

Principles for reviewing school provision

The following principles will underpin any review of school provision.

- A review of school provision in a local area* will use a common dataset to identify challenges and issues in contributing to the *Vision for Shropshire Learners*. This dataset will have a common format and include comparative, area and school level information.
- Consideration will be given to the extent to which the area as a whole has suitable provision to meet the *Vision for Shropshire Learners*, including opportunity for access to extended services, opportunities for personal development, access to specialist and vocational education and training, and support for children and young people with particular needs e.g. looked after children or children with special educational needs and/or disabilities.
- Within the review of a local area, consideration will be given to the effectiveness of individual schools in contributing to the *Vision for Shropshire Learners* against the criteria set out below.
- Reviews will explore opportunities for collaborative models of teaching and learning, governance, business management and school leadership which improve outcomes and lead to the more effective use of resources. This will include an assessment of opportunities for cross phase and cross border collaborations.
- Each review will take into consideration how current and future school provision within a local area meets the wider needs of the community as set out in the Core Strategy and Local Development Framework.
- Each review will take into account the environmental impact of any proposed changes to the current organisation of schools and/or changes to service provision within a local area.

* An area is defined as a secondary school catchment area. The whole of the central Shrewsbury area, including all secondary schools, shall be considered as a single local area.

Primary school criteria

The indicators below will contribute to a rounded judgement about an individual school's effectiveness in contributing to the *Vision for Shropshire Learners*. They are not a set of triggers and no weighting is attached to any particular item.

Quality of education

a) The outcomes of Ofsted's inspections of the school. (NB The Local Authority is required to give consideration to options to close a school, and/or introduce new governance and management arrangements if it enters an Ofsted category of concern.)

b). The performance of a school as measured by key indicators of academic success over a three year period, taking account of the school's socio-economic context. Particular attention will be given to:

- The percentage of pupils who achieve Level 4+ in English and mathematics.
- The contextual value added scores for pupil performance provided by the Department for Education.
- The percentage of pupils who make two levels progress in English and mathematics between Key Stages 1 and 2.
- The performance of groups of pupils (e.g. those entitled to Free School Meals or those with Special Educational needs) where this is significantly different to the performance of other pupils in the school.

(NB These indicators will be considered in relation to national, local authority and area comparisons.)

c). Difficulties in recruiting and retaining a headteacher and/or other high quality staff that is having a significant impact on the school's effectiveness.

Effective use of resources

d). The school's surplus capacity. Particular attention will be given to school's where surplus capacity exceeds 30 places and/or 25% of agreed net capacity over a three year period.

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e). The condition of the school building and whether or not it meets the Local Authority's minimum carbon efficiency standard.

f). The maintenance of the building and whether it is possible to maintain it without a disproportionately large capital investment.

The extent to which the school serves, and is supported by, the pupils from the local community.

Access to education

g). Pupil travel times. In most circumstances school organization should mean that a pupil's travel time should not exceed 45 minutes and there should be a primary school within six miles of the their home.

h). The capacity of local primary schools to meet current and future demand for school places taking into account available capital investment.

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Secondary school criteria

The indicators below will contribute to a rounded judgement about an individual school's effectiveness in contributing to the *Vision for Shropshire Learners*. They are not a set of triggers and no weighting is attached to any particular item.

Quality of education

a) The outcomes of Ofsted's inspections of the school. (NB The Local Authority is required to give consideration to options to close a school, and/or introduce new governance and management arrangements if it enters an Ofsted category of concern.)

b). The performance of a school as measured by key indicators of academic success over a three year period, taking account of the school's socio-economic context. Particular attention will be given to:

- The percentage of pupils who achieve 5+ GCSEs at A*-C, including English and mathematics.
- The contextual value added scores for pupils performance provided by the Department for Education.
- The percentage of pupils who make three levels progress in English and mathematics between Key Stages 2 and 4.
- The performance of groups of pupils (e.g. those entitled to Free School Meals or those with Special Educational needs) where this is significantly different to the performance of other pupils in the school.

(NB These indicators will be considered in relation to national, local authority and area comparisons.)

c). Difficulties in recruiting and retaining a headteacher and/or other high quality staff that is having a significant impact on the school's effectiveness.

Effective use of resources

d). The school's surplus capacity. Particular attention will be given to schools where surplus capacity exceeds 35% of agreed net capacity over a three year period.

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e). School size. Particular attention will be given to any school with numbers on roll less than 600.

f) The condition of the school building and whether or not it meets the Local Authority's minimum carbon efficiency standard.

g). The maintenance of the building and whether it is possible to maintain it without a disproportionately large capital investment.

The extent to which the school serves, and is supported by, the pupils from the local community.

Access to education

h). Pupil travel times. In most circumstances school organization should mean that a pupil's travel time should not exceed 60 minutes and there should be a secondary school within 17.5 miles of their home.

h). The capacity of other secondary schools to meet current and future demand for school places taking into account available capital investment. and the demand for Post-16 education and training.

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