

Peterborough City Council School Organisation Plan

**“Delivering Local Places for Local
Children”**

2018-2019

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 school organisation plan considers education provision in Peterborough across the 4 to 16 age range.

We are delighted to present this school 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 (CCC and PCC)
Peterborough City Council,
Sand Martin House, Bittern Way,
Fletton Quays
Peterborough
PE2 8TY
Tel: 01223 699779
Email: clare.buckingham@cambridgeshire.gov.uk

Contents

Introduction What is Peterborough like as place?	Chapter 1
The Council's responsibilities for school provision Background National Policy Education provision in Peterborough Identifying pressures Responding to pressures	Chapter 2
Place Pressures and Responses Primary Secondary	Chapter 3
Capital Programme Supporting Education Capital Planning Medium Term Financial Strategy Free Schools Programme	Chapter 4
Useful Documents and Links	Chapter 5
Appendices Legislative Framework School Planning Areas	Chapter 6

Chapter 1: Introduction

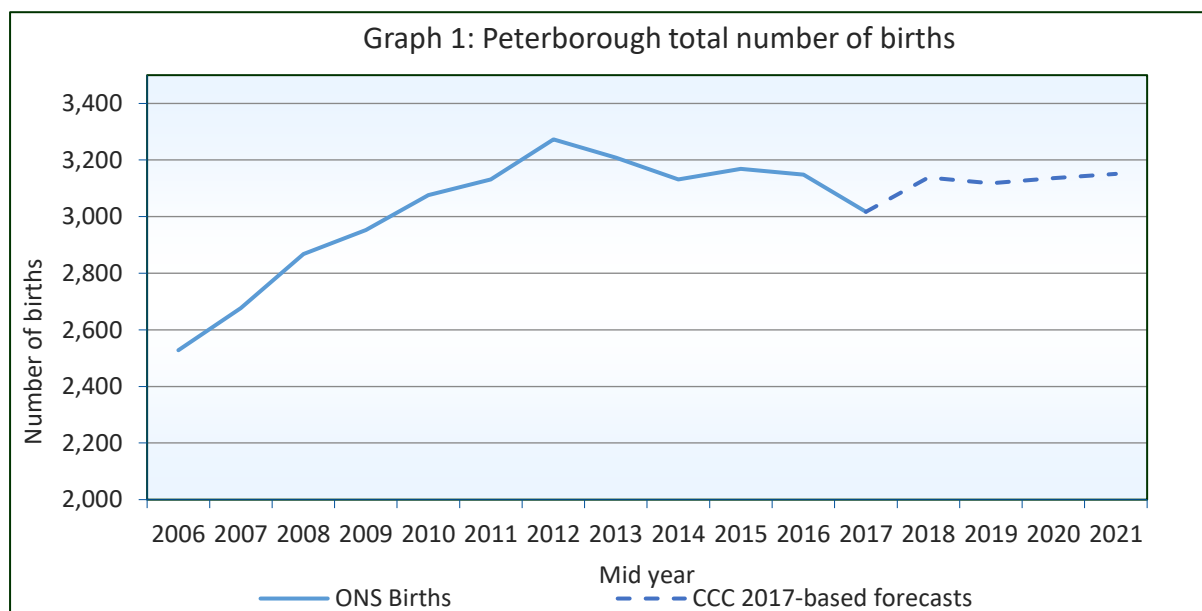
1.0 What is Peterborough like as a place?

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 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

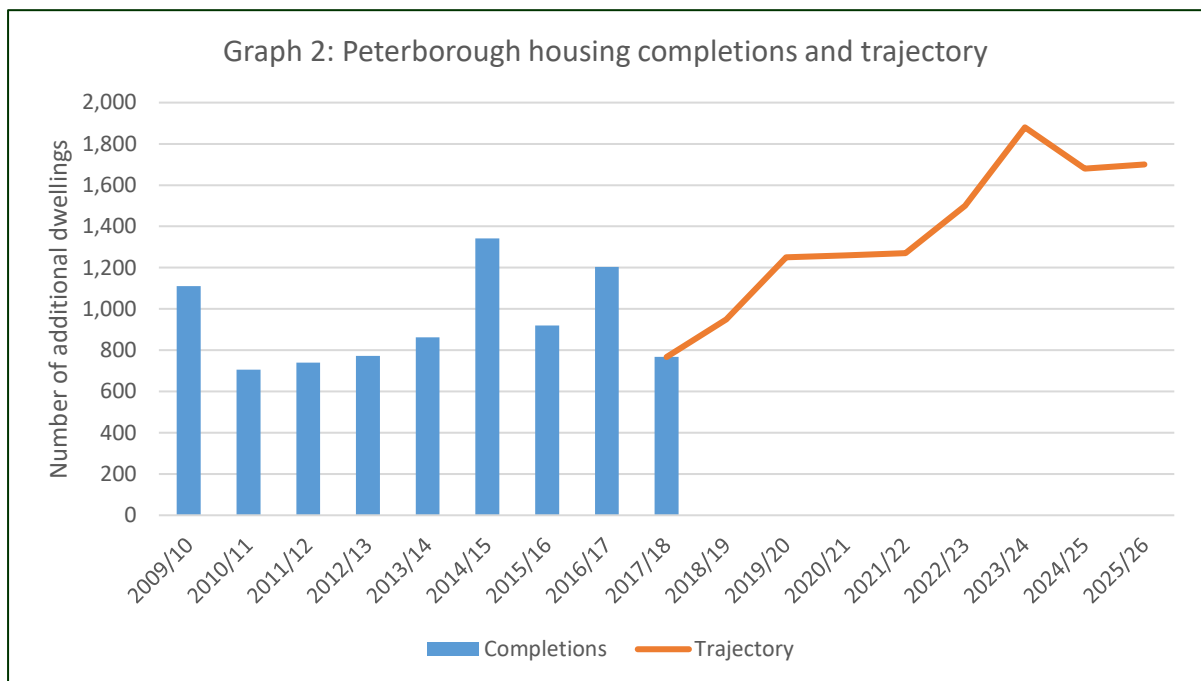
Peterborough has one of the highest birth rates in the country. Using the actual number of births per year and a forecast of future birth numbers¹ helps provide an overview of the demand for school places. Across Peterborough the number of births increased every year between 2006 and 2012, when it reached its peak (see graph 1). Since 2012, the number of births per year has fluctuated, but within a tight range of just over 3,200 (2013) and just over 3,000 (2017). The number of births is forecast to continue at similar levels, fluctuating at around 3,150 per year to 2021. It is clear that the increase in births across Peterborough has, and will continue to have, a significant impact on the number of school places required.



¹ 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.

In addition to the population increases arising from births, Peterborough has seen sustained levels of house-building, with at least 700 net additional dwellings each year since 2009/10. Over the last 5 years there have been periods of extremely rapid housing growth. The housing trajectory shows that these higher levels of housing growth are expected to continue year on year, and to hit very high levels by 2023 onwards (see graph 2). Consequently, the number of children born over the next five years in the area is expected to increase once again climbing back towards the peak experienced in 2012. This will continue to increase demand for school places in various areas of the city and will significantly alter the distribution of the school aged population as these new developments are occupied.

New housing will also encourage people to move to the area from elsewhere. New housing tends to attract younger, economically active members of the population who either have young families or may subsequently start a family having moved to the area.

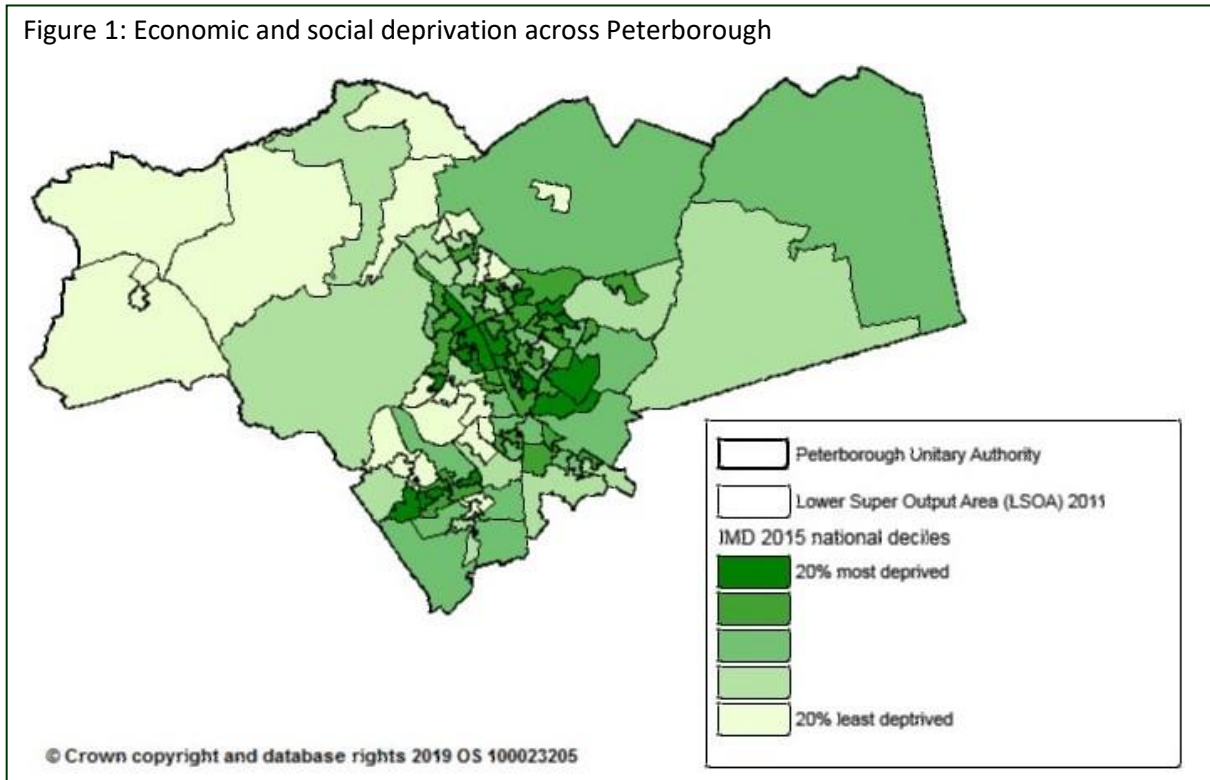


1.3 Social and Economic Diversity

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.

There are parts of Peterborough, predominantly in the urban area, that have high levels of deprivation (see figure 1). Rural areas, particularly towards the west of the region, and pockets to the north and south of the urban area, are much more prosperous. 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.

Figure 1: Economic and social deprivation across Peterborough



The retail, employment services, health and care, business and professional services sectors are 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: The Council's responsibilities for school provision

2.0 Background

There have been many changes at national level in how education services and schools are provided. However, the Council continues to have a statutory responsibility for:

- acting as the corporate parent for Looked After Children, with responsibility for improving their educational attainment
- securing education provision for young people in custody
- safeguarding children and young people
- providing impartial advice to parents and carers of children and young people with SEND
- admission of children to community and voluntary controlled schools

The Council is also responsible for the outcomes and well-being of all Peterborough children. In this role, the Council works with others to ensure:

- all children receive the high standard of teaching and learning to which they are entitled
- organisational barriers do not prevent children and families accessing the services they need
- vulnerable children, including those with special educational needs and disabilities (SEND), have access to high quality provision that meets their needs
- a narrowing of the attainment gap for those who are vulnerable or at risk of becoming so, through partnership working across all agencies

2.1 National Policy

Section 14 of the Education Act 1996 places Councils 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.

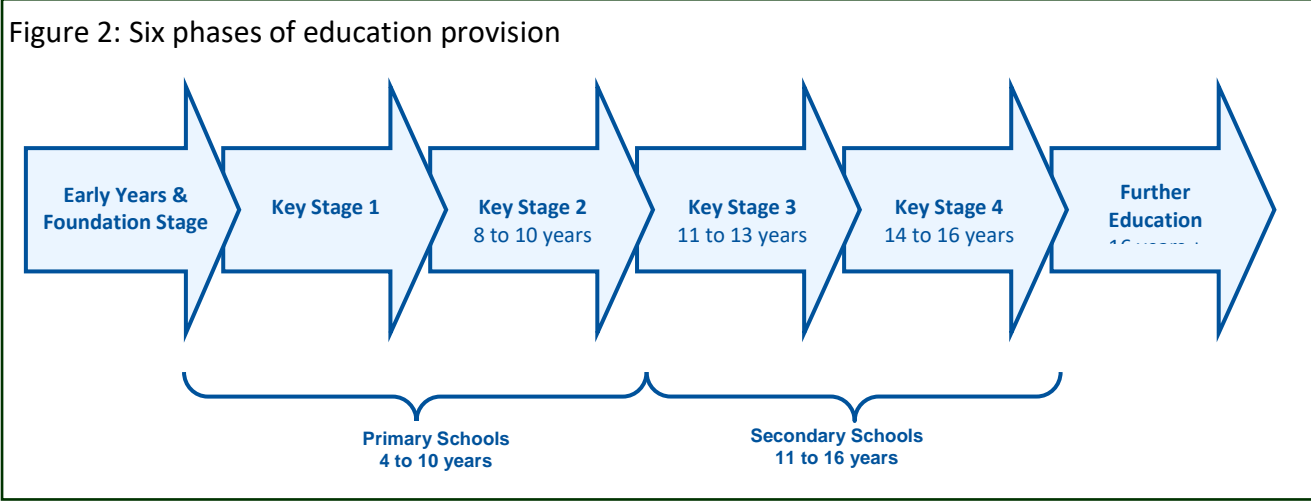
The Education and Inspections Act 2006 placed additional duties on Councils to ensure fair access to educational opportunity, to promote choice for parents and secure diversity in the provision of schools. The Act also placed an explicit duty on Councils for the first time to respond formally to parents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

2.2 Education provision in Peterborough

Education provision is defined in six phases by the government (see figure 2). Peterborough operates a two-tier educational system, in which schools are organised into primary and secondary schools². There are some exceptions to this with a number of infant and junior schools: Dogsthorpe Infant and Juniors, Queen's Drive Infants and Thomas Deacon Juniors,

² Since the 1990s, Peterborough has operated a policy of children attending school in the September following their fourth birthday, even though the statutory school age starts the term after a child's fifth birthday. In line with this, education provision is referred to as covering the 4-16 age range.

Brewster Avenue Infants and St Augustine’s C of E Junior schools. In addition, King’s (The Cathedral) School takes 15 children from Year 3 and Hampton College is an all through school with both a primary and secondary phase. The children who are admitted into Thomas Deacon Juniors have an automatic right of entry to Thomas Deacon Academy.



2.3 Working with education providers

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 City.

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, bringing this to the attention of the Regional Schools’ Commissioner and/or 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 in cases where there is not an available walking route to and from their designated school.³

2.4 Identifying pressures

³ This includes ensuring that all cycling and walking routes comply with the Council’s safety criteria.

2.4.1 Changes in the birth-rate

Information about birth-rate is obtained from NHS birth and registration data. The data provides robust information about the number of children born in a given area and is used as a baseline, from which it is possible to forecast the number of children who are likely to require a place in a state-funded school.

2.4.2 New housing development

Information about housing development is taken from:

- a) the Peterborough Local Plan: this establishes policy aspirations in relation to future housing development
- b) the Peterborough Housing Development Report: this sets out the number of new homes completed each year, and a trajectory for the number of new homes anticipated in future years

These set out the aspirations and expectations for new housing development. As development is driven by economic conditions, they do not provide certainty about the level of development that will occur, but they are the best evidence base available on which to make assumptions about the impact of development on school places.

2.4.3 Other factors

Other changes in demand for school places can be more unexpected, for example, as the result of the arrival or departure of Traveller families or military redeployments. By their nature, these changes are more difficult to predict, and can result in sudden shifts in demand for school places. It is, as a result, not possible to develop a strategic response to these changes in the same way as for longer-term shifts in demographic patterns.

The impact of Brexit on future migratory patterns and upon existing EU nationals living in the UK is also unknown at the moment.

2.5 Responding to pressures

The different pressures on available education places require a range of approaches to commissioning school places but the Council has some clear objectives in terms of school place planning:

- To offer local places for local children, with the aim to meet parental preference for catchment schools
- To offer a range of different schools for all parts of the City including community schools, foundation schools, trust schools, faith schools and academies
- To offer high quality places for children to learn that encourage high levels of achievement
- To avoid significant change to catchment areas
- To limit the use of mobile classrooms to area where demand is temporary

2.5.1 Planning Areas

In urban areas, the impact of pupil forecasts on available provision is considered more widely than individual education providers, 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 help provide transparency in discussions with education providers, the Council groups schools within planning areas. These:

- include schools in close proximity⁴
- 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 schools⁵
- have been agreed with the Department for Education (DfE) and form the basis of the Council's annual school capacity data return to government

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

2.5.3 Commissioning school places

Whilst reviews of provision need to respond to local circumstances, the same broad approach is adopted for all reviews. This approach allows local views, especially those of parents, to be sought as part of the process for planning and commissioning school places. This approach is outlined in figure 3 below.

The council considers school sizes on a case-by-case basis but works within the following parameters:

- the minimum size of a primary school is 2FE/420 places
- the maximum size of a primary school is 4 FE/840 places
- the minimum size of a secondary school is 4FE/840 places
- the maximum size of a secondary school is 12 FE/1800 places

2.5.4 Commissioning additional school places

National policy changes, especially the government's academy expansion programme, has generated significant changes in how school places are planned and commissioned. Over recent years the government has invited bids to establish new schools through a centrally assessed, approved and funded free school programme. The free schools which have been approved to proceed to pre-implementation stages from Wave 12 in Peterborough are listed in Chapter 4. The outcome of the Wave 13 application process will not be known until spring 2019.

⁴ The council determines this as being the statutory walking distance of 3 miles for secondary aged pupils and 2 miles for primary aged pupils.

⁵ In line with Department for Education guidance, these include divisions including major trunk roads, railways and rivers, regardless of the distance between schools.

New schools established by the Council through the ‘academy presumption process’ are also now considered to be free schools. This is the process by which the Council initiates a competition to seek a sponsor to run a new school where it has identified the need for one. The final decision about who the sponsor will be is made by the Secretary of State for Education in liaison with the RSC. This reflects the fact that “free school” is the DfE’s policy term for all new provision academies whereas “academy” is a legal term for state-funded schools that operate independently of LAs and receive their funding directly from the government. However, new schools established in this way are not required to use the term “free school” in their name.

Table 1: Differences between the central and presumption route for new schools	
Centrally delivered free schools	Presumption free schools
Demand led	Led by basic need for school places in that town/area
Type of school (size, faith, location etc.) is determined by the applicant	Type of school and its location is determined by the Council in its specification
The Council is consulted but each application is considered on its own merits	The Council assesses applications and puts its preferred option to the RSC for approval (or not)
Construction costs met centrally by the DfE, but additional capacity created by centrally funded free schools is reflected in future basic need allocations to Councils	Construction costs met by the Council from within basic need funding allocation and the council delivers the building project
Revenue start-up costs met by the DfE	Revenue start-up costs met by the Council

Although processes for commissioning the additional places across the City continue to develop and evolve, a key element of the Council’s approach is to work with schools to seek to reach a consensus agreement on the basic need for new schools, and this approach continues to be important.

It is clear, that with many schools in Peterborough having already converted or seeking to convert to academy status, the relationship between schools and the Council will continue to change. As of December 2018, 12 secondary schools are academies and 2 are maintained and 28 primary schools are academies and 30 are maintained.

The need continues for schools and the Council to work together to provide additional school places that promote the best opportunities and outcomes for children and young people. This relationship now also includes the DfE, the Education and Skills Funding Agency (ESFA) the RSC, the Free Schools Group and recently appointed DfE place planning advisers.

Where demand for places is in an area served by an academy or free school, the Council expects to commission the expansion of these schools to meet the identified basic need requirements unless demand is such, and/or capacity is constrained by site limitations, that the quality of existing provision would be compromised. In such cases, alternative schools may be considered for expansion or sponsors will be sought for new schools. There is also

provision for the Council to approve a proposal for a religious body to establish a voluntary aided school.

Chapter 3: Place Pressures and Responses

3.1 Central Primary

Overview

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 together saw a population increase of 9,968 between the 2001 and 2011 census, an average of 25.4%. It has the highest level of inward migration and has experienced one of the greatest pressures for school places. The recorded birth rate exceeds the overall capacity by year group for the area but the high level of mobility means that the birth rate cannot be relied on as the only forecasting tool here. The October 2018 school census showed 830 YR pupils attending the primary schools and an overall PAN of 885. Birth data shows 1,005 children born in the area in this age cohort, so the mobility trend is for families to either move away from the area as children are growing up or attend schools outside the central primary area.

What have we done?

Fulbridge and Gladstone primary schools have expanded to 4 forms of entry, creating between them an additional 630 places from September 2014. Thomas Deacon Academy (TDA) opened a primary phase for KS2, with 360 places, also from September 2014. Pupils attending the TDA KS2 provision will previously have attended Queen's Drive Infant School. There is no scope for further expansion, so any pupils above the number of available places will be allocated to schools in neighbouring planning areas. In addition, it proved necessary to provide an additional form of entry in Year 2 (a bulge class) at Gladstone Primary School from October 2016 because of a shortage of places in this year group. Likewise, a reception year bulge class was provided at Dogsthorpe Infant School in Easter 2017.

What are we doing?

A small expansion of Lime Academy Parnwell increasing capacity at the school from 1.5FE to 2FE has just been handed over by the contractors.

The Council has also recently been consulted by the sponsor of Gladstone Primary School on a proposal to reduce its PAN from 120 to 90. The Council has formally recorded its opposition to the proposal as it would remove school places for which there is a local need.

3.2 West Primary

Overview

The areas nearest to the city centre have a high percentage of newly arrived families, putting pressure on school places. There has been some residential development in Thorpe primary catchment area. In addition, outline planning permission has been granted for a new development of 350 homes.

What have we done?

Ravensthorpe and Thorpe Primary School were each expanded by 210 places in 2014/15. West Town Primary School has been re-built under the Priority School Building Programme with an increase of 315 places from September 2016.

What are we doing?

There are no further plans to expand primary schools in this area.

3.3 Fletton and Woodston Primary

Overview

Birth data shows the number of children in the area will soon exceed the places available. There have been large housing developments at Hempsted, Buttercream Way and Sugar Way and another 71 dwellings are planned on Sugar Way.

What have we done?

Woodston Primary School was expanded by 210 places from September 2014. It also took a bulge class into Year 1 from September 2017.

What are we doing?

A feasibility study for the expansion of Woodston Primary School was concluded in 2017. The school is currently being expanded to 3FE (a further 1FE expansion) to be ready for September 2019.

3.4 The Ortons

Overview

The population of the Ortons has been fairly stable with the schools taking out of catchment pupils (particularly from Fletton, Woodston and the Hamptons). A large housing development of 320 dwellings in Orton Wistow's catchment is still under construction and is starting to impact on pupil numbers in the area, as are infill developments. In addition, 650 homes are planned on the East of England Showground.

What have we done?

Orton Wistow has been expanded by 105 places from September 2014. St John's Church School has been rebuilt as 2FE under the Priority Schools Building Programme, creating an additional 168 places.

What are we doing?

Monitoring capacity in the Ortons is continuing. Ormiston Meadows School site could potentially be expanded by 0.5FE to accommodate future growth in pupil numbers.

3.5 North Primary

Overview

This area has a more settled population and lower growth than the central area but numbers are rising as surplus places are taken by children from neighbouring areas with more pressure. There is a large development, Paston Reserve, under construction which will ultimately have its own primary school. Currently children living in this development attend existing schools but this is only sustainable until 2022.

What have we done?

The second phase of Discovery Primary School extension was completed in 2017 and provides an additional 120 KS2 places.

What are we doing?

Paston Reserve Primary School is a proposed new 2FE school on the Paston Reserve site to serve the needs of the development and provide a small buffer for children living outside the immediate area. A free school bid was submitted and approved as part of the Wave 12 programme and an opening date of September 2022 has been agreed with the DfE.

3.6 Stanground Primary

Overview

The school population is rising rapidly in this area mainly due to the Cardea housing development of over 1,600 dwellings, which is now nearing completion. The popularity of the Stanground schools and the lack of capacity in the neighbouring Fletton and Woodston area are adding to the place planning pressures. All schools in this planning area have waiting lists across all year groups.

What have we done?

Southfields Primary has been permanently expanded to 3FE from September 2016, an increase of 210 places. St Michael's has been increased to 2 FE, an increase of 210 places from September 2016.

What are we doing?

In view of the continued demand and pressure for places from the new Cardea estate at Stanground the expansion of Oakdale Primary School from 1FE to 2FE will be completed for September 2019.

3.7 The Hamptons

Overview

Hampton is a new township that started being constructed in the 1990s. Pupil numbers have exceeded all original forecasts. There are three 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 this area, now known as Hampton East, the first phase of development started in the last quarter of 2017. There are no spare places in any of the year groups across all three primary schools. A major implication of this is the cost of transport as a result of not being able to offer these children a place at a local Hampton School.

What have we done?

None of the current Hampton school sites can be expanded.

What are we doing?

The Free School bid for the first Hampton East primary school (now known as Hampton Lakes Primary School) was approved, as part of Wave 12, in April 2017. The school will open with a PAN of 30 in September 2019 in temporary accommodation on the site of Hampton College Primary Phase. It is anticipated the Hampton Lakes Primary School permanent building will be completed in late spring 2020. This will be located in the new Hampton Lakes development east of the A15, near Teardrop Lake and will be able to accommodate 420 pupils.

There has also been bids put forward in Wave 13 for the second Hampton East primary school; known as Hampton Gardens Primary Academy. The outcome for these will be announced in spring 2019.

South of the Hampton development a new urban extension of 5300 dwellings, Great Haddon, is due to commence towards the end of 2019. Bids for the first primary school on this development have been submitted in Wave 13. Again, the outcome for these will be announced in spring 2019.

3.8 Rural Primary

Overview

The City of Peterborough is often viewed as an urban authority. However, it also comprises 25 villages which between them have 9 primary schools with a total PAN of 311 places or 10.5FE. Most of the rural areas have fairly slow population growth, with the exception of Eye which is designated as a growth village under the Local Development Plan. The village schools are popular and take children from out of catchment and out of the local authority area. Wittering takes children from the local RAF base and consequently has high pupil mobility. In addition, it has insufficient in-catchment pupils to fill the school and is increasingly taking out of catchment pupils because of shortfalls elsewhere. Barnack has a low number of in-catchment pupils but is popular and takes pupils from elsewhere, including outside the local authority area. The Local Plan envisages a continuation of limited development in key villages such as Eye, Helpston and Thorney. There is also a planning application for 80 dwellings which has been successful in Barnack. A review of primary school provision in this

planning area was completed in the autumn of 2017 and the specific recommendations arising are set out below.

What have we done?

There has historically been capacity across this planning area.

What are we doing?

The review of the rural areas of the City has meant the need to consider proposals for the expansion of two village primary schools; the Duke of Bedford (Thorney) and Eye Primary. The council is currently monitoring the need for expansion at the Duke of Bedford. A feasibility study has been carried out at Eye Primary; however this is dependent on the proposed neighbouring housing development receiving planning permission. There is also potentially a need to expand John Clare Primary School in Helpston from 0.5 to 1FE to mitigate the effects of housing growth in Helpston and Barnack (it is not possible to expand Barnack primary school due to site constraints). Options for expansion have been developed and are currently under consideration.

3.9 City-wide Secondary

Overview

A review of the pressures on secondary school places has recently been completed. This involved the analysis of post code data for all secondary schools comparing the post codes of the children in Year 7 and 8 to that of children in Years 4 and below. The review has confirmed that secondary school numbers will continue to rise in the coming years. The review also confirmed that the existing proposals already contained within the previous sufficiency statement are needed to ensure that the required number of places are provided. In addition, the provision of a new secondary school in Paston Reserve is required to serve not only the demand arising from that development but also the demand arising from the PE1 and PE2 areas of the City.

What have we done?

Jack Hunt Secondary School was expanded by one FE from September 2018. Both Ormiston Bushfield Academy and Nene Park Academy have been expanded to take two additional FE into Year 7 from September 2018.

What are we doing?

The Council proposes to expand Ken Stimpson Community School from September 2019 by 2FE. This has planning permission with a view to reaching financial and commercial close in March 2019 and starting on site in May 2019.

A new 8 FE school is to be built on the Paston Reserve site to serve the children from the new housing estate as well as the proposed new housing estate (Norwood) adjacent to Paston Reserve which will provide between 1,500 and 2,300 units. Pupil yield modelling shows that the housing estates will generate up to 5 FE. The additional 3 FE will provide some capacity to meet the demand from the rest of the city (see above). A proposal to establish this school has been submitted by Arthur Mellows Village College (4Cs Trust) to the DfE as part of wave 13 of the DfE free schools programme. A decision on the Paston Reserve Free school is expected in the spring of 2019.

Chapter 4: Education Capital Projects

4.0 Supporting Education Capital Planning

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 other 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 Council will work with academies and free schools to seek to secure capital funds from the Education and Skills Funding Agency (ESFA) to help address condition and suitability needs.

4.1 Medium Term Financial Strategy (2018/19 to 2020/21)

The following projects (actual and potential) have been identified as part of the Council’s statutory place planning responsibilities.

Primary Provision				
School	Description	Purpose	Opening Date	Status
Hampton Lakes Early Years	Early Years facilities as part of Hampton Lakes Primary	New Community	September 2020	Early Years funded from S106 contributions.
Oakdale Primary	1FE expansion to a 2FE school	Basic Need	April 2019	Contractors on site.
Lime Academy Parnwell	0.5FE expansion to a 2FE school	Basic Need	February 2019	Completed.
Woodston Primary	1FE expansion to a 3FE school	Basic Need	September 2019	Contractors on site.
Secondary Provision				
School	Description	Purpose	Opening Date	Status
Jack Hunt Secondary	1FE expansion to a 11FE school	Basic Need	September 2019	Contractors on site.
Ken Stimpson Secondary	2FE expansion to a 9FE school	Basic Need	September 2020	Additional 2FE from Sep 2019 in temporary accommodation. Contractors to be onsite for May 2019.

4.2 Free Schools Programme

A number of applications to open new free schools have been approved by the DfE to pre-implementation stage under the government's centrally administered free school programme; these will have an impact on the need for expansion of provision in certain areas. A list of the free schools approved through Wave 12 is set out below.

Primary Provision				
School	Description	Purpose	Opening Date proposed by DfE	Status
Hampton Lakes Primary School	Run by Hampton Academies Trust	To serve a new community	September 2019 in temporary accommodation	Approved to pre-opening stage in wave 12 Site identified, contractor due to start on site April 2019.
Manor Drive/Paston Reserve Primary School	Run by 4 Cs MAT	To serve a new community	September 2022	Approved to pre-opening stage in wave 12 Site identified

Further applications have been made under the Wave 13 programme. The DfE is currently considering these applications and a decision on these is expected in spring 2019. A list of the free schools awaiting a decision through Wave 13 is set out below.

Primary Provision				
School	Description	Purpose	Opening Date proposed by DfE	Status
Hampton Gardens Primary School	Currently subject to Wave 13 approval	To serve a new community	TBC	Site identified
Manor Drive Secondary Academy	Currently subject to Wave 13 approval	To serve a new community	TBC	Site identified
Greater Haddon Primary Academy	Currently subject to Wave 13 approval	To serve a new community	TBC	Site identified

At present, it is assumed that full approvals will be secured for each of the wave 12 and 13 free school proposals and that the full capital funding required will be supplied via the national free schools programme. In any case where approval is not forthcoming the Council will need to consider the implications for its schools capital programme and/or review the options available for meeting the need for the school places that the Free School in question was going to provide.

Chapter 5: Useful Documents and Internet Links

Admission guidance (general):

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

Admission guidance (infant, junior or primary):

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

Admission guidance (secondary):

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

Governmental guidance on school admissions:

<https://www.gov.uk/schools-admissions/choosing-schools>

Guidance on establishing new schools (either academies or free schools):

<https://www.gov.uk/government/publications/establishing-a-new-school-free-school-presumption>

New Schools Network, a charity established to provide advice and support to promoters of new schools:

<http://www.newschoolsnetwork.org/>

OFSTED inspection reports for schools:

<http://reports.ofsted.gov.uk/>

Parents' views of schools:

<http://parentview.ofsted.gov.uk/parent-view-results>

Chapter 6: Appendices

6.0 Appendix A: Legislative Framework

6.0.1 Early Years Foundation Stage (revised April 2017)

The Childcare Acts 2004 and 2006 provide the legislative framework for children from birth until they turn five, to support their development, care and learning. They provide the basis for the [statutory framework for the early years foundation stage](#) which:

- sets the standards that all early years providers must meet to ensure that children learn and develop well
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school
- give children the right foundation for good future progress through school and life

6.0.2 5-16 Statutory Provision

The [Education Act 1996](#) consolidated the Education Act 1944 and subsequent legislative changes that had been enacted. Section 14 of the Act placed LAs under a general duty to secure school places for every child living in their area of responsibility who was of school age and whose parents wanted their child educated in the state-funded sector.

Subsequent Acts have further developed and defined the duties of LAs and other education providers in terms of securing, monitoring and maintaining sufficient education provision.

The [Standards and Framework Act 1998](#) introduced a wide range of duties and responsibilities for LAs, schools and governing bodies, including:

- the introduction of a limit on Infant Class size, subsequently determined as being 30 pupils within a single class to one teacher;
- the requirement to rationalise school places in line with guidance produced by the Secretary of State;
- the introduction of the Code of Practice (Admissions Code) issued by the Secretary of State to underpin admission arrangements nationwide (arious subsequent revisions of the Code have taken place; the current version came into force in December 2014); and
- the requirement to enable parents to express a preference for the school they wished their children to attend.

The Learning and Skills Act 2000 introduced proposals for city academies. These were developed further in the [Education Act 2002](#). Academies, as city academies have since become known, are independent state schools which receive their funding directly from Central Government, and which have greater flexibility over curriculum, contracts of employment and staff pay than other schools in the public sector.

The [Education Act 2005](#) made provision for Federations between schools and a competition process to be undertaken by Local Authorities prior to establishing new secondary schools.

The 'Education and Inspections Act 2006' subsequently placed requirements on LAs to:

- exercise their duties to ensure that the provision of education promotes high standards, ensures fair access to educational opportunity and promotes the fulfilment by every child of their educational potential;
- secure diversity in the provision of schools and increase the opportunities for parental choice; and to

- give considerations to parental representations.

It also extended the new school competition requirement to include primary and special schools.

The [Academies Act 2010](#), provided for existing maintained schools to apply to the Secretary of State to become Academies. Initially this option was open only to schools graded as ‘outstanding’ by the Office for Standards in Education (Ofsted), but this has subsequently been extended to all maintained schools. The Act also provided for the Secretary of State to make failing schools⁶ become an Academy.

In addition to allowing changes in the status of existing schools, the Act introduced a new category, namely, additional schools. Included in this category are:

- Free Schools, which are intended to increase diversity within the education ‘market’ in response to community or parental demand. Free Schools cannot replace maintained schools that have been, or are to be discontinued, and cannot be a school that could otherwise secure academy status; and
- University Technical Colleges (UTCs), Academies serving the 14-19 age range, with links to Universities and local employers, and providing a more vocational curriculum.

The key elements of the Education Act 2011 are as follows:

- LAs’ key role would be to 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;
- LAs would encourage good schools to expand and encourage Free Schools or Academies to meet demand;

To support this, the Act:

- modifies arrangements to establish new schools, giving priority to Academies to become the promoters of new schools; and
- amends the Academies Act 2010 to enable the provision of 16-19 academies and alternative provision academies.

The [Education and Adoption Act 2016](#) gave the government new powers to intervene more rapidly in schools rated by [Ofsted](#) as "inadequate" or "coasting" and speed up the process of converting failing comprehensive schools into [academies](#).

6.2 Appendix C: 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

⁶ Schools requiring intervention, as defined within Part 4, sections 59-62 of the Education and Inspections Act 2006

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 and Woodston
St Augustine's C of E	Fletton and Woodston
Nene Valley Primary	Fletton and Woodston
Old Fletton Primary	Fletton and Woodston
Woodston Primary	Fletton and Woodston
Heritage Park	Stanground
Oakdale	Stanground
Stanground St Johns	Stanground
St Michael's C of E	Stanground
Southfields	Stanground
Hampton College	The Hamptons
Hampton Hargate	The Hamptons
Hampton Vale	The Hamptons
Barnack	Rural Primary
Castor	Rural Primary
John Clare	Rural Primary
Northborough	Rural Primary

Peakirk-cum-Glinton	Rural Primary
Wittering	Rural Primary
Duke of Bedford	Rural Primary
Eye	Rural Primary
Newborough	Rural Primary
Arthur Mellows Village College	City-wide Secondary
Ken Stimpson Community School	City-wide Secondary
Queen Katharine Academy	City-wide Secondary
City of Peterborough Academy	City-wide Secondary
Greater Peterborough UTC	City-wide Secondary
Jack Hunt School	City-wide Secondary
Kings (The Cathedral) School	City-wide Secondary
St. John Fisher Catholic School	City-wide Secondary
Thomas Deacon Academy	City-wide Secondary
Hampton College Academy	City-wide Secondary
Hampton Gardens Academy	City-wide Secondary
Nene Park Academy	City-wide Secondary
Ormiston Bushfield Academy	City-wide Secondary
Stanground Academy	City-wide Secondary