

NORTH YORKSHIRE COUNTY COUNCIL
CORPORATE DIRECTOR'S MEETING WITH EXECUTIVE MEMBERS

25 June 2019

Bishop Thornton Church of England Primary School
Proposal to Transfer to a New Site

1 PURPOSE OF REPORT

- 1.1** To provide Executive Members with information upon which to make a decision on the proposal published by the Governing Body of Bishop Thornton Church of England (Voluntary Controlled) Primary School to transfer Bishop Thornton CE Primary School to a new site at Burnt Yates from 1 September 2019.

2 EXECUTIVE SUMMARY

- 2.1** The Governing Body of Bishop Thornton Church of England (Voluntary Controlled) Primary School published statutory proposals on 2 May 2019 to transfer Bishop Thornton CE Primary School to a new site at Burnt Yates near Harrogate, North Yorkshire, HG3 3EJ (the former premises of Burnt Yates Church of England Primary School) from 1 September 2019.
- 2.2** This followed careful consideration of the responses to public consultation carried out by the Governing Body between 5 March and 30 March 2019.
- 2.3** The statutory proposals were published on 2 May 2019, giving 4 weeks until 30 May for representations to be made.
- 2.4** The Executive agreed a model for making decisions on school organisation proposals on 25 September 2007. Under this model, school organisation decisions, for which the decision-maker is the Local Authority, will be taken by the County Council's Executive, or if there are no objections to the statutory notice, the decision is delegated to the Executive Members for Education and Skills and for Children's Services.
- 2.5** This report is supported by a number of Appendices as listed below:
Appendix 1: Public Notice in accordance with section 15(2) of the Education and Inspections Act 2006
Appendix 2: Statutory Proposal including consultation document and breakdown of consultation responses

Appendix 3: Letter from Chair of Governors, 5 June 2019
Appendix 4: School Organisation Guidance for Decision-makers
Appendix 5: Equality Impact Assessment

3 BACKGROUND

- 3.1 The staff and Governors of Bishop Thornton CE Primary School have been invited to consider a move to Burnt Yates' vacant school building by the Trustees of the Admiral Long Trust. Governors feel the vacant site at Burnt Yates would offer more space and facilities for children and teachers, enhancing the learning experience. These include spacious outdoor facilities for learning and play and extensive indoor space including a school hall. Bishop Thornton is just over two miles from the school site at Burnt Yates.
- 3.2 As a Voluntary Controlled Primary School, the school organisation regulations and guidance require proposals for transfer to a new site to be published by the Governing Body and to be determined by the County Council.

4 THE PROPOSALS

- 4.1 The Governing Body of Bishop Thornton Church of England (Voluntary Controlled) Primary School proposes:

To transfer Bishop Thornton CE Primary School to a new site at Burnt Yates near Harrogate, North Yorkshire, HG3 3EJ (the former premises of Burnt Yates Church of England Primary School) from 1 September 2019.

5.0 CONSULTATION UNDERTAKEN AND ANALYSIS OF RESPONSES

- 5.1 From 5 March to 30 March 2019 the Governing Body of Bishop Thornton Church of England Primary School consulted the local community on their proposal. The consultation document was made available online through the school and County Council websites and was sent out to parents and local residents. The consultation document and an analysis of the responses to the consultation are included in Appendix 2.
- 5.2 The Governing Body met on 1 April 2019, considered the consultation responses, and voted unanimously to proceed with publication of the statutory proposals.

6 STATUTORY PROPOSALS AND NOTICES

- 6.1 The statutory proposals and public notices were published on 2 May 2019. The public notice, placed on the school gates and in the Harrogate Advertiser newspaper, invited written objections or comments to be submitted by 30 May 2019. A copy of the notice is attached as Appendix 1. At the time of the publication of the notice, a

copy of the complete proposal, including all the information required in the school organisation regulations and guidance, was published on the County Council's website and the school's website. A copy of the proposal is attached as Appendix 2.

- 6.2 Following the publication of the Statutory Notices, no responses were received by the end of the notice period on 30 May 2019.
- 6.3 The Governors met on 5 June, after the statutory notice period had ended, and agreed unanimously to formally ask the Executive Member for Education and Skills for approval of this proposal. A copy of the letter from the Chair of Governors is attached as Appendix 3.

7 FINANCIAL IMPLICATIONS

Capital Implications

- 7.1 The Trustees own the building at Burnt Yates and a substantial endowed fund and over previous years have provided grants for the Burnt Yates school building, and resources for the children. The Trustees have made it clear that they would like to continue to provide these benefits to Bishop Thornton School and its children if the school moves into their premises. The school has the offer of these improved premises for no capital cost to the Local Authority. The Trustees have agreed that the County Council can use the school premises on a 99 year lease for a peppercorn rent and draft heads of terms have been drawn up between the parties. The County Council's Maintenance Surveyor has inspected the premises and advised that they are in good condition and that there are no major maintenance issues.
- 7.2 The school site at Bishop Thornton is owned by Leeds Anglican Diocese, and should the school move site to Burnt Yates, it will be for the Diocese to determine the future use of the school premises at Bishop Thornton.

School revenue funding

- 7.3 The financial implications of the move are difficult to forecast precisely. School finances are largely driven by pupil numbers. The Local Authority expects the School to grow gradually towards 40. This is due to house building and previous local school closures. A modest increase in pupil numbers would help in terms of friendship groups and peer-relationships between children, helping them both socially and academically. The new premises would provide a much better setting for these increased numbers, involving enhanced educational provision in return for a modest increase in running costs, thereby resulting in improved value for money.

Transport costs

- 7.4 There are likely to be additional transport costs as the route between Bishop Thornton village and Burnt Yates school has been assessed as unsafe. If the school site is moved to Burnt Yates, pupils living in Bishop Thornton and Shaw Mills will be eligible for free home to school transport. This will be until the end of year six. The additional cost of transport is currently estimated to be approximately £15,200 per year. Home to School transport costs are met by the County Council. However, there could be additional home to school transport costs if the school stays at its present site, from future pupils joining the school who may be eligible. Assuming the expected growth in pupil numbers, and taking into account probable increased transport and premises costs, the move can be expected to deliver good value for money.

8 LEGAL IMPLICATIONS

REGULATIONS AND GUIDANCE

- 8.1 The consideration and determination of school organisation proposals by the Local Authority is set out in regulations and in guidance produced by the Department for Education.¹ Careful regard has been had to these provisions.

PRELIMINARY CHECKS

- 8.2 The guidance requires that the Decision Maker must consider, on receipt of each proposal, whether any information is missing; whether the published notice of the proposal complies with statutory requirements; whether the statutory consultation has been carried out prior to the publication of the notice; and whether the proposal is related to other published proposals.

Having undertaken an audit of these preliminary checks, the Assistant Chief Executive (Legal and Democratic Services) advises that:

- all information required has been supplied;
- the published notice complies with statutory requirements;
- statutory consultation has been carried out prior to publication of the notice;
- and that the preliminary points for consideration have been dealt with sufficiently to permit the Executive or Executive Members to proceed to determine this proposal.

TYPES OF DECISION THAT CAN BE MADE

¹ School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 and Department for Education statutory guidance for proposers and decision makers, Making Prescribed Alterations to Maintained Schools, October 2018.

- 8.3 In considering proposals for a school closure, the Executive (or the Executive Member for Schools, if there are no objections received during the representation period), as Decision Makers can decide to:
- reject the proposals;
 - approve the proposals;
 - approve the proposals with a modification;
 - approve the proposals subject to them meeting a specific condition (these conditions are set out in paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations, and are not considered applicable to this proposal).

9 PROCEDURE FOR THE MEETING

- 9.1 The Executive agreed on 25 September 2007 that in making a decision on school organisation proposals:
- (a) The decision maker must have regard to the Decision Makers' Guidance and to the Executive Procedure Rules laid down in the North Yorkshire County Council Constitution.
- (b) All decisions must give reasons for the decision, indicating the main factors/criteria for the decision.

10 REASONS FOR THE RECOMMENDATION.

EDUCATION STANDARDS

- 10.1 It is the view of the school governing body and Local Authority education advisers that the site at Burnt Yates would offer more space and facilities for children and teachers currently at Bishop Thornton, to enhance the learning experience. These include spacious outdoor facilities, a designated Early Years outside learning space, an outdoor classroom, all teaching areas at ground level, a school hall, and other extensive indoor space. These benefits are set out more fully in the statutory proposals in Appendix 2.

VIEWS OF INTERESTED PARTIES

- 10.2 The majority of respondents to the consultation, including the majority of parents, were supportive of the move. The breakdown of responses are set out in the statutory proposals in Appendix 2. The benefits offered by the facilities at Burnt Yates were highlighted by a number of consultees.
- 10.3 Support for the move has not, however, been universal. Concerns have been raised by some parents and residents about disruption to children's learning, higher premises costs, transport, and the loss of the school premises in Bishop Thornton village. The school is working hard to try to meet these concerns where possible. The move, for example, is scheduled to take place over the school summer holidays to

minimise disruption. Bishop Thornton CE has already been using the facilities at Burnt Yates on most Thursday afternoons so staff and pupils are already becoming familiar with the premises.

11 HUMAN RIGHTS IMPLICATIONS

11.1 There are no Human Rights issues in relation to this issue.

12 OTHER IMPLICATIONS

12.1 An Equality Impact Assessment has been undertaken in respect of this proposal and is attached at Appendix 4.

12.2 The catchment area previously served by Burnt Yates CE VA Primary School became a joint catchment area for Bishop Thornton CE and Ripley Endowed CE VC Primary on the closure of Burnt Yates CE School on 31 August 2018. Should the proposal to transfer the site of Bishop Thornton CE School be approved, County Council officers will discuss proposals with the Governing Body of Ripley Endowed CE VC Primary School to consult during the next Admissions Consultation in October and publicise locally a proposed change of this catchment area so that in future this area is served solely by Bishop Thornton CE Primary School.

13 RECOMMENDATIONS

13.1 (a) That having undertaken the required preliminary checks, the Executive Member resolves that the four key issues listed above in paragraph 8.2 have been satisfied and there can be a determination of the proposals.

(b) That the following proposal be determined:

to transfer Bishop Thornton CE Primary School to a new site at Burnt Yates near Harrogate, North Yorkshire, HG3 3EJ (the former premises of Burnt Yates Church of England Primary School) from 1 September 2019.

Stuart Carlton
Corporate Director – Children and Young People’s Service

Report prepared by John Lee, Strategic Planning Team.

List of Appendices:

Appendix 1: Public Notice in accordance with section 15(2) of the Education and Inspections Act 2006

Appendix 2: Statutory Proposal including consultation document and breakdown of consultation responses

- Appendix 3: Letter from Chair of Governors, 5 June 2019
- Appendix 4: School Organisation Guidance for Decision-makers
- Appendix 5: Equality Impact Assessment

Appendix 1: Statutory Notice

Bishop Thornton Church of England Primary School Proposal to Transfer to a New Site

Notice is given in accordance with section 15(2) of the Education and Inspections Act 2006 that the Governing Body of Bishop Thornton Church of England (Voluntary Controlled) Primary School intends to transfer Bishop Thornton CE Primary School, Colber Lane, Bishop Thornton, Harrogate, North Yorkshire, HG3 3JR to a new site at Burnt Yates, Harrogate, North Yorkshire, HG3 3EJ (the former premises of Burnt Yates Church of England Primary School) on 1 September 2019.

Copies of the complete proposal can be obtained from Bishop Thornton CE Primary School or the Corporate Director - Children and Young People's Service, North Yorkshire County Council, County Hall, Northallerton, DL7 8AE and are available on the County Council's website at www.northyorks.gov.uk.

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by sending them to Corporate Director - Children and Young People's Service, North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, by 5pm on 30 May 2019. Any responses received by this date will be published anonymously in a report to the County Council's Executive.

Signed: C. Smith
Chair of Governors

Publication Date: 2 May 2019

Appendix 2: Statutory Proposal

Bishop Thornton Church of England Primary School Proposal to Transfer to a New Site

Prescribed alteration statutory proposal

School and LA details

Statutory proposal published by the Governing Body of Bishop Thornton Church of England (Voluntary Controlled) Primary School, Colber Lane, Bishop Thornton, Harrogate, North Yorkshire, HG3 3JR.

North Yorkshire County Council, County Hall, Northallerton, DL7 8AE.

Description of alteration and evidence of demand

The Governing Body of Bishop Thornton Church of England (Voluntary Controlled) Primary School intends to transfer Bishop Thornton CE Primary School to a new site at Burnt Yates, Harrogate, North Yorkshire, HG3 3EJ (the former premises of Burnt Yates Church of England Primary School) on 1 September 2019.

The Governing Body consulted publicly on these proposals between 5 March and 30 March 2019. A copy of the consultation document is attached as Appendix 1. The consultation period ran from 5 March to 30 March 2019 and included a parents' meeting. There have been 94 consultation responses received. On 1 April 2019, the Governing Body reviewed the responses to the consultation and voted unanimously to approve the proposal (Appendix 2).

The percentages of responses are as follows:

Do you consider it desirable that Bishop Thornton C. of E. Primary School should move to the vacant Burnt Yates site?

<u>Parents</u>	<u>Future Parents</u>	<u>Governors</u>	<u>Bishop Thornton village (exc. parents)</u>
Yes - 72% Undecided - 12% No - 16%	Yes - 100%	Yes - 100%	Yes 88% No - 12%
<u>Shaw Mills village (exc. parents)</u>	<u>Burnt Yates village (exc. parents)</u>	<u>Others</u>	
Yes - 100%	Yes - 100%	Yes - 93% No - 7%	

Objectives (including how the proposal would increase educational standards and parental choice)

Bishop Thornton's staff and Governors have been invited to consider a move to Burnt Yates' vacant school building by the Trustees of the Admiral Long Trust.

The vacant Burnt Yates school building and grounds would enable and provide:-

- more space and facilities for children and teachers, to enhance the learning experience
- spacious outdoor facilities, with a garden, sports field, woodland and wildlife areas and disabled access including an outdoor toilet
- a designated Early Years outside learning space for physical development and exciting learning opportunities along with child-friendly storage provision
- an outdoor classroom for children of all ages
- all teaching areas at ground level providing disability access for children and visitors alike
- a school hall with greater flexibility of space for indoor activities
 - A space for dance, gymnastics and indoor PE sessions with equipment in place
 - A dining facility saving classroom dining and valuable teaching time each day
 - Drama opportunities would be enhanced within the hall area, with space for whole school activities, Collective Worship, productions and events
 - A large indoor space for play during break time on wet days
 - Opportunities for family and community events
- a class 1 teaching space which is self-contained, with no interruptions from 'through traffic' for the kitchen or toilets
- a classroom for the younger children with a folding partition enabling separate learning areas for all abilities and ages
- extensive indoor space providing areas for 1:1 and small group learning, quiet time and support for individual needs
- meeting room space for personal and confidential meetings and for staff breaks

- opportunity to develop on-site wrap-around care
- more space for and safer off-road parking

The effect on other educational institutions within the area

Burnt Yates building has the same admission limit as Bishop Thornton: 8 reception children per year, with a maximum school size of 56.

The catchment area previously served by Burnt Yates CE VA Primary School became a joint catchment area for Bishop Thornton CE and Ripley Endowed CE VC Primary on the closure of Burnt Yates CE School on 31 August 2018. It will be for the County Council to determine whether this catchment area needs to be reviewed in the future, should this proposal be approved.

Project costs and indication of how these will be met, including how long-term value for money will be achieved

The Trustees own the building at Burnt Yates and a substantial endowed fund and over previous years have provided grants for the Burnt Yates school building, and resources for the children. The Trustees have made it clear that they would like to continue to provide these benefits to Bishop Thornton School and its children if the school moves into their premises. The school has the offer of these improved premises for no capital cost to the Local Authority.

The financial implications of the move are difficult to forecast precisely. School finances are largely driven by pupil numbers. The Local Authority expects the School to grow gradually towards 40. This is due to house building and previous local school closures. A modest increase in pupil numbers would help in terms of friendship groups and peer-relationships between children, helping them both socially and academically. The new premises would provide a much better setting for these increased numbers, involving enhanced educational provision in return for a modest increase in running costs, thereby resulting in improved value for money.

There are likely to be additional transport costs as the route between Bishop Thornton village and Burnt Yates school has been assessed as unsafe. If the school site is moved to Burnt Yates, pupils living in Bishop Thornton and Shaw Mills will be eligible for free home to school transport. This will be until the end of year six. The additional cost of transport is currently estimated to be approximately £15,200 per year. Home to School transport costs are met by the County Council. However, there could be additional home to school transport costs if the school stays at its present site, from future pupils joining the school who may be eligible. Assuming the expected growth in pupil numbers, and taking into account probable increased transport and premises costs, the move can be expected to deliver good value for money.

Implementation plan

The full timetable for the proposal is set out below.

Initial Public Consultation by Governing Body 5 Mar – 30 Mar (4 weeks)

Including meetings with parents and local community

Full Governing Body meeting to decide whether to proceed w/c 1 April

Easter holiday: Monday 15 April 2019 to Friday 26 April 2019

Publication of Statutory Proposals/Notice by Governing Body:

Thursday 2 May

Representation period (formal consultation) 2 May to 30 May (4 weeks)

Decision by Executive (or if there are no objections to the statutory proposals, by the Executive Member for Schools) 25 June 2019

Proposed transfer of Bishop Thornton CE School to Burnt Yates by 1 September 2019

A statement explaining the procedure for responses: support, objections and comments.

Within four weeks from the date of publication of this proposal on 2 May 2019, any person may object to or make comments on the proposal by sending them to Corporate Director

- Children and Young People's Service, North Yorkshire County Council, County Hall, Northallerton, DL7 8AE, by 5pm on 30 May 2019. Any responses received by this date will be published anonymously in a report to the County Council's Executive.

Appendices

Appendix 1: Consultation document

Appendix 2: Minute of the Governing Body decision, 1 April 2019

Appendix 1

BISHOP THORNTON C. OF E. PRIMARY SCHOOL

PROPOSAL TO MOVE PREMISES TO OCCUPY VACANT SCHOOL PROPERTY AT BURNT YATES

Bishop Thornton Church of England Primary School has been invited to move to the vacant school premises, formerly Burnt Yates Primary School. We would very much like to know the views of parents and other interested members of the community, as we recognise that this is a significant proposal.

Why is the School making this proposal?

The vacant Burnt Yates school building and grounds would enable and provide:-

- more space and facilities for children and teachers, to enhance the learning experience
- spacious outdoor facilities, with a garden, sports field, woodland and wildlife areas and disabled access including an outdoor toilet
- a designated Early Years outside learning space for physical development and exciting learning opportunities along with child-friendly storage provision
- an outdoor classroom for children of all ages
- all teaching areas at ground level providing disability access for children and visitors alike
- a school hall with greater flexibility of space for indoor activities
 - A space for dance, gymnastics and indoor PE sessions with equipment in place
 - A dining facility saving classroom dining and valuable teaching time each day
 - Drama opportunities would be enhanced within the hall area, with space for whole school activities, Collective Worship, productions and events
 - A large indoor space for play during break time on wet days
 - Opportunities for family and community events
- a class 1 teaching space which is self-contained, with no interruptions from 'through traffic' for the kitchen or toilets
- a classroom for the younger children with a folding partition enabling separate learning areas for all abilities and ages
- extensive indoor space providing areas for 1:1 and small group learning, quiet time and support for individual needs
- meeting room space for personal and confidential meetings and for staff breaks
- opportunity to develop on-site wrap-around care
- more space for and safer off-road parking

Bishop Thornton's staff and Governors are considering a move to the former primary school building at Burnt Yates at the invitation of its owners, the Trustees of the Admiral Long's Foundation. Whilst other parties have expressed an interest in occupying this building, Bishop Thornton School is the Foundation's first choice and has therefore been given the first option on it.

Obviously this would be a big decision for the School family and so the Headteacher and the Governors have, since the offer was made, conducted significant research into the viability of such a move, including consulting with the Local Educational Authority and the Church of England Diocese before feeling able to come to parents with this proposal. We now think that this is a very attractive proposition to put before parents and the wider community. Understandably you will have questions and we hope that the following will provide some answers.

Q1: Does this mean Bishop Thornton School would close?

A: No, this is not a school closure. The School would move and continue to exist in exactly the same way, with the same head teacher, teachers, staff and governors, but just on a different site.

Q 2: But would it be the school for Bishop Thornton village?

A. Yes, it would still be the school for Bishop Thornton, as well as for Shaw Mills and Warsill, as it is already, and now also for Burnt Yates all of which are already in Bishop Thornton's extended catchment (though Burnt Yates catchment is also currently shared with Ripley Endowed CE). The School already serves these areas and would also continue to attract children from further afield, just as it does now.

Q 3: Would the move into a larger building mean that numbers will grow a lot?

A: Not really, and definitely not in the first few years. The Burnt Yates building has the same admission limit as Bishop Thornton: 8 reception children per year, with a maximum school size of 56. The Local Authority expects the School to grow gradually towards 40, whether it moves or not. This is due to house building and previous local school closures. A modest increase in pupil numbers would help in terms of friendship groups and peer-relationships between children, helping them both socially and academically.

Q 4: This is a lovely, small, friendly school; how will you keep the school as it is now? Wouldn't we lose the family feel of the current building? Many parents and children love Bishop Thornton for the way it feels more like a home than a school.

A: The School is its people, and that warmth and specialness will stay with our wonderful teachers and staff wherever they go, as they generate the ethos of the School.

Q 5: Isn't the Burnt Yates building much bigger and more 'school-like'?

A: Yes - but it comes with all the positives we have already mentioned, and an admission level no larger than ours. It is still a quirky building with an intimate feel and a definite personality. By most standards it is still a very small village school and it can acquire those same happy associations that people have for the Bishop Thornton building.

Q 6: Wrap-around Care

A: Mrs Sonia Virr plays a pivotal role in the life of many parents and the School, so the Headteacher and Chair of Governors have discussed various options for her continued involvement if the move were to go ahead. Mrs. Virr has welcomed the proposal to move and she has confirmed that she would like to continue to work with the School.

Q 7: Transport - It is not easy for me to get to Burnt Yates to take my child to school. Will there be any help with transport arrangements?

A: Assistance with transport has been discussed with the Local Authority and their statement of responsibility is as follows:

“We provide free school transport to the catchment school or nearest school to your home if it is over the following walking distances:

- two miles for children under eight years of age;*
- three miles for children aged over eight; or*
- where the route to the catchment or nearest school is not safe to walk accompanied by a responsible adult.”*

We have requested that the road between Bishop Thornton and Burnt Yates be assessed by the Council Highways Department as to its safety and we will continue to consult with the Local Authority on the question of transport, appreciating that this is a very important issue. Any views expressed by parents will be helpful to our discussions.

Q 8: What do the Burnt Yates Trustees do, and what is their attitude concerning the move?

A. The Trustees are fully in favour of the proposal and have shown their 100% support by welcoming all our pupils to use the facilities most Thursday afternoons.

They own the building and a substantial endowed fund and over previous years have provided grants for the Burnt Yates school building, and resources for the children. The Trustees have made it clear that they would like to continue to provide these benefits to Bishop Thornton School and its children if we move into their premises.

They accept that we are our own school, and that we would move into the Burnt Yates premises with our own identity.

Q 9: Do the Headteacher, Teachers and Teaching Assistants think the move would be a good thing?

A. The Headteacher and Teaching staff have been part of the conversation regarding a premises move right from the beginning and greatly welcome the opportunity to expand their ideas and creativity within the more flexible space that the building at Burnt Yates would allow.

We realise that this is a significant proposal for us all to consider, but as pupil numbers grow we have to reflect on what is in the best interests of our whole school community, not just now but also in 10+ years time. It is not difficult to see that the plot on which the present Bishop Thornton School sits is already fully developed, and the paddock used for summertime play is only available for use by the School due to the kindness of its current owners.

In making this proposal the School leaders are seeking to give our School and our children the best opportunities going into the future. It is extremely unlikely that we will ever have another opportunity such as this on our doorstep again and the Governors feel that it must be fully explored by everyone, with an open mind and an eye to the future of this beloved School.

What will happen next?

The four week period of consultation following this meeting, during which we hope as many of you as possible will comment on the proposal, is in preparation for a Statutory Consultation process.

The obvious time for the School to move would be during the summer holiday, so the timetable for consultations and the formal process (outlined below) is designed to be completed during the summer term. Should the move be approved, the children will then have opportunities to visit and use the new site before the school breaks up for the summer.

We would like comments on the proposal by 30th March 2019. Comments received from this consultation will be considered by the Governing Body during the week commencing 1st April

2019, at which point they will decide whether or not to proceed to the period of Statutory Consultation.

If the School decides to progress to Statutory Consultation, there will be a formal consultation period of 4 weeks and the final decision will be made by the Local Authority on 25th June 2019.

How do I make my views known?

Your views are important and we very much value your opinions. Please complete the attached comments sheet and return it to the Office at the School or return via email to admin@bishophorntoncofe.n-yorks.sch.uk

Comments should be returned by 30th March, 2019

An Invitation

Everyone associated with the School and its children are warmly invited to visit the Burnt Yates premises on Friday 8th March between 9.00 and 10.00am to see more fully what the site has to offer.

If you have any further queries, these should be addressed to Mrs. E. Bedford (Headteacher) and/or Miss Caroline Smith (Chair of Governors)

**BISHOP THORNTON CE SCHOOL GOVERNING BODY
MEETING MONDAY 1st APRIL 2019 at 10.45 am**

Governors present: Miss Smith (Chair –Foundation), Mrs Bedford (Headteacher), Mr Whitaker (Vice Chair – Foundation) Mrs Connor (Co-Opted), Mr Roberts (Parent Governor), Mrs Stevens (Parent Governor), Mrs Ward (Teacher Governor)

Others present: Mrs Jennings (Clerk)

There were no apologies for absence.

MINUTES

	ITEM
1	<p>Proposal to Move the School from its current Premises to Occupy Vacant School Property at Burnt Yates (the Proposal)</p> <p>This meeting followed on from a Meeting of the full Governing Board that morning, called for the purpose of considering the Proposal to move the School from its current premises to vacant school premises at Burnt Yates</p> <p>The School had conducted a consultation which had run from 5th to 30th March, in which the Proposal, with relevant information, was put to Parents and the wider community.</p> <p>At the earlier meeting that morning the Governors had carefully considered all the responses which had been received from the consultation, (a significant percentage of which were in favour of the proposal), together with helpful information received from the Local Authority, and the implications of approving or rejecting the Proposal on pupil outcomes. Potential logistics of the move were also discussed.</p> <p>The purpose of this meeting was to make a decision on the Proposal.</p> <p>The Chair put the Proposal to a vote.</p> <p>The Governors voted unanimously to approve the Proposal.</p> <p>A copy of this Minute will be sent to the Local Authority together with copies of all the comments received by the School and any other information requested by the Local Authority to prepare the documentation to take the matter onto the next stage.</p>

*Bishop Thornton C.of E. Primary School
Colber Lane,
Bishop Thornton HG3 3JR*

5th June, 2019

Mr. John Lee
Strategic Planning Officer
North Yorkshire County Council
Room 218
South Block
County Hall
Northallerton DL7 8AD

Dear John,

Following the end of the Statutory period, which was 2nd - 30th May, 2019, Bishop Thornton School Governors met this morning.

We confirm that you have advised us that no responses were received by the Corporate Director at NYCC during this period. In view of this, and our protracted discussions and deliberations over many months, we are able to confirm that the governors unanimously agreed at this meeting that we would like to formally ask the Executive Member for Education and Skills and the Corporate Director for their approval of this proposal, when it is presented to them for consideration later this month.

We express most grateful thanks to you personally for all of your help and guidance in enabling us to present this important proposal, and we look forward with enormous anticipation to 25th June.

Yours faithfully,

Caroline Smith
Chair of Governors, Bishop Thornton C.of E. Primary School



Department
for Education

Making significant changes (‘prescribed alterations’) to maintained schools

**Statutory guidance for proposers and
decision-makers**

October 2018

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1: Summary

About this guidance

This is statutory guidance from the Department for Education. This means that recipients must have regard to it when making ‘prescribed alterations’ to maintained schools.

The purpose of this guidance is to ensure that good quality school places can be provided quickly where they are needed; that local authorities (LAs) and governing bodies (GBs) do not take decisions that will have a negative impact on other schools in the area; and that changes can be implemented quickly and effectively where there is a strong case for doing so. In line with these aims it is expected that, where possible, additional new places will only be provided at schools that have an overall Ofsted rating of ‘good’ or ‘outstanding’. Schools which do not fall within the above categories should only be expanded where there are no other viable options.

A GB, LA or the [Schools Adjudicator](#) must have regard to this guidance when exercising functions under [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](#) (‘the Prescribed Alterations Regulations’). It should be read in conjunction with Parts 2 and 3 and Schedule 3 of the [Education and Inspections Act \(EIA\) 2006](#) and the Prescribed Alterations Regulations. It also relates to *the Establishment and Discontinuance Regulations* and [The School Organisation \(Removal of Foundation, Reduction in the Number of Foundation Governors and Ability of Foundation to Pay Debts\) \(England\) Regulations \(2007\)](#) (‘the ‘Removal Regulations’).

It is the responsibility of LAs and GBs to ensure that they act in accordance with the relevant legislation when making changes to a maintained school and they are advised to seek independent legal advice where appropriate.

Review date

This guidance will be reviewed in October 2019.

Who is this guidance for?

Those proposing to make changes and making decisions on changes to maintained schools (e.g. GBs, LAs and the Schools Adjudicator), and for information purposes for those affected by a proposal (trustees of the school, diocese or relevant diocesan board, any other relevant faith body, parents etc.).

This guidance is relevant to all categories of maintained schools (as defined in section 20 of the [School Standards and Framework Act \(SSFA\) 1998](#)), unless explicitly stated. It is not relevant to [Pupil Referral Units](#). Separate advice [on making significant changes to an academy](#) and [opening and closing a maintained school](#) is available.

Please refer to the '[Further Information](#)' section for the full website address should you be unable to access documents via the hyperlinks provided.

Terminology

Definitions of common terms used in this guidance:

Schools with a religious character - All schools designated as having a religious character in accordance with the [SSFA](#).

Foundation Trust - For the purpose of this guidance the term 'foundation trust' refers to a foundation complying with the requirements set out in section 23A of the SSFA.

Parent(s) - The Education Act 1996 defines 'parent' as including someone who has care of, or legal responsibility for, the child. Therefore, a parent can include, for example, a grandparent, other family member or foster carer if they have care of or responsibility for the child.

Main points

- All proposals for prescribed alterations must follow the processes set out in this guidance.
- Where a LA proposes to expand a school that is eligible for intervention as set out in Section 59 of the [Education and Inspections Act 2006](#), they should copy the proposal to the relevant [Regional Schools Commissioner \(RSC\)](#) at the point of publication.
- To enable the department to monitor potentially contentious proposals, the proposer should copy any proposal, which falls within the definitions set out in [part 3](#), to the School Organisation mailbox as soon as it is published schoolorganisation.notifications@education.gov.uk.
- LAs and GBs proposing to make a significant change to a school which has been designated as having a religious character should engage the trustees of the school, and in the case of Church schools the diocese or relevant

diocesan board, or any other relevant faith body, where appropriate at the earliest opportunity.

- Where a LA is the decision maker, it must make a decision within a period of two months of the end of the representation period. Where a decision is not made within this time frame, the LA must refer the proposal to the Schools Adjudicator for a decision.
- It is not possible for any school to gain, lose or change religious character through a change of category. Information on the process to be followed is available in the [opening and closing maintained schools guidance](#).
- Once a decision has been made the proposer (GB or LA) must make the necessary changes to the school's record in the department's system [Get Information About Schools](#) (GIAS) by the date the change is implemented.
- Where a school wishes to change their name, the GB will need to amend the Instrument of Government in line with regulation 30 of [The School Governance \(Constitution\) \(England\) Regulations 2012](#). Once that is done, either the school or the LA will need to update the school record in the department's GIAS system.

2: Prescribed alteration changes

Enlargement of premises (expansion)

Under section 14 of the [Education Act 1996](#), LAs have a statutory duty to ensure that there are sufficient schools for primary and secondary education in their areas. The department expects LAs to manage the school estate efficiently and to reduce or find alternative uses for surplus capacity (for example, increasing the provision of early education and childcare) to avoid detriment to schools' educational offer or financial position. LAs are encouraged to consider the use of modular construction solutions for any physical building expansion and to consider all options for the reutilisation of space including via remodelling, amalgamations, or closure where this would be the best course of action.

Where additional places are needed, including where there is a local demand for a particular category of places (for example in schools designated as having a religious character), the LA can propose an enlargement of the capacity¹ of premises.

The statutory process should be followed to enlarge premises as set out in the [Prescribed Alterations Regulations](#) (see [part 5](#)) if:

- the proposed enlargement is permanent (longer than three years) and **would increase the capacity of the school** by:
 - more than 30 pupils; **and**
 - 25% or 200 pupils (whichever is the lesser).
- the proposal involves making permanent any temporary enlargement (which was intended to be in place for no more than three years) that meets the above threshold.

GBs of all categories of mainstream schools and LAs can propose small scale expansions that do not meet the thresholds above without the need to follow the formal statutory process in [part 4](#). In many cases this can be achieved solely by increasing the school's published admissions number² (PAN); please see the [School Admissions Code](#). The thresholds do not, however, apply to special schools. Details of how special schools can increase their intake³ are covered below.

¹ Net capacity as calculated using the DfE Guidance Assessing the Net Capacity of Schools (2002).

² All admission authorities must set a published admission number (PAN) for each 'relevant age group' when they determine their admission arrangements. So, if a school has an admissions number of 120 pupils for Year 7, that is its PAN.

³ The number of pupils admitted into the school at a particular time

Examples of when mainstream schools would/would not need to publish 'enlargement' proposals

A secondary school with a capacity of 750 (5 form of entry - 30 pupils per class, 5 year groups) **could** enlarge its premises to add 1 form of entry (30 extra pupils x 5 year groups = increase of 150 pupils) bringing the capacity to 900 pupils, **without** having to publish statutory proposals. Although the increase would be by 'more than 30' pupils, it is less than '200', and also less than '25%' of the current capacity (i.e. by less than 187).

A small primary school with a capacity of 50 **could** enlarge its premises to increase its capacity by up to 29 pupils **without** having to publish statutory proposals, because although it would be more than '25%', it is less than 30.

A school of any size enlarging its premises to enable it to add 300 places **would** need to follow the statutory process as the increase would be **both** 'more than 30' **and** '200' (it may or may not be more than '25%' but that is irrelevant if the 200 threshold would be met).

A primary school with a capacity of 210 enlarging its premises to enable it to add 105 places (1.5 forms of entry 45 x 7 = 315), **would** need to follow the statutory process as the increase would be 'more than 30' and **more than** '25%' (it would be less than 200 but this is irrelevant as the 25% threshold would be met).

The quality of new places created through expansion

We expect LAs to consider a range of performance indicators and financial data, before deciding whether a school should be expanded. Where schools are underperforming, we would not expect them to expand, unless there is a strong case that this would help to raise standards. We expect LAs to create new places in schools that have an overall Ofsted rating of 'good' or 'outstanding'. If, however, there are no other feasible ways to create new places in the area, the LA should notify their Pupil Places Planning adviser⁴. In cases where there is a proposal to expand a school that is rated inadequate, the LA should also send a copy of the proposal to the [relevant RSC](#) so that they can ensure appropriate intervention strategies are in place.

The table below sets out who can propose an enlargement of premises and what process must be followed:

⁴ Advisers.PPP@education.gov.uk

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Enlargement of premises that meets the threshold	Statutory process	LA	CofE Diocese RC Diocese
LA for voluntary or foundation	Enlargement of premises that meets the threshold	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
LA for voluntary and foundation	Enlargement of premises (below the threshold)	Non statutory process	LA	N/A
GB of all categories mainstream	Enlargement of premises (below the threshold)	Non statutory process	GB	N/A

Expansion onto an additional site (or ‘satellite sites’)

Where proposers seek to expand onto an additional site they will need to ensure that the new provision is genuinely a change to an existing school and not in reality the establishment of a new school. Where a LA decides that a new school is needed to meet basic need, they should refer to the [guidance for opening new schools](#).

Decisions about whether a proposal represents a genuine expansion will need to be taken on a case-by-case basis, but proposers and decision makers will need to consider this non-exhaustive list of factors which are intended to expose the extent to which the new site is integrated with the existing site, and the extent to which it will serve the same community as the existing site:

The reasons for the expansion

- What is the rationale for this approach and this particular site?

Admission and curriculum arrangements

- How will the new site be used (e.g. which age groups/pupils will it serve)?
- What will the admission arrangements be?
- Will there be movement of pupils between sites?

Governance and administration

- How will whole school activities be managed?
- Will staff be employed on contracts to work on both sites? How frequently will they do so?
- What governance, leadership and management arrangements will be put in place to oversee the new site (e.g. will the new site be governed by the same GB and the same school leadership team)?

Physical characteristics of the school

- How will facilities across the two sites be used (e.g. sharing of the facilities and resources available at the two sites, such as playing fields)?
- Is the new site in an area that is easily accessible to the community that the current school serves?

The purpose of considering these factors is to determine the level of integration between the two sites; the more integration, the more likely the change will be considered as an expansion.

LAs should copy any proposal to expand a school onto a satellite site to schoolorganisation.notifications@education.gov.uk for monitoring purposes.

Expansion of existing grammar schools

Legislation prohibits the establishment of new grammar schools⁵. Expansion of any existing grammar school onto a satellite site can only happen if the new site is genuinely part of the existing school. Decision-makers must consider the factors listed above when deciding if an expansion is a legitimate enlargement of an existing school.

Changes to the published admissions number (PAN) where an enlargement of premises has not taken place

Admission authorities⁶ must set a PAN for each 'relevant age group' when determining their admission arrangements. If an admission authority of a mainstream school wishes to increase or decrease PAN, without increasing the overall physical

⁵ Except where a grammar school is replacing one of more existing grammar schools

⁶ The LA in the case of community and voluntary controlled (VC) schools or the GB in the case of voluntary aided (VA) and foundation schools

capacity of the buildings, this would be classed as an admissions change, not a prescribed alteration. The statutory process described in this guidance would not need to be followed (please see the [School Admissions Code](#) for further details of the processes admission authorities must follow).

Change in number of pupils in a special school

The School Admissions Code does not apply to special schools. GBs of all categories of special school, and LAs for community special schools, may seek to increase the number of places by following the statutory process in [part 5](#), if the increase is by:

- 10%; or
- 20 pupils (or 5 pupils if the school is a boarding-only school),

(whichever is the smaller number).

The exception to this is where a special school is established in a hospital.

GBs of all categories of special school, and LAs for community special schools, may seek to decrease the number of pupils, by following the statutory process in [part 5](#).

The table below sets out who can propose a change in the number of pupils in a special school and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB foundation special	Increase by 10% or 20 pupils (5 for boarding special) or decrease numbers	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB community special	Increase by 10% or 20 pupils (5 for boarding special) or decrease numbers	Statutory process	LA	CofE Diocese RC Diocese
LA for community special and foundation special	Increase by 10% or 20 pupils (5 for boarding special)	Statutory process	LA	CofE Diocese RC Diocese

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for foundation special	Increase by 10% or 20 pupils (5 for boarding special)	Statutory process	LA	GB/Trustees
LA for community special	Decrease of numbers	Statutory process	LA	CofE Diocese RC Diocese

Change of age range

For changes that are expected to be in place for more than 2 years (as these are considered permanent increases):

LAs can propose:

- a change of age range of up to 2 years (except for adding or removing a sixth form) for voluntary and foundation schools by following the non-statutory process, see [part 4](#).
- a change of age range of 1 year or more for community schools (including the adding or removal of sixth form or nursery provision) and community special schools or alter the upper age limit of a foundation or voluntary school to add sixth form provision by following the statutory process, see [part 5](#).

GBs of foundation and voluntary schools can propose:

- an age range change of up to 2 years (except for adding or removing a sixth form) by following the non-statutory process, see [part 4](#).
- an age range change of 3 years or more (including adding or removing a sixth form) by following the statutory process, see [part 5](#).

Before making such a proposal, the GB should consult with LAs, and where the school is designated as having a religious character the trustees of the school, dioceses or relevant diocesan boards, or any other relevant faith body, to understand the place management needs of the area.

GBs of community schools can propose the alteration of their upper age limit to add sixth form provision following the statutory process, see [part 5](#).

GBs of community special and foundation special schools can propose a change of age range of 1 year or more following the statutory process, see [part 5](#).

Where a proposed age range change would also require an expansion of the school's premises, the LA or GB must also ensure that they act in accordance with the requirements for proposals for the [enlargement of premises](#).

In cases where the age-range of the school has changed, this should be altered on GIAS. For example if the age-range is changed so that the school no longer caters for pupils below compulsory school age, the lower age range of the school would need to be increased so as not to include that age group.

The table below sets out who can propose a change of age range and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for voluntary and foundation	Alteration of upper or lower age range of up to 2 years (excluding adding or removing a sixth form)	Non statutory process	LA	NA
GB of voluntary and foundation	Alteration of upper or lower age range by up to 2 years (excluding adding or removing a sixth form)	Non statutory process	GB	N/A
GB of voluntary and foundation	Alteration of upper or lower age range by 3 years or more	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
LA for community and community special	Alteration of upper or lower age range by 1 year or more (for community schools including the adding or removal of sixth form or nurse provision)	Statutory process	LA	CofE Diocese RC Diocese
GB foundation special	Alteration of upper or lower age range by one year or more	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB community special	Alteration of upper or lower age range by one year or more	Statutory process	LA	CofE Diocese RC Diocese
LA for community	Alteration of upper age range so as to add or	Statutory process	LA	CofE Diocese RC Diocese

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
	remove sixth form provision			
LA for voluntary and foundation	Alteration of upper age range so as to add sixth form provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of voluntary and foundation	Alteration of upper age range so as to add sixth form provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of community	Alteration of upper age range so as to add sixth form provision	Statutory process	LA	CofE Diocese RC Diocese
GB of voluntary and foundation	Alteration of upper age range so as to remove sixth form provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees

Adding a sixth form

The department wants to ensure that all temporary (which is anticipated will be in place for no more than 2 years) and permanent provision is of the highest quality and provides genuine value for money. There is a departmental expectation that proposals for the addition of sixth form provision will only be put forward for secondary schools that are rated as 'good' or 'outstanding' by Ofsted. Proposers should also consider the supply of other local post-16 provision in the area and assess if there is a genuine need for the additional provision.

In deciding whether new sixth form provision would be appropriate, proposers and decision makers should consider the following guidelines:

- **Quality:** The quality of pre-16 education must be good or outstanding (as rated by Ofsted) and the school must have a history of positive Progress 8 scores (above 0);
- **Size:** The proposed sixth form will provide at least 200 places and there should be sufficient demand for those places;
- **Subject Breadth:** The proposed sixth form should - either directly or through partnership - offer a minimum of 15 A level subjects. LAs may wish to consider the benefits of delivering a broader A level curriculum through

partnership arrangements with other school sixth forms. Working with others can offer opportunities to:

- Improve choice and attainment for pupils
- Deliver new, improved or more integrated services
- Make efficiency savings through sharing costs
- Develop a stronger, more united voice
- Share knowledge and information.

Schools proposing a partnership arrangement must include evidence of how this will operate on a day-to-day basis, including timetabling and the deployment of staff;

- **Demand:** There should be a clear demand for additional post-16 places in the local area (including evidence of a shortage of post-16 places and a consideration of the quality of Level 3 provision in the area). The proposed sixth form should not create excessive surplus places or have a detrimental effect on other high quality post-16 provision in the local area;
- **Financial viability:** The proposed sixth form should be financially viable (there must be evidence of financial resilience should student numbers fall). The average class size should be at least 15, unless there is a clear educational argument to run smaller classes – for example to build the initial credibility of courses with a view to increasing class size in future.

Not all changes in age range to add a sixth form will necessitate a change to the school's admissions arrangements, for example a school may set up sixth form provision solely for its own pupils. However, if the intention is to also admit external applicants to the sixth form the school will need to adopt a sixth form PAN and may also wish to add academic entry requirements on changing its age-range.

The addition of post-16 provision requires a change of age-range, therefore, where a decision-maker is considering a proposal to add post-16 provision, they should refer to the section on changing an age range.

Closing an additional site

For foundation and voluntary schools that are already operating on a satellite site(s), GBs must follow the statutory process in [part 5](#) if they are proposing the closure of one or more sites, where the main entrance at any of the school's remaining sites is one mile or more from the main entrance of the site which is to be closed. The LA may make such a proposal for a community school following the statutory process in [part 5](#).

The table below sets out who can propose the closure of an additional site and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Closure of one or multiple sites	Statutory process	LA	CofE Diocese RC Diocese
GB voluntary or foundation	Closure of one or multiple sites	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees

Transfer to a new site

Where the main entrance of the proposed new site for a school would be more than two miles from the main entrance of the current school site, or if the proposed new site is within the area of another LA:

- **LAs** can propose the transfer to an entirely new site for community schools, community special schools and maintained nursery schools following the statutory process in [part 5](#).
- **GBs of voluntary, foundation, foundation special and community special** schools can also propose a transfer to a new site following the statutory process in [part 5](#).

The table below sets out who can propose a transfer to a new site and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community, community special and maintained nursery	Transfer to new site	Statutory process	LA	CofE Diocese RC Diocese
GB voluntary foundation or foundation special	Transfer to new site	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB community special	Transfer to new site	Statutory process	LA	CofE Diocese RC Diocese

Changes of category

GBs of all categories of maintained schools, apart from GBs of foundation special schools, may propose to change category by following the statutory process. The [addition or removal of a foundation](#) is described in [part 6](#). Where GBs are proposing a change of category covering a change in provision (e.g. from mainstream to special school) they are encouraged to seek advice by emailing schoolorganisation.notifications@education.gov.uk.

For a proposal to change the category of a school to voluntary-aided, the decision-maker should be satisfied that the GB and/or the foundation are able and willing to meet their financial responsibilities for building work. The decision-maker may wish to consider whether the GB has access to sufficient funds to enable it to meet 10% of its capital expenditure for at least five years from the date of implementation, taking into account anticipated building projects.

Guidance on adding or changing a designated religious character can be found in the [Opening and closing maintained schools](#) guidance.

The table below sets out who can propose a change of category and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB of voluntary	VC to VA VA to VC	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of voluntary	VC or VA to foundation school VC or VA to foundation school and acquire a foundation VC or VA to foundation school, acquire a foundation and majority foundation governors on GB	Statutory process	GB	For proposals at a VA school when decided by the GB: LA CofE Diocese RC Diocese
GB of foundation	Foundation school to VC or VA	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB of foundation	Acquire foundation Acquire a majority of foundation governors on the GB Removal of foundation and/or reduction in majority of foundation governors on GB	Statutory process	GB	N/A
GB of community	Community to VC or VA	Statutory process	LA	CofE Diocese RC Diocese
GB of community	Community to foundation school Community to foundation school and acquire foundation Community to foundation school and acquire majority of foundation governors on GB	Statutory process	GB	N/A
GB of foundation special	Remove foundation and/or reduce majority of foundation governors on GB	Statutory process	GB	N/A

Single sex school becoming co-educational (or vice versa)

Proposers can seek to change their school from single sex to co-educational (or vice versa) when they can show that this would better serve their local community. A co-educational school cannot change its nursery or post-16 provision to single sex. When making a decision, LAs will need to consider the demand for and balance of school places for boys and girls in line with the [Equality Act 2010](#).

The table below sets out who can change a school from single sex to co-educational (or vice versa) and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community or community special	To co-ed or single sex provision	Statutory process	LA	CofE Diocese RC Diocese
GB of foundation. foundation special or voluntary	To co-ed or single sex provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of community special	To co-ed or single sex provision	Statutory process	LA	CofE Diocese RC Diocese

Mainstream school: establish/remove/alter special educational needs (SEN) provision

When considering any reorganisation of provision that the LA recognises as reserved for pupils with special educational needs, including that which might lead to children being displaced, proposers will need to demonstrate how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for those children.

The table below sets out who can propose to establish, remove or alter SEN provision and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Establish, remove or alter SEN provision	Statutory process	LA	CofE Diocese RC Diocese
LA for voluntary and foundation	Establish or remove SEN provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of foundation	Establish, remove or alter SEN provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
and voluntary				

Change the types of need catered for by a special school

The table below sets out who can propose a change to the type of need catered for by a special school and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community special	Change designation and categories of SEN provision	Statutory process	LA	CofE Diocese RC Diocese
LA for foundation special	Change designation and categories of SEN provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of community special	Change designation and categories of SEN provision	Statutory process	LA	CofE Diocese RC Diocese
GB of foundation special	Change designation and categories of SEN provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees

Boarding provision

The introduction of boarding provision can require the statutory process to be followed (depending on the type of school in question – see table below). LAs and GBs will need to consider how the Prescribed Alterations Regulations apply in conjunction with this guidance and, where there is any doubt, seek independent legal advice, as the department cannot advise on individual cases.

LAs can propose for:

- community schools; the establishment, removal or alteration (decrease by 50 pupils or 50% whichever is the greater) of boarding provision by following the statutory process in [part 5](#).

- community special schools; the establishment, removal or alteration (increase or decrease by 5 places or more where there are both day and boarding places) of boarding provision following the statutory process in [part 5](#).

GBs of voluntary and foundation schools can propose the establishment or increase of boarding provision following the non-statutory process in [part 4](#) and the removal or alteration (decrease by 50 pupils or 50% whichever is the greater) of boarding provision by following the statutory process in [part 5](#).

GBs of special schools can add or remove boarding provision or, where the school makes provision for day and boarding pupils, can increase or decrease boarding provision by five pupils or more following the statutory process in [part 5](#).

The table below sets out who can propose to establish, change or remove boarding provision and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Add, remove or change (decrease by 50 pupils or 50% whichever is greater) boarding provision	Statutory process	LA	CofE Diocese RC Diocese
LA for community special	Add, remove or change (increase or decrease by 5 pupils or more) boarding provision	Statutory process	LA	CofE Diocese RC Diocese
GB of foundation or voluntary	Add boarding provision	Non-statutory process	GB	N/A
GB of foundation or voluntary	Remove or change (decrease by 50 pupils or 50% whichever is greater) boarding provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of foundation special	Add, remove or change (increase or decrease by 5 pupils or more) boarding provision	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of community special	Add, remove or change (increase or decrease by 5 pupils or more) boarding provision	Statutory process	LA	CofE Diocese RC Diocese

In making a decision on a proposal to remove boarding provision from a school, the decision-maker should consider whether there is a state funded boarding school within reasonable distance from the school and whether there are satisfactory alternative boarding arrangements for those currently in the school and those who may need boarding places in the foreseeable future, including the children of service families.

Remove selective admission arrangements at a grammar school

The table below sets out who can propose the removal of selective admission arrangements⁷ and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB of voluntary or foundation	Remove selective admission arrangements	Statutory process	LA	CofE Diocese RC Diocese GB/Trustees
GB of community	Remove selective admission arrangements	Statutory process	LA	CofE Diocese RC Diocese

Amalgamations

The LA and/or GB (depending on school category) can publish a proposal to close one school (or more) and enlarge/change the age range/transfer site (following the statutory process as/when necessary) of an existing school, to accommodate the displaced pupils. The remaining school would retain its original school number, as it is not a new school, even if its phase has changed.

Alternatively, LAs may propose to close all the schools involved and replace them with a new school. For more information, please consult the separate guidance on [opening and closing a maintained school](#).

⁷ In accordance with s.109 (1) of the School Standards and Frameworks Act 1998

3: Contentious proposals

When proposing changes, LA's and GBs should act reasonably, and in line with the principles of public law, to ensure that the changes do not have a negative impact on the education of pupils in the area.

To enable the department to monitor potentially controversial proposals, LAs and GBs should notify schoolorganisation.notifications@education.gov.uk of the publication of any proposals which would:

- involve [expansion onto a separate 'satellite' site](#); or
- where objections have been raised that the proposed change could potentially undermine the quality of education in the local area by creating additional places where there is surplus capacity.

4: Changes that can be made outside of the statutory process

LAs and GBs of mainstream maintained schools can make limited changes (see [part 2](#) for the exact detail) to their schools without following a statutory process, including some temporary changes; they are nevertheless required to adhere to the usual principles of public law. They MUST:

- act rationally;
- take into account all relevant and no irrelevant considerations; and
- follow a fair procedure.

The department expects that in making these changes, LAs and GBs will work together and will:

- liaise with the trustees of the school, and in the case of schools designated as having a religious character the diocese or relevant diocesan board, or any other relevant faith body, to ensure that a proposal is aligned with wider place planning/organisational arrangements, and that any necessary consents have been gained;
- not undermine the quality of education provided or the financial viability of other 'good' and 'outstanding' schools in the local area;
- not create additional places in a local planning area where there is already surplus capacity in schools, taking the quality and diversity of the provision into account as well as cross boundary impacts; and
- ensure open and fair consultation with parents, any affected educational institutions in the area (e.g. primary, secondary, special schools, sixth form and FE colleges as required) and other interested parties. The [consultation principles guidance](#) can be referenced for examples of good practice.

Before making any changes GBs should ensure that:

- they have consulted with the LA to ensure the proposal is aligned with local place planning arrangements
- they have secured any necessary funding;
- they have identified suitable accommodation and sites;

- they have secured planning permission and/or agreement on the transfer of land where necessary⁸. The proposal can be approved subject to planning permission being granted;
- they have the consent of the site trustees or other land owner where the land is not owned by the GB;
- where a school is designated as having a religious character, they have the consent of the trustees of the school, the diocese or relevant diocesan board, or any other relevant faith body, where appropriate; and
- the admissions authority is content for the published admissions number (PAN) to be changed where this forms part of expansion plans, in accordance with the School Admissions Code.

Once a decision on the change has been made, the proposer (i.e. LA or GB) is responsible for making arrangements for the necessary changes to be made to the school's record in the department's [GIAS](#) system. These changes must be made no later than the date of implementation for the change and can be input in advance, once a decision is made.

⁸ Including, where necessary, approval from the Secretary of State for change to the use of playing field land under Section 77(1) of the SSFA 1998.

5: Statutory process: prescribed alterations

The statutory process for making prescribed alterations to schools has four stages:

Stage	Description	Timescale	Comments
Stage 1	Publication (statutory proposal/notice)		
Stage 2	Representation (formal consultation)	Must be 4 weeks	As set out in the 'Prescribed Alterations' regulations
Stage 3	Decision	LA should decide a proposal within 2 months otherwise it will fall to the Schools Adjudicator	Any appeal to the adjudicator must be made within 4 weeks of the decision
Stage 4	Implementation	No prescribed timescale	It must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker

Although there is no longer a statutory 'pre-publication' consultation period for prescribed alteration changes, there is a strong expectation that schools and LAs will consult interested parties in developing their proposal prior to publication, to take into account all relevant considerations. Schools should have the consent of the site trustees and where a school is designated as having a religious character the trustees of the school, the diocese or relevant diocesan board, or any other relevant faith body.

When considering making a prescribed alteration change, it is best practice to take timing into account, for example:

- by holding consultations and public meetings (either formal or informal) during term time, rather than school holidays and, where appropriate, extend the consultation period if it overlaps school holidays etc;
- plan where any public and stakeholder meetings are held to maximise response;
- take into account the admissions cycle for changes that will impact on the school's admission arrangements.

A number of changes can impact admissions necessitating reductions in PAN, new relevant age groups for admission or the adoption of revised admission criteria. Changes to admission arrangements can be made by the admission authority in one of two ways:

- the consultation on changing the admission arrangements (as set out in the [School Admissions Code](#)) takes place sufficiently in advance of a decision on the prescribed alteration so that the change to admissions can be implemented at the same time as the proposals; or
- a variation is sought, where necessary, in view of a major change in circumstances, from the [Schools Adjudicator](#) so that the changes to the admission policy can be implemented at the same time as the prescribed alteration is implemented.

Decision-makers should, so far as is possible, co-ordinate with the admission authority, if different, to ensure they avoid taking decisions that will reduce a PAN or remove a relevant age group for admission after parents have submitted an application for the following September (e.g. 31 October for secondary admissions or 15 January for primary admissions).

Publication

A statutory proposal must contain sufficient information for interested parties to make a decision on whether to support or challenge the proposed change. [Annex A](#) sets out the minimum that this should include. The proposal should be accessible to all interested parties and should therefore use 'plain English'.

Where the proposal for one change is linked to another, this should be made clear in any notices published. Where a proposal by a LA is 'related' to a proposal by other proposers (e.g. where one school is to be enlarged because another is being closed) a single notice could be published.

The full proposal must be published on a website (e.g. the school or LA's website) along with a statement setting out:

- how copies of the proposal may be obtained;
- that anybody can object to, or comment on, the proposal;
- the date that the representation period ends; and
- the address to which objections or comments should be submitted.

A brief notice (including details on how the full proposal can be accessed e.g. the website address) must be published in a local newspaper. If the proposal is published by a GB then notification must also be posted in a conspicuous place on the school premises and at all of the entrances to the school.

Within one week of the date of publication on the website, the proposer must send a copy of the proposal and the information set out in the paragraph above to:

- the GB/LA (as appropriate);
- the parents of every registered pupil at the school - where the school is a special school;
- if it involves or is likely to affect a school which has been designated as having a religious character:
 - the local Church of England diocese;
 - the local Roman Catholic diocese; or
 - the relevant faith group in relation to the school;
- proposals affecting a special school should go to any LA that has commissioned a place at the school (i.e. all relevant authorities who have made an out of county/borough placement there); and
- any other body or person that the proposer thinks is appropriate e.g. any affected educational institutions in the area.

Within one week of receiving a request for a copy of the proposal, the proposer must send a copy to the person requesting it.

There is no maximum limit on the time between the publication of a proposal and its proposed date of implementation. However, proposers will be expected to show good reason (for example an authority-wide reorganisation) if they propose a timescale longer than three years.

Representation (formal consultation)

The representation period must last for four weeks from the date of the publication. During this period, any person or organisation can submit comments on the proposal to the LA to be taken into account by the decision-maker. It is also good practice for representations to be forwarded to the proposer to ensure that they are aware of local opinion.

Decision

The LA will be the decision-maker in all cases except where a proposal is 'related' to another proposal that must be decided by the [Schools Adjudicator](#)⁹.

Decision-makers will need to be satisfied that the appropriate fair and open local consultation and/or representation period has been carried out and that the proposer has given full consideration to all the responses received. Decision-makers should not simply take account of the numbers of people expressing a particular view. Instead, they should give the greatest weight to responses from those stakeholders likely to be most affected by a proposal – especially parents of children at the affected school(s).

Decisions must be made within a period of two months of the end of the representation period or they must be referred to the Schools Adjudicator.

When issuing a decision, the decision-maker can:

- reject the proposal;
- approve the proposal without modification;
- approve the proposal with modifications, having consulted the LA and/or GB (as appropriate); or
- approve the proposal, with or without modification – subject to certain conditions¹⁰ (such as the granting of planning permission) being met.

A proposal can be withdrawn by the proposer at any point before a decision is taken. When doing so, the proposer must send written notice to the LA or the GB (as appropriate); or the Schools Adjudicator (if the proposal has been sent to them). A notice must also be placed on the website where the original proposal was published.

Within one week of making a decision the LA must publish their decision and the reasons for it, on the website where the original proposal was published and send copies to:

- the LA (where the Schools Adjudicator is the decision-maker);
- the Schools Adjudicator (where the LA is the decision-maker);

⁹ For example where a change is conditional on the establishment of a new school under section 10 or 11 of EIA 2006 (where the Schools Adjudicator may be the default decision maker).

¹⁰ The prescribed events are those listed in paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations

- the GB/proposers (as appropriate);
- the trustees of the school (if any);
- the local Church of England diocese;
- the local Roman Catholic diocese;
- the parents of every registered pupil at the school – where the school is a special school; and
- any other body that they think is appropriate (e.g. other relevant diocese or diocesan board, faith organisation and any affected educational institutions in the area).

If the [Schools Adjudicator](#) is the decision-maker they must notify the persons above of their decision, together with the reasons, within one week of making the decision. Within one week of receiving this notification the LA must publish the decision, with reasons, on the website where the original proposal was published.

Related proposals

Where proposals appear to be related to other proposals, the decision-maker must consider the related proposals together. A proposal should be regarded as related if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal.

Conditional approval

For many types of proposal, decision-makers may make their approval conditional on certain prescribed kinds of events¹¹. The decision-maker must set a date by which the condition should be met but can modify the date if the proposer confirms, before the date expires, that the condition will be met later than originally thought.

The proposer should inform the decision-maker when a condition is met. If a condition is not met by the date specified, the proposal should be referred back to the decision-maker for fresh consideration.

¹¹ Under paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations

Education standards and diversity of provision

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

Equal opportunities issues

The decision-maker must comply with the Public Sector Equality Duty (PSED), which requires them to have 'due regard' to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

Further information on the considerations can be found on the [Equality and Human Rights Commission](#) website.

Community cohesion

Schools have a key part to play in providing opportunities for young people from different backgrounds to learn with, from, and about each other; by encouraging through their teaching, an understanding of, and respect for, other cultures, faiths and communities. When considering a proposal, the decision-maker should consider its impact on community cohesion. This will need to be considered on a case-by-case basis, taking account of the community served by the school and the views of different groups within the community.

Travel and accessibility

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

The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes. A proposal should also be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

Further information is available in the statutory [Home to school travel and transport guidance](#) for LAs.

Funding

The decision-maker should be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal **cannot** be approved conditionally upon funding being made available.

Where proposers are relying on the department as the source of capital funding, there can be no assumption that the approval of a proposal will trigger the release of capital funds from the department, unless the department has previously confirmed in writing that such resources will be available; nor can any allocation 'in principle' be increased. In such circumstances the proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.

Rights of appeal against a decision

The following bodies may appeal to the Schools Adjudicator against a decision made by a LA decision-maker, within four weeks of the decision being made:

- the local Church of England diocese;
- the local Roman Catholic diocese; and
- the governors and trustees of a foundation, foundation special or voluntary school that is subject to the proposal.

On receipt of an appeal, a LA decision-maker must then send the proposal, representations received and the reasons for their decision to the Schools Adjudicator within one week of receipt. There is no right of appeal on determinations made by the Schools Adjudicator.

Implementation

The proposer must implement a proposal in the form that it was approved, taking into account any modifications made by the decision-maker.

Modification post determination

Proposers can seek modifications from the decision-maker before the approved implementation date. However, proposals cannot be modified to the extent that new proposals are substituted for those that have been published.

Details of the modification must be published on the website where the original proposals were published.

Revocation of proposals

If the proposer no longer wants to implement an approved proposal, they must publish a revocation proposal to be relieved of the duty to implement, as set out in the Prescribed Alterations Regulations.

Land and buildings

Foundation, foundation special or voluntary controlled schools

Where a LA is required to provide a site for a foundation, foundation special or voluntary controlled school, the LA must¹²:

- transfer their interest in the site and in any buildings on the site which are to form part of the school's premises to the trustees of the school, to be held by them on trust for the purposes of the school; or
- if the school has no trustees, to the GB, to be held by that body for the purposes of the school.

In the case of a dispute as to the persons to whom the LA is required to make the transfer, the adjudicator will make a decision.

Voluntary aided schools

Where a LA is required to provide a site for a voluntary aided school, they must transfer their interest in the land to the trustees of the school, and must pay the reasonable costs to the GB in connection with the transfer.

¹² Under paragraph 17 of schedule 3 of the Prescribed Alterations Regulations

School premises and playing fields

Under the School Premises (England) Regulations 2012, all schools maintained by local authorities are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely.

[Guidelines](#) setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

6: Statutory process: foundation proposals

Changing category to foundation, acquiring a foundation trust and/or acquiring a foundation majority

A 'foundation trust school' is a foundation school with a charitable foundation complying with the requirements set out in SSFA 1998¹³. These include that the foundation trust must have a charitable purpose of advancing education and must promote community cohesion.

The term 'acquire a foundation majority' means acquiring an instrument of government whereby the school's foundation trust has the power to appoint a majority of governors on the GB.

Where a school's GB considers changing category to foundation or acquiring a foundation trust and/or acquiring a foundation majority on the school's GB, the following five-stage statutory process must be followed:

Stage	Description	Timescale	Comments
Stage 1	Initiation		The GB considers a change of category to foundation/acquisition of a foundation trust/acquisition of a foundation majority
Stage 2	Publication		Having gained consent where appropriate
Stage 3	Representation (formal consultation)	Must be 4 weeks	As set out in the prescribed alteration regulations. The LA may refer a foundation trust proposal to the Schools Adjudicator during this period if it considers the proposal to have a negative effect on standards at the school
Stage 4	Decision	The GB must decide within 12 months of the date of publication	Unless the LA has referred the proposal to Schools Adjudicator at Stage 3
Stage 5	Implementation	No prescribed timescale	Must be as specified in the statutory notice, subject to any modifications agreed by the decision-maker

¹³ Section 23A

Initiation

For a proposal to change the category of a school to a foundation school, the GB should inform the LA in writing, at least seven days in advance of a meeting, if a motion to consult on a change of category proposal is to be discussed.

Before the GB can publish a proposal to change category from a voluntary school to a foundation school, the existing trustees and whoever appoints the foundation governors must give their consent.

Publication

A statutory proposal must contain sufficient information for interested parties to make a decision on whether to support or challenge the proposed change. Part 1 of [Schedule 1 to the Prescribed Alterations Regulations](#) specifies the information that the statutory proposal must contain. Further details on the publication stage can be found in [Part 5](#).

Representation (formal consultation)

The representation period starts on the date of the publication of the proposal and must last four weeks. During this period, any person or organisation can submit comments on the proposal to the GB, to be taken into account when the decision is made.

During the representation period, the LA has the power to require the referral of a proposal to acquire a foundation trust/foundation majority to the [Schools Adjudicator](#) for decision, if they consider it will have a negative impact on standards at the school.

The LA does not have this power in respect of a proposal solely to change the category to foundation¹⁴.

Where a proposal is referred to the [Schools Adjudicator](#), the GB must forward any objections or comments it has received to the Schools Adjudicator within one week of the end of the representation period.

¹⁴ However, where such a proposal is related to a proposal to acquire a trust, then the whole set of proposals will be referred to the Schools Adjudicator

Decision

Unless a proposal has been referred to the Schools Adjudicator (as set out above), the GB will be the decision-maker and must make a decision on the proposal within 12 months of the date of publication of the proposal.

Where a proposal to acquire a foundation trust or a foundation majority is linked to a proposal to change category to a foundation school, they will be decided together.

When issuing a decision, the decision-maker can:

- reject the proposal;
- approve the proposal without modification;
- approve the proposal with modifications, having consulted the LA;
- approve the proposal with or without modifications but conditional upon:
 - the making of any scheme relating to any charity connected with the school; and
 - the establishment of a foundation¹⁵.

Where the LA has referred a proposal to acquire a foundation trust/foundation majority to the Schools Adjudicator for decision, any related proposal(s) (including a change of category to foundation) will also fall to be decided by the Schools Adjudicator.

Decision-makers should consider the impact of changing category to foundation school, and acquiring or removing a foundation trust on educational standards at the school. In assessing standards at the school, the decision-maker should take account of recent reports from Ofsted and a range of performance data. Recent trends in applications for places at the school (as a measure of popularity) and the local reputation of the school may also be relevant context for a decision.

If a proposal is not considered strong enough to significantly improve standards at a school that requires it, the decision maker should consider rejecting the proposal. Foundation trusts have a duty¹⁶ to promote community cohesion, and decision-makers should carefully consider the foundation trust's plans for partnership working with other schools, agencies or voluntary bodies.

¹⁵ As defined in section 23A of the SSFA 1998

¹⁶ Under section 23A(6) of the SSFA 1998

Foundation schools acquiring a foundation trust

For foundation trust schools the decision-maker should be satisfied that the following criteria are met for the proposal to be approved:

- the proposal is not seeking for a school to alter, acquire, or lose a designated religious character. These alterations cannot be made simply by acquiring a foundation trust;
- the necessary work is underway to establish the foundation trust as a charity and as a corporate body; and
- that none of the foundation trustees are disqualified from exercising the function of foundation trustee, either by virtue of:
 - o disqualifications from working with children or young people;
 - o not having obtained a criminal record check certificate¹⁷;
 - o [Charities Act 2011](#)¹⁸ which disqualify certain persons from acting as charity trustees.

Suitability of partners

Decision-makers will need to be satisfied of the suitability of foundation trust partners and members. They should use their own discretion and judgement in determining on a case-by-case basis whether the reputation of a foundation trust partner is in keeping with the charitable objectives of a foundation trust, or could bring the school into disrepute. However, the decision-maker should make a balanced judgement, considering the suitability and reputation of the current/potential foundation trust.

The following sources may provide information on the history of potential foundation trust partners:

- [The Health and Safety Executive Public Register of Convictions](#)¹⁹
- [The Charity Commission's Register of Charities](#); and
- [The Companies House web check service](#).

¹⁷ Under section 113A of the Police Act 1997

¹⁸ section 178 onwards

¹⁹ Appearance on this database should not automatically disqualify a potential trust member; decision-makers will wish to consider each case on its merits

Within one week of making a decision the GB must publish a copy of the decision (together with reasons) on the website where the original proposal was published and send copies to:

- the LA;
- the local Church of England diocese; and
- the local Roman Catholic diocese.

Where a proposal has been decided by the GB and is to change the category of a VA school to foundation (with or without the acquisition of a foundation trust/foundation majority), the following bodies have the right of appeal to the [Schools Adjudicator](#)²⁰:

- the LA;
- the local Church of England diocese(s); and
- the local Roman Catholic diocese(s).

Conditional approval

For many types of proposal, decision-makers may make their approval conditional on certain prescribed kinds of events²¹. The decision-maker must set a date by which the condition should be met but can modify the date if the proposer confirms, before the date expires, that the condition will be met later than originally thought.

The proposer should inform the decision-maker when a condition is met. If a condition is not met by the date specified, the proposal should be referred back to the decision-maker for fresh consideration.

Implementation

The GB must implement any approved proposal by the approved implementation date, taking into account any modifications made by the decision-maker.

Within one week of implementation, the GB must provide information to the Secretary of State²² about foundation proposals that have been implemented. Copies of the statutory proposals and decision record should be submitted to

²⁰ The specific circumstances in which a referral can be made are prescribed under paragraph 15 of Schedule 1 to the Prescribed Alterations Regulations

²¹ under paragraph 16 of Schedule 1 to the Prescribed Alterations Regulations

²² Paragraph 18 of Schedule 1 of the Prescribed Alterations Regulations

schoolorganisation.notifications@education.gov.uk in order for the school record to be updated on GIAS.

Modification post determination

Modifications can be made to a proposal by the governing body after determination but before implementation.

Revocation

If the proposer no longer wants to implement an approved proposal they must publish a revocation proposal to be relieved of the duty to implement, as set out in Paragraph 19 of Schedule 1 of the Prescribed Alterations Regulations.

Governance and staffing issues

Schedule 4 of the Prescribed Alterations Regulations provides further information on the requirements about:

- the revision or replacement of the school's instrument of government;
- reconstitution or replacement of the GB;
- current governors continuing in office;
- surplus governors;
- transfer of staff; and
- transitional admission arrangements.

Land transfer issues

Requirements as to land transfers, when a school changes category or acquires a foundation trust, are prescribed in Schedule 5 of the Prescribed Alterations Regulations.

Removing a foundation trust and/or removing a foundation majority

There are five or six statutory stages (depending on the proposal and circumstances) to remove a foundation trust and/or to reduce a foundation majority. It may be triggered in two different ways – either by a majority or a minority of the GB:

Stage	Description	Timescale	Comments
Stage 1	Initiation		<p>Majority A majority of governors considers publishing a proposal to remove a foundation trust/reduce the number of governors appointed by the foundation.</p> <p>or</p> <p>Minority A minority (of not less than a third of the governors) notify the clerk of the GB of their wish to publish a proposal to remove a foundation trust/reduce the number of governors appointed by the foundation</p>
Stage 2	Land Issues (applicable only to removal of trusts)	If not resolved within 3 months, disputes must be referred to the Schools Adjudicator	In cases of removing foundation trusts, the GB, trustees and the LA must resolve issues related to land and assets before a proposal is published
Stage 3	Consultation	<p>Majority A minimum of 4 weeks is recommended.</p> <p>or</p> <p>Minority No consultation required</p>	Majority It is for the GB to determine the length of consultation
Stage 4	Publication and representation	<p>Majority 6 week representation period.</p> <p>or</p> <p>Minority</p>	

Stage	Description	Timescale	Comments
		Where there are no land or asset issues – publish within 3 months of receipt of notice by GB clerk – followed by a 6-week representation period. Where there are land issues, publish within 1 month of receipt of School Adjudicator’s determination – followed by a 6-week representation period	
Stage 5	Decision	Within 3 months	A proposal initiated by a minority of governors may not be rejected unless at least two-thirds of the GB are in favour of the rejection
Stage 6	Implementation	No prescribed timescale	But must be as specified in the statutory notice, subject to any modifications agreed by the decision-maker

Initiation

A proposal for removing a foundation trust and/or removing a foundation majority can be triggered by:

- a) a majority²³ of the GB or a committee deciding to publish a proposal. The decision to publish must be confirmed by the whole GB at a meeting held at least 28 days after the meeting at which the initial decision was made; or
- b) at least one-third²⁴ of the governors requesting in writing to the clerk of the GB, that a proposal be published. No vote of the GB is required as they are obliged to publish a proposal. To prevent on-going challenges

²³ Regulation 4 of the Removal Regulations

²⁴ Regulation 5 of the Removal Regulations

there are a number of prescribed circumstances²⁵ in which there is no obligation to follow the wishes of the minority of governors.

Land and assets (when removing a foundation trust)

Before publishing proposals to remove a foundation trust, the GB must reach agreement with the trustees and LA on issues relating to the school's land and assets. Where such issues remain unresolved within three months of the initial decision (majority) or receipt of notice by the clerk (minority), they must be referred to the [Schools Adjudicator](#) for determination.

On the removal of the foundation trust, all publicly provided land held by the foundation trust for the purposes of the school will transfer to the GB²⁶. Where the land originated from private sources (for example, where land was gifted on trust), the land will transfer to the GB in accordance with a transfer agreement, providing for consideration to be paid by the GB to the foundation trust where appropriate. However, there may be land which has benefited from investment from public funds which remains with the trustees under the transfer agreement.

Alternatively, there may have been investment by trustees in the publicly provided land or from public funding in the land provided by the trustees. In either of these cases, it may be appropriate for either the trustees or the public purse to be compensated. The possibility of stamp duty land tax may also need to be taken into account.

The Schools Adjudicator will announce its determination in writing to both parties.

Consultation

Where a minority of governors initiated the process, this stage does not apply.

Where a majority of governors initiated the process, before publishing a proposal the GB must consult:

- families of pupils at the school;
- teachers and other staff at the school;
- the trustees and, if different, whoever appoints foundation governors;
- the LA;

²⁵ See regulation 5(4) of the Removal Regulations

²⁶ By virtue of regulation 17(1) of the Removal Regulations

- the GBs of any other foundation or foundation special schools maintained by the same LA for which the foundation acts as a foundation;
- any trade unions who represent school staff;
- if the school has been designated as having a religious character, the appropriate diocesan authority or other relevant faith group in relation to the school;
- any other person the GB consider appropriate.

Publication

Where the decision to publish a proposal was made by a majority of governors, the GB at this stage must decide whether to go ahead with publishing the proposal.

Where the decision to publish a proposal was made by a minority of governors and there are no land issues to be determined, the GB must publish the proposal within 3 months of the receipt of the notice by the clerk. If land issues were referred to the [Schools Adjudicator](#), the proposal must be published within 1 month of receipt of its determination.

Proposals to remove a foundation trust or to alter the instrument of government so that foundation governors cease to be the majority of governors must contain the information set out in [The School Organisation \(Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts\) \(England\) Regulations 2007](#). Further details on the publication stage can be found in [Part 5](#).

At the same time as publishing the proposals, the GB must send copies of the proposals to the LA, trustees, and the Secretary of State via schoolorganisation.notifications@education.gov.uk.

Representation

The representation period starts on the date of the publication of the proposal and must last six weeks. During this period, any person or organisation can submit comments on the proposal to the GB to be taken into account when the decision is made.

Unlike the foundation trust acquisition process, there is no power for the LA to refer a proposal to the Schools Adjudicator to remove a school's foundation trust or to reduce the number of governors appointed by the foundation trust. However, GBs

must bear in mind that failure to follow the requirements of the statutory process could lead to a complaint to the Secretary of State under Section 496/497 of the Education Act 1996, and/or ultimately be challenged through judicial review.

Decision

The GB is the decision-maker for a removal proposal and must determine the proposal within 3 months of the date of its publication.

If a proposal was brought forward by a majority of governors, then it may be determined by a majority vote of those governors present²⁷.

If a proposal was brought forward by a minority of governors, then the GB may not reject the proposal unless two thirds or more of the governors indicate that they are in favour of its rejection²⁸.

When deciding a proposal for the removal of a foundation trust, the GB should consider the proposal in the context of the original proposal to acquire the foundation trust, and consider whether the foundation trust has fulfilled its expectations. Where new information has come to light regarding the suitability of foundation trust partners, this should be considered.

All decisions must be taken in accordance with the processes prescribed in [The School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013](#).²⁹

The GB must notify the relevant LA, trustees and the Secretary of State via schoolorganisation.notifications@education.gov.uk of their decision.

Implementation

The GB is under a statutory duty to implement any approved proposal, as published, by the approved implementation date, taking into account any modifications made. In changing category, an implementation period begins when the proposal is decided and ends on the date the proposal is implemented. During this period the LA and GB are required to make a new instrument of government for the school, so enough time must be built into the timeframe for this to happen. The GB must then be reconstituted in a form appropriate to the school's new category and also in accordance with the appropriate instrument of government taking into account the [School Governance \(Constitution\) \(England\) Regulations 2012](#).

²⁷ As per the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.

²⁸ As per regulation 11(2) of the Removal Regulations.

²⁹ Except as otherwise provided by the Removal Regulations.

When removing a foundation trust or a foundation majority, a governor may continue as a governor in the corresponding category (e.g. staff governor, parent governor) if that category remains under the new instrument of government. A member of a current GB who continues as a governor on these grounds holds office for the remainder of the term for which he or she was originally appointed or elected. Where a school with a religious character has no foundation trust, the GB must appoint partnership governors with a view to ensuring that the religious character of the school is preserved and developed in accordance with the School Governance (Constitution) (England) Regulations 2012. There is nothing to prevent the appointment of a former foundation governor being reappointed by the GB as a partnership governor.

The terms of the trust on which land is held for a voluntary or foundation school often include very specific provisions regarding the conduct of the school and the use of any fund held by the foundation trust for the use of the school and premises. When making a proposal to change category, proposers will need to consider whether the current terms on which the school's land is held on trust allows for the change in category proposed. If in doubt, or if a variation in the foundation trust is clearly necessary, promoters and the relevant site trustees are advised to make early contact with the Charity Commission to apply for the terms of the trust to be varied under the relevant trust law.

Modification of proposals

Modifications can only be made to the implementation date and the proposed constitution of the governing body.

Annex A: Information to be included in a prescribed alteration statutory proposal

A statutory proposal for making a prescribed alteration to a school must contain sufficient information for interested parties to make a decision on whether to support the proposed change. A proposal should be accessible to all interested parties and therefore use 'plain English'.

Proposers will need to be mindful of the factors that will inform the decision-makers assessment when determining the proposal.

As a minimum, the department would expect a proposal to include:

- school and LA details;
- description of alteration and evidence of demand;
- objectives (including how the proposal would increase educational standards and parental choice);
- the effect on other educational institutions within the area;
- project costs and indication of how these will be met, including how long-term value for money will be achieved;
- implementation plan; and
- a statement explaining the procedure for responses: support, objections and comments.

Annex B: Further Information

This guidance primarily relates to:

- [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](http://www.legislation.gov.uk/uksi/2013/3110/contents/made)
www.legislation.gov.uk/uksi/2013/3110/contents/made
- [The School Organisation \(Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts\) \(England\) Regulations 2007](http://www.legislation.gov.uk/uksi/2007/3475/contents/made) www.legislation.gov.uk/uksi/2007/3475/contents/made
- [The School Organisation \(Requirements as to Foundations\) \(England\) Regulations 2007](http://www.legislation.gov.uk/uksi/2007/1287/contents/made) www.legislation.gov.uk/uksi/2007/1287/contents/made
- [The Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40)
www.legislation.gov.uk/ukpga/2006/40
- [The School Standards and Framework Act 1998](http://www.legislation.gov.uk/ukpga/1998/31/contents)
www.legislation.gov.uk/ukpga/1998/31/contents

It also relates to:

- [The School Organisation \(Establishment and Discontinuance of Schools\) Regulations 2013](http://www.legislation.gov.uk/uksi/2013/3109/contents/made) www.legislation.gov.uk/uksi/2013/3109/contents/made
- [The School Governance \(Constitution\) \(England\) Regulations 2012](http://www.legislation.gov.uk/uksi/2012/1034/contents/made)
www.legislation.gov.uk/uksi/2012/1034/contents/made
- [The School Governance \(Constitution and Federations\) \(England\) \(Amendment\) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1257/pdfs/uksi_20141257_en.pdf)
www.legislation.gov.uk/uksi/2014/1257/pdfs/uksi_20141257_en.pdf
- [The School Governance \(Miscellaneous Amendments\) \(England\) Regulations 2015](http://www.legislation.gov.uk/uksi/2015/883/pdfs/uksi_20150883_en.pdf) www.legislation.gov.uk/uksi/2015/883/pdfs/uksi_20150883_en.pdf
- [The School Governance \(New Schools\) \(England\) Regulations 2007](http://www.legislation.gov.uk/uksi/2007/958/pdfs/uksi_20070958_en.pdf)
www.legislation.gov.uk/uksi/2007/958/pdfs/uksi_20070958_en.pdf
- [The School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013](http://www.legislation.gov.uk/uksi/2013/1624/contents/made) www.legislation.gov.uk/uksi/2013/1624/contents/made
- [The Childcare Act 2006](http://www.legislation.gov.uk/ukpga/2006/21/contents) www.legislation.gov.uk/ukpga/2006/21/contents
- [The School Premises \(England\) Regulations 2012](http://www.legislation.gov.uk/uksi/2012/1943/contents/made)
www.legislation.gov.uk/uksi/2012/1943/contents/made

- [Making Significant Changes to an Existing Academy](http://www.gov.uk/government/publications/making-significant-changes-to-an-existing-academy)
www.gov.uk/government/publications/making-significant-changes-to-an-existing-academy
- [Academy/Free School Presumption – departmental advice](http://www.gov.uk/government/publications/establishing-a-new-school-free-school-presumption)
www.gov.uk/government/publications/establishing-a-new-school-free-school-presumption
- [Establishing New Maintained Schools – departmental advice for local authorities and new school proposers](http://www.gov.uk/government/publications/establishing-new-maintained-schools)
www.gov.uk/government/publications/establishing-new-maintained-schools
- [The School Admissions Code](http://www.gov.uk/government/publications/school-admissions-code--2) www.gov.uk/government/publications/school-admissions-code--2
- [Education Act 1996](http://www.legislation.gov.uk/ukpga/1996/56/contents) www.legislation.gov.uk/ukpga/1996/56/contents
- [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents) www.legislation.gov.uk/ukpga/2010/15/contents
- [Police Act 1997](http://www.legislation.gov.uk/ukpga/1997/50/contents) www.legislation.gov.uk/ukpga/1997/50/contents
- [Charities Act 2011](http://www.legislation.gov.uk/ukpga/2011/25/contents) www.legislation.gov.uk/ukpga/2011/25/contents
- [Public Sector Equality Duty](http://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty) www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty
- [Home-to-school travel and transport - GOV.UK](http://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance)
www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance
- [Get information about schools - GOV.UK](http://www.get-information-schools.service.gov.uk/) www.get-information-schools.service.gov.uk/
- [Consultation principles: guidance - GOV.UK](http://www.gov.uk/government/publications/consultation-principles-guidance)
www.gov.uk/government/publications/consultation-principles-guidance
- [School land and property: protection, transfer and disposal - GOV.UK](http://www.gov.uk/guidance/school-land-and-property-protection-transfer-and-disposal)
www.gov.uk/guidance/school-land-and-property-protection-transfer-and-disposal

Annex C: Contact details for RSC offices

- East and North East London - RSC.EASTNELONDON@education.gov.uk
- North - RSC.NORTH@education.gov.uk
- East Midlands and Humber - EMH.RSC@education.gov.uk
- Lancashire and West Yorkshire - LWY.RSC@education.gov.uk
- South Central England and North West London - RSC.SCNWLON@education.gov.uk
- South East and South London - RSC.SESL@education.gov.uk
- South West - RSC.SW@education.gov.uk
- West Midlands - RSC.WM@education.gov.uk



Department
for Education

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Appendix 5: Equality Impact Assessment

Equality impact assessment (EIA) form: evidencing paying due regard to protected characteristics

(Form updated April 2019)

Bishop Thornton Church of England Primary School Proposal to Transfer to a New Site

If you would like this information in another language or format such as Braille, large print or audio, please contact the Communications Unit on 01609 53 2013 or email communications@northyorks.gov.uk.

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھیے۔



Equality Impact Assessments (EIAs) are public documents. EIAs accompanying reports going to County Councillors for decisions are published with the committee papers on our website and are available in hard copy at the relevant meeting. To help people to find completed EIAs we also publish them in the Equality and Diversity section of our website. This will help people to see for themselves how we have paid due regard in order to meet statutory requirements.

Name of Directorate and Service Area	CYPS Strategic Planning Team	
Lead Officer and contact details	Andrew Dixon, County Hall	
Names and roles of other people involved in carrying out the EIA	John Lee, Strategic Planning Officer	
How will you pay due regard? e.g. working group, individual officer	LA Officers and School Governing Body	
When did the due regard process start?	Consultation started in March 2019	

Section 1. Please describe briefly what this EIA is about. (e.g. are you starting a new service, changing how you do something, stopping doing something?)

The Governing Body of Bishop Thornton Church of England (Voluntary Controlled) Primary School published statutory proposals on 2 May 2019 to transfer Bishop Thornton CE Primary School to a new site at Burnt Yates Harrogate, North Yorkshire, HG3 3EJ (the former premises of Burnt Yates Church of England Primary School) from 1 September 2019.

Section 2. Why is this being proposed? What are the aims? What does the authority hope to achieve by it? (e.g. to save money, meet increased demand, do things in a better way.)

Bishop Thornton's staff and Governors have been invited to consider a move to Burnt Yates' vacant school building by the Trustees of the Admiral Long Trust. Governors feel the vacant site at Burnt Yates would offer more space and facilities for children and teachers, enhancing the learning experience. These include spacious outdoor facilities for learning and play and extensive indoor space including a school hall. Bishop Thornton is just over two miles from the school site at Burnt Yates.

As a Voluntary Controlled Primary School, the school organisation regulations and guidance require proposals for transfer to a new site to be published by the Governing Body and to be determined by the County Council.

Section 3. What will change? What will be different for customers and/or staff?

The Governing Body of Bishop Thornton Church of England (Voluntary Controlled) Primary School is proposing to transfer Bishop Thornton CE Primary School to a new site at Burnt Yates Harrogate, North Yorkshire, HG3 3EJ (the former premises of Burnt Yates Church of England Primary School) from 1 September 2019.

Section 4. Involvement and consultation (What involvement and consultation has been done regarding the proposal and what are the results? What consultation will be needed and how will it be done?)

The school have undertaken consultation and published statutory proposals as set out in the Statutory Guidance.

Section 5. What impact will this proposal have on council budgets? Will it be cost neutral, have increased cost or reduce costs?

Capital implications

The Trustees own the building at Burnt Yates and a substantial endowed fund and over previous years have provided grants for the Burnt Yates school building, and resources for the children. The Trustees have made it clear that they would like to continue to provide these benefits to Bishop Thornton School and its children if the school moves into their premises. The school has the offer of these improved premises for no capital cost to the Local Authority. The Trustees have agreed that the County Council can use the school premises on a 99 year lease for a peppercorn rent and draft heads of terms have been drawn up between the parties. The County Council's Maintenance Surveyor has inspected the premises and advised that they are in good condition and that there are no major maintenance issues.

The school site at Bishop Thornton is owned by Leeds Anglican Diocese, and should the school move site to Burnt Yates, it will be for the Diocese to determine the future use of the school premises at Bishop Thornton.

School revenue funding

The financial implications of the move are difficult to forecast precisely. School finances are largely driven by pupil numbers. The Local Authority expects the School to grow gradually towards 40. This is due to house building and previous local school closures. A modest increase in pupil numbers would help in terms of friendship groups and peer-relationships between children, helping them both socially and academically. The new premises would provide a much better setting for these increased numbers, involving enhanced educational provision in return for a modest increase in running costs, thereby resulting in improved value for money.

Transport costs

There are likely to be additional transport costs as the route between Bishop Thornton village and Burnt Yates school has been assessed as unsafe. If the school site is moved to Burnt Yates, pupils living in Bishop Thornton and Shaw Mills will be eligible for free home to school transport. This will be until the end of year six. The additional cost of transport is currently estimated to be approximately £15,200 per year. Home to School transport costs are met by the County Council. However, there could be additional home to school transport costs if the school stays at its present site, from future pupils joining the school who may be eligible. Assuming the expected growth in pupil numbers, and taking into account probable increased transport and premises costs, the move can be expected to deliver good value for money.

Section 6. How will this proposal affect people with protected characteristics?	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
Age	x			No impact is anticipated.
Disability	x			Pupils – The school is mainstream offering universal provision. Expertise will be utilised from the County Council to provide appropriate SEN support. Staff – As an organisation NYCC will continue to meet the requirements of the Equality Act 2010 which obligates us to make reasonable adjustments to accommodate disabled individuals as employees or service users.
Sex	x			No impact is anticipated.
Race	x			No impact is anticipated.
Gender reassignment	x			No impact is anticipated.
Sexual orientation	x			No impact is anticipated.
Religion or belief	x			No impact is anticipated.
Pregnancy or maternity	x			No impact is anticipated.

Marriage or civil partnership	x			No impact is anticipated.
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Section 7. How will this proposal affect people who...	No impact	Make things better	Make things worse	Why will it have this effect? Provide evidence from engagement, consultation and/or service user data or demographic information etc.
..live in a rural area?	x			No impact anticipated
...have a low income?	x			No impact anticipated
...are carers (unpaid family or friend)?				

Section 8. Geographic impact – Please detail where the impact will be (please tick all that apply)	
North Yorkshire wide	
Craven district	
Hambleton district	
Harrogate district	x
Richmondshire district	
Ryedale district	
Scarborough district	
Selby district	
If you have ticked one or more districts, will specific town(s)/village(s) be particularly impacted? If so, please specify below.	
Bishop Thornton is just over two miles from the school site at Burnt Yates. Some pupils attending the school will have to travel further from their home, although for others, the new site will be closer. If the school site is moved to Burnt Yates, pupils living in Bishop Thornton and Shaw Mills will be eligible for free home to school transport.	

Section 9. Will the proposal affect anyone more because of a combination of protected characteristics? (e.g. older women or young gay men) State what you think the effect may be and why, providing evidence from engagement, consultation and/or service user data or demographic information etc.
Not applicable

Section 10. Next steps to address the anticipated impact. Select one of the following options and explain why this has been chosen. (Remember: we have an anticipatory duty to make reasonable adjustments so that disabled people can access services and work for us)	Tick option chosen
1. No adverse impact - no major change needed to the proposal. There is no potential for discrimination or adverse impact identified.	x
2. Adverse impact - adjust the proposal - The EIA identifies potential problems or missed opportunities. We will change our proposal to reduce or remove these adverse impacts, or we will achieve our aim in another way which will not make things worse for people.	
3. Adverse impact - continue the proposal - The EIA identifies potential problems or missed opportunities. We cannot change our proposal to reduce or remove these adverse impacts, nor can we achieve our aim in another way which will not make things worse for people. (There must be compelling reasons for continuing with proposals which will have the most adverse impacts. Get advice from Legal Services)	
4. Actual or potential unlawful discrimination - stop and remove the proposal – The EIA identifies actual or potential unlawful discrimination. It must be stopped.	
Explanation of why option has been chosen. (Include any advice given by Legal Services.)	
It is considered that this proposal will not adversely affect any of the groups listed above.	

Section 11. If the proposal is to be implemented how will you find out how it is really affecting people? (How will you monitor and review the changes?)
Monitoring will be carried out through the County Council's Education and Skills Team and through Ofsted inspections.

Section 12. Action plan. List any actions you need to take which have been identified in this EIA, including post implementation review to find out how the outcomes have been achieved in practice and what impacts there have actually been on people with protected characteristics.				
Action	Lead	By when	Progress	Monitoring arrangements
Not applicable				

Section 13. Summary Summarise the findings of your EIA, including impacts, recommendation in relation to addressing impacts, including any legal advice, and next steps. This summary should be used as part of the report to the decision maker.
There is no potential for discrimination or adverse impact identified and therefore the recommendation to the decision maker is for the proposal to be approved.

Section 14. Sign off section

This full EIA was completed by:

Name: John Lee

Job title: Strategic Planning Officer

Directorate: CYPS

Completion date: June 2019

Authorised by relevant Assistant Director: Judith Kirk

Date: June 2019