

Cabinet – 5 February 2014

The Future of the School Estate in Walsall

Portfolio:	Councillor R. Andrew, Children's services
Related portfolios:	Councillor A. Andrew, Regeneration and transport
Service:	Children's Services
Wards:	All
Key decision:	Yes
Forward plan:	Yes

1. Summary

This report provides an overview of the current role of local authorities in planning school places, considers future challenges, the scope and condition of our school estate, the current and projected supply of school places, particularly the need to increase reception places for September 2015 and an approach to support and manage future arrangements and developments for the school estate in Walsall, including the need to engage key stakeholders to shape our ambition and vision.

2. Recommendations

- 2.1.** That Cabinet note the key statutory requirements for the council and intent to consult stakeholders on the future vision and ambition for the school estate in Walsall.
- 2.2.** That cabinet approve the principles and approach for the development of the school estate as at 3.1.4.
- 2.3.** That cabinet approve the commencement of the statutory consultation process for the proposal to enlarge the identified primary schools for September 2015 as specified in the report and approve the related design process and related costs.

3. Report detail

3.1. The future of the school estate in Walsall

- 3.1.1** The primary purpose of the school estate is to support the best possible educational outcomes for all children and young people. An effective and efficient school estate is vital to ensure the council and its partners can deliver on its vision 'better together for children' in Walsall, so that it is the very best place for children to live, learn and grow up and a place where children are safe, happy

healthy and with a bright future. This vision is underpinned by the eight priorities of the children and young people's partnership.

- Supporting the most vulnerable families to provide the best start in life for children. Ensuring that children maintain a healthy weight
- Reducing the harm caused by child exploitation including children missing from school, care and home
- Greater diversity of choice for learning, training and employment for young people
- Employ the voices, contributions and achievements of children and young people to inform improvements in service
- Promoting pride in the achievements of the children and young people of Walsall
- Better communication between frontline staff in all agencies that support children and families
- Reducing the impact of child poverty

3.1.2 Central to our ambition is the desire that every child should go to a good or outstanding school, have access to the best teaching and benefit from schools and other providers working in partnership, knowing and sharing best practice within and across Walsall and more widely.

3.1.3 The world is changing fast and expectations are rising rapidly, matched by an increasingly diverse education system. Nationally and internationally we have to achieve a more educated and skilled workforce and cannot afford to lose the potential of any young person. Our role is to be ambitious, focused and strategic in championing the needs and priorities of children and young people living, learning and growing up in Walsall.

3.1.4 To support this ambition it is proposed that the council adopt a set of principles and an approach to ensure the most effective and efficient school estate possible in Walsall. The council's approach to the school estate will be informed by:

- A robust partnership approach to changes and developments within the estate to build greater capacity in the system
- The raising of educational standards as a key driver for any changes to the school estate.
- Supporting greater choice for parents and families
- A commitment to supporting vulnerable children and reducing inequality
- Ensuring the estate and any changes make the most effective and efficient use of resources
- Ensuring every child has fair access to schools
- The desire for a system that delivers a range of options and programme pathways for all children and young people
- Ensuring sustainability and environmental concerns are considered including by helping reducing the overall distances that children and young people and families have to travel to school
- An approach that puts children and young people and their communities at the heart of related decision-making including for change to individual schools

- That supports and is supported by the council's developing admissions policy

3.1.5 To further shape our ambition and vision for the school estate in Walsall it is intended to engage key stakeholders in spring and summer of 2014.

3.2. The role of the Local Authority in planning school places

3.2.1 Notwithstanding the recent changes in the educational landscape, the Council retains the key statutory duty to ensure that there are enough school places for the children of residents of the borough.

3.2.2 What this means in the present circumstances is that The Council must maintain an up-to-date assessment of:

- The number of children likely to enter primary and secondary school in any year, including information on birth rate, on movement of families in and out of the area, and patterns of school preference both within the area and across borders;
- School capacity, including academies and free schools, and any plans of maintained schools, academies and free schools, to change their size or to carry out building works;
- The suitability and condition of the education building estate, including academies and free schools.

3.2.3 In addition, it is not sufficient for there to be sufficient school places for each age group.

The Council has to consider such matters as:

- home-to-school distances
- the costs of providing school transport
- the desirable size of schools

3.2.4 Finally, the Council has to consider the costs of maintaining excess surplus places; these costs are both direct – keeping more school places available than are needed bears an immediate cost – and indirect – too many surplus places can lead to instability in provision as patterns of parental preference change.

3.2.5 Best practice is that the Council should maintain demand and supply assessments on a local planning area basis. This is sometimes considered in the context of admission catchment areas, but the use of catchment areas is not a necessary consequence of using local planning areas. Parents may, of course, express a preference for any school, whether it is local or distant. Walsall has 11 primary planning areas and 4 secondary (see **appendix A** for primary and secondary planning areas and related school area lists).

3.2.6 Since 2010, the strategies available to the Council for increasing or decreasing the capacity of the education estate have become both more diverse and, paradoxically, more restricted. Department for Education (DFE) priorities are that new provision should be made in academies and free schools, which are outside of the direct control of local authorities. However, it is incumbent on the Council to ensure that the DFE and its agencies understand the implications of central

decisions about academies and free schools in the context of overall capacity. Capital funding, whether for providing sufficient school places or improving the suitability and condition of school buildings is more limited now than for very many years.

3.2.7 The starting point is to maintain a clear forward plan of demand and provision and to work with local schools, academies and free schools to determine how best to ensure that demand and supply are well matched. This information needs also to feed into DFE planning returns so that central capital allocations for Basic Need Provision – however made – can be justified where they are needed. See **appendix B** SCAP return.

3.3. School Estate Overview in Walsall – Building Condition, Capacity & Funding responsibilities and issues:

In a complex context of differing education providers the local authority must consider any support it can provide to improve the learning environments and life chances of pupils across the whole Borough.

3.3.1. The School Estate

The current situation in Walsall is that we have 78 maintained schools, 2 Pupil Referral Units, 14 Voluntary Aided Schools, 27 Academies and 18 Children's Centres. [Of the maintained schools 50 are Community Primary, Junior or Infants, 11 are Foundation or Voluntary Controlled Primary, Junior or Infants, there are 2 Foundation Secondary Schools, 7 Community Special Schools and 8 Community Nursery Schools]. In addition to this there is Walsall Academy, a studio school, a number of schools in the independent sector and the Black Country UTC is located within Walsall.

3.3.2. Responsibility for upkeep of school buildings by School status

The status of each school has a direct bearing on who is responsible and how it is funded for the maintenance and upkeep thereof.

3.3.3 Maintained schools [all community, voluntary controlled and foundation schools]

The Local Authority is responsible for the upkeep of these buildings and currently receives an annual allocation, funded directly from the Education Funding Agency [EFA], that the Local Authority has to manage including the prioritisation of required works. However, the position of ownership is complex – community and voluntary controlled schools are owned by the council while voluntary aided and foundation schools are owned by their governing body or trust.

3.3.4 Academy Schools [including converter and sponsored]

The Academy Trust [or Multi Academy Trust] owns, or has a long-term lease on the buildings, is responsible for the upkeep of these buildings. Although no annual allocation is received [in addition to a small amount of Devolved Formula Capital received by all schools/Academies direct for minor capital/building issues]

Academies have opportunities at various points in the year to bid to the EFA for funding of condition related items through the Academies Maintenance Capital Funding [ACMF] programme. Under these circumstances it would not be appropriate for the Local Authority to expend its very limited capital funding for maintained schools on any work at Academy schools.

It should however be noted that colleagues in both Children's Services and Regeneration have and will continue to provide support to Academy schools in relation to the provision of information, supporting paperwork and support in bid writing for any ACMF applications the Academy may wish to make. This support is available on request, and is one element of partnership working, as the joint aim is to ensure that there are sufficient school places in the Borough, in decent buildings, whether provided by the council or otherwise.

3.3.5 Voluntary Aided Schools

These are generally faith schools where the relevant Diocesan Board of Education is responsible for the upkeep of these buildings through the individual school trustees who own the buildings. An annual ring-fenced allocation of funding is identified by the Education Funding Agency (EFA) for works at these schools. The Local Authority manages this budget [Locally Controlled Voluntary Aided Programme] by holding regular meetings with Diocesan colleagues and agreeing priorities for expenditure.

3.4 The current condition of our buildings

- 3.4.1 The last full condition survey programme [excluding Secondary schools] was carried out in 2009 by external consultants. These were updated manually by Property Services colleagues in 2011 and accepted by the EFA in 2012 as satisfactory [only ratings available were 'satisfactory' and 'unsatisfactory']. The Education Funding Agency have now started the Property School Data Programme (PSDP) which is a programme to carry out new condition surveys on all schools in England and Wales. It is expected this programme will be completed later this year. These new surveys will allow the Education Funding Agency to have a baseline of the condition of all schools and this information will be used to target funding at the areas of most need.
- 3.4.2 The reduction in Capital allocations to the LA has resulted in only the very highest priority condition schemes being able to be taken forward. The criteria that is used is based on the likelihood that a particular issue will close a school or part of school. The main schemes taken forward at present are Electrical rewires, Boilers & heating distribution, roofs and occasionally the poorest windows.
- 3.4.3 It should be noted that individual schools contribute to all schemes from either their Devolved Formula Capital allocations or their revenue budget [unless their particular financial situation means this is impossible].
- 3.4.4 Through treating all schools fairly and only undertaking the highest priority schemes the general condition of the majority of our schools is good and would stand comparison with schools in other Local Authorities. It is clear however that the level of funding received for condition works is only sufficient for us to carry out the most critical schemes. There is still a very significant backlog of repairs

on maintained school buildings which can only increase over time, and significant additional funding would be required to enable us to enable this backlog to be reduced.

- 3.4.5 One of our key targets is that children do not lose school days due to the condition of a school building.
- 3.4.6 A proportion of the Secondary School Estate is in poor condition. The majority of these have become Academy Schools and as detailed above we continue to support the schools in the worst condition in their attempts to obtain funding from the EFA. Pool Hayes Arts & Community School is our worst condition [maintained secondary school] building. As such we have commenced a programme of repairs including rewiring and re-roofing projects that mean we have spent over £400,000 on this school over the last 12 months. .
- 3.4.7 Further information is available on the education capital programme, in the 'Education Capital Programme 2013/14 further schemes' report for Cabinet 5 February.

3.5 Supply of sufficient school places current situation

- 3.5.1 As stated above the Local Authority has a statutory duty to ensure the sufficient supply of pupil places. The EFA currently provide Local Authorities with some "Basic Need" funding to enable this duty to be managed. This funding can be spent on the provision at additional places irrespective of school status.
- 3.5.2 In line with national trends we have seen increasing birth rates [but not to the extent of some London Boroughs and places like Birmingham] and, as members will be aware, there are longer term proposals for significant numbers of additional housing developments in Walsall, that will also create further pressures on pupil places moving forward.
- 3.5.3 This pressure relates to the Primary sector [Reception intake] as the current surplus capacity across the Secondary school estate is 11.7%. It is estimated that the increases in the Primary population will not require any additional Secondary school places to be created until at least 2019/2020. Planning and implementation for the eventuality will need to be considered in 2017 to enable the required time to respond.
- 3.5.4 Walsall has benefited from having robust Pupil Place Planning projections over recent years which has provided early notification of the requirement for additional places. An exercise to check on the accuracy of projections for pupils entering reception in September 2013 was accurate to within 1½% [projection was 3592 pupils] against the actual number who have entered schools at the start of term has confirmed numbers at 3,542.
- 3.5.5 In Summer 2009, as a result of rising birth rates Children's Services commenced a programme of increasing the availability of reception places as part of a co-ordinated programme using funding from various sources including Basic Need and Primary Capital Programme. This programme resulted in the first additional places being available from September 2010.

3.5.6 Additional places have been provided at the following schools;

- Birchills CE Community Academy [15 additional places from September 2010]
- King Charles Primary [15 additional places from September 2011]
- Hillary Primary [30 additional places from September 2011]
- Caldmore Village Primary [30 additional places from September 2012]

3.5.7 In 2012/13 there was surplus capacity in Reception in 38 of the 79 Walsall Primary Schools and Infant Schools which admit children to Reception. This represented a total of 142 surplus Reception places available across the borough. Surplus places were available in 10 of Walsall's 11 Primary Planning Areas.

3.5.8 Current projections show that the places we have are sufficient for the Council to exercise its statutory duty in September 2014 but we have continuing increases in population that need to be addressed by the provision of additional reception places ready for September 2015.

3.5.9 On the advice of the DfE/EFA and to enable us to more accurately assess where our local needs are we have split the Borough into 11 primary pupil place planning areas (see **appendix A**).

3.5.10 The main challenge from September 2013 is the significant pressure on places in three of the eleven planning areas. Of these three there is limited surplus in planning area 2, but there are no surplus Reception places available in planning areas 8 and 10.

3.5.11 In addition to admissions to Reception at the start of the autumn term there are difficulties facing parents seeking midyear admission to schools in these areas where there is little, if any surplus capacity.

3.5.12 It is worth noting that all children in the 2013 Primary Admission Round were either offered one of their parents' preferred schools, or were offered a place at a school which is within the two mile statutory walking distance of their home address.

3.6 Supply of sufficient school places, future projections, need and proposals

3.6.2 Current projections show that the places we have are sufficient for the Council to exercise its statutory duty in September 2014 but we have continuing increases in population that need to be addressed by the provision of additional reception places ready for September 2015.

3.6.3 The table below shows the total Planned Admission Number (The PAN is the admission number consulted on and published for each school for the year of admission) for Reception in the borough of Walsall, the actual number on roll for Reception taken from the October 2013 pupil census and future projected Reception pupil numbers:

Total PAN	Actual Number On Role at time of October 2013 Census	2014/15 Projected	2015/16 Projected	2016/17 Projected
3705	3542	3507	3770	3723

3.6.3 The table below shows the figures for the 3 planning areas identified above as areas of concern and for planning areas where additional school places are planned:

Planning Area	PAN	Actual Number On Role at time of October 2013 Census	2014/15 Projected	2015/16 Projected	2016/17 Projected
Planning Area 1	435	423	405	467	487
Planning Area 2	450	446	443	480	431
Planning Area 4	330	317	332	357	347
Planning Area 8	195	196	212	222	210
Planning Area 10	105	105	101	114	75

3.6.4 The annual School Capacity [SCAP] return was submitted to DfE/Education Funding Agency (EFA) in July 2013 and this indicates the following.

Planning area 1:15 additional 'permanent' places for September 2015 together with any required bulge class or classes (a temporary increase to the PAN) arrangements. We will closely monitor actual numbers (against projected numbers) and future projected numbers and review requirements as necessary.

Planning area 2: 30 additional 'permanent' places

Planning area 4:15 additional 'permanent' places for September 2015. We will also consider the use of a bulge class to accommodate the 2015/16 increase (numbers are projected to reduce in 2016/17) as required.

In view of the increase in numbers in planning areas 8 and 10, the Council is also reviewing provision in these two areas.

3.6.5 It is proposed that all additional provision that is required within phase 1 will be created through the expansion of existing primary schools located within each of the planning areas.

In reaching our recommendations we have considered the following areas;

- Location relevant to need
- Parental preference and popularity of schools
- Site related issues
- Cost efficiency
- Ofsted rating

- Reducing mixed age teaching
- Boundary Issues
- Chosen schools appetite for increasing numbers
- Other relevant / contextual information

3.6.6 All of the proposals detailed in the following section are classed by the DfE as “Significant Enlargements”. The criteria for requiring the full statutory proposal process is an increase of more than 30 pupils and either a 25% increase in school pupil numbers or an increase of more than 200 pupils.

3.6.7 To meet the required timescales it will be necessary to ask Cabinet to approve the commencement of the statutory consultation process. The final determination of the decision will need to be taken at the June 2014 Cabinet meeting.

3.6.8 To ensure the building work at these schools can be completed ready for the start of the 2015 autumn term, Cabinet will also need to approve the commencement of the design and procurement work on these schemes [including ground investigation and other surveys]. It should be understood that there is a financial implication here should any of the enlargements not be finally approved. The construction programmes will require an order to the successful contractor to be placed immediately following the final determination of the proposals in June 2014. Construction works will then start on site July 2014 with completion planned for August 2015 at the latest.

3.6.9 DfE/EFA have provided funding for the 2013/14 & 2014/15 financial years to enable the proposals detailed above to be delivered. It is expected that the 3 expansions detailed below will be delivered by traditional buildings and there will be no need to resort to purchasing mobile or temporary buildings to provide the additional accommodation required. Education Asset Management will work with the individual schools to ensure best value is achieved for the expenditure and only accommodation needed to provide the additional places will be funded.

3.6.10 Having reviewed the situation and possible solutions we would recommend consideration is given to the option of expanding the following schools ready for September 2015;

- Planning Area 1 – King Charles Primary to be enlarged from 1.5 to 2FE
- Planning Area 2 – Fibbersley Primary to be enlarged from 2FE to 3FE
- Planning Area 4 – Christ Church CE Primary to be enlarged from 1FE to 1.5FE

3.6.11 Following this phase 1 approach, phase 2 will consider the projected increase in planning area 8 and planning area 10. For planning area 8 it is proposed to re-visit a previous expansion proposal at Leighswood School.

3.6.12 As no building work is required until September 2018 at Leighswood to accommodate these additional places (as the key stage 1 building is already of sufficient size) , it is proposed to review this previous proposal in the Summer term of 2014.

3.6.13 The projected increase in planning area 10 relates to 2015/16 (sandwiched between a fall from 105 to 101 in 2014/15 and a fall from 114 in 2015/16 to 75 in 2016/17). As such the council will continue to monitor and review provision in this area.

3.6.14 All school special education need pupil places are currently full to capacity in Walsall. As such a current review of Special Educational Need (SEN) provision has been commissioned to ensure Walsall's approach to meeting the current and projected needs of SEN pupils. This review will consider the effectiveness of early identification and intervention; the effective use of services and provision at an early stage to address needs and improve educational outcomes. It will show if pupils who require special education are identified accurately and at an early stage, ensuring that they benefit from appropriate specialist provision and achieve good outcomes.

3.6.15 The key question is: are we appropriately and promptly identifying SEN pupils who require a special school placement? Based on the premise that a special school offers the most appropriate provision to ensure that those pupils with complex needs achieve their education potential and at least good outcomes, we will determine the appropriate number of places required based on further consideration of:

- Data showing incidence and trends of SEN in Walsall, with national comparisons to check appropriate identification of needs (i.e. that this is a special educational need rather than a conduct or teaching issue).
- The effectiveness of managed moves in relation to pupil progress and achievement – in addition to reducing exclusions.

3.6.16 We will also continue to focus on:

- The effectiveness of special schools in relation to pupil progress and achievement (based on starting point on placement); preparation for the next steps in provision (education, employment and training); re-integration into mainstream provision at an appropriate time for the individual.

3.6.17 The initial review will be completed by the end of January 2014 and inform the related strategy for SEN in Walsall.

3.7 What is on, and over, the horizon?

3.7.2 We currently have no guarantee of further funding for required condition works at maintained schools. It is expected that any capital funding allocations will be announced early in 2014.

3.7.3 The Council, like all other Councils, is facing a period of great uncertainty in demand. The in- and out-flows of children to neighbouring local authorities is only the start. Local economic conditions, decisions of the Council as a planning authority, and such imponderables as the effect of changes to the benefits system, the freedom of travel of citizens of accession states in the European Union, the arrival of asylum seekers, and medium term changes to the birth rate together lead to very great challenges in future planning. The Council should produce fully updated forecasts every year, with interim refreshing as

circumstances change, and continued review of the accuracy of previous forecasts and the changing factors that impact on demographic forecasts.

- 3.7.4 And it is more important now than ever before to ensure that demographic planning is as good as possibly can be, as local and central access to capital funding is likely to be seriously constrained for a prolonged period. It is only through the availability of the highest quality evidence of need that the Council or the DFE will be persuaded of the need to invest in capital developments.
- 3.7.5 One pressure that has not yet been mentioned is the raising of the participation age to 18. This is a national economic imperative, but the delivery is more than somewhat confused by the split between schools (with policy led by the DFE) and colleges (with policy led by BIS). Again, the Council needs to maintain a strong partnership relationship with all post-16 providers, including academic and vocational, and providers for young people with additional needs up to the age of 25.
- 3.7.6 The Council needs to consider a range of options to accommodate increases in pupil numbers in partnership with the increasingly-autonomous provider sector of schools, academies, free schools and colleges, and to develop a medium term approach that will meet the 'best estimate' of needs over a period of two decades. This approach will be challenging, and will require a considerable degree of active leadership, but the alternative of ad hoc development among competing providers will produce both a more expensive system overall, and will not meet the needs and expectations of local communities.
- 3.7.7 In line with National trends Walsall has seen increases in birth rates over recent years and current projections show this continuing in at least the short to medium term. Whilst this is the case it should be stated that although the requirement for additional places has been and continues to be significant, Walsall is not (as previously mentioned) in the same critical situation as some larger cities and London Boroughs.

4. Council priorities

- 4.1 The proposals for the school estate contributes directly to the council priority to:
- Improve safeguarding, leaving and the life chances for children and young people – recognising that a child's early years crucially help determine what kind of future they will have. The proposal also supports the following priorities:
 - Supporting businesses to thrive and supporting local people into work
 - Creating safe, sustainable and inclusive communities – reducing levels of crime and providing the right environment for people to live in
- 4.2 The strategy for the school estate does help support the health and well being, of the children of Walsall. Corporate priorities reflect the key objectives of the Marmot review and the implementation of the Council's Health and Wellbeing Strategy can be supported by a co-ordinated and planned provision of sufficient school places to enable the delivery of appropriate services in locations that meet identified needs.

5. Risk management

- 5.1 Within the defined structure, individual projects and initiatives have their own delivery plans, which are managed and monitored by project groups.
- 5.2 The strategic approach minimises the risk of inappropriate investments.

6. Financial implications

- 6.1 By developing a strategy that reflects current and future need of service delivery, the Council is helping to ensure that scarce education financial resources are targeted to maximum effect and for the maximum benefit if the citizen.
- 6.2 This report refers to a proposal to enlarge 3 existing schools from September 2015 to enable us to keep pace with the current rising numbers in the pupil population. This work will be funded from current Basic Need allocations. In addition to allocations previously reported for Cabinet (£1,160,000 for 2014/15), the Department for Education has recently allocated Walsall a further £9,005,957 for the provision of additional pupil places. The actual allocations are £4,393,150 in 2015/16 and £4,612,807 in 2016/17.
- 6.3 The capital maintenance for 2013/14 allocation is £2,750,201 in addition to £620,051 for voluntary aided schools and £589,360 for devolved formula capital for maintained schools and £143,452 for voluntary aided schools.
- 6.4 Proposals for the expenditure of this funding will be brought to a future cabinet meeting.
- 6.5 It must be noted that from 1st April 2015 a new National Fair Funding Formula (NFFF) will be used to calculate schools budgets. The Education Funding Agency (EFA) will publish a consultation imminently at the time of writing. There are many unknowns about this formula but it is expected that this formula will favour schools with higher number of pupils. This could result with 'smaller' schools losing funding and this could impact their viability. The local authority will consider this in any capital investments that are being made.

7. Legal implications

- 7.1 In developing the strategies outlined in the report, due regard is had to the Council's statutory obligations in terms providing sufficient school places for the children of the residents of the borough.

The Education Act 1996 (as amended by later legislation)

Under Section 14 'Functions in respect of provision of primary and secondary schools' states;

- (1) A local education authority shall secure that sufficient schools for providing:
 - (a) primary education, and

- (b) education that is secondary education ... are available for their area.
- (2) The schools available for an area shall not be regarded as sufficient for the purposes of subsection (1) unless they are sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education.
- (3) In subsection (2) "appropriate education" means education which offers such variety of instruction and training as may be desirable in view of:
 - (a) the pupils' different ages, abilities and aptitudes, and
 - (b) the different periods for which they may be expected to remain at school,including practical instruction and training appropriate to their different needs.
- (4) A local education authority is not by virtue of subsection (1) (a) under any duty in respect of children under compulsory school age.

8. Property implications

- 8.1 The report sets the strategy within which council decisions relating to the school estate are made.

9. Staffing implications

- 9.1 The only direct staffing implications are those that may relate to the three schools for whom limited expansions are proposed for September 2015.

10. Equality implications

- 10.1 It is of crucial importance to the achievement of the Council's strategic objectives that the children & young people of Walsall are able to access the correct provision to meet their needs in order to achieve appropriate qualifications, progressing to employment and/or training and make a positive contribution within the borough in the future.
- 10.2 Equality issues are given due regard at both the options appraisal and detailed design stages for projects.

11. Consultation

- 11.1 The proposal contained within this report to enlarge 3 existing Walsall schools will require the Council to follow the formal statutory consultation process for these "significant enlargement" projects. Children Services will lead on this aspect and ensure the statutory process is followed fully. Further reports on the outcome of this consultation will be brought to a future Cabinet meeting.

- 11.2 Consultation will take place with those schools proposed for expansion and a wider forum of primary Heads.
- 11.3 Further engagement is proposed for the Spring and Summer with key stakeholders to shape the future ambition and vision for the school estate.

Background papers

Walsall 2013 School Capacity (SCAP) return to Education Funding Agency

Author

Alan Michell

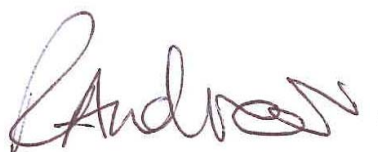
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Rose Collinson
Interim Executive Director
16 January 2014



Councillor R Andrew
Portfolio Holder
27 January 2014

Appendix A

Planning Areas for infant schools and primary schools which admit pupils to Reception

Planning Area 1:

Bentley West Primary
County Bridge Primary
King Charles Primary
King's Hill Primary
Moorcroft Wood Primary
Old Church CE Primary
Pinfold Street JMI
Rough Hay Primary
Salisbury Primary
St Joseph's Catholic Primary

Planning Area 2:

Lodge Farm JMI
Barcroft Primary
Fibbersley Park Primary
New Invention Infant
Pool Hayes Primary
Rosedale CE Infant
St Giles CE Primary
Woodlands Academy of Learning

Planning Area 3:

Abbey Primary
Beacon Primary
Bloxwich CE JMI
Busill Jones Primary
Elmore Green Primary
Little Bloxwich CE Primary
Lower Farm Primary
Jubilee Academy
St Peter's Catholic Primary

Planning Area 4:

Christ Church CE JMI
Edgar Stammers Primary
The Rivers Academy

Goldsmith Academy
Leamore Primary
St Thomas of Canterbury Catholic Primary
Sunshine Infant and Nursery
Mirus Academy

Planning Area 5:

Alumwell Infant
Reedswood Academy
Delves Infant
Hillary Primary
Palfrey Infant
Whitehall Nursery and Infant

Planning Area 6:

Birchills CE Primary Community Academy
Blue Coat CE Infant
Butts Primary
Caldmore Community Primary
Chuckery Primary
Croft Academy
Charles Cuddy Walker Primary Academy
Park Hall Infant Academy
St Mary's the Mount Catholic Primary
St Patrick's Catholic Primary

Planning Area 7:

Blackwood Primary
Lindens Primary
Manor Primary
Meadow View JMI
Pheasey Park Farm Primary
St Anne's Catholic Primary

Planning Area 8:

Cooper & Jordan CE Primary
Leighswood Primary
St Mary's of the Angels Catholic Primary
Whetstone Field Primary

Planning Area 9:

Greenfield Primary
Pelsall Village
Radleys Primary
Rushall JMI
Ryders Hayes Academy

St Francis Catholic Primary
St Michael's CE Primary

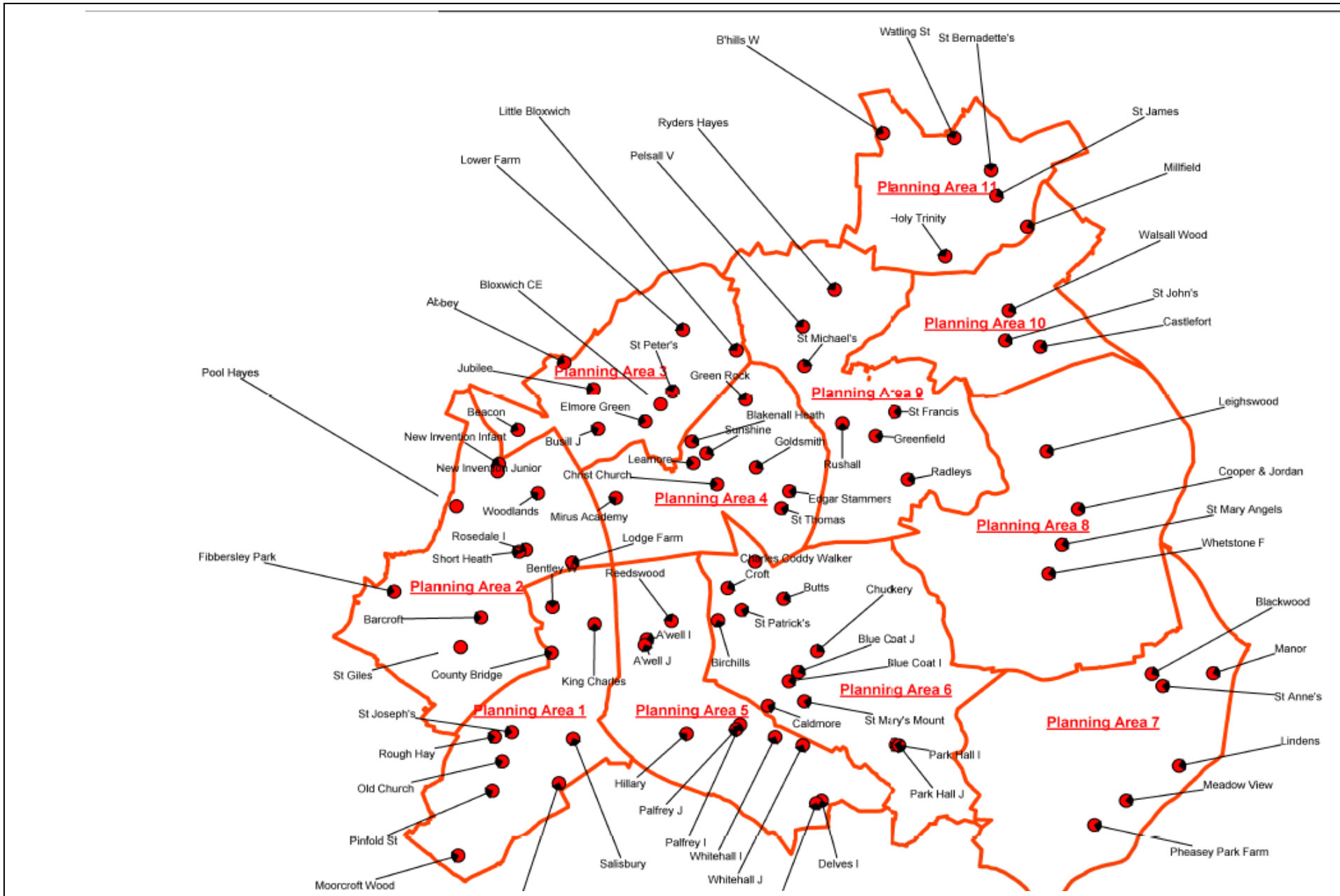
Planning Area 10:

Castlefort JMI
St John's CE Primary
Walsall Wood Primary

Planning Area 11:

Brownhills West Primary
Holy Trinity CE Primary
Millfield Primary
St Bernadette's Catholic Primary
St James Primary
Watling Street JMI

Primary Planning Areas



Planning Areas for secondary schools

Planning Area 1

Brownhills School
Sheffield Community Academy
Shire Oak Academy

Planning Area 2

Aldridge school
Barr Beacon School
Queen Mary's Grammar School
St Francis of Assisi Catholic Technology College
Streetly Academy

Planning Area 3

Blue Coat CE Academy
Grace Academy Darlaston
Joseph Leckie Academy
Queen Mary's High School
West Walsall E-Act Academy

Planning Area 4

Black Country UTC
Pool Hayes Community School
St Thomas More Catholic Business and Enterprise College
The Mirus Academy
Walsall Academy
Willenhall E-Act Academy

Secondary Planning Areas



Appendix B

Schools Capacity Survey 2013

Local Authority Commentary

Local Authority Name	Walsall
Local Authority Number	335
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You are asked to provide a commentary to assist the Department in its analysis of current and projected pupil place planning pressures and levels of spare capacity. It provides an opportunity to qualify the impression that might be obtained from capacity data and Local Authority pupil forecasts. This commentary should outline the pupil place issues impacting on the Local Authority and the steps being taken to address these. It is distinguishable from the separate Methodology Statement in which you will indicate how these issues have been factored into your projections. You should refer to the separate guidance for detail of requirements.

1. General LA overview indicating LA wide trends (Primary and Secondary age) Primary: Numbers of actual admissions to Reception and projections in this planning area indicate a steady increase to numbers in the Primary sector. The increasing number of Primary aged pupils has already placed notable demand for places in some parts of the borough. We have already provided 60 (2 forms of entry) additional places across Primary Planning Areas 1, 5 and 6 with another additional 30 places (1 form of entry) in Primary Planning Area 6 from September 2012. We have recently completed our latest review of pupil places and, as a result, are currently developing a programme to provide sufficient places up to and including September 2015. Secondary: Although there is currently a sufficient level of surplus places in the Secondary sector to accommodate admissions to year 7 and mid-year transfers, the increase in primary numbers will produce a gradual increase in demand for secondary places which are predicted to reach a peak in 2021.
2. Factors affecting overall LA pupil numbers e.g. migration, housing development, live births Increasing birth rate as per ONS data up to 2011/12 indicates trends of pupil numbers increasing. We are currently working with regeneration colleagues to enable us to take a strategic view of the required regeneration of the Borough. The plan will be co-ordinated to ensure the education infrastructure can help with providing sustainable regeneration. Due to the latest regulations regarding developer contributions to education infrastructure [Section 106/CIL regulations] we are not hopeful of receiving funding from developers moving forward.
3. Summary of PRIMARY AGE pupil places in individual planning areas experiencing pressure on places either currently or projected and for which action is required to address. You should include the local factors affecting each area identified and the impact of those factors,

relating them, where appropriate, to the Local Authority wide factors described in 2 above in addition to area specific issues. Schools experiencing particular pressures on places, current or projected, should be identified here.

If you plan at Local Authority level only and do not use planning areas you should complete this section to illustrate regional variations where these create pressures on places that require actions to address impacts. Where there are no regional variations you should provide all the information in 3a only.

Please copy and paste additional rows as needed.

Total number of planning areas across the Local Authority.		11
Planning area name / ID	Overview (NB the cells will expand)	
a. Primary Planning Area 1 / 3350001	At the present time there are sufficient places to accommodate pupil numbers due to an increase of 0.5FE at King Charles Primary in September 2011, however the projected increase in pupil numbers indicates a shortfall of places in this area. It is proposed to provide an additional 0.5 form of entry in this area to create sufficient capacity for the start of the 2015 academic year.	
	Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.	
	<p>LA currently reviewing places in Primary Planning Area 1 and neighbouring areas. King Charles Primary was increased by 0.5FE to take account of the projected increase; however the revised projections show that an additional half form of entry will be needed in this area – We are currently reviewing the sites, buildings and net capacities of the schools in this area to identify possible solutions. The use of mobile classrooms could offer short term solutions but this will only be done if funding is unavailable to carry out an extension to an existing school. This work would be funded via the Basic Need funding stream (as far as funds will allow).</p> <p>This area will be monitored closely with the possibility of also including a 1FE bulge class for September 2015 if required in addition to the planned extension of an existing school to provide the required 0.5FE increase.</p>	
b. Primary Planning Area 2 / 3350002	Projected pupil numbers indicate that there will be insufficient capacity to accommodate Reception admissions by 2015 an additional form of entry will be required.	
	Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.	
	<p>LA urgently reviewing places in Primary Planning Area 2 and neighbouring areas. The revised projections show that up to an additional 30 places will be needed in this area by 2015.</p> <p>The proposal is for an extension to an existing school to provide the required 1FE increase ready for September 2015.</p>	

<p>c. Primary Planning Area 3 / 3350003</p>	<p>This planning area has sufficient Capacity to accommodate reception admissions and mid-year admissions across Primary phase. A peak in figures is projected at the end of phase 2015/16, indicating no surplus from that time.</p> <p>Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.</p> <p>This planning area effectively has no surplus capacity from 2015 onwards and the situation will need to be monitored closely with a view to providing additional places if necessary to ensure there is sufficient surplus to accommodate mid year transfers in addition to reception admissions. There is potentially insufficient capital funding available to provide additional places.</p>
<p>d. Primary Planning Area 4 / 3350004</p>	<p>Projections indicate sufficient places in Planning Area to accommodate reception applicants up to 2014/15. The level of surplus in this area is sufficient to provide some relief to the shortfall in some areas in Planning Areas 1 and 2 up to that date. It is proposed to provide an additional 0.5 form of entry in this area to create sufficient capacity for the start of the 2015 academic year.</p> <p>Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.</p> <p>We are currently reviewing the sites, buildings and net capacities of the schools in this area to identify possible solutions. The use of mobile classrooms could offer short term solutions but this will only be done if funding is unavailable to carry out an extension to an existing school. This work would be funded via the Basic Need funding stream (as far as funds will allow).</p> <p>This area will be monitored closely with the possibility of also including a 1FE bulge class for September 2015 if required in addition to the planned extension of an existing school to provide the required 0.5FE increase.</p>
<p>e. Primary Planning Area 5 / 3350005</p>	<p>Following the expansion of Hillary Primary from 2FE to 3FE from September 2011 there is currently sufficient capacity to accommodate reception applicants within the area up to 2015/16 and beyond. There is little surplus capacity – approximately 3%, which may be insufficient to accommodate mid year admissions.</p> <p>Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.</p> <p>This area will be closely monitored.</p>
<p>f. Primary</p>	<p>Within this planning area, Birchills CE Primary was increased from 1.5FE</p>

Planning Area 6 / 3350006	to 2FE from September 2011, and Caldmore Primary was expanded to 2FE from September 2012. As a result of these expansions there is currently sufficient capacity to accommodate current applications for Reception within the planning area.
	Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.
	Caldmore Primary has increased from 1FE to 2FE to cope with extra demand for places from September 2012. There are currently sufficient places in this area to accommodate Reception admissions.
g. Primary Planning Area 7 / 3350007	There is no significant surplus and this planning area will effectively have no spare capacity by September 2015. This planning area shares a border with Birmingham LA with migration in both directions.
	Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.
	From the latest ONS data provided it appears that numbers are increasing in this planning area. It is expected that additional places will be required for September 2016. It is proposed to review this in September 2014 following receipt of next years projections.
h. Primary Planning Area 8 / 3350008	There are pressures in this area expected from September 2013 onwards. It is proposed to monitor the situation next year and then increase places in this planning area by at least 0.5FE from September 2015.
	Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.
	A proposal to expand Leighswood Primary from 2.5FE to 3FE was discontinued due to local opposition. Numbers of places in area under close review, and the LA intends to revisit the Leighswood expansion plans.
i. Primary Planning Area 9 / 3350008	Surplus capacity exists at present in this planning area to accommodate reception admissions and mid year admissions across the age range.
	Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.
	To continue to monitor levels of capacity.
j. Primary Planning Area 10 / 3350010	There is sufficient surplus capacity at the moment but it is possible that additional places may be required for September 2015.
	Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources,

	allocated to the creation of additional places in each area.
	To continue to monitor levels of capacity.
k. Primary Planning Area 11 / 3350011	<p>This area contains 1 rural school which is significantly undersubscribed. This school is geographically less accessible to majority of residents than other schools in the planning area. There is currently a comfortable amount of surplus places and enough spare capacity to provide some relief to adjoining Primary Planning Areas that are under pressure.</p>
	<p>Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.</p>
	To continue to monitor levels of capacity.
<p>4. Summary of SECONDARY AGE pupil places in individual planning areas experiencing pressure on places either currently or projected and for which action is required to address.</p> <p>You should include the local factors affecting each area identified and the impact of those factors, relating them, where appropriate, to the Local Authority wide factors described in 2 above in addition to area specific issues. Schools experiencing particular pressures on places, current or projected, should be identified here.</p> <p>If you plan at Local Authority level only and do not use planning areas you should complete this section to illustrate regional variations where these create pressures on places that require actions to address impacts. Where there are no regional variations you should provide all the information in 4a only.</p> <p>Please copy and paste additional rows as needed.</p>	
Planning area name / ID	Overview (NB the cells will expand)
a. Secondary Planning Area 1 / 3350001	<p>There is currently sufficient capacity within the planning area.</p>
	<p>Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.</p>
	<p>To continue to monitor future trends and pupil numbers.</p> <p>Sheffield Community Academy has had a new building following conversion to Academy status. This school has been built to accommodate a capacity of 1500. This is an increase from the Capacity of the former building which was 1390.</p>
b. Secondary Planning Area 2 / 3351002	<p>Contains a selective grammar School which is oversubscribed and receives a high number of applications from children outside the planning area and Walsall borough. Streetly Academy and Barr Beacon School are located close to the Birmingham border and attract a large number of pupils from Birmingham. 4 of the 5 schools in this area are Academy schools. Some resident pupils from this planning area do travel into planning area 3 where there is surplus capacity.</p>

	<p>Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.</p> <p>To continue to monitor this planning area. Queen Mary's Grammar School has increased its admission number from 96 to 112 from September 2012.</p>
c. Secondary Planning Area 3 / 3351003	Four of the schools in this planning area have ample surplus capacity in current year groups.
	<p>Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.</p> <p>To continue to monitor this planning area. Queen Mary's High School has increased its admission number from 96 to 112 from September 2012.</p> <p>Grace Academy Darlaston is having a new building following conversion to Academy status, which is being built to accommodate a capacity of 1500, this is an increase from the Capacity of the former building which was 1365.</p> <p>Upon transferring to Academy status the admission number for Blue Coat CE Performing Arts College was reduced from 180 to 150 for Year 7 with 133 places in the Sixth Form, which gives a total of 833. This is a reduction from the existing Net Capacity Assessment which shows a Net Capacity of 1062.</p>
d. Secondary Planning Area 4 / 3351004	Two schools are located close to the border and receive a lot of out of borough pupils. Significant surplus at Mirus Academy but other schools are over subscribed. There is extra surplus capacity at Grace Academy Darlaston and West Walsall E-Act Academy 3(both in Secondary Planning Area 3) that accommodate some pupils from planning area 4.
	<p>Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date. You should include the funding, levels and sources, allocated to the creation of additional places in each area.</p> <p>To continue to monitor this planning area.</p>

Any further information
Trends of increasing birth rate are starting to impact on Primary places throughout the borough, and this will affect the secondary phase in later years as the children transfer into Year 7. Demand for Secondary places and the impact of schools converting to Academy status is being closely monitored, as are the tentative proposals for housing developments.

