

Committee: Children and Young People Policy & Scrutiny Committee

Date: 7 January 2010

COMMENTS ON SCHOOL ORGANISATION PLAN

Enquiries to: Graham Redgwell, Governance Officer

General

Where we talk about raising standards, can we also talk about maintaining them? Where schools are performing well, we need to support them to maintain that standard. This is often as hard as improving.

On capital, is there a policy statement about partnerships with other local public sector organisations? Should we promote co-location of services as a precondition of any capital scheme?

Could there be more on equality and diversity - not so much in terms of choice of school, but the impact of school planning decisions on promoting equality and valuing diversity within communities?

Could we have a section on 'parents' rights and responsibilities' – i.e. choice of schools, right to be consulted, ballot on selective education?

Page 4 - Should we define strategic commissioning?

Pages 4/5 - The Plan talks about the Authority becoming a commissioner of education from a variety of providers, but refers on page 5 to commissioning from LDGs. Are they viewed as providers? Does this need clarifying?

Page 21 - Table 11 - should this include the total number of secondary schools, so we know how many have sixth-forms?

Page 25 – Section A9 - can we map these areas/schools? In fact, could a lot of the information be presented graphically, or using GIS, so readers can see where the gaps/overprovision are?

Page 27 – Section A11a - change health authority to PCTs.

Page 30 - Table 18 - we don't know the size of the dwellings. If the RSS is to support the economic regeneration of large parts of the East of England, then

some/many of these dwellings may be one bedroom ones. We'd need to balance this with some intelligence about migration inwards as well.

Page 35 – Is it possible to clarify who the 'senior officers' are please?

Page 37 – Will the CYPSPs continue to exist during the life time of the Plan?

Pages 40-41- How will the LA assist schools to move away from the natural competitiveness which comes with funding following pupil numbers?

Page 47 – Is it possible to confirm a precise date in 2010?

Page 49 – Section B7 - does this place sufficient emphasis on the impact that a school closure might have on community cohesion? There is a balance to be had between VFM and attainment levels, and the impact on a community. This comes out more clearly on pages 56-57.

Page 52 – Is it possible to confirm a precise date in 2010?

Page 53 – Section B10, general principle (3) – similar comments to those for page 49.

Page 54 – Section B10 - primary principle (2). Federation should also be considered.

Page 65 – Should the word 'should' read as 'must'?
