

# Peterborough City Council Education Organisation Plan

## “Delivering Local Places for Local Children”

2019-2020



## Foreword

In Peterborough our absolute priority is that children and young people achieve the best outcomes possible and go on to succeed in further learning and in work. Crucial to this is the way that we work with schools and partners to plan and deliver a good quality place in learning for all across the City. The Council has a proven track record of working with a wide range of education providers to commission sufficient places to meet the needs of Peterborough's residents and is committed to continuing this approach into the future.

Peterborough is one of the fastest growing cities in the country, and faces significant pressures on education places as a result of both significant new housing development, as well as demographic change resulting from increased birth rates.

The education organisation plan considers education provision in Peterborough across the 0 to 19 age range.

***We are delighted to present this education organisation plan to you, and would welcome your continued engagement with it.***

If you would like any further information, or would like to discuss any part of the Education Organisation Plan in detail, please contact Clare Buckingham.

Strategic Education Place Planning Manager (Cambridgeshire and Peterborough)  
Peterborough City Council,  
Sand Martin House, Bittern Way,  
Fletton Quays  
Peterborough  
PE2 8TY  
Tel: 01223 699779  
Email: [clare.buckingham@cambridgeshire.gov.uk](mailto:clare.buckingham@cambridgeshire.gov.uk)

## Contents

### Chapter 1: Introduction

1.1 Governance, location and population	5
1.2 Demographic Change	5
1.3 Housing Development	6
1.4 Migration	6
1.5 Social and Economic Diversity	7

### Chapter 2: Early Years and Childcare

2.1 What is the national policy?	9
2.2 What are the Council's responsibilities?	9
2.3 How does the Council manage the quality of provision?	10
2.4 What types of provision are available?	11
2.5 What does take up look like in Peterborough?	12
2.6 How do we identify pressures in the Early Years and Childcare Market?	12
2.7 What are the current pressures? How are we responding?	13
2.8 Useful links	16

### Chapter 3: Primary and Secondary Provision

3.1 What is the national policy?	18
3.2 What are the Council's responsibilities?	18
3.3 What types of primary provision are available?	19
3.4 What types of secondary provision are available?	20
3.5 How do we commission school places?	20
3.6 What are the primary pressures? How are we responding?	22
3.7 What are the secondary pressures? How are we responding?	27
3.8 Useful links	30

### Chapter 4: Post 16 Provision

4.1 What is the national policy?	31
4.2 What are the Council's responsibilities?	31
4.3 What types of provision are available?	31
4.4 How do we commission Post 16 places?	32
4.5 What are the pressures? How are we responding?	32
4.6 Useful links	33

### Chapter 5: SEND Provision

5.1 What is the national policy?	34
5.2 What are the Council's responsibilities?	34
5.3 What types of provision are available?	35
5.4 How has the SEND population in Peterborough changed?	35
5.5 How do we identify pressures?	36
5.6 How do we commission places for pupils with SEND?	36
5.7 What are the pressures? How are we responding?	37
5.8 Useful links	37

**Appendices**

Appendix A: Demographic Forecasting Methodology	39
Appendix B: School Planning Areas	42
Appendix C: Capital Funding	44

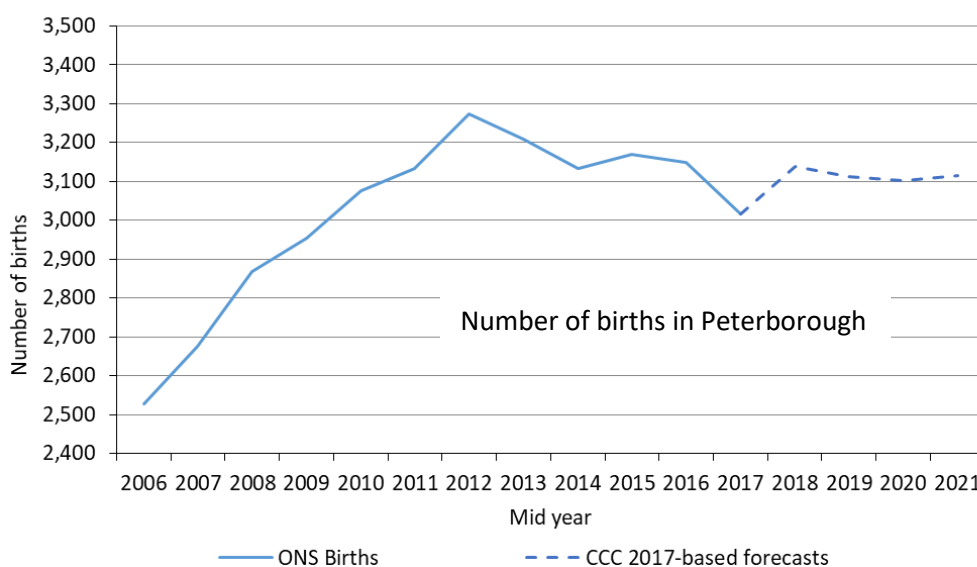
## Chapter 1: Introduction

### 1.1 Governance, location and population

Public services in Peterborough are administered through a single tier structure. Peterborough City Council as the unitary authority is responsible for the provision of all local government services within its area. The authority comprises the City of Peterborough itself, and 25 villages set in countryside extending over an area of approximately 344 square kilometres. Peterborough is an important regional centre, providing employment, shopping, health, education and leisure facilities for people across a wide area. The total population of Peterborough, from Cambridgeshire County Council's 2017 population estimates, is estimated as 202,110 (at mid-2017), with just under 90% of this population residing in the Peterborough urban area. Peterborough's population growth has been significant and sustained, increasing by at least 1% per year since 2001.

### 1.2 Demographic change

Peterborough has one of the highest birth rates in the country. Using the actual number of births per year and a forecast of future birth numbers<sup>1</sup> helps provide an overview of the demand for school places. Across the Peterborough Unitary Authority area the number of births increased every year between 2006 and 2012, when it reached its peak. Since 2012, the number of births per year has fluctuated, but within a tight range of just over 3,200 births in 2013 and just over 3,000 births in 2017. The number of births is forecast to continue at similar levels, fluctuating at around 3,100 per year to 2021. It is clear that the increase in births across Peterborough has had, and will continue to have, a significant impact on the number of school places required. The graph below shows estimated and forecast number of births between 2006 and 2021.

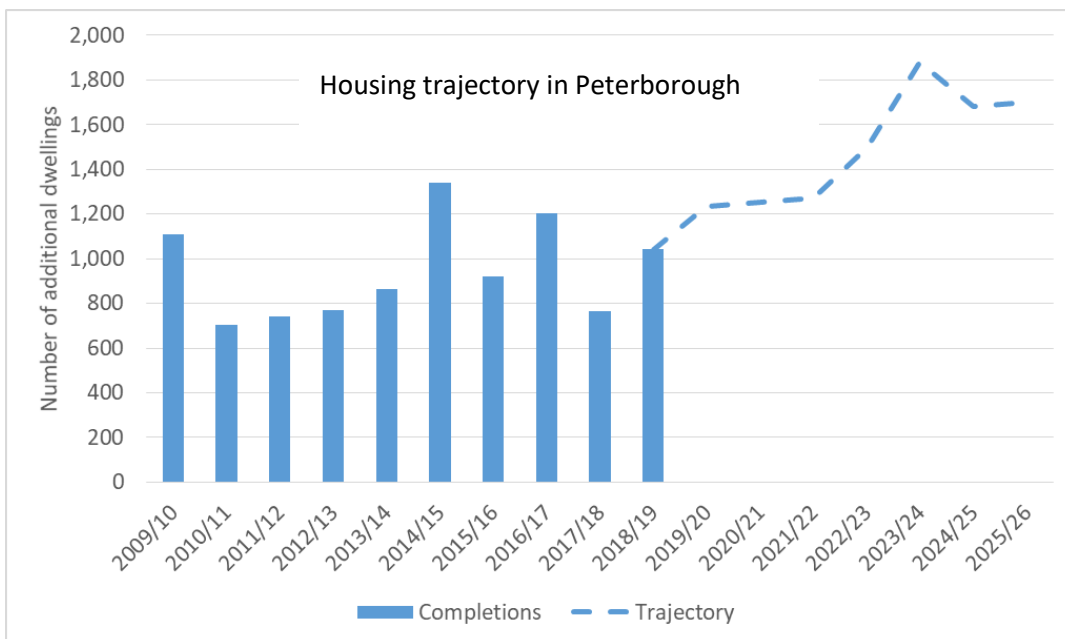


<sup>1</sup> Actual numbers of births (2006-2017) are from the ONS mid-year estimates. Future forecasts (2018-2021) are taken from Cambridgeshire County Council Business Intelligence Service's 2017-based population forecasts.

### 1.3 Housing development

In terms of house building, Peterborough remains one of the fastest growing cities in the UK. 1,043 dwellings were completed in the Peterborough Unitary Authority area in the year to March 2019. 41% of these were built in urban extensions, 51% in the rest of the urban area and 7.8% in the rural area.

The new Local Plan, adopted on 24<sup>th</sup> July 2019, makes provision for 19,440 new homes in the period 2016 to 2036. During the first 5 years (2016 to 2021) the annual requirement is for 942 dwellings per year, and this then increases to 982 per year between 2021 and 2036. The greater proportion of new dwelling provision is planned within urban extensions. There are currently 13,122 dwellings with outstanding planning permission. Of the unimplemented permissions 4,277 had full permission and 8,845 had outline permission. In addition to the sites rolled forward from the previous Local Plan, there are allocations at Great Haddon (5,300 dwellings), Norwood (2,000 dwellings) further development around the East of England Showground (650 dwellings) and an extension to Eye village (280 dwellings). The graph below shows net housing completions between 2009 and 2019, and forecast completions from 2020 to 2026.



### 1.4 Migration

International migration in to Peterborough has been a significant driver of population growth. Net migration in to Peterborough was particularly high in 2015 and 2016, and migrant worker National Insurance Number (NINo) registrations and new migrant GP registrations were at comparatively high levels between 2014-15 and 2016-17. Since then, estimated in-migration and migrant worker NINo registrations in Peterborough have fallen,

yet this is a more delayed reaction to Brexit when compared to trends seen across the wider UK, and estimated net migration to Peterborough in 2017 and 2018 is still much higher than seen between 2012 and 2014.

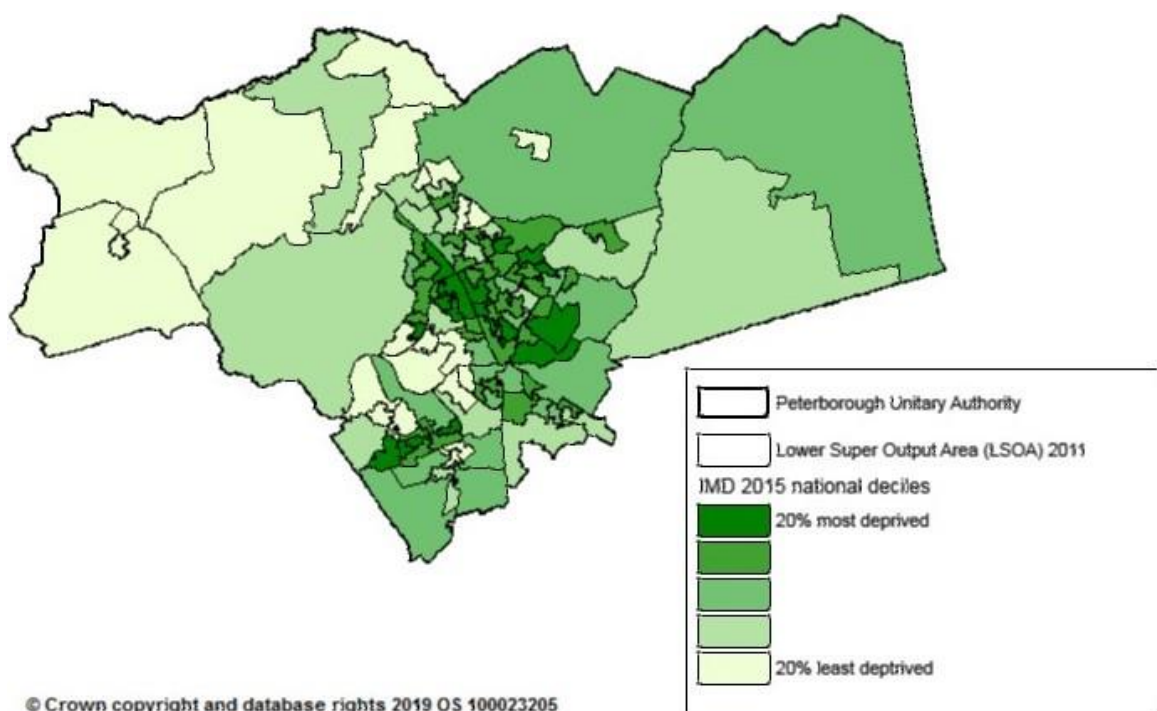
### 1.5 Social and Economic Diversity

Peterborough has seen rapid and sustained population growth over the last 20 years, arising from a combination of significant international in-migration and high birth rates. Consequently, there is a high level of social and ethnic diversity across Peterborough.

The proportion of residents with a minority ethnic background increased from 13% to 29% between the 2001 and 2011 censuses. Approximately one-fifth of Peterborough's population is estimated to have been born outside the UK, and around half of pupils attending schools in Peterborough are from an ethnic minority.

There are parts of Peterborough, predominantly in the urban area, that have high levels of deprivation. Rural areas, particularly towards the west of the region, and pockets to the north and south of the urban area, are much more prosperous. As shown below the following electoral wards include LSOAs in the top 20% most deprived nationally using Index of Multiple Deprivation (IMD) 2015 national deciles: Bretton, Central, Dogsthorpe, East, North, Orton Longueville, Orton Waterville, Paston and Walton, and Ravensthorpe.

#### *Economic and social deprivation across Peterborough*



The retail, employment services, health and care, business and professional services sectors are all significant employers in Peterborough. The 2008 economic recession impacted

Peterborough's economy, although over the last five years unemployment rates have recovered, and are now lower than pre-recession levels.

In rural parts, the economy is focused largely around agriculture and associated industries. These areas have, in recent years, attracted migrants from Eastern Europe. Schools in these areas are often subject to seasonal changes to their pupil populations.

A similar experience of seasonal changes to school populations is often shared by schools near Traveller sites. The authority has one of the largest Traveller populations in the country.

The RAF Wittering base provides another aspect to Peterborough's diversity. Activities here can have an impact, resulting in reductions or increases in pupil numbers with little advance warning.



## Chapter 2: Early Years and Childcare

### 2.1 What is the National Policy?

The Childcare Act (2006) places a duty on local authorities to secure sufficient and suitable quality education and childcare places to enable parents to return to work or to undertake education or training which could lead to employment. The Education Act (2011) altered this to include an entitlement of 570 hours of free early education per year for eligible two year olds, starting the funding period following their second birthday. This was in addition to the 570 hours of free early education already in place for all three and four year olds, starting the funding period following their third birthday. This is usually taken as 15 hours per week for 38 weeks of the year, but it is flexible. Some parents may choose to take fewer hours over more weeks, for example.

Whilst Local Authorities are not expected to provide childcare directly, they are expected to work with local private, voluntary and independent sector providers to meet local need.

The Childcare Act 2016 extended the previous entitlement and since September 2017, children aged 3 and 4 from working families have been entitled to an additional 15 hours (per week 38 weeks per year) of free childcare, subject to their parents meeting the following eligibility criteria:

- Both parents are working (or the sole parent is working in a lone parent family)
- Each parent earns, on average, a weekly minimum equivalent to 16 hours at national minimum wage and less than £100,000 per year.

The overall entitlement for families meeting these criteria is now 30 hours of free childcare per week (per week 38 weeks per year).

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered Early Years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

### 2.2 What are the Council's responsibilities?

- To ensure sufficient and suitable childcare places to enable parents to work, or to undertake education or training which could lead to employment
- To secure sufficient and suitable early years places to meet predicted demand
- To secure free early years provision for all 3 and 4 year olds (and the 40% most vulnerable 2 year olds) of 570 hours per year

- To provide information, advice and assistance to parents and prospective parents on the provision of childcare in their area and other services which may be of benefit to parents, prospective parents or child and young people in their area
- To provide information, advice and training to childcare providers
- To improve early years outcomes
- To intervene where quality is compromised
- To support early identification of children with moderate and complex needs

Peterborough City Council, in line with Department for Education (DfE) guidance requires that funded two, three and four year olds can access their free early education entitlement with registered early years and childcare providers (including early years registered childminders) that are newly registered and/or achieve an Ofsted grading of 'Good' or 'Outstanding'<sup>2</sup>. To ensure sufficient childcare, Peterborough City Council allows settings with a Requires Improvement outcome to continue to accept funded children, should parent/carers choose to take up a place there. Overall, 97% of funded two-year-olds and 94% of funded three and four-year-olds access their free early education entitlements in settings graded 'Good' or 'Outstanding'<sup>3</sup>. Quality of provision is a criterion for consideration where schools directly manage provision either through lowering their age range or community powers (section 27) or in the case of academies the trust's charitable objectives.

### **2.3 How does the Council manage the quality of provision?**

Ofsted is the arbiter of quality through its inspection framework but Peterborough Council will, as part of its assessment of the childcare market, identify where improvements to quality could be made as part of any identified market development priorities. The Council will not support the development of any new provision, of any governance type, where 'Good' or 'Outstanding' provision is currently meeting the needs of local families.

The local authority provides tailored support, depending on the level of need of the provider, to both new and registered early years and childcare providers. Support is offered to all providers with a Requires Improvement Ofsted judgement, focusing on areas identified within their report. If a provider receives an Ofsted judgement of Inadequate, the local authority will work intensively with the provider, detailing a course of action. The provider must submit an action plan for improvement at the setting which must be agreed by the local authority, and a subsequent series of monitoring meetings and observations will take place over the following months to ensure satisfactory progress is made prior to re-inspection. It is the position of Peterborough City Council

<sup>2</sup> Section A3 of Early Education and Childcare (2018)

<sup>3</sup> Department for Education (2019) <https://www.gov.uk/government/statistics/education-provision-children-under-5-years-of-age-january-2019>

that no new funded two, three or four-year-olds will start accessing their funded entitlement at a provider who has received an Inadequate judgement. Funding will only continue for existing children where the provider has demonstrated a commitment to improve practice and show that the provision has the leadership capacity to improve within a required timescale.

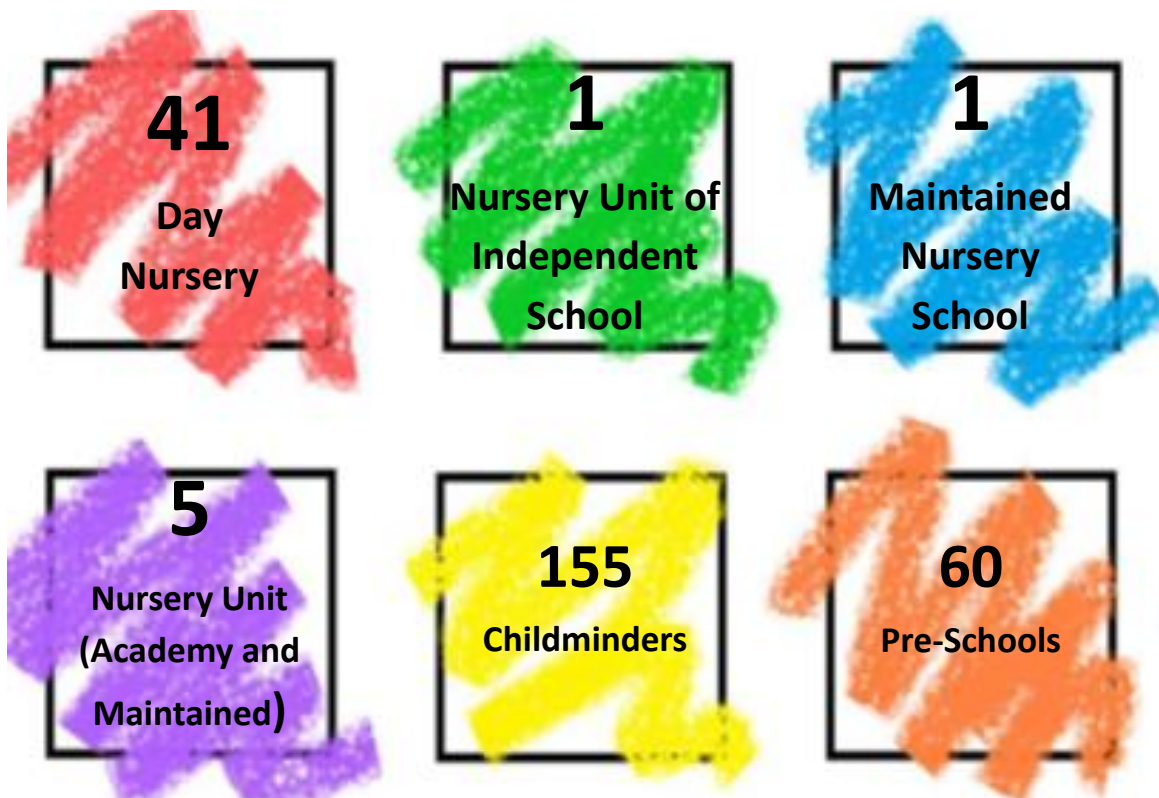
In certain circumstances it may be necessary to withdraw all government funding e.g. where an Ofsted report or Welfare Requirements Notice highlights concerns or where the Local Authority identify concerns regarding safeguarding, equalities or SEND that cannot be mitigated. In these circumstances, the local authority will gather the relevant sufficiency data to identify settings and childminders with available places, and will provide information, advice and assistance to parents and carers.

When required, designated Officers from the Early Years' Service will liaise with the regulator and other agencies to share relevant and proportionate information.

#### 2.4 What types of provision are available?

In Peterborough there are a variety of Early Years and Childcare providers who offer places for children from birth upwards. The childcare market in Peterborough is largely served by Private, Voluntary and Independent (PVI) provision, with 92% of EY places available delivered by the PVI sector.

*Early Years and Childcare in Peterborough as of 31<sup>st</sup> July 2019*



Peterborough Council supports registered providers to have regard to the Special Educational Needs and Disability (SEND) Code of Practice and provides a wide range of training including annual SENCo courses. Specialist officers work with providers to develop exemplary inclusive practice, and to ensure that all children have the support they need to access a quality early years' experience.

All providers within Peterborough should have clear admissions policies that provide equality of opportunity and develop a working ethos that has regard for the Disability Discrimination Act (1995) and the Equalities Act (2010).

## 2.5 What does take up look like in Peterborough?

The percentage of two year olds benefitting from funded early education places has remained steady since 2016. This is in line with the national average.

The percentage of three year olds benefitting from universal funded early education places has remained fairly stable since 2016 but the percentage of four year olds accessing a place has dropped over the last four years.

Percentage of 2, 3 and 4-year-old children benefiting from funded places (%)				
	2016	2017	2018	2019
<b>2 year olds</b>				
Peterborough	67	71	69	69
East of England	71	73	70	69
England	68	71	72	68
<b>3 year olds</b>				
Peterborough	91	90	87	91
East of England	95	93	94	93
England	93	93	92	92
<b>4 year olds</b>				
Peterborough	97	95	94	93
East of England	96	95	95	95
England	96	95	95	95
<i>DfE Statistics (January 2019)</i>				

Since its introduction in September 2017, there has been an increase in the number of children benefitting from the extended entitlement (30 hours) across the county.

The cohort of children accessing funded hours increases throughout the academic year, peaking in the Summer funding period before falling in Autumn when children leave settings and take up a place in school reception. Development of places is a delicate balance between ensuring sufficient places are available in Summer, but ensuring provision remains sustainable in quieter Autumn funding periods.

## **2.6 How do we identify pressures in the Early Years and Childcare market?**

The Early Years market is continually monitored and reviewed to ensure that there are sufficient early years and childcare places for all children who would like one. This ensures that the Council can identify where potential pressures may arise, and respond accordingly.

When assessing where more capacity in the childcare market is required, consideration is given to:

- occupancy levels and surplus capacity within existing provision
- child population using NHS data
- eligible population, by area
- housing development
- local knowledge which could influence supply and demand including physical barriers (e.g. rivers and main roads), and the service offer of individual providers.

A market position statement is published which sets out the priority early years' and childcare developments required across Peterborough. Through these statements, all providers, regardless of their governance model (e.g. childminder, private, voluntary, independent, school or academy), are invited to expand or develop new early years and childcare provision to meet the identified pressures. The Council is aware of the importance of implementing a successful business model from opening, therefore would work with new providers through the pre-opening process. The Council would also look to facilitate the expansion of existing 'Good' and 'Outstanding' provision in order to meet demand.

## **2.7 What are the current pressures? How are we responding?**

The information below sets out early years places that are already in development or planned, but yet to open. This includes the following types of provision:

- Those which are currently being commissioned by the Council to run from its own premises
- Those linked to new schools to be run by the sponsor or commissioned by the sponsor
- An expansion of existing early years settings
- Those planned due to a lowering of school age range

- Other new, privately, voluntary or independently run settings of which the Council has been informed

### Stanground South

#### **What is due to open?**

The provision at Oakdale Primary School had closed to allow for the school expansion. As part of this project there will be re-provision of 19 full time equivalent (FTE) EY places and 7 additional FTE EY places created. The provision is due to open in January 2020. One childminder is proposed in this ward.

#### **What are the requirements for major new housing developments?**

None

### Bretton

#### **What is due to open?**

There is a proposed new day nursery provision at Coningsby Park creating up to 80 FTE places. This is due to open in January 2020. This is a private provider.

#### **What are the requirements for major new housing developments?**

None

### Eye and Thorney

#### **What is due to open?**

There is a proposed new day nursery provision at Van Hage creating up to 30 FTE places. This is due to open in January 2020. This is a private provider.

#### **What are the requirements for major new housing developments?**

None

### Park

#### **What is due to open?**

There is a proposed new day nursery provision on Broadway creating up to 38 FTE places. The provision is due to open in January 2020. This is a private provider.

#### **What are the requirements for major new housing developments?**

None

## Hargate and Hempsted

### **What is due to open?**

There is due to be a new provision opening at Hampton Lakes Primary School creating 26 FTE places. The provision is due to open in September 2020.

One childminder is proposed in this ward.

### **What are the requirements for major new housing developments?**

Where new developments are underway, an early years childcare facility which can be used to provide childcare will be built within all new primary schools. A full range of childcare, including full day care, sessional provision and wrap around care will be required in the new communities.

There is new provision planned at the new school at Hampton Water. This is planned to create 26 FTE places. The provision is due to open in September 2022.

## Glinton and Castor

### **What is due to open?**

New building for the pre-school to re-provide 36 FTE existing places and create an additional 16 FTE places. Provision due to open in February 2021.

### **What are the requirements for major new housing developments?**

None

## Gunthorpe

### **What is due to open?**

One childminder is proposed in this ward.

### **What are the requirements for major new housing developments?**

Where new developments are underway, a community space which could be used to provide childcare provision will be built within all new primary schools. A full range of childcare, including full day care, sessional provision and wrap around care will be required in the new communities.

New provision at Manor Drive Primary Academy creating 30 FTE places. The provision is due to open in September 2022.

## Wittering

**What is due to open?**

One childminder is proposed in this ward.

**What are the requirements for major new housing developments?**

None

## 2.8 Useful Links

**Childcare Act (2006)**

[http://www.legislation.gov.uk/ukpga/2006/21/pdfs/ukpga\\_20060021\\_en.pdf](http://www.legislation.gov.uk/ukpga/2006/21/pdfs/ukpga_20060021_en.pdf)

**Childcare Act (2016)**

<http://www.legislation.gov.uk/ukpga/2016/5/enacted>

**Disability Discrimination Act (1995)**

<http://www.legislation.gov.uk/ukpga/1995/50/contents>

**Early Years and Childcare Local Provider Agreement**

<http://www.peterborougheducationnetwork.co.uk/page/?title=Provider+agreement&pid=142>

**Early Years Funding Information**

<http://www.peterborougheducationnetwork.co.uk/page/?title=Settings&pid=48>

**Equalities Act (2010)**

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

**Family Information Service**

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/family.page?familychannel=0>

**Ofsted**

<https://www.gov.uk/government/organisations/ofsted>

**Market Position Statement**

<https://www.peterborough.gov.uk/residents/nurseries-and-childcare/childcare-sufficiency/>

**Medium Term Financial Strategy 2019-2021/22**

<https://www.peterborough.gov.uk/council/budgets-spending-and-performance/our-finances/>

**Parents' Guide to the Early Years Foundation Stage Framework**



[https://ccc-live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/EYFS\\_Parents\\_Guide.pdf?inline=true](https://ccc-live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/EYFS_Parents_Guide.pdf?inline=true)

**Statutory Framework for the Early Years Foundation Stage**

[https://www.foundationyears.org.uk/files/2017/03/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

## Chapter 3: Primary and Secondary Provision

### 3.1 What is the national policy?

Section 14 of the Education Act (1996) places local authorities under a general duty to provide a school place for every child living in their area of responsibility who is of statutory school age and whose parents want their child educated in the state-funded sector.

The Education and Inspections Act (2006) placed additional duties on local authorities to ensure fair access to educational opportunity, to promote choice for parents and secure diversity in the provision of schools. The Act also placed an explicit duty on LAs for the first time to respond formally to parents seeking changes to the provision of schools in their area, including new schools.

The Education Act (2011) changed the arrangements for the establishment of new schools by introducing a presumption that when local authorities set up new schools, they will be academies (including free schools). It also made changes to the legislation relating to school land, to increase the Secretary of State's ability to make land available for free schools.

The Academies Act (2010) made it possible for all publicly funded schools in England to acquire Academy Status, including primary and special schools. Becoming an academy provides schools with increased autonomy over their curriculum, budget and staffing.

### 3.2 What are the Council's responsibilities?

The Council continues to respond positively to the changes in national policy direction, working closely with existing and potential education providers and the Regional Schools Commissioner (RSC) to promote diversity, choice and quality in education provision across the County.

The Council is committed to working in partnership with all education providers, regardless of status. In its role as a champion for children, young people and their families, the Council continues to provide advice, guidance and support to:

- promote educational development and school improvement
- challenge the lowest performing schools to deliver improved outcomes

The Council also acts as a critical friend; raising concerns over educational performance and outcomes directly with schools, and where these are not addressed by the schools leadership and governors, requesting Ofsted undertakes an inspection.

The Council believes that all education provision should be inclusive, attractive and welcoming, whilst promoting safeguarding. It should also enable children, young people and their families to access a range of support, advice and positive activities which includes transport beyond the statutory walking distances and in cases where there is not an available walking route to and from their designated school.

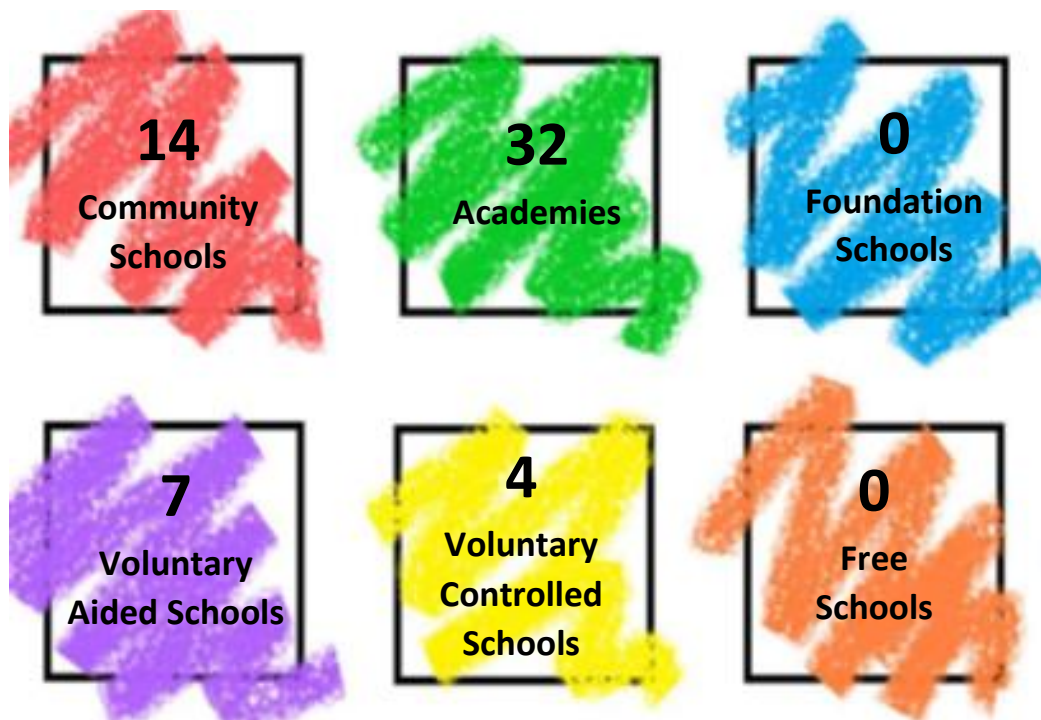
#### Breakfast/After School and Holiday Clubs

Breakfast Clubs, After School Clubs and Holiday Clubs also play an important role in ensuring that sufficient childcare is available outside of school hours. The Council therefore monitors the availability of provision to ensure that sufficient places are accessible for parents who want them. Where there is a need for additional places which cannot be met by existing providers a Market Position Statement will be published.

### **3.3 What types of primary provision are available?**

There are currently 57 primary schools in Peterborough.

*Primary Schools in Peterborough as of 31 August 2019*



Over the last 15 years new primary schools have mainly been opened in response to the need arising from the development of large urban extensions; for example St Michael's

in Cardea and Hampton College (Primary Phase) in Hampton. Over the next 15 years this trend is set to continue with a new primary school set to open in Manor Drive and primary schools to open to serve the Great Haddon development.

In line with national trends Peterborough has seen a steady rise in the number of primary schools converting to, or being opened as, an academy.



### 3.4 What types of secondary provision are available?

There are currently 13 secondary schools and one University Technical College in Peterborough.



In line with national trends Peterborough has seen a steady rise in the number of schools converting to, or being opened as, an academy.

### 3.5 How do we commission school places?

The Council uses a number of data sources and a forecasting methodology to identify pressures, see Appendix A for more detail. The different pressures on available education places require a range of approaches to commissioning school places.

Planning areas

In urban areas, the impact of pupil forecasts on available provision is considered more widely than at the level of individual schools, reflecting the fact that there is often greater choice for parents when several settings or schools are located in close proximity. This also allows the Council to provide sufficient places, without creating surplus capacity. To support this approach the Council groups schools within planning areas. These:

- include schools in close proximity
- link primary schools to their catchment or designated secondary schools
- take account of federations and partnerships between schools
- take account of natural barriers and constraints on journeys between schools
- have been agreed with the Department for Education (DfE) and form the basis of the Council's annual school capacity return (SCAP) to government

A full list of the Peterborough planning areas and the schools within each of them is included in Appendix B. This will be kept under review as the Council responds to demographic changes and housing development proposals.

There are currently three ways to establish a new mainstream school:

- Central Route: this requires an application from a Multi Academy Trust (MAT) directly to the Department of Education (DfE). The DfE will decide whether or not to approve the application. Costs are the responsibility of the DfE.
- Presumption Route: the Council publishes a specification for a school and invites MATs to apply to run that school. This requires an application to the Council. The DfE will decide whether or not the preferred sponsor recommended by the Council will be successful. Costs are the responsibility of the Council.
- Voluntary Aided (VA) route: anyone, including a Diocese or council, may publish a proposal for a new VA school in response to a clear demand for places that the new school would provide. In December 2018 the DfE launched a capital fund to support the establishment of new VA schools, which would meet 90% of the capital costs of the new school. The final 10% would be met by the applicant, developer or other stakeholder. The Council would be the decision maker as to whether or not the proposals, for which funding is approved by the DfE, should proceed to opening.

Where new schools are commissioned to meet basic need local authorities are responsible for the pre-opening start-up and post-opening diseconomy of scale costs. Given the uncertainty of future funding, and the current burden of revenue expenditure, the Council will first utilise the national Free Schools Programme, and will only consider commissioning new schools under its presumption route where there is no possible alternative. Hampton Lakes Primary has been established using this method. The Council can influence this process by encouraging quality providers with a good and proven track record to submit bids to the DfE.

If the Council believes that a new school is required but no free school proposal is approved then it would follow the presumption route. The Council would advertise the opportunity widely to ensure there is a strong field of high quality applications.

In existing areas, where the Council is responding to demographic change, the option of providing a new school may not necessarily be the right approach educationally. In these circumstances the preference is to work with existing schools and Trusts to expand provision, where possible in 'Good' or 'Outstanding' schools. For example, the recent expansion at Lime Academy Parnwell was carried out in partnership with the Lime Trust.

### 3.6 What are the primary pressures? How are we responding?

#### Central Primary

##### **What pressures have been identified previously? How have we acted upon them?**

Historically this planning area has had a very mobile population. Current admissions data (July 2019) shows 728 Reception pupils on roll, this cohort at birth was 963. There are some children choosing to attend schools outside the central planning area and the trend for families to move away from the area before children start school is continuing.

Pupil numbers in the area have increased significantly over the past few years. However, a peak in Reception numbers occurred in 2018/19 and the number of children starting in Reception is now predicted to fall steadily over the forecast period. As the peak moves through the primary school phase there continues to be a forecast shortage of capacity in some Key Stage 2 year groups over the coming years.

An expansion of Lime Academy Parnwell from 1.5FE (315 places) to 2FE (420 places) was completed and handed over to the school in February 2019.

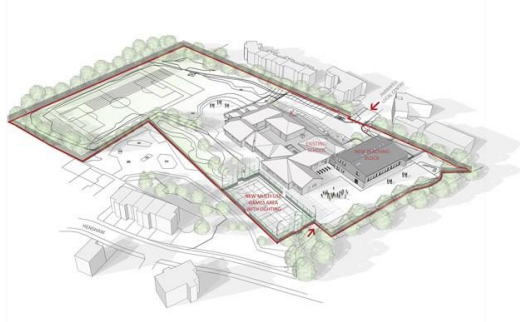
##### **What are we doing now? What will be needed within the future?**

In order to manage the predicted shortage of places in Key Stage 2 classes over the forecast period the place planning team will work with schools on over admitting and providing temporary accommodation, if required; as the shortage of places is not forecast to continue permanently.

Surplus capacity in the south of the Central planning area may be used to alleviate the pressure in the Stanground/Fletton/Woodston planning area (please see the Stanground/Fletton/Woodston planning area information for further details).

##### **What are the requirements for major new housing developments?**

None



*Lime Academy Parnwell*

## North Primary

### **What pressures have been identified previously? How have we acted upon them?**

The North planning area has historically had a stable population with the birth cohort size moving into primary schools without much fluctuation.

Paston Ridings has generally had a lot of surplus capacity. This was mainly due to concerns about the quality of education. However, the school was rated 'Good' by Ofsted in February 2018 so it likely parental preference trends will begin to reverse.

The planning area currently has a combined Published Admission Number (PAN) of 450. The forecast predicts that by 2023 the planning area will have a deficit of places in Reception, Year 1 and Year 2. In particular, Paston Ridings will be over capacity in Reception from September 2020. This is due to the pressure from the new housing development at Paston Reserve which is forecast to ultimately generate 418 primary aged children.

In addition, there is currently a planning application for the first phase of the Norwood development to the east of Paston Reserve. This planning application is for 870 houses; but the site is designated in the Local Plan for a total of 2000 houses. There is planned to be a 3FE (630 place) primary school built to serve this development.

### **What are we doing now? What will be needed within the future?**

No actions required

### **What are the requirements for major new housing developments?**

Manor Drive Primary is a proposed new 2FE (420 place) school on the Paston Reserve site to serve the needs of the development. A free school bid was submitted and approved as part of the Wave 12 programme. The school is now in the pre-opening phase and the target opening date is September 2022. It can then potentially open concurrently with the new secondary school, which will be constructed on the same site and which is

also required to serve this major development area. The secondary school bid received its approval in the recent DfE announcement on wave 13 of the Free Schools programme.

Negotiations are underway to secure developer contributions for the 3FE (630 place) primary school to serve the proposed Norwood development.

#### Stanground/Fletton/Woodston Primary

##### **What pressures have been identified previously? How have we acted upon them?**

The school population is rising rapidly in this planning area and there will be a lack of Reception places from September 2022 (this includes the capacity created by the expansions below). This is mainly due to the large development of over 1600 dwellings at Cardea, Stanground nearing completion as well as a number of significant infill developments occurring across the planning area.

##### **What are we doing now? What will be needed within the future?**

Woodston Primary School has recently been expanded from 2FE (420 place) to 3FE (630 place), the expansion was handed over to the school in August 2019.

Oakdale Primary School has recently been expanded from 1FE (210 place) to 2FE (420 place), this was completed in July 2019. For the academic year 2018/19 there was temporary accommodation provided in order to cater for an additional Reception class. Therefore, there are now two classes of children in both the Reception and Year 1 year groups.

Spare capacity to the south of the Central and West planning areas may need to be used to mitigate the deficit.

##### **What are the requirements for major new housing developments?**

None

#### The Ortons

##### **What pressures have been identified previously? How have we acted upon them?**

The population of the Ortons has remained fairly stable over the past few years. Generally about 20 to 30 more children than in the birth cohort arrive in Reception. The forecast for the next five years predicts a steady rise, this is highly likely to be due to the construction of 320 dwellings in Orton Wistow's catchment and a number of infill developments across the planning area. By September 2021 there will be a deficit of Reception places and by September 2023 there will be a deficit of places across year groups in this planning area.



**What are we doing now? What will be needed within the future?**

Ormiston Meadows Primary's (2003) site could be expanded from 1.5FE (315 place) to 2FE (420 place) to accommodate future growth in pupil numbers. However, no work is planned at the moment.

**What are the requirements for major new housing developments?**

None

The Hamptons

**What pressures have been identified previously? How have we acted upon them?**

Hampton is a new township that started being constructed in the 1990s. Pupil numbers have exceeded all original forecasts. There are 3 primary schools with a total of 1680 places for the development so far; the original S106 agreement allowed for 840. A further 3,050 dwellings are planned for Hampton East. This development is split into Hampton Gardens, Hamptons Water, Hampton Hamlets, Hampton Beach and Hampton Woods. Hampton Gardens, Hampton Hamlets and Hampton Water are currently under construction.

**What are we doing now? What will be needed within the future?**

Hampton Lakes, a new primary school which will ultimately serve Hampton Gardens and Hampton Beach, opened with 30 Reception places in September 2019 on the site of Hampton College. It will move to its permanent accommodation from September 2020.

**What are the requirements for major new housing developments?**

There is currently a proposal under consultation by the Roman Catholic Diocese of East Anglia for a new 3FE/630 place Roman Catholic primary school to be built on the Hampton East development.



*Hampton Lakes Primary*

Rural West

**What pressures have been identified previously? How have we acted upon them?**

The Rural West planning area comprises of a number of villages which between them have six primary schools. There is continued housebuilding in the village of Helpston so John Clare Primary has been under pressure from within its own catchment area to provide additional places in recent years. Wittering Primary takes children from the local RAF base and consequently has high pupil mobility. It has insufficient in-catchment pupils to fill the school and is increasingly taking out of catchment pupils because of shortfalls elsewhere. Barnack Primary has a low number of in-catchment pupils and in January 2019 it received a Requires Improvement Ofsted rating which may explain why the numbers on roll have fallen.

**What are we doing now? What will be needed within the future?**

In response to the within catchment pressure, and as a temporary measure, the PAN of John Clare Primary has recently been increased from 15 to 20 taking the overall number of places available from 105 to 140. If key planning applications for further house building in the village are approved officers will work on a proposal for a permanent expansion scheme at John Clare Primary. This would need to be approved by the Peterborough City Council Capital Programme Board. This scheme would increase capacity to 210 places, a timescale for this is yet to be determined.

**What are the requirements for major new housing developments?**

None

Rural East

**What pressures have been identified previously? How have we acted upon them?**

There is continued housebuilding in the village of Eye, designated a 'Key Service Centre'/'Large Village' in the Peterborough Local Plan submission. Expansion is also underway in neighbouring Thorney (another 'Key Service Centre'/'Large Village') and in Newborough. There is currently a deficit of Reception places in this planning area.

Eye Primary mostly serves the village of Eye. It is a popular school and has been under pressure from within its own catchment area to provide additional places in recent years. There has been an arrival rate of approximately 100% over the past few years, meaning that the vast majority, if not all, children growing up in the catchment area seek a place at the school.

For September 2019, 68 Reception children were offered a place at Eye Primary; these were all in catchment children. This arrangement to over admit for the academic year 2019/20 is for one year only and is possible by making better use of existing accommodation. The school wishes to continue to over admit and meet the demands of its local community in subsequent years and within the constraints of existing

accommodation can admit 70 pupils each year providing additional revenue support can be provided. Additional accommodation will be required to meet the need which will be generated by new housing developments. A proposal is being prepared for the Peterborough City Council Capital Programme Board.

**What are we doing now? What will be needed within the future?**

Officers are currently consulting with Members, local developers and other key stakeholders to identify next steps to increase places at Eye Primary.

**What are the requirements for major new housing developments?**

None

**3.7 What are the secondary pressures? How are we responding?**

Secondary North

**What pressures have been identified previously? How have we acted upon them?**

Secondary North is served by three secondary schools with a combined PAN of 744. Over the next ten years there is forecast to be a small surplus of places on entry to Year 7 each year. Ken Stimpson over admitted approximately 60 pupils in Year 7 in September 2018 and have done again in September 2019.

**What are we doing now?**

The limitations of Ken Stimpson's current accommodation means that over admitting cannot continue. Officers are currently working with the school and Members on the viability of a permanent expansion. A permanent build is unlikely to be completed before September 2021 and will be dependent on the outcome of proposals suggested below for dealing with the forecast shortfall of places in the central planning area ahead of the opening of the Manor Drive Secondary School in September 2022.

**What are the requirements for major new housing developments?**

None

Secondary Central

**What pressures have been identified previously? How have we acted upon them?**

The schools in the Secondary Central Planning area currently have a combined PAN of 1125. For admissions in September 2019 1033 places have been offered. In September 2020 there is forecast to be a shortage of 35 places in Year 7. This is set to rise until there is a forecast deficit of 4FE (120 places) in Year 7 in this planning area in September 2024.

An expansion project to Thomas Deacon Academy was completed in August 2018. This provides the option for the school to take an extra 30 pupils in each year. Officers are currently in discussions with the Academy Trust about using this capacity from September 2020.

The permanent accommodation to expand Jack Hunt from 10FE (1500 places) to 11FE (1650 places) will be ready for September 2019. The school agreed to increase their PAN to 330 places in Year 7 from September 2018 in anticipation of the build being completed. Discussions are also taking place with the school to admit an additional bulge class into Year 7 in September 2021 (12FE/360 places for one year only). It will also be necessary ahead of the opening of the new Manor Drive Secondary School in 2022 (see below) to secure further additional capacity. Although in the north planning area, discussions have been taking place with the sponsors of the Queen Katherine Academy about it also taking a bulge class into Year 7 in September 2021 for one year only.

Following these measures, any further shortfall in places are likely to be small and can be managed across the secondary school sector as a whole through over-admission.

#### **What are we doing now?**

Manor Drive Secondary Academy is a new planned 6FE (900 place) school to be built on the Paston Reserve development. 3FE (450 places) of this will be used to mitigate the effect of the development. The other 3FE (450 places) will provide some capacity to meet the demand from the rest of the City. This school was approved into pre-opening stage through Wave 13 of the Free School bid process. The LA is now working with the DfE and the 4C's Trust to start the single capital project for the secondary and primary school on the development. The opening date is currently planned to be September 2022. Delivery of the secondary school for 2022 will support the LA in managing a potential shortfall of around 4-5FE (120-150 places) of year 7 places forecast City-wide in September 2022.

#### **What are the requirements for major new housing developments?**

Paston Reserve is a large development on the eastern edge of Peterborough. Building on site has been underway for a number of years. Norwood has been designated for residential development in the Local Plan, a planning application for part of this site has been submitted to the Council; this is currently under consideration. Manor Drive Secondary Academy will be required to mitigate the effects of both of these developments.

#### Secondary South

#### **What pressures have been identified previously? How have we acted upon them?**

Secondary South is served by five secondary schools with a combined PAN of 1080. The secondary population in the Secondary South planning area is set to rise rapidly over the next 10 years. This is partly due to the population peak moving through to the secondary phase of education but will be exacerbated by the continued development of the Hamptons urban extension and the completion of the large development at Cardea, Stanground. There will be a deficit of places in Year 7 from 2019/20 and by 2023/24 a deficit of places in all year groups.

The Council jointly commissioned (with Cambridgeshire County Council) a new school to serve the 11-18 age range at Hampton Gardens. It opened in September 2017 for Year 7 pupils initially and will grow year on year from the bottom upwards over the following 5 years. Although this is a Peterborough school, run by Hampton Academies Trust, since its opening it has also become the catchment secondary school for Yaxley village in Cambridgeshire.

#### **What are we doing now?**

Manor Drive Secondary Academy is a new planned 6FE (900 place) school to be built on the Paston Reserve development. 3FE (450 places) of this will be used to mitigate the effect of the development. The other 3FE (450 places) will provide some capacity to meet the demand from the rest of the City. This school was approved into pre-opening stage through Wave 13 of the Free School bid process. The LA is now working with the DfE and the 4C's Trust to start the single capital project for the secondary and primary school on the development. The opening date is currently planned to be September 2022. Delivery of the secondary school for 2022 will support the LA in managing a potential shortfall of around 4-5FE (120-150 places) of year 7 places forecast City-wide in September 2022.

#### **What are the requirements for major new housing developments?**

S106 developer contributions for a secondary school on the Great Haddon development have been secured. The first houses on this development are forecast to be built in 2022. Opening of this school will be linked to the pace of development.



*Hampton Gardens Secondary School*

### **3.8 Useful Links**

#### **Academy and Free School Presumption**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/706171/Academy and free school presumption departmental advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706171/Academy_and_free_school_presumption_departmental_advice.pdf)

#### **Admissions to Secondary School**

<https://www.peterborough.gov.uk/residents/schools-and-education/school-admissions/starting-secondary-school-in-year-7/>

#### **Admission to Primary School Information**

<https://www.peterborough.gov.uk/residents/schools-and-education/school-admissions/starting-school-in-reception/>

#### **Medium Term Financial Strategy 2019-2021/22**

<https://www.peterborough.gov.uk/council/budgets-spending-and-performance/our-finances/>

#### **Ofsted**

<https://www.gov.uk/government/organisations/ofsted>

## Chapter 4: Post 16 Provision

### 4.1 What is the national policy?

The Education and Skills Act (2008) increased the minimum age at which young people in England can leave learning.

Since 2015, young people have been required to continue in learning or training until age 18. Raising the participation age does not mean young people must stay in school; they can choose from one of the following options:

- full-time educations, such as school, college or home education
- apprenticeships, work-based learning
- part-time education or training if they are employed, self-employed or volunteering for at least 20 hours a week

### 4.2 What are the Council's responsibilities?

The local authority has the duty to encourage, enable and assist young people to participate in education or training. It therefore has the responsibility to:

- Secure sufficient education and training for young people who wish to travel into their area to learn
- Secure sufficient suitable education and training provision for all young people in the area who are over compulsory school age but under 19 or aged 19 to 25 and an Education, Health and Care (EHC) plan is maintained
- Secure sufficient suitable education and training for young people subject to youth detention

### 4.3 What types of provision are available?

The Post 16 offer in Peterborough is delivered by a range of providers:

- schools with a 6<sup>th</sup> form
- maintained and private special schools for young people with SEND whose needs cannot be met within the range of support or specially resourced provision offered by mainstream providers
- independent schools
- independent private providers
- apprenticeship providers
- further education colleges
- Greater Peterborough UTC

Changes to post 16 provision have been proposed at a national level. In March 2019, the Department for Education (DfE) announced a review of post-16 vocational qualifications, excluding A-level and T-levels, in England. Consultation around these changes is planned in two stages. The first concluded in March 2019, but the second stage is planned for December 2019.

The proposed changes are to withdraw approval for funding for:

- Qualifications that the DfE deems meet its criteria for pre-existing qualifications
- Qualifications that have not demonstrated any market demand for the past two years
- Qualifications with low enrolments

*Proposed timetable for changes to take effect (Department for Education, 2019)*

Date	Proposal
August 2020	Funding approval withdrawn from pre-existing qualification
August 2021	Funding approval withdrawn from qualifications with low or no enrolments
September 2023 onwards	Removal of approval for funding from qualifications as determined by the review and in line with the rollout of T Levels.

#### 4.4 How do we commission Post 16 places?

In recent years the role of the Council with regard to post-16 provision has moved away from being the commissioner of learner places, to working with schools and colleges in an influencing role, with a strategic overview of provision and needs.

The Council recognises that the providers of post-16 education and training are autonomous institutions free to determine their own curriculum and to attract students within a free market. Likewise, providers recognise the statutory responsibility placed on LAs to secure sufficient suitable education and training opportunities to meet the reasonable needs of all young people in their area. Each provider is responsible for delivering a high quality learning experience promoting young people’s successful progression to 19 and beyond in the light of current legislation, including the raising of the participation age to 18. The Council is committed to ensuring that the needs of all Peterborough’s young people are met, while recognising that post-16 education and training provision is ultimately determined by learner choice. This requires cooperation and collaboration between all parties.

#### 4.5 What are the pressures? How are we responding?



Provision within sixth forms and further education colleges in Peterborough is forecast to remain static over the next few years so it is assumed that historic travel to learn patterns will remain unchanged.

#### **What has happened?**

The Greater Peterborough UTC opened in September 2016 for 500 students aged 14-19 offering specialist technical programmes alongside traditional study of the core key academic subjects.

Hampton Gardens School currently operates a small Sixth Form as part of wider joint Post 16 provision with Hampton College. Sixth Form capacity will be expanded in 2022, when the first students progress from the school's own Year 11 into Year 12.

#### **What is happening now?**

There are no immediate pressures on Post-16 capacity in Peterborough. Consequently, the City of Peterborough Academy is the first secondary school in the area to operate without a sixth form. The planned Manor Drive Secondary Academy is also only going to offer secondary provision.

## **4.6 Useful Links**

### **Apprenticeships**

<https://www.gov.uk/topic/further-education-skills/apprenticeships>

### **Education and Skills Act (2008)**

[http://www.legislation.gov.uk/ukpga/2008/25/pdfs/ukpga\\_20080025\\_en.pdf](http://www.legislation.gov.uk/ukpga/2008/25/pdfs/ukpga_20080025_en.pdf)

### **Ofsted**

<https://www.gov.uk/government/organisations/ofsted>

### **Review of Post 16 qualification at Level 3 and below in England**

[https://consult.education.gov.uk/post-16-qualifications-review-team/post-16-level-3-and-below-qualifications-review/supporting\\_documents/Post%2016%20level%203%20and%20below%20qualifications%20review%20%20Consultation%20Document.pdf](https://consult.education.gov.uk/post-16-qualifications-review-team/post-16-level-3-and-below-qualifications-review/supporting_documents/Post%2016%20level%203%20and%20below%20qualifications%20review%20%20Consultation%20Document.pdf)

### **UCAS**

<https://www.ucas.com/further-education>

## Chapter 5: SEND Provision

### 5.1 What is the national policy?

#### The Children and Families Act (2014)

The Children and Families Act (2014) aims to ensure that all children, young people and their families are able to access the right support and provision to meet their needs. The Act outlines the Code of Practice for children and young people with special educational needs and disabilities (SEND).

#### Special Educational Needs Code of Practice (2015)

The Code of Practice sets out a general presumption of mainstream education for children with SEND. In addition, it states parents of children with an Education, Health and Care Plan (EHCP) and young people with such a Plan have the right to seek a place at a special school, special post-16 institution or specialist college.

There are a number of other key pieces of legislation which are used to guide practice.

These include:

- Mental Capacity Act (2005)
- Equalities Act (2010)
- Working Together to Safeguard Children (2018)
- Care Act (2014)
- NHS Five Year Forward View (2014)
- Think Autism: an update to the Department of Health strategy (2014)
- Transforming Care - Building the right support (2015)

### 5.2 What are the Council's responsibilities?

Section 14 of the Education Act 1996 places local authorities under a general duty to provide a school place for every child living in their area of responsibility, irrespective of their needs. This may be in mainstream or specialist provision.

Health services, the local authority and their partners are required to:

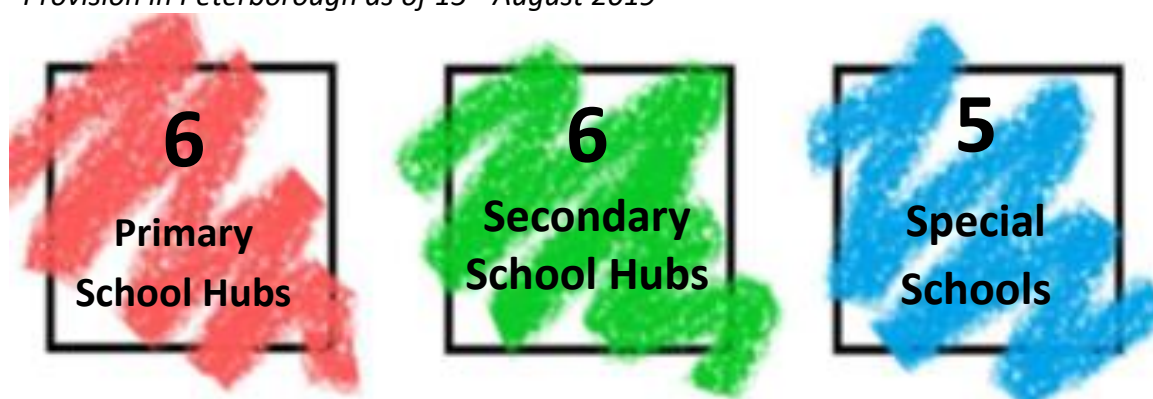
- Include children, young people and their parents/carers in decision making at individual and strategic level
- Work cooperatively together both at a strategic level when developing, buying and managing services and also at an individual level when agreeing support to families including the production of Education, Health and Care plans (EHCPs) for children and young people

The Children and Families Act (2014) also places a duty on every Local Authority to publish a Local Offer, setting out in one place information on the provision they expect to be available in their area for children and young people (from 0-25 years) who have SEN and Disabilities (SEND).

### 5.3 What types of provision are available?

The Local Authority is committed to inclusion and will endeavour to support children in mainstream schools wherever possible. However, there are a number of special education providers for those children and young people for whom mainstream education is not considered appropriate.

*Provision in Peterborough as of 15<sup>th</sup> August 2019*



### 5.4 How has the SEND population in Peterborough changed?

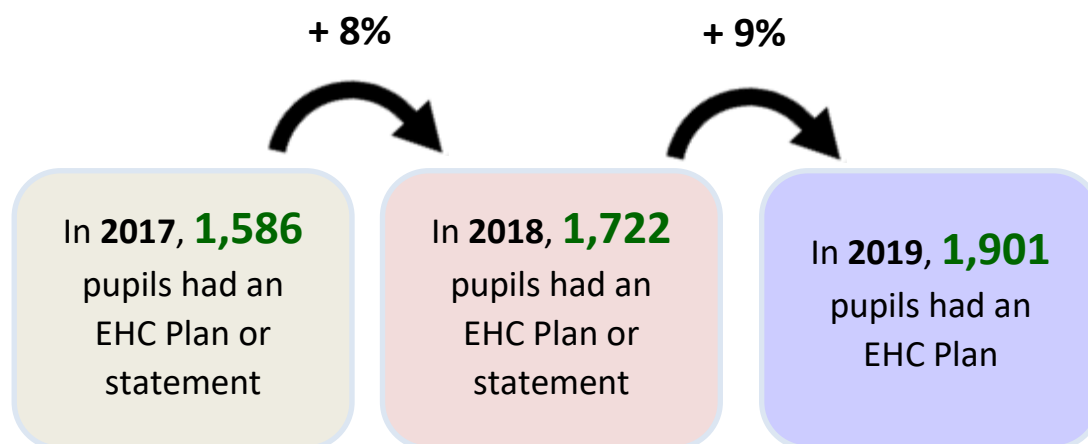
The number of pupils with special educational needs and disability (SEND) in England has increased for a third consecutive year representing 14.9% of the total pupil population. This is driven by increases in both the number of pupils with an EHC plan and with SEND support.

In Peterborough the percentage of the population with an EHC plan has remained constant over the last three years. The percentage of the population with an EHC plan in Peterborough is higher than both the East of England and national average.

	Percentage of pupils with statements or EHC plans (%)		
	2017	2018	2019
<b>Peterborough</b>	3.3	3.3	3.3
<b>East of England</b>	2.8	2.9	3.1
<b>England</b>	2.8	2.9	3.1

*National Statistics: Special Educational Needs in England (January 2019)*

The number of children with an EHC Plan has risen due to the sustained rapid population growth that Peterborough has experienced. The rise in the number of children with an EHC Plan in Peterborough is shown below.



### 5.5 How do we identify pressures?

#### National Statistics

The Department for Education publishes national statistics on an annual basis. This is collated using the information provided as part of the school census on pupils with special educational needs (SEN) and SEN provision in schools. This provides further analysis by primary type of need, and the trends over time.

### 5.6 How do we commission places for pupils with SEND?

The Children and Families Act 2014 says local authorities must integrate educational provision and training provision with health and social care provision, where it promotes wellbeing and improves the quality of provision for children or young people with SEND.

Local authorities and NHS clinical commissioning groups (CCGs) must make joint commissioning arrangements for education, health and care provisions for children and young people aged 0 - 25 with SEND. Joint commissioning may involve services that we already run, or buying services from organisations. Reviewing and monitoring of services is ongoing and involves service users and providers.

Similar to the central route for establishing new mainstream schools, the DfE operates a central programme for opening new special schools or new alternative provision. Councils can bid to the DfE, outlining a school specification. If this is approved, the Council runs a competition to find the best provider to run the school.

## 5.7 What are the pressures? How are we responding?

### What pressures have been identified previously?

The growth in the number of pupils with SEND, and with an EHC Plan means that additional places will be required across the 0 to 25 age range with significant investment required to deliver these. In the next five years, this is likely to have the greatest impact on the secondary sector and potentially Post 16 due to the Council's responsibility under the Children and Families Act to ensure provision for young people with special educational needs and disabilities up to the age of 25.

### What are we doing now?

The Government has committed £215 million of capital funding to help local authorities create new school places and improve existing facilities for children and young people with SEN and disabilities. This funding can be invested in mainstream schools and academies, special units, special schools, early years settings and further education colleges, or to make other provision for children and young people aged from 0 to 25.

The Council is using this and other funding to create 40 more special school places in the City. Options for this are currently being considered at Heltwaite and Marshfields Special Schools.

## 5.8 Useful Links

### Care Act (2014)

<http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

### Equalities Act (2010)

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

### NHS Five Year Forward View (2014)

<https://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf>

### Ofsted

<https://www.gov.uk/government/organisations/ofsted>

### SEND Code of Practice (2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### SEND Capital Plan

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/family.page?familychannel=8-6>

### SEND Information and Advice Support Service

[https://ccc-live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/SEND Information Advice and Support Service.pdf?inline=true](https://ccc-live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/SEND%20Information%20Advice%20and%20Support%20Service.pdf?inline=true)

**The Children and Families Act (2014)**

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

**The Mental Capacity Act (2005)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85028/vcs-serviceproviders.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85028/vcs-serviceproviders.pdf)

**Think Autism: an update to the Department of Health strategy (2014)**

<https://www.gov.uk/government/publications/think-autism-an-update-to-the-government-adult-autism-strategy>

**Transforming Care - Building the right support (2015)**

<https://www.england.nhs.uk/learning-disabilities/natplan/>

**Working Together to Safeguard Children (2018)**

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

## Appendix A: Demographic Forecast Methodologies

### A.1 Early Years and Childcare

Future demand for pre-school provision is assessed on the basis of the number of children born and estimates and forecasts of resident 0-4 year olds in the unitary authority each year. Data on the number of births is obtained from the Office for National Statistics, and counts of children aged 0 to 4 years that are registered with a doctor are obtained from NHS Provide. Using this data, estimates and forecasts of 0-4 year olds are produced. Translating this information into a pattern of demand for childcare is difficult as families can choose to take up provision close to their workplaces rather than to their home and take up rates for childcare places are different depending on family circumstance. Therefore, the data is only considered together with a broader Childcare Sufficiency Assessment.

### A.2 Primary and Secondary Provision

For school pupil place planning the Council currently uses the forecasts which are provided to the Department of Education for the statutory School Capacity Survey (SCAP).

Business Intelligence are currently working on producing catchment forecasts for Peterborough primary and secondary aged pupils. They are due to be first finalised in January 2020. These will allow the Council to plan for school places using the forecast number of children living in each school catchment.

The statement below sets out how the SCAP forecasts are produced.

#### Sources of data

- Pupil numbers already on roll come from the January annual school census, **January 2019**.
- Primary forecasts of reception numbers are based on numbers of children under school age living in catchments derived from **NHS Provide data**. To complete this piece of work Cambridgeshire County Council sent Provide a detailed look-up table / gazetteer so that children aged 0-4 (**as at November 2018**) could be allocated to school catchment areas. The Council then received a data table which lists school and numbers of children in each year group 0-4.
- **Admissions for autumn 2019** are based on actual admissions data as at the end of the second round of applications under the Peterborough City Council's school admissions process.
- Intakes for 2023/24 are based on **forecast numbers of births** taken from a three year average of births for the previous three years.

Data about future house-building is taken from an assessment of the Peterborough City Council Annual Monitoring Report (AMR) and **published five year land supply report**.

#### Processing data

Cambridgeshire Business Intelligence has developed for Peterborough City Council a combined pupil forecasting model, which has been in use since 2018. Together with the improved model there are set written procedures for updating and rolling forward the model with new data:

- Raw data for school roll, 0-4s and births were entered into the model and subject to a quality assurance process (see below).
- By default year-groups are assumed to move through schools with an average of the net gains and losses experienced within the schools over the past three years. Where there was a significant reason to vary this methodology (for example because of erratic or exemption year group change in one of three of the past years) then this decision was made by the pupil forecaster and recorded.
- The model was adjusted to take into account changes in school organisation. For example the opening of new schools.
- Intake at four years old is forecast on the basis of the relationship between the numbers of children recorded as living in the primary school catchment in the 0-4 data, and the average of actual intakes at that school from the previous three years. Real-time information from schools and the Admissions Team on the expected September 2018 intake (allocations) is also incorporated in the forecasts.
- Intake at 11 years old is forecast on the basis of the relationship between the numbers of 10-year-old pupils in the primary schools normally feeding to a secondary school and the average of actual intakes at that school from the previous three years. Admissions system data on allocations to school places from the second round of admissions for the September 2019 intake is also incorporated into the forecast.

#### Housing developments

Individual school forecasts are adjusted for expected major changes in house-building within the school catchment, i.e., the beginning or completion of a large housing estate. Housing additions are based on trajectories provided by the Peterborough City Council planning department each year. A number of major housing developments have planning permission and are planned to get underway in the local authority area over the next five years.

#### Cross border movement

Cross border movement is accounted for by reviewing previous trends in arrival and transfer rates and applying a three year average. Assumptions are checked with neighbouring authorities where significant cross border movements are known, particularly between Cambridgeshire and Peterborough.



### A.3 Useful Links

**Cambridgeshire Insight**

<https://cambridgeshireinsight.org.uk/>

## Appendix B: School planning areas

School Name	Planning Area Name
The King's Cathedral School	Central Primary
Thomas Deacon Academy	Central Primary
Welland Academy	Central Primary
Gladstone Primary Academy	Central Primary
Dogsthorpe Academy	Central Primary
St Thomas More Catholic Primary	Central Primary
Fulbridge Academy	Central Primary
The Beeches Primary	Central Primary
All Saints CofE Primary	Central Primary
Dogsthorpe Infant	Central Primary
Queen's Drive Infant	Central Primary
Bishop Creighton Academy	Central Primary
Newark Hill Academy	Central Primary
Lime Academy Parnwell	Central Primary
Lime Academy Abbotsmede	Central Primary
Discovery Primary	North Primary
William Law CofE Primary	North Primary
Norwood Primary	North Primary
Paston Ridings Primary	North Primary
Welbourne Primary	North Primary
Werrington Primary	North Primary
Gunthorpe Primary	North Primary
Eyrescroft	West Primary
Highlees	West Primary
Sacred Heart RC	West Primary
West Town Primary	West Primary
Middleton Primary	West Primary
Longthorpe Primary	West Primary
Thorpe Primary	West Primary
Ravensthorpe Primary	West Primary
Lime Academy Watergall	West Primary
Ormiston Meadows	The Ortons
Leighton Primary	The Ortons
Winyates Primary	The Ortons
St John's Church School	The Ortons
St Botolph's C of E Primary	The Ortons
Orton Wistow Primary	The Ortons
Braybrook Primary	The Ortons
Brewster Avenue Infant	Fletton/Woodston/Stanground
Nene Valley Primary	Fletton/Woodston/Stanground
Old Fletton Primary	Fletton/Woodston/Stanground
Woodston Primary	Fletton/Woodston/Stanground
Heritage Park	Fletton/Woodston/Stanground

Oakdale	Fletton/Woodston/Stanground
Stanground St Johns	Fletton/Woodston/Stanground
St Augustine's C of E	Fletton/Woodston/Stanground
St Michael's C of E	Fletton/Woodston/Stanground
Southfields	Fletton/Woodston/Stanground
Hampton College	The Hamptons
Hampton Hargate	The Hamptons
Hampton Vale	The Hamptons
Barnack	Rural Primary West
Castor	Rural Primary West
John Clare	Rural Primary West
Northborough	Rural Primary West
Peakirk-cum-Glinton	Rural Primary West
Wittering	Rural Primary West
Duke of Bedford	Rural Primary East
Eye	Rural Primary East
Newborough	Rural Primary East
Arthur Mellows Village College	Secondary North
Ken Stimpson Community School	Secondary North
Queen Katharine Academy	Secondary North
City of Peterborough Academy	Secondary Central
Greater Peterborough UTC	Secondary Central
Jack Hunt School	Secondary Central
Kings (The Cathedral) School	Secondary Central
St. John Fisher Catholic School	Secondary Central
Thomas Deacon Academy	Secondary Central
Hampton College Academy	Secondary South
Hampton Gardens Academy	Secondary South
Nene Park Academy	Secondary South
Ormiston Bushfield Academy	Secondary South
Stanground Academy	Secondary South

## Appendix C: Capital Funding

### C.1 Capital Programme

The Council, as part of its annual budget-setting process, sets out its three-year capital spending projections.

The Council has priorities for how it allocates funding. These include:

- Health and safety improvements to avoid school closures
- Investment in the provision of sufficient school places in line with the Council's statutory duties (referred to commonly as meeting basic need)
- Implementing statutory changes, for example, increasing the age range a school serves
- Implementing the recommendations of a review of education provision
- Implementing new statutory duties or education policy changes where no funding is available
- Reducing schools' maintenance costs, prioritising schools in the worst condition
- Improving schools' environmental performance, prioritising those with the most inefficient buildings

The very nature of capital planning necessitates alteration and refinement to proposals and funding during the planning period. Therefore whilst the early years of the Strategy provide robust, detailed estimates of schemes, the later years only provide indicative forecasts of the likely infrastructure needs and revenue streams for the Council.

A copy of the Council's current capital programme can be found using this link:

<https://www.peterborough.gov.uk/council/budgets-spending-and-performance/our-finances/>

### C.2 Education and Skills Funding Agency (ESFA)

The ESFA which is part of the DfE, provides all funding for free schools including capital funding. Once approved, free schools are given an ESFA contact who will work with them to acquire a suitable site for the school. The ESFA will pay for the purchase and lease of the building or land as well as any building work or refurbishment that needs to be done.

A list of all open and approved free schools and academies can be found using this link:

<https://www.gov.uk/government/publications/open-academies-and-academy-projects-in-development>

In addition, the Council will work with academies and free schools to seek to secure capital funds from the ESFA to help address condition and suitability needs.

### **C.3 Developer Contributions**

When a new development is being built the Council will seek Community Infrastructure Levy (CIL) or S106 contributions from the developer to provide the required education infrastructure in order to ensure the effect of the development is mitigated.

This page is intentionally left blank