing Body, primary age pupils, local residents and local Councillors. The equalities profile of the respondents is not known. These representations were against the closure of the school and in support of keeping a school on this site.</p> <p>Specific equalities issues raised were in relation to pupils with Special Educational Needs (SEN), provision of church school places, increased</p>	
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		travel distances and costs for some pupils, new uniform costs and underlying socio-economic disadvantage due to the area of the city where many Culverhay pupils live.
2.6	If you are planning to undertake any consultation in the future regarding this service or policy, how will you include equalities considerations within this?	Equalities impact assessments will be carried out as necessary.
3. Assessment of impact: 'Equality analysis'		
	Based upon any data you have considered, or the results of consultation or research, use the spaces below to demonstrate you have analysed how the service or policy: <ul style="list-style-type: none"> • Meets any particular needs of equalities groups or helps promote equality in some way. • Could have a negative or adverse impact for any of the equalities groups 	
	Examples of what the service has done to promote equality	Examples of actual or potential negative or adverse impact and what steps have been or could be taken to address this
3.1	Gender – identify the impact/potential impact of the policy on women and men. (Are there any issues regarding pregnancy and maternity?)	If the school was to stay open and become co-ed this would result in the loss of boys places. However there would be other places available for boys in the city both at one single sex school and at four other co-educational schools. As Oldfield is to become co-educational in September 2012, if Culverhay was to stay open as a boys school for another year until 2013, there would be an imbalance of girls and boys places as there would be two boys schools providing 264 Year 7 places but only one girls school with 180 Year 7 places in the city. Equality of access to single sex places for boys and girls

			<p>would be re-instated once Culverhay became co-ed. The remaining single sex boys school is located towards the centre of the city, ensuring equality of access to all pupils living in the Greater Bath Consortium (GBC) area. The single sex girls school is also located in about the same area. Girls living in this SW area of the city currently have to travel out of the immediate area to access a school place and therefore the travel distances for boys and girls would be of a similar length once Culverhay became co-ed.</p> <p>None</p>
3.2	Transgender – identify the impact/potential impact of the policy on transgender people	NA	
3.3	Disability - identify the impact/potential impact of the policy on disabled people (ensure consideration of a range of impairments including both physical and mental impairments)	<p>According to the October 2010 School Census there are a total of 84 pupils with statements of SEN in all Bath secondary schools, average 12. Culverhay has 9 statemented pupils but has a higher proportion of pupils with SEN in general than other schools in Bath.</p> <p>Possible negative educational impact on all pupils aged 11 – 19.</p>	<p>All schools in Bath are capable of effectively supporting pupils with SEN. Culverhay is not the designated Accessible School for disabled pupils in Bath – this is Ralph Allen.</p>
3.4	Age – identify the impact/potential impact of the policy on different age groups		<p>The sixth form at Culverhay is quite small (65 pupils) and therefore maintaining a broad curriculum for post 16 pupils if the school stays open will be challenging.</p> <p>The school is likely to be small and therefore effective curriculum delivery will be challenging. The ability to effectively meet the needs of a range of abilities within what might possibly be a single year group and single class of 30</p>

				pupils or less will require careful consideration and planning.
3.5	Race – identify the impact/potential impact on different black and minority ethnic groups	NA	NA	According to the October 2010 School Census, within all Bath secondary schools the average of pupils who's ethnicity is recorded as being other than White British is 12.12%. At Culverhay it is 6.3%.
			Examples of what the service has done to promote equality	Examples of potential negative or adverse impact and what steps have been or could be taken to address this
3.6	Sexual orientation - identify the impact/potential impact of the policy on lesbians, gay, bisexual & heterosexual people	NA	NA	None
3.7	Religion/belief – identify the impact/potential impact of the policy on people of different religious/faith groups and also upon those with no religion.	NA	NA	None
3.8	Socio-economically disadvantaged – identify the impact on people who are disadvantaged due to factors like family background, educational attainment, neighbourhood, employment status can influence life chances	A school could remain on this site.		The IMD 2010 shows that the socio-economic profile of the area of Bath surrounding Culverhay ranges from the most deprived 20% (Twerton ward and the northern part of Southdown ward) to the least deprived 20% (part of Southdown ward and the southern part of Westmoreland ward and the northern part of Odd Down ward). According to the October School Census the average eligibility for free school meals in all Bath secondary schools is 10.62%. At Culverhay it is 21.5%.
3.9	Rural communities – identify the impact /	NA	NA	None

	potential impact on people living in rural communities	
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4. Bath and North East Somerset Council & NHS B&NES Equality Impact Assessment Improvement Plan

Please list actions that you plan to take as a result of this assessment. These actions should be based upon the analysis of data and engagement, any gaps in the data you have identified, and any steps you will be taking to address any negative impacts or remove barriers. The actions need to be built into your service planning framework. Actions/targets should be measurable, achievable, realistic and time framed.

Issues identified	Actions required	Progress milestones	Officer responsible	By when
If Culverhay stays open, need to ensure delivery of a broad and balanced curriculum and effective curriculum delivery in order to achieve good educational outcomes for all pupils.	Support the Governing Body and Headteacher to commission effective strategic curriculum planning support.	Review requirements for additional support with GB/Headteacher	Tony Parker (Divisional Director) and Lin Bartlett. (Senior Secondary Advisor)	September 2011
If Culverhay stays open, need to consider the gender imbalance.	Support the Governing Body to plan and undertake a Consultation on the School becoming co-educational at the earliest opportunity.	Plan for consultation in place Undertake Consultation	Tony Parker (Divisional Director Learning and Inclusion). Tony parker if Local Authority consultation. School or	September 2011. Autumn 2011 onwards

			Academy if School or Academy undertaking consultation
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5. Sign off and publishing

Once you have completed this form, it needs to be 'approved' by your Divisional Director or their nominated officer. Following this sign off, send a copy to the Equalities Team (equality@bathnes.gov.uk), who will publish it on the Council's and/or NHS B&NES' website. Keep a copy for your own records.

Signed off by: A G Parker

(Divisional Director or nominated senior officer)

Date: 30/6/11

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