

Report of the Cabinet Member for Education, Children and Young People

Decision on the Proposal to Close Burnholme Community College

Summary

1. At its meeting on 15 May, Cabinet considered a report regarding the future provision of secondary education on the east side of the city and in particular at Burnholme Community College (BCC).
2. Cabinet agreed to publish Public Notices, in accordance with legislation, proposing a phased closure of BCC. A six-week statutory representation period followed the publication of notices and this closed on 2 July.
3. The representation period was the formal opportunity for individuals and organisations to express their views about the proposals. This report now provides Cabinet with details of the responses that were received during the representation period.
4. The report also informs Cabinet of the outcome of a recent Ofsted inspection of BCC and the response of the local authority (LA) and the governing body.

Background

5. The report to Cabinet in May set out in detail the background to this issue, and the arguments for and against maintaining the college. The report described the financial and educational implications of maintaining BCC and also considered future demand for secondary school places across the LA. The May report also considered the responses received during the initial public consultation period. Links to the May report and the public notices are listed at the end of this report.

Consultation: Responses received during the Statutory Representation Period

6. The LA received various submissions during the six-week representation period. The Parents' Action Group submitted a detailed formal representation to Cabinet members and to the Director of Children's Services and this is included as Annex 1. Annex 1A includes a brief response from officers to the key issues raised by the group. Officers have met several times with representatives of the group to discuss their views in person.
7. The LA also received emails and letters raising concerns and objections to the proposed closure. These are included as Annex 2.
8. The responses received during the representation period echoed some of the key themes that were debated during the initial consultation period. These include:
 - a general concern about the disruption to children's education in the short term
 - a view that BCC is a small community school where staff know all students, and that it is therefore better placed to provide a personalised high quality education, particularly given the levels of socio-economic deprivation in parts of the catchment area
 - concern that the proposed closure does not properly recognise the needs of students with special educational needs
 - a view that BCC has particularly strong links with the community that should be preserved at all cost
 - an argument that BCC should be maintained in order to help meet projected future demand for secondary school places
 - a belief that the BCC academic results show reason to support the school
 - a view expressed by the Parents' Action Group that the issue of affordability has been grossly misrepresented through the consultation process and that there is no demonstration that closure represents better value than maintaining the school
9. The Parents' Action Group questions the council's commitment to supporting the school and suggests that it has followed a strategy "to starve the school of support in readiness for earliest closure". The group also suggest that "the consultation has not complied

with statutory guidance and is a failure of the council's duty of care".

10. The council has provided considerable additional financial support to BCC over recent years. In 2009, at the time of the previous discussions on the future of BCC, a specific revision to the local funding formula was devised (the small secondary schools factor) and successfully negotiated with the other secondary schools. In total £1.3m of additional financial support has been made available to BCC over the four years up to and including the 2012/13 financial year.
11. Cabinet members are asked to review and consider the representations which are set out in full in Annex 1 and 2.

Ofsted Inspection May 2012

12. In May 2009 the school was inspected and judged to be a good and improving school. Since then attainment at the end of Key Stage 4 has remained above the government's floor standards for 5+A*-C including English and mathematics, although the school's performance remains significantly below the national average for this measure.
13. In January 2012 there were significant changes to the Ofsted framework. The 2012 framework places an emphasis on schools performing in line with national averages. If a school is below national averages the expectation is that it should be closing the attainment gap more rapidly than the rate of national progress.
14. The school was inspected by Ofsted again in May 2012. The inspection team reviewed many aspects of the school's work and looked in detail at the following:
 - the attainment of pupils and their progress, particularly in English and mathematics
 - the extent to which the recent improvements in assessment and teaching ensure that the needs of all pupils are being met in lessons
 - the impact of recent policy and strategies for the promotion of whole school literacy
 - the capacity of leaders at the school to bring about sustained improvement

- the impact of work done to improve behaviour, safety and attendance
15. The outcome of the most recent inspection is that the school requires significant improvement because it is performing significantly less well than it could reasonably be expected to do so. The school was therefore given a 'Notice to Improve'. The LA's view is that the school should have been judged as 'satisfactory' whilst recognising its vulnerability around floor standards and national averages.
 16. The school has lodged a formal complaint with Ofsted regarding aspects of the inspection.

Legal Implications: Statutory Guidance to be considered by Decision Makers (Cabinet)

17. The LA must have regard to guidance issued by the Secretary of State when taking a decision on closure proposals. 'Closing a Mainstream School: A Guide for Local Authorities' ("the Guidance").
18. All proposals should be considered on their individual merits. The Guidance sets out various factors that should be considered by decision makers (Cabinet) in making their decision and the relevant factors are summarised below:

A - Effect on Standards and School Improvement

19. The Guidance states that 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".
20. The Guidance also notes the duty of 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; "the government's aim is to secure a more diverse and dynamic schools system which is shaped by parents. The decision maker should take into account the extent to which the proposals are consistent with the new duties on LAs".
21. The Guidance states that "when considering the closure of any school causing concern and, where relevant, the expansion of

other schools, the Decision Maker (Cabinet) should take into account the popularity with parents of alternative schools”.

22. It is clear that in this particular case different groups of parents hold different views. Annex 3 provides detail regarding parental preferences, and the choice of schools of people living within the BCC catchment area. The majority of those living in the BCC catchment area (71%) have chosen other schools. However, the Parents’ Action Group has demonstrated that the school is highly regarded by those who have chosen it.
23. The Guidance seeks 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”. Cabinet should be satisfied that the closure “will contribute to raising local standards of provision and will lead to improved attainment” and 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”. The LA considers that the schools supporting the transition plans (which include schools judged to be satisfactory, good, and outstanding) will be well placed to support these particular groups of children and is confident that all schools will be ambitious in working to narrow the attainment gap.
24. The initial consultation on the future of BCC was not driven by educational standards but by low demand for places, the increasing number of surplus places and the financial viability of the school. However, the outcome of the recent Ofsted Inspection has now placed the school in a category of concern.
25. As a result of the inspection judgement, the LA has reviewed the existing Local Authority Support Plan in order to ensure an urgent and rigorous response to the particular issues identified in the report. It also identifies the processes that will be used to support the school and to monitor and evaluate progress in advance of an Ofsted monitoring visit which will take place between six to eight months from the date of the inspection.
26. The judgement of ‘Notice to Improve’ from Ofsted requires the LA to outline how the school will ensure significant progress within six months from the date of the inspection, and how the school will be

supported to be in a position to be fully removed from the Ofsted category within twelve months.

27. The LA has to describe what additional support will be commissioned, what steps are needed to support leadership at all levels, whether there is scope for partner organisations to support the school, whether the school should be closed or federated and whether the LA intends to use its intervention powers.
28. The LA has commissioned support from Manor Church of England Academy, an outstanding school which is led by a National Leader of Education and is a National Support School and National Teaching School. This support will provide the school with access to specialist teaching should it be required during the closure process and will ensure that good outcomes are secured for pupils remaining at the school during the phased closure. Staff will receive support to continue their professional development through working with Specialist Leaders in Education from Manor. This will also ensure that the quality of subject leadership is maintained and further developed during the period of closure.
29. The statutory guidance states that for all proposals considering closure that involve schools causing concern, the Decision Maker (Cabinet) “should have regard to the length of time the school has been in special measures, needing significant improvement or otherwise causing concern, the progress it has made, the prognosis for improvement, and the availability of places at other existing or proposed schools within a reasonable travelling distance. There should be a presumption that these proposals should be approved, subject only to checking that there will be sufficient accessible places of an acceptable standard available in the area to meet foreseeable demand and to accommodate the displaced pupils.” Availability of places is covered in the next section.

B - Need for Places

30. The Guidance advises that Cabinet “should be satisfied that there is sufficient capacity to accommodate displaced pupils in the area, taking into account the overall supply and likely future demand for places”.
31. The Guidance states that “it is important that education is provided as cost-effectively as possible. Empty places can represent a poor

use of resources – resources that can often be used more effectively to support schools in raising standards”.

32. The Guidance is specific in defining spare places stating that “the decision maker (Cabinet) 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”.
33. At the time of the January census 2012, Burnholme had 286 students, with 314 surplus places (52%). In September 2012 it is estimated that BCC will have around 190 students across Years 8–11. This is subject to any further early transfers (at the request of parents) to other schools with available spaces.
34. The May report set out arrangements for accommodating the children displaced by a closure of BCC and noted that with the support of the governing bodies of other schools, the LA could guarantee students in Year 7 and 8 a choice of alternative schools. Importantly, the governing body of a neighbouring school (Archbishop Holgate’s) submitted a statement confirming that the school will offer places to any pupil in Year 7 and 8 wishing to transfer to the school as part of a managed phased closure. Archbishop Holgate’s School is a Church of England Academy and was judged by Ofsted to be an outstanding school at its last inspection. It currently serves around 42% of all 11-16 students living in the BCC catchment area (Annex 3).
35. The May report also detailed proposals to include the BCC catchment area within that of Archbishop Holgate’s School. The report noted that in order to meet future demand from within the proposed catchment area the school proposes to increase its annual admission limit from 162 to 216 in order to move from six to eight forms of entry. The governing body of Archbishop Holgate’s School will seek approval from the Secretary of State for this change, and the closure of BCC will be conditional upon this approval, which is expected to be forthcoming as it is consistent with government policy of expanding successful and popular schools.
36. The May report set out in detail the demographic trends and future anticipated demand for school places. It noted that it was difficult to predict with accuracy what the demand for school places will be

at individual schools, given the various and complex factors involved. These include migration, birth-rate changes, progression of various large housing developments, parental preference, and the potential for schools to increase admission limits as a result of new legislation.

37. A central argument that has been presented against closure is that BCC should be maintained in order to meet demand as it begins to rise in future years. Officers remain of the view expressed in the original report that demand for school places over the next ten years will be stronger in other areas of the city. However, even if BCC began to receive second choice preferences, it remains highly unlikely that the school would be able to grow beyond 380 students before the end of the decade – and consequently would continue to be financially unviable.
38. The May report detailed the 545 surplus places (excluding BCC) currently available in the city, based on existing admission limits. Officers will continue to work with headteachers, governing bodies, and with the York Education Partnership, to consider options for raising the admission limits of some secondary schools, where additional capacity proves to be needed, over the next decade and beyond.
39. Subject to debate with individual governing bodies and the York Education Partnership, the LA is confident that some secondary schools have the capacity to accommodate additional pupils. Some schools will require further investment in order to meet demand as it increases within their particular catchment areas. For example, Fulford School is anticipating rising demand from outlying villages and from the proposed Germany Beck development, which is expected to provide a Section 106 funding contribution towards meeting educational needs.
40. The May report noted ongoing changes in education policy and school funding arrangements that increase the financial and educational risks of maintaining BCC (in order to meet potential future demand) in the face of falling rolls and challenging circumstances.
41. A phased closure of BCC will remove surplus places and allow resources to be used by other schools to raise standards. There are sufficient spaces, with the expansion of Archbishop Holgate's

School and spaces in other schools, to meet the foreseeable demand for secondary school places.

C - Impact on the Community and Travel

42. The Guidance notes that “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.” The Guidance also notes that when considering proposals to close a school the Cabinet should consider the impact of the proposals on community cohesion and take into account the nature of alternative provision.
43. The May Cabinet report described the community facilities provided from the BCC site and highlighted concerns about the future of the Kids Club, the day nursery and sports provision including sports fields and the Multi Use Games Area (MUGA). Cabinet agreed to initiate a further specific consultation focussing upon the potential future use of the site in the event of closure. The LA will wish to explore options that make best use of the site whilst maintaining community facilities.
44. The council will lead a full review of the potential options for the site focussing particularly on the continuing provision of community facilities, with an aspiration to consolidate improve and expand existing services. This exercise will be informed by a consultation forum which will include community groups and partners. It will draw on the work done as part of the Tang Hall Asset Management Plan and the assessment of community provision. The Joseph Rowntree Foundation has offered to provide a project manager to support the consultation, development and analysis of options. The Assistant Director of Finance, Asset Management and Procurement will bring a report on this to Cabinet in January 2013.
45. In deciding statutory proposals, Cabinet 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”.

46. The May report gave details of proposed transport arrangements for those students affected and provided an analysis of distances from students' homes to some of the alternative schools that will be available to students. The analysis showed that the average distance for students living within the catchment area was 1.05 miles to Archbishop Holgate's School, with three other schools less than 2.7 miles away. The report noted that in the event of closure the LA will work with schools and transport operators to ensure that options are available. Free school transport would be provided for students who transfer to other schools as part of the agreed transition arrangements and who live more than two miles away.

D - Special Educational Needs (SEN) Provision

47. The Guidance states that; "SEN provision, in the context of school organisation legislation and this guidance, is provision recognised by the LA as specifically reserved for pupils with special educational needs". Examples of such SEN provision are the autism centres at Fulford School and Joseph Rowntree School, the dyslexia centre at St Oswald's Primary School and the speech and language centre at Haxby Road Primary School. Although BCC does not include SEN provision covered by this Guidance, the LA fully appreciates and respects the concerns of the Parents' Action Group regarding students with special educational needs. The group also opposes the closure in light of the success of the Applefields satellite class (within BCC) that currently includes seven students who are on the roll of Applefields School.
48. On the Burnholme roll there are eight students with Statements, 34 students recorded as School Action Plus and 39 students recorded as School Action making a total of 81.
49. Of these 81 pupils, 19 are in the current Year 11 and will leave school this summer. Therefore, the total from September 2012 will be 62.
50. Those pupils with SEN in the current year 9 and 10 will be able to stay on in school if their parents wish, therefore it is only those in the current year 7 and 8 for whom different arrangements would be required in due course. There are 39 pupils with SEN in years 7 and 8, of whom two have a Statement of SEN. The LA recognise that for these pupils and their families the prospect of changing schools is likely to raise anxiety, however, the LA is confident that

other schools in the city will be able to provide high quality teaching and support arrangements which will be appropriate to individual children's needs.

51. Parents of children with statements of SEN will be able to state a preference for another secondary school in the city and their rights are protected under Sections 316 and 324 of the Education Act 1996. The LA's SEN team will work with parents to plan transition arrangements. Where required, Transport will be part of the package of support arrangements.
52. For children with SEN who are supported under School Action or School Action Plus arrangements, parents will be able to nominate a new school in exactly the same way as for any other pupil without SEN. The LA's SEN team will support pupils, parents and schools to secure a new school placement and plan transition arrangements.
53. The seven students who are taught in the satellite class within BCC are on the roll of Applefields School. Initial consultation with this group of parents has taken place and specific planning to identify the new partner school is underway, being led by the headteacher of Applefields School and the Head of the LA's SEN Services. The success of the satellite class is a tribute to the commitment of staff from both Applefields and Burnholme.
54. There is strong support from parents for the satellite model to be maintained and the LA is equally committed to ensuring that a new partnership is established to build on the success of the current arrangements. It is appreciated that change can cause anxiety but there will be a good degree of continuity for the pupils in having familiar key staff working with them in a new satellite setting.
55. The LA and schools in the city have a strong and demonstrable record of developing excellent services and support for children with special educational needs. In summary, the LA is determined to work with schools and parents to ensure that the individual needs of all students are met.

The Financial Implications of Maintaining or Closing Burnholme Community College

56. The May report set out the significant financial implications of maintaining or closing BCC. The Parents' Action Group challenges this analysis. Officers standby the substance of the

initial report; BCC is demonstrably unable to operate within the budget to which it is entitled under the funding formula. The school has been supported at a cost to other schools, as was evidenced by the submissions from other governing bodies. The LA has steadfastly supported the school, writing off a deficit in 2009 and providing £1.3m of additional funding over the four financial years to 2012/13. Restrictions in public expenditure and the government's proposed changes to school funding arrangements from financial year 2013/14 increase the financial challenges facing the school community and the LA.

57. The Parents' Action Group states that the cost of subsidising BCC set out in the May report "does not factor in rising numbers in the school that would progressively see it become self-financing". In fact, these were taken into account in the report. Annex 6 of the May report sets out the additional funding the school would require in future years and included a projection of pupil numbers that allowed for changes in numbers. This was based on LA modelling that takes into account primary cohorts, patterns of parental preference and local housing developments. The model recognised that more students would be likely to be allocated BCC as their second preference, assuming that space was not available at their first preference school. For the record, the model indicated a peak of 77 students joining the school in 2017/18. These student numbers were included in the financial calculations which demonstrated that the school would require additional funding of £5.2m over the period to 2021 (average of £580k per annum). If the school did not receive these second preference students, the projected costs of maintaining the school would, in fact, increase still further over and above those set out in the report.
58. It is clear that in order to maintain BCC in the coming years the cost would be exceptionally high on a per pupil basis. Annex 5 of the May report demonstrated this, indicating that the cost of educating a student at BCC will be close to £8.5k for 2012/13 compared to between £4.2k and £5.4k per pupil at other secondary schools. The model indicates this cost will rise to over £9.5k by 2016/17 before falling back to £7.25K by 2019/20 assuming that more students have entered the school by then.
59. The May report noted that BCC is not financially viable without a high level of additional financial support. The report noted that in 2010 there were only nine other secondary schools in the country in urban areas with less than 250 pupils. Since 2010 five of these

schools have been closed and a further two are subject to closure proposals.

60. The Parents' Action Group suggests that the council is being disingenuous because it "fails to mention that other schools have vacancies and deficits that are being subsidised". Some schools do indeed have surplus places and these were listed in Annex 3 in the May report. However, all other schools within the city are operating within the resources provided through the locally agreed funding formula. Some schools have in-year budget pressures but all, with the exception of BCC, have plans to balance their budgets in accordance with the regulations of the funding formula scheme.
61. The Parents' Action Group considers that the council is being disingenuous because it "ignores that the council has options to move money into the education budget according to its priorities". In fact, the May report noted that the additional funding that would be required could be taken either from the Dedicated Schools Grant (and therefore would not be available to other school budgets) or from the council's General Fund. If funding were to be found from outside of the DSG then the annual subsidy required to support BCC in future years would equate to about a 1% rise in Council Tax.
62. As set out in the May report, if BCC were to close, capital investment of up to £2m will be required to support an increase in capacity at Archbishop Holgate's as the school moves from six to eight form entry to meet future demand from within the new catchment area. This will need to be funded by either the Education Funding Agency (EFA) or through Prudential Borrowing by the LA (repaid over time from a proportion of the revenue saving generated from closure), or by a combination of both.
63. Overall demand for secondary school places is considered at paragraph 30-41 of this report. This suggests that the majority of any further investment across the city will need to be incurred regardless of a decision to close BCC. This investment would have to be met from a number of funding sources. Developers' contributions through S106 agreements would be available where new housing developments produced increased pupil numbers in excess of existing capacity in particular areas of the city. In addition the DfE makes capital resources available to LAs on an annual basis through the Basic Needs Allocation. This allocation is based partly on any increased demand for places in each LA area.

Transition Arrangements in the Event of Closure

64. Cabinet considered the detailed transition arrangements to support a phased closure in the May report. The proposed arrangements have been developed in consultation with the governing body and with other secondary schools. The arrangements were also included in the public notice and have been shared and discussed with students and parents.
65. The arrangements are designed to support a phased closure of BCC with the current Year 9, 10 and 11 completing their education at BCC and with students in the current years 7 and 8 moving to other schools at the end of Year 9.
66. Students in Year 7 and 8, and their parents/carers will be invited to visit other secondary schools in September in order to make informed choices about transfer. Following suggestions from the BCC governing body it is now proposed that transfers should happen following the summer half-term break. This will help students to settle into their new schools before returning to start their GCSE options after the summer holiday.
67. The LA has agreed with the governing body of BCC that where students transfer under the transitional arrangements the LA will provide free transport where students live more than two miles from their new school. The LA will also provide school uniform grants as part of these arrangements.
68. Inevitably, consultation concerning the future of a school causes anxiety and uncertainty for students and staff. Regrettably, some parents have already elected to move their children to other schools that have spare places. In these circumstances the LA will not provide free transport or uniform grants, as the LA does not wish to encourage the individual moves of students in advance of planned transfers. This approach has been challenged by several parents who have chosen to move their children in advance of the transition plans.
69. In the event of closure the LA will continue to work in partnership with the leadership of BCC, the wider school community, and with parents, in developing the transition plan and in managing its implementation.

HR Implications

70. There are significant staffing implications associated with a school closure. BCC has been managing reductions in staffing as pupil numbers have reduced year on year and further reductions would be required if BCC were to remain open. In the event of a phased closure being agreed, the LA will seek to retain key personnel in essential posts until BCC's final closure date, whilst meeting all of our statutory obligations as an employer. The LA has worked with the governing body, the trade unions and professional associations to agree a transition plan that seeks to maintain the staffing needed to ensure leadership of the school and to ensure high quality teaching and learning through the period of the phased closure. This includes measures to retain staff and additional support from other schools (see paragraph 28).
71. The Council Leader and the Cabinet Member for Education, Children and Young People have visited BCC and met with the students and staff. Elected members agreed that additional measures were needed in order to retain existing teaching staff and to encourage students to remain at BCC during the transition period. Therefore, in order to secure teaching and learning, those teaching staff who remain in employment through to the end of the proposed closure period, will be offered redeployment to other permanent positions. A redeployment scheme, based on these principles, is being developed in consultation with headteachers, governing bodies and the professional associations.

Equalities

72. Members of the Cabinet are aware of the Equalities Act 2010 and that in performing its functions, the council must have due regard to the need to:
- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
 - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
 - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it
73. In this case the most relevant protected characteristic is clearly disability.

74. Having “due regard to the need to advance equality of opportunity” involves having particular regard, to the need to:
- (a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
 - (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
 - (c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
75. The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.
76. Having “due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it” involves having due regard, in particular, to the need to:
- (a) tackle prejudice, and
 - (b) promote understanding
77. Equalities implications have been considered and paragraphs 47-55 highlight the particular implications for students with special educational needs. A community impact assessment has been undertaken and is included as Annex 4. Community and property implications are also referred to in paragraphs 43-44 above.

Other Implications

78. There are no specific crime and disorder, or information technology implications arising from this report.

Council Plan

79. The provision of secondary education is a key responsibility of the council, which is recognised as a high performing authority in this regard. Successful educational outcomes for young people from all of our communities contribute significantly to the delivery of the council's priorities, for example, providing students with high quality education enables young people to contribute positively to

the growth of the city's economy. Above all, the interests of young people have been uppermost throughout our consideration of this issue, given our stated ambition to make York the best place in England in which to grow up.

Risk Management

80. This proposal was identified as offering the best solution to the very difficult position the school faces as a consequence of a falling roll, surplus places and a significant funding shortfall that cannot be sustained. There is a need to end the period of uncertainty for students, parents and carers, staff and governors.
81. If a phased closure is agreed then the process will require a strict project discipline that includes risk management. A project board will be established to oversee the phased closure process and all transition arrangements for students and staff. The board should will senior representation from the closing and receiving schools.

Conclusions

82. The LA has a responsibility to ensure an appropriate balance between supply and demand of school places so that resources are used effectively.
83. The report included the comments received during the statutory representation period (Annex 1 and 2). The original May report detailed the wide variety of views on the future of BCC.
84. Officers remain of the view that, on balance, the interests of children and families across the city are best served by a phased closure.

Recommendations

85. Cabinet is recommended to:
 - i. Consider the representations made in response to the statutory closure notice (Annex 1 and 2) together with the statutory guidance (paragraph 17-55).
 - ii. Approve the closure of BCC on 31 August 2014, as proposed in the previous report to Cabinet (15 May) and in the public notices which provide detail of the transition arrangements.
 - iii. Note that closure is conditional and will take effect if, by the date of closure, the Secretary of State has approved the increase in

the number of students to be admitted to Archbishop Holgate's School.

- iv. Note that the LA will work closely with the governing body of BCC and other schools to develop a comprehensive package of support for the school, and a detailed transition plan for students and staff, that seeks to ensure the best possible education throughout the phased closure.
- v. Note that the LA will work with Applefields School, other secondary schools, and parents, in order to relocate the satellite class that has been successfully established at BCC.
- vi. Note that the LA, with the York Education Partnership, will continue to develop further proposals to meet demand for school places as it rises over the next decade.
- vii. Confirm that a further specific consultation focussing upon the potential future use of the Burnholme site should commence. The LA will wish to explore options that make best use of the site whilst maintaining community facilities (paragraph 44 above).

Reason: It has been concluded that the educational interests of the children and young people in the city would be best served by a phased closure of Burnholme Community College.

Annexes

Annex 1 - Formal representation from the Burnholme Community College Parents' Action Group

Annex 1a – Summary of the comments submitted by the Parents' Action Group

Annex 2 – Representations received from individuals

Annex 3 – Current school attendance of *Year 7 to Year 11* pupils resident within Burnholme Community College catchment, at Jan 2012 census

Annex 4 - Community Impact Assessment

Background papers

- [Cabinet report of 15 May](#) - Secondary Education Provision on the East side of the city and the Future of Burnholme Community College

- [Public notices of closure](#) - Proposed closure of Burnholme Community College
- [Closure proposals](#) - Burnholme Community College Full Proposals

These documents can all be downloaded from www.york.gov.uk

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