

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE

**MONDAY 22 APRIL 2013
7.00 PM**

Bourges/Viersen Room - Town Hall

AGENDA

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1. Apologies for absence	
2. Declarations of Interest and Whipping Declarations	
<p>At this point Members must declare whether they have a disclosable pecuniary interest, or other interest, in any of the items on the agenda, unless it is already entered in the register of members' interests or is a "pending notification" that has been disclosed to the Solicitor to the Council. Members must also declare if they are subject to their party group whip in relation to any items under consideration.</p>	
3. Minutes of meeting held on 11 March 2013	1 - 8
4. Call In of any Cabinet, Cabinet Member or Key Officer Decisions	
5. Appointment of a Co-opted Member	9 - 10
6. The Vision for Education In Peterborough	11 - 22
7. Draft School Organisation Plan 2013-2018 - Delivering Local Places For Local Children	23 - 66



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Committee Members:

Councillors: S Day (Chair), C Harper (Vice Chairman), N Arculus, B Rush, J Shearman,
B Saltmarsh and D Fower

Substitutes: Councillors: J R Fox, M Nadeem and Thulbourn

Education Co-optees: Jane Austen (Roman Catholic Church Representative), Miranda Robinson
(Church of England Representative), Alastair Kingsley (Parent Governor Representative), The
Tricia Pritchard, (Director of Education & Training), Diocese of Ely

Further information about this meeting can be obtained from Paulina Ford on telephone 01733
452508 or by email – paulina.ford@peterborough.gov.uk

**MINUTES OF A MEETING OF THE
CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
HELD IN THE
BOURGES/VIERSEN ROOM, TOWN HALL, PETERBOROUGH
ON 11 MARCH 2013**

Present: Councillors S Day (Chairman), Harper, N Arculus, B Rush, J Shearman, D Fower

Also present Alastair Kingsley Parent Governor Representative
Councillor S Scott Cabinet Member Children's Services
Claire Rintoul MIND

Officers in Attendance: Sue Westcott Executive Director, Children's Services
Jonathan Lewis Assistant Director for Education and Resources
Jean Imray Assistant Director Safeguarding Families & Communities
Adrian Chapman Head of Neighbourhood Services
Mark Sandhu Head of Customer Services, SERCO
Belinda Child Strategic Housing Manager, PCC
Gary Perkins Head of School Improvement
Paulina Ford Senior Governance Officer, Scrutiny
Ruth Griffiths Lawyer

1. Apologies

Apologies for absence were received from Councillor Saltmarsh.

2. Declarations of Interest and Whipping Declarations

There were no declarations of Interest or whipping declarations.

3. Minutes of the meeting held on 7 January 2013

The minutes of the meetings held on 7 January 2013 were approved as an accurate record.

4. Call In of any Cabinet, Cabinet Member or Key Officer Decisions

There were no requests for Call-in to consider.

5. Update Following Ofsted Inspection of Safeguarding

The report informed the Committee of the outcome of the recent Ofsted Inspection of Safeguarding which had taken place from 28 January to 6 February 2013. The Executive Director of Children's Services presented the report and explained that she was pleased with the report and the improved rating of Adequate. Ofsted had informed the Director that it was a good Adequate rating. Members were informed of the key highlights from the inspection and that the inspection report had stated '*Lessons found from previous inspections have been taken seriously resulting in determined drive to address the identified deficiencies through rapid improvement*'. Areas for improvement had been identified in the report and an action plan would be put in place to address these. No children were found to be inadequately protected or at risk of significant harm at the time of the report. Members were informed that

improvement must be sustained and that this would be the future focus forever. A recommendation would be made to the Minister to lift the notice of improvement.

The Chair congratulated the Executive Director of Children's Services on the outcome of the inspection and recognised the hard work from all staff within Children's Services that had gone into achieving this.

The Executive Director for Children's Services and the Cabinet Member for Children's Services acknowledged the increased support and involvement of the Scrutiny Committee in the Children's Services department over the past 18 months and thanked the Committee for its involvement in monitoring the improvement programme.

Observations and questions were raised and discussed including:

- Members sought clarification as to why the council had decided to put a 20% cap on the number of newly qualified social workers with the children's social care workforce. *The Assistant Director Safeguarding Families & Communities informed Members that whilst there was a need to have a pool of newly qualified social workers there was also a need to have the right balance of experience with qualified and newly qualified social workers. The 20% cap would ensure a constant supply of newly qualified social workers but also ensure that the remaining staff was not stretched because they were having to supervise and train new social workers.*
- What was the starting pay for a newly qualified social worker in Peterborough? *Members were informed that it was between £26K to £27K.*
- Members noted the areas for improvement in the inspection report and wanted to know if some of the areas of improvement were reliant on groups from outside of the council and if they had not co-operated with the Children's Services department in the way they should have. *Members were informed that those areas noted by Members related in the main to the Health profession. The inspection highlighted that the department needed to work more smartly and more closely with other agencies e.g. GP's, health visitors, paediatricians.*
- Members wanted to know if Primary and Secondary Schools could be made to use the Common Assessment Framework (CAF). *Members were informed that schools did not have to use the CAF but were actively being encouraged to use the CAF. Schools were beginning to see the benefit of using the CAF.*
- Members had noted that the inspection report had requested that the annual complaints report be strengthened to ensure complaints and compliments about children's services clearly informed and supported improvements in the quality of practice. *Members were advised that this referred to the Corporate Complaints report not the Children's Services Statutory Complaints process. All comments had been noted and the Corporate Complaints report would be developed accordingly and made more robust.*
- Had the position of the Chair of Safeguarding Board been filled? *Members were informed that the position of the Chair of Safeguarding Board had now been filled by Russell Wate who was now in post.*
- Members wanted to know how confident the Executive Director was about addressing all the areas of improvement highlighted in the inspection report with the timeframe given by Ofsted. *Members were advised that everything that Ofsted had highlighted had already been identified and was already being worked on.*

ACTIONS AGREED

1. The Committee noted the report and requested that:
 - (i) The new Ofsted action plan is presented to the Scrutiny Task and Finish Group for monitoring.
 - (ii) The Committee receive at each meeting an update on the progress of the new Ofsted action plan.

2. The Committee also requested that the Executive Director of Children's Services pass on congratulations and thanks to all staff in Children's Services from the Committee for all the hard work undertaken over the past 18 months to improve the service from an inadequate rating to an adequate rating.

6. Children's Services Improvement Programme

The report presented to the Committee gave an update on the Improvement Programme and informed the Committee of the refreshed Children's Services Delivery Plan. Previously there had been a separate delivery plan for each area of Children's Services. The refreshed Delivery plan was now one plan covering all areas of Children's Services with a vision of 'Helping Children to be their best'. The plan contained five priorities with a list of further priorities under each main priority. Each priority had an accountable lead officer.

The five priorities were:

- Providing Children and Families with early support
- Helping families with problems and keeping children safe
- Giving the best opportunities to children and young people in care
- Working with schools and others to make sure children succeed
- Supporting our staff to be outstanding

Members were informed that Looked after Children would be kept as a separate priority. There were no questions from the Committee and the Chair requested that the Committee be kept up to date on the progress of the new Children's Services Delivery Plan.

ACTIONS AGREED

The Committee noted the report and requested that the Children's Services Delivery Plan be brought back to the Committee at each meeting to monitor progress.

7. Tackling Poverty in Peterborough

The Head of Neighbourhood Services introduced the report which provided the Committee with the opportunity to scrutinise the redrafted 'Peterborough Child and Family Poverty Strategy' and the progress that had been made towards tackling poverty in Peterborough. The strategy had been revised following on from a presentation of the Tackling Poverty report and action plan to the Committee in June 2012. The overarching strategy document had been redrafted to better reflect the conditions which needed to be addressed in Peterborough. The redrafted version had also been written to be more accessible and reader-friendly, and to be more explicit about the scale of the challenges being faced and the solutions being driven forward. Members were informed that the main focus going forward would be to address the impacts of Welfare Reform on the Poverty agenda. A Welfare Reform Action Group had been in place since August 2012 to try and understand the impact of Welfare Reform on the citizens of Peterborough and had put in place a series of measures to address the issues. From 2nd April there would be a launch of different measures and interventions that would provide practical ways of supporting people that might suddenly be faced with for example having to pay council tax for the first time.

Observations and questions were raised and discussed including:

- Members noted that one of the recommendations within the report was for the Committee to "agree that the work to tackle poverty in Peterborough is scrutinised by this committee overall at least annually, and that the partnerships, rather than lead councillors, drive the work forward between scrutiny meetings". Members sought clarification of the recommendation as it had been agreed at the meeting of the Committee on 23 July 2012

that each member of the Committee would become a lead Member for each of the seven strategic objectives within the Poverty Reduction Strategy. *The Head of Neighbourhood Services informed Members that whilst it had been agreed at the July 2012 meeting of the Committee that each member of the Committee would champion one of the seven strategic objectives within the Poverty Reduction Strategy it had not been very successful. Some lead officers had not been as proactive as others in engaging with lead Members.*

- Members were concerned that they would have less involvement in the Poverty Strategy going forward and suggested that if Members of the committee were no longer required as a lead Member for each of the seven strands then a small working group could be formed instead to work with the Head of Neighbourhood Services on the Poverty Strategy. This would ensure continued involvement with the Poverty Strategy from the Committee and enable better scrutiny.
- Members wanted to know if there was any money available to improve assessment waiting time in organisations such as MIND. *Members were informed that Government had made available to the Local Authority a sum of approximately £800,000 to mitigate some of the impacts of Welfare Reform. The intention was to focus that funding entirely on families and households that were at risk of poverty or already in poverty. A large part of that funding will go towards increasing capacity in organisations such as MIND, Citizens Advice Bureau and Age UK Peterborough.*
- Members were concerned with the presentation of the strategy and the lack of benchmarking information. The strategy would be difficult to scrutinise and check progress going forward without this information. Members also requested that the strategy show more detailed information of the work being carried out to tackle poverty at ward level. *Members were informed that ward profile information could be provided. Members were also informed that there would be a package of information provided to all Councillors that would enable Councillors to assist people in their wards who may be affected by the impact of the benefit changes.*
- The Executive Director of Children's Services welcomed the Poverty Strategy but felt that the Poverty Action Plan was not detailed enough and needed more work to show clear indications of what was to be achieved and progress made with RAG ratings.
- Members suggested holding a conference with employers in the city to discuss paying a living wage.
- How well equipped was the council to deal with the impact of Welfare Reform. *Members were advised that the Department for Works and Pensions (DWP) were citing the work that was being done by the Welfare Reform Action Group in Peterborough as exemplary. The DWP were committing significant time and effort to Peterborough's welfare provision offer. The £800,000 funding provided by Government was being spent on focussing on why families fell into poverty and crisis. It was being invested in preventative work, better quality advice and guidance where needed, training, advice and support for people in community organisations at street level. The Food Bank and Care Bank which was white goods recycling had also been signed up. It had been difficult to predict the exact number of people that would be affected. It had been estimated that there would be a reduction in benefits across Peterborough's households of approximately £35M to £38M under Welfare Reform.*
- How do you class poverty? *Members were advised that the most commonly used approach was relative income poverty. Each household's income, adjusted for family size, was compared to median income. (The median is the "middle" income: half of people have more than the median and half have less.) Those with less than 60 per cent of median income were classified as poor.*

The Chair thanked the Head of Neighbourhood Services for an informative presentation and acknowledged the challenges facing Peterborough ahead regarding tackling poverty.

ACTIONS AGREED

1. The Committee noted the report and requested that the Head of Neighbourhood Services:

- (i) Present to the Committee a report on the impact of Welfare Reform at the first meeting of the next municipal year in June 2013.
 - (ii) Provide an annual progress report to the Committee on Tackling Poverty in Peterborough.
 - (iii) Provide the Committee with ward specific information regarding poverty in each ward.
 - (iv) Provide the Committee with a more detailed action plan including clear indicators of what was to be achieved with timeframes, progress and RAG ratings and present back to the committee at the first meeting of the next municipal year in June 2013.
2. The Senior Governance Officer to email members of the Committee to ask for nominations to form a small working party to work with the Head of Neighbourhood Services on the Poverty Strategy.

8. Presentation of 2012 Validated Examination Results

The report summarised for the Committee the 2012 validated assessment and examination results for both Key Stage 2 and Key Stage 4 and outlined the approach the Local Authority and Schools were taking to improve outcomes for pupils in Peterborough. The Assistant Director for Education and Resources and Head of School Improvement gave a presentation which provided an overview of the results in the report.

Key Stage 2 Overview

- English – 6% increase since 2010, 1% more than national and Statistical Neighbour increase;
- Reading – 3% increase since 2010, matching national and 1% more than Statistical Neighbours increase;
- Writing – 11% increase since 2010, 1% more than national and Statistical Neighbours increase;
- Maths – 3% increase since 2010, 2% less than national increase and 1% less than Statistical Neighbours increase.
- Expected Progress in English – 4% increase since 2010, 1% less than national increase and 2% less than Statistical Neighbours increase, but still above national average by 1% and SN average by 2%;
- Expected Progress in Maths – 2% increase since 2010, 2% less than national increase and 4% less than Statistical Neighbours increase. Performance is in line with Statistical Neighbours average but 1% below national average.

Group data received after the report had been written showed that for Key Stage 2 there were three distinct groups that were underachieving compared to other groups:

- Pupils for whom English was not their first language, children classed as white other, predominantly Eastern European
- Pakistani heritage children
- Free School Meal children

These groups were being focussed on in terms of commissioning external support.

Key Stage 4 Overview

- 5 A* - C including English & Maths – improved by 3% from 2010 but unchanged from 2011. Gap to national is 10% and to Statistical Neighbours is 9%;
- 5 A* - C – improved by 10% from 2010 and 3% from 2011. Gap to both national and Statistical Neighbours is closed, from 2% in 2010;
- Expected Progress in English – declined by 2% from 2010 and 2011. Gap to national is 7% and to Statistical Neighbours is 6% - both widened by 2% from 2010;

- Expected Progress in maths – improved by 7% from 2010 and 4% from 2011. Gap to national is 9% and to Statistical Neighbours is 7%.

Group data had still not been received for Key Stage 4.

Members were informed that some significant improvements had been shown, but the gaps to national and Statistical Neighbour averages remained too wide. Some vulnerable groups had made good gains, notably boys, but others remained too far below the national average. Peterborough had high numbers of pupils who had English not as their first language compared to statistical neighbours.

Members were advised of action that was being taken to address weaknesses:

- Issued Formal “Standards Performance and Safety” Warning Notices. Action plans had been received from the Governing Bodies of these schools - LA reserved the right to take further action if appropriate at any time and this may include formal. ‘No excuses’ culture.
- Collated expected results for schools in 2013 (targets) and these would be monitored and any challenge may lead to further intervention;
- Targeted work with school leaders and teachers in schools which were causing concern, tailored to the needs and weaknesses of the school;
- LA reviews of whole schools or departments being undertaken;
- Reviewing where a ‘sponsored’ academy might provide the necessary stimulus to a school to improve standards especially where performance was below national expectations for a significant period of time, including recommending to governing bodies that this was an expected course of action where the LA deem this to be appropriate
- Setting clear expectations of Heads / Governors – data, floor standards, Ofsted.
- Reviewing and finalising a number of options around strategies to support learning across the city for pupils who have English as an additional language;
- Focussed work around SEN through the ‘Achievement for All Programme’ which 30 schools had signed up for and more generally on strategies to raise standards;
- Targeting schools that were graded by Ofsted as requiring improvement or satisfactory to become good. This had included additional training and support;
- Development of schools partnership to enhance CPD offer (Peterborough Learning Partnership) and development of school to school partnership for school improvement.

Observations and questions were raised and discussed including:

- Members commented that whilst there were areas of positivity in the results there were also areas of disappointment where progress had not been made. *The Assistant Director for Education and Resources acknowledged that there was still a lot of work to do and would come back to the Committee in April to present the new Education Strategy which would hopefully address their concerns. Members were reminded that in 2007 there were only 35% of schools in Peterborough judged by Ofsted as good or better and now 63% of schools in Peterborough had been judged good or better.*
- Can you explain why there was a difference in progress and results at Key Stage 2 in Maths relative to English? *Members were advised that it may be due to the fact that the technical vocabulary in mathematics was becoming more technical. This had not been the case over the past few years and children for whom English was a new language who had before been successful at mathematics were now finding it more difficult due to the more technical nature of the test.*
- What work was being done to support parents with English Language? *Members were advised that a pilot had been run last year to provide English language lessons for parents for whom English was a foreign language through ESOL (English for Speakers of Other Languages). This had been very successful and would be repeated again this year.*

Seventeen schools had signed up for the course. The LA was also growing their own workforce of trainers through the provision of TESOL courses.

- *Members were concerned that the progress for 5 GCSE's including Maths and English had not improved. Were secondary schools doing enough in lessons to improve this? Members were advised that some secondary schools had improved considerably but secondary teachers had not been as rigorous as primary teachers in establishing a starting point and tracking and monitoring students in progress of attainment. Recent engagement between the LA and Secondary Heads had been good and there was now a real drive to push standards up. Schools not performing were being challenged.*
- *Was there any other data available showing grade boundaries that were not just A* to C and how did Peterborough compare against national indicators. Members were informed that other grade boundaries were available. As an example Peterborough performed very well in A* to G not including English and Maths compared to national indicators.*

AGREED ACTION

The Committee noted the report and agreed to support the Assistant Director for Education and Resources in challenging and intervening in schools/settings and core subject departments where performance was inadequate / below floor standards.

9. Notice of Intention to Take Key Decisions

The Committee received the latest version of the Council's Notice of Intention to Take Key Decisions, containing key decisions that the Leader of the Council anticipated the Cabinet or individual Cabinet Members would make during the course of the following four months. Members were invited to comment on the Plan and, where appropriate, identify any relevant areas for inclusion in the Committee's work programme.

ACTION AGREED

The Committee noted the Notice of Intention to Take Key Decisions

10. Date of Next Meeting

Monday 22 April 2013

The meeting began at 7.00pm and ended at 9.05pm

CHAIRMAN

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 5
22 APRIL 2013	Public Report

Report of the Solicitor to the Council

Contact Officer(s) – Paulina Ford, Senior Governance Officer
Contact Details - Tel: 01733 452508 email: paulina.ford@peterborough.gov.uk

APPOINTMENT OF A CO-OPTED MEMBER

1. PURPOSE

1.1 The purpose of this report is to request that the Committee consider retaining Alistair Kingsley as a co-opted Member to the Committee. As per the constitution Part 4, Section 9 – Scrutiny Committee and Scrutiny Commission Procedure Rules, paragraph 3:

3.1 The Scrutiny Committee or Scrutiny Commissions shall be entitled to co-opt, as non-voting members, external representatives or otherwise invite participation from non-members where this is relevant to their work.

2. RECOMMENDATIONS

2.1 It is recommended that the Committee retain the membership of Alistair Kingsley to the Committee as a Co-optee with no voting rights for the municipal year 2013/2014. This to be reviewed on an annual basis.

4. BACKGROUND

4.1 Alistair Kingsley became a co-opted member of this Committee as a Parent Governor Representative in May 2010, his term of office was for three years and this will end in May 2013. Alistair is unable to continue for another three years as his role as Parent Governor has changed and he is therefore no longer eligible to be co-opted to the Committee as a Parent Governor Representative. Alistair has been an active and valuable member of the Committee providing effective and challenging scrutiny at all meetings. He is also a member of the Task and Finish Group monitoring the Children's Services Improvement Programme. Alistair has expressed a keen interest in continuing as a co-opted member and Committee Members have also expressed an interest in retaining Alistair as a Member.

6. IMPLICATIONS

6.1 None

7. CONSULTATION

7.1 None

8. NEXT STEPS

8.1 If the Committee agree to appoint Alistair Kingsley as a Co-opted Member of the Committee from May 2013 Alistair can continue to attend all meetings of the Committee and any Task and Finish Groups that the Committee agree that he may be assigned to. Alistair will however have no voting rights.

9. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

9.1 None

10. APPENDICES

10.1 None

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 6
22 APRIL 2013	Public Report

Report of the Executive Director of Children’s Services

Contact Officer(s) – Jonathan Lewis – Assistant Director (Education and Resources)

Contact Details – jonathan.lewis@peterborough.gov.uk / 01733 863912

THE VISION FOR EDUCATION IN PETERBOROUGH

1. PURPOSE

- 1.1 The purpose of this report is to consult the Scrutiny Committee on the proposed Education vision for Peterborough in light of the changes at the national level around the increasing role of school self-improvement and the new roles of local authorities. The report suggests a way forward and the committee as asked to give its view on the proposals.

2. RECOMMENDATIONS

- 2.1 The committee is asked to consider and agree the proposals in reports around the future role of the LA in supporting education in the city.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 Single Delivery Plan - Programme 1 – Creating jobs through growth and improved skills and education.

4. BACKGROUND

- 4.1 In November 2010, the Department for Education published the schools White Paper ‘The Importance of Teaching’, which set out a radical reform programme for the schools system with the inference that schools would be freed from the constraints of central Government direction and teachers placed firmly at the heart of school improvement.

- 4.2 Drawing heavily on evidence from education systems around the world, its implications have been far reaching and have resulted in the many changes in the education system which were enshrined in the Education Act 2011. They key implications are -

- An increase in the number of Academies and Free Schools
- Local Authorities seeing significant funding reductions including grants and in school improvement services
- Floor standards for schools being raised and they will be raised again
- The revised Ofsted framework increasing pressure on schools with satisfactory schools now becoming “requires improvement”
- A requirement for low performing schools to join Academy chains and the encouragement of Academy led federations
- School-led school improvement replacing top-down initiatives.

- 4.3 Alongside these changes has been a changes by government of the expectation of Local Authority roles. The key roles for Peterborough as a Local Authority for education in the future will be to:

1. Support parents and families through promoting a good supply of strong schools – encouraging the development of Academies and Free Schools which reflect the local community and ensuring outstanding maintained schools.
2. Ensure fair access to all schools for every child through providing sufficient school places and a range of different schools to support the community.
3. Use their democratic mandate to stand up for the interests of parents and children.
4. Support vulnerable pupils including Looked After Children, those with Special Educational Needs and those outside mainstream education.
5. Support maintained schools performing below the floor standards to improve quickly or convert to Academy status with a strong sponsor, and support all other schools which wish to collaborate with them to improve educational performance. Likewise work with academy governors to ensure all schools exceed the government floor targets on standards and progress.
6. Support schools to develop their own school improvement strategies and work between schools within the city and traded with those schools outside of the area.

4.4 Peterborough has continued to provide a full education service for its schools and little has changed since the authority was established under local government re-organisation in 1996. The national incentives that previously set the school improvement structure are no longer valid. In addition:

- Peterborough Schools' continue to underperform in the national picture and must improve. Key data provides strong evidence that maintaining the current approach to intervention is not an option
- Peterborough has a fast growing child population – 36.3% growth in 0-4 years in last 10 years
- It is becoming more ethnically diverse and the authority need to cater for everyone's needs
- There are areas of significant poverty and the health indicators for the community are worse than statistical neighbour

4.5 The national and local factors combined provide a compelling rationale for change as Peterborough embraces its new strategic role at a time of financial austerity. The authority has already committed to becoming a strategic commissioning authority and recognises the need for modernising its approach to school improvement in order to accelerate improved outcomes in a new landscape.

5. KEY ISSUES

Designing a New Education Service

5.1 In order to address the situation outlines in section 4, there has been a significant amount of research commissioned externally to help inform the authority around best practice and how to address areas of concern. This research identified the effective characteristics of high performing authorities:

- A passion for all the children and young people in their area to succeed;
- Undertaking forensic analysis and application of data – both hard and soft
- Good knowledge of and relationships with schools with regular visits and meetings where the LA is willing to intervene early and hold honest and sometimes difficult conversations with Heads and Governors
- There are strong collaborative partnerships with the LA playing a significant brokerage role in school improvement e.g. where outstanding schools use their strengths to support others
- Good quality research is used with partners
- The LA employ highly effective staff who are either Ofsted and/or SIP trained and often come from a successful headship themselves to work with schools
- The LA understand school leadership is key and find ways of growing their own

outstanding leaders, attract people to the area and develop and utilise the skills of successful head teachers.

- Strategically revisit and plan for the future, developing new approaches in partnership with schools

5.2 Peterborough Council has been considering the need to do things differently in supporting school improvement at a time when their role in education has changed, and is continuing to change. It is now timely to fast track a clear strategy of change that recognises:

1. The responsibility for much of education lies with individual schools – a strategy is needed to support them whilst they take over a wider remit
2. Strong school to school partnerships are required by the DfE and are shown to be effective by authorities that have successfully implemented them. Existing school led partnerships do however demonstrate that a number of Peterborough schools have considerable strengths that with incentive could support more schools in the area and disseminate best practice.
3. The Local Authority is responsible for strategic leadership which requires them to have robust engagement with school leaders as well as ensuring schools have access to the services they need to help drive up standards.
4. The new model must be economically affordable but highly credible in education expertise – therefore smaller but more strategic

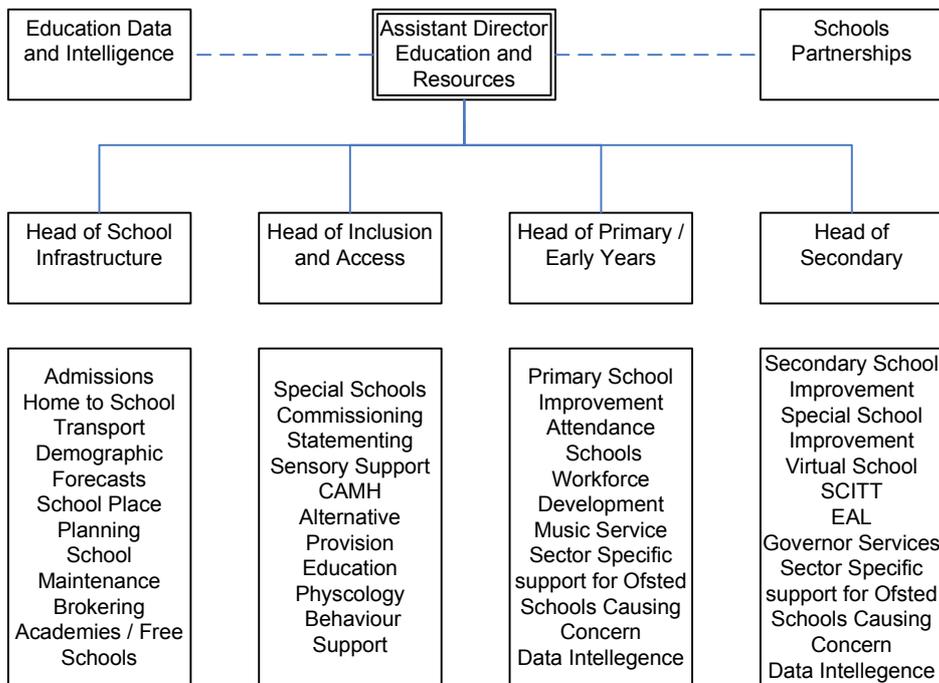
5.3 In order to address these roles and ensuring further improvement in outcomes two areas have been considered going forward–

1. Leadership and Delivery in the Local Authority
2. Ensuring an effective school to school partnership(s)

Leadership and Delivery in the Local Authority

5.4 It is key that there is a robust strategic relationship between Local Authority officers and the leadership of schools through a highly experienced and credible leadership team. It is also required that the new Ofsted inspection of Local Authority services is considered in developing a new function. In designing a new structure, consideration has also been given to the requirements placed upon the local authority around school improvement. The role of the Director of Children's Services is educational outcomes remains unaltered despite many changes in the education landscape. The Education Act 1996 makes clear that regardless of the type of the school a child attends (including academies), the Director is responsible for the outcomes of all children within the authority. Appendix 1 outlines these considerations.

5.5 It is therefore proposed the following structure is developed -



5.6 The new structure focuses the education service into 4 Heads of Service. The key features include –

1. Education Data and Intelligence – Data and intelligence should go beyond just providing just school based, pupil and SEN data and completing statistical returns. It is the backbone to Peterborough’s statutory responsibility of ensuring educational excellence and taking decisive action in poorly performing schools. A new intelligence framework is required to create systems that collect all data, including soft information that can be converted to intelligence which allows for early intervention when needed but also identification of the very best practice for dissemination. Added value areas include levels of exclusions, levels of pupils seeking to move to a different school, first preferences from parents, complaints from parents, staff or residents, governor vacancies, staff turnover and vacancies, and staff sickness. The aim is to create pictures and data mine patterns that allow for early conversations with school improvement staff and school leaders that are challenging and seek early interventions.
2. School Infrastructure – this function is currently managed between two different teams and it is proposed to bring these together with a staff consultation due to start imminently. This is a key pressure area for the authority in meeting its statutory requirements in terms of providing school places.
3. Inclusion and access remains a key pressure of the city in supporting the most vulnerable children in the city. The role is currently vacant and it is proposed to fill this role shortly.
4. Primary / Secondary – It is proposed to create two separate roles to reflect the different evolution and requirements of the sectors. These roles will lead on the new approach to school improvement including effective intervention in schools causing concern but will also manage a range of responsibilities / services that impact upon outcomes. These roles will be key in developing the school to school partnership.
5. School Partnerships are key and need to be recognised in the delivery of outcomes for the city. It is the intention to commission activities through these partnership.

5.7 Further discussion is needed around the role and management of the Pupil Referral Service going forward following the recommendations of the Taylor report on alternative education. The PRS is a key service in the city and more focus is need on supporting behavioural issues in schools and many successful developments are being made in this area.

5.8 In order to meet the new requirements of a commissioning organisation and to develop the

school to school support model, an exercise has been undertaken to review the current services delivered by the Local Authority and to consider them under 3 headings –

- Retained – those services / activities that are either statutory and need to remain within Children’s Services or those services which are considered to be of high importance to the organisation.
- School-to-School Support Partnership / Devolved to Schools – services that over time could be devolved / commissioned to the school to school partnership for the wider benefit of schools
- Potential Areas for External Commissioning / Trading – these are areas which intend to be retained but further work will be undertaken to see whether these could be externalised or be expanded to operate on a trading basis.

5.9 Retained Services

- Commission and quality assurance of the School to School Partnership and the services the LA devolves.
- Data & Intelligence on schools and their performance.
- Develop market for support functions to support schools and the quality assurance of the suppliers
- Coordinating education policy and strategy for City
- Brokering function for school operations e.g. Academy trusts, university technical colleges.
- Asset Management i.e. school buildings
- School Admissions
- School place planning
- Support for improving attendance
- Advice, challenge and monitoring of school improvement
- Schools causing concern – intervening in schools which are below floor standards or an in an Ofsted category and preventing other schools from becoming a cause for concern.
- Statutory requirements around assessment, moderation and reporting to the DfE
- Statutory assessments of special education needs and vulnerable groups such as elective home education, children missing education and LAC outcomes.
- Commissioning specialist places for high needs children
- Educational psychology service
- Exclusions and Pupil Referral Services

5.10 School-to-School Support Partnership / Devolved to Schools

- School Improvement
- HT Partnerships forums and conferences
- Support for development school governors including forums and training
- Information and Guidance
- Behaviour support e.g. BESD outreach services
- Sensory Support – much of this service is currently delivered in schools.
- Support for Children with English as an Additional Language
- Early Years Quality Assurance (EYFS moderation/network)
- Autism support
- Alternative provision
- Speech and Language Services
- CAMH – mental health support

5.11 Potential Areas for External Commissioning / Trading

- Statutory Assessment of SEN
- Educational Psychologists

- Parent Partnership
- Alternative Education Provision

5.12 Further work is required with schools to assess the pace in which these functions can be delivered and developed by schools. An effective school to school partnership is needed to develop this provision and until that is in place, the LA will continue to support these functions.

Ensuring an effective school to school partnership(s)

5.13 There is emerging evidence that effective school-to-school collaboration is central to whole system improvement strategies, it is also a responsibility of local authorities to take the initiative in promoting them.

“The primary responsibility for improvement rests with schools, and the wider system should be designed so that our best schools and leaders can take greater responsibility, leading improvement work across the system.” (White Paper: The Importance of Teaching, DfE 2010)

5.14 One of the key development areas for the DfE is around the development of teaching schools. Teaching schools are part of the government’s drive to give schools more freedom and to enable schools to take increasing responsibility for managing the education system. Funding that previously was passed to the Local Authority and Higher Education providers will now be channelled into teaching schools. The vision for teaching schools is to have established a network of around 500 outstanding teaching school alliances by 2014 that will drive significant improvement in the quality of professional practice, improving the attainment of every child. There is currently no teaching school in the Peterborough area but there are two schools bidding to be part of the 500 nationally from September 2014 and the Local Authority is supporting this development. Teaching schools help to cement the need for school to school partnership. Further details on teaching schools can be found in Appendix 2.

5.15 The identification of schools as leaders of school improvement has profound implications for the future activity and structure of LAs. The rationale for Peterborough now taking a strong lead in supporting and promoting a school to school partnership (StSP) includes:

1. Much school improvement work is the responsibility of schools and they should hold the budgets, make decisions and ‘own’ the vision and strategic approach – they may need help to do this consistently well across all providers
2. Some schools need clear incentives for them to commit to a collaborative arrangement and the local authority, as the leader of education excellence for the City is best placed to facilitate this
3. The local authority wants and needs a strong relationship with schools in order to identify concerns early on and broker improvement before the school has already failed a school to school partnership can provide an effective and efficient mechanism for engagement. (This means being able to have difficult conversations with schools and them responding positively).
4. Research provides evidence that school to school partnerships are valued by schools and local authorities as important in improving educational outcomes, if they are well constituted and run, by drawing on the strengths of successful schools. However, it is too soon for hard evidence of success, and the social context of differing authorities has not be gauged, but schools themselves provide information to support the approach. In some situations eg when a strong school supports a school in challenging circumstances – there is a view that a ‘broker’ outside of the schools involved, is needed

5.16 Peterborough already has a school-to-school partnership working of which the majority of schools are members. The Peterborough Learning Partnership (<http://www.peterboroughlearning.org.uk>) was originally formed in 2002 in response to the Excellence in Cities programme which developed partnerships to work together to raise standards in schools facing a range of serious issues. These issues included FSM, SEN (especially number of statements), fixed term/permanent exclusions, dual registration, mental health services involvement, turnover/mobility, fresh starts for challenging

children, attainment on entry, and percentage of children having pre-school experience. It originally covered 14 schools and although the original scheme has ended, the benefits have been recognised and school numbers have now expanded to over 50. Take up is lower in secondary schools though. Schools operate on a subscription basis and the partnership is delivering a nationally regarded programme of CPD and support for improving schools. There are currently proposals in place for PLP to become a community interest company. Schools understand the principle of school to school partnership and view this a step to keep the 'family' of schools in Peterborough together. The Local Authority completely supports these moves and is keen to support PLP to develop and become the school to school partnership for Peterborough. However, the partnership needs to grow, evolve and mature whilst it takes on a wider remit and responsibility and the LA's role is support this development.

- 5.17 In order to develop the school partnership, the Local Authority is proposing two actions –
1. Investment into creating capacity within PLP to enable services to be developed to take on the additional roles from the Local Authority and to engage the remaining schools to join the partnership.
 2. Deliver a pilot to encourage school to school working for wider impact on outcomes around school improvement.
- 5.18 Schools need to own their approach to school improvement. However, there are some interesting models from across the country to support the development of schools helping schools to improve. A suggestion has been made to school on a potential method to develop school to school support. Appendix 3 outlines the proposal made to schools which is currently being considered and discussed.
- 5.19 The approach develops the principle that schools work in clusters to target underachievement and develop as a group. The clusters are overseen with a central board for reviewing outcomes, data and the priorities for improvement. It will be led by schools for the benefit of schools with the local authority being an equal partner around the table. It is intended that the local authority would provide funding for agreed improved in outcomes along with resources from schools and the success of interventions would be reviewed by the board and shared if successful. Given the responsibility that rests with Local Authorities for outcomes of all schools, academies and free schools would be part of the process. Support would be brokered by the board and the clusters through other schools, PLP, academy trusts, teaching schools the private sector, other authorities and from the resources within the local authority. The key benefit is that expertise in schools is shared, schools receive funding to support other schools and there are excellent development opportunities for staff to work in other schools. The ultimate aim is for the school partnership to own a model to drive improvement and this needs to be an objective of any new ways of working.
- 5.20 The proposals are currently being discussed and further updates will be made to the task and finish group on how schools wish to proceed.

Timescales

- 5.21 The key dates for delivering the changes are as follows –
- April – School Task / Finish groups established to discuss proposals
June – Staffing consultation / detailed restructure proposals
September – new arrangements in place.

Other Developments

- 5.22 In addition to the reforms of the education function and the role in school improvement, a number of other programmes are running to develop our approach to education in the city -
- Behaviour outreach services (Behaviour strategy) to ensure schools have the strategy

- and support to keep children in mainstream settings.
- A pilot programme for Home to School Support workers to bridge gap on social care issues and provide much needed capacity into groups of schools. The roles would be matched funded by schools and be supported by social care.
- Support for EAL (EAL Strategy)
- Planning for in-year growth / longer term forecasting of pupil demographics / socio-economic profile (School Organisation Plan)
- Development of services for SEN (SEN Strategy)

5.23 These proposals will be shared with the committee at future meetings.

6. IMPLICATIONS

6.1 The need for change outlined above will impact significantly across the city. There is currently dialogue ongoing with schools over the change and staff will be fully consulted on the potential structural change that results from these proposals in June.

7. CONSULTATION

7.1 A full consultation will take place in the new year once the strategy has been fully developed. Key stakeholders will be involved in the development of the strategy during the autumn.

8. NEXT STEPS

8.1 Following feedback from the committee and schools, a final response document will be produced to outline the detailed changes proposed.

9. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

9.1 None

10. APPENDICES

10.1 Appendix 1 – Key Statutory Roles of Local Authorities in School Improvement
 Appendix 2 – Teaching Schools
 Appendix 3 – School Improvement Boards

Appendix 1 – Key Statutory Roles of Local Authorities in School Improvement

The Local Authority's key responsibilities are to achieve educational excellence, fair access to services and services for vulnerable children and young people as described by the DfE¹.

- Working with headteachers, school governors and academy sponsors/principals to promote educational excellence for all children and young people and tackle underperformance
- Taking rapid action in relation to poorly performing schools, using intervention powers in maintained schools and considering alternative structural/operational solutions when needed;
- Ensuring robust school improvement strategies which can be delivered through an open market
- Promoting school to school collaboration to support local leadership in tackling cross cutting problems
- Support for maintained schools in delivering the national curriculum, early years foundation stage (EYFS), and leadership and management.
- Maintenance of the Schools Forum, finance scheme for maintained schools and financial information
- Undertake specific responsibilities in relation to staffing and governance of maintained schools (includes training and information for governors).
- A diverse supply of strong schools
- Acting as effective and caring corporate parents for looked after children,

In addition Peterborough will want to be mindful of their duty/power to:

- Ensure religious education is delivered in accordance with regulations including the support of SACRE
- Undertake responsibilities of KS1 and KS2 assessments
- Have regard to statutory guidance on sex education issued by the secretary of state
- Help facilitate any Ofsted investigation of a parental complaint about a maintained school
- Issue a performance, standards and safety notice to a governing body of a school causing concern
- Require a school eligible for intervention for the purpose of school improvement to enter an 'arrangement' eg federation
- Prepare a statement of action following a section 5 Ofsted inspection if a school is placed in category
- Appoint additional governors or an Interim Executive Board or suspend delegation in order to achieve school improvement if needed

¹ *Statutory Guidance on the Roles and Responsibilities of the Director of Children's Services and the Lead Member for Children's Services – Department for Education 2012.*

Appendix 2 – Teaching Schools

The White Paper The intention of Government is to see 500 teaching school alliances taking responsibility for many of the functions that have formerly rested with local authorities and with higher education institutions. This intention is reflected in the switching of funding and in the encouragement of outstanding schools to become leaders in teaching school alliances.

Teaching schools are part of the government's drive to give schools more freedom and to enable schools to take increasing responsibility for managing the education system.

The vision for teaching schools is to have established a network of around 500 outstanding teaching school alliances by 2014 that will drive significant improvement in the quality of professional practice, improving the attainment of every child.

Teaching schools will play a fundamental role in developing a self-sustaining system where:

1. trainee teachers learn from the best teachers, supported by a culture of coaching and mentoring
2. professional development is school-based and classroom focused – teachers, support staff and leaders improve through exposure to excellent practice within and beyond their immediate school, through observation, mentoring, coaching, practice, reflection and sharing with peers
3. talent development and distributed leadership are the norm – staff demonstrating potential are encouraged to lead and are given structured and stretching opportunities to grow and develop
4. leaders have local knowledge and can identify where key resources and expertise lie

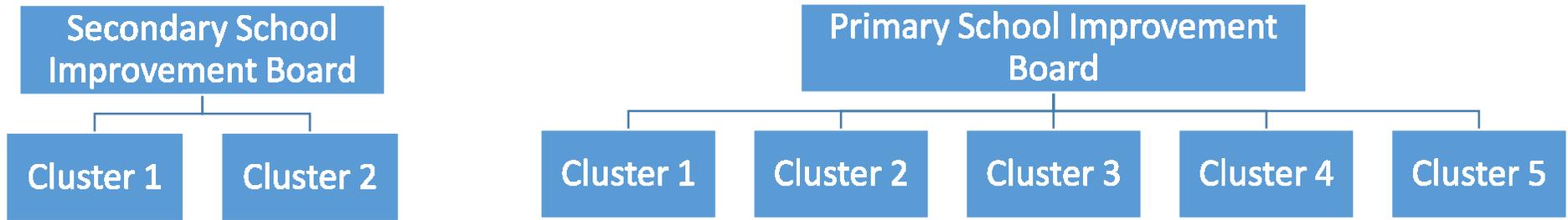
As well as offering training and support, teaching schools will identify and co-ordinate expertise in partner schools, using the best leaders and teachers to:

- play a greater role in recruiting and training new entrants to the profession (initial teacher training)
- lead peer-to-peer professional and leadership development (continuing professional development)
- identify and develop leadership potential (succession planning and talent management)
- provide support for other schools
- designate and broker specialist leaders of education (SLEs)
- engage in research and development activity

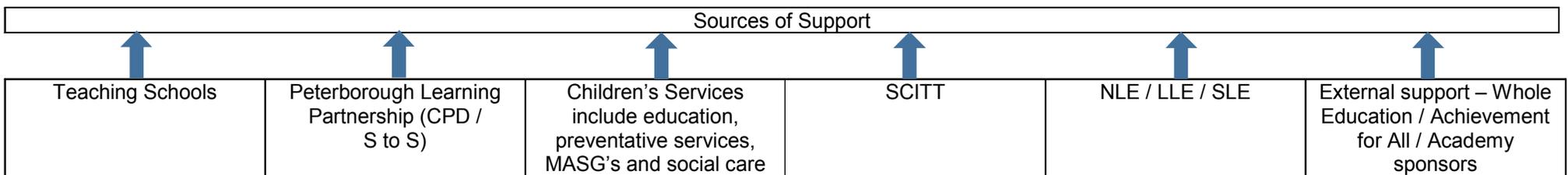
Collaboration is at the heart of the teaching school model. All teaching schools will be expected to work with a number of schools and other strategic partners to form a teaching school alliance. Working together, the alliance will deliver support for other schools in their wider network to:

- play a greater role in recruiting and training new entrants to the profession (initial teacher training)
- lead peer-to-peer professional and leadership development (continuing professional development)
- identify and develop leadership potential (succession planning and talent management)
- provide support for other schools
- designate and broker SLEs
- engage in research and development activity

Appendix 3 – Developing School to School Support – potential option – School Improvement Boards



<p><u>LA Role / Function</u></p> <ul style="list-style-type: none"> • Provide funding to support strategy • Issues, monitors and evaluates formal agreement with clusters • Works with clusters to create a system to identify schools at risk of underperforming and those offering good practice • Retrieves, interprets and provides appropriate information for cluster • Provides operational framework for cluster • Provides liaison with cluster and DfE, Elected members and other bodies • Co-ordinates communication between schools, clusters and SI board • Facilitates the sharing of good practice • Evaluates the effectiveness of the strategy in supporting improving standards and value for money • Ensures compliance with statutory requirements. • Brokering external support 	<p><u>School Improvement Board Function</u></p> <ul style="list-style-type: none"> • Delivers requirements in formal agreement with LA • Oversees constitution and effectiveness of cluster • Ensure appropriate schools in receipt of support • Supports the LA in relation to school improvement issues • Disseminates a profile of success and good practice across the city. 	<p><u>Cluster Function</u></p> <ul style="list-style-type: none"> • Supports the self improvement of the whole cluster so that all children achieve their best • Work together to pool cluster resources and share expertise in order to improve the practice of all schools within the cluster • Works collaboratively to prevent schools in our cluster falling below floor standards or being graded as inadequate by Ofsted • Focus primarily on improving standards of teaching and learning and leadership and management.
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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 7
22 APRIL 2013	Public Report

Report of the Executive Director of Children’s Services

Contact Officer(s) – Jonathan Lewis – Assistant Director (Education and Resources)

Contact Details – jonathan.lewis@peterborough.gov.uk / 01733 863912

DRAFT SCHOOL ORGANISATION PLAN – DELIVERING LOCAL PLACES FOR LOCAL CHILDREN

1. PURPOSE

- 1.1 The purpose of this report is to outline to the scrutiny committee the proposal around meeting the statutory requirement for school places in Peterborough. The report draws together the latest demographic data, the capital programme and identifies the need for further school places.

2. RECOMMENDATIONS

- 2.1 The committee is asked to consider the draft plan and ask for any further information or clarification.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 Single Delivery Plan - Programme 1 – Creating jobs through growth and improved skills and education.

4. BACKGROUND

- 4.1 The School Organisation Plan used to be a statutory requirement for Local Authorities to produce to outline how they meet their statutory requirement to provide school places. Given the high profile nature of meeting this requirement in Peterborough, this document has been revived to support the planning and transparency of school places in Peterborough.

5. KEY ISSUES

- 5.1 See appendix 1.

6. IMPLICATIONS

- 6.1 The School Organisation Plan will outline the application of the capital programme for schools to meet growth. Individual decisions on schemes will be covered through the cabinet member decision notice.

7. CONSULTATION

- 7.1 The document is a fluid document which is updated when new information is forthcoming. Alongside the committee, schools will also be consulted on the proposals before being finalised. However, the document will be updated annually to reflect how the pressures are being met.

8. NEXT STEPS

8.1 Following feedback from the committee and schools, a final response document will be produced to outline the detailed changes proposed.

9. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

9.1 None

10. APPENDICES

10.1 Appendix 1 – School Organisation Plan 2013-2018

School Organisation Plan 2013 -18

“Delivering Local Places for Local Children”

Consultation Document – April 2013
Revision Date – April 2014

SECTION A – BACKGROUND

1. Legislation

The School Standards and Frameworks Act of 1998 required each Local Authority to prepare a School Organisation Plan, showing how it intended to match the supply and demand for school places over a five year period. Each plan covering a five year period had to be approved by the School Organisation Committee.

The Education and Inspections Act (2006) removed the requirement for Local Authorities to produce a School Organisation Plan and work with a School Organisation Committee.

The local authority has a statutory duty to provide school places under the 1944 Education Act and subsequent legislation.

2. Why the plan needs to be re-introduced

School place planning has continued throughout the intervening period, but has not been formally documented. Officers of the council have continued to meet the statutory requirements of providing school places and working closely with members to inform them of these pressures.

The changes in demand for school places have been phenomenal during the intervening period. Key drivers include –

- a significant rise in population as a result of inward migration
- some of the highest birthrates nationally
- a buoyant local economy that has retained employment in the city
- more parents exercising choice around the school they send their children to as the quality of schools in the city improve.

As a result of these pressures, the Cabinet Member for Education, Skills and University has asked for the plan to be updated. This will enable officers to detail the various schemes currently underway and those in the planning stage as well as detailing the trends and the plan of action to meet the demands over the coming years (including the council's growth agenda).

The plan will also detail policies in relation to school place planning. The first new plan will review these policies and propose changes to meet current legislation and needs. The procedure for approval will be by Cabinet Member Decision Notice.

Legislation has also changed over the years, affecting school place planning. The Education and Inspections Act (2006) changed the role of the local authority from a provider of schools to a commissioner of schools. The mechanism for this (under this act) was to hold a 'competition' for every new school proposed by the local authority (Peterborough held two competitions), but this meant changes to policies and procedures that were in place under the old plan. The Education Act 2011 further changed this responsibility so that any new school to be established will be an academy or a free school; local authorities are now required to find a suitable academy provider. The legislative background is summarised in Annex 3.

3. Scope of the Plan

1. The current position as at March 2013
2. Processes of school place planning

3. Planning area profiles
4. City growth issues and other external issues
5. Funding
6. Admissions
7. Summary of actions and conclusion

The main plan is followed by a series of annexes:

- Annex 1 Demographic data
- Annex 2 Types of schools
- Annex 3 Legislation
- Annex 4 Summary of works already undertaken
- Annex 5 Pupil yields from housing developments
- Annex 6 Indicative costs of school places

SECTION B – THE PLAN

1. Current Position

Peterborough City Council has a commitment to growth and house building is continuing in spite of the current economic situation. Pupil numbers from the existing housing stock are also rising as a result of the factors outlined above (see Section A, part 2).

Year	2007	2009	2011
Total population	163,295	172,700	183,600

The following table details the number and types of schools within each phase (see Annex 2 for an explanation of the different types of schools)

Type	Community	Voluntary Controlled	Voluntary Aided	Foundation	Academy	Free School	Total
Nursery	1						1
Infant	3						3
Junior	1		1				2
Primary	37	6	7	1	1		52
All through schools	1				1		2
Secondary	1		1	1	6		9
Special	3					1	4
PRU	3						3
Totals	50	6	9	2	8	1	76

The availability of places is as follows:

Type	Published Admission Numbers	Total capacity
Nursery		
Infant	240	680
Junior	150	600
Primary	2675	17303
Secondary (11-16)	2377	11,885
Post-16		2,735
Special		440
PRU		80
Totals		33,723

The capacity of each school is calculated using the government's net capacity methodology. This calculates the total number of pupils a school can physically accommodate and the indicated admission number (IAN) that derives from it. It is based on the number and type of teaching spaces, with different formulae for primary and secondary schools. It does not apply to special schools. The net capacity is no longer used for admission appeals but helps to determine the

published admission number (PAN) in discussion with schools and still forms the basis of the SCAP (capacity) return to the Department for Education.

There are two independent schools in the Peterborough City Council area, The Peterborough School offering 365 places from age 4 to 18 and The Iqra Academy offering 205 places to girls aged 11 to 16 but with only about 60 pupils on roll.

About 1150 pupils from outside the City Council area attend Peterborough schools – about 4% of the total school population. (This includes those living in Yaxley for whom Stanground College is their catchment school). Lincolnshire reports 337 Peterborough pupils being taught in Lincolnshire, 47 of primary and 290 of secondary age, Cambridgeshire had 290 in 2011-12.

The Peterborough school population has increased over the past few years as follows:

	January 2006	January 2009	January 2010	January 2011	January 2012	Change since 2006
Primary	15,067	15,389	15,578	15,900	16,692	+ 10.78%
Secondary	13190	13,230	13,402	13,499	13,943	+ 5.7%
Total	28,257	28,619	28,980	29,399	30,635	+ 8.41%

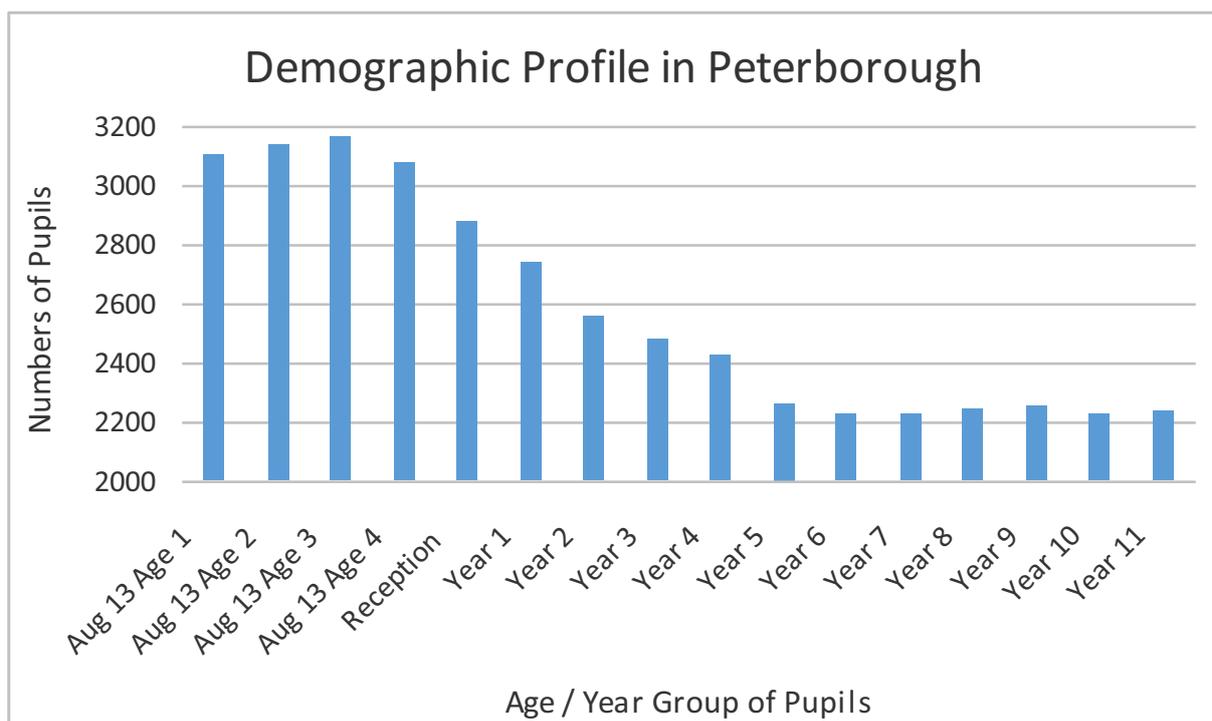
The overall percentage increase between January 2006 and January 2012 was 8.4% but for primary schools it was 10.78% and for Reception pupils it is **29.28%** - details are in Annex 1. There is no evidence in previous data of cohorts reducing as they progress through the year groups. The birth rate is known to be rising so the overall school population will be rising each year for the foreseeable future.

Analysis of the increase in primary pupil numbers shows that the majority of the increase comes from the rising number of Reception pupils rather than increases to cohorts that are already in school. The overall increase to existing cohorts between October 2011 and October 2012 was 368 – 2.59% – with the greatest growth (5.47) between Reception and Year 1 which can partly be accounted for by pupils not starting school until they are of compulsory age. In contrast, 662 more Reception pupils started school in 2012-13 than Year 6 pupils left at the end of 2011-12. However, the cumulative effect of year on year cohort increases, based on that between 2011 and 2012, would mean an additional 16 pupils in Year 6 for every 100 starting in reception.

An additional 407 Reception Year places have been created over the past four years. These are permanent places and the schools will expand year by year until the increased PAN applies across all year groups. Temporary places (bulge years) have also been created where the increase is limited to a specific cohort. Details of permanent and temporary increases are in Annex 2.

The secondary school population growth has been fairly static recently. The total Year 7 – Year 11 group was effectively the same in January 2006 and January 2012 (11,122 and 11,120 respectively), however, the number of Year 12 pupils increased by 19% and Year 13 by 17% over this period. Numbers of Year 7 pupils are forecast to rise from 2273 in 2013 to 3159 in 2018. Pressures are starting to develop and will increase.

The graph over shows increased cohorts from the current Year 4 onwards, peaking with current three year olds who will start school in 2014 and then a slight decline. However, these figures are based on August 2012 data and the most recently born may not have been registered by this date.



The increase in the participation age will oblige young people to be in education, employment or training up to the age of 18. The current post-16 capacity in secondary schools is about 3,000. The latest available data (January 2012) shows 2443 post-16 students, with about 7% coming from outside the Peterborough area. Schools currently offer predominantly A-level (NVQ level 3) courses, usually requiring students to have achieved at least 5 GCSEs at A* - C. There are many young people for whom an academic sixth form in school is not appropriate. It is likely that the increased provision for the raised participation age will be in the form of college placements and apprenticeships and that the current school provision will be sufficient for the next ten years.

While the majority of pupils with special educational needs, including those with statements, can be provided for in mainstream schools, some children and young people need the additional facilities offered by special schools. In 2008 there were 364 pupils attending Peterborough special schools, in October 2012 that number had risen to nearly 500. This is mainly as result of early diagnosis and higher premature birth survival rates. As the overall pupil population increases the number of special school places required will also rise. There has been an increase in the number of children diagnosed with autistic spectrum disorders requiring special education, which is likely to continue. The capacity of existing special schools has been increased by extension works at Heltwate and provision of mobile classrooms at The Phoenix and Marshfields. A new free special school (supporting needs on the autistic spectrum), The City of Peterborough Academy Special School, opened in September 2012.

Pre-school places have increased over the years with new legislation and funding for those reaching the age of three increasing those taking part in pre-school education. There are 4,468 places available at pre-school settings across the city, with a further 479 places with childminders. The increased entitlement for two year olds from deprived backgrounds will place further pressures upon meeting this statutory requirement. The City Council is the commissioner / facilitator of these places and retains a role in ensuring sufficiency is met but is not a direct provider.

The ethnic make up of the school population has also changed over the years, following the increase in pupils from the 2004 and 2007 accession countries. The position in January 2012 was:

Ethnic category	Primary			Secondary		
	2007 %	2012 %	Change in % points	2007 %	2012 %	Change
White - British	65.7	57	-8.7	71	64.8	-6.2
White European	4.89	10.3	+5.41	3.21	7.1	+3.89
White - Italian	0.75	0.4	-0.35	0.84	0.6	-0.24
White - Portuguese	1.4	1.5	+0.1	0.66	0.9	+0.24
White - Irish	0.18	0.2	+0.02	0.25	0.3	+0.05
White - Irish Traveller	0.1	0.1	0	0.01	0	-0.01
Gypsy/ Roma	0.9	0.7	-0.2	0.27	0.4	+0.13
White Other	1.18	1	-0.18	2.89	1.8	-1.09
Mixed - White and Black Caribbean	1.72	1.8	+0.08	1.38	1.6	+0.22
Mixed - White and Black African	0.49	0.7	+0.21	1.38	0.6	-0.78
Mixed - White and Asian	1.16	1.3	+0.14	0.73	1.1	+0.37
Mixed - Any Other Mixed Background	1.17	1.4	+0.23	0.97	1.1	+0.13
Black/Black British - Caribbean	0.53	0.4	-0.13	0.62	0.5	-0.12
Black/Black British - African	1.51	0.7	-0.81	0.75	0.6	-0.15
Black/Black British - Any Other Black Background	0.36	0.4	+0.04	0.35	0.4	+0.05
Asian/Asian British - Indian	2.29	2.6	+0.31	2.21	2.2	-0.01
Asian/Asian British - Pakistani	13.1	14.3	+1.2	8.84	10.9	+2.06
Asian/Asian British - Bangladeshi	0.19	0.2	+0.01	0.08	0.1	+0.02
African Asian	0.33	0.2	-0.13	0.49	0.4	-0.09
Asian Other	1.07	1.7	+0.63	2.81	1.7	-1.11
Chinese	0.28	0.3	+0.02	0.5	0.5	0
Any Other Ethnic Group	0.61	0.8	+0.19	0.72	0.8	+0.08
Information Not Obtained	0.06	0.2	+0.14	1.01	0.6	-0.41
Parent/Pupil Preferred Not To Say	0.422	0.3	-0.122	0.46	0.3	-0.16
Minority ethnic total	34.3	42.5	+8.2	29	34.2	+5.2

The 2011 census showed an increase in total Peterborough population from 156,072 to 183,631 but the number of residents defining themselves as white British decreased by about 3500. The proportion of residents from a minority ethnic background increased from 13% to 29.1%. In 2001 the largest single minority ethnic group was Pakistani heritage at 4.5% of the population. By 2011 this had risen to 6.6% but the largest minority group was 'other whites' at 10.6% - up from 2.7% in 2001. While this term includes many different groups, the main reason for the increase was the impact of arrivals from the states that joined the European Union in 2004 and whose nationals were eligible to work in the UK from 2007.

Further immigration is anticipated from Romania and Bulgaria whose nationals will be eligible to work in the UK from 1 January 2014. With the previous accession countries the UK permitted access to work ahead of some other EU countries, this is not the case for Romania and Bulgaria. There is no reliable method to forecast how many of the population of these two countries (combined total 26 million) will choose to move out of their home countries, how many of those who do will come to the UK and how many will then come to Peterborough. Given the rapid increase in mobility over the past few years, it is likely that this will continue and the population will continue to rise.

Croatia will join the EU in 2013 and negotiations are in place with Iceland, Macedonia, Montenegro, Serbia and Turkey. It will be several years before nationals of any of these countries will have the right to work in the UK but there is likely to be an eventual impact.

As well as an increasingly ethnically diverse population, Peterborough also has a young population. The overall population increased by 16.6% between 2001 and 2011 but the 0-4 age group increased by 36.3%.

2. Processes of School Place Planning

The basis of school place planning is to achieve a balance between the number of places available and the pupils for whom they are required. A local authority should ensure sufficient places and viable schools through:

- Having the right number of schools and school places in the area and adding or reducing schools/places as appropriate (local places for local children)
- Where there are surplus places, reducing their number and optimising the per pupil funding for the remaining schools
- Consider closing/amalgamating schools so as to create schools that are educationally and financially viable in the long term
- Improving the appropriateness/accessibility of school sites
- Using opportunities to expand successful schools and close/amalgamate/federate underperforming schools with successful schools
- Merging infant and junior schools where appropriate opportunities arise – either because a headteacher leaves or there are concerns about standards. The process is for one school to close and the age range of the other to be increased to become a primary school.

Increasing or removing capacity can be achieved in a number of ways, including:

- building new schools
- extending existing schools
- removing places by the removal of temporary buildings or the reallocation of space (e.g. allowing children's centres to be co-located within a school)
- amalgamating or closing schools
- encouraging free schools to establish in the area
- the use of short term temporary accommodation – mobiles

Peterborough's policy has been to avoid long term use of mobiles wherever possible. They will be used as a short term solution either as a bulge year or while a more permanent extension is built. The City Council aspires to achieve high quality learning environments for all pupils. There are a number of issues associated with using mobiles other than for short term deployment:

- planning considerations – mobiles have planning permission for three years only and there have been difficulties with renewal
- mobiles require level sites and many city centre schools do not have sites with sufficient space to house mobiles – classrooms have been built in courtyards and other gaps to ensure valuable play and circulation space is not lost
- lifespan – a mobile has an assumed practical lifespan of 10 years; traditional construction is assumed to be 75 years; replacement costs over this period make traditional building much more effective
- mobiles are not usually suitable for the specialist curriculum areas, e.g. ICT, science and food technology because of security and cost issues
- adding single classrooms tends to be a simple process; adding an extra form of entry for a primary school takes seven classrooms plus other infrastructure, including toilets for staff and children, hall and kitchen enlargement and outdoor facilities such as increasing parking and playground space; these changes cannot be delivered by mobiles
- there can be significant expense in ensuring DDA compliance and supporting children with mobility issues

Many of these take time to achieve, because of:

- the need to find a suitable provider,
- the need to consult all stakeholders, including the pupils concerned
- securing the necessary approvals
- obtaining the necessary capital funding
- design and construction time

There has to be sufficient time built into the forward planning process. Typically a new build can take two years to complete from start to finish and an extension around 12 -15 months

School place planning should be more than just a property based scheme. There is a drive to increase diversity and choice through:

- ensuring schools have appropriate age ranges
- reflecting parental preferences
- opening academies
- accommodating free schools in the area
- developing collaborative federations
- an appropriate balance of faith and non-faith schools
- ensuring balanced and fair admission arrangements to all schools
- promoting inclusion
- improving the current level of extended school provision

Equally, education outcomes should be considered. Opportunities should be taken to deal with failing schools and budget pressures by developing schemes that link failing schools or those causing concern with well-performing schools. Federating schools under one governing body and leadership team can reduce costs and lead to improved standards.

There has to be an element of change management for stakeholders as change can lead to stress for those that do not relish changes to the status quo. This also requires some additional time factored in to the planning process.

Pupil number predictions are based on school census returns for existing pupils and NHS data for children aged 0-4. Growth trends are calculated from historic data.

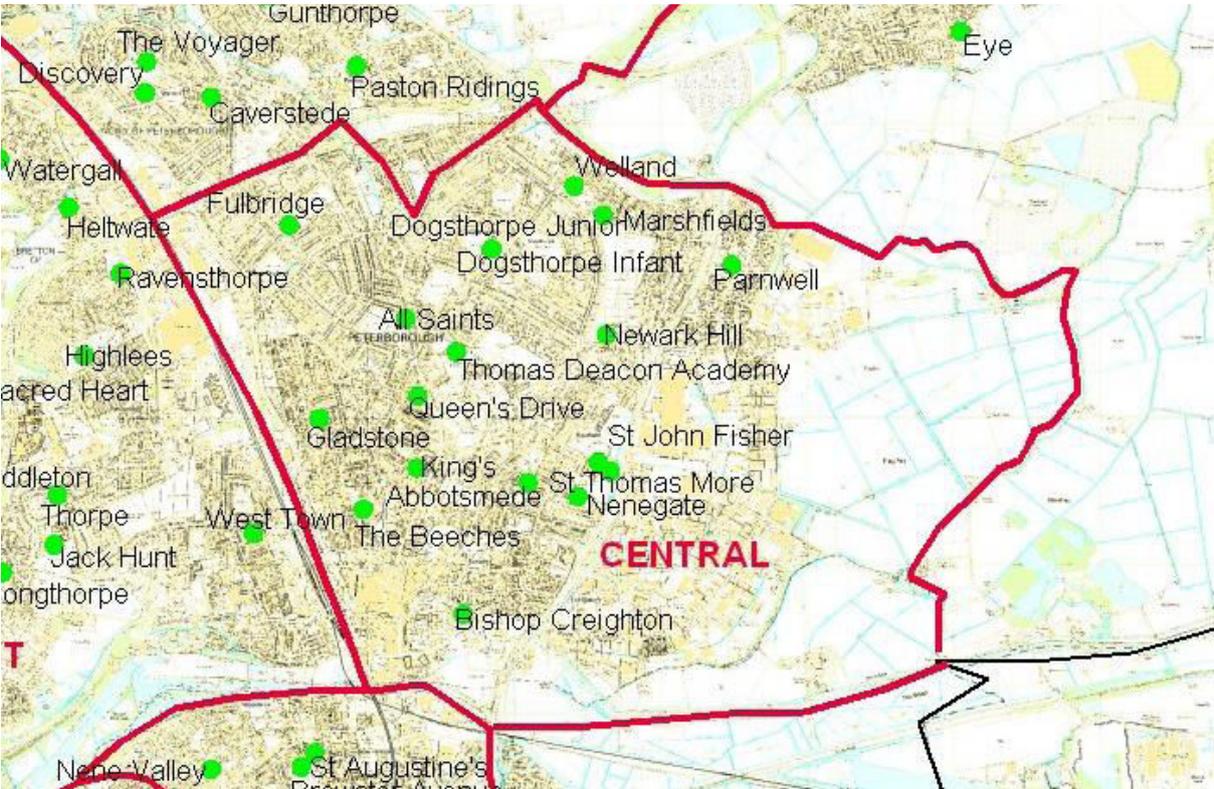
3. Planning Area Profiles

The planning areas used in the summaries below are groups of school catchments, as used for the SCAP (capacity) return to the Department for Education. They are based on geographical proximity with areas divided by physical barriers such as the river, the railway and major roads.

These areas are –

1. Central
2. North West
3. Ortons
4. Stanground
5. Fletton/Woodston
6. Hampton
7. Rural areas

Central



Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2012/13	997	793	810	698	696	653	643	605
2013/14	1012	795	798	847	721	704	665	651
2014/15	1025	795	795	799	878	721	706	683
2015/16	1021	795	795	796	811	876	722	706
2016/17	1079	795	795	795	810	811	875	722

This is the area of the city with the highest birth rate and the most mobile population. It covers the Central, East, Park, Dogsthorpe and North wards which between them saw a population increase of 9968 between the 2001 and 2011 census, an average of 25.4%. It has the highest level of inward migration and the greatest pressure for school places. All schools are on tight urban sites and none would be easy to extend.

Primary Schools

At the October 2012 census date there were eight available places in reception classes in this area but other classes were over capacity by a total of six, leaving a net surplus of two. Pupil numbers are constantly changing, effectively all the schools are full in all year groups, apart from Abbotsmede and Parnwell which have some capacity in Years 5 and 6.

A scheme to provide additional places in the centre of the city is being undertaken, involving three schools. A new two form entry primary school is replacing the current All Saints Junior School, the first reception pupils started in September 2012. Queens Drive Infants is to become a full

three form entry infant school by a remodelling providing two additional classrooms (PAN increased by 20 places)

A new block is under construction at Thomas Deacon Academy to facilitate an extension of age range at Thomas Deacon Academy to take three forms of entry for key stage 2. This will be the key stage 2 destination for most of the Queen's Drive pupils as All Saints will no longer be available to them. This scheme provides an additional 600 places.

The current numbers on roll and capacity situation in 2014 are as below.

School	NOR	Capacity (2014)	Reception PAN (2014)	2014 in catchment 4 year olds	2014 surplus / shortfall
Abbotsmede	341	420	60	131	-71
All Saints	307	420	60	N/A	60
Bishop Creighton	202	210	30	59	-29
Dogsthorpe Infant	264	270	90	89	1
Dogsthorpe Junior	348	360		N/A	
Fulbridge	631	630	90	219	-129
Gladstone	448	420	60	93	-33
Newark Hill	471	420	60	46	14
Parnwell	271	315	45	73	-28
Queen's Drive	232	270	90	133	-43
St Thomas More	410	420	60	N/A	60
The Beeches	603	630	90	100	-10
Thomas Deacon Academy (Key Stage 2)	N/A	360		N/A	
Welland	280	420	60	82	-22
Total	4808	5565	795	1025	-230

Working on the basis of a 95% take up rate of places by in catchment four year olds, there will be a need for an additional 179 places for children already resident in the area – equivalent to six new reception classes. Some of these children can be accommodated in schools to the north of the area.

Secondary Schools

The secondary schools in this area are The Thomas Deacon Academy, The King's School and St John Fisher, with the new City of Peterborough Academy Free School opening in September 2013. The combined Year 7 PAN of these schools will be 693. These schools do not use catchment areas, although pupils to the west of Lincoln Road in the Gladstone primary catchment are in Jack Hunt secondary catchment and those living in the Beeches primary catchment are in Voyager. The King's School takes most of its pupils from outside the central area and St John Fisher takes a significant proportion. Pupils starting Year 7 in 2014 are in Year 5 in 2012/13. The combined total Year 5 pupils with a PE1 postcode is about 700.

Condition of Existing Buildings

The Thomas Deacon Academy is newly built, The City of Peterborough Academy will open in refurbished buildings. The King's School and St John Fisher School both benefited from major modernisation work under targeted capital funding. Welland and All Saints are new builds and The Beeches has been extended and modernised. Most of the primary school buildings in this

area are pre-1950s and there is approximately £2,000,000 of large maintenance projects – rewiring, boiler replacement and roofing works – outstanding.

Growth

Under the local site allocations plan 290 dwellings are proposed for the former John Mansfield sites, 166 for the Millfield district centre and a further 353 for elsewhere in the PE1 area. The type of housing is not yet known but, based on average occupations, a primary pupil yield of 200 and secondary of 180 could be expected. If this proposed development is carried out, the shortfall will be even greater, although it is likely that it will take a long period to complete.

Cohort increases from inward migration and housing expansion make it probable that there will be shortfall in higher year groups in this area. Additional capacity is likely to be required for Year 1 from 2014.

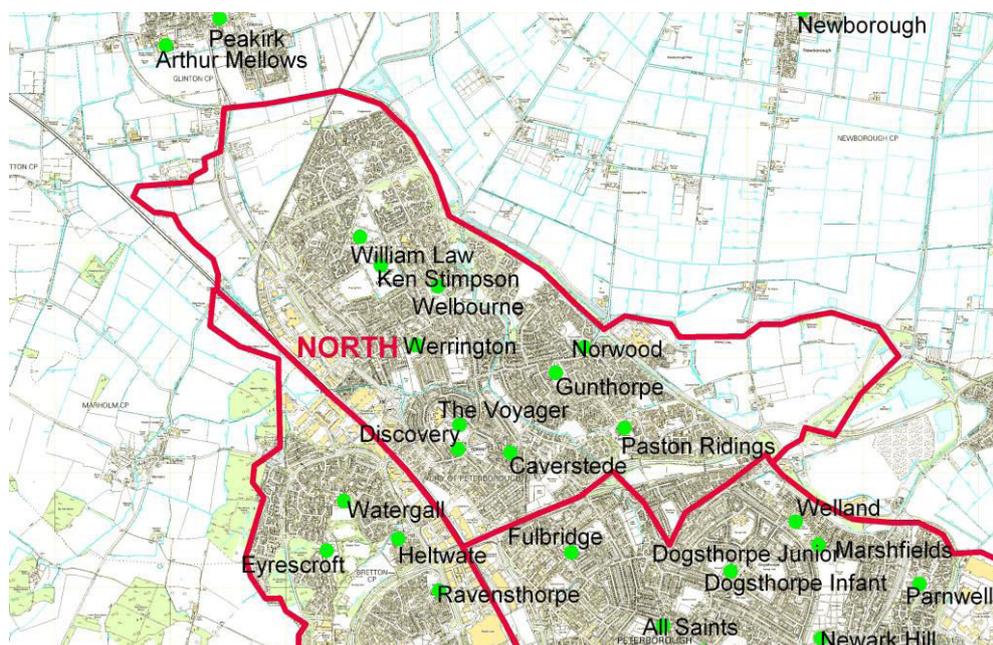
Future Action

Based on the primary shortfall above, the equivalent of at least six additional forms of entry will be required.

- Gladstone recently underwent major refurbishment. It has taken a bulge year but there is insufficient for a permanent increase to its PAN. The possibility of a remote extension on Gladstone Park, which could provide two additional forms of entry, is being investigated .
- A former special school, St George's, is currently being used as a pupil referral unit. This is suitable for conversion to a one form entry primary school, with outside space coming from purchase of adjacent land.
- Fulbridge is one of the largest schools in the city. It has recently become an academy but demand for places is so high it may also wish to pursue an additional form of entry. Provision has already been made for school sports to take place on the PSL/British Rail sports field (within easy walk of the school).
- There is potential for Bishop Creighton Academy to expand to two forms of entry.

If all the above can be achieved, one new primary school with two or three forms of entry will be required. Apart from funding, the biggest challenge is finding a suitable site. This needs to be included in the local development framework and city centre area action plan. Alternatively, the extra capacity might be achieved by extending Dogsthorpe Infant and Junior Schools to make a four form entry primary school and other extension work where possible.

North



Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2012/13	386	407	432	383	375	373	328	313
2013/14	418	397	424	449	385	379	380	335
2014/15	429	408	413	440	452	389	386	387
2015/16	426	405	424	430	443	456	397	394
2016/17	382	363	421	441	432	448	465	404

This area has a more settled population than the central area and there is still capacity at primary school level. Overall the population increased by only 99 between the 2001 and 2011 census, although the population to the south rose and to the north declined. There are higher pupil numbers to the south but the schools to the north are popular and many families choose to send their children to them.

Primary Schools

The area has benefited from two extension schemes which increased both Discovery and Paston Ridings to three form entry schools. The Paston Ridings scheme is complete but the second phase of Discovery, to increase capacity in key stage 2, will be undertaken in 2013-14.

The current numbers on roll and capacity situation in 2014 are as below.

School	NOR	Capacity (2014)	Reception PAN (2014)	2014 in catchment 4 year olds	2014 surplus / shortfall
Discovery	464	630	90	94	-4
Gunthorpe	324	420	60	81	-21
Norwood	200	210	30	20	10
Paston Ridings	446	630	90	119	-29

Welbourne	170	210	30	46	-16
Werrington	415	420	60	16	44
William Law	592	630	90	53	37
Total	2611	3150	450	429	21

Working on the basis of a 95% take up rate of places by in catchment four year olds, there could be more than 40 surplus places which could be used for out of catchment pupils.

Secondary Schools

The secondary schools in this area are The Voyager Academy and Ken Stimpson Community School. There is currently capacity at both of them.

Condition of Existing Buildings

The Voyager was newly built and Ken Stimpson modernised as part of the secondary school review. Both are now run under PFI contracts. There is approximately £2,000,000 of large maintenance projects – rewiring, boiler replacement and roofing works – outstanding in the primary sector.

Growth

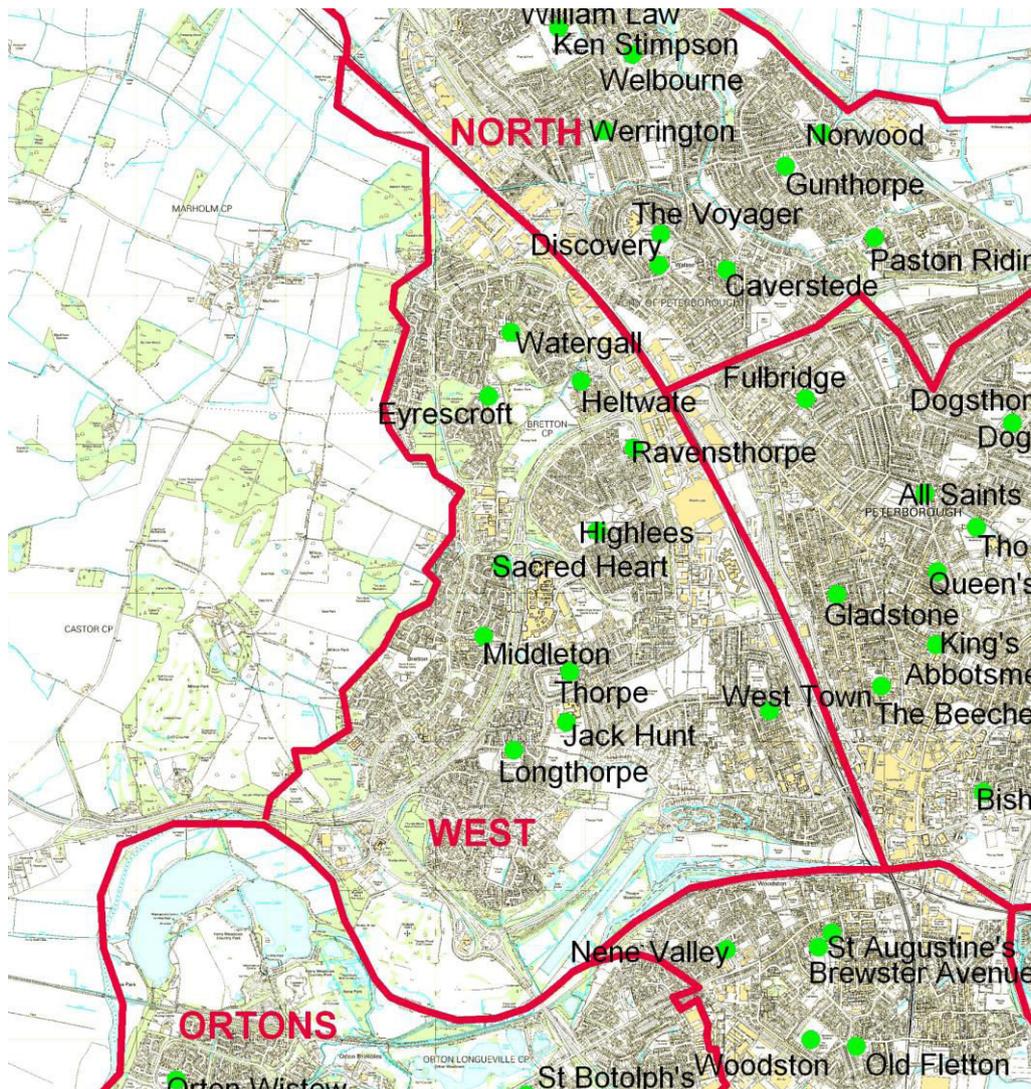
The new development at Paston Reserve will ultimately have its own schools (see below) but pupils from the first phase are in the catchment areas of Gunthorpe Primary School and The Voyager Academy.

The local plan proposed 100 new dwellings for the Werrington district centre and a further 250 across the area. This could produce a further 88 primary age children plus 77 secondary age students. These are likely to be accommodated within existing provision but this would then impact on the capacity to take out of catchment pupils.

Future Action

There is currently no need for further expansion but the situation will need reviewing if demographic forecasts show increases.

West



Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2012/13	508	451	442	413	410	400	384	375
2013/14	485	463	467	454	422	409	399	395
2014/15	523	465	465	466	464	422	409	411
2015/16	490	465	465	465	466	464	422	421
2016/17	512	465	465	465	465	466	464	435

Primary Schools

This area has a diverse population. Thorpe and Longthorpe catchments have stable demography and Longthorpe takes many out of catchment children. West Town has a wide range of ethnic groups and many newly arrived migrant families. Much of the rest of the area has former development corporation housing, which is relatively inexpensive, and a fairly mobile population. The population of Ravensthorpe ward increased by 17.2% between the 2001 and 2011 censuses, but the overall increase for the area was 3.9%.

The current numbers on roll and capacity situation in 2014 are as below.

School	NOR	Capacity (2014)	Reception PAN (2014)	2014 in catchment 4 year olds	2014 surplus / shortfall
Eyrescroft	380	420	60	43	17
Highlees	351	420	60	99	-39
Longthorpe	420	420	60	33	27
Middleton	297	420	60	106	-46
Ravensthorpe	205	210	30	46	-16
Sacred Heart	205	210	30		30
Thorpe	422	420	60	54	6
Watergall	286	420	60	61	-1
West Town	309	315	45	81	-36
Totals	2875	3255	465	511	-58

Working on the basis of a 95% take up rate of places by in catchment four year olds, there will be a shortfall of 25 for the current population.

Secondary Schools

Jack Hunt covers the southern end of this planning area and also takes students from the Gladstone primary school catchment area in the city centre. Students from north Bretton are in The Voyager catchment area. Jack Hunt is effectively full and pupil demography shows it will continue to be so. There is some capacity at The Voyager but not sufficient for the long term. Pupils living in this area are within travelling distance of the new City of Peterborough Academy that will relieve some of the pressure but overall there will be a shortfall in Year 7 places from about 2013.

Condition of Existing Buildings

The Voyager is newly built, Jack Hunt was extensively modernised under the secondary school review. Both are managed under PFI contracts. West Town primary school is in poor condition but will be rebuilt. Longthorpe has benefited from extensive modernisation work. There is about £2,000,000 of outstanding large maintenance works, nearly half of that total being at Thorpe.

Growth

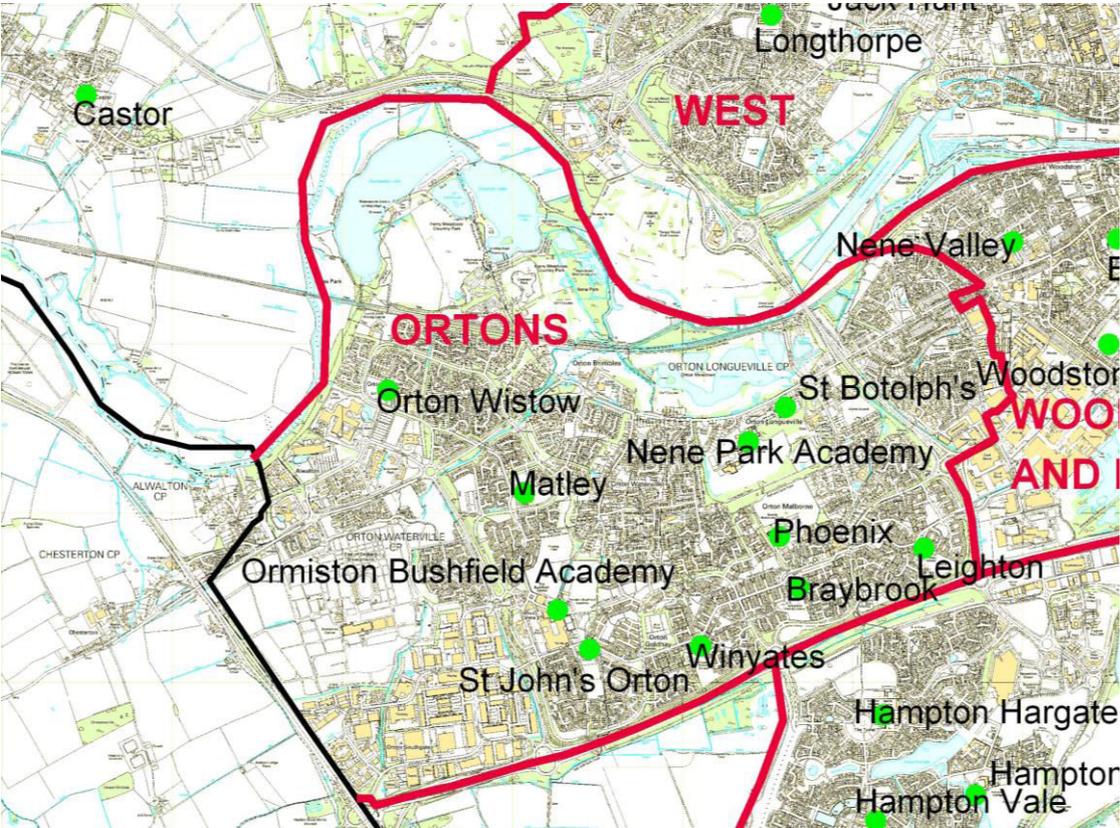
The local plan identifies 231 potential additional dwellings for Bretton Centre and 726 for the rest of the area, some of which are already completed. This area also includes the former district hospital site which is covered by the City Centre Area Action Plan, it could have a further 500 dwellings. The potential 360 primary age and 320 secondary age children and young people would further increase pressure in the area and require expansion.

Future Action

Rebuilding West Town as a two form entry primary school is planned, this would increase capacity by 105 but would not provide all the additional primary places needed. There is potential to rebuild it on the hospital site. If this can be achieved, it would then be possible to build a new school on the old West Town site. Funding is available from the DfE from the priority capital building programme. Ravensthorpe, Longthorpe and Thorpe all have potential for expansion – the priority for these projects will depend on where the greatest pressures are. If the buildings are expanded the condition works would need to be addressed at the same time. If the proposed housing is built there should be some income from developer contributions but the hospital site is

likely to provide land rather than money and planning permission was granted for the developments currently under construction when there was surplus capacity in the area.

Ortons



Primary forecasts – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2012/13	329	326	298	304	294	283	263	262
2013/14	294	325	335	298	304	293	294	263
2014/15	321	325	320	335	298	305	300	296
2015/16	314	325	327	320	340	299	309	301
2016/17	292	325	330	327	325	339	305	310

This area was developed during the new town expansion of Peterborough. On the whole the northern part of the Ortons is more socially advantaged than the south, which has more ex Development Corporation housing. Schools in the area have also taken pupils from the Hampton development when there were too many to be accommodated there. There was hardly any change to the population between the 2001 and 2011 censuses.

Primary Schools

The current numbers on roll and capacity situation in 2014 are as below.

School	NOR	Capacity (2014)	Reception PAN (2014)	2014 in catchment 4 year olds	2014 surplus / shortfall
Braybrook	236	210	30	37	-7
Leighton	390	420	60	46	14
Matley	258	315	45	32	13
Orton Wistow	310	315	45	23	22
St Botolph's	383	420	60	43	17
St John's	250	270	40	82	-42
Winyates	203	210	30	58	-28
Totals	2030	2160	310	321	-11

Working on the basis of 95% take up of Reception places the position in 2014 would be just below capacity.

Secondary Schools

The area is divided into the catchments of Nene Park and Ormiston Bushfield Academies, the former is being extensively refurbished and the latter has been rebuilt. Ormiston is largely full but there is still some capacity at Nene Park to accommodate increasing pupil numbers. Pressure for Year 7 places is likely from 2014.

Condition of Existing Buildings

St John's Church School is in poor condition, with over half a million pounds worth of outstanding works. A successful bid was made for priority schools building programme PFI funding but details of timing and how the PFI contract will be set up have not been released yet. Under the scheme the school would be rebuilt and, it is hoped, expanded to two form entry. The remaining primary schools have about £660,000 of outstanding major repair works.

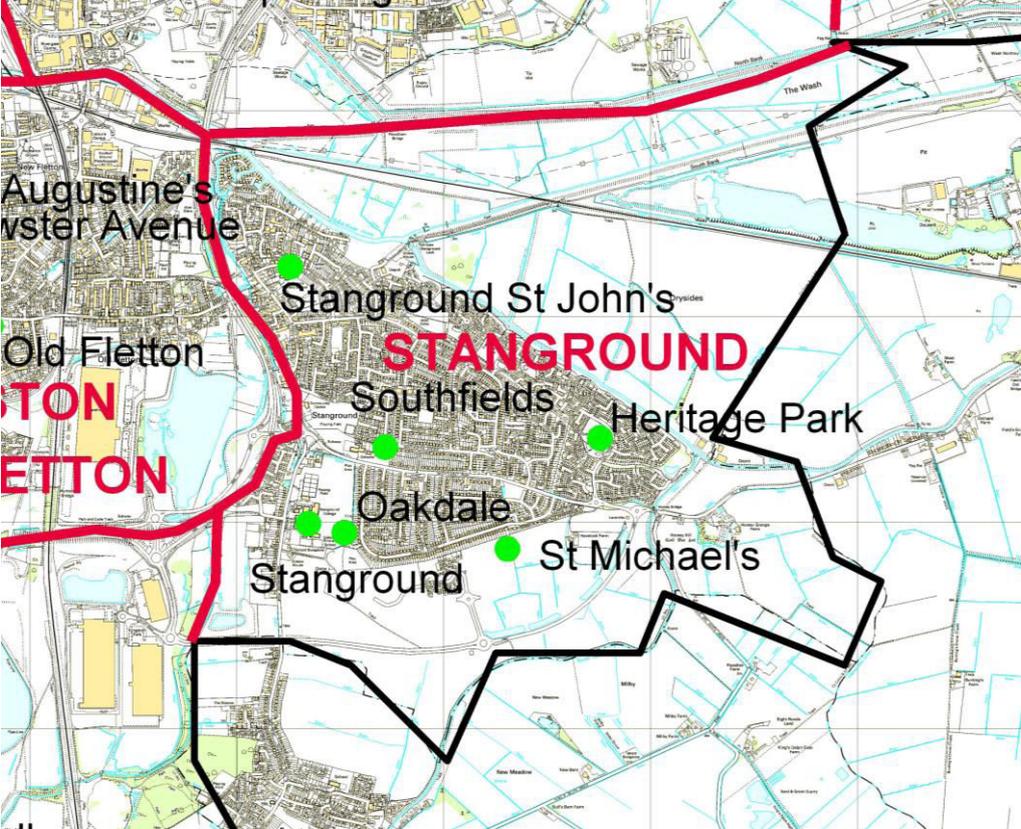
Growth

The local plan identifies 850 potential new dwellings for the area. Of these 330 are on the East of England showground site where construction has started and there have been 49 completions. There is S106 funding from this development which can be used to increase capacity. The likely pupil yield from these dwellings is 215 primary pupils and 190 secondary students.

Future Action

Orton Wistow governors have agreed in principle to expanding the school to two form entry from 2013, with funding coming from the showground S106 agreement. Braybrook has a double mobile to be used for bulge reception classes in 2012 and 2013. A permanent expansion to two forms of entry will then be considered, based on demographic information at the time. St John's Orton needs some capacity increase, either from the PSBP or from other funding as it is now has an admission number of 40 and the current building is not large enough.

Stanground



Primary forecasts – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2012/13	136	183	149	150	143	147	124	142
2013/14	138	156	200	159	155	144	149	125
2014/15	141	156	150	201	164	158	150	150
2015/16	148	145	156	156	203	167	162	150
2016/17	146	152	157	162	162	207	170	166

This is one of the older and more settled areas of the city, although the Heritage Park development was built in the late 20th century and there is new development at south Stanground. There was a small increase (2.1%) in the population between the 2001 and 2011 censuses. This rate of increase is likely to rise as families move into the new development.

Primary Schools

The current numbers on roll and capacity situation in 2014 are as below. St Michael's opened in September 2012 on the new development in Stanground, with an initial PAN of 20. The PAN will rise to 30 as the number of residents increases.

School	NOR	Capacity (2014)	Reception PAN (2014)	2014 in catchment 4 year olds	2014 surplus / shortfall
Heritage Park	207	210	30	30	0
Oakdale	208	210	30	18	12
St Michael's	24	210	30	9	21
Southfields	409	420	60	43	17
Stanground St John	190	210	30	41	-11
Totals	1038	1260	180	141	39

Secondary Schools

Stanground Academy is being rebuilt and will provide sufficient capacity for the next few years. Its catchment includes Yaxley and Farcet in Cambridgeshire. There is likely to be pressure for Year 7 places from 2014. If the proposed additional secondary school for Hampton is built in conjunction with Cambridgeshire County Council it will free up places at Stanground for Peterborough students.

Condition of Existing Buildings

Stanground Academy is being rebuilt. The overall condition of the primary schools is good, with less than £300,000 of outstanding works.

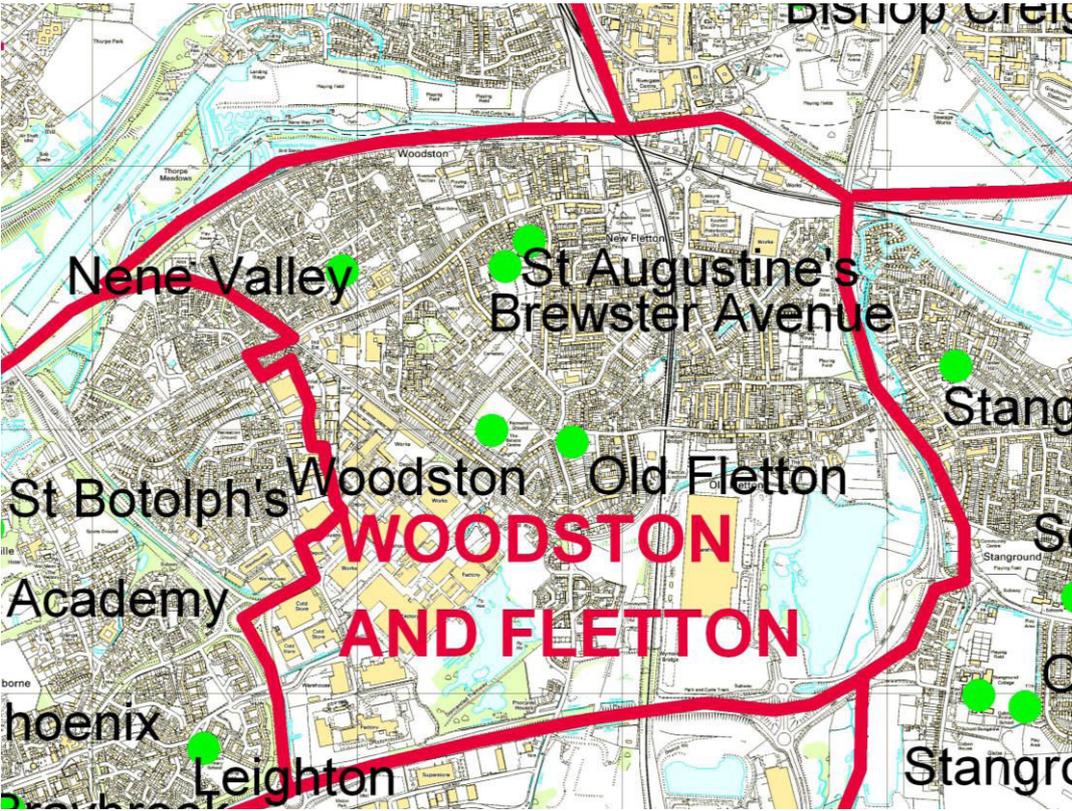
Growth

Sites have been identified for 221 new dwellings in addition to the 1525 planned for the south Stanground development. St Michael's has been funded from S106 money to provide primary school places in the development and there is also a contribution towards the new Stanground Academy building. There is land provision for a second phase at St Michael's which could extend the intake to 45 or 60 but no funding. The demography shows capacity in the area, although it is being taken up by out of catchment pupils.

Future action

Southfields was formerly separate infant and junior schools. Extension of the junior school building to accommodate key stage 1 pupils could be funded by disposal of the infant school building and some land, but it would be difficult to obtain consent for disposal of the school playing field. If demographic forecasts justified it this could include expansion to three forms of entry, which could relieve some of the pressures in Fletton.

Fletton / Woodston



Primary forecasts – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2012/13	259	195	179	175	116	98	140	83
2013/14	276	225	195	180	118	116	103	98
2014/15	275	225	225	195	120	118	120	105
2015/16	291	225	225	225	135	120	120	120
2016/17	301	225	225	225	165	135	120	120

Demographic forecasts show a rapid increase in pupil numbers across this area. Woodston increased its PAN from 20 to 30 with an extension funded by S106 money. Nene Valley, which was built for the Riverside development using S106 funding, increased its PAN from 30 to 45 with an extension funded from government basic need grant. The population increased by 45% between the 2001 and 2011 censuses.

Primary Schools

The current numbers on roll and capacity situation in 2014 are as below.

School	NOR	Capacity (2014)	Reception PAN (2014)	2014 in catchment 4 year olds	2014 surplus / shortfall
Brewster Avenue	177	180	60	58	2
Nene Valley	266	315	45	59	-14
Old Fletton	305	420	60	70	-10
St Augustine's	180	240	N/A	N/A	

Woodston	194	210	30	88	-58
Total	1122	1365	195	275	-80

On the basis of 95% take up of reception places, there would be a shortfall of 66 places. By 2014 the intake at Woodston should have increased to 60. There is also capacity in Stanground to take out of catchment pupils which will relieve some of the pressure.

Secondary Schools

Stanground and Nene Park Academies cover the area. There is likely to be pressure on Year 7 places in this area from 2014. If the proposed additional secondary school for Hampton is built in conjunction with Cambridgeshire County Council it will free up places at Stanground for Peterborough students.

Condition of Existing Buildings

Stanground Academy is being re-built and Nene Park Academy extensively refurbished, Brewster Avenue has recently been rewired and there are no outstanding major condition works in the area.

Growth

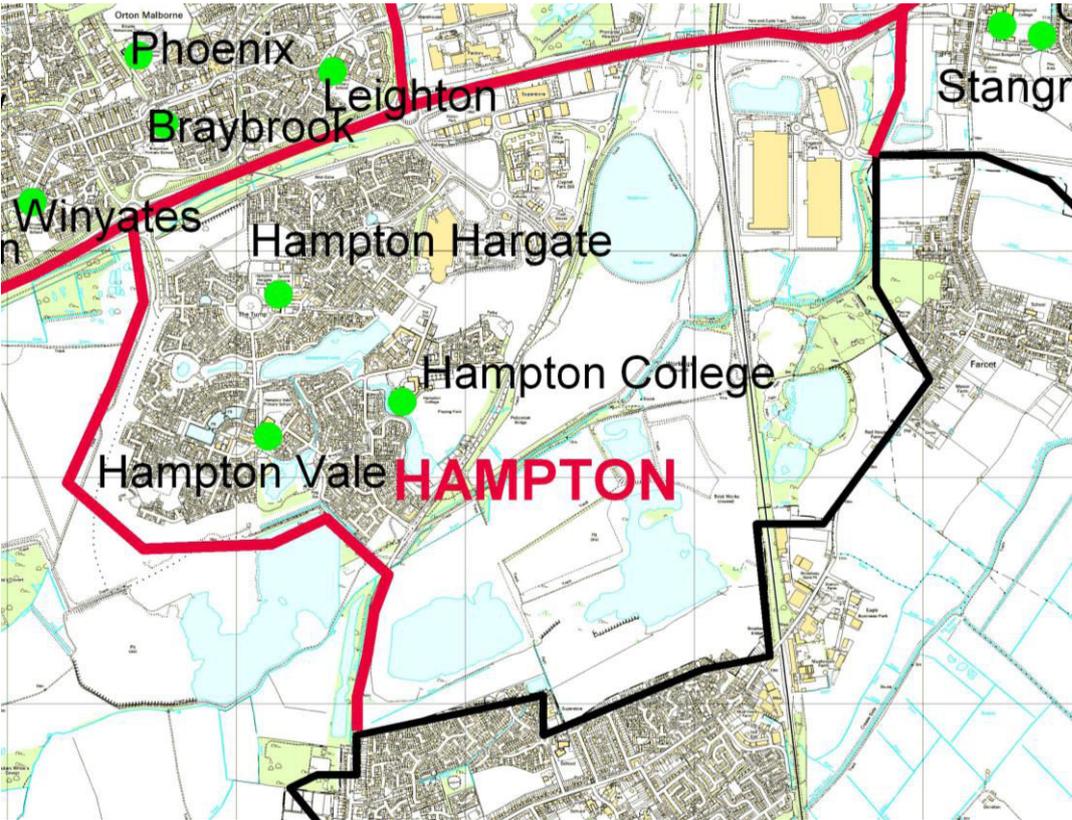
Sites have been identified for about 1900 new dwellings including the south bank development and the partly completed Hempsted development, for which the S106 funding has already been spent on expansion of Woodston from a PAN of 20 up to 30. Apart from the south bank and Hempsted, most of the proposed developments are fairly small, none will provide land and the S106 funding will not be sufficient to provide the places required – approximately 350 primary school places and 310 secondary excluding Hempsted.

Future action

Development work is now starting on projects to expand Old Fletton and Woodston Primary Schools to make them both two forms of entry. This would increase available reception places by 45, insufficient for all the existing in-catchment pupils and giving no surplus to allow for house building.

In the longer term there is potential to amalgamate Brewster Avenue Infant School and St Augustine's Junior School. Any decision would have to be taken in conjunction with the Diocese of Ely, with both governing bodies and following consultation locally. There would be educational and financial benefits and the combined site is large enough for a three form entry primary school.

Hampton



Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2012/13	278	236	178	178	147	149	120	121
2013/14	249	240	240	180	180	149	150	120
2014/15	221	221	240	240	180	180	150	150
2015/16	256	240	226	240	240	180	180	150
2016/17	232	232	240	229	240	240	180	180

This is an area with a very rapidly increasing school population. Changes to the expected tenure of the properties from owner occupier to private rental and the late construction of the social housing element has resulted in approximately 40 primary children arising from 100 dwellings against the anticipated 25. There are currently about 4500 dwellings completed. The S106 agreement for the development allowed for two two-form entry primary schools to the west of the development (Hampton Hargate and Hampton Vale) and two to the east (Hampton Leys). There was also provision for a secondary school, Hampton College with seven forms of entry and the option of an eighth if required at the very end of the development.

Primary Schools

Hampton Hargate opened in 2000, by 2008 it was accommodating bulge classes in mobiles and has now been increased to three forms of entry with a permanent extension. Hampton Vale now has its third bulge year and work is planned for a similar permanent extension there. Demographic forecasts showed that even this would be insufficient and, following consultation, Hampton College is expanding to an all through 4 – 18 school. A new primary block combined with community facilities is being built adjacent to the existing building. This will be complete in

2013. 60 reception pupils were admitted in September 2012, accommodated for the year at Hampton Hargate. Local consultation showed that the addition of a new school gave rise to concerns in families about younger children being able to attend the same school as older siblings. It was therefore decided that the three Hampton schools would run on a combined catchment area covering the whole Hampton development.

The current numbers on roll and capacity situation in 2014 are as below. The township is covered by one catchment so the four year olds are given in total only. By 2015 the forecast number of reception age pupils increases to 256 – giving a shortfall of 3 based on 95% take up.

School	NOR	Capacity (2014)	Reception PAN (2014)	2014 in catchment 4 year olds	2014 surplus / shortfall
Hampton College (Primary Sector)	59	420	60		
Hampton Hargate	564	630	90		
Hampton Vale	506	630	90		
Totals	1129	1680	240	221	19

Secondary Schools

Under the S106 agreement Hampton College is to provide for the whole township, with a planned admission number of 210 and the possibility of an additional form of entry if required when the final primary school on Hampton Leys is completed. Demography for the 4500 dwellings already built shows that this will be insufficient by 2017 but in practice the number of houses being completed each year and the number of families moving in to the township make it likely that Year 7 places will run out before then.

Condition of Existing Buildings

All the Hampton schools are newly built and in good condition

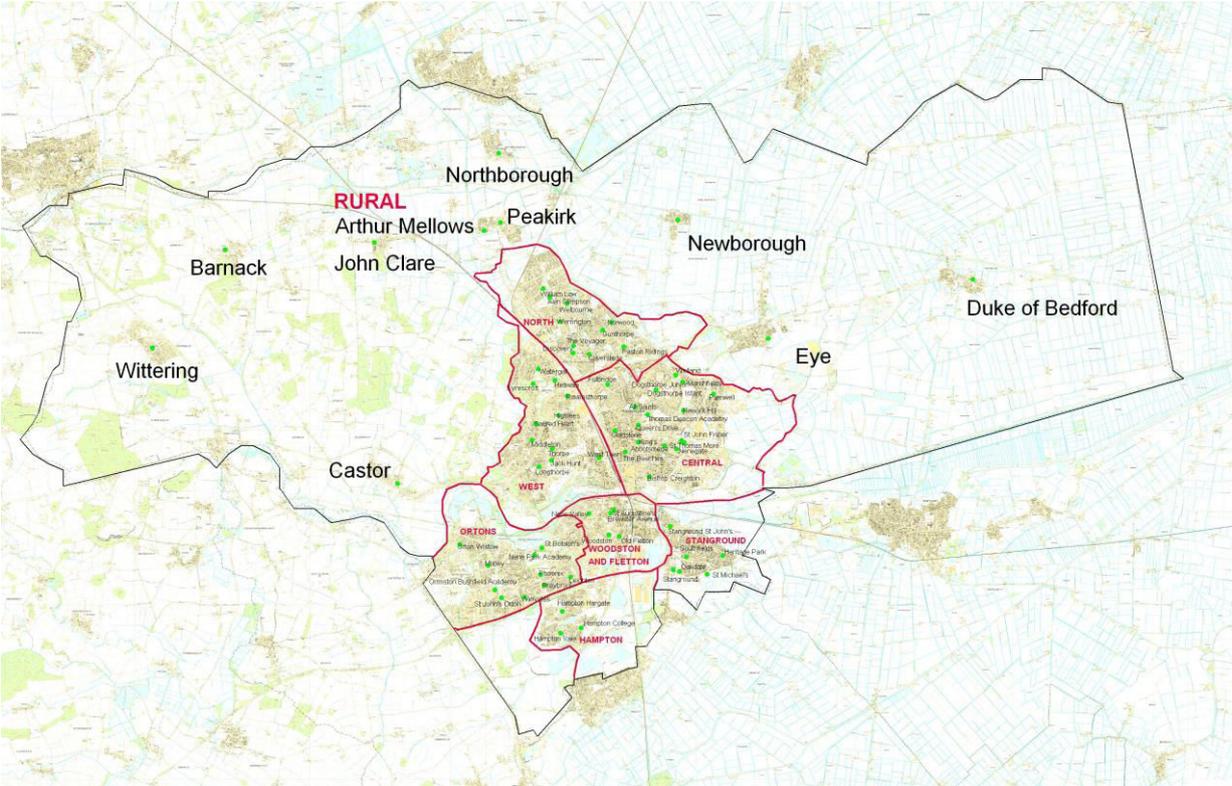
Growth

The total projected number of dwellings in Hampton is about 7200. There is still some building taking place to the west of the A15 but the majority of the new housing will be to the east in Hampton Vale.

Future Action

The most urgent priority is to deliver additional secondary school capacity. There is no room for further expansion on the existing College site. Discussions have started with the developers, planners and Cambridgeshire County Council for a jointly funded secondary school in Hampton Leys, probably on a shared site with one of the primary schools. This would take students from Hampton and from Yaxley and Farcet in Cambridgeshire. This would relieve pressure on Hampton College and also Stanground Academy.

Rurals



Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2012/13	212	274	273	240	237	264	237	263
2013/14	198	240	284	280	245	240	271	240
2014/15	224	275	249	290	285	248	244	274
2015/16	192	255	285	254	293	288	252	249
2016/17	151	238	265	289	258	296	294	256

The rural areas are put together for school place planning but cover a very wide geographical area; it is 14.5 miles between Wittering in the west and The Duke of Bedford (Thorney) in the east. The distances between schools are such that some children will qualify for transport to their catchment school and any child directed outside their catchment will almost inevitably qualify. Given the cost of transport, it is important to ensure that the majority of rural children can access their catchment school. The population of the villages increased by 14% between the 2001 and 2011 censuses.

Primary Schools

The main area of growth has been at Eye, which has been extended to two form entry. Wittering Primary School takes service children from the Wittering base. It was extended to three form entry in 2001 when the Ministry of Defence planned to increase personnel levels at the base. There was then a change of plan and the forces went elsewhere. Since then there has always been a high number of surplus places at the school. Barnack is building a small extension with S106 funding; this should increase the admission number from the current 17 to 23.

The current numbers on roll and capacity situation in 2014 are as below.

School	NOR	Capacity (2014)	Reception PAN (2014)	2014 in catchment 4 year olds	2014 surplus / shortfall
Barnack	136	157	23	12	11
Castor	145	157	22	14	8
Eye	346	420	60	75	-15
John Clare	101	105	15	10	5
Newborough	203	210	30	16	14
Northborough	195	210	30	15	15
Peakirk	191	210	30	18	12
The Duke of Bedford	188	210	30	30	0
Wittering	283	630	90	34	56
Totals	1788	2309	330	116	106

Because of the relatively small number of families involved there is often a greater fluctuation in pupil numbers for rural areas compared to urban areas. Combined with the need to provide in-catchment places this can make place planning more difficult. The 2014 data shows Eye over capacity and The Duke of Bedford at capacity. If the 2014 figures are replaced with 2015, the position becomes:

School	NOR	Capacity (2015)	Reception PAN (2015)	2015 in catchment 4 year olds	2014 surplus / shortfall
Barnack	136	157	23	13	10
Castor	145	157	22	13	9
Eye	346	420	60	60	0
John Clare	101	105	15	9	6
Newborough	203	210	30	13	17
Northborough	195	210	30	13	17
Peakirk	191	210	30	12	18
The Duke of Bedford	188	210	30	31	-1
Wittering	283	630	90	28	62
Totals	1788	2309	330	192	138

As new homes are built the numbers will increase. Contributions for education provision will be required from all housing developments in the rural areas. It may be necessary to look at temporary accommodation in the short term if numbers go beyond the capacity of these two schools. Both Eye and The Duke of Bedford have space to expand if numbers and developer contributions justify this.

Birth data shows low numbers for the other primaries but Northborough takes about 13% of its pupils from Lincolnshire and pupils are travelling increasing distances to these schools because of the shortage of places nearer to home.

Secondary Schools

Arthur Mellows Village College Academy covers the whole of the rural area. Many of the students are eligible for school transport. It has been refurbished and extended with targeted capital funding and has an admission number of 264. Some students in the rural area have chosen to attend schools in Lincolnshire. Lincolnshire County Council has announced the amalgamation of

St Guthlacs College with the George Farmer Academy in Holbeach. Since this time they have signalled the closure of St Guthlac's secondary school. Pupils living in Peterborough will not be supported in attending the school in Holbeach, but will be offered places either in a Peterborough school or by attending the next nearest school in Whittlesey. Forecast numbers for Year 6 pupils in the rural areas suggest the cohorts will be larger than the capacity at Arthur Mellows but some of these pupils will be from outside Peterborough and they, and others, are likely to opt for schools in other areas. The rural primary schools have in the past also sent a higher than average percentage of their pupils to The King's School.

Growth

Eye and Thorney are both identified as key service areas in the growth strategy. There has already been significant house building at Eye, as a result of which the capacity of the primary school has been increased from 336 to 420.

Condition of Existing Buildings

Newborough Primary School was rebuilt in 2007. The total identified major condition works outstanding on the other community and voluntary controlled schools in the area is £1,365,000, including urgent works required at Castor and Wittering to replace oil fired boilers that will not be compatible with new fuel regulations. Peakirk cum Glinton is voluntary aided. An unsuccessful bid was made for priority schools building programme funding with identified works of £443,500. This would normally be funded from the locally controlled voluntary aided programme funding but there is no certainty that there will be sufficient available or whether this funding stream will continue.

Future action

The demography of the rural areas needs to be monitored carefully because of the distances involved and transport costs if children are unable to access their nearest primary school. There may be a requirement to support large individual cohorts through mobiles / internal alterations on the school sites.

4. Peterborough City Growth Issues and Other External Issues

Peterborough City Council has published its intentions to continue to push for the growth of the city. This may have slowed down in the current recession, but the city has stated its position to be in readiness for an upturn in the market.

Growth can have a serious impact on the existing infrastructure if that infrastructure is already at breaking point. Whereas Section 106 contributions (to be replaced by the Community infrastructure levy (CIL) in due course) should help towards additional school places, this will never pay for all aspects of providing new school places.

The accumulative effect of many small developments cannot provide the land needed for new schools and many existing schools are unable to expand on their current sites. Larger development sites are easier to manage as new schools are planned within the land development brief and there is an expectation of providing enough land for them.

As well as the growth outlined in the planning area two further urban extensions are proposed, for Great Haddon, to the south of Hampton and near to Yaxley and Paston Reserve/Norwood to the east of the city.



There are 1050 dwellings proposed for Paston Reserve, 2300 for Norwood, and 5300 for Great Haddon. Developments of these sizes include education provision as part of the planning process and S106 agreement. An example of the detailed analysis used is in Annex 5.

The first phases of the Paston Reserve development have started and will include 190 homes. There is S106 funding for education but no land. The next phase will provide land for a one form entry primary and further funding. The Paston Reserve development is next to the proposed Norwood development, which should provide further primary schools and a secondary school. Planning for Haddon includes three primary schools and a secondary school. While these new developments will be largely self-contained for education, there are issues with school places for the first residents before schools are built and with over-subscription leading to pupils being

allocated places at other schools. S106 funding does not provide the full costs of building new schools and has to be supplemented by other capital.

5. Funding

Until recent years all Education Capital funding has been provided by direct grants or supported borrowing from the Government. A three year settlement from 2008-2011 saw record amounts of capital allocated to meet Peterborough's needs. Successful bids and Primary Capital Programme (PCP) funding plus a Basic Need contribution to help with a shortage of school places meant many projects were planned and begun.

The change of Government and the sudden withdrawal of the Primary Capital and Building Schools for the Future programmes have led to uncertainty over future capital funding. The government set up the James review to consider their approach to capital funding but this has not yet been implemented. Capital funding settlements for 2011-2013 were made on an annual basis rather than a longer cycle which would allow for planning. The announcement in March 2013 of Basic Need funding for 2013-15 will allow for a more strategic approach.

The PCP was intended to be a long-term programme with guaranteed funding to deal with the many deficiencies in the primary school estate. It should have allowed for 50% of the estate to benefit from this programme. Soon after the programme was approved priorities were changed as the need for additional school places took priority over improving existing buildings. As a result of the substantially reduced capital programme from the Government, bids were made into the council's own capital budget.

The financial pressures are leading to a change in approach to school buildings. Following government policy the council is proposing to build basic functional buildings to meet educational needs, using framework agreements to deliver best value. While it has been Peterborough policy to install sprinklers in new builds, these are not cost effective in terms of reducing insurance premiums. The national record for school fire safety is excellent but depends on quick evacuation rather than deployment of sprinkler systems. It is therefore intended that future projects will be designed without sprinklers.

6. Admissions

All aspects of school admissions are based on the Schools Admissions Code. It governs the way **all** schools set their admission criteria, ensures compliance with a co-ordinated scheme, makes offers of places and allows for school admission appeals.

It also places the local authority as a regulator for all other admission authorities within its boundaries with the expectation of the local authority reporting those admissions authorities whose admissions arrangements are not in line with the Schools Admissions Code to the schools adjudicator.

The Schools Admission Code of 2010 placed the co-ordination of **all** school admissions with the local authority (previously the local authority was only responsible for entry into Reception Year, transfer between Years 2/3 and transfer from primary school to secondary school). The in-year co-ordination has brought with it a number of problems that the local authority has had to overcome. The School Admissions Code of 2012 removed the need for in-year co-ordination; however it has been agreed with all schools that Peterborough will keep this going as it is felt to abandon it leaves the way open to safeguarding issues for children who are not tracked from school to school.

The admissions processes begin approximately 18 months before the relevant school year and it is difficult to work this far ahead for some aspects of school place planning. An example is the

desperate need for an additional primary school. Proposed PANs and admissions criteria need to be published in the January of the year preceding entry (i.e. January 2011 for September 2012 entry). At this point in time the building plans are by no means certain and it is therefore impossible to include such a new school in the consultation and then in the preparation of the admissions booklet.

ACTION

Late changes to PANs and any bulge year plans should be published as a public notice in order that as far as possible all parents engaged in the admissions process have full knowledge of any changes.

7. Conclusions – Summary of Future Action

The demographic forecasts (annex 1) show the projected number of pupils exceeding the available places for Reception in 2012 and for Year 7 in 2017. This is based on existing known pupils with some allowance for future expansion and migration. The guideline for surplus capacity is 5%, to allow for parental choice and movement within the area. Work to expand capacity has been outlined above. Further possible plans now include:

School	Proposal	PAN Increase	Extra Places	Year	Cost Estimate
Orton Wistow	Expansion to 2FE using S106 funding	15	105	2014	£1.5M
West Town Replacement	New 2FE school on hospital site	15	105	2014	£7M
Gladstone Park	Detached extension to Gladstone Primary School	60	420	2014	£7M
St George's	Re-opening PRU site as a 1FE school	30	210	2015	£2M
Ravensthorpe	Increase to 2 FE	30	210	2015	£2M
Woodston	1 FE extension	30	210	2015	£3M
St John's Orton	Increase to 2 FE	20	140	2016	Grant
PE1 additional form of entry	Expansion if a suitable school can be identified	30	210	2016	£3M
West Town II	Reuse of old West Town site as new school funded by PFI	30	210	2016	Grant
Hampton Leys 1	2 FE primary school part funded by S106	60	420	2016	£6.5M
Paston Reserve 1	1 FE primary school part funded by S106	30	210	2016	£3.5M
Hampton Leys Secondary School	Joint development with CCC - 5 FE from PCC, 4 FE CCC - saves places at Stanground	270	1350	2016	£25M
Braybrook	Expansion on existing site to 2FE	15	105	2017	£3M
Dogsthorpe	Merge infant and junior and extend to 4 FE	30	210	2017	TBC
PE1 New School	Third new primary for PE1	60	420	2017	£3M

SECTION C - ANNEXES

Annex 1

January 2006 Primary Census Data

School Year	NHS Data	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Totals
2005/06	2139	2059	2117	2144	2151	2218	2141	2237	15067

Primary demographic forecasts for the whole of Peterborough – based on 2012 data.

School Year	NHS Data	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Totals	PAN
2012/13	3105	2,875	2,732	2,566	2,463	2,437	2,241	2,210	17,524	2979
2013/14	3070	3,074	3,035	2,803	2,654	2,521	2,568	2,314	18,969	2994
2014/15	3159	3,161	3,253	3,108	2,905	2,725	2,659	2,658	20,469	3009
2015/16	3138	3,140	3,347	3,331	3,216	2,978	2,836	2,750	21,598	3009
2016/17	3095	3,101	3,324	3,423	3,469	3,295	3,101	2,936	22,649	3009

The NHS data figure represents children known to be in the area who will be eligible for a reception place in the given year. The total admission number represents the number of reception places that are planned to be available.

January 2006 Secondary Census Data

School Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
2005/06	2237	2292	2157	2262	2174	1163	905	13190

Secondary demographic forecasts for the whole of Peterborough – based on January 2012 data.

School Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
2011/12	2233	2244	2212	2241	2190	1361	1035	13516
2012/13	2,215	2,278	2,267	2,265	2,263	1,403	1,221	13,912
2013/14	2,210	2,259	2,301	2,322	2,288	1,418	1,234	14,032
2014/15	2,314	2,254	2,283	2,357	2,345	1,454	1,265	14,272
2015/16	2,658	2,323	2,278	2,338	2,380	1,476	1,284	14,737
2016/17	2,750	2,711	2,369	2,332	2,361	1,464	1,274	15,261
2017/18	2,936	2,805	2,765	2,416	2,356	1,460	1,271	16,009
2018/19	2,942	2,995	2,861	2,820	2,464	1,505	1,309	16,896
2019/20	3073	3106	3018	2817	2715	1656	1307	17692
2020/21	3159	3134	3138	3090	2845	1683	1441	18491
2021/22	3098	3222	3167	3214	3121	1764	1464	19050

The 11 year olds figure represents children known to be in the area who will be eligible for a Year 7 place in the given year. The overall PAN for 2013 admission is 2617.

All the increase in secondary school pupils between January 2006 and January 2011 has come from the post-16 age group. The raising of the education participation age to 18 may cause a bigger increase than forecast above, which is based on 62% of year 11 pupils transferring to Year 12 and 87% of those then continuing on to year 13. The number of Year 7 pupils is forecast to start rising significantly in 2015 and the increase will work through the year groups with an overall rise of 41% forecast between January 2006 and January 2022.

Annex 2

Types of Schools

Community

The local authority runs the school, owns the land and buildings, employs the staff and determines the admission arrangements. It is no longer possible to set up a new community school. Funding for expansion, repairs and maintenance comes from the school budget or the local authority.

Voluntary Controlled

The local authority runs the school, employs the staff and determines the admission arrangements. The building, playground and other hard surfaces are the responsibility of the diocese. Funding for expansion, repairs and maintenance comes from the school budget or the local authority. The playing field is the responsibility of the Local Authority.

Voluntary Aided

The governing body runs the school, employs the staff and determines the admission arrangements. The building, playground and other hard surfaces are the responsibility of the diocese. Funding for expansion, repairs and maintenance comes from the school budget or a dedicated finance stream – the locally controlled voluntary aided programme (LCVAP). The playing field is the responsibility of the Local Authority.

Foundation and Trust

The governing body runs the school, has responsibility for the land and buildings, employs the staff and determines the admission arrangements. Funding for expansion, repairs and maintenance comes from the school budget or the local authority.

Academy

These are independent of the local authority and answerable directly to the government. The governing body runs the school, has responsibility for the land and buildings, employs the staff and determines the admission arrangements. Funding comes directly from central government.

Free School

Free schools are effectively academies but can be set up by independent groups, e.g. parents, teachers, educational charities. Groups wishing to set up free schools must apply to government and demonstrate a local demand. Funding comes directly from central government.

Annex 3 Legislation and policies

There has been a variety of new legislation and guidance since the last School Organisation Plan was produced. Some legislation and guidance relating to school place planning can appear in other associated areas e.g. the School Admissions Code.

New legislation:

Education Act 2005
Education and Inspections Act 2006 (E&IA)
Education and Skills Act 2008 (E&SA)
The Academies Act 2010
Education Act 2011
New School Admissions Codes 2010
Revised School Admission Codes 2012

Existing legislation that applies to school place planning:

The Education Act 1996
School Standards and Framework Act 1998 (SSFA)

The Education Act 1996
Section 13

SSFA
Created School Organisation Committees
Added a Section 13A
Local Authorities were to have explicit duty to use all their educational functions to promote high standards of education

E&IA 2006
Abolished School Organisational Committees
Part 1 extended the duty to secure high standards and to embrace the well being of the whole child, to emphasise diversity and choice and to enshrine an enhanced role for parents.

Schedule 2: Proposals for establishment or discontinuance of schools in England
LEA became the decision maker for all proposals (with referral to Schools Adjudicator if necessary)

Sections 7-14 Establishment of new schools – competitions
Sections 15-17 Closing or discontinuing schools
Sections 18-24 Alterations to schools

E&SA 2008
Sections 150-151 Major restatement of the law of Admissions. Resulted in a new Schools Admissions Code (February 2009)

Education Act 2011
Allowing LAs to find an Academy provider for any new school
The establishment of Free School opportunities

Local Authorities are no longer required to produce various plans (e.g. Educational Development Plan) but have a strategic role in school place planning and a statutory duty to ensure sufficient school places are available.

Annex 4

Details of school expansion work

School	Previous PAN	New PAN (year)	Works
Hampton Hargate	60	90 (2008)	Large extension
Parnwell	40	45 (2010)	1 room extension
Old Fletton	40	45 (2010)	1 room extension
Paston Ridings	60	90 (2011)	Large extension
Gunthorpe	50	60 (2010)	1 room extension
Nene Valley	30	45 (2009)	Medium extension
Woodston	20	30 (2009)	Medium extension
The Beeches	75	90 (2010)	Large extension
Discovery	60	90 (2011)	Large extension
Leighton	50	60 (2010)	Medium extension
Watergall	45	60 (2012)	Remodelling existing accommodation
Eye	48	60 (2011)	Medium extension
Highlees	45	60 (2011)	Remodelling existing accommodation
Middleton	45	60 (2012)	Remodelling existing accommodation
All Saints	KS2 only	60 (2012)	New all through primary school building
Welland	30	60 (2012)	New primary school building
Queen's Drive	70	90 (2012)	Medium extension
The Thomas Deacon Academy KS2	N/A	90 (2013)	
Hampton College		60 (2012)	New primary department
St Michael's		20 (2012)	New primary school
Old Fletton	45	60 (2012)	Small extension using former children's home
Overall total new Reception places		407	

Bulge years (an additional form of entry for a particular year cohort that continue through its life in the school but does not increase the PAN for other year groups) have also been created as follows:

School	Existing PAN (year)	New PAN (year)	Works
Braybrook	30 (2011)	60 (2012)	Temporary mobile
Gladstone	30 (2010)	60 (2011)	Use of adjacent community building
Hampton Vale	60 (2009)	90 (2010) 90 (2011) 90 (2012)	Temporary double mobile Second temporary double mobile
Hampton College	120 (2009)	150 (2010)	Temporary mobiles and sports hall
Newark Hill	60	90 (2010) 90 (2011)	Mobile and use of existing accommodation
Southfields	60 (2011)	90 (2012)	Remodelled existing accommodation
Welland	30 (2010)	60 (2011)	Temporary mobile

Annex 5

Pupil Yields from Housing Developments

Peterborough has followed the formula below to calculate the number of school pupils likely to be living on housing developments.

Number of bedrooms	1-2	3	4	5	Overall figure
Primary per 100 dwellings	0	30	60	90	20-30
11-16 per 100 dwellings	0	20	40	60	15-20
Post-16 per 100 dwellings	0	5	10	15	3-5

This formula was developed in consultation with other local authorities, including Cambridgeshire, and has been the basis for negotiations and school planning for larger developments and to calculate contributions for individual dwellings and small developments.

With larger developments the S106 contribution can sometimes be determined and the school provision planned before the dwelling mix is known. This has given rise to shortfalls in school provision, as shown in the examples below.

Riverside

This is a development of 899 dwellings about one mile from the centre of Peterborough. It is a new development, with most of the housing less than ten years old. The housing mix was:

One bedroom	9
Two bedroom	112
Three bedroom	313
Four bedroom	429
Five bedroom	32
Eight bedroom	1

The provision of a 210 place primary school was based on the overall calculation of 25 pupils per 100 dwellings, which would have resulted in 225 pupils. Application of the detailed formula based on the number of bedrooms would have suggested 384. Currently there are 277 pupils, giving a figure of 30.8 per 100 dwellings. This is a development with a high number of three and four bedroom homes so a higher pupil yield is to be expected. Future forecasting shows the number will rise further as the Year 6 cohort is only 23 pupils while the NHS figure for the Reception cohort for 2012 and 2013 are both 62. If there is no significant movement of pupils, then the likely total primary pupils in 2013 will be 336, 37 per 100 dwellings. Current births are registering about 60 per year, meaning the 384 figure will eventually be exceeded.

Currently there are 112 11-16 year olds, a relatively low yield of only 12.46 pupils per 100 dwellings. This is a new development and the higher primary numbers should work their way through to the secondary age group.

If there is a low level of mobility, the primary and secondary pupil numbers will rise for the next few years, level off and then start to decline, starting with the youngest age groups. If the development proves to be popular with families with young children only, these families will eventually move out to be replaced by other families with young children and primary numbers will remain high and secondary ones lower. The type of housing, moderately expensive with many four bedroomed properties, suggests the former scenario.

Hampton

Hampton is a larger development, further from the city centre but again with a high percentage of family accommodation. The rate of completions of dwellings has been fairly slow, an average of 350 per year since January 2002. In January 2012 there were 4193 occupied properties. The increase in the number of pupils over this period is shown below:

Age	Jan-12	Jan-10	Jan-09	Jan-08	Jan-07	Jan-06	Jan-05	Jan-04	Jan-03	Jan-02
4	218	191	156	130	103	95	90	62	44	68
5	222	182	149	117	102	92	77	52	51	22
6	188	168	128	121	105	87	71	66	37	27
7	181	146	130	117	93	84	86	49	41	24
8	167	150	135	111	96	94	61	46	37	25
9	158	153	120	114	101	75	61	48	33	15
10	163	143	118	124	85	76	62	41	23	16
11	182	138	132	110	87	70	50	28	11	7
12	165	150	107	101	86	66	33	19	13	12
13	140	125	97	98	76	41	36	22	18	7
14	152	115	96	103	46	42	33	25	15	12
15	149	108	87	61	47	35	36	12	16	4
Total	2085	1769	1455	1307	1027	857	696	470	339	239
Total 4-10	1297	1133	936	834	685	603	508	364	266	197
Total 11-15	788	636	519	473	342	254	188	106	73	42
Dwellings (approx)	4193	3770	3290	2890	2550	2060	1700	1300	900	600
Pri pupils per 100 dwellings	30.9	30.1	28.4	28.9	26.9	29.3	29.9	28.0	29.6	32.8
Sec pupils per 100 dwellings	18.8	16.9	15.8	16.4	13.4	12.3	11.1	8.2	8.1	7.0

The number of primary age pupils per 100 dwellings over this period has remained relatively steady, but there has been a marked increase in the number of secondary age pupils. At all stages in the development the number of Reception age pupils has exceeded the number of Year 6s. If the under fives in Hampton are added to the existing pupils, the forecast number of primary age children for January 2014 from the existing 4193 dwellings is 1465, which equates to 34.9 per 100 dwellings.

The increasing number of secondary age pupils per 100 dwellings suggests that families are staying as their children grow older. There is no corresponding decline in primary age pupils, which indicates either large families with both primary and secondary age children or that the newer dwellings have a higher ratio of children living in them. The average number of school age children per family with school age children is 1.61. About 20% of the Hampton households include school age children.

Current birth data shows an average of about 250 births per year, this is 6.2 per 100 dwellings and would result in a primary pupil yield of 43 per 100 dwellings.

Park Farm

Park Farm in Stanground has about 600 dwellings. Planning permission was granted in 1990 and most of the development was complete by 2000. A 17 year average of pupil cohorts gives 28.8, an average of 4.8 per 100 dwellings. This would give a primary pupil yield of 33.6 and 11-16 of 24 per 100 dwellings.

Social/Affordable Housing

The above examples are relatively similar developments, with a mix of open-market, affordable and social housing. Hempsted, to the south of the city, and Century Square in Millfield, are both currently averaging 10 births per year per 100 dwellings. This would give rise to a primary pupil yield of 70.

Revised Formula

The formula in current use has underestimated the number of school places required from a development. To provide clarity for planners and developers, a realistic formula is needed. This involves upward revision, to reflect the higher pupil yield that has been experienced. The revised formula, below, reflects the higher pupil yield, particularly from smaller dwellings.

Number of bedrooms	1	2	3	4	5	Overall figure
Primary per 100 dwellings	0	10	35	65	90	35
11-16 per 100 dwellings	0	5	25	45	60	22
Post-16 per 100 dwellings	0	0	5	10	15	5

Applied in detail to the Riverside development this would give a yield of 423 primary age pupils, which corresponds with the current birth cohorts averaging 60. The overall formula would give 313 pupils, below the current yield but this is a development with a high proportion of family housing.

A spreadsheet to calculate developer contributions has been devised in consultation with planners which will be made available via the city council website. The formula takes account of levels of basic need grant funding received and will be adjusted in future years as this level changes.

School Place Developer Contribution Calculator

Dwelling Multipliers	Pre-school	Primary	Secondary	Post-16
1 bed dwelling	0	0	0	0
2 bed dwelling	0.02	0.1	0.05	0
3 bed dwelling	0.03	0.35	0.25	0.05
4 bed dwelling	0.04	0.65	0.45	0.1
5+ bed dwelling	0.05	0.9	0.6	0.15
School Place Costs	Without Grant	With Grant (2013-2014)		

Cost of pre-school place	£15,476.00	£10,076.00
Cost of primary school place	£15,476.00	£10,076.00
Cost of secondary school place	£23,987.00	£17,229.00
Cost of post-16 place	£23,987.00	£17,229.00
Proposed Dwelling Mix (Insert Dwelling Mix Totals)		
1 bed	0	
2 bed	0	
3 bed	0	
4 bed	0	
5+ bed	0	
Proposed Total Number of Dwellings	0	
Developer Contributions Required		
	Without Grant	With Grant (2013)
primary and pre-school contribution	£0.00	£0.00
secondary and post-16 school contribution	£0.00	£0.00
Total Contribution	£0.00	£0.00

Pre-school Places

Based on birth data from all the developments included above, there is an average birth rate of 6.35 per 100 dwellings per year. Translating this into pre-school places is more complicated. Pre-school education is an entitlement but is not compulsory. It is mostly provided in Peterborough by the private and voluntary sector. For most children the entitlement starts in the term after the third birthday. The oldest children in the school year will have five terms of pre-school entitlement, the youngest will have three.

Assuming children's birthdays are evenly distributed throughout the year and that all children will start school in the September following their fourth birthday, the totals eligible for places are:

Term	Calculation for number of children	Number per 100 dwellings
Autumn	1 year cohort	6.35
Spring	1 year cohort plus 1/3	8.46
Summer	1 year cohort plus 2/3	10.58

The entitlement is to 15 hours per week, over a minimum of 3 days. Sufficient space must be allowed for the summer term number of children, i.e. 10.58 per 100 dwellings. This leads to a need for 31.74 day sessions to be available per week per 100 dwellings, i.e. 6.34 places for 5 days a week.

Following discussions with Early Years colleagues, possible take up of places is estimated at 50%, i.e. 3.17 per 100 dwellings. This is because:

- pre-school education is an entitlement but parents are not obliged to take it up
- some parents will make alternative provision – using private full day care as they are working
- some parents will choose to take their children to other pre-school providers

Many pre-school places are provided in existing buildings, e.g. community centres, church halls and private businesses. Pre-school contributions will therefore be requested only for larger developments where they will be built as part of an on site primary school. Based on the overall formula of 33 primary age pupils per 100 dwellings, this means developments of about 600 dwellings or more. 600 dwellings would generate a need for a one-form entry primary school and about 20 pre-school places so one pre-school room will be required for each form of entry in an on-site primary school.

Number of bedrooms	1	2	3	4	5	Overall figure
Pre-school places per 100 dwellings	0	2	3	4	5	3.5

Annex 6

Indicative Costs of School Places

The Department for Education used to publish indicative prices for school buildings, based on a per pupil place cost and subject to location factors to reflect variable costs across the country. These are no longer in use and were last updated in 2008. In 2008 the primary school figure for Peterborough was £11,766 per pupil, making a one-form entry primary school £2,470,860.

Norfolk County Council did a small survey of local authorities’ building costs. The average price per primary pupil place was £16,711 for primary places and £23,987 for secondary places. The range for construction of a 2 FE primary school (420 places) was between £5.34 M (Lincolnshire) and £8.5 M (Norfolk). Peterborough’s estimate is at the lower end of this at about £6.5M, which would equate to £15,476 per primary place. The average for a 900 place secondary school was £25,062,000 equating to £27,847. Again Peterborough’s estimate is lower than this at £23,987 per place. These figures will be used as the basis for the developer contribution formula calculation.

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