

School Organisation Plan

Southampton City Council

2013 – 2022

DRAFT

Table of Contents

Section	Content Details	Page
1	Introduction	4
2	Executive Summary	6
3	Statutory Duties and the Role of the Local Authority in Commissioning Education Provision	9
4	School Organisation and School Improvement	12
5	Principles and Key Issues for Strategic School Organisation Planning in Southampton	13
6	Capital Funding	16
7	School Pupil Forecasting Methodology	19

Appendices:

		Page
Appendix 1	Existing Capacity and Forecast Demand for Mainstream Primary Education Places 2013 – 2017	21
Appendix 2	Existing Capacity and Forecast Demand for Mainstream Secondary Education Places 2013 – 2022	24
Appendix 3	Overview of Existing Capacity and Forecast Demand for Special Educational Needs Places 2013 – 2017	25
Appendix 4	Forecast Demand for Early Years Places	26
Appendix 5	Overview of Existing Capacity and Forecast Demand for Post-16 Places 2013 - 2018	28
Appendix 6	Overview of Existing Capacity and Forecast Demand for Alternative Learning Provision Pupil Referral Unit Places 2013 - 2017	29

Contact Details

The Southampton City Council (SCC) Children's Services Division is responsible for Strategic School Organisation Planning and associated Capital Programmes. Key Officers are:

Graham Talbot
Head of Education
Graham.talbot@southampton.gov.uk
023 8091 7503

Oliver Gill
Strategy & Capital Programme Manager
Oliver.gill@southampton.gov.uk
023 8091 7594

James Howells
School Organisation & Strategy Manager
James.howells@southampton.gov.uk
023 8091 7501

DRAFT

1. Introduction

The SCC School Organisation Plan provides the strategic framework for the Council's core aim of ensuring that there is a good school within reach of every child in the City. In so doing it brings together our key data and planning in terms of:

- the provision of pupil places from the Early Years stage through to Post-16, inclusive of Special Schools and Alternative Learning Provision;
- the principles guiding the Council's school improvement activity;
- the principles guiding the Council's school organisation activity, particularly expansions, mergers and conversions of school status; and
- the processes for securing and making capital investments in schools.

The School Organisation Plan presents this data over the longest possible planning horizon (five years for primary and ten years for secondary) so that the Council, Schools and other key stakeholders are able to take well informed, long-term, strategic decisions, aimed at securing the best possible outcomes for current and future generations within the City.

The requirement for a clear, over-arching Strategic School Organisation Plan, whilst not statutory, is certainly important. A series of fundamental changes in legislation and national policy have changed the role of the Local Authority from being the sole provider of services to schools, to being both a provider and commissioner of education and children's services. This means that whilst the Council continues to hold the statutory responsibility for ensuring that core education and children's services are delivered within the City, it may not always be the direct provider of those services. Similarly, changes in legislation and national policy have resulted in the emergence of new types of schools (Academies, Free Schools, Studio Schools, and University Technical Colleges), new relationships between schools and local and central government, characterized by a greater scope for school autonomy, and the emergence of new types of relationships between schools (school to school improvement partnerships, joint leadership appointments, federations). These changes are aimed at driving up standards and improving outcomes for children young people.

In addition to these changes, we have also faced an enormous demographic challenge. Many of you will be aware that the National Audit Office (NAO) has reported that 256,000 new school places will be needed by 2014/15 to meet increased need nationally. Their report shows that despite a net increase of almost 81,500 primary school places in the past two years, there is real strain on schools, with demand expected to increase beyond 2014/15.

As the largest City in the South East outside London, Southampton is already managing one of the largest and sharpest increases in demand for school places in England. The Council has already significant increase in the amount of Year R places it provides, compared with levels of provision in 2008/09. Schools have responded positively to the need for expansion and we are grateful for all the hard work and commitment from Headteachers, Governors, Teachers and Officers to see these changes through. There is no time to rest, however. The base demographic data tells us that the birth rate continues to rise and that further expansions at

Primary level are likely to be required. In addition, we are also aware that as the expanded Year R cohorts flow through, we are likely to see a significant requirement to increase the number of Secondary School places on offer in the City.

This School Organisation Plan will provide a sound basis for enabling us all to take the important, strategic decisions that are needed to manage these changes.

DRAFT

2. Executive Summary

- 2.1** Southampton City Council (SCC - The Local Authority) is the Strategic Commissioner of Education Provision for the City of Southampton.

This means that SCC must ensure that there are sufficient Early Years places, 4-16 year old school places, Post-16 places, and places for children with Special Education Needs (SEN) for all families in the City.

SCC has a *commissioning responsibility* because it has a role in both providing these places directly and in working with other organisations to provide these places.

2.2 Principles and Guidelines

It is important that the Local Authority is open about the principles and planning guidelines it will adhere to as it goes about ensuring these duties are met. These principles and guidelines will inform decisions on a wide variety of issues, including (but not limited to): the expansion and closure of schools, the establishment of Academies and Free Schools, the establishment of Primary Schools, and plans for where, when and how the demand for school places will be met.

2.3 Forecasting Future Education Provision Requirements

SCC uses data on births and pre-school population figures from a range of organisations, including the Office for National Statistics (ONS) and Her Majesty's Revenue and Customs (HMRC), to inform the forecasting of primary school pupil rolls. Secondary school forecasts are calculated from primary school rolls. Migration in and out of the City is also taken into account.

In autumn 2009 Southampton had approximately 25,900 4-16 year olds attending mainstream schools in the City. The primary school cohort was 15,673 and there were 10,228 pupils in secondary schools. The Year R cohort for 2009/10 was just below 2,400; 2,544 in 2010/11 and 2,670 in 2011/12. In July 2013 we had 2,964 Year R pupils attending mainstream schools in the City. Based on current forecast data we expect to have to provide over 3,200 year R pupils in the City in 2015/16. Beyond 2017/18 it is difficult to forecast likely demand, however even if 2012/13 levels (which is not the peak year of demand) are maintained, pressure on primary school places will remain constant.

A five year forecast for primary schools, compared to the number of places available, can be found in Appendix 1.

The number of pupils in the secondary sector has been declining in recent years, with a total cohort of 10,228 pupils in 2009/10, 10,033 pupils in 2010/11, 9,910 pupils in 2011/12 and 9,748 in July 2013. As a result there is currently surplus capacity in some secondary schools in Southampton. This will likely remain the case until 2016/17. After this year, it is anticipated that

these surplus places will be quickly eroded as pupils in the primary sector progress to secondary school. In 2018/19 the number of year 7 pupils requiring a school place in the City will likely significantly exceed the current PAN, and this deficit will increase year on year.

A ten year forecast for secondary schools, compared to the number of places available can be found in Appendix 2.

2.4 Special Educational Needs

The number of children attending the City's special school has remained fairly constant with the total cohort across primary and secondary SEN schools staying close to 340. These children are spread across five Local Authority special schools, each of which supports specific needs and age groups. Given the specific characteristics of children with SEN it is not possible to predict the demand for places in the same way as we do for children attending mainstream schools. However, if we work on the principle that proportion of children in the City (compared with the number of children at mainstream schools) attending SEN schools remains at a similar level, it is likely that the demand for places at our special schools will increase.

In Southampton we keep the demand for SEN places under close review by working closely with Health professionals to identify the children known to them from birth with significant health needs that are likely to have SEN and/or disabilities and will require a school place (either mainstream or special). Health has a statutory duty to 'notify' SCC of all such cases.

It should also be noted that national research suggests that there is a rise in the numbers of children with complex Special Educational Needs and Disabilities (SEND) due to medical advances and the increase in the numbers of premature babies surviving.

A five year forecast for SEN pupils can be found in Appendix 3.

2.5 Early Years Education

The Local Authority is required to provide all 3 and 4 year old children in the City with access to foundation stage education for 15 hours per week, 38 weeks per year.

As of September 2013 there is a requirement to provide free Early Years places to 2 year old children from disadvantaged backgrounds. This will mean that the LA will be required to commission an increased amount of Early Years places.

Details on the demand for Early Years places can be found in Appendix 4.

2.6 Post-16 Education

There are currently two school-based sixth forms (at St Anne's Catholic College and Bitterne Park Secondary School) and three Further Education colleges (Richard Taunton Sixth Form College, Itchen Sixth Form College and City College) in the City.

In 2012 89.3% of the City's year 11 leavers stayed on in education. We expect this percentage to rise consistently in future years as a function of the Education and Skills Act 2008, which places a duty on the Local Authority to ensure that all young people participate in education and / or training until the age of 18.

A high level forecast for the demand for Post-16 places can be found in Appendix 5.

2.7 Alternative Learning Provision / Pupil Referral Units

A Pupil Referral Unit (PRU) offers alternative learning provision for pupils who are unable to attend mainstream or SEN schools. Placements are often made on a short term basis. For example, children may attend if sickness or exclusion prevents them from accessing other education provision. As a result it is very difficult to predict how many children might require alternative learning provision in the future.

The City's alternative learning provision is all located at the Compass Centre, Green Lane, Millbrook. The substantially refurbished accommodation will enable the LA to better respond to future growth and demand for PRU placements. In addition, the consolidated 'all-through' provision will be better equipped respond to the specific needs of children requiring short or long term placements.

A forecast for Alternative Learning Provision can be found in Appendix 6.

3. The Role of the Local Authority in Commissioning Education Provision

3.1 In the national policy context the Local Authority is the commissioner of provision. The role of the Local Authority is set within a legal framework of statutory duties. Some of the key duties are identified below.

3.2 Statutory Duties

Statutorily regulated education provision can be divided into three age-determined phases (although there is some overlap between these). The three main phases are:

- **Under 5, Early Years**, primarily delivered by private, voluntary and independent pre-school providers and accredited childminders;
- **4-16, “compulsory school age”** during which schools are the main providers;
- **Post-16**, colleges and schools both offer substantial provision, with colleges as the sole provider for young people aged 16-25.

The Local Authority also has specific duties in relation to pupils who have SEN and those that require access to alternative types of learning provision.

3.3 Duties to provide for Under 5s

Section 6 of the 2006 Childcare Act places a duty on Local Authorities to secure the sufficient childcare for working parents and section 7 of the same Act places a duty on Local Authorities to secure Early Years provision free of charge for all children under school age.

As of September 2013 new legislation gives two year olds from disadvantaged backgrounds an entitlement to access free Early Years education.

3.4 Duties to provide for ages 4-16

The law requires local authorities to make provision for the education of children from the first term they begin statutory education as a five year old to the end of the academic year in which their sixteenth birthday falls either at school or otherwise. Most parents choose to send their children to local schools in the City. Some parents will choose to educate their children independently, either at independent schools or otherwise than at school; others will send their children to maintained schools outside the City. Equally, some parents who live outside the City will choose to send their children to school in the City.

From age 14 to 16 a minority of young people are offered college placements or alternative curriculum provision, usually through school links. Some children are educated in special schools or non-school forms of special education because of their Special Educational Needs.

3.5 Duties to provide for Post-16 Students

As a result of the Apprenticeships, Skills, Children and Learning Act 2009, local authorities are lead strategic commissioners of 16-19 education and training. This means Local Authorities have a new duty to ensure that sufficient suitable education and training opportunities are accessible to all residents in the City aged 16-19 and those residents aged 19-25 who have a learning difficulty.

The Education and Skills Act 2008 places a duty on all young people to participate in education or training until their 18th birthday:

- From 1 September 2013, young people will be required to continue in education or training until the end of the academic year in which they turn 17. From 1 September 2015, they will be required to continue in education until their 18th birthday.
- Young people will be able to choose how they participate in Post-16 learning, which could be through; full-time education, such as school, college or otherwise; fulltime work or volunteering, combined with part time education or training; or an apprenticeship.

3.6 Duties to provide for Special Needs and Disabilities

The Education Act 1996 places a duty on the Local Authority to ensure that, where necessary, the SEN of children and young people are assessed and that adequate amount of provision is available for children with SEN.

The Children and Families Bill 2013 was published on 5th February 2013. Part 3 of the bill relates to SEN. The new legislation, to be enacted in 2014, will require local authorities to make provision for children and young people with SEN from 0 to 25 years. This will happen through multi-agency assessment and the specification of appropriate provision through Education Health and Care Plans. There will be a statutory duty for the Local Authority and the clinical commissioning group to jointly commission both assessment and provision. There will also be a requirement for the Local Authority to publish information about the provision available in a 'local offer' and to keep this under review.

In Southampton, we have recently published an SEN strategy, which links to the plans for provision of SEN places.

3.7 Duty to Respond to Parental Representations

Section 14A of the Education Act 1996 placed a duty on Local Authorities to consider parental representations regarding the provision of primary and secondary education. The Education and Inspections Act 2006 placed a duty on Local Authorities to promote diversity and increase parental choice in planning and securing the provision of school places.

3.8 The National Context

The Academies Act 2010 enabled more schools to become academies (state funded and independent from the Local Authority), and the Education Act 2011 creates a presumption that all new schools will be Academies or Free Schools.

DRAFT

4. School Organisation and School Improvement.

- 4.1** The City Council is committed to the continuous improvement of all schools in Southampton. When considering the case for school reorganisations, the City Council will take careful account of the performance of the schools in question. Such decisions will, however, be taken in the context of City-wide strategic planning and will reflect consideration of a number of factors. These include wider demographic issues and location specific issues relating to sites and buildings.
- 4.2** The importance of working in partnership is well recognised and the City Council will work alongside schools to raise standards of achievement and assist any school that is inadequate or requires improvement to come out of this category. Decisions relating to places provision will therefore be taken in the wider context of improving the quality of educational provision across the City and in the local area.
- 4.3** The Local Authority has a key city-wide role in securing successful school improvement outcomes. This includes working with all schools, regardless of type, and other partners and agencies, including the Department for Education, to monitor school performance, and to provide advice and intervention to secure continuously improving educational outcomes.
- 4.4** Southampton City Council has four key strategic aims for school improvement. These are as follows:
- All educational provision will be good or outstanding and continually improving through the application of school improvement strategies which further improve the standards achieved by children and young people in a range of provision;
 - Gaps in achievement for vulnerable children and young people will narrow and in some cases, close;
 - Support and develop leadership at all levels in partnership with Teaching Schools and other partners including the National College, to build capacity for continuous and sustained improvement in standards achieved; and
 - The promotion and development of future school-to-school partnerships which lead to improved outcomes for children and young people.

5. Principles and Key Issues

5.1 It is important that the Local Authority is open and transparent in its role as the Strategic Commissioner of Education Provision in Southampton. To help guide us in this role we will abide by clear principles, and consider school organisation proposals against our planning guidelines. We stress that planning guidelines are not absolutes, but a starting point for consideration of proposals.

5.2 Strategic Co-ordination of Pupil Place Planning and Admissions Arrangements

The Local Authority has a statutory duty to ensure that a school place can be offered to every child in the city that requires one. Despite the changing nature and status of schools, this duty remains unchanged as does the requirement to co-ordinate the admissions phase transfers.

However, as of September 2013 the legal requirement for the Local Authority to co-ordinate in year applications no longer exists. The Local Authority will still be able to perform this role for both maintained schools and academies if a school so wants. Where schools perform this duty themselves the LA will require them to regularly provide us with information on vacancies, applications and the offering of school places. This information is essential in tracking pupils and ensuring that they receive a good education.

5.3 Expansion of Popular Schools and New Provision

The Government is committed to the presumption that proposals to expand successful and popular schools should be approved. No single definition of a successful and popular school exists, but the school's results, its added value, its Ofsted rating, its rate of improvement and its popularity with parents are factors to be considered. The existence of surplus capacity in neighbouring schools should not in itself be sufficient to prevent such expansion, but compelling objective evidence that this would have a damaging effect on standards overall in an area may be a reason to limit it.

5.4 Primary School Provision

There is evidence to suggest that there are some advantages to all through primaries in terms of continuity of learning across key stages and consistency for children, provided that schools do not become too large. It is also recognised that separate Infant and Junior Schools can offer the benefits of a curriculum tailored to the requirements of a single key stage and an ethos appropriate to the ages of children.

5.5 Primary School Re-Organisation

Because of the rising birth rate in the City and the consequent shortage of spaces in Southampton's primary schools, it is likely that most reorganisation over the period of this Plan will be in the form of expansion. However, this is likely to lead to circumstances where other changes, including the establishment of all-through Primaries, amalgamations or federations are considered.

The Local Authority will look at the context of the schools concerned in the light of projected numbers, the educational needs of the immediate and wider communities, the 'cluster' of schools involved and the range of preference offered for types of school, the financial implications and the benefits of any changes proposed. Specifically, there should be a clear rationale for any change to the type of provision in an area. A variety of factors can be taken into account where amalgamation or change of type of schools is being considered. These include:

- A significant continuing number of surplus places or a deficit of places within the area
- A significant shortage or deficit of places which is forecast to continue
- The two schools share a building and or site
- Alternative use of the site or one of the sites would provide other benefits to the community, such as Early Years provision or community use
- Schools not sharing a site should also be considered where there are opportunities for re-build/conversion to improve the asset or rationalise land use
- The schools' performance, taking into account Ofsted inspection evidence, particularly where a school is in the Ofsted categories of Inadequate or Requires Improvement
- Where a Headteacher vacancy proves difficult to fill
- Where federation is considered to be a viable option
- Where the governing bodies of co-located infant and junior schools seek support to establish a primary

5.6 Secondary School Provision

Overall, there is currently a surplus of secondary provision within Southampton. In addition, the distribution of places is currently very uneven with some secondary schools significantly under-subscribed and some significantly over-subscribed. The pattern of distribution is partly a function of school performance and the Local Authority is working with the DfE, schools and other stakeholders to address this. We expect that the overall balance of secondary places will remain in surplus until 2017/18.

5.7 Special School Provision

The City is committed to promoting greater inclusion, i.e. providing opportunities for all children and young people to reach their full potential and to be educated within a mainstream school environment wherever possible, whilst recognising individual needs. For the development of support to children with SEN this vision involves:

- Providing a wide range of opportunities for placement in their local school, based on improved resources, facilities and training
- Increasing the different options for learning in Southampton to ensure that all children with SEN have the chance to succeed in mainstream school

- Providing resourced provision in specific mainstream schools
- Giving better support to families and carers, making continued placement at home more likely, even for those children whose SEN make extraordinary demands upon the family
- Reducing need for use of non-maintained placements as a result of service improvements within the city.

5.8 Special School Reorganisation

It is anticipated that the proportion of SEN children will grow as a result of the increase in the number of children living in the City, an increase in the survival rate of children with complex needs and because of planned changes to the process of identifying children with SEN. We will continue to monitor the situation closely and, whilst it is likely that expansions will need to be commissioned in future, it is not possible at the time of writing to predict with any certainty where this demand will fall.

DRAFT

6. Capital Funding

The Local Authority, as Strategic Commissioner of Education Provision, has a key role in securing funding to provide sufficient education provision across the City, particularly in schools.

6.1 Funding Mainstream School Expansion

Southampton City Council is currently undertaking a significant expansion of its primary school capacity. This is directed towards meeting the school places demand created by significant surge in birth rates that the city has experienced.

As detailed in Appendices 1 & 2, the Local Authority expects the increase in demand in the primary sector to eventually feed its way through to the secondary sector. As such, it is anticipated that a Secondary Review will have to be undertaken in the medium-term, with a view to addressing the expansion requirements for this sector of provision.

At present, the Department for Education (DfE) provides the Local Authority with a Basic Need capital grant to meet the cost of catering for the increasing demand for school places. This funding is provided to the Local Authority on an annual basis, with additional in-year grants occasionally being provided where demand for such can be evidenced. In order to obtain this funding, the Authority must submit pupil forecast and school capacity data information to the DfE every year. The gap between existing provision and projected need forms the basis for capital allocations.

Basic Need funding is provided on an annual basis, and when combined with the fact that the level of this funding is generally confirmed in the December preceding the financial year, this makes the formulation of a certain programme of strategic investment difficult. In order to mitigate this difficulty in planning for the investment profile to be delivered under the Primary School expansion programme, the Local Authority has assumed that the level of funding will remain roughly in line with previous Basic Need allocations. Naturally, there is a certain level of risk contained within the adoption of such an approach, in terms of the fact that there is no guarantee of the level of funding that will be received, or even if future allocations will in fact be made. However, to adopt the alternative approach would be to leave the Local Authority permanently in the position of reacting to immediate demand pressures, which would ultimately result in poor value for money solutions being delivered in the long-term.

If it were to transpire that the level of DfE funding were to prove insufficient to meet the full cost of providing for the expansions required), the Authority would have to consider alternative modes of funding. In terms of this, the Local Authority could consider the utilisation of other elements of non-ring-fenced capital that it receives, supported borrowing, or more innovative financing solutions that are being introduced into the marketplace by developers in response to local authorities' general lack of immediately accessible capital resource. The decision on which option to pursue would be

referred to SCC's Council Capital Board for a decision, in line with corporate policy.

6.2 Funding SEN and ALP Expansion

It is to be expected that the number of children requiring SEN provision will rise in line with the increase in the general school age population. This is proving to be the case in Southampton and Springwell Special School has been accommodating additional pupils since September 2012. Although it is difficult to predict the numbers and types of need of SEN pupils with the same length of lead-in time as with mainstream pupils, the general increase in birth rates indicates that further expansions at this or other special schools are likely to be required in the future.

Unlike mainstream provision, there is not yet a mechanism in place to fund the expansion of special schools. As such, the Authority will have to make funding decisions on a case-by-case basis.

Parallel to the above, it is anticipated that a rise in the general school age population will result in an increased demand for places in Alternative Learning Provision (ALP) at the City's Pupil Referral Unit (PRU). Indicative of this is the fact that the PRU has recently had to form a dedicated class base for KS2 provision. Again, there is currently no dedicated capital funding directed to addressing the expansion required to meet this need. The co-location of the PRU's facilities to the Green Lane site, coupled with an expansion of the overall floor area available, should suffice to meet the PRU's expansion requirements in the medium-term. If it were to transpire that further expansion were required in the long-term, then this could readily be accommodated within the existing footprint of the Millbrook buildings, although dedicated capital funding would have to be allocated to such a scheme by the Authority.

6.3 Principles Underpinning Expansion in the Schools Sector

In selecting which schools to expand and the means by which this is achieved, the Local Authority has to consider a number of factors. Whilst all decisions to expand are taken in partnership with the schools concerned, the key principles underpinning any such decision are as follows:

- **Demand**
- **Feasibility (Cost)**
- **Feasibility (Site)**
- **Value for Money**

6.4 Funding Expansion in the Non-Schools Sector

6.4.1 Early Years

The Government's commitment to extending the entitlement of free Early Years places to two year olds is being introduced in two phases. The first phase requires local authorities to provide places (15 hours per week for 38 weeks a year) for those children defined as being in the 20% most disadvantaged nationally with the second phase extending the entitlement to the 40% most disadvantaged from September 2014. Although the Early Years

market is predominantly run by the private, voluntary and independent sectors, the strategic responsibility for place provision remains with the Local Authority. As such, it is incumbent on the Authority that it provides significant capital assistance to the requisite expansion projects. In July 2013 Cabinet approved capital expenditure of £1,361,000; phased £67,000 in 2013/14 and £1,294,000 in 2014/15 to expand the Early Years sector.

6.4.2 Post-16

The Education Funding Agency (EFA) is responsible for managing the Government's 16-19 Demographic Growth Capital Fund (DGCF). This is a £44 million national allocation that is directed at providing for new learner places needed as a consequence of local population increases and the Raising of the Participation Age. The EFA is looking to place a particular investment emphasis on the aim of engaging an increased proportion of learners with learning difficulties and/or disabilities. Although the Local Authority will not directly determine where this funding is spent, it will seek to work alongside the EFA to ensure that expansions in the school and Post-16 sectors are appropriately aligned.

DRAFT

7. Pupil Forecasting Methodology

7.1 Forecasts of pupils at Southampton Schools are developed on a “bottom up” basis. Forecasts are built up via the following sequential stages:

1. Establish the number of children in the city that will go into Year R for the given year;
2. Distribute these children among the schools within the city, to give a Year R intake for each school; and
3. Calculate the total Number on Roll (NoR) for each school, factoring in historic year-on-year net gains/losses.

7.2 The first stage in this process is to calculate how many children within the city will be at school entry age (i.e. Year R) for the year in question. This is derived from child benefit data (supplied by HM Revenue & Customs), which accurately shows the numbers of children that are resident within defined areas of the city (Lower Super Output Areas), for the coming for years worth of intake. To ensure reliability, these figures are cross checked with birth data provided by the Office for National Statistics (ONS). Furthermore, a fifth year of intake data is produced on the basis of the birth data, to provide a longer forecasting horizon.

7.3 The second stage of this process is to estimate the number of these children that will attend specific schools within the city. The following process is utilised in order to determine this:

- The historic intake for each school at Year R is measured against the total number of children from each Lower Super Output Area for a given year. This is used to determine the percentage of the total number of available children that each school takes from each Lower Super Output Area. This calculation is done for the past 3 years and then averaged to provide a solid estimate of the percentage of children that a given school will take from each area of the city;
- The percentages derived from the above exercise are then applied to the forecast numbers established at stage 1, to provide an estimate of the total number of pupils that each school will take from each area of the city;
- These numbers are then totalled, to provide a forecast for the Year R intake at each school;
- Finally, corrections are made to these forecasts, to account for the capacity of each school. For example, if capacity is exceeded at a given school, it would be assumed that the excess children would likely be reallocated to the nearest school with available space.

7.4 Having established the Year R forecasts for the city in a given year, the forecasts for the other years in each school are then calculated, on the basis of the existing numbers being “rolled forward.” Within a school, these numbers will generally remain relatively stable year-on-year, although each school will have a specific pattern of net gain/loss of pupils from year group to year group and this pattern is utilised to project how the existing pupil numbers will roll

through into future years. The completion of this exercise enables a projection of the total NoR for the school in question.

7.5 Where a change in school is implied (i.e. between infant and junior, or primary stage and secondary stage), the “roll forward” is a slightly more intricate exercise, with the preceding year’s NoR of a school’s feeder schools having to be utilised as the basis of the NoR for the year being forecast. Again, historic data of the percentage transfer is utilised as the basis for calculating how many of the feeder schools’ pupils will transfer to the school for the year being forecast. Again, once this exercise has been undertaken, this projection can be “rolled forward”, in line with the methodology set out above, to provide projections for subsequent years.

7.6 Forecast accuracy and limitations

Forecasts are made for numbers of pupils aged between 4 and 15 years of age in a mainstream provision and are most reliable when there are as few variants as possible and a clear trend can be identified.

Forecasting is not, however, an exact science, owing to the fact that the actual numbers that materialise at each school are contingent upon parental preference, which necessarily fluctuates year-on-year. Bearing this in mind, our target is for forecasts one year in advance to be accurate to within 1% of the actual numbers that materialise. Obviously, the further into the future one projects, the greater the potential for variation from historic trends. As a general rule, therefore, we expect that forecasts further than one year ahead will be accurate to within 2-3%.

Existing Capacity and Forecast Demand for Mainstream Primary Education Places 2013/14 – 2017/18

The tables below show the forecast number of Year R pupils in the city up to 2017/18. For planning purposes the city has been divided into three areas: east, central and west. The data indicates that the central area is forecast to experience the greatest increase in demand for primary places in future years. Whilst we have divided the city into three areas, it is important that these are not looked at in complete isolation. The expansion of a school in one part of the city will likely have an impact elsewhere, even if only to a small degree, on schools across the City.

The tables show the current (2013/14) Published Admission Number (PAN) for each school in each of the three planning areas. The combined PAN for all the schools in each area is then compared with the forecast demand for Year R places on an annual basis in that area up until 2017/18. This comparison produces a surplus or deficit figure for the number of Year R places in each area on an annual basis up until 2017/18. If we are forecasting a deficit of places this will indicate by a “-” symbol.

There are several planned expansion projects (some have been completed and some are due to commence shortly) which will increase the number of primary school places from September 2014. These expansions are factored into the data below. Taking account of all our planned expansion projects the Local Authority will be able to accommodate 3,120 pupils in Year R (and in subsequent years) from September 2014 onwards.

2015/16 is forecast to be the peak year for Year R pupils, with numbers set to drop down 2016-17. As such, the Local Authority is investigating the possibility of expanding some schools for one year only in 2015-16. This is known as a bulge year and means a school would have an increased PAN for one year only.

West Planning Area**School****PAN 2013/14**

Fairisle Infant and Nursery School	90 (120 from 2014)
Hollybrook Infant School	60
Holy Family Catholic Primary School	60
Mansel Park Primary School	60
Mason Moor Primary School	45
Newlands Primary School	60
Oakwood Infant School	60
Redbridge Primary School	30
Shirley Infant School	90
Shirley Warren Primary and Nursery School	60
Sinclair Primary School	30
Tanners Brook Primary School	120
Wordsworth Primary School	90
Total PAN	885

PAN 2013/14 less year R forecast Number on Roll	30
PAN 2014/15 less year R forecast Number on Roll	38
PAN 2015/16 less year R forecast Number on Roll	50
PAN 2016/17 less year R forecast Number on Roll	142
PAN 2017/18 less year R forecast Number on Roll	181

Central Planning Area**School Name****PAN 2013/14**

Banister Primary School	60
Bassett Green Primary School	90
Bevois Town Primary School	60
Foundry Lane Primary School	90
Freemantle C of E Community Academy	60
Highfield C of E Primary School	45
Mansbridge Primary School	30
Maytree Nursery and Infants School	90
Portswood Primary School	60
Springhill Catholic Primary School	90
St Denys Primary School	30
St Johns Primary and Nursery School	30 (60 from 2014)
St Marks C of E Primary School	90
St Mary's C of E (VC) Primary School	90
Swaythling Primary School	30

Total PAN 945

PAN 2013/14 less year R forecast Number on Roll	7
PAN 2014/15 less year R forecast Number on Roll	14
PAN 2015/16 less year R forecast Number on Roll	-84
PAN 2016/17 less year R forecast Number on Roll	-118
PAN 2017/18 less year R forecast Number on Roll	-65

East Planning Area

School Name	PAN 2013/14
Bitterne C of E Infant School	60
Bitterne Manor Primary School	30
Bitterne Park Primary School	90
Glenfield Infant School	90
Harefield Primary School	60
Hightown Primary School	45
Kanes Hill Primary School	60
Ludlow Infant School	90
Moorlands Primary School	60
Sholing Infant School	90
St Monica Infant School	90
St Patricks Catholic Primary School	60
Thornhill Primary School	45
Townhill Infant School	90
Valentine Infant School	120
Weston Park Primary School	90
Weston Shore Infant School	30
Woolston Infant School	60
Total PAN	1,260
<hr/>	
PAN 2013/14 less year R forecast Number on Roll	133
PAN 2014/15 less year R forecast Number on Roll	10
PAN 2015/16 less year R forecast Number on Roll	-93
PAN 2016/17 less year R forecast Number on Roll	-7
PAN 2017/18 less year R forecast Number on Roll	62

Existing Capacity and Forecast Demand for Mainstream Secondary Education Places 2013 – 2022

There is currently a surplus of secondary school age places in Southampton. This is a function of the low cohort of children that entered Southampton primary schools in the early part of the 2000's. Based on current forecast data, we expect that the city's existing capacity for secondary age places will be significantly exceeded by 2018/19, and that a substantial deficit of places will exist by 2021/22 (if no action is taken).

The table shows the current (2013/14) Published Admission Number (PAN) for all secondary schools in the city. The combined PAN for all the schools is compared with the forecast demand for Year 7 places on an annual basis up until 2022/23. This comparison produces a surplus or deficit figure for the number of Year 7 places in each area. The minus symbol, "-", indicates a shortage of places.

School Name	PAN 2013/14
Bitterne Park Secondary School	300
Cantell Maths & Computing College	230
Chamberlayne College for the Arts	180
Oasis Academy Lord's Hill	180
Oasis Academy Mayfield	180
Redbridge Community School	210
Regents Park Community College	150
St Anne's Catholic School	200
St George Catholic College	120
The Sholing Technology College	210
Upper Shirley High School	120
Woodlands Community College	180
Total PAN	2290
PAN 2013/14 less year 7 forecast Number on Roll	347
PAN 2014/15 less year 7 forecast Number on Roll	263
PAN 2015/16 less year 7 forecast Number on Roll	200
PAN 2016/17 less year 7 forecast Number on Roll	132
PAN 2017/18 less year 7 forecast Number on Roll	-2
PAN 2018/19 less year 7 forecast Number on Roll	-121
PAN 2019/20 less year 7 forecast Number on Roll	-371
PAN 2020/21 less year 7 forecast Number on Roll	-308
PAN 2021/22 less year 7 forecast Number on Roll	-477
PAN 2022/22 less year 7 forecast Number on Roll	-665

Several schools in the City may be able to accommodate additional pupils within their existing buildings. As such, it may be that additional secondary school capacity may not be required until 2019/20.

Existing Capacity and Forecast Demand for Special Educational Needs Places 2013 – 2017

There are five Local Authority Maintained special schools in the city, each of which offers support for different age ranges and specific Special Education Needs. These are:

- **Springwell (including resourced provision at Thornhill Primary & Mason Moor Primary)** – Learning Difficulties & Autistic Spectrum Disorder. Ages 4-11. 96 Places
- **Great Oaks** – Learning Difficulties & Autistic Spectrum Disorder. Ages 11-16. 145 Places
- **The Cedar School** – Physical Difficulties (and Complex Needs). Ages 3-16. 70 Places
- **The Polygon School** – Behavioural, Emotional and Social Difficulties. Ages 11-16. 50 Places
- **Vermont School** – Profound and Multiple Learning Difficulties. Ages 7-11. 28 Places.

In addition to the schools above, Southampton offers Additionally Resourced SEN provision out of the following mainstream schools:

- **Tanners Brook Infant & Junior** – Hearing Impaired Provision. 14 Places
- **Redbridge Community School** – Hearing Impaired unit Provision. 7 Places
- **Weston Shore Infant School** – Early Years Language Provision. 5 Places
- **Bitterne Park School** – Autistic Spectrum Disorder Provision. 5 Places

There is one SEN Free School in the city:

- **Rosewood School** - Profound and Multiple Learning Difficulties. 26 Places

Over the last 3 years, an average of 1.2% of the City's mainstream school population has attended a special school in the city. If this proportion is applied to the total mainstream school forecast, it will give an indication as to how many children may need to be accommodated in the SEN sector in the future. It should be noted that this is only a high level estimate as, due to the complexity in identifying SEN, it is very difficult to accurately predict what specific needs of children will be and how many children will require SEN support. However, the data below broadly shows the possible future demand.

Academic Year	SEN Forecast (ages 4-16)*
2013/14	330
2014/15	352
2015/16	352
2016/17	362
2017/18	371

**It should be noted that the number of places at our SEN schools includes children aged 3-18 but our forecasts are based on children aged 4-16 (compulsory school years) as these are the only age groups for which we have number on roll and forecast data.*

Forecast Demand for Early Years Places

The most immediate impact of the birth rate in the City rising so sharply will be felt in the Early Years sector. Currently, every 3 and 4 year old in England is entitled to 15 hours of free Early Years education per week.

Changes within the Childcare Act 2006 placed a number of new statutory duties upon local authorities, one of which was the duty to ensure the sufficient supply of good quality, affordable, and flexible childcare choices in response to parental demands. It is through this statutory duty that the Council is continuing to expand free nursery places for the most vulnerable 2 year olds in the city.

Expansion of the offer for two year olds to receive free early education

The Government is extending the entitlement to fund Early Years places to more two year old children, as part of their commitment to improve children's outcomes and close the gap in attainment between children from lower income families and their peers. The extension is being introduced in two phases.

Phase 1 (September 2013) – this is aimed at the 20% most disadvantaged children in the country. The criteria for a two year old to be able to access funded places are that their family meets the benefits threshold for free school meals or the child is looked after. In Southampton, this means 900 children will be eligible to an Early Years place of 570 hours per year over a minimum of 38 weeks from September 2013.

Phase 2 (September 2014) – the entitlement will be extended to 40% of all two years olds. It is likely that Southampton will be expected to provide an additional 800 Early Years places based on current levels of deprivation in the city.

The Government has changed how parents can use the funded entitlement for two, three and four year olds. The 570 hours can be taken in patterns that support parents to maximise the child's entitlement. It can be taken over a minimum of 2 days. A session can be no longer than 10 hours, no shorter than 2.5 hours, cannot be taken before 7.00am, or after 7.00pm, and must be offered over a minimum of 38 weeks.

These changes mean that the entitlement can be stretched over more weeks. This is known as the "Stretch offer". The change enables parents to use less hours over more weeks, if a provider can offer this. It also means that than one child could access an Early Years place in a childcare setting.

Development workers are working with Early Years settings and childminders to try to encourage them to offer the stretch offer and a small grant have been available to facilitate this. They have also persuaded more providers to offer two year old places and assisted others to improve in quality, so they are approved to take the funding. Some new settings have opened and are in the process of opening

There are some areas of the city where significant gaps still exist, due to the limited availability of suitable premises. These areas include;

- Millbrook
- Redbridge
- Swaythling
- Central
- Freemantle
- Thornhill
- Weston
- Bitterne Park

DRAFT

Overview of Existing Capacity and Forecast Demand for Post-16 Places 2013 - 2018

There are five mainstream Post-16 establishments in Southampton:

- Bitterne Park Secondary School (Sixth Form)
- Itchen Sixth Form College
- Richard Taunton Sixth Form College
- Southampton City College
- St Anne's Catholic School (Sixth Form)

The table below shows the proportion of Year 11 pupils from Southampton schools that have progressed to a further education:

2010	2011	2012
85.4%	88.3%	89.3%

If we apply the 2012 proportion of Year 11 pupils that progressed to Year 12 to our future Year 11 forecasts we can estimate the number of Southampton pupils that we can expect to progress to further education.

Academic Year	2012	2013	2014	2015	2016	2017
Year 11 Pupils	2054	1888	1843	1888	1754	1847
Academic Year	2013	2014	2015	2016	2017	2018
Year 12 Pupil Forecast	1801	1656	1616	1656	1538	1620

There are, however, several caveats to this forecast. It is based on mainstream year 11 pupils from within the city. There may be pupils at SEN schools, independent schools or out of city schools that may attend a further education establishment in Southampton, whilst some Southampton based young people will attend a Further Education college outside of the city. As such, the number of pupils who attend the City's further education provision will be higher than those indicated above.

The Raising the Participation Age (RPA) is in effect from September 2013 and while many young people will opt for employment or training, as opposed to further education, the change in legislation will lead to the requirement for an increased amount of opportunities for young people in the City.

Overview of Existing Capacity and Forecast Demand for Alternative Learning Provision / Pupil Referral Unit Places 2013 – 2017

The City's Pupil Referral Unit, the Compass Centre, offers support to young people who are excluded, or at risk of being excluded, from mainstream schools. As of September 2013 all key stages are based at the Compass School, Green Lane.

In 2012/13, there were a total of 155 children attending PRU provision in the city:

- 28 KS1-3 children at Compass School
- 50 KS4 young people at Melbourne School
- 77 students at Alternative Provision

As a proportion of the City's mainstream school population this is 0.6%. If we apply this percentage to the forecast school population numbers we can get an indication as to the number of children the PRU may need to accommodate. Please see below for this data.

Academic Year	PRU Forecast
2012/13	155 (actual)
2013/14	158
2014/15	162
2015/16	168
2016/17	173
2017/18	177

If the number of pupils attend the Compass Centre rises in line with the general school population, additional provision may be required. However, as the total floor area of the footprint allocated to the Compass Centre is significantly in excess of the previous provision, it is assumed that any need for additional provision could be accommodated within the existing site/buildings.