

Closing a Mainstream School - Factors to be considered by Decision Makers (Extracts from DfE Statutory Guidance)

The information presented below is intended to support Cabinet in their decision-making on the proposal to close Macclesfield High School on 31 August 2011, with closure being conditional on the establishment of an 11-16 Academy on the same site.

FACTORS TO BE CONSIDERED BY THE DECISION MAKER

Factors relevant to this proposal are set out below. Please refer to the Guidance (**Appendix 3 to the Cabinet Decision Paper**) for further information on considering the closure of a maintained school.

1 EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT

Guidance	Paragraph/s	Current Position	Impact of Closure
<p>A System Shaped by Parents The Government's aim - a schools system shaped by parents which delivers excellence and equity.</p> <p>Weak schools that need to be closed are closed quickly and replaced by new ones where necessary; and the best schools are able to expand and spread their ethos and success.</p>	4.17	The three year trend in the academic standards at Macclesfield High School, following its creation as a new secondary school in September 2007, has been downward. This trend culminated in the school only just achieving above the 30% national baseline in terms of 5+ A*- C including English and Maths (actual result 31%) in Summer 2009. The resulting decision by the Local Authority and the DFE to include the school within the National Challenge programme was a vital and necessary step to significantly accelerate improvements in pupil attainment. Leadership and Management support from Tytherington	<p>The proposed closure of Macclesfield High School is conditional upon the establishment of an Academy on the same site.</p> <p>Macclesfield College's senior team has an excellent track record of improving outcomes for learners by raising educational standards and the aspirations of young people. The College is also a Beacon College, which is the Government's recognition of excellence, and commits the College to working with other institutions to help them to raise their performance and the College was judged as Outstanding in its most recent Ofsted inspection. The</p>

		<p>High School contributed to the school not being placed in special measures following an OfSTED Inspection in February 2010. The school achieved its National Challenge Target in summer 2010 examinations and the HMI monitoring visit in September 2010 judged the school to be making good progress.</p> <p>The pattern of parental preference in the Macclesfield area means that the majority of surplus places across the town are at Macclesfield High School. Whilst the number of pupils attending Macclesfield High School in October 2010 of 745 produces a surplus for the school of 26%, the number on roll is forecast to fall further to 708 by 2017, which if realised would result in 30% surplus places at the school. Taking into account the pattern of parental preference, further analysis shows that this surplus figure could be much greater if no action is taken with a potential surplus at Macclesfield High School of up to 67% by 2017 if the other three mainstream schools continue to receive admissions in line with their published admission numbers.</p> <p>Although the school has made progress</p>	<p>College propose to appoint an inspirational Head Teacher as a leader for the Academy, and the College's senior team are confident of applying their educational expertise in a secondary setting</p> <p>As a partner, co-located on the Learning Zone, Macclesfield College would be in a unique position to provide a sustainable solution to the problem of surplus places, with the minimum disruption to the current students of Macclesfield High School and their parents.</p> <p>The proposal opens up the possibility of new curriculum opportunities for Academy students, through partnerships with employers accessed through the College's extensive employer engagement.</p> <p>Under this proposal the Learning Zone would be able to offer young people clear progression routes from Year 7 right through to Higher Education degrees on one modern integrated campus. Making these opportunities fully visible and accessible on a single campus would raise aspirations.</p> <p>Macclesfield College would also build</p>
--	--	--	--

		in improving the education offered to its students, it is felt that a radical change in structure is needed to sustain this improvement and to reverse the trend of declining student numbers, and that further sustainable improvement would be best delivered with external support and an appropriate sponsor.	on and enhance its partnership with Park Lane Special School, seeking to develop the opportunities for Park Lane's Key Stage 4 students based upon successful experience within LZ6. Park Lane Special School has also been judged Outstanding by Ofsted and the College would wish to draw on their expertise, particularly in the development of a personalised curriculum and behaviour management. (see Appendix 2.11 – EOI)
<p>The EIA 2006 amends the Education Act 1996 to place duties on LAs to secure diversity in the provision of schools and to increase opportunities for parental choice when planning the provision of schools in their areas.</p> <p>In addition, LAs are under a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools. The Government's aim is to secure a more diverse and dynamic schools system which is shaped by parents.</p> <p>The Decision Maker should take into account the extent to which the proposals are consistent with the new duties on LAs.</p>	4.18	There are four mainstream secondary schools in Macclesfield, each providing education aged 11 to 18. The current number of mainstream places across the town, including the schools' sixth form provision is 4766. An analysis of the latest data shows that the number of pupils attending these schools has fallen over the past years from 4981 pupils in 2002 to 4571 in October 2010 (taken from the Autumn Term School Census Returns). This reduction is forecast to fall again by September 2017 to 4380 resulting in an 8% surplus forecast for the town. On the South side of the town, mainstream provision currently includes Macclesfield High School (foundation status) and the nearby All Hallows Catholic College (voluntary aided). In order to provide	<p>An Academy of 600 places would ensure that there are sufficient places in the area whilst offering a non-faith provision with continued access to sixth form education on the existing site.</p> <p>The outcome of formal consultation indicated that, for parents, the key consideration was that education should continue on the same site. This was also a key issue for parents and carers. (See Appendix 2.2 – Formal Consultation Document)</p> <p>The outcomes of informal consultation held in the summer 2010 are available on request by contacting the report writer.</p>

		sufficient places and to ensure diversity in provision, a non-faith school is important. This would ensure that travel and accessibility are not prejudiced for parents and carers seeking a non-faith based education. Feedback received during informal and formal consultation demonstrated that travel and accessibility were key issues for parents and carers of children in the school's community.	
Standards – The Government wishes to encourage changes to local school provision where it will boost standards and opportunities for young people, while matching school place supply as closely as possible to pupils' and parents' needs and wishes.	4.19	<p>The level and range of interventions have been significant and all have contributed to the improvements in attainment as seen in the Summer 2010. There has been a positive rise in the 5+A*-C including English & Maths rate up to 42% (11% rise) which has brought improved confidence in the school and the local community to deliver high quality learning. Whilst these improvements need to be celebrated, there is still a considerable amount of further work to be undertaken throughout the school to fully embed the progress seen and create a consistent and sustainable rate of school improvement in terms of the costs of external interventions into the school during 2009-10 and 2010-11.</p> <p>There are four mainstream secondary</p>	<p>Macclesfield College, sponsor of the proposed Academy has identified key priorities for addressing standards at the school, with the first priority being to appoint a high quality, inspirational Headteacher to lead the Academy. A new Academy staffing structure will be agreed to ensure an effective senior leadership team is established as early as possible.</p> <p>As sponsor, Macclesfield College will ensure a lean and efficient staffing structure is established, in which all staff are fully deployed and contracts fully utilised. The College has significant successful experience of running an effective and efficient educational business.</p> <p>The curriculum, as from September, will</p>

		<p>schools in Macclesfield, each providing education aged 11 to 18. The current number of mainstream places across the town, including the schools' sixth form provision is 4766. An analysis of the latest data shows that the number of pupils attending these schools has fallen over the past years from 4981 pupils in 2002 to 4571 in October 2010 (taken from the Autumn Term School Census Returns). This reduction is forecast to fall again by September 2017 to 4380 resulting in an 8% surplus forecast for the town. Although Macclesfield High School has made progress in improving the education offered to its students, the pattern of parental preference in the Macclesfield area means that demand for places is low compared with the other three schools and as such, the majority of surplus places are at Macclesfield High School. Whilst the number of pupils attending the school in October 2010 of 745 produces a surplus for the school of 26%, the number on roll is forecast to fall further to 708 by 2017, which if realised would result in 30% surplus places at the school. Taking into account the pattern of parental preference, further analysis shows that this surplus figure could be much</p>	<p>be revised to create a better match with the needs of learners and to reflect national educational priorities. From Year 7 the Academy will focus upon developing literacy, numeracy and personal learning and thinking skills which underpin all learning. Where reading ages are low on entry the RML scheme will be used to ensure rapid progress. In response to the changing national requirements, a modern language will be available throughout the school. Every student will have an individual learning plan with clear short term and long term targets which will be shared with parents. Regular individual progress reviews will be used to ensure students are on track to achieve their targets. This will enable early intervention where necessary. Setting will be adopted as the norm.</p> <p>A programme of professional development prior to the opening of the Academy will expose staff to outstanding practice and develop a shared understanding of what is required. The programme will continue during the first year to ensure consistent high quality lessons designed to engage, stretch and challenge students, raise achievement and improve</p>
--	--	---	---

		<p>greater if no action is taken with a potential surplus at Macclesfield High School of up to 67% by 2017 if the other three mainstream schools continue to receive admissions in line with their published admission numbers.</p>	<p>behaviour. Trained subject learning coaches and Advanced Skills Teachers will provide peer support. A rigorous quality assurance framework will be implemented including:</p> <ul style="list-style-type: none"> regular classroom observations by trained observers with detailed individual feedback and targeted professional development for teachers to bring about rapid improvement provision of an on-line good practice marketplace for teaching and learning rigorous performance management of Department Heads and teachers with challenging goals and targets. <p>Attendance will be improved through an absence monitoring strategy whereby a small team of support staff immediately follow up registered absences by text or phone to students' homes. Strategies introduced in the predecessor school to address behavioural problems in lower teaching sets and to tackle persistent absence in a small minority of students will be evaluated and taken forward or re-vamped as appropriate in advance of opening. The steps set out above to improve teaching and learning and to raise standards will encourage attendance. In addition an After School Club will be introduced to help all students develop life skills and to raise</p>
--	--	---	--

			<p>aspirations. This will provide a choice of workshops designed to make learning fun, while highlighting the relevance of core subjects and developing skills that might not be given full attention during school hours. For disengaged students the Club will form part of the strategy for re-engagement and will encourage them to stay in a safe environment after lessons. The Library will be open for extended hours. A holiday club will continue this work outside of school terms.</p> <p>(see Appendix 2.11 – EOI)</p>
<p>Decision Makers should be satisfied that proposals for a school closure will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. Decision-makers should pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.</p>	4.20	<p>Macclesfield High School is a foundation school with specialisms in both arts and technology. It transferred to a new site in September 2007. It is smaller than the average secondary school and has a smaller-than-average proportion of students from minority ethnic backgrounds. Few students speak English as an additional language. The proportion eligible for free school meals is a little above average. The proportion of pupils with special educational needs and/or disabilities is above average, especially those with a statement of special educational needs. Pupil</p>	<p>The Sponsor's vision for the Academy is to become an outstanding school in which every student is happy and strives to achieve his/her full potential. A prime responsibility of the Headteacher will be to establish a new culture and ethos for the Academy with a focus on high expectations of staff and students to raise aspirations, promote achievement and enhance self-esteem. A Statement of Vision, Values and Ethos has already been developed and sets out the following values:</p> <ul style="list-style-type: none"> • promoting and achieving excellence • learning is our first priority: students' interests always come first • actively promoting equality and

		<p>mobility is high, both into and out of the school. Approximately one in five students in Years 8 to 11 attended another secondary school before transferring to Macclesfield High. Half of these arrived with a record of low attendance.</p>	<p>diversity</p> <ul style="list-style-type: none"> • maintaining high standards of ethics and behaviour • encouraging innovation and development in staff and students • acknowledging and using the power of positive thought • working in partnership: promoting effective teamwork and collaborating with partner primary schools. <p>In the first year of opening, the Academy sponsor plans to Improve the quality of senior and middle leadership, Improve the culture and ethos within the school so that aspirations rise for both staff and students, raise standards across all subjects including the core areas so that attainment rises and progress is more rapid for all students, improve the quality of teaching so that it becomes more engaging and students become more actively involved leading to a thirst for and an interest in learning; thereby improving behaviour for learning, improve student attendance and reduce persistent absence, ensure that there is a greater consistency and expectation across all members of the school community so that all areas of the learning environment are well maintained.</p>
--	--	--	--

<p>Schools Causing Concern – The Decision Maker should take into account the popularity with parents of alternative schools.</p>	4.22	<p>The data shows that the popularity of Macclesfield High School has been declining over a number of years and this could reach as high as 67% by 2017 if no action is taken. Although the school has made progress in improving the education offered to its students, it is felt that a radical change in structure is needed to sustain this improvement and to reverse the trend of declining student numbers, and that further sustainable improvement would be best delivered with external support and an appropriate sponsor.</p>	<p>The Expression of Interest submitted by Macclesfield College, Academy sponsor to the Secretary of State received ministerial approval on 7 February.</p> <p>A decision on closure would mean that current provision of 1012 places (including the sixth form) would be replaced by a 600 place 11-16 Academy.</p> <p>All children on the roll of Macclesfield High School at the time of closure will automatically transfer to the new Academy, unless they choose to move to another school which has places available.</p>
<p>For all closure proposals involving schools causing concern, copies of the Ofsted monitoring letters for the relevant schools should be made available.</p> <p>The Decision Maker should have regard to the length of time the school has been in special measures, needing significant improvement or otherwise causing concern, the progress it has made, the prognosis for improvement, and the availability of places at other existing or proposed schools within a reasonable</p>	4.23	<p>Macclesfield High School was formally brought into the Schools Causing Concern (SCC) programme in March 2010 as a widening Local Authority intervention programme following the Ofsted inspection in February 2010, which placed the school in the category 'Notice to Improve'.</p> <p>The SCC Plan for the school was an adapted Raising Attainment Plan (RAP), as required for National Challenge. Regular monitoring has</p>	<p>The proposed Academy will be a co-educational, four forms of entry, 11-16 school with a planned admission number of 120 and a total population of 600 delivering education on the Macclesfield High School site and thereby ensuring that the proposal to close the school does not create transport issues. Based on pupil forecasting methodology, at the time of the proposed closure, the planned capacity of 600 places should be sufficient to accommodate all pupils</p>

<p>travelling distance.</p> <p>There should be a presumption that these proposals should be approved, subject only to checking that there will be sufficient accessible places of an acceptable standard available in the area to meet foreseeable demand and to accommodate the displaced pupils.</p>		<p>taken place against the revised RAP plan throughout this year which has utilised the Red Amber Green evaluative process against key priority activities (see Appendix 4.1). The HMI monitoring visit as of 23rd September 2010 assessed the school as having made good progress since the last inspection (see Appendix 4.2). Further LA initiated monitoring has also identified clear progress.</p> <p>The school has only been within an Ofsted category of Notice to Improve for just over 12 months. The progress in terms of standards has been significant as have the improvements in relation to the rigour and challenge by the leadership team to monitor the quality of provision, especially in terms of teaching and learning. All evidence, including the HMI monitoring visit suggests good progress overall.</p>	<p>currently on the roll of Macclesfield High School, together with the new intake for Year 7. In the event that the NOR at the start of the autumn term this year and in future years exceeds the 600 places available, transitional measures will be employed by the proposed Academy to ensure that the needs of all pupils currently attending Macclesfield High School and those offered places for the Year 7 intake are met.</p> <p>Further information is included in the Complete Proposal (Appendix 2)</p>
<p>Academies - Academies are publicly-funded independent schools established in partnership with business and voluntary sector sponsors. All Academies should contribute to a strategic approach to diversity in their area. The involvement of business and</p>	4.25	N/A	<p>The Academy will be a co-educational, four forms of entry, 11-16 school with a planned admission number of 120 and a total population of 600. There will be no faith designation. The Academy will be located within an educational campus (the Macclesfield Learning Zone) opened in September 2007 and</p>

<p>other non-Government partners will enable Academies to develop and implement new approaches to governance, teaching and learning in order to raise standards. All Academies will be required to share their facilities and expertise with other local schools and the wider community.</p>			<p>shared with Macclesfield College (sponsor) and Park Lane Special School. The new campus includes specialist sixth form provision through the Learning Zone Sixth Form College (LZ6) which provides a full range of academic and applied learning courses for 16-19 year olds from Foundation Learning to Advanced level study. Year 11 students from across East Cheshire, including students at Macclesfield High School, and students in the surrounding areas of south Manchester and Derbyshire currently apply to study there post-16.</p> <p>The Macclesfield Learning Zone offers an unrivalled choice of opportunities for sixth form study. In addition to LZ6, ECAT (the European Centre for Aerospace Training) provides technical and occupational Engineering training for sixth formers and the main FE College offers occupational training in Professional Cookery, Hospitality, Hairdressing and Beauty Therapy for 16-19 year olds, plus specialised provision in Art and Design. On the Learning Zone campus Macclesfield College also offers Apprenticeships, and Foundation and Honours Degrees validated by Manchester Metropolitan</p>
---	--	--	--

			<p>University. Thus the Learning Zone provides young people with clear progression routes from age 11 to GCSEs in the Academy, through to A levels, vocational qualifications or an Apprenticeship, and on to Higher Education.</p> <p>Metropolitan University (MMU), Siemens plc and AstraZeneca have agreed to act as partners in the Academy – serving on the trustee board and bringing their expertise to the development. In particular MMU's Institute of Education will work with Macclesfield College and the Academy Headteacher to design a curriculum and establish practices to raise standards. Siemens and AstraZeneca (both major local employers) will provide curriculum enhancement through STEM Ambassadors leading industry related activities and student competitions, speaking about their roles and careers, acting as business mentors and hosting visits to the workplace. The aim will be to enrich knowledge of the world of work and to develop important core skills.</p> <p>The trustee board will comprise senior managers from Siemens plc,</p>
--	--	--	---

			AstraZeneca and Manchester Metropolitan University, the Principal of Macclesfield College and members of the Macclesfield College Corporation (Governing Body), one of whom will be chair of the Academy Governing Body
Where an Academy is to replace an existing school or schools, the proposals for the closure of those schools should indicate whether pupils currently attending the schools will transfer to the Academy and, if appropriate, what arrangements will be made for pupils who are not expected to transfer.	4.26	The public notice states that all children on the roll of Macclesfield High School at the date of closure will automatically transfer to the new Academy, unless they choose to move to another school which has places available. (See Appendix 1) . In such cases parents will be able to complete an application through the LA's coordinated admission process.	
If provision for pupils at a school proposed for closure is dependent on the establishment of an Academy, or the extension or enlargement of an existing Academy, any approval of the closure proposals should be conditional on the Secretary of State making an agreement for a new Academy, or agreeing to the extension or enlargement of an existing one but there should be a general presumption in favour of approval.	4.27	Within the explanatory notes section of the public notice, it states that: 'Academies are publicly funded independent schools with sponsors from the private and voluntary sectors. The establishment of an Academy is subject to the agreement of the Secretary of State. It is proposed that the closure of Macclesfield High School should be approved to take effect only if by the date of closure an agreement has been made under section 482(1) of the Education Act 1996 for the establishment of an Academy to replace	Statement of intent to establish an academy received ministerial approval in November 2010 Expression of Interest signed on 7th Feb 2011 Project Team appointed by the College on 1st March

		Macclesfield High School.'	
Diversity – The Government's aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government's vision is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and acts as a centre of excellence or specialist provision.	4.29	See paragraphs 4.18 -4.20 above	The creation of an Academy would support the Local Authority in its strategy to provide excellent education for all. See paragraphs 4.18 -4.20 above.
Decision Makers should consider how proposals will impact on local diversity. They should consider the range of schools in the relevant area of the LA and how the closure of the school will ultimately impact on the aspirations of parents, help raise local standards and narrow attainment gaps.	4.30	Paragraph 4.18 – 4.20 above	See paragraph 4.18 - 4.20 above
Every Child Matters – The Decision Maker should consider how proposals will help every child and young person achieve their potential in accordance with "Every Child Matters" principles which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic well-being. This should include considering how displaced pupils will continue to have access	4.33	Macclesfield High School has provided access for students and parents to an Extended Services "core offer" which comprised; <ul style="list-style-type: none"> • high-quality, year-round childcare on school sites between 8am and 6 pm • a varied menu of study support and a variety of after-school, volunteering and enterprise activities 	A condition of the Section 106 agreement for the Learning Zone site in relation to Macclesfield High School and Macclesfield College requires that the school site provides for community use. In the event that the Academy is established it is therefore expected that any current provision will continue. <p>In addition to the aforementioned, the EOI states that an After School Club will</p>

extended services, opportunities for personal development, access to academic and applied learning training, measures to address barriers to participation and support for children and young people with particular needs, e.g. looked after children or children with special educational needs (SEN) and disabilities.		<ul style="list-style-type: none"> parenting support (information, family learning) swift and easy access to a wide range of specialist support services (on or off school sites) wider community access to ICT, sports and arts facilities, including adult learning. <p>This offer was a requirement on all schools in England from 2010 as part of the policy of the previous Government. However Government policy now no longer places this expectation on schools, believing that Headteachers and governors are best placed to make decisions about provision at a local level. Future policy and practice will therefore be a matter for consideration and decision for the Academy.</p>	be introduced to help all students develop life skills and to raise aspirations. This will provide a choice of workshops designed to make learning fun, while highlighting the relevance of core subjects and developing skills that might not be given full attention during school hours. For disengaged students the Club will form part of the strategy for re-engagement and will encourage them to stay in a safe environment after lessons. The Library will be open for extended hours. A holiday club will continue this work outside of school terms. (see Appendix 2.11 - EOI)
---	--	---	--

2 NEED FOR PLACES

Guidance	Paragraphs	Current Position	Impact of Closure
Provision for Displaced Pupils - Where proposals will remove provision, The Decision Maker should consider the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for those schools.	4.34	<p>The Local Authority is mindful of the need to remove surplus places and use resources more effectively, particularly in raising standards.</p> <p>Closure is conditional on the establishment of an Academy on the</p>	<p>The 1012 places at Macclesfield High School will be replaced by a 600 place Academy to address the surplus.</p> <p>(see Appendix 2 – Complete Proposal) Displaced pupils will be automatically placed in the academy.</p>

		<p>same site.</p> <p>The responses received during formal consultation indicate that parents and pupils do want to retain provision on the existing site. (see Appendix 2.2 – Formal Consultation Doc)</p>	<p>By establishing the 11-16 Academy surplus places will be removed. However educational provision will continue to be delivered where parents within the community have said they want them. See above re Academy proposal for raising standards.</p>
<p>Surplus Places-</p> <p>Empty places can represent a poor use of resources. The Secretary of State wishes to encourage LAs to organise provision in order to ensure that places are located where parents want them. LAs should take action to remove empty places at schools that are unpopular and do little to raise standards or improve choice. The removal of surplus places should always support the core agenda of raising standards and respect parents' wishes by seeking to match school places with parental choices.</p>	4.35	See above at paragraph 4.34	See above at paragraph 4.34
<p>The Decision Maker should normally approve proposals to close schools in order to remove surplus places where the school proposed for closure has a quarter or more places unfilled, and at least 30 surplus places, and where standards are low compared to standards across the LA.</p>	4.36	<p>The standards at Macclesfield HS compared to other schools across Cheshire East (comparison against 22 other Secondary Schools) shows that in 2009-10, the school was ranked the lowest of all LA schools in terms of 5+A*-C including English and Maths as well as for 5+ A*-C. A similar position was seen in the previous year although results in 2008 were improved.</p>	See above re paragraphs 4.19 -4.20

		<p>In terms of A Level performance, the school compares more favourably with 92.2% of learners achieving 3 or more A*-E grades compared to the Authority average of 89.5%</p> <p>Also see above at paragraphs 4.17 - 4.19</p>	
--	--	---	--

3 IMPACT ON THE COMMUNITY AND TRAVEL

Guidance	Paragraph/s	Current Position	Impact of Closure
<p>Impact On Community – Some schools may already be a focal point for family and community activity, providing extended services for a range of users, and its closure may have wider social ramifications. In considering proposals for the closure of such schools, the effect on families and the community should be considered. Where the school was providing access to extended services, some provision should be made for the pupils and their families to access similar services through their new schools or other means.</p>	4.37	N/A	See above at paragraph 4.33.
The information presented by those bringing forward proposals to close such schools, particularly when they are in receipt of funding as part of regeneration	4.38	N/A	N/A

activity, should therefore include evidence that options for maintaining access to extended services in the area have been addressed. The views of other relevant agencies and partnerships with responsibility for community and family services should be taken into account, alongside those of the local police, Government Offices and Regional Development Agencies having responsibility for the New Deal for Communities.			
<p>Community Cohesion and Race Equality -</p> <p>When considering proposals to close a school the Decision Maker should consider the impact of the proposals on community cohesion. This will need to be considered on a case by case basis, taking account of the community served by the school and the views of different sections within the community. In considering the impact of the proposals on community cohesion the Decision Maker will need to take account of the nature of the alternative provision to be made for pupils displaced by the closure and the effects of any other changes to the provision of schools in the area.</p>	4.39	See Appendix 2.1 –Formal Consultation Summary	<p>As the closure is conditional upon the establishment of an Academy on the same site, it is not anticipated that there will be any negative impact on the local community.</p> <p>As stated in the College’s own proposal document (Appendix 4.3 – The Vision), the Academy plans to working in partnership by promoting effective teamwork within work teams, across the Academy and across the Macclesfield Learning Zone; by collaborating with partner primary schools, with partners in the Macclesfield Learning Zone and with other partners to benefit students, staff and the wider community and by working with our primary partners in the learning community to ensure excellent</p>

			transition to the Academy from primary schools
Travel and Accessibility for All - The Decision Maker will need to take account of the nature of the alternative provision to be made for pupils displaced by the closure and the effects of any other changes to the provision of schools in the area.	4.40	Pupils will not be displaced by this proposal as the closure is conditional on the signing of the funding agreement for the establishment of an Academy on the same site. Pupil projections indicate that the 600 places will be sufficient to accommodate all children currently on the school's roll and in the event that the numbers at the time of closure exceeded this capacity, transitional measures would be employed by the Academy, as stated in the attached EOI (Appendix 2.11) . Current arrangements for travel and accessibility will therefore not be affected by a decision on closure.	All children on the roll of Macclesfield High School at the time of closure will automatically be entitled to a place at the new Academy on the same site.
In deciding statutory proposals, the Decision Maker should bear in mind that proposals should not have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable routes e.g. for walking, cycling etc. The EIA 2006 provides extended free transport rights for low income groups – see Home to School Travel and Transport Guidance ref 00373 – 2007BKT	4.41	As above at paragraph 4.40	As above paragraph 4.40

4 SCHOOL CHARACTERISTICS

Guidance	Paragraph/s	Current Position	Impact of Closure
Equal Opportunity Issues – The Decision Maker should consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.	4.46	Macclesfield High School is a co-educational 11-19 mainstream school.	The Academy will be a co-educational 11-16 mainstream school. A prime responsibility of the Head will be to establish a new culture and ethos for the Academy with a focus on high expectations of staff and students to raise aspirations, promote achievement and enhance self-esteem. The Academy will welcome every student personally each morning and strive to support individual needs. A Statement of Vision, Values and Ethos has already been developed and sets out the following values: <ul style="list-style-type: none"> • promoting and achieving excellence • learning is our first priority: students' interests always come first • actively promoting equality and diversity maintaining high standards of ethics and behaviour • encouraging innovation and development in staff and students acknowledging and using the power of positive thought • working in partnership: promoting effective teamwork and collaborating with partner primary schools. Parents will sign a Home-School

			<p>Agreement, which reflects the values and ethos, and sets out clearly what is expected of students.</p> <p>(See Appendix 4.3 - The Vision)</p>
--	--	--	---

5 SPECIFIC AGE PROVISION ISSUES

Guidance	Paragraph/s	Current Position	Impact of Closure
<p>14-19 Curriculum and Collaboration The Government has ambitious plans to increase post-16 participation rates and improve the skills of learners. The foundation for making progress is a transformed, coherent 14-19 phase offering a rich mix of learning opportunities from which young people can choose tailored programmes and gain qualifications appropriate to their aptitudes, needs and aspirations. This will be achieved by better collaboration between local providers, including schools, colleges, training providers and employers. Decision Makers should therefore consider what measures are being proposed to ensure that opportunities available to students in this age group are not reduced by the school closure, although the absence of</p>	4.50	N/A	<p>Further integration of the Learning Zone would provide clear progression routes from Year 7 through to Higher Education, apprenticeships and skilled employment on one modern, integrated 11 - 18 campus. Students will benefit from new and engaging opportunities through the College's long-established partnerships with high-profile local business and Higher Education.</p> <p>The Academy will be located within an educational campus (the Macclesfield Learning Zone) opened in September 2007 and shared with Macclesfield College (sponsor) and Park Lane Special School. The new campus includes specialist sixth form provision through the Learning Zone Sixth Form</p>

<p>such measures should not prevent the closure of a poorly-performing school.</p>			<p>College (LZ6) which provides a full range of academic and applied learning courses for 16-19 year olds from Foundation Learning to Advanced level study. At present LZ6 provides the joint sixth form for Macclesfield College, Macclesfield High School and Park Lane Special School. This is a semi-formal arrangement underpinned by legal agreements but LZ6 is not a formal legal entity and the students are funded via Macclesfield High School if they are following an A level course or through Macclesfield College for applied learning courses. Nevertheless LZ6 is marketed separately and so Year 11 students from across East Cheshire and the surrounding areas of south Manchester and Derbyshire apply to study there post-16. This includes Year 11 students at Macclesfield High School.</p> <p>When the 11-16 Academy opens on 1 September 2011 the Year 13 A level students will transfer to Macclesfield College's roll and all new A level students will similarly be placed on the College roll. This transfer has already been discussed with the Young People's Learning Agency who are making the necessary contractual</p>
---	--	--	---

			<p>arrangements for the transfer. Since students and their parents already regard themselves as students of LZ6 and are unaware of the separate funding streams that underpin the current arrangements, they will be unaffected by these legal changes. A levels will continue to be taught by Academy teachers, whose A level teaching hours will be purchased by the College.</p> <p>The Macclesfield Learning Zone offers an unrivalled choice of opportunities for sixth form study. In addition to LZ6, ECAT (the European Centre for Aerospace Training) provides technical and occupational Engineering training for sixth formers and the main FE College offers occupational training in Professional Cookery, Hospitality, Hairdressing and Beauty Therapy for 16-19 year olds, plus specialised provision in Art and Design. On the Learning Zone campus Macclesfield College also offers Apprenticeships, and Foundation and Honours Degrees validated by Manchester Metropolitan University. Thus the Learning Zone provides young people with clear progression routes from age 11 to GCSEs in the Academy, through to A</p>
--	--	--	--

			levels, vocational qualifications or an Apprenticeship, and on to Higher Education
<p>16-19 Provision – General – The pattern of 16-19 provision differs across the country. Many different configurations of school and college provision deliver effective 14-19 education and training. An effective 14-19 organisation has a number of key features:</p> <ul style="list-style-type: none"> standards and quality: the provision available should be of a high standard – as demonstrated by high levels of achievement and good completion rates; progression: there should be good progression routes for all learners in the area, so that every young person has a choice of the full range of options within the 14-19 entitlement, with institutions collaborating as necessary to make this offer. All routes should make provision for the pastoral, management and learning needs of the 14-19 age group; participation: there are high levels of participation in the local area; and, learner satisfaction: young people 	4.51	<p>Macclesfield High School is part of a strong local 14-19 consortium and has for several years established effective collaborative provision with local schools/colleges across Macclesfield and wider. The introduction of Diplomas was successfully implemented by the Consortium with a diverse range of learner pathways available. In terms of A Level provision, there are well established quality assurance processes in place within LZ6 where joint monitoring arrangements are in place involving the school and Macclesfield College.</p> <p>In terms of success rates, in 2009-10, 51 students were entered for A levels with an overall pass rates of 100% in terms of 2 or more A*-E grades. This compares favourably to an Authority average of 98%. Trends over the last 3 years shows similar high rates of achievement. The school achieves good completion rates.</p> <p>School has taken advantage of collaborative programmes available and have facilitated access by their learners since 2008. 8 learners took part in the</p>	See above at paragraph 4.50

<p>consider that there is provision for their varied needs, aspirations and aptitudes in a range of settings across the area.</p>		<p>Engineering Diploma from 2008-2010 and of these 7 passed the full Diploma, (1 learner did not complete necessary Work Exp.) There are currently 10 learners involved in 2009-2011 Diploma programmes with another 5 who started in 2010. Current indications are that there will be no learners starting the Diploma course from 2011. This includes Quality Assurance processes of joint observations and learner voice collections – returns so far have found all lessons to be at least good with 25% rated as outstanding. Learner feedback has been positive overall. They were not involved with the Key Stage 4 Engagement but have are participating in Foundation Learning. 8 learners in year 10 are following the programmes with plans for another 13 to start in 2011. These learners are following the vocational programmes at Macc. College with the school providing the necessary support and access to the PSD and Functional Skills programmes. Learner views are being collected as part of the monitoring of this which indicate high levels of learner satisfaction so far. They have also taken advantage of working with LA and Consultant to develop capacity for the future.</p>	
---	--	---	--

		As an identified Aim Higher school they have had access to a range of curriculum events to encourage their learners into HE. Detailed discussions have already been initiated with the YPLA regarding the funding arrangements for 16-19 provision as from September 2011 which involves Macclesfield College.	
Where standards and participation rates are variable, or where there is little choice, meaning that opportunity at 16 relies on where a young person went to school, the case for reorganisation, or allowing high quality providers to expand, is strong.	4.52	See above at paragraph 4.51	See above at paragraph 4.50
Where standards and participation rates are consistently high, collaboration is strong and learners express satisfaction that they have sufficient choice, the case for a different pattern of provision is less strong. The Decision Maker therefore will need to take account of the pattern of 16-19 provision in the area and the implications of approving new provision.	4.53	See above at paragraph 4.51	See above at paragraph 4.50

6 OTHER ISSUES

Guidance	Paragraph/s	Current Position	Impact of Closure
Views of interested parties – The Decision Maker should consider the views of all those affected by the proposals or who have an interest in them.	4.63	Appendix 6 sets out the formal consultation process implemented by the Local Authority between 8 November 2010 and 14 January 2011	N/A

<p>The Decision Maker should not simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the Decision Maker should give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.</p>		<p>and the outcomes from this. It is important to note that the process has also included a pre-statutory consultation stage, which commenced On 24 June 2010, the Council's Cabinet Member deferred decision-making on Macclesfield re-organisation and instead authorised further informal consultation up until 8 October 2010 on a range of options and inviting feedback from interested parties on alternative options.</p> <p>The outcome from the informal consultation was presented at the meeting of the Council's Cabinet Member with responsibility for Children and Families Services on 8 November whereupon a decision was taken to approve the commencement of statutory formal consultation on the proposal to close Macclesfield High School upon the establishment of an 11-16 Academy on the Macclesfield High School site with a pupil admission number of 120. Copies of these informal consultation documents, which details the outcome of the <i>informal</i> consultation process implemented up until 8 October 2010 are available in the Cabinet Office or on request from the report writer.</p>	
--	--	--	--