



Committee report

Committee	EXECUTIVE
Date	8 JULY 2015
Title	ISLE OF WIGHT SECONDARY (11-16) AND POST-16 A-LEVEL EDUCATION CONSULTATION OUTCOMES AND OPTIONS
Report of	DIRECTOR OF CHILDREN'S SERVICES

EXECUTIVE SUMMARY

1. This report considers the issues surrounding the provision of secondary education places on the Isle of Wight including the outcome of a public consultation with all interested parties. The report contains recommendations on how best to provide the right number and geographical distribution of high quality 11-16 and post-16 school and college places to meet future need and improve outcomes for students in line with the local authority's duty to ensure that provision. The options and the associated issues arising from the consultation responses are set out in sections 11 to 30 for 11-16 provision and sections 31 to 45 for post-16 provision.

BACKGROUND

2. Two of the statutory duties of a local education authority are to ensure the sufficiency and suitability of school places up to the age of 16, and to secure sufficient suitable education and training provision for all young people aged 16 to 19, and for those up to age 25 with a Learning Difficulty Assessment or an Education, Health and Care Plan. For post-16 provision the local authority works with the Education Funding Agency (the government's funding agency for 16-18 education) to commission and decommission provision in pursuit of these duties. The local authority's duties and powers are more distinct pre-16 than post-16.
3. Isle of Wight 11-16 education results and school performance are, in general, lower than the national average, though there are strong indicators to show the tide is turning in a number of schools in the context of the partnership with Hampshire County Council. The outcomes of students taking post-16 A-level courses on the Island, and the proportion who subsequently progress to university education, are well below national averages.
4. At its meeting on 9 December 2014 the Executive approved consultation taking place on a number of options for 11-16 and post-16 A-level provision.

The consultation options for 11-16 provision were designed to focus on the most appropriate distribution of school places, within the context of existing provision, to best serve the needs of local pupils within their local communities and across the Island. From the inception of this process officers and members have been keenly aware that it follows a deeply controversial and divisive reorganisation of schools on the Island in recent years, but that that process left significant unfinished business with regard to surplus places and the distribution of those places. The consultation options for post-16 A-level provision were designed to affect positive change and to create a high performing and sustainable pattern of post-16 A-level providers.

5. The consultation document set out the issues for consideration and offered a range of data and information to inform discussions alongside some broad and emerging potential options. Further material was placed on the web site to answer questions raised during the consultation.
6. An important factor with regard to any wide ranging consultation on an issue of such sensitivity and complexity applies especially in this case. The consultation exercise is not a referendum or decision making process in itself. It is a vital source of information, intelligence and opinion to the ultimate decision makers. All the consultees must have a legitimate voice that reflects their specific knowledge and experience. None of the consultees shares the full weight of the Council's duty to take a decision based on the balance of all of the evidence with a view to the best general and long term outcomes for all of the Island's children.
7. The consultation included eleven meetings at venues across the island, an on-line questionnaire and a pupil/student survey focussing on A-level provision.
8. Appended to this paper are: the consultation document (Appendix 1); the consultation questionnaire (Appendix 2); a copy of the post-16 A-level student survey (Appendix 3); a copy of the presentation to Scrutiny (Appendix 4) which includes graphics showing the data from the consultation responses; the written responses to the consultation (Appendix 5); the textual responses to the on-line consultation questionnaire (Appendix 6); a letter from the Education funding Agency confirming funding for the various options (Appendix 7) and an Equality Impact Assessment (Appendix 8).
9. The consultation materials address two main issues: firstly, how best to organise the secondary provision on the island to ensure the best possible educational outcomes for pupils and students across the Island; secondly, how to ensure that the significant investment of public funds (likely to be several tens of millions) held by the Department for Education's Education Funding Agency (EFA) to rebuild or refurbish secondary schools on the Island are used to best effect. The previous Executive report and the consultation document made clear that 'do nothing' was not an option as the current allocation of the funding within DfE's Priority School Building Programme (PSBP) was based on earlier, and incomplete, Isle of Wight school places planning projections.

10. The original PSBP allocations based upon data supplied in 2011 would not have delivered 11-16 and post-16 provision of the right size and in the right location. It is imperative to establish the best possible future pattern of provision across the island to ensure that this once in a generation major injection of capital funds into the Island's schools is spent wisely, creating sustainable secondary schools in the most appropriate locations so that the future demand for secondary education is secured. This is a major school improvement issue – how do we get the best possible schools in the best possible places for local children in high quality buildings, and schools that are viable institutions for a challenging future? While it is true that good school buildings do not guarantee a good education it is also true that good buildings inevitably enhance the educational experiences available and engender a sense of self worth in young people who can see in a very real way the investment in their future. Poor buildings inevitably do the reverse over time. There can be no doubt that used wisely, this potential investment could be a very significant marker of the radical improvements in education on the Isle of Wight that all are seeking to achieve.

11. The DfE's Education Funding Agency have confirmed that there is a definitive funding envelope for 11-16 provision which will enable the delivery of any one of the three 11-16 options as set out in sections 11 to 13 of this report and, dependent upon the option proposed, may provide funding for post-16 provision (see Appendix 7).The delivery of the Priority School Building Programme, including planning permission, site management etc. will be the sole responsibility of the Department for Education's Education Funding Agency. As part of the consultation process there has been dialogue with the Isle of Wight's planning department and this is ongoing. This capital investment represents a multi-million pound investment into the school estate infrastructure and this inward investment will also provide a huge boost to the Island's economy.

STRATEGIC CONTEXT

12. The decision relates to key priorities in the Corporate Plan 2014-2017, Improving Educational Standards and Working in Partnerships to Improve Outcomes.

OPTIONS FOR 11-16 PROVISION

13. Option 1 - Retain the current 6 secondary schools, but adjust their sizes, together with the Island Free School and Studio School.

This option would result in the proposed forms of entry and total subsequent places for schools outside Newport being:

Cowes Enterprise college	8fe	(1,200 places)
Island Free School	4fe	(600 places)
Ryde Academy	10fe	(1,500 places)
Sandown Bay Academy	8fe	(1,200 places)

and the proposed forms of entry and total places in Newport being:

Medina College	(9fe)	(1,350places)
Christ the King College	(9fe)	(1,350 places)
Carisbrooke College	(4fe)	(600 places)

12. Option 2a – Merge Carisbrooke and Medina colleges on the Carisbrooke site and retain the other secondary schools with adjusted sizes, together with the Island Free School and the Studio School.

This option would result in the proposed forms of entry for schools outside Newport being:

Cowes Enterprise College	8fe	(1,200 places)
Island Free School	4fe	(600 places)
Ryde Academy	10fe	(1,500 places)
Sandown Bay academy	8fe	(1,200 places)

and the proposed forms of entry for schools in Newport being:

Merged Carisbrooke and Medina Colleges	11fe	(1,650 places)
Christ the King College	9fe	(1,350 places)

13. Option 2b – Merge Medina and Carisbrooke colleges on the Medina site and retain the other secondary schools with adjusted sizes, together with the Island Free School and Studio School.

This option would result in the proposed forms of entry for schools outside Newport being:

Cowes Enterprise College	8fe	(1,200 places)
Island Free School	4fe	(600 places)
Ryde Academy	10fe	(1,500 places)
Sandown Bay Academy	8fe	(1,200 places)

and the proposed forms of entry for Newport schools being:

Merged Medina and Carisbrooke colleges	10fe	(1,500 places)
Christ the King College	9fe	(1,350 places)

14. Each of the three options above generally maintains the current geographical spread of 11-16 provision across the island and enables the majority of pupils to attend their nearest school. Options 2a and 2b provide an appropriate number of school places to accommodate the forecast number of pupils in schools across the whole island. Option 1 overprovides school places in Newport (see section 18) and that over-provision would have an impact over time on the effective distribution of resource, capacity and therefore sustainability.

CONSULTATION RESPONSES AND ISSUES

OPTION 1 – Retain the current 6 secondary schools, but adjust their sizes, together with the Island Free School and Studio School.

15. Of the 347 on-line questionnaire respondents who expressed a view regarding their preferred option, 222 (64%) were in favour of this option. The main reason put forward in support of their preference was that it does not disrupt and destabilise the present pattern of 11-16 provision. Disruption and its impact on pupils and staff was a common theme in consultation responses and at consultation meetings, with particular reference to the previous re-organisation of schools on the island and that another re-organisation would be impacting on the same pupils and staff.
16. A number of respondents expressed the view that this option offered the greatest choice and diversity in terms of size of schools for parents and pupils, particularly so in Newport where the retention of all schools would see a choice between a small 4fe school at Carisbrooke College and two larger schools at Medina and Christ the King Colleges.
17. The Island Innovation Trust which oversees both Carisbrooke and Medina colleges, together with the single federated governing body and the headteachers of both schools, believe that both schools' communities are best served at this time by maintaining the hard federation of Carisbrooke and Medina at their current locations (Appendix 5, paper 4 refers).
18. Option 1 provides over-capacity in the Newport schools' system. Based on pupils attending their nearest school there is a maximum requirement for 20fe across Carisbrooke, Medina and Christ the King Colleges, Option 1 provides 22fe across the three schools. The minimum viable size for a secondary school is 4fe. As such Carisbrooke College would need to admit to capacity each year in order to remain financially and educationally viable. However with overcapacity within the Newport system (which is what Option 1 leads to) every school is at risk of not being full. Should parental preference support the choice of Carisbrooke and it therefore fills to 4fe either Medina or Christ the King (or a measure of both) will see reduced pupil numbers. Should parental preference not favour Carisbrooke then there is a significant risk of its numbers reducing to 2fe and at that point it would certainly become unviable.
19. The Department for Education have therefore expressed concerns regarding the long term future of Carisbrooke College with regard to this option and these concerns are shared by officers. The DfE have subsequently required the local authority to share the school's business case in support of a 4fe Carisbrooke College prior to progressing the development work were Option 1 chosen as the way forward. The DfE have indicated that if the case is not made the Department will not be in a position to fund a 4fe Carisbrooke College (Appendix 7 refers). The school were duly advised of this requirement (on 17th June 2015) and further dialogue has taken place between officers, the Leader of the Council and the school's leaders. A draft business case has subsequently been submitted to LA officers but at this stage without the financial appendices. As currently presented, it is the view of officers that the case does not adequately address risk including how the school could

guarantee filling four forms of entry or, in the event of four forms not being achieved, how the smaller school would effectively function. The school is continuing work on the business case but until these issues are satisfied within the business case, it would not be feasible for local authority officers to support it to the DfE. In that case either Option 1 becomes unviable or it is accepted by the Isle of Wight council that Option 1 can proceed but with no investment in the retained Carisbrooke site, and also no investment in the Medina site as it would no longer need to expand accordingly.

20. School transport / traffic / travel.
Home to school transport under Option 1 would continue to operate as now. Within Newport this would see 5 dedicated vehicles operating to and from West Wight to Carisbrooke College and 8 dedicated vehicles serving Christ the King College, with an additional 7 vehicles jointly serving both sites. Medina College would continue to be served by 11 dedicated vehicles. Southern Vectis, the Island's public bus transport provider, do not consider Option 1 would have a significant impact on public transport provision (Appendix 5, paper 6 refers). This option would see Wellington Road continuing to be congested at the beginning and end of the school day when the demand for parking by both parents and buses exceeds the space available and indiscriminate parking often causing lengthy traffic queues (Appendix 5, paper 11 refers).

OPTION 2a – Merge Carisbrooke and Medina colleges on the Carisbrooke site and retain the other secondary schools with adjusted sizes, together with the Island Free School and Studio School.

21. Of the 347 on-line questionnaire respondents who expressed a view regarding their preferred option, 93 (27%) were in favour of this option. Reasons put forward in support of this option were that Carisbrooke College sits on the largest site of all the secondary schools and has been allocated funding through the Priority School Building Programme which would deliver up to date, fit for purpose buildings for the benefit of pupils. The main reasons put forward against merger were the disruption it would cause to pupils and staff and that the size of school created by a merger would be too big. Concern was also expressed regarding the increased travel time for some pupils who presently attend Medina College together with concern regarding pupils' safety when having to negotiate busy roads.
22. Of the 124 respondents who expressed a preference regarding the location of a merged school 44 (35%) were in favour of it being on the Carisbrooke site. A reason given in support of this option was that Carisbrooke College has access to capital funding to improve its buildings and Medina College does not. A strong and common theme against merger on the Carisbrooke site was the issue of traffic and the further congestion which would arise as a result of the additional pupils on the Carisbrooke site.
23. The Island Innovation Trust which oversees both Carisbrooke and Medina colleges, together with the single federated governing body and the headteachers of both schools, believe that both schools' communities are best served at this time by maintaining the hard federation of Carisbrooke and Medina at their current locations.

24. School transport / traffic / travel.
The overall requirement for school transport would remain similar to present levels. The only significant change would be to pupils living in Wootton as their closest school would be Ryde academy, so one of the current 11 vehicles operating to Medina may have to be transferred to Ryde. The main issue would be the 10/11 additional vehicles operating along Wellington Road which is already suffering from congestion at the start and end of the school day. Isle of Wight planning officers are concerned that any expansion of pupil numbers on the Carisbrooke site would have a significant highways impact. (Appendix 5, paper 11 refers). Currently many students travel to and from both the Carisbrooke and Medina sites using the public transport network, this option would have a significant impact on public transport provision. Of the two sites Carisbrooke is considered to be less well served by public transport with limited additional capacity for additional passenger journeys should pupil numbers increase (Appendix 5, paper 6 refers).

OPTION 2b – Merge Medina and Carisbrooke colleges on the Medina site and retain the other secondary schools with adjusted sizes, together with the Island Free School and Studio School.

25. Of the 347 on-line questionnaire respondents who expressed a view regarding their preferred option, 93 (27%) were in favour of this option.
26. Of the 124 respondents who expressed a preference regarding the location of a merged school 73 (59%) were in favour of it being on the Medina site. Reasons put forward in support of this were that it would be the least disruptive given there are more pupils attending Medina than Carisbrooke and that the facilities for pupils were better at Medina affording them wider opportunities for study.
27. The Island Innovation Trust which oversees both Carisbrooke and Medina colleges, together with the single federated governing body and the headteachers of both schools, believe that both schools' communities are best served at this time by maintaining the hard federation of Carisbrooke and Medina colleges at their current locations.
28. School transport / traffic / travel.
The overall requirement for school transport would remain similar to present levels though the 5 dedicated vehicles currently serving Carisbrooke would need to be transferred to Medina, reducing the number of vehicles using Wellington Road. Due to logistical difficulties the current combined bus services with Christ the King College would not be possible. This could lead to operating 2 additional contracted vehicles at a potential cost of circa £100k per year. The current longest school transport journey time for pupils living in West Wight is 40 minutes. Were West Wight pupils to be transported to the Medina site, taking into account congestion and additional distance the longest journey is likely to be 55 minutes. Currently many students travel to and from both sites using the public transport network. The Medina school site is considered to be well connected by public transport and bus provision has some capacity for additional passenger journeys should pupil numbers on the site increase (Appendix 5, paper 6 refers). Isle of Wight planning officers have indicated that a merged school on the Medina site is likely to have less

of an impact on the surrounding road network than any increased use of the Carisbrooke College site, but that that highway modelling would need to be undertaken to ensure that the likely impacts can be identified and then mitigated (Appendix 5, paper 11 refers).

OPTION 3 – Alternative proposals.

- 29. A number of respondents proposed that a secondary school be provided in the West Wight area, alleviating long journey times for pupils and enabling them to better take part in after-school clubs and activities. This assumed the closure of Carisbrooke.
- 30. There are currently a total of 496 secondary age pupils living in the West Wight planning area. Of these 204 attend Christ the King College. The table below breaks these down into the respective year groups.

School Year	All West Wight Secondary Pupils	West Wight Secondary Pupils attending Christ the King
Year 7	84	36
Year 8	85	45
Year 9	119	50
Year 10	93	34
Year 11	115	39
Total	496	204

- 31. Looking ahead there are 653 primary age pupils across the seven year groups in the same West Wight area, an average of 93 per year group. Therefore if 100% of West Wight pupils were to attend a West Wight secondary school there would be fewer than 500 pupils across the five year groups in that school. The minimum viable size of a secondary school is 4fe (600 places) in order to offer an albeit limited but adequate and balanced curriculum. Realistically some West Wight children would inevitably continue to attend Christ the King College, presently on average a little over 40% of the total. Whilst this number may fall if a local alternative were available it is safe to assume that a significant proportion of this number would continue to attend Christ the King. This serves to make a West Wight secondary school look even less possible as it would have to attract a significant number of pupils from outside its area to have any chance of reaching the basic minimum for viability of four forms of entry. Whilst some West Newport, Carisbrooke or even Cowes pupils might conceivably opt to travel to the West of the island for education it is unlikely they would be sufficient in number to create a viable school, particularly as they would not be entitled to home to school transport as it would not be their nearest school.

This option has therefore not been further developed by officers in the preparation of this report

OPTIONS FOR POST-16 A-LEVEL PROVISION

32. Option A – Retain the current A-level provision
Option B – Establish a new sixth form college to replace all publicly funded A-level provision.
Option C – Establish a new sixth form college to replace publicly funded A-level provision with the exception of one school sixth form.
Option D – Establish a new sixth form college to replace publicly funded A-level provision with the exception of two school sixth forms.
Option E – Alternative proposals.

CONSULTATION RESPONSES AND ISSUES

OPTION A – Retain the current A-level provision

33. Of the 339 on-line questionnaire respondents who expressed a view regarding their preferred option, 206 (61%) were in favour of this option. The main reasons put forward in support of their preference were that this is the least disruptive option and offered continuity of local provision. Concern was expressed that non-retention of school sixth form provision would impact upon staff retention, with high quality teaching staff who wished to teach across the 11-18 age range leaving their posts, and would have a detrimental impact on staff recruitment which was already an issue on the island.
34. Post-16 transport / traffic.
All the current post-16 education providers have public transport provision passing within walking distance of their sites. Southern Vectis, the Island's public transport provider, identify significant changes in traffic flows each September depending on courses offered and the respective popularity of each provider, and endeavour to adjust service provision to match demand where possible (Appendix 5, paper 6 refers).

OPTION B – Establish a new single sixth form college to replace all publicly funded A-level provision.

35. Of the 339 on-line questionnaire respondents who expressed a view regarding their preferred option, 48 (14%) were in favour of this option. Reasons put forward in support of their preference were that this would provide a financially viable centre of excellence with a concentration of a broad range of specialist teachers, and a recognition that smaller school sixth forms were not able to offer students a broad range of subjects. Reasons put forward against this option centred around disruption to students and staff, the removal of local provision for many of the Island's students resulting in greater travel time and cost, together with the resultant lack of diverse provision. Some respondents commented that this was an unrealistic option given the local authority does not have the power to close school sixth forms.
36. Post-16 transport / traffic.
Concentrating A-level provision on one site would have a significant impact on public transport provision. Currently Southern Vectis do not serve any single location where the public transport network could cope with the influx of students which a single site sixth form college would bring.

OPTION C – Establish a new sixth form college to replace publicly funded A-level provision with the exception of one school sixth form.

37. Of the 339 on-line questionnaire respondents who expressed a view regarding their preferred option, 13 (4%) were in favour of this option. Several respondents queried which school sixth form would be retained without which knowledge they were unable to make an informed comment. Reasons put forward against the proposal were the removal of local provision for the majority of students, travel distance and costs, disruption to students and staff and the potential detrimental impact which this could have on those schools without sixth forms which may be perceived as second best.

OPTION D – Establish a new sixth form college to replace publicly funded A-level provision with the exception of two school sixth forms.

38. Of the 339 on-line questionnaire respondents who expressed a view regarding their preferred option, 36 (11%) were in favour of this option. Several respondents queried which sixth forms would be retained without which knowledge they were unable to make an informed comment. Reasons put forward in support of this option were that it would offer some choice and diversity of provision which was financially viable and provide a full curriculum offer. Reasons put forward against this option mirror those set out in section 36.

OPTION E – Alternative options.

39. Of the 339 on-line questionnaire respondents who expressed a view regarding their preferred option, 36 (11%) were in favour of this, i.e. some other option. A variety of proposals were put forward for example, a two centred post-16 A-level provision predicated on a north/south or east/west geographical location; the merger of Ryde and Sandown sixth forms; localised collaborative clusters of present providers.
40. The Isle of Wight Council as the local authority has a statutory duty to secure sufficient, suitable A-level provision and carries out this duty by working with the Department for Education's Education Funding Agency to commission and decommission post-16 provision.
41. Small school sixth forms require subsidy from schools' 11-16 budgets, it is generally accepted that 250+ learners are required to be viable. The present sixth form numbers on roll are set out below:

Christ the King College	251
Cowes Enterprise College	90
Medina and Carisbrooke Colleges	495
Ryde Academy	61
Sandown Bay Academy	262

POST-16 A-LEVEL STUDENT SURVEY

42. Pupils and students attending the Island's secondary schools and colleges were invited to participate in a survey designed to identify the factors important to them in deciding where they would like to study an A-level programme, asking what they want to do after completing their A-level programmes and their preference of the options for post-16 provision in the consultation. 277 students responded (Appendix 4 refers).
43. Pupils were asked to rank 11 factors in order of importance. The factors and the student's ranking of them are set out below and can be seen in block graph and table form in appendix 4.
- 1= Wide choice of subjects available
 - 1= Specialist subjects and teachers available
 - 3 The provider has a strong track record of good exam results
 - 4 Range and quality of specialist facilities and activities (e.g. sport, IT, performing arts)
 - 5 Careers advice from my teacher/careers advisor
 - 6 Cost of travel
 - 7 Length of journey time
 - 8 My family's views
 - 9 To be with my friends
 - 10 Stay at my present school or college
 - 11 Move to a different school or college
44. Of the 275 students who responded to the question "Tell us what you want to do after your A-levels" 189 (69%) want to go on to university. This is a substantial proportion and should be set against the current proportion of 45% who have recently achieved this goal.
45. Of the 268 students who expressed a view regarding their preferred option 164 (61%) were in favour of retaining the current pattern of A-level provision and 35 (13%) were in favour of establishing a new sixth form college to replace the current A-level provision. The full results of the survey are set out in appendix 4.
46. The present pattern of A-level provision is not able in some cases to meet what students consider to be the most important factor in choosing where to study: a wide choice of subjects available, as competition between relatively high numbers of providers for a limited number of A-level students results in some small cohorts and a more limited subject range offer for some providers. There is also a perennial risk in the provision of smaller sixth forms in schools as there is a typical tendency for schools to have to subsidise the sixth form provision from pre-16 capacity.

SCHOOL SIZE

47. A number of respondents to the consultation commented on school size; the majority being of the view that the size of schools being proposed in the consultation were too big. It is tempting to think that smaller schools are somehow able to provide more personalised education and there is some evidence that smaller class sizes are beneficial for some students. However,

class sizes are unrelated to school size nor particularly to the overall performance of schools. The economies of scale possible in larger schools help to make the provision of small classes in larger schools more economically viable. There are also other factors such as greater and more flexible staffing capacity allowing for greater stability and curriculum breadth which advantage larger schools.

48. The table below provides an overview of the average performance of English secondary schools grouped into three broad bands according to the size of the year 11 cohort. The correlation with total school size is similar but since the measures focus on outcomes at 16 years old they concentrate specifically on the year 11 cohort as the most directly relevant statistic.

- small schools have been defined as those with year groups less than 150, meaning the total number on roll (NoR) is below 750 (below 5fe)
- average size schools have been defined as those with year groups between 150 and 220 (total NoR between 750 and 1,100) (5 – 7fe)
- large schools have been defined as those with year groups larger than 220 (total NoR more than 1,100) (greater than 7fe)

The relationship between attainment (based on GCSE examination results of pupils achieving 5 or more subject passes at C grade or above, including English and Mathematics) in 2014 for all schools nationally (excluding special and selective schools) shows a correlation between cohort size and outcomes, with larger schools recording better results and, on average, higher Ofsted ratings.

There is, in fairness a wider range of small school performance than large school performance, with some of the best outcomes in smaller schools, but also some of the worst. The overall evidence is inescapable – in performance terms for school and pupil larger schools tend to be better.

National Data - Attainment vs. School Size

5+ A*-C including English & Maths

School Size (pupils at the end of KS4)	Count of Schools	Average % pupils achieving 5+ A*-C inc E&M
0 to 150	914	50.3%
151 to 220	1219	56.1%
>220	740	58.6%
Total	2873	54.9%

School Size (NOR)	Number of Schools	OFSTED Rating - Percentage of Schools				Percentage
		Inadequate	Requires Improvement	Good	Outstanding	Good or Outstanding
National Total	2873	7%	24%	50%	19%	69%
0 to 750	914	10%	36%	46%	8%	54%
751 to 1100	1219	7%	24%	53%	16%	69%
>1100	740	5%	16%	51%	29%	79%

MERGER PROCESS

49. Two of the options for 11-16 provision, 2a and 2b (see paragraphs 12 and 13) would require Medina and Carisbrooke colleges to be merged. This would form a single 11-18 school, in the more likely case of the current shared sixth form provision being retained, or a single 11-16 school were the shared sixth form provision not retained. In this situation there would be two ways to merge these two existing maintained schools. The Local Authority (LA) or governing body can publish a proposal to close both the schools and the LA or a proposer other than the LA (e.g. diocese, faith or parent group, Trust) can publish a proposal to open a new school or an academy with the presumption that it will be the latter. Alternatively the LA or governing body can publish a proposal to close one school and enlarge the other existing school to accommodate the displaced pupils. The original school would retain its existing school number.
50. Both options for a merged school would require a five stage statutory process to be followed. This would entail a six week consultation period at the end of which a decision would be taken whether to publish a statutory notice setting out the LA's intention to close a school(s). There would then be a four week period for any representations to the proposal to be made prior to a final decision and, as necessary, implementation of the proposal with the closure of a school(s) with effect from 31 August 2017.
51. In the event of a merger, either through the closure of both schools or the closure of one, the governing body would be responsible for following a fair and reasonable process to appoint staff to the new staffing structure in the

larger school. Consultation would need to take place with interested parties including staff and trade unions in order to have, if possible, an agreed procedure.

52. Every effort would be made to minimise disruption to pupils and staff during the merger process although it is accepted some disruption is inevitable. A guarantee would be given that all those pupils starting Key Stage 4 studies in September 2015 (current Year 9) and those in the second stage of Key Stage 4 (current Year 10) would be supported to finish their studies within their existing school. In addition, should a merger go ahead, Year 7 admissions in September 2016 would not be admitted to the closing school in the event of the closure of one of the schools, but the continuing school would take additional Year 7 numbers. This would limit the year groups where there is potential for disruption to three.
53. Local authority advisers would work with the leadership of both schools to put in place a robust and comprehensive plan to ensure the merger of the two schools occurred with minimum disruption. The plan would focus not only on minimising disruption but also on improving the quality of provision and on raising standards, given the current attainment profile of both schools. Some of the areas the plan would focus on are:
- at what stage groups or cohorts would transfer to the other site;
 - the creation of common policies in relation to a range of issues such as curriculum, safeguarding, behaviour management, uniform etc;
 - how to ensure curriculum continuity so that learning continues to build on previous learning.
 - how to harmonise the systems for collecting and using data so that teaching and learning remain focussed on improving attainment and the right curriculum pathways are chosen.
 - the creation of a clear route map for a unified staffing structure and the process to be followed in terms of staff migrating into the new structure.
 - the modelling of a new budget for the enlarged school.
 - how transport arrangements will be amended.
 - a communication strategy so that parents, pupils, staff and the local community are kept apprised of the progress being made.

These bullet points are examples as the list is by no means exhaustive. In the event of a merger some of the work will already have been carried out as the two schools in the existing federation are already strengthening the work they do together. It should also be stressed that the levels of disruption to teaching staff would be heavily mitigated given that the total number of pupils to be taught would remain largely similar if not the same.

FINANCIAL / BUDGET IMPLICATIONS

54. The capital funding implications regarding the provision of 11-16 school places, and post-16 provision dependent upon the option chosen as the way forward, will be met through the government's Priority School Building Programme (Appendix 7 refers).

55. Dependent upon the option chosen as the way forward and the outcome of any necessary further consultation there is potential for additional home to school transport costs of circa £100k per annum (section 27 refers). The need for contracted school buses serving the East and South Wight to all Newport schools is likely to reduce over the next two academic years as a result of the recent changes to the School Transport Policy and the establishment of the Island Free School, with a potential saving of circa £200k per annum.

CARBON EMISSIONS

56. The overall impact of any of the options chosen as the way forward would be to reduce the size of the school estate. Combined with the improvements that will come about as a result of the Priority School Building Programme overall, whichever option is chosen will achieve a reduction of carbon emissions from schools. By providing a good fit of local school size for the numbers of local pupils, the options also maximise the numbers of pupils who can walk or cycle to schools.

LEGAL IMPLICATIONS

57. The council as local education authority has a general responsibility for education under section 13 of the Education Act 1966 (“The Act”) which includes a duty to ensure that sufficient secondary education is available to meet the needs of the population in the area. Secondary education on the Isle of Wight includes age 11-16 (pupils of age 11-16 are included within those of compulsory school age) and post-age 16 (A-level) education.
58. The council also has a more specific duty under section 14 of the Act to secure that sufficient schools (i.e. sufficient in number, character and equipment) for providing secondary education are available in the area to provide appropriate education for all pupils. “Appropriate education” means education which offers such variety of instruction and training as may be desirable in view of pupils’ different ages abilities and aptitudes and the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs. The council must exercise this function with a view to securing diversity in the provision of schools and increasing opportunities for parental choice. It must also have particular regard to the need for securing that special educational provision is made for pupils who have special educational needs and the expediency of securing the provision of boarding accommodation for pupils for whom education as boarders is desirable.
59. Section 13A of the Act requires the council to exercise its education functions described above with a view to promoting high standards, ensuring fair access to opportunity for education and training and promoting the fulfilment of learning potential.
60. This paper relates to the planning of future secondary education provision and the council should take into account the planning information available to it to discharge its statutory duties in relation to securing the provision of sufficient secondary education.

61. The council can propose significant changes to schools to include closure of a school, enlargement of a school, removal of a sixth form and, depending upon the decision taken, the council must follow the statutory processes as prescribed in the School Organisation (Prescribed Alteration to Maintained Schools)(England) Regulations 2013, which will include a period of consultation and representation on any specific proposal for a school.
62. In order to take into account the views of all interested parties consultation has been undertaken. This report reflects on the outcome of that consultation, members are required to take this into account when making a decision.

EQUALITY AND DIVERSITY

63. The council as a public body is required to meet its statutory obligations under the Equality Act 2010 to have due regard to eliminate unlawful discrimination, promote equal opportunities between people from different groups and to foster good relations between people who share a protected characteristic and people who do not share it. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. An Equality Impact Assessment has been completed and is attached at Appendix 8.

RATIONALE FOR RECOMMENDATIONS FOR 11-16 PROVISION

Option 1 – Retain the current six secondary schools, but adjust their sizes, together with the Island Free School and Studio School.

64. A 4fe Carisbrooke secondary school in Newport may prove a popular choice for parents who believe that a small school would best suit their child's needs. The Island Free School which opened in September 2014 with an admission number of 125 (a 4fe Carisbrooke college would have an admission number of 120) has proved a popular choice for parents. The Island Free School was oversubscribed for September 2014 admissions and is oversubscribed for admissions in September 2015.
65. The retention of the current six secondary schools together with the Island Free School and Studio School would not cause any disruption for students and staff.
66. The Island Innovation Trust, which oversees both Carisbrooke and Medina colleges and the single, federated governing body is committed to the retention of both schools and believes it has a sustainable business plan including a staffing structure across both schools to support this.
67. The headteachers of both Carisbrooke and Medina colleges have designed a curriculum model which they believe will enable pupils from both schools to access their entitlement to a broad and balanced curriculum.
68. A 4fe Carisbrooke College provides too many places in Newport schools but is proposed in Option 1 as this is the minimum viable size for a secondary school. This results in a total of 22fe in Newport with forecast pupil numbers showing a maximum requirement, in one year only, for 20fe of provision. The

other years show a 19 fe requirement. Medina College will retain its 9fe capacity and Christ the King College will be rebuilt with a capacity of 9fe. Were Medina and Christ the King to admit to capacity Carisbrooke could find itself with an admission cohort of 2fe or less. This potential situation could be further exacerbated when taking into account Christ the King College's publicly stated intention to admit 10fe when buildings allow. The new build school for Christ the King College will have a 9fe capacity however some schools choose to admit numbers of pupils in excess of their stated capacity which can be achieved through diligent timetabling. Should this happen there is the potential for Carisbrooke to be left with a 1fe intake or with a 4 fe Carisbrooke for Medina to have only 5fe. The pupil number projections are therefore clearly for surplus capacity in Newport in this model and one or more schools will therefore be 'under' their maximum capacity.

69. The Island Free School was established directly through the Department for Education. As stated in paragraph 71 below, given a choice officers would not recommend the opening of a secondary school of this size. The popularity of the 4fe Island Free School may be because a small school is preferred by some parents for their children. It may also be popular because of the school's location in an area not served by secondary school provision and also because of the school's music specialism. It must also be said that the Free School's current popularity is not necessarily a sound indicator of its future success.
70. The curriculum model designed to ensure a broad and balanced curriculum for pupils across Medina and Carisbrooke if retained will either require staff to work across what would essentially be split site provision a little over two miles apart, or Carisbrooke and Medina pupils having to attend a different site for half a day. In discussions, the colleges' headteachers have indicated some shared provision would be offered at the Node Hill site for two afternoons per week. Where eligible, pupils' home to school transport will be provided to the nearest school. A shared curriculum across two sites would be problematic for some pupils at the end of the school day.
71. In general 4fe secondary schools do not perform as well for their pupils as larger schools and are at the edge of viability financially. During this process public comments have been made comparing school sizes in Hampshire. Hampshire has 17 4fe schools, none smaller on formal admission numbers but half smaller on total numbers, that have fewer than 600 pupils. Of these 6 (35%) are graded by the Office for Standards in Education as good, 6 (35%) require improvement, 3 (18%) are inadequate and 2 are newly sponsored and as such without a grading. In comparison, the whole cohort of Hampshire's seventy secondary schools has 72% graded by the Office for Standards in Education as good, 16% require improvement and 2% inadequate. Eleven of these 4fe secondary schools are maintained by the authority (Hampshire) and therefore the local authority monitors the schools' finances. Four are currently in deficit, one more will be in deficit in 2015/16 and all but one are forecasting deficits by 2016/17. Based on known evidence and irrespective of the developing financial evidence that indicates increasingly disproportionate budgetary pressures on small secondary schools under the current funding formula, officers need to record their concern that given a choice they would not recommend the opening of a small secondary school.

72. The headteachers of Carisbrooke and Medina colleges, together with the support of the single federated governing body and Island Innovation Trust, are of the view that a 4fe Carisbrooke College is both viable and sustainable. Were this to be the preferred way forward and Carisbrooke College was found to be unsustainable in the future, then the school would close. Pupils would need to be relocated to other schools with no guarantee that there would be space in the remaining two Newport schools; Christ the King and Medina colleges. The public funding used to refurbish Carisbrooke would have been wasted and the opportunity to utilise Priority School Building Programme funding for a 1fe expansion and light refurbishment of Medina would have been lost.
73. Given the above, and on balance, the retention of Carisbrooke College as a 4fe 11-16 school is not recommended given the significant risk this would pose in terms of the school's viability, the future educational prospects of its pupils if the school were to have to close with potential major disruption to children and families, and the potential waste of scarce public funding.

Option 2a – Merge Carisbrooke and Medina on the Carisbrooke site and retain the other secondary schools with adjusted sizes, together with the Island Free School and Studio School.

74. Option 2a would provide a large, robust 1,650 place school with the potential to outperform other smaller secondary schools in terms of GCSE outcomes for pupils, as demonstrated in sections 46 and 47. If there was a merger of the two schools Carisbrooke was deemed by respondents to be the least favoured site compared with Medina.
75. Disruption to pupils and staff was a common theme throughout the consultation process. A merger of the two schools on the Carisbrooke site would be the most disruptive given there are currently almost 300 more pupils attending Medina College than at Carisbrooke College and a consequently greater number of staff on the Medina site.
76. A number of respondents were of the view that an 11fe school was too big to serve the best interests of their children who would find the transition from a relatively small primary school to a 1,650 place secondary school too daunting.
77. Traffic flow and parking in and around the Carisbrooke site, particularly at the start and end of the school day was already seen by many respondents to be a major issue without the potential for an additional 800+ pupils accessing the site. Isle of Wight planning officers have expressed concern at the significant highways impact this option would have in terms of increased traffic, not least the additional 10/11 school transport vehicles which would be accessing the Carisbrooke site. Southern Vectis consider that option 2a would have a significant impact on public transport provision with Carisbrooke less well served than the Medina site and with limited capacity for additional passenger journeys should pupil numbers increase.

78. Given the above, and on balance, the merger of Carisbrooke and Medina colleges to form an 11fe 11-16 school on the Carisbrooke site is not recommended.

Option 2b – Merge Medina and Carisbrooke on the Medina site and retain the other secondary schools with adjusted sizes, together with the Island Free School and the Studio School.

79. If there was a merger of the two schools location on the Medina site was the preferred option of consultees.
80. Disruption to pupils and staff was a common theme throughout the consultation process. A merger of the schools on the Medina site as opposed to the Carisbrooke site would be the less disruptive merger option given it would impact upon fewer pupils and staff. If merger on the Medina site was the preferred option then there would be no year 7 admissions to Carisbrooke College in September 2016, but Medina would take additional Year 7 forms of entry. A refurbished and expanded Medina College would be ready to accept Carisbrooke College's years 9, 10 and 11 in September 2017.
81. A number of respondents were of the view that a 10fe school was too big to serve the best interests of their children who would find the transition from a relatively small primary school to a 1,500 place secondary school too daunting.
82. Option 2b would provide a large, robust 1,500 place school with the potential to outperform smaller secondary schools in terms of GCSE outcomes for pupils, as demonstrated in section 47.
83. Traffic to the Medina site would increase including the 5 dedicated school transport vehicles currently serving Carisbrooke, at the same time alleviating traffic congestion around Wellington road. This option could lead to operating 2 additional school transport vehicles at a potential cost of £100k per year and would result in longer travel times for pupils living in West Wight, adding approximately 15 minutes to the longest journey. Southern Vectis considers the Medina site to be well connected by public transport networks and bus provision has some capacity for additional passenger journeys should pupil numbers increase on the site. Isle of Wight planning officers have indicated that a merged school on the Medina site is preferable compared to merger on the Carisbrooke site, but would need highway modelling to be undertaken to identify likely impacts and any mitigation necessary.
84. Given the above, and on balance, the merger of Medina and Carisbrooke colleges to form a 10fe 11-16 school on the Medina site is recommended by officers.

Option 3 – Alternative proposals.

85. A number of respondents proposed a new secondary school in the West Wight area (sections 28 to 30 refer). Given there are insufficient children living in the area to make such a school viable, and the unlikelihood of such a

school attracting sufficient numbers from other areas to establish a viable school, this option is not recommended.

RATIONALE FOR RECOMMENDATIONS FOR POST-16 A-LEVEL PROVISION

Option A – Retain the current A-level provision

86. This is the preferred option of the majority of the 326 questionnaire respondents with 206 (61%) in favour. It is also the preferred option of the 268 respondents to the post-16 A-level student survey with 164 (61%) students in favour.
87. The retention of the current pattern of provision would be the least disruptive option for students and staff and delivers more local provision than the other options put forward.
88. The present pattern of provision is delivering poor outcomes across the island as a whole and poor progression to higher education in comparison to national and regional averages.
89. Option A fails to deliver what students identified as the most important factors in deciding where they would like to study an A-level programme, these being a wide choice of subjects available and specialist subjects and teachers available, as low numbers in some school sixth forms result in a more limited A-level subject range offer. It is also failing to deliver the aspirations of university attendance of a significant proportion of Island students.
90. Some school sixth forms are below 250 learners, a generally accepted minimum number to be necessary for a 6th form to be viable without subsidy from the school's 11-16 budget.

Option B – establish a new sixth form college to replace all publicly funded A-level provision.

91. 48 (14%) of the 326 questionnaire respondents were in favour of this option. 35 (13%) of the 268 respondents to the student survey preferred this option.
92. A new sixth form college replacing all publicly funded A-level provision on the island would provide the widest possible breadth of subject offer, delivering what students identified as the most important factor in deciding where they would like to study an A-level programme.
93. Option B would remove any choice of provider for A-level students and result in new or additional travel costs for many.
94. This option would cause the most disruption for all schools (excluding the Island Free School and Studio School) and uncertainty for staff, as all school staffing structures would need to be reviewed as a result of the consequent reduction in revenue funding the removal of school sixth forms would have.
95. Southern Vectis are concerned about the significant impact option B would have on public transport provision. Currently there is no single location where

the public transport network could cope with the significant influx of students this option would bring. Any change required to the present transport network could have unintended consequences for the rest of the network, creating an adverse impact on other bus users who share public transport to access, for example, work, other educational establishments and retail.

Option C – Establish a new sixth form college to replace publicly funded A-level provision with the exception of one school sixth form

96. 10 (3%) of the 326 questionnaire respondents were in favour of this option. 20 (7.5%) of the 268 respondents to the student survey preferred this option.
97. The pros and cons identified with option B apply to option C but to a lesser extent.

Option D – Establish a new sixth form college to replace publicly funded A-level provision with the exception of two school sixth forms

98. 36 (11%) of the 326 questionnaire respondents were in favour of this option. 33 (12%) of the 268 respondents to the student survey preferred this option.
99. The pros and cons identified with option B apply to option D but to a lesser extent.

A-LEVEL PROVIDER RESPONSES

100. All the publicly funded A-level providers on the Island have set out their intention to retain their post-16 A-level provision, many referring to existing collaboration amongst providers and recognising the need for more (Appendix 5, papers 1,4,7,8,9,14). The different forms of duty for the local authority with regard to post-16 provision place a higher weight on self-determination for those providers.
101. In light of the above issues, together with the potential for Priority School Building Programme funding to be used for post-16 provision dependent upon the option chosen for 11-16 provision, it is the view of officers that the way forward is for:
 - Medina and Carisbrooke colleges' joint post-16 provision to be retained on the Node Hill site
 - Christ the King College's post-16 provision to be retained
 - Isle of Wight College post-16 A-level provision to be retained
 - in the short term Ryde and Sandown Bay academies' post-16 provision to be retained on both sites until such time as new post-16 provision for 350 learners on the Sandown Bay site to serve both schools is ready for occupation, leading to a shared sixth form between the two.
102. The sustainability of the present number of learners accessing post-16 provision at Cowes Enterprise College requires financial subsidisation. The school's sponsor, Ormiston Academy Trust, has set out its intention to continue to subsidise the school in the short term with the expectation that post-16 learners will grow, an expectation echoed by the school's

headteacher. Should learner numbers not grow to a sustainable level then the viability of post-16 provision at Cowes Enterprise College will be a matter for local determination.

CONCLUSION

103. Officers recognise that this is a highly sensitive and difficult decision. It has far ranging implications for the educational prospects of Island children, some more than others, as well as for ensuring the best use of a substantial injection of capital resource for Island schools – probably one of the most significant single investments in the public estate the Island has received for many years. The process of consultation, as well as the content of the decision, has been a source of inevitable controversy along the way. Some have queried the need for any such decision at all given the painful recent history of school re-organisation on the Island. On the other hand it is surely inescapable that this decision needs at least to be faced one way or another, in order to ensure the best possible use of the forthcoming precious capital investment as well as to seek to address and remedy the most obvious residual effects of the previous reorganisation – the “unfinished business” which has created the current uneven distribution of secondary places.
104. Much has been said about the management of the consultation. Certainly there were some technical flaws, but equally certainly it was a thorough, comprehensive and detailed process in which any technical errors were identified and addressed quickly and honestly. There can be no question that the consultation has delivered a rich and valid source of intelligence and information. As alluded to earlier in this report, it must be stressed that the consultation is just that and not a form of referendum, not least because of the Council’s duty to take an island-wide and long term decision. It is not untypical for such a consultation to deliver a majority verdict for “no change”. It is also clear that the improvement that all consultees desire by definition must require some degree of change. A common theme throughout the consultation process was disruption to pupils’ education and the need to avoid this, particularly in light of the previous re-organisation of the Island’s schools and the fact that the same pupils who suffered disruption then are still in the Island’s school system. Option 1 runs the risk of disruption to pupils attending Carisbrooke should the school prove to be unviable in the future. Option 2b would impact upon three year groups at Carisbrooke which would transfer to the Medina site in September 2017 with the leadership of both schools, together with local authority advisers, having worked to plan the transfer so as to minimise disruption to pupils and staff. It goes without saying that if the decision is for 2b then the management and explanation of that decision and the commitment to minimise disruption become critical tasks.
105. Much has also been said about the role of Hampshire officers in this process in the context of the two councils’ partnership for children’s services. It has been argued that Hampshire officers bring more limited local knowledge to this task, though they would argue in turn that the work conducted to analyse school place planning on the Island over the past two years has been exceptional and unprecedented in its breadth and depth. The process has been thorough and based heavily on a strong evidential analysis. Further, some attempts to compare and contrast the evidence of Hampshire schools

as a basis for supporting Option 1 do not bear scrutiny. The Hampshire experience strongly underscores the challenge of sustainability and viability of smaller secondary schools, a challenge which is set to increase, and that children on the Isle of Wight are the same as children elsewhere. They deserve strong sustainable schools, capable of delivering an education to match their pupil's undoubted aspirations.

106. There is no question of there being an absolute "right answer" to this challenge. Undoubtedly, if it were possible to wipe the slate clean and invent a perfect redistribution of schools and places then we would arrive at a different conclusion. But that is obviously not possible and so every option considered in this process has strengths and weaknesses and implies a degree of compromise. Every argument is legitimately held and usually based on local and personal experience and a passionate shared commitment to improve educational outcomes for the Island's children. As described above, it falls to the local authority to take this decision based on a full analysis of all the hard evidence with consideration of all of the Island's children and for the long term. It is an onerous duty but a profound and constructive duty also.
107. In the event of the Executive preferring Option 1 of the consultation proposals, the question of the business case on behalf of Carisbrooke School should be clearly understood. As described above (paragraph 19 refers) the DfE have requested such a business case to support the viability of the school as a condition of any future capital investment in it. If that business case is not endorsed by officers on behalf of Isle of Wight Council as a valid one, and so far the draft document has not been satisfactory, then Option 1 would have to proceed without DfE investment in either the Carisbrooke or Medina sites.
108. The recommendation for Option 2b which is put before the Executive in this paper is by no means pre-determined or based on any sense of professional or other bias. It is the honest and clear conclusion of officers who have listened carefully throughout to the inevitable and legitimate arguments. It is based on a thorough and detailed examination of the evidence, more than the opinions, in order to reach as dispassionate and evidence-led a conclusion as is possible. It is the conclusion which officers know will cause some short term disruption, but that disruption will apply to a minority of children and can be mitigated on their behalf. It is a conclusion which creates the best and most sustainable long term solution which will make the most of the substantial new resource and give schools and teachers, children and families the very best chance of long term success.

AMENDED RECOMMENDATIONS

RECOMMENDATIONS

It is recommended to the Executive:

1. That Medina College and Carisbrooke College merge on the Medina site in accordance with Option 2b of the 11-16 consultation.
2. That statutory consultation on the closure of Carisbrooke College with effect from 31 August 2017 be authorised to take place in September and October 2015.
3. That a report on the outcome of that statutory consultation be brought to Executive at its meeting on 8 December 2015.
4. That the future distribution of post-16 A-Level provision as outlined in paragraph 101 (as set out below) is approved.
 - Medina and Carisbrooke colleges' joint post-16 provision to be retained on the Node Hill site;
 - Christ the King College's post-16 provision to be retained;
 - Isle of Wight College post-16 A-level provision to be retained;
 - in the short term Ryde and Sandown Bay academies' post-16 provision to be retained on both sites until such time as new post-16 provision for 350 learners on the Sandown Bay site to serve both schools is ready for occupation, leading to a shared sixth form between the two.
5. That the Department for Education's Education Funding Agency be advised to proceed with the Priority School Building Programme projects to create a 10fe 11-16 school for Ryde Academy, a 9fe 11-16 school for Christ the King College and a 8fe 11-16 school for Sandown Bay Academy together with post-16 provision for 350 learners.
6. That a report setting out the framework and timescales for the Priority School Building Programme projects at Ryde Academy, Christ the King College and Sandown Bay Academy be brought to Executive.
7. If the Executive is minded to prefer Option 1 of the consultation they are reminded that for this option to attract capital investment in Carisbrooke or Medina sites would require a satisfactory business case to support its sustainability.

APPENDICES ATTACHED

[Appendix 1](#) - the consultation document;

[Appendix 2](#) - the consultation questionnaire;

[Appendix 3](#) - a copy of the post-16 A-level student survey;

[Appendix 4](#) - a copy of the presentation to Scrutiny, which includes graphics showing the data from the consultation responses;

[Appendix 5](#) - the written responses to the consultation;

[Appendix 6](#) - the textual responses to the on-line consultation questionnaire;

[Appendix 7](#) - a letter from the Education funding Agency confirming funding for the various options

[Appendix 8](#) - Equality Impact Assessment

[Additional Appendix](#) - Extract of the Minutes of the Scrutiny Committee Held on 18 June 2015

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