

## Decision Makers Guidance Section 2.8

Statutory Guidance - Factors to be considered - Other school reorganisation proposals

### ■ 2.8. OTHER SCHOOL REORGANISATION PROPOSALS

The following factors should not be taken to be exhaustive. Their importance varies, depending on the type and circumstances of decisions. All proposals should be considered on their individual merits.

The Decision Maker must consult statutory guidance in Section 1, in particular any paragraph(s) referred to in brackets.

#### ■ Effect on standards and contribution to school improvement

- Whether the proposals will improve the standards, quality, range and/or diversity of educational provision in the area (Paras 1-3, 5);
- Whether they advance national and local transformation strategies set out in Education and Skills: Investment for Reform and A New Specialist System: Transforming Secondary Education and the local Education Development Plan (Para 2-4);
- Whether the proposals will deliver a broad and balanced curriculum (Para 6);
- The effect of the proposals on other institutions.

#### ■ Need for places:

- The effect of surplus provision in the area (Para 18, 27-29, 31);
- Whether there is demand for a particular type of place in the area, for example provision for particular faiths or denominations or specialisms (Para 18, 19, 27-31).

#### ■ Finance

- Whether the proposals represent a cost-effective use of public funds (Para 32);
- Whether the capital resources required are available (Paras 33-34);
- Whether the sale proceeds of redundant sites are to be made available and whether the Secretary of State's consent has been obtained where necessary (Paras 35-36).

#### ■ Views of interested parties (Para 38)

- The views of other schools and colleges in the area;
- The views of parents and other local residents, including those who may be particularly affected by the proposals or have a particular interest in them;
- The views of any Local Education Authority affected by the proposals or with an interest;
- The views of the Learning and Skills Council (if the proposals affect the provision of post-16 education);
- The views of the Early Years Development and Childcare Partnership (where proposals affect early education provision).

■ **Equal opportunities**

- Any sex, race or disability discrimination issues or other human rights issues (Para 51).

■ **Closure of a nursery class**

- Whether the alternative provision will maintain or enhance the standard of education provision (Para 60).

■ **Other issues**

- Where 14-19 provision is involved, the extent to which appropriate collaborative arrangements have been considered (Para 44-45);
- Whether the change will affect the ability to meet the minimum statutory requirement for provision of school playing fields (Para 76);
- The effect of the proposals on infant class sizes (Para 63).



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