

Meeting: **Children and Families Overview and Scrutiny Committee**

Date/Time: **Monday, 24 March 2014 at 2.00 pm**

Location: **Sparkenhoe Committee Room, County Hall, Glenfield**

Contact: **Mrs. J. Twomey (0116 305 6462)**

Email: **joanne.twomey@leics.gov.uk**

Membership

Mr. L. Spence CC (Chairman)

Mr. K. Coles CC Mr. T. J. Pendleton CC
Mr. J. Kaufman CC Mr. J. Perry
Ms. K. J. Knaggs CC Mrs. C. M. Radford CC
Mrs. M. Lawson Mr. E. D. Snartt CC
Mr. P. G. Lewis CC Mr. G. Welsh CC
Mr B. Monaghan

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– Notices will be on display at the meeting explaining the arrangements.**

AGENDA

<u>Item</u>	<u>Report by</u>
1. Minutes of the meeting held on 20 January 2014.	(Pages 5 - 12)
2. Question Time.	
3. Questions asked by members under Standing Order 7(3) and 7(5).	
4. To advise of any other items which the Chairman has decided to take as urgent elsewhere on the agenda.	



5. Declarations of interest in respect of items on the agenda.
 6. Declarations of the Party Whip in accordance with Overview and Scrutiny Procedure Rule 16.
 7. Presentation of Petitions under Standing Order 36.
 8. 'In the Right Place' - Draft Strategy for the Provision of School and Other Learning Places in Leicestershire 2014-18. Director of Children and Family Services (Pages 13 - 116)
 9. Ensuring Education Excellence In Leicestershire: Leicestershire Education Excellence Partnership - Internal Audit Report. Director of Children and Family Services (Pages 117 - 140)
 10. Quarter 3 2013/14 Performance Report. Director of Children and Family Services (Pages 141 - 146)
 11. Date of next meeting.
- The next meeting of the Committee is scheduled to take place on 9 June 2014 at 2.00pm.
12. Any other items which the Chairman has decided to take as urgent.

QUESTIONING BY MEMBERS OF OVERVIEW AND SCRUTINY

Members serving on Overview and Scrutiny have a key role in providing constructive yet robust challenge to proposals put forward by the Cabinet and Officers. One of the most important skills is the ability to extract information by means of questions so that it can help inform comments and recommendations from Overview and Scrutiny bodies.

Members clearly cannot be expected to be experts in every topic under scrutiny and nor is there an expectation that they so be. Asking questions of 'experts' can be difficult and intimidating but often posing questions from a lay perspective would allow members to obtain a better perspective and understanding of the issue at hand.

Set out below are some key questions members may consider asking when considering reports on particular issues. The list of questions is not intended as a comprehensive list but as a general guide. Depending on the issue under consideration there may be specific questions members may wish to ask.

Key Questions:

- Why are we doing this?
- Why do we have to offer this service?
- How does this fit in with the Council's priorities?
- Which of our key partners are involved? Do they share the objectives and is the service to be joined up?
- Who is providing this service and why have we chosen this approach? What other options were considered and why were these discarded?
- Who has been consulted and what has the response been? How, if at all, have their views been taken into account in this proposal?

If it is a new service:

- Who are the main beneficiaries of the service? (could be a particular group or an area)
- What difference will providing this service make to them – What will be different and how will we know if we have succeeded?
- How much will it cost and how is it to be funded?
- What are the risks to the successful delivery of the service?

If it is a reduction in an existing service:

- Which groups are affected? Is the impact greater on any particular group and, if so, which group and what plans do you have to help mitigate the impact?
- When are the proposals to be implemented and do you have any transitional arrangements for those who will no longer receive the service?
- What savings do you expect to generate and what was expected in the budget? Are there any redundancies?
- What are the risks of not delivering as intended? If this happens, what contingency measures have you in place?

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Minutes of a meeting of the Children and Families Overview and Scrutiny Committee held at County Hall, Glenfield on Monday, 20 January 2014.

PRESENT

Mr. L. Spence CC (in the Chair)

Mr. K. Coles CC
Mr. J. Kaufman CC
Ms. K. J. Knaggs CC
Mr. P. G. Lewis CC

Mr. T. J. Pendleton CC
Mrs. C. M. Radford CC
Mr. E. D. Snartt CC
Mr. G. Welsh CC

Also in attendance

Mr I. Ould CC
Mr G. Hart CC

Apologies for absence

Apologies for absence were received from Canon Mary Lawson, Mr John Perry and Mr Bernard Monaghan.

29. Minutes.

The minutes of the meeting held on 11 November 2013 were taken as read, confirmed and signed.

30. Question Time.

The Chief Executive reported that no questions had been received under Standing Order 35.

31. Questions asked by members under Standing Order 7(3) and 7(5).

The Chief Executive reported that no questions had been received under Standing Order 7(3) and 7(5).

32. Urgent Items.

There were no urgent items for consideration.

33. Declarations of interest.

The Chairman invited members who wished to do so to declare any interest in respect of items on the agenda for the meeting.

Ms. K. Knaggs CC, Mr D. Snartt CC, Mr L. Spence CC and Mr G. Welsh CC declared personal interests in matters relating to schools as they had family members who taught in Leicestershire.

Mr L. Spence CC and Ms K. Knaggs CC indicated that, whilst this did not amount to an interest to be declared at this meeting, they felt it relevant to report that they were employed by academies within the County.

Mr Snartt CC and Mr T. Pendleton CC declared a personal interest in agenda item 9, 'Supporting Leicestershire Families Performance Monitoring Report' as members of the Supporting Leicestershire Families Board.

34. Declarations of the Party Whip in accordance with Overview and Scrutiny Procedure Rule 16.

There were no declarations of the party whip.

35. Presentation of Petitions under Standing Order 36.

The Chief Executive reported that no petitions had been received under Standing Order 36.

36. Performance Report for First Response Central Duty and Children's Social Care.

The Committee considered a report of the Director of Children and Family Services, the purpose of which was to present the performance of the First Response Central Duty Team and the Children's Social Care Team over the first two quarters of the 2013/14 business year (1 April to 30 September 2013). A copy of the report is filed with these minutes.

Arising from discussion, the following points were noted:

- i. Reassurance was sought that the number of cases being audited were adequate and proportionate to the number of calls being received through the service. It was noted that the auditing of eight case files formed only part of the performance audits being undertaken and therefore the information detailed in the report highlighted only a small sample of those cases assessed;
- ii. The Signs of Safety toolkit had been produced with considerable input from practitioners, making use of their knowledge and expertise of dealing with difficult cases. It had been academically verified and was being increasingly used by partners. Staff had been trained to ensure they were competent and confident in using this toolkit and feedback had been very positive. Training was also available to partners through the Leicestershire Safeguarding Children Board;
- iii. Concern was raised about the difficulties experienced in obtaining GP support for Adoption Panel meetings and the delay and distress this caused to families. It was noted that the Department had sought the requisite paediatric help, but that, locally, GPs had limited time available to support the Panel on a regular basis. Action had been taken to try to commission this support from elsewhere but, at present, this had been unsuccessful. The matter would be taken to the Health and Wellbeing Board for further consideration with partners;
- iv. Leicester City Council, following a review and re-modelling of its own working arrangements, had given notice that it would no longer be able to provide the

Emergency Duty Team service for the County Council's children and young people's and adult social care services. Arrangements had therefore been made to provide the service in house. However, the number of calls being received had been higher than expected and therefore, to ensure the service was resilient for the future, growth funding of £200,000 had been proposed in the current budget;

- v. The children and young people and adult social care emergency duty teams were kept separate due to the differing nature and volume of calls received. The majority of adult social care cases related to either care packages or mental health matters. For children and young people, this focused on protection matters and the need for early help. The expertise required to manage these calls varied significantly;
- vi. Members applauded the work of the Children's Voice project and the film created by the children in care following a visit to Auschwitz – Birkenau. Members strongly supported use of the film on a wider basis and the Chairman requested that members who might have a suggestion for the constructive use of the film to notify officers;
- vii. The Strengthening Families Team worked solely with children who were subject to a child protection plan. There was overlap in this Teams approach to families and that adopted by Family Support Workers under the Supporting Leicestershire Families (SLF) programme. The SLF team had recently been transferred to the Children and Young People's Service and a review of current structures would be undertaken which might see these teams working more closely in future. For now, strong links between the two teams had been established and information was being shared on an ongoing basis.

RESOLVED:

- (a) That the performance of the First Response Central Duty Team and the Children's Social Care Team during the period 1st April to 30 September 2013 be noted;
- (b) That the work of the Unheard Voices project be applauded and that the short film created following a visit by the children in care to Auschwitz-Birkenau be utilised as widely as possible;
- (c) That a copy of the practice methodology into children's social care entitled 'Signs of Safety', be circulated to members for information;
- (d) That a copy of the improvement plan for the County Adoption Service be circulated to members for information;
- (e) That it be noted that issues relating to the availability of GPs to support the County Council's Adoption Panel would be considered by the Health and Wellbeing Board.

37. Supporting Leicestershire Families Performance Monitoring Report.

The Committee considered a report of the Director of Children and Family Services, the purpose of which was to present an overview of the first six months of the Supporting Leicestershire Families Service and the outcomes for families. A copy of the report is filed with these minutes.

Arising from discussion, the following points were noted:

- i. The Supporting Leicestershire Families Service now formed part of the Children and Young People's Service which, in future, would be called Children and Family Services;
- ii. Members welcomed the work being undertaken through the programme and the outcomes achieved so far. The Committee unanimously supported the view that a whole family approach provided long term benefits both for the individuals being supported and the County Council and its partners through reduced need for other services;
- iii. As part of its amalgamation within Children and Young People's Services, a review would be undertaken to ensure the culture and practices now adopted through the SLF programme were carried forward and embedded across other parts of the Service. This would ensure that those areas working well would continue, where possible, beyond the envisaged 2 year timescale for the programme;
- iv. The data collected so far had predominantly been based on the information that central government required for the Payment By Results scheme. Seventy families had been reviewed as part of the process, but this was an early assessment, only six months into the programme;
- v. It was intended that in 2014, focus would be given to improving performance measures to ensure more outcomes and cost benefits were assessed. Both high level and specific measures would be identified. The process would also be joined together with other performance monitoring arrangements currently undertaken by the Service, in particular with Early Help.

RESOLVED:

That the performance of the Supporting Leicestershire Families Programme as at December 2013 be noted.

38. Medium Term Financial Strategy 2014/15 - 2017/18.

The Committee considered a report of the Director of Children and Family Services and the Director of Corporate Resources on the proposed Medium Term Financial Strategy (MTFS) for the period 2013/14 to 2016/17 as it related to the Children and Young People's Service (CYPS). A copy of the report is filed with these minutes.

The Chairman welcomed to the meeting the Cabinet Lead Member for Children and Young People, Mr I. D. Ould CC, and the Cabinet Support Member, Mr G. Hart CC, who attended for this item.

The following points arose from discussion and questions:

Overall Context

- i. The Children and Young People's Service had already made savings of £30m since 2010 and was now required to find a further £12.7m from a budget of

£59m;

- ii. Savings proposals had been developed in consultation with service managers. Focus had been given to ensuring that Child Protection Services were not adversely affected. Also, wherever possible, frontline Child Care Services would be protected. However, this would not mean that such services would continue as at present, they would be subject to review to ensure that where possible any additional efficiency savings were realised;
- iii. Some of the savings proposals outlined were aspirational, particularly efficiency savings arising from item S2 (Supporting Leicestershire Families Programme) which were dependent upon the programme continuing successfully to reduce pressures across the Department;
- iv. The budget proposals made no provision for additional national service pressures that were likely to arise from changes to the Special Educational Needs assessment process. There were also some uncertainties; for example, an analysis of the financial implications of the change to enable children to stay within the foster care system up to the age of 21 had been undertaken, but this was an estimate and the true costs would be unclear for some time;

Growth

- v. Recognising the difficult financial situation the growth included in item G4 (Quality of Education) was particularly welcomed;

Savings

- vi. Item S2 (Supporting Leicestershire Families Programme), S17 (Safeguarding Services) and S18 (Early Help/Early Intervention) – An assurance was sought that savings arising from these proposals would not adversely impact on the quality of safeguarding services or undermine the good work that had been achieved by the Supporting Leicestershire Families Programme in reducing demand for CYPS services. The Cabinet Lead Member indicated that he was relatively satisfied that current standards would be maintained, but there were some uncertainties which meant that the budget and priorities proposed would need to be monitored and reviewed throughout the year;
- vii. Item S4 (Homeless 16/17 year olds) – There would be no reduction in services arising from this saving. The savings had been achieved as a result of joint re-commissioning by the Children and Families and Adults and Communities Department of the existing Supporting People contract for care leavers;
- viii. Item S5 (Short breaks for disabled children) – This budget had been underspent in the previous two years and the saving of £300,000 was the proportion of the budget that had not been used;
- ix. Item S7 (Voluntary Sector Support) – A discussion had taken place at an early stage with Voluntary Action LeicesterShire and other voluntary groups regarding pressures on the Council's budget and the need for the Council to re-focus grant support for the voluntary sector which would realise a majority of the savings. The remainder of the savings could potentially be achieved by

voluntary sector service providers coming together, thereby reducing overheads;

Dedicated Schools Grant

- x. Leicestershire continued to be a low funded authority. The committee noted the work of F40 (The Campaign Group for Fairer Funding in Education) which had been seeking to engage with all political parties at a national level to address this issue;

Free School Meals

- xi. Concern was expressed that no announcement had been made for revenue funding for free school meals. Whilst capital provision had been made, it was not known whether schools would be able to plan for the delivery of this new requirement in time for its planned roll out in September 2014;

Free School Meals and impact on Pupil Premium

- xii. The Pupil Premium was currently calculated using eligibility for free school meals. As the Government's intention was to provide free school meals to all primary school children, how this would impact on the calculation of the Pupil Premium remained uncertain, as the Department for Education (DfE) had not yet addressed this issue;

Academies

- xiii. Concern was expressed at the delay at DfE level in arranging for schools in special measures to be converted into sponsored academies. This had an impact on the Council's budget, particularly in relation to those schools which were in a budget deficit position. The Committee requested that a letter be sent on its behalf to the DfE which supported the comments previously submitted by the Director and Cabinet Lead Member about this issue;

Capital Programme

- xiv. The Committee welcomed the Capital Programme, but expressed concerns in relation to the two issues, namely:
- That no announcement had been made regarding the allocation of the capital maintenance grant;
 - That the allocation for Basic Need whilst welcome, should not be seen as a means of meeting the additional school places that would be required from new developments. There were already concerns regarding the operation of section 106 (developer contributions) arrangements. The Committee noted that the Chief Executive had convened a meeting in February to discuss this issue at officer level which was welcomed. The Committee also noted that a report would be submitted to the next meeting of the Committee on the strategy for school place planning.

RESOLVED:

- (a) That the report and information now provided be noted;

- (b) That the comments made at this meeting be forwarded to the Scrutiny Commission for consideration at its meeting on 29 January 2014;
- (c) That a letter be sent on behalf of the Committee to the Department for Education supporting the comments previously made to it by the Director and Cabinet Lead Member for Children Services regarding delays in arranging for schools in special measures to be converted into sponsored academies;
- (d) That the comments now made by the Committee regarding the need to secure section 106 development contributions for future school places be noted and that, following the planned officer meeting arranged by the Chief Executive to discuss issues surrounding section 106 agreements, a letter be sent to all District Council's advising them of this Committee's concerns regarding the need for educational provision to be made in relation to new developments.

39. Date of next meeting.

RESOLVED:

It was noted that the next meeting of the Commission would be held on 24 March 2014 at 2.00pm.

40. Chairman's Announcements.

Supporting Leicestershire Families Service

The Chairman reminded members that they had recently been notified that the Supporting Leicestershire Families Service would be showcasing their work in the Members Lounge from 3.00pm. Members had been invited to visit the display, meet the team and hear about some of the work that has been taking place across the County.

Canon Mary Lawson

The Chairman reported that Mrs Lawson, the Church of England co-opted member on the Committee, would be leaving her position as Church of England Director of Education at the end of the month. The Chairman felt sure that the Committee would wish to join him in thanking Mrs Lawson for her contribution to the Committee over the years and wishing her well for the future.

Ashmount School, Loughborough

The Chairman reported that an opening event for the new special school in Loughborough called Ashmount School would be held in February and that invitations to attend this would be distributed shortly.

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CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE

24 MARCH 2014

REPORT OF THE DIRECTOR OF THE CHILDREN AND FAMILY SERVICE

'IN THE RIGHT PLACE' – DRAFT STRATEGY FOR THE PROVISION OF SCHOOL AND OTHER LEARNING PLACES IN LEICESTERSHIRE 2014/18

Purpose of Report

1. To set out for the Committee, and seek comment on, the draft strategy for the provision of school and other educational places in Leicestershire for 2014/18.

Policy Framework and Previous Decisions

2. The Education Act 1996 places a statutory duty on the Local Authority (LA) to ensure a sufficient supply of school places. More recently the Education Act 2011(EA 2011) re-enforced the role of the LA as champion for parents, families and vulnerable pupils, requiring it to promote educational excellence by ensuring a good supply of high quality school places and coordinating fair admissions.
3. The introduction of the Academies Act 2010 served to bring about a significant change in the educational system in Leicestershire and, as a consequence of which, 123 of our 284 schools have so far converted to academy status, with more planning to do so over the next year.
4. The EA 2011 also makes changes to the arrangements for the establishment of new schools, with a presumption that any such schools will be academies or free schools secured, if necessary, through a competition. This sits alongside the recently introduced School Organisation Regulations 2013 which sets out a more streamlined procedure for making significant changes to schools, including the establishment of new schools.
5. The Children and Young People's Overview and Scrutiny Committee considered on 11 June 2012, and more recently the Children and Families Overview and Scrutiny Committee on 9 September 2013, a detailed analysis of the position in Leicestershire and the changing role of the Authority in relation to meeting future demand for school places, in the context of the legislative changes.

6. The Authority has, along with other authorities, received confirmation of substantial capital grant funding for basic needs to provide for new school places (see paragraph 23 below).
7. Members of the Committee have previously raised questions regarding the establishment of further Leicestershire special schools, as part of the Area Special School development programme; this is covered within the draft Strategy.

Background

8. The educational system in Leicestershire is now undergoing substantial organisational change. National policy has been radically moved towards a more autonomous and diverse education system rather than the traditional structure of schools under the direct control of the local authority.
9. In the context of this change, and the provision of school places, education authorities are no longer intended to be direct providers of school places, but rather a commissioner of them, taking on the role within a diverse schools market of promoting, enabling and influencing (through partnership and collaboration) the development of local solutions. The County Council has sought to embrace and keep pace with these changes through, for example, supporting the development of a large number of academies and enabling schools to change their age range.
10. As the role shifts from provider to commissioner and is less 'hands on', then in future we will need to work in a very different way – working with a diverse range of providers and models of delivery. It is evident that the future landscape of education provision in Leicestershire will be a 'mixed economy' ranging from the traditional, maintained community schools model, to 'all through' provision, characterised amongst other things by strong partnerships/collaboratives, with clear links to employers and apprenticeships, more new schools and academies, and the establishment of free schools by external organisations. This change will enable greater choice and diversity in the system, whilst helping to achieve educational excellence, and in particular to provide support for the most vulnerable children – these key drivers are at the forefront of national policy.
11. However, in the changing educational landscape, the County Council retains a statutory duty to ensure that sufficient school places are available within its area for every child of school age whose parents wish them to have one. This ensures that we are able to promote diversity, parental choice and high quality educational standards, to ensure fair access to educational opportunity and to help fulfil every child's educational potential. Whilst the change underway has capacity to raise standards, if not carefully managed between the Authority, maintained schools and academies and other partners, it could serve to destabilise the education system to the point where there is either a significant shortfall of places, or an oversupply that could make the viability/sustainability of some schools a critical issue. The challenge going forward is therefore to have the right number of places available to meet pupil needs, at the time they are required, and in the right schools/educational settings.

12. This requires that the County Council develops a strategy to make clear its priorities for future years, and in the context of providing school and other educational places, the things that we will consider, what we need to do, and how we will develop a capital programme to fund the changes necessary. The report to the Committee on 9 September 2013 identified the development of the Strategy as a key area for action.

Overview of the draft strategy

13. The draft Strategy document entitled 'In the Right Place - Strategy for the Provision of School and Other Learning Places in Leicestershire 2014/18' is attached to this report as Appendix A. This document is arranged in six key sections; the first five set out the background, principles and challenges, how we will work to address these, the things that we will consider and what we need to do about them, and how we will fund the changes necessary. Each of these sections ends with a summary of our strategic ambition and intentions. The final section provides an overview for each district of Leicestershire and the things we believe can drive change at a local level. An Executive Summary is provided at the very start of the document.

The purpose of the strategy

14. The fundamental objective of the strategy is to show how the Council will meet its statutory responsibilities. It is therefore primarily focussed on the provision of school places, but does also consider related aspects of educational provision, for example, Early Learning and Childcare and provision for vulnerable children, particularly those with Special Educational Needs (SEN).
15. However, in practice, the Strategy will serve a number of specific purposes, including providing:
- (i) Pupils with access to a high quality, local learning offer that meets their needs;
 - (ii) Parents with an understanding of the range and diversity of educational choice available;
 - (iii) All schools, academies and other relevant learning places with a clear understanding of how decisions are reached about pupil place planning, the maintenance of school premises, asset planning processes (where applicable), the allocation of capital funds, and how they can be involved in the decision-making process;
 - (iv) Local Planning Authorities, housing developers and their agents with an understanding of their role in supporting the future pattern of education and learning provision and the basis by which decisions are taken by the County Council;

- (v) A stronger relationship with those that also have an interest in the running of Leicestershire schools, in particular the Dioceses;
- (vi) An awareness for new providers of our strategic aspirations for the development of Leicestershire schools and other learning places;
- (vii) The wider community with an understanding of how education and learning provision will be delivered to support the development of Leicestershire throughout the life of this Strategy;
- (viii) The Department for Education and national government generally with a robust evidence base that supports future investment in Leicestershire schools and all types of learning provision.

Key drivers and investment priorities

16. There are three basic factors that influence the need for additional school places:
 - (i) Natural demographic change in the population, arising from increased births and population movement, defined by the Department for Education (DfE) as 'basic need';
 - (ii) New housing developments, their scale, and the speed at which they progress;
 - (iii) The popularity of successful schools, or conversely a decline in popularity for some schools, with long term performance/viability issues.
17. Set alongside the need for additional places, there is a need to ensure that school premises and other educational provision is improved wherever possible and kept in a condition which is fit for purpose. It should be noted that the County Council's responsibilities in this respect relate to maintained schools only, as academies access funding for condition issues direct from the DfE.
18. The above factors will therefore determine the key strategic priorities for the County Council, as this is what we receive central government funding for. However, our strategic ambition proposes to go further than this, and is predicated on a flexible and more innovative approach, designed to address other factors more unique to Leicestershire.
19. The County Council will therefore, where sufficient funding permits, and where change is appropriate and there is clear local demand, support schools and governing bodies to address changes which might further minimise transition stages. For example, this might include helping secondary schools to pursue age range changes, to gain 'all through status' (however, it should be noted that the Council does not receive dedicated funding for school re-organisation, or for academies generally), to seek to remove the 10+ system in the remaining four county areas of Castle Donington, Shepshed, Wigston and Oadby, to enable all primary schools to retain their year 6 pupils, and to replace, where requested

and appropriate, separate infant and junior schools in favour of combined primary provision. In addition, the Council will further develop provision within localities for pupils having SEN and disabilities, vulnerable individuals and those at risk of missing education. It will also seek to improve our Alternative Provision, building upon the work of local Behaviour Partnerships to ensure effective provision for excluded pupils, or those at risk of exclusion.

Resource Implications

20. There are no immediate resource implications arising from this report.
21. In the short term the development of the Strategy will be progressed utilising officer capacity and existing resources within the Children and Young People's Service (CYPS).
22. Longer term, consideration is being given to adopting an integrated (cross departmental) programme approach, as the most appropriate means of delivering the strategy. This is intended to enable a coordinated approach, to make the optimal use of available resources, drawing together all elements of school and other educational place planning. The revenue funding for the programme will be drawn from allocations agreed within the Medium Term Financial Strategy (MTFS) for delivery of the basic needs capital programme, budget allocations for the academies programme and existing budgets within CYPS Education Sufficiency.
23. Although the draft Strategy has been developed at a time of increasing financial constraint nationally, the recent allocation by the DfE of circa £56 million basic needs capital for Leicestershire schools for 2014-17, to address the need for additional school places, will be of substantial help to the delivery of the County Council's strategic priorities. Nevertheless, beyond 2017 more funding will be needed if the Council is to keep pace with demand, and to maintain Council school premises in good order. The DfE have allocated the basic needs funding based on detailed analysis of Leicestershire place planning needs and proposes to monitor how this is spent. The capital programme for 2014/15 to determine the Council's investment priorities is now being developed and a provisional programme for the remaining years, 2015/17, will be available later this year. The DfE have also recently confirmed that the funding allocation for 2014/15 to address condition issues in Council maintained schools will be £4.225 million.
24. Longer term (potentially the next 15 years) will see substantial housing development in Leicestershire, much delivered through Sustainable Urban Expansions (SUE's). Presently, 15 new primary schools and two new secondary schools are planned for the SUE's - each new school by law is expected to be an academy. These will be funded by housing developers to meet their planning obligations and have a possible investment value of circa £75 million.
25. The Director of Corporate resources has been consulted in the preparation of this report.

Other considerations - Section 106 Contributions

26. In tandem with the development of this draft Strategy, work is underway to review the County Council's policy to secure developer contributions for new school places, presently secured through Section 106 planning agreements. These agreements are negotiated between the local planning authority (normally the District Council) and the developer, with input from the County Council. The process requires the Council to demonstrate to the local planning authority sufficient need for additional school places. The review of the Council's developer contributions policy will help ensure alignment with the strategic intentions for the provision of additional places, and to achieve the maximum contribution from developers to support the provision of additional school places that we believe is proportionate to the impact of development.

Equal Opportunities Implications

27. The underlying purpose of developing a strategy for the provision of school and other educational places is to offer greater choice and diversity of educational provision, and help improve standards for all children and young people. In particular the Strategy is intended to support fair access arrangements to all educational settings for pupils from vulnerable groups. All schools are encouraged to undertake an Equality Impact Assessment as part of any proposals for organisational change.

Risk Assessment

28. The risks to the Council arising from increased demand for school places are kept under regular review by officers within the CYPS Education Sufficiency service and reported to the Corporate Schools Group.

Conclusions and Next Steps

29. The Council has robust and effective arrangements in place for the planning of school places. However, the education environment is now changing quite rapidly and dramatically. The priorities set out in the draft Strategy will ensure that the Council is able to keep pace with the change and have a strong strategic influence, in keeping with its statutory responsibilities. Delivery of the priorities set out in the draft Strategy will be coordinated and monitored by the Corporate Schools Group.
30. Subject to amendment to reflect the comments made by the Committee, the draft Strategy will be submitted to the Cabinet on 17 June 2014 to seek approval for consultation with all stakeholders. It is expected that following consultation, a final version of the Strategy will be submitted to the Cabinet for approval in September.
31. A revised County Council policy for seeking developer contributions through S106 planning agreements will be presented to the Cabinet on 17 June 2014

and, subject to approval, will follow a similar timescale for consultation and implementation.

Circulation under the Local Alert Issues Procedure

32. The report to the Overview and Scrutiny Committee will be circulated to all Members of the County Council via the Members' News In Brief Service.

Background Papers

Academies Act 2010 and Education Act 2011

Reports to Children and Young People's Services Overview and Scrutiny Committee 11 June 2012 – 'Policy on the provision of new school places - the changing role of the Local Authority'.

Children and Families Overview and Scrutiny Committee 9 September 2013 – 'Provision of School Places in Leicestershire'.

Officers to Contact

Lesley Hagger, Director of the Children and Family Service
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Gill Weston, Interim Assistant Director Education and Learning, Children and Young People's Service
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David Atterbury, Head of Strategy (Education Sufficiency) Children and Young People's Service
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Appendices

- Appendix A - 'In the right place' A Strategy for the Provision of School and Other Learning Places in Leicestershire 2014/18.

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In the right place -

A strategy for the organisation of school and other learning places in Leicestershire 2014/18

February 2014

v.6 DA 10 March 2014

Foreword

In Leicestershire, we believe that learners come first. We want our children and young people to enjoy learning, make good progress, and achieve high standards. To do this, we want to ensure that Leicestershire offers a good choice and diversity of schools, enabling excellent opportunities for all learners, provided in the most appropriate, local and well maintained settings.

Leicestershire schools have a good track record of success; we are rightly proud that they continue to perform well, and that many children leave school with good qualifications and a positive outlook on life that will equip them well for the future. We want to support all Leicestershire schools to have high expectations, to strive for continuous improvement, to celebrate success and share good practice, and to address issues before they become a cause for concern. Part of that support is to ensure that schools are well maintained, incorporating up to date technology, and have sufficient room to accommodate all potential pupils from within their catchment that might wish to attend. Put simply, we want Leicestershire schools to be in the right locations, of suitable size, offer good facilities, provide a safe and secure environment, have good access for everyone, and to be amongst the best available. This is our vision and this Strategy sets out the way in which we hope to achieve it.

Our vision will not be achieved easily and requires careful planning to make the best of available resources. Our statutory duty remains very clear – this is to have a strong supply of high quality school places, in buildings that are fit for purpose. This strategy is about ensuring that we meet that duty by having the right number of school places in the right locations, at the time they are needed, and having sufficient funding in place to achieve this.

We want to continue to work closely with our partners including all state funded schools and other learning places, their governors, pupils and their parents, the relevant District Councils, developers, the various Dioceses', and government departments, so that we can commission sustainable solutions that are appropriate, meet the needs of local communities and the diverse needs of Leicestershire people.

This draft Strategy document is arranged in six key sections: the first five set out the background, principles and challenges, how we will work to address the things that we will consider and what we need to do about them, and how we will fund the changes necessary. Each of these sections ends with a summary of our strategic intentions. The final section provides an overview for each District of Leicestershire, and the things we believe can drive change at a local level. An Executive Summary is provided at the very start of the document.

It is hoped that all stakeholders with an interest in the planning of school and other learning places will find this document useful, take time to become familiar with its contents, and actively engage with the delivery of our ambitions.

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1. Executive Summary

The draft Strategy represents Leicestershire County Council's vision and strategic ambition for the next four years. This summary provides an overview of the draft Strategy document, and sets out how, in a rapidly changing educational environment, we will deliver eight key priorities to meet our statutory duty to have a strong supply of high quality school places, in buildings that are fit for purpose.

The draft Strategy also aims to provide everyone with an understanding of the range and diversity of educational choice available in Leicestershire, how we wish to shape this in the future, and how decisions will be taken – the latter point is of particular importance to the allocation of available capital funds.

2. The Strategic and Statutory Context

The draft Strategy has been written at a time of significant change in the way public services are funded and delivered. National policy has been radically moved towards a more autonomous and diverse education system rather than the traditional structure of schools under the direct control of the education authority. In terms of educational provision, the LA has actively sought to embrace and keep pace with this change, through for example; the introduction of a large number of academies, supporting schools seeking age range changes, and implementing an improvement framework predicated on school to school support -The Leicestershire Educational Excellence Partnership (LEEP) model.

As the LA's role shifts from provider to commissioner and is less 'hands on', we recognise that in future we will need to work in a very different way – working with a diverse range of providers and models of delivery. The future landscape of education provision in Leicestershire is expected to be a 'mixed economy' approach characterised by a wide variety of provision. This will underpin our drive for choice, diversity and excellence, and must in particular provide support for the most vulnerable children – all things which are at the forefront of national policy.

Whilst the change underway has capacity to raise standards, if not carefully managed between the LA, maintained schools and academies and other partners, it could serve to de-stabilise the education system, to the point where there is either a significant shortfall of places or over supply that can make the viability/sustainability of some schools a critical issue.

3. Our Key Priorities

3.1 Early Learning and Childcare Places

We will continue to fulfil our statutory duty to assess the future need for early learning and childcare provision across Leicestershire to ensure that it is sufficient taking into account demographic change and planned new development proposals, and ensuring that where new provision is established there are strong links to local schools.

We will work with providers to ensure that all provision is flexible, affordable and accessible to those who require it.

3.2 Primary School Places

One of the key challenges facing Leicestershire, and many other local authorities nationally is the increase in demand for primary school places. In recent years the local authority has kept pace with demand, adding over 1,107 places since 2012. However, it is anticipated that by September 2015, a further 504 primary places will need to be added to meet localised pressures. The commencement, completion and occupation of new housing developments, particularly in relation to the planned Sustainable Urban Expansions (SUE's) for Leicestershire will add to this position, as will any inward migration of families.

In the context of the above, the LA has a statutory duty to ensure that sufficient school places are available for our children and young people. We will achieve this by looking carefully at Leicestershire schools, extending these where appropriate, and building new schools where pupil numbers require it. In developing new schools we will ensure that where possible they are placed at the centre of the communities they serve. The provision of the required additional primary places must form a key priority for this Strategy and for expenditure from the LA schools' capital programme.

Key Priority 1: To provide the additional primary school places required and to identify the capital budget necessary to meet this need before allocating any other expenditure.

3.3 Secondary School Places

As a consequence of the Academies Act 2010, the majority of secondary schools (95%) have become Academies or will soon do so, and by the summer 2014, even more will have converted.

Proposed changes in 2014 to the government's School Organisation Regulations¹ in order for schools to be better able to respond to the need of parents, are expected to bring improved ease for schools to progress age range changes, and may serve to accelerate change in Leicestershire.

Coupled to the academies agenda, many schools have subsequently sought to progress age range changes to give either 11-16 or 11-19 status, with twelve schools having received DfE approval for September 2013 or September 2014 change, and several others expected to follow shortly.

To add to this momentum of change, other types of secondary provision, for example Studio Schools have been established in Leicestershire, and from this year Further Education Colleges will be entitled to admit students from the age of 14.

¹ [School Organisation Maintained Schools: Guidance for proposers and decision-makers, January 2014](#)

The net effect of this change has been to significantly enhance the diversity and choice in Leicestershire schools and other learning places, but at the same time within the secondary sector, introducing an element of competition and in some localities, an oversupply of secondary school places. This over supply will need to be carefully managed if secondary provision in Leicestershire is to remain sustainable, and will therefore form a key priority for this Strategy. The LA will work with all stakeholders to ensure that any change is well planned so as to minimise disruption through transitional years, lead to sustainable solutions, and contribute to a coherent educational system in Leicestershire.

Key Priority 2: To ensure there is a good supply of secondary places in each locality, offered through well planned , sustainable and viable solutions, underpinned by robust funding arrangements.

3.4 Specialist School Places

The LA is committed to ensuring that children and young people who have additional needs access their learning in mainstream schools wherever possible. Where new provision is needed we will seek to prioritise available capital funds, but where this cannot be done, we will explore the potential to fund schemes through alternative sources. This might include for example; bids to central government for targeted capital, seeking to establish Free School provision, or invest to save strategies providing accrued revenue savings over a period of time. We will also consider how new providers may be encouraged to establish new provision in Leicestershire to meet specific areas of demand.

Some children need specialist provision that cannot be offered in a mainstream school and the LA will continue its commitment to support provision through Leicestershire's six Special Schools. Wherever possible, the LA will seek to continue to co-locate special and mainstream school provision, as has so far been demonstrated through the development of four new Area Special Schools and a number of specialist units/enhanced resource bases in mainstream schools, in order to provide inclusive opportunities.

Key Priority 3: To identify sufficient capital funding to fulfil our commitment to the programme of Area Special School development, completing the final development in Wigston.

3.5 Alternative Provision Places

We will continue to fulfil our statutory duty for alternative provision , ensuring that there are strong arrangements in place to meet the needs of all Leicestershire pupils.

Specifically, the LA is committed to the further development of the commissioning arrangements with the five Leicestershire Behaviour Partnerships, in the belief that alternative provision, is most successful when provided in local settings, and will therefore explore ways that we might build upon current arrangements. We will continue to work with those schools that

might wish to establish their own alternative provision arrangements on site, and look carefully at how we can improve primary alternative provision, currently directly provided by the LA, and the best location for this.

3.6 Capital Funding

There has been uncertainty over the past few years about the future levels of government funding directly provided to LAs for capital developments.

Academies, Studio Schools, Further Education Colleges and Early Learning settings are not normally reliant on the LA for capital funding.

However, the LA does receive 'basic needs' capital funding from central government for all maintained schools and Academies. This funding is specifically allocated to enable the provision of additional school places arising from increased births and general demographic change i.e. family movement. The LA also receives a smaller amount of capital funding to deal with condition issues in maintained schools only. In contrast Academies seek funding for condition issues directly from central government. There is a distinction between basic needs funding provided to the LA to develop additional places, and the funding necessary to support organisational change, for example age range changes, which in practice generally moves school places from one location to another (in some cases reducing their availability), rather than creating additional space.

The Department for Education has now confirmed the basic needs capital allocation that will be made available to the LA for the next three years. As the need for additional places is a national one and the squeeze on public expenditure is set to continue it must be assumed that future allocations will be extremely tight. It is therefore expected that the vast majority of this allocation in the future will need to be used for additional place provision, leaving much less for projects that address the suitability of premises in maintained schools.

In order to make the best of the funding made available to the LA for maintained schools, we will seek to review our framework agreements for capital developments to ensure that these continue to offer good value for money, adopting standardised design solutions wherever possible, in order to minimise costs and timescales. However in providing standard designs, we will seek not to compromise on build quality.

Key Priority 4: To ensure that basic needs capital allocated to the LA is targeted towards meeting the need for additional places arising from increased births and general demographic change.

3.7 Structural Change

The LA recognises the growing activity by Leicestershire schools to address the legacy of 'three tier' schooling (primary, high and upper phases) and the 10+ system. Whilst the basic needs capital allocation is specifically for the provision of additional school places, the LA will in allocating this, seek to realise any opportunities to address the disparities of our current pattern of

schools, where this is necessary, appropriate and there is clear local demand for change. However this will not be allowed to become the primary driver for creating additional places

Key Priority 5: To support opportunities to address structural change to the pattern of education, where this can be linked to basic needs requirements in the locality, and where there is a robust case for change.

3.8 Developer Contributions

The LA will also seek to access capital funding from developers for the expansion of maintained schools and Academies, to develop additional places required as a consequence of new housing. This is achieved through Section 106 agreements and the Community Infrastructure Levy.

Where new housing development creates a demand for school places in excess of those available, the LA will work with District Councils and developers to ensure that the appropriate contributions for the provision of additional school places are given. We will seek the maximum contribution from developers to support the provision of additional places that we believe is proportionate to the impact of the development. It is critical that developers make a financial contribution to school places as, without it, the LA will be unable to deliver the required provision and this will impact on the children and families that come to settle in new developments.

Key Priority 6: To work with each District, housing developers, maintained schools and Academies to ensure that appropriate contributions are received for new school places, proportionate to the scale of development, and used in a way which provides for the best educational solution.

3.9 Commissioning new places

The County Council will seek to build upon established good practice within schools, academies and other learning providers, but also support new providers to Leicestershire where an appropriate opportunity arises. We will adhere to the statutory framework, regulations and our criteria for establishing new schools, or identifying those schools for expansion, and will always take governing body views into account. However, it should be recognised that school place commissioning powers ultimately rest with Leicestershire County Council. We will ensure that there is a clear and well-communicated policy in place to determine where schools should expand or where new schools should be developed.

Key Priority 7: To support the development of a vibrant and sustainable mixed market approach to the provision of school and other learning places in Leicestershire, so as to promote the best possible choice and diversity.

3.10 Maintenance of School Buildings

For LA maintained schools, there will continue to be an ongoing programme of work to address serious condition issues. In terms of academies although the LA does not hold funding or the responsibility for addressing condition issues, as the landlord for their premises (in most cases) we recognise the importance of working closely with academies, and supporting them where possible to access funding from the DfE or other sources.

This will help ensure strong asset management, and that all school premises, irrespective of their designation, are appropriately maintained

In order to achieve our aims we will need to review our relationship with both maintained schools and particularly academies, to ensure that there is clarity about our respective responsibilities and how they will be delivered through process and system improvements.

Key Priority 8: To further develop strong arrangements for the management of our assets, and strengthen our relationship with Academies, to ensure all school buildings (irrespective of their designation and howsoever funded) are maintained fit for purpose.

4. ***Other things we will do***

In the context of the above, and our key strategic priorities;

4.1 ***Our approach, will be to;***

- ***Embrace our role as a commissioner and keep pace with the changing educational environment, so as to successfully meet our statutory responsibility to provide a strong supply of high quality school places.***
- ***Promote good choice and diversity in Leicestershire schools, and use this as a mechanism to further improve standards***
- ***Ensure that through effective school place planning we support the most vulnerable children including those in care, at risk of social exclusion and those who have specific educational needs.***
- ***Help develop and promote a coordinated and sustainable system of education***
- ***Seek to support local solutions for the provision of additional school places***

4.2 ***Guided by key principles to ensure that;***

- ***We continue to build a clear framework for engagement with communities and local learning partnerships and collaboratives in their various forms.***

- *Encourage the development of a mixed market of providers, based on maintained schools, academies, free schools, and studio schools.*
- *Support the expansion of popular and successful schools, where practicable and cost effective to do so, in particular where this would secure greater parental preference.*
- *Maintain a good network of provision in all parts of Leicestershire, particularly rural areas, with a presumption against closing schools unless absolutely necessary for educational reasons or should they become unsustainable.*

4.3 Specifically we will;

- *Develop a capital programme for future years that gives clarity to how all aspects of funding are sourced, and our intentions for their use, and that meets our key priorities for investment.*
- *Develop investment plans for other aspects of education relating to, provision for vulnerable individuals and groups, Early Learning, and Children's Centres.*
- *Ensure that we apply a robust and transparent methodology to give clarity and integrity to the planning of school and other educational places.*
- *Ensure that where schools are extended or new schools or other educational provision is developed, or other educational provision, that this is keeping with; the expected demand for additional places, proportionate to their locality, and the needs of the community.*

Above all, we will ensure that we have the right number of school places in the right locations, at the time they are needed.

5. How we will work with schools and other partners

Working in partnership to secure effective engagement is considered essential if we are to be successful. We will do this by;

- Working in a way that is open and transparent, promoting fairness and equality of opportunity, and giving integrity and trust.
- Engaging with all schools within a locality to identify the best solutions to address capacity issues and demographic change.
- Listening carefully through consultation and other discussions with pupils, parents, school staff and their governors, and others within an interest in educational provision to ensure their views are heard and needs are fairly represented in decisions taken.
- Working with all stakeholders in a collegiate way, to underpin our emphasis on partnership and collaborative working.

PART 1: Background

6. Aims of the draft Strategy

This draft Strategy will enable the LA and its partners to respond to the changing agenda and provide a platform for dialogue between schools, parents, community groups, central government, District Councils, housing developers, and other stakeholders. It is intended that, through the process of consultation, consensus will be reached as to the principles underpinning the provision, organisation and development of schools and other learning places.

Specifically the Strategy aims to provide;

- Pupils with access to a high quality, local learning offer that meets their needs;
- Parents with an understanding of the range and diversity of educational choice available;
- All schools, academies and other relevant learning places with a clear understanding of how decisions are reached about pupil place planning, the maintenance of school premises, asset planning processes (where applicable), the allocation of capital funds, and how they can be involved in the decision-making process;
- Local Planning Authorities, housing developers and their agents with an understanding of their role in supporting the future pattern of education and learning provision and the basis by which decisions are taken by the County Council;
- A stronger relationship with those that also have an interest in the running of Leicestershire schools, in particular the Dioceses.
- An awareness for new providers of our strategic aspirations for the development of Leicestershire schools and other learning places;
- The wider community with an understanding of how education and learning provision will be delivered to support the development of Leicestershire throughout the life of this Strategy;
- The Department for Education, and national government generally with a robust evidence base that supports future investment in Leicestershire schools, and all types of learning provision.

Arising from the priorities identified in this draft Strategy we will publish a capital investment programme which will set out the funding strategy to deliver our vision for education and learning provision.

This Strategy will sit alongside Leicestershire's Education and Learning Strategy which is currently in development and will set out Leicestershire's vision for raising outcomes for all children and young people in Leicestershire schools and learning places.

7. About Leicestershire

Leicestershire County Council covers an area of 202,880 hectares and contains a diverse range of communities living within several large urban settlements in the main market towns, or around the periphery of Leicester, and interspersed by many rural villages. The County Council is co-terminous with seven District/Borough Council areas and is also bordered by seven other local authorities. Each district has its own unique demography and geography.

The 2011 Census shows that 650,489 people live within the County Council area, of which there are an estimated 143,063 children and young people aged up to 19 years (36,154 of which are in the age range 0 to 5 years).

The Census also shows that the usual resident population figure for the LA area shows a increase of 6.7% since the last census in 2001, this is slightly below the average increase for England of 7.8%.

Future population projections reveal that the County Council area's population is expected to grow by 9.1% in the years between the 2011 Census and 2021.

The increase in the birth rate in Leicestershire will lead to an increase in the intake into primary schools over the foreseeable future. The changing dynamics of Leicestershire's population, influenced by increased births, immigration, housing developments and economic migration, mean that the pattern of provision of school places must also change in order to keep pace with demand, whether through provision of additional places or through the redistribution of existing places within the county.

To help manage the expected growth, major housing development is proposed in six of the seven districts for future years, predominantly based on key areas for Sustainable Urban Expansion (SUEs).

Patterns of population change will also affect Leicestershire's local communities. In some areas inward migration is a major factor, particularly where new development is planned, while in all areas there are some uncertainties about future birth rates.

All of these factors, including changes in population, age structure, and new housing development rates, are difficult to forecast with any degree of certainty.

However, we have to be able to respond flexibly to changing patterns of need and ensure that new investment takes place in the most appropriate way and in the most appropriate location.

8. Leicestershire Schools

There are 284 schools in Leicestershire, they include:

- 1 nursery
- 223 primary schools
- 53 secondary secondary/colleges
- 6 special schools
- 1 Pupil Referral Unit

The LA has actively supported a large number of the above schools to convert to academy status. In total we now have 123 academies (46 secondary, 74 primary and 3 special schools).

In addition to the above, there are presently two Studio Schools in Coalville and Hinckley, with a third in Lutterworth due to be opened in the autumn 2014.

Working closely with schools in the secondary sector there are six Colleges of Further Education (FE) and three Universities (including those located within the Leicester city area). The FE sector is now able to admit students from age 14.

Although there are not as yet any Free Schools within the local authority area, there is interest for these to be established and some are expected to appear within the life of this Strategy, most likely within the primary sector.

There are 512 early learning and childcare settings provided through the private, independent and voluntary sector, and by some schools, providing for 19,692 places and also 841 childminders providing for a further 4,260 places.

The details of the provision in Leicestershire may be found at www.leics.gov.uk/yourguides.htm

In total the 284 schools in Leicestershire provide education for 92,860 children and young people, comprising 47,444 in primary schools, 44,542 in secondary schools and 874 in special schools or units. Of these pupils approximately 2,455 have Statements of Special Educational Needs.

In addition there are approximately 22,500 young people in Post-16 education.

Leicestershire has 109 schools designated as rural by the DfE. In these areas the scale of new housing development will vary, and in some circumstances may be generally lower than in the future than has been the case in the past. The result is that population and pupil numbers in some areas is unlikely to rise significantly and this will continue to challenge the viability of some schools.

Leicestershire schools vary in size, from primary schools with little more than 20 pupils to secondary schools of over 2000 students. The following table illustrates the overall position;

Primary Schools

Pupil Size	Up to 105	Between 105 and 210	Between 211 and 315	Between 316 and 420	Between 421 and 525	Between 526 and 630	Total
No. of schools	57	70	40	42	8	6	223

Secondary Schools (Exc. Studio Schools)

Pupil Size	Up to 600	Between 601 and 900	Between 901 and 1200	Between 1201 and 1800	Above 1801	Total
No. of Schools	9	25	5	12	2	53

The LA supports the principle of local schools for local children for community and environmental reasons. There are good partnerships among many schools who work together in local learning communities. This currently includes a total of 3 federations, 5 umbrella/collaborative academy trusts, 13 multi academy trusts, 4 teaching school alliances, and a single large school based company.

There are many strengths that should be recognised through the performance of Leicestershire schools, the quality of the people working within them and the relationship between schools and the LA. 82% of Leicestershire's schools are rated 'Good' or 'Outstanding', this comprises 39 secondary schools, 188 primary schools, and 8 special schools and other educational provision. There are presently 7 maintained schools (3 secondary and 4 primary) and the Oakfield School Pupil Referral Unit, which are designated as either 'Special Measures' or 'Serious Weaknesses' and will continue to require intensive support to ensure sustained improvement. For maintained schools in these Ofsted categories they will be supported by the LA until their transition to sponsored academy status as directed by the DfE.

9. Statutory Role

This document has been written at a time of significant change in the way public services are funded. National policy has been radically moved towards a more autonomous and diverse education system rather than the traditional structure of schools under the direct control of the LA. In terms of educational provision, the LA has actively sought to embrace and keep pace with this change, through for example; supporting schools to convert to academies or those schools seeking age range changes, and implementing an improvement framework predicated on school to school support -The Leicestershire Educational Excellence Partnership (LEEP) model.

As the LA's role shifts from provider to commissioner and is less 'hands on', we recognise that we need to work in a very different way – working with a diverse range of providers and models of delivery. The future landscape of education provision in Leicestershire will be a 'mixed economy' ranging from the traditional community school model to 'all through' provision, characterised by stronger links to employers and apprenticeships, and to external organisations/parents setting up their own Free Schools where they wish to promote a different offer. The drive for choice, diversity and excellence, in particular to provide support for the most vulnerable children, is at the forefront of national policy and a key driver in the LA's new role.

There is potential for our role to change again in the future, to respond to new government priorities. In this context it is important that there is sufficient

flexibility in the system, for our role to adapt and evolve as necessary. Whilst it is accepted that our role could change further, our core responsibilities continue to be:

- Securing sufficient and appropriate educational provision within Leicestershire to meet the needs of our children, parents and communities, as set out in the Education Act 1996.
- Improving standards in all schools so that everyone can go to a school that is good or better.
- Supporting the most vulnerable children including those in care, at risk of social exclusion and those who have specific educational needs.

In terms of schools we have a further responsibility to:

- Help develop and promote a sustainable system of education
- Ensure that all schools offer good choice for children and young people of all abilities, safe and secure environments, delivered through local solutions wherever possible.
- Ensure in respect of the above that we have effective admission arrangements, and fair access protocols in place
- Maintain and improve the LA's schools estate keeping this fit for purpose.

We will continue to adopt a flexible and innovative approach to delivering our statutory responsibilities and are confident that we can meet the challenges that lie ahead.

10. Strategic context

Radical education reform has been introduced by the Coalition government and is ongoing. The changes implement which have are most relevance to this Strategy are:

- A drive towards an autonomous system that aims to provide parents with choice across a diverse range of provision.
- The introduction of the Education Act 2011 which underpins the role of the Local Authority (as set out in 'The Importance of Teaching – The Schools White Paper 2010') as champions for parents, families and vulnerable pupils, requiring that the LA promotes educational excellence by ensuring a good supply of high quality school places, and co-ordinating fair admissions.

The full Education Act is contained on the Department for Education website:

<http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>

- The Children and Families Bill which when enacted later this year will bring a new approach to Special Educational Needs and Disability.

The Children and Families Bill aims to improve the entire SEN system and covers issues including reform and early identification and assessment, joint commissioning, funding across health, education, core family support and choice and challenge. There will also be a requirement for local authorities to have a strategic overview of the quantity, quality and accessibility of provision for children and young people with special needs from the ages of 0 – 25 years, and to support SEN.

The Children and Families Bill proposals can be viewed at:

<http://www.education.gov.uk/a00221161/children-families-bill>

- An expansion of the market and greater diversity in schools as more providers seek to move into Leicestershire. In this context, the 2011 Act also made changes to the arrangements for the establishment of new schools, with a presumption that any such schools will be Academies or Free Schools, secured if necessary through a competition.
- The 'The James Review of Education Capital', an independent report commissioned by the Secretary of State for Education to consider education investment, which set out key recommendations for the future direction for capital investment, and how this should be managed.

A range of other strategic drivers also have an impact to this Strategy including:

- A reduction in public finances due to global economic challenges and potentially a long period of austerity predicated on a sharper focus on value for money solutions.
- A demographic increase in births and shortfall of primary places which will eventually impact on the secondary sector.
- A changing role for local authorities moving from a provider to a commissioning and brokerage role.
- An increase in education provision arising from the expected significant housing growth, and the challenges of securing appropriate educational contributions from developers through Section 106 agreements or Community Infrastructure Levy (CIL).

Coupled to the above there are other strategic influences particular to Leicestershire which will have a bearing to the future provision of school and other learning places including;

- The ambition of many secondary schools to pursue age range changes, to gain 'all through status', and the impact this will have to the

number of secondary school places, which whilst generating over supply, may also give rise to localised shortages of places. This aspect of change will need very careful management to ensure that schools remain economically viable and sustainable.

- A strong desire by schools to seek to remove the 10+ system in the four remaining areas of Castle Donington, Shepshed, Wigston and Oadby, to allow retention of Year 6 pupils in primary schools, coupled with age range extensions in High schools.
- Replacement, where requested and appropriate, of independent infant and junior schools in favour of combined primary provision.
- The need to develop further specialist provision within localities, for pupils that have Special Educational Needs and/or Disabilities.
- The further expansion of new ways of working through local Behaviour Partnerships and other providers to ensure effective Alternative Provision for excluded pupils, or those at risk of exclusion, vulnerable individuals, those with medical needs, and those at risk of missing education.
- Reviews of other policies and procedures of significant bearing to schools, most notably the anticipated changes to mainstream Home to School Transport provision.

11. Key principles

Developing a Strategy in times of ongoing turbulence is not easy but it is possible, even in times of change, to agree the principles that will influence our decision making. Our intention is to ensure that future pupil place planning is an open and transparent process and that capital investment decisions are directly based on sound principles established in partnership with others responsible for delivering education and learning in Leicestershire.

Our key principles will be to work with key stakeholders to:

- Provide local solutions wherever possible to meet the needs of our children and young people, which recognises the value of each school within its community, this is particularly so for rural primary schools.
- Secure a network of provision for 0-5 year olds across the county that will ensure children are ready for school, improve their outcomes and reduce inequalities, and seek to support the development of provision for disadvantaged two year olds to access appropriate provision.
- Seek to ensure that primary schools are within reasonable walking distance for pupils, to minimise wherever possible the need for transport to school, excepting those children with additional needs.
- Seek to ensure that there is sufficient access to a good secondary school choice of provision offering a variety of educational pathways through a rich and varied curriculum.

- Seek to ensure in all circumstances that schools of whatever size or location are sustainable, appropriate to their locality, and are able to contribute to meeting the needs of their communities.
- Encourage the development of a mixed market of providers, based on maintained schools, academies, free schools, studio schools.
- Ensure that Leicestershire schools provide good choice and diversity, recognising the importance within communities of schools representing particular faiths.
- Develop a strong framework of facilities for pupils needing specialist support in the most appropriate locations across the county;
- Support the development of a strong framework of facilities for Alternative Provision to provide for the needs of learners for whom the traditional school environment is not the best option;
- Ensure that there is good choice to enable transition for young people from secondary schools to further education/higher education and/or employment

One of our most important key principles when planning new school places will be to ensure fairness and equality of opportunity between all schools in the area, irrespective of their size or designation, and that admissions arrangements do not disadvantage neighbouring schools.

What we will do;

Embrace our role as a commissioner and keep pace with the changing educational environment, so as to successfully meet our statutory responsibility to provide a strong supply of high quality school places.

Promote good choice and diversity in Leicestershire schools, and use this as a mechanism to further improve standards.

Ensure that through effective school place planning we support the most vulnerable children including those in care, at risk of social exclusion and those who have specific educational needs.

Help develop and promote a coordinated and sustainable system of education.

Ensure that in planning school places we act fairly, promoting equality of opportunity for all schools in the area, irrespective of their designation.

Seek to support local solutions for the provision of additional school places.

Engage with pupils, parents, schools, their communities, and our other partners to determine the most appropriate solutions.

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PART 2: Approach

12. The Overall Approach

The County Council has a role as children's champion in the widest sense. The implication for the planning of school places is that the County Council, as the Local Authority for school place planning, must secure places at popular and successful schools, at the same time as supporting schools in challenging circumstances to improve. The LA must also provide advocacy for parents and also hold schools to account for the use of public resources. However, in doing so, the relationship between schools, the LA and other stakeholders, including parents, needs to continue to be maintained as a strong and positive one for the benefit of Leicestershire communities.

Our intended approach to school place planning in Leicestershire is designed to respond to the capacity demands arising from local communities, where pressures may result from increasing births, family migration, the needs generated by new housing development, and general demographic change.

However, we recognise that the planning of school places is not solely about capacity and numbers, but should also play a key role in promoting choice, quality and diversity in the range of education and learning provision available. This may be extremely challenging in some contexts, for example in rural locations where reduced pupil numbers may limit the scale of facilities available, or in contrast in respect of secondary schools, where over supply of places and competition for pupils may affect the sustainability of schools and serve to restrict the range and quality of the curriculum offer.

The national agenda is for popular schools to expand and so drive up quality and standards in the education sector. The LA supports this approach in principle and in our role as commissioner we will welcome proposals which seek to achieve this. However, it is only possible for the LA to provide financial capital to support proposals where there is 'basic need' requirement, that is to say a shortfall in pupil places for that particular area. When new provision is needed due to a shortfall of places, we will actively encourage popular schools to expand:

- Where it is physically possible
- Where it represents good value for money
- Where there is strong support for change within the local community
- Where there is robust evidence that this will lead to improved outcomes for pupils, and;
- Where the proposal is deliverable in a timely manner to meet the statutory need.

There is no clear definition of a 'successful' school, and there are a number of indicators that could potentially be used to determine this. Clearly parental preference as demonstrated through the admissions process would be one, and similarly the results of statutory tests/exams. Ofsted judgements and general indicators of good performance for the school would also need to be factored in when planning places. For long term planning, it is assumed that all schools have the potential to be both popular and successful.

It is accepted that due to a variety of reasons some schools may not wish to increase their capacity, in particular they may feel it would compromise their educational offer. In such circumstance the LA would not seek to impose change on any school unless all other options had been exhausted. Nevertheless, we all have to abide by the Admissions Code of Practice and in this context do our best to enable local children to attend their local school without the need to be transported unreasonable distances.

Our approach is therefore to work locally with schools in the expectancy that solutions will be found in most cases, but where this may not be possible, keeping our options open to explore the potential to secure provision through other providers.

We will do this by;

- Maintaining a network of provision in all parts of Leicestershire, with a presumption against closing schools unless necessary for educational reasons or should they become unsustainable.
- Expanding popular and successful schools, where practicable and cost effective to do so, in particular where this would secure greater parental preference. However, we will not seek to expand particular schools, where to do so, is not in keeping with providing a coherent local offer, such that it might seriously challenge the sustainability of other schools within the locality, and thereby have overall disadvantage to parents and pupils.
- Developing new schools where anticipated pupil numbers justify this as the most appropriate approach, or where other clear gaps in provision may be identified.
- Working with all schools within a locality to identify the best solutions to address capacity issues and demographic change.
- Minimising our dependency on schools transport to meet our statutory responsibilities for school place planning.
- Listening carefully through consultation and other discussions to pupils, parents, school staff and their governors, and others with an interest with educational provision to ensure their views are heard and their needs are fairly represented in decisions taken.
- Working with all stakeholders in a collegiate way, to underpin our emphasis on partnership and collaborative working.
- Where possible and appropriate, supporting the further development of locality working within communities, by seeking to maximise the schools estate to bring together health, sports, leisure and cultural affairs to enable co-ordination and integration of services for children, young people and families and the community as a whole.

13. The Role of New Providers

Legislation requires that new providers will normally enter the market through a competitive process. This may happen in several ways;

- Through proposals brought forward by existing providers and/or through the government's Free School programme. *It is recognised that existing schools may feel challenged by new providers entering the market, and we will therefore ensure that through the competitive process any new providers share the same ethos, beliefs and sense of moral purpose as other Leicestershire providers, so as to enable their successful integration to the educational system locally.*
- As a result of demographic change or significant housing development. *We will identify where new provision is required and advertise the proposals nationally through the Department for Education, New Schools Network and to other interested parties.*
- For provision promoted by other providers, where they perceive a potential gap in the market and demand for further provision. *We will actively engage with school promoters and provide data and advice which provides a strategic context, to further their understanding. We will engage with new providers where provision meets our statutory responsibilities for pupil place planning and will indicate where provision is likely to affect the sustainability of other local provision. All providers will be encouraged to discuss their proposals with schools in the given locality and to establish good partnership arrangements.*

Where new academies or Free schools may be established to meet basic need it is expected that, in keeping with DfE requirements, we will establish a Growth Fund for these schools. This will require further discussion and consultation with schools and the Schools Forum to agree a change to local funding policy and procedures. This funding will need to cover start-up costs, including diseconomy of scale costs, funding for which may be needed over a number of years.

There is no dedicated capital funding in the LA or central government to establish new Early Learning and Childcare provision. However, the LA may secure capital funding through S106 or CIL contributions to enable provision to be developed as part of community use buildings. Providers may also secure funding for Free Early Education entitlement for disadvantaged 2 year olds and all 3 and 4 year olds.

14. School Place Planning Governance and Decisions

The co-ordination and management of all LA school place planning is located in the Children and Family Services department of the County Council. Recommendations regarding the allocation of relevant capital resource, is initially overseen by the Corporate Schools Group (comprising senior officers representing key departments) before progressing further.

Under the County Council's Scheme of Delegation, certain decisions relating to school organisation within the remit of the Local Authority are delegated to the Director for Children and Family Services in consultation with the Cabinet Lead Member for Children and Young People, except in the case of opening or closing schools, or where any proposals are politically sensitive and/or have generated significant objection through consultation, in which case they will be taken to the County Council's Cabinet for decision.

Where any proposals for change require the Council to follow the prescribed statutory process, as set out in the School Organisation Regulations published by the Department for Education (DfE), then the Director for Children and Family Services will ensure that the appropriate timescales and processes are followed, and notices published accordingly so as to make clear the proposed change, the rationale for this, what other options (if any) might be considered, the anticipated timescales, key consultees and means of response, and related matters.

Where proposals relate to academies and other providers outside of the Local Authority control, then the LA will work closely with the DfE and Education Funding Agency, to give contextual information and other advice to enable decisions to be taken by the Secretary of State for Education.

It should be noted that in January 2014, following consultation with local authorities, the DfE implemented proposals to amend the existing legislative and policy requirements governing school organisation changes. Currently the majority of organisational changes in LA maintained schools, for example age changes, significant enlargement, or moving or closing a school, have been subject to statutory processes. In proposing amendments to the system for school organisation, the DfE aim is for schools to be more in charge of their own decisions about size and composition, and to be able to respond to what parents want locally, without being unduly restricted by process. In practice, this means that:

- Individual maintained schools would have the freedom to make certain changes (e.g. enlargement of premises) without following a statutory process;
- The statutory processes would be slimmed down for certain other changes to maintained schools by reducing the length of the process and the level of prescription;
- The requirement for academies to apply to the DfE for permission to make similar changes would generally be removed, but where more significant change is proposed, for example adding a further phase of education or a sixth form, then it is expected that Secretary of State consent (via the EFA) will be sought beforehand.

The proposed changes will now require that the LA looks very carefully at the corporate decision making process relating to school place planning and where necessary revises this to strike the right balance between accountability and the need to enable schools to respond more quickly to the needs of parents and their communities.

The School Organisation Unit website contains full guidance on making changes to school organisation and provides links to relevant statutes;

<http://www.education.gov.uk/schools/leadership/schoolorganisation>

15. Diversity and Localism

Leicestershire has always had a diverse pattern of school provision, owing largely to the significant proportion of voluntary aided schools in the county, and is accustomed to positive working relationships with the CE Anglican and Catholic Diocesan/Church Authorities. Over recent years new providers have been established, including Trust schools and Academies. The LA will work in partnership with an increasing number of providers in order to develop a school organisation and capital investment strategy that delivers optimal solutions for local areas. The LA believes that all categories of school are of equal value and this principle will be applied when planning and delivering the strategy.

In addition, the LA has a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools.

The LA has therefore developed a flexible approach to the commissioning of school places that is able to stimulate a local market that is shaped for the benefit of children and built around the proven success of local providers. However, there is a balance to be struck between welcoming diversity and new provision and the importance of maintaining coherence within the school system. In this context the LA will look very carefully at proposals for a given locality, and judge each on the extent to which they meet agreed criteria.

16. Community Engagement

We will continue to build a clear framework for engagement with communities and local learning partnerships and collaboratives in their various forms. We will commit to engage with these partners in a timely and appropriate manner when:

- Local plans are being formulated or revised.
- There is evidence of a need to provide additional pupil places and/or revise designated areas.
- There is the potential for new providers to be entering the market in their locality.

What we will do;

Ensure that pupil place planning is open and transparent, and that there is clear understanding of the Council's decisions and why these are taken.

Continue to build a clear framework for engagement with communities, local learning partnerships and collaboratives in their various forms

Support the expansion of popular and successful schools, where practicable and cost effective to do so, in particular where this would secure greater parental preference.

Support the development of a vibrant and sustainable mixed market approach to the provision of school and other learning places in Leicestershire, so as to promote the best possible choice and diversity, based on a balance of maintained schools, academies, free schools and studio schools.

(Key Priority 7)

Maintain a good network of provision in all parts of Leicestershire, particularly rural areas, with a presumption against closing schools unless absolutely necessary for educational reasons or should they become unsustainable.

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PART 3 - Challenges and Considerations

17. School Organisation

The LA and its partners will need to address a range of issues around school organisation in order to maintain a coherent system that is fit for purpose, stable, and capable of delivering the best possible outcomes for children and young people in Leicestershire.

The main issues to be addressed are:

- The urgent need to provide additional primary places in some parts of the County;
- The need to keep under review and take appropriate action where necessary, to stabilise the supply of secondary school places The progression of targeted investment for pupils with SEN and disabilities and other vulnerable pupils;
- To plan a co-ordinated approach to the provision of additional places, new schools and dependency on new providers arising from the expected substantial housing growth;
- Ensuring that we continue to provide high quality provision for early learning and childcare
- Confirming our approach to the future management of school buildings, and addressing our concerns about their condition.

These issues are considered further in the following sections of this document.

18. Early Learning and Childcare Places

The government provides Free Early Education (FEE) funding for all three and four year olds from the start of the term following their third birthday until they start school. The FEE provides up to 15 hours of flexible provision per week over 38 weeks of the year. Delivery can be through a range of providers including pre-schools, nurseries, childminders, nursery classes and nursery schools all of which can offer access to FEE funding. In Leicestershire 99.98% of the FEE is delivered through the PVI (Private, Voluntary and Independent sector) and the remainder through an LA maintained nursery provision.

Free early years education for the most disadvantaged two year olds is also being introduced and it is expected that 40% of two year olds in Leicestershire will be funded in this way from 2014.

We will assess the future need for early learning and childcare provision in each part of Leicestershire, taking into account demographic change and planned new development proposals. Where this assessment indicates that new provision is required, places for under 5 year olds should, wherever possible, provide direct progression through to mainstream provision. This

does not necessarily mean that such provision should be physically part of any school or academy, but nevertheless have strong educational links to establishments in the locality.

Where proposals to establish new provision are put forward to the LA, then the LA may approve the proposals provided that; there is no serious impact to the current pattern of provision within the area, there is parental demand for places, and where proposals might derive from maintained schools; there is no requirement from the LA for capital funding, there is no impact on the school's accommodation for Reception to Y6 (either at the time of expansion or in the future, when the school may be filled to its admission number across all year groups), and provided that the governing body agrees that the published admission number for the Reception year will not be reduced.

We will therefore ensure that there are strong links between all new Early Learning and Childcare provision and local schools. All provision must be flexible, affordable and accessible, providing a mix of funded and paid for places for 2, 3 and 4 year olds to support working parents.

In the past funding for new Early Learning and Childcare places has come through a variety of routes. There is currently one capital funding stream from the DfE to support the development of places for our most disadvantaged 2 year olds. A strategy is currently under development to ensure this funding is targeted to the creation of places for September 2014.

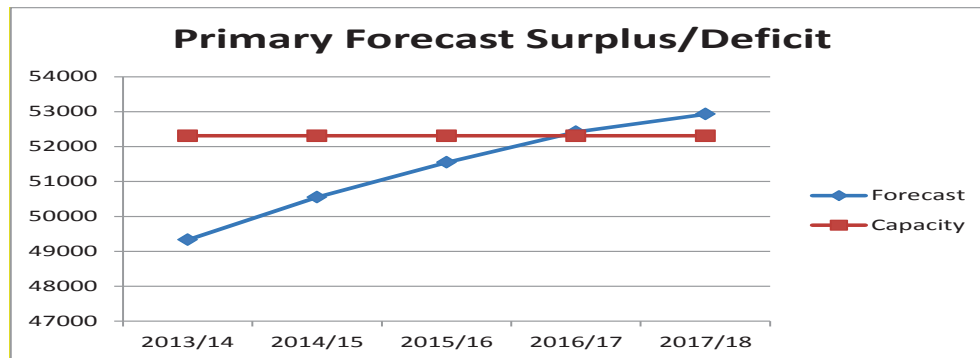
19. Primary school places

One of the key challenges facing Leicestershire, and many other local authorities nationally is the increase in demand for primary school places.

The current capacity of our Primary Schools is 52,309 places. The number of pupils on roll is forecast to rise above the available capacity to 52,928 by 2017/18 which would leave overall a shortfall of 619 places (-1.18%). The table below provides an overview of the position within each District, and Part 6 to this draft Strategy provides a more detailed analysis. The forecasts include pupils from housing gains from developments with planning permission, but not those that have not progressed this far.

District	Capacity	2013/14	2014/15	2015/16	2016/17	2017/18
Blaby	7776	7726	7932	8047	8192	8266
Chamwood	12631	11697	12047	12286	12562	12800
Harbrough	7235	6779	6914	6992	7114	7167
Hinckley & Bosworth	8106	7753	7993	8201	8373	8454
Melton	4158	3697	3751	3791	3823	3834
North West Leicestershire	8026	7390	7559	7817	7960	8028
Oadby & Wigston	4377	4285	4352	4412	4396	4379
Total	52309	49327	50548	51546	52420	52928
% Increase from previous year		2.11%	2.48%	1.97%	1.70%	0.97%

The overall position in Leicestershire is further illustrated by the graph below, which makes comparison of available capacity and demand for places over the next few years.



The LA has so far kept pace with demand, adding over 729 extra places in the last two years, with a further 378 planned so far for 2014/15.

However, it is clear from analysis of pupil forecast data that some Districts and in particular, certain localities within these are already beginning to experience early signs of acute demand for places. This is particularly so for the Blaby District, where there is a significant shortfall of places emerging within the Braunstone area, and the Borough of Hinckley and Bosworth, specifically within Hinckley town.

The commencement, completion and occupation of new housing developments, particularly in relation to the planned Sustainable Urban Expansions (SUE's) for Leicestershire will add to this position, as will any inward migration of families.

In the context of the above, the additional primary places must form a key priority in terms of strategic delivery and expenditure from the schools' capital programme.

20. Secondary school places

The position in secondary schools is in stark contrast to that of primary schools.

As a consequence of the Academies Act 2010, the majority of our secondary schools (95%), have now converted to academy status or will soon do so, and by the summer 2014, even more will have converted.

Coupled to the academies agenda, many schools have subsequently sought to progress age range changes to give either 11-16 or 11-19 status, with twelve schools having received DfE approval for September 2013 or September 2014 change, and several others expected to follow shortly. When considered alongside the five Leicestershire schools already having 11-16/19 status, this means that almost one third of schools are now designated as 'all through'.

Based on known information this figure is expected to increase to around 50% of schools by the beginning of the 2015 academic year. The proposed changes to the School Organisation Regulations, to be introduced early in

2014, whilst enabling schools to be better able to respond to the need of parents, will bring improved ease for schools to progress age range changes and in this respect may serve to accelerate change in Leicestershire.

To add to this momentum of change, other types of secondary provision have been established in Leicestershire, for example the Studio Schools in Coalville, Hinckley and Lutterworth (planned to open in September 2014), and the entitlement for FE Colleges to now admit students from the age of 14.

Age Range	Number	% of all Secondary Schools
10-14	6	11%
11-14	17	32%
11-16	13	24.5%
14-18	13	24.5%
11-18	4	8%
TOTAL	53	100%

The above table excludes the two Studio schools and one Post 16 centre.

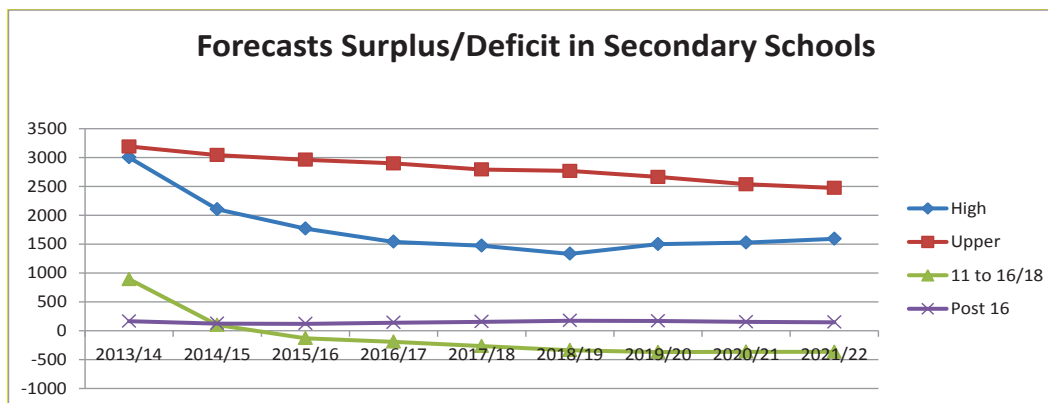
The current capacity in our Secondary Schools is 51,025 places. The numbers on roll are forecast to rise to 47,177 in 2021/22 which will leave 3,848 surplus places (7.5%), possibly more as additional capacity currently being created in 11 – 16/19 schools and the other factors set out above start to have real impact.

The table below shows the breakdown of the position by category of school. The forecasts include pupils from housing gains from developments with planning permission, but not those that have not progressed this far and so the numbers could be greater.

Type	Capacity	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
High	20559	17559	18457	18791	19019	19086	19227	19060	19032	18967
Upper	18672	15481	15630	15711	15774	15879	15905	16009	16135	16198
11 to 16/18	11154	10263	11054	11282	11345	11419	11491	11523	11517	11520
Post 16	640	474	516	519	499	485	466	471	486	492
Total	51025	43777	45657	46303	46637	46869	47089	47063	47170	47177
% Increase or decrease from Previous Year		-3.04%	4.29%	1.41%	0.72%	0.50%	0.47%	-0.06%	0.23%	0.01%

Although analysis of data indicates that there is an overall surplus of secondary school places available across Leicestershire, they are not necessarily in the right places, and there is forecast to be a deficit in certain 11-16/18 schools by 2015/16 - this is due to complex factors relating to age range changes, for example due to reductions in admission numbers, managing pupil numbers through transitional years, and housing development. It is encouraging that in most cases, each academy has plans in place for extensions to accommodate the extra pupils, but there is also some dependency on capital funding from the DfE to provide additional space.

The graph below illustrates the forecast surplus/ deficit of places by type of school.



Apart from schools with age range changes, the forecast deficit of places are limited to popular and oversubscribed schools or those where there is a considerable amount of housing gain, such as in Market Harborough.

The overall figures do not show that at a local level in some areas of the County, most notably Loughborough, Wigston and Birstall, there are significant surpluses in some upper schools, and above the 25% threshold at which a school would become a source for concern.

The net effects of the position in secondary schools, has been to significantly enhance the diversity and choice in Leicestershire schools, but at the same time within the secondary sector, introducing also an element of competition. There is a concern that if not addressed the over-supply of places in some localities will negatively affect the viability of some schools. This position is in contrast to the increased pupil numbers now evident in primary schools which longer term, when considered alongside demand for places coming from new housing, may help ease surplus capacity issues in secondary schools. Whilst potentially this offers a solution, in the short term it adds a further challenge, and will prompt discussions about the potential mothballing of surplus buildings, perhaps for a number of years, and whether this represents the most appropriate way forward.

For secondary provision in Leicestershire to remain sustainable, the current over supply will need to be carefully managed and must therefore form a key priority for the Council in the next few years, working with each academy, the DfE and other partners. We will all need to ensure that any change is well planned so as to minimise disruption through transitional years, lead to sustainable solutions, and contribute to a coherent educational system in Leicestershire.

21. Specialist School Places

The LA will continue to make progress in enabling children and young people who require specialist provision to be educated within the Leicestershire mainstream sector wherever possible, and in the most appropriate settings. Analysis of data shows that there of the 2,772 pupils with statements of SEN, 38% attend Leicestershire special schools, 55% attend mainstream schools and academies or specialist units located within them, and 7% attend

independent establishments (in Leicestershire or further afield), and. Overall this represents circa 2.7% of the pupil population. It is estimated based on current trends that in future years the number of pupils requiring access to specialist provision, may increase marginally above the current proportion to overall pupil numbers.

The majority of Leicestershire children with Special Educational Needs (SEN) access their learning in their mainstream school. However there are a significant number of children in Leicestershire whose special needs cannot be wholly met in a mainstream school. These children may have moderate, severe or profound difficulties in one or more areas of hearing, vision, speech and language, physical health, emotional and mental health or behaviour. In such circumstance these pupils may be educated in one of our six special schools, our 13 enhanced resource bases or units in mainstream schools, at other schools outside of Leicestershire, or in one of our alternative provision settings.

In delivering our ambitions for school place planning we are committed to the further development of specialist provision. This will be predicated on our aim to continue to co-locate special and mainstream school provision, as has so far been demonstrated through the development of four new Area Special Schools and further develop specialist units or enhanced resource bases in mainstream schools, in order to provide inclusive opportunities. We will seek to prioritise available capital funds where new provision is needed, or alternatively explore the potential to fund schemes by other means. For example, this might include; bids to central government for targeted capital, seeking to attract new providers to Leicestershire to establish Free School or independent provision, or LA invest to save strategies providing accrued revenue savings over a period of time.

A significant amount of post-16 SEN provision is currently undertaken in Leicestershire's local Further Education (FE) colleges, supported by provision in area special schools and some secondary academies. To continue to promote diversity and choice we will continue to promote this mixed market approach, seeking opportunities to build upon this as they arise.

In terms of access to residential facilities, it is not the Council's intention to further develop our own provision, as it is our belief that this is adequately catered for by other providers in the market. However, we will ensure that in circumstances where children with SEN need to access residential provision, that there will be close partnership working with social care and health and designated providers, to achieve the best outcome for the young person.

We will seek as far as we are able, to work on a locality based model for SEN provision, however in some cases this may not be possible due to diseconomies of scale, or where more specialist provision might be required. We will only develop proposals for changes in SEN provision that are likely to lead to improvements in the standard, quality and/or range of educational provision, taking into account key factors in order to make an assessment of the impact of the proposals.

22. Alternative Provision

There may be times in a child or young person's education, where for one reason or another they are not able to access mainstream education provision. However, it is vital that the educational needs of the child are met in the most suitable setting, given the circumstances, to enable continuity of support and provision and prevent disadvantage to the learner. There are occasions, such as a child being permanently excluded, at risk of exclusion, or when a child is unable to attend school because of health problems and would not otherwise receive a suitable full-time education, when the LA is responsible for arranging Alternative Provision.

Currently alternative provision in Leicestershire, is provided at the primary phase by the LA maintained Oakfield School. We will look carefully at how the primary provision could be improved and consider a change of location for this. For the secondary phase of key Stage 3 and 4, provision is commissioned by the LA from the five local Behaviour Partnerships and delivered in local secondary schools or facilities placed nearby. Those pupils having medical needs will normally attend hospital school (located in Leicester City) or access bespoke provision.

The LA is committed to developing the work of the behaviour partnerships, in the belief that alternative provision, is most successful when provided in local settings, and will therefore explore ways that we might build upon current arrangements. This will include working with those schools that might wish to establish their own alternative provision arrangements on site.

23. The Effects of New Housing and provision of New Schools

Most of the Districts in Leicestershire have proposals for Sustainable Urban Expansions (SUE's) to provide for an expansion of housing within their Core Strategy. Overall ten SUE's are planned in Leicestershire and one area of significant development. The timescales for the delivery of new housing as part of these developments varies between Districts, but if things progress as planned then in broad terms the next 12 years will see up to 25,250 new homes developed. As self-sustaining communities these developments also make provision for new schools with currently 2 secondary and 15 primary schools planned.

In most cases the new primary schools are expected to be provided around the occupation of the 300th dwelling whereas the two secondary schools are expected to be provided around the occupation of the 2,000th dwelling. The number of dwellings built a year is subject to a number of factors but could be upwards of 200 dwellings on the larger SUE's once the development is firmly established. It is expected that in some cases, developers will seek to directly build schools, as opposed to the local authority commissioning this work. This will place greater importance in ensuring that such schools are constructed in keeping with our expectations.

Some, SUE's for example the Lubbethorpe development have planning consent and are close to starting work on site, those for Barkby/ Thurmaston, Barwell, Coalville and Castle Donington are also progressing towards planning, whereas others, as is the case for the Melton SUE have gone back to the drawing board.

The challenge that SUE's really present in terms of planning school places is that relating to the scale and speed of development (which is driven by the economy and housing market), and at what point new schools will be built. Having effective transition arrangements to manage pupil numbers during the early years of construction is of paramount importance. In the short term this will mean finding solutions for pupils from new housing at existing schools nearby.

There will also be significant other housing development developed on a lesser scale to the SUE's but of equal importance in terms of school place planning. Normally, the LA will seek to extend local schools where additional places are required, but where there may be several developments planned within a locality, but to broadly similar timescales, consideration will be given to the aggregate impact of the new housing, and if this generates a need for a new school.

In all cases where new housing development creates a demand for school places in excess of those available, the LA will work with District Councils and developers to ensure that appropriate contributions for the provision of additional school places, via Section 106 agreements (or the Community Infrastructure Levy) are given, and that they are proportionate to impact in order to mitigate against the effect of any new development on local infrastructure. It is critical that developers make a financial contribution to school places as, without one, the LA will be unable to deliver the required provision and this will impact on the children and families that come to settle in new developments.

In parallel with the implementation of this Strategy, we will review our policy for developer contributions via Section 106 agreements to ensure that they offer the flexibility the LA needs to deliver our priorities for new school and learning places. Specifically, we will seek to work with Districts and developers to ensure that any future S106 agreements (or those in existence that require variation) provide greater opportunity for the use of available funding. In practice this means that the LA will often seek contributions for new places within a given locality, rather than naming specific schools/academies, which might otherwise serve to restrict our ability to target funds appropriately where organisational change is implemented.

The table at Appendix 3 provides a summary of the proposed SUE's and their impact in terms of school places.

24. Maintaining premises

It is essential that all schools and academies are maintained fit for purpose. To ensure this happens will require that the LA continues to maintain a clear oversight of assets for the school estate, to ensure that priorities for maintenance work are being addressed.

For LA maintained schools, there will continue to be an ongoing programme of work to address serious condition issues. In terms of academies although the LA does not hold funding or the responsibility for addressing condition issues, as the landlord for their premises (in most cases) we recognise the

importance of working closely with academies, and supporting them where possible to access funding from the DfE or other sources.

This will help ensure strong asset management, and that all school premises, irrespective of their designation, are appropriately maintained

In order to achieve our aims we will need to re-consider our relationship with both maintained schools and particularly academies, to ensure that there is clarity about our respective responsibilities and how they will be delivered through process and system improvements.

25. Maintaining Children's Centres

We have a statutory duty to secure sufficient children's centre provision to meet local need. In previous years central government funding has supported the provision of children's centres, but consideration needs to be given to the cost of ongoing upkeep and maintenance issues, and we will need to develop a discrete budget for this purpose. The ideal situation is that Children Centre facilities should be self-sustaining, and we will explore ways about how this might be achieved.

There are 36 centres in Leicestershire, 21 are located on school sites, the remaining 15 are freestanding, however all have good access arrangements and strong collaboration with local schools/academies. The Children's Centres are located in the following Districts;

District	School Based Children Centres	Stand alone Children's Centres
Blaby	2	1
Charnwood	5	2
Harborough	1	4
Hinckley and Bosworth	4	3
Melton	1	3
NW Leics	7	1
Oadby and Wigston	1	1
TOTAL	21	15

What we will do;

Provide the additional primary school places required and to identify the capital budget necessary to meet this need before allocating any other expenditure. (Key Priority 1)

Ensure there is a good supply of secondary places in each locality, offered through well-planned , sustainable and viable solutions, underpinned by robust funding arrangements. (Key Priority 2)

Engage with secondary schools and our other partners to address concerns about the viability and sustainability of provision in certain areas

Progress a strategy for inclusion, delivered through targeted investment for pupils with SEN and Disabilities, and other vulnerable individuals, predicated on our aim to continue to develop locally based solutions.

Identify sufficient capital funding to fulfil our commitment to the programme of Area Special School development, completing the final development in Wigston.(Key Priority 3)

Develop a co-ordinated approach to the provision of additional places, new schools and dependency on new providers arising from the expected substantial housing growth

Ensure that we continue to provide high quality provision for Early Learning and Childcare

Strengthen our arrangements for Alternative Provision, wherever possible building upon our work with Behaviour Partnerships, and encouraging the development of local solutions.

Maintain and improve the LA's school premises keeping these fit for purpose, offering a safe and secure environment in which to learn

Confirm our approach to the future management of school buildings, to maintain good oversight of all LA assets.

PART 4 - Capital Funding Strategy

26. Funding Sources

There is currently a complex pattern of capital grant funding made available by central government to the LA, this consists of:

- Basic Need – this is the main capital formula grant allocation to the local authority to help to ensure there are sufficient pupil places in all schools. This is allocated based on detailed annual returns by each local authority to the DfE (known as the SCAP return) of their expected demand for additional places, arising from increased births and general demographic change, based on groups as schools determined by the local authority, referred to as ‘planning areas’ – in Leicestershire there are 79 planning areas for primary schools and 24 for secondary schools.
- Capital Maintenance – this is a second formula grant to the local authority for all maintained community, voluntary controlled, trust and foundation schools.
- This funding is aimed at addressing maintenance needs in existing school premises, but does not include academies or free schools. The allocation to Leicestershire for 2014/15 is £4.225 million.
- Local Co-ordinated Voluntary Aided Programme (LCVAP) – a relatively small formula grant to the voluntary aided sector targeted at condition and suitability issues. The allocation for 2013/14 was £750,000.
- Academies Capital Maintenance Fund – a central Government capital grant fund available direct to academies and targeted at condition, suitability and expanding successful academies. Academies normally have to bid directly to government to secure money from this fund on an annual basis, however where academies may be part of a larger arrangement of a multi academy trust, they will have more ready access to this funding. This Fund does not cover basic need as the funding allocated to the LA for this is intended to cover both maintained schools and academies.
- Devolved Formula Capital – a relatively limited capital allocation made directly to state funded schools by the DfE to support small scale refurbishment and ICT development.
- Free schools programme – a capital fund (circa £600m nationally) made available to individual groups and organisations, not connected to the LA, to support the provision of new free schools and studio schools.

In addition, the DfE has previously made significant capital funding available to local authorities through the following programmes, however it is expected that these arrangements may now be discontinued in preference to channelling available funding through the above;

- Priority Schools Building Programme – a Private Finance Initiative (PFI) based programme to address the maintenance issues of the worst condition schools nationally, with a view to significant re-builds. It is doubtful that any Leicestershire school could readily be considered a priority for funding in the context of the position nationally, but in any event the LA has previously taken the view that schools should not be restricted by the requirements of PFI.
- Targeted Capital – the DfE has from time to time provided the opportunity for local authorities to bid for targeted capital funding for specific projects that were sufficiently designed/developed to the point where they might be delivered in comparatively short timescales.

27. Section 106 Contributions

In the context of our overarching statutory duty to provide sufficient places for all pupils in Leicestershire, the current funding from central government (the Basic Need funding stream) does secure additional capacity for pupils arising from new housing development.

Funding for new school places arising as a consequence of new housing is secured via developer contributions through their planning obligations, which are known as Section 106 agreements.

Where new development generates a need for additional pupil places which can't be met from residual capacity in existing schools the Council, as the statutory local authority for education, are able to request contributions from residential housing development to mitigate the impact of additional homes. Residual capacity is measured by assessing the current level of spare capacity for schools within the locality, and the extent to which that capacity is already required as mitigation for committed development approved elsewhere.

Section 106 agreements are negotiated between the planning authority (normally the District Council) and the developer, with input from the LA. The process therefore requires the LA to demonstrate to the planning authority sufficient need for additional school places, to do has so far normally required that specific schools are named in the S106 agreement.

As a consequence of new legislation introduced in April 2010 a new mechanism for securing developer contributions through a Community Infrastructure Levy (CIL) was introduced. This places greater emphasis on the naming of specific schools to receive any contributions. This means developers are unlikely to welcome the uncertainty of competitions for additional places, and will seek to only provide money for specific schemes.

The position is made further complex by the academies programme as schools set their own capacity and admission limits, set and the introduction of age range changes, which may require that S106 funds allocated to specific schools are re-directed to others to take account of additional year groups. In both circumstances any change adds a layer of complexity to

discussions with developers, leading to either the need to renegotiate some S106 agreements, or a challenge about the number of spaces available or to be provided as a consequence of housing development.

Of equal concern is an emerging trend where some developers have sought to renegotiate, and supported by the District Valuer, the amount of expected S106 contribution for new school places, on the basis that payment of the full monies would make their scheme financially unviable. Planning legislation gives entitlement for such negotiations to happen, but it should be expected that in these circumstances that there will be discussion with the Local Authority before a decision is reached, to determine our local priorities.

At present there are in Leicestershire circa 133 S106 agreements relating to providing funding for additional school places. Overall if all of the housing schemes, to which these agreements relate, proceed as they are planned then this will generate an additional £29 million funding, so far £7 million has been drawn down by the Council.

Due of the advent of Academies and the number of schools now making changes to their age range, admission arrangements and catchment areas it is helpful for the LA to have the flexibility to use the funding at the most appropriate school within the locality. We will therefore need to review our current S106 policy for developer contributions, to reflect this position so as to avoid wherever appropriate naming a particular school or site.

A copy of the LA's current policy in relating to requesting section 106 funding may be accessed at http://www.leics.gov.uk/dev_cont_update_121207.pdf

It is intended that the revised S106 policy will receive approval at the same time as this Strategy, following earlier consultation.

The LA may also need to review its position in relation to Section 106 funding if, over the next few years there is a move away from funding of new places from one of Basic Need plus section 106 to one focused on CIL – this will be determined by central government policy.

Whatever funding mechanism is adopted, the LA will always seek to secure funding where it has entitlement to do so, and that is sufficient and appropriate for the needs of additional pupils within the locality.

28. Funding for specialist school places

As well as a reduction in the total capital investment in schools, there has also been a reduction in dedicated funding streams which have previously supported major capital investment in provision for pupils with SEN. Previously significant investment to develop SEN provision has been secured through bids to central Government, principally through the Targeted Capital Fund which is unlikely to be available in the future.

In terms of the future, Leicestershire is expected to experience significant population growth and a consequent increased need for special needs provision. This will result in an increased need for infrastructure and

investment in mainstream and special school settings in the absence of a specific central Government funding mechanism to support this investment. Central government does not currently collate information on proposed need and there is an expectation that local authorities will have to respond to this need in the context of their overall capital funding resource.

Experience shows that the expansion of capacity in Leicestershire's special needs facilities requires a much greater scale of investment per pupil place than for mainstream education, due to its specialist nature. However such investment, although significant, can lead to a significant reduction in revenue expenditure - by reducing the requirement to fund high-cost placements in the independent school sector. Reducing these revenue costs and ensuring value for money has continued to be an ongoing priority for the local authority.

In this context the LA will continue to explore the potential to extend SEN provision through a variety of funding strategies. This might include for example further targeted capital bids should the opportunity arise, developing invest to save proposals, or seeking to encourage new providers to Leicestershire through the development of Free or independent schools. As soon as the opportunity arises, we will also seek to conclude our programme of developing area special schools, by completing the development of the remaining school in the Wigston area.

This Strategy will therefore need to be closely allied to the objectives set out in the accompanying strategy for SEN provision and the impacts to this arising from the Children and Families Bill when enacted later this year.

29. Early Learning and Childcare

Apart from the capital funding to develop additional places for disadvantaged two year olds there is currently no dedicated capital funding stream to support either new provision, or the strategic maintenance of existing Early Learning and Childcare.

Early learning and childcare providers previously benefited from the Childcare Quality and Access capital funding for Early Years, provided by the DfE. This fund is no longer available, in fact previous years budgets were reduced as a part of the national approach to reducing the budget deficit. The introduction of free provision for disadvantaged two year olds is not expected to require additional investment in buildings. While there are currently no ongoing capital funding streams from central government, we will seek to ensure that we can meet our statutory responsibilities for provision for two, three and four years olds and will look carefully at available funding sources to achieve this.

30. Current/anticipated capital programme

In consideration of the capital funding requirements arising from the above, the LA will prepare and publish a capital funding programme for 2014/15, and when we arrive at each subsequent year, to confirm our planned investment priorities and to give clarity to schools, academies and other learning providers about these.

31. Delivery of the Capital Programme

The LA will need to ensure that capital grant allocations provided by central government for new school places are used in line with DfE/EFA expectations in terms of build costs. To achieve this, and to make the best of the funding made available, we will seek to review our framework agreements for capital developments to ensure that these continue to offer good value for money, adopting standardised design solutions wherever possible, in order to minimise costs and timescales. However in providing standard designs, we will seek not to compromise on build quality.

32. Maintenance and Condition Funding

The LA currently receives an amount of capital maintenance funding for maintained schools from central government. This is the only source of direct funding available to us for the strategic maintenance of existing school buildings.

Although there has been a good level of investment in the maintenance of Leicestershire's schools over recent years, for the most part this has only been sufficient to address the most urgent and/or critical maintenance issues identified from building survey assessments. By necessity priority has been principally given to the replacement/repair of heating systems, and keeping buildings wind and water tight. As a result, it has not been possible to deal with everything we would like, and we acknowledge that some schools have had to continue to operate with concerns about maintenance issues.

On the other, hand academies now have access to maintenance funding directly via the ACMF (explained above), but nevertheless do encounter the same funding restrictions to those experienced within the LA.

The introduction of a large number of Leicestershire academies, and their further development in future years, is expected to incrementally reduce the overall scale of Capital Maintenance funding allocated to us by central government. The limited availability of funding to the LA highlights the importance of having a transparent and evidenced based approach to identifying priorities for investment over the next few years.

There is also an emerging issue in relation to academies moving into sponsorship arrangements, enforced by the DfE as a consequence of concerns about their performance. Increasingly potential sponsors are pressing the LA to address the key condition and maintenance issues relative to the school to be sponsored, before the arrangement is confirmed. This approach appears to have the support of the DfE, which is keen to; move underperforming schools quickly into sponsorship arrangements, address beforehand any potential barriers to this, and ensure the establishment of sponsored academies on a sound financial footing. In practice this has placed significant demands upon the available capital maintenance budget, in doing so, seemingly condoning priority treatment for sponsored academies.

Clearly, the scale of funding allocated from central government is not related directly to the scale of investment needed to address all the maintenance needs of Leicestershire schools. This is a position that the LA and schools are not content to accept and we will work with our partners to continue to press central government for a fairer settlement.

There is no discrete funding in the LA to support the maintenance of Children's Centres, although minor tenant issues are addressed through the revenue budget. Larger issues are not fully integrated in to capital planning, which leaves the LA exposed to meeting potential high costs arising from boiler and roof replacement etc.

33. Meeting Capital Maintenance priorities

The approach to funding maintenance issues will be based on an objective assessment against consistently applied criteria. A key part of the assessment process will be the condition of facilities as identified in the Asset Management Plan (AMP) database, and this will be the key determinant for capital funding. This data is either held by the LA for maintained schools or independently by academies.

While the government commissioned the Schools National Survey and has undertaken a review of school buildings across the country to inform future funding decisions, the Education Funding Agency has confirmed that local surveys should continue to be done. For maintained schools it is proposed that there will be an ongoing regime of condition assessments, and it is advised that academies (as custodians of LA properties), continue to keep accurate condition data as this will form a key driver for future capital investment. While the asset data will be the key driver for prioritising and allocating capital maintenance funding, decision-making needs to be supported by direct engagement with individual schools, their headteachers and governors, to identify where there are specific concerns about condition and health and safety issues. A contingency fund will continue to ensure that urgent but unforeseen items can be addressed should the need arise.

For LA maintained schools we will therefore:

- commit to address all AMP Condition priorities that are identified as 'Priority 1' urgent works that needs to be undertaken within six months, and if left unaddressed could result in a school closure.
- Maintain a list of all AMP priorities identified as high priority from which a maintenance programme of action will be developed.
- Ensure that schools are made aware of intended works, and the criteria by which they are determined, so as to provide some certainty of our investment priorities.

Although we expect that the maintenance programme will include more schemes than can be immediately financed, inclusion on the list will establish which schemes will be brought forward if and when any additional funding becomes available.

For Children's Centres we will review the current arrangements, and seek to establish a process to determine their maintenance needs and ensure that these are incorporated in our capital planning.

The agreed maintenance investment programme will further provide the opportunity to review the delivery of energy efficiency measures and renewable energy solutions across the education estate. Such a programme has the potential to mitigate the impact of ever increasing energy costs and to reduce the carbon footprint of Leicestershire schools; contributing to the LA's and national targets. Given the uncertainty of future capital funding post 2017, there is a clear requirement to find innovative ways to fund such a programme. Depending on technology renewable energy schemes can provide guaranteed long term revenue streams as well as meaningful savings in energy costs. These sources of income provide the potential payback mechanism for private sector investment by energy service companies (ESCos) in renewable heat and electricity solutions as well as energy efficiency upgrades. We are committed to exploring such opportunities to provide a truly sustainable education estate.

34. Prioritising investment

Against a background of budget reductions and uncertainty about central government support, it will be increasingly important for us to work with key stakeholders to identify our key priorities for future investment.

Investing in Leicestershire schools and academies is much more than just about the maintenance of the bricks and mortar, it will contribute to the health and wellbeing of pupils and staff, support their achievement and education performance generally, reduce running costs, and the carbon impact of our buildings.

Set against our principles, the two primary drivers underpinning investment prioritisation must continue to be:

- Basic Needs - the need for the Council to meet its statutory obligations in terms of pupil place provision, and;
- Condition and suitability of LA maintained school buildings - the need to ensure a safe, secure and healthy environment for pupils in terms of maintenance investment, but delivering this in a way that does not favour any particular group of schools at the expense of others, or disproportionately allocate available funds.

There is growing activity by Leicestershire schools to address the legacy of 'three tier' schooling (primary, high and upper phases) and 10+ issues. Whilst the basic needs capital allocation must be used for the provision of additional school places, in allocating this, we will seek to realise the aspirations of schools and academies to address the disparities of our current pattern of schools, where this is necessary, appropriate and where there is clear local demand for change. However this will not be allowed to become the primary driver for creating additional places. Any such requests would of course be prioritised in the context of other demands upon the available budget.

What we will do;

To identify sufficient capital funding to fulfil our commitment to the programme of Area Special School development, completing the final development in Wigston.(Key Priority 3)

To ensure that basic needs capital allocated to the LA is targeted towards meeting the need for additional places arising from increased births and general demographic change.(Key Priority 4)

To seek to support opportunities to address structural change to the pattern of education, where this can be linked to basic needs requirements in the locality, and where there is a robust case for change.(Key Priority 5)

To work with each District, housing developers, maintained schools and Academies to ensure; that appropriate contributions are received for new school places, proportionate to the scale of development, and used in a way which provides for the best educational solution. (Key Priority 6)

To further develop strong arrangements for the management of our assets, and strengthen our relationship with Academies, to ensure all school buildings (irrespective of their designation and howsoever funded) are maintained fit for purpose. (Key Priority 8)

Develop a capital programme for future years that gives clarity to how all aspects of funding are sourced, and our intentions for their use, and priorities for investment.

Ensure that where new housing is developed, adequate developer contributions are secured through Section 106 or CIL, so as to provide for additional school places and other aspects of education provision.

Explore opportunities to secure investment for other aspects of education relating to SEN and Disabilities, Provision for vulnerable individuals and groups, Early Learning, and Children's Centres.

Ensure that the capital investment for the maintenance of the LA's is guided by sound asset management planning.

PART 5: The Methodology for Planning Additional Places

35. Primary Schools

35.1 Pupil forecasts

The key objective for short term forecasting, is to ensure that there are sufficient primary school reception places available for pupils expected in the following September in each locality. Expected pupil numbers are derived from NHS data analysed for each district and applied to schools within the given planning areas.

This provides an annual assessment of births and the locations of all pre-school age children. This data, together with an assessment of pupil migration i.e. historic data about parents choosing schools out of catchment, children having SEN etc, provides a robust indicator of the likely number of children needing a place at each local primary school.

The pupil forecasts are compared to Planned Admission Numbers (PAN) and net capacities of schools in each planning area/locality and this will identify where there is the potential for a shortfall in places. At this stage where significant growth is identified, there will be discussions with the respective schools to test the assumptions made, agree the numbers that need to be planned for and the most appropriate action to address any capital needs.

Academies, Free schools, Studio Schools, Mainstream and Voluntary Aided/Controlled schools are all state-funded provision and are required to participate in Leicestershires' co-ordinated admissions processes. The expectation is that places provided by all of these schools will be taken into account when strategically planning school place provision across the county.

35.2 Planning timescales

Our planning timescales in relation to pupil forecasts will broadly be;

November - Analysis of revised NHS figures and checks against previous changes in pupil numbers

December and January - First assessment of future year admissions, checks on assumptions leading to a final assessment used to inform the capital investment programme

May - Strategic review of the capital investment programme and a further review of anticipated admission numbers

September - An analysis of actual admissions round as compared to assessment to inform and improve future planning

35.3 Primary school places

The planning window for additional primary places is short and birth information and planning applications are constantly monitored in order to plan ahead effectively. The LA will normally wait until at least two (and occasionally more) years of increased demand in the area is evident before it makes proposals to permanently expand a school. The reason for this policy is to ensure that permanent places are not created where temporary places

would be sufficient; to maintain stability of provision in neighbouring schools and to reduce the risk around unnecessary capital expenditure. In practice, this will often mean that schools that are commissioned to provide additional places will have a temporary expansion followed by a permanent expansion once statutory consultation (where required) has been completed. Where the need for places is significant but not sustained, the authority may need to seek temporary solutions to providing the places for one (or occasionally more) years. If accommodation is not available in existing premises, it is likely that this additional capacity would be provided in temporary accommodation on an existing school site.

It should be noted that for the purpose of capital funding for school place planning, the replacement of temporary accommodation, where this does not create additional pupil/capacity will normally be considered as a condition funding issue rather than basic needs.

The need to provide additional places with limited resources may mean that schools are required to reinstate classrooms previously adopted for other, non-statutory, purposes. This could include resources such as music rooms; art rooms; after schools clubs; private or voluntary nursery rooms (where lease arrangements allow); break out spaces/intervention rooms and ICT suites. Schools are encouraged to be mindful of this possibility when considering the conversion of classrooms to other usage. In taking such action it will be necessary whether decisions would compromise the quality of education provided, and be detrimental to teaching and learning – clearly in the context of demand for additional places, there is a balance to be struck between striving to address school viability; cost effectiveness and quality of provision; and the inclusivity of provision.

The LA will aim to provide additional places at existing schools, wherever possible and appropriate, rather than commission new provision. The rationale for this approach is to maintain stability in the existing school system; to provide the places in the shortest timescale possible; and to achieve best value for money, within a reduced capital allocation.

35.4 Preferred school size

The preference of the LA is to expand schools in whole forms of entry (1 form of entry constitutes 30 pupils) unless there is no other option available. Our ideal is for schools to operate on the basis of two forms of entry (60 pupils into reception year forming two classes) but will operate at a maximum of three forms of entry where this is the only realistic option in the area, school leadership is strong and good practice is embedded, and ideally standards are high or demonstrate sustained improvement.

The LA will always seek to arrive at a negotiated solution with governing bodies. However, on occasion, the need may arise for the LA to use its school place commissioning powers against the wishes of the governing body if an alternative solution is either not available or not considered to offer the same quality of educational opportunity to local children.

Where it is not possible to arrive at a proposal which directly matches all of the commissioning criteria, the Council will either seek best fit, commission new provision or invoke its commissioning powers.

35.5 Viability and Sustainability

It is recognised that in many rural areas, schools are unlikely to be able to operate to our preferred size, or indeed whole forms of entry, bringing a requirement in some cases, for combined year groups. There are currently 57 primary schools in Leicestershire that are below half a form of entry (105 pupils or less) in terms of pupil numbers, a large proportion of these being designated rural schools. It is acknowledged that many of these schools provide good or outstanding standards of education and are a vital part of the community they serve. In June 2013 the national review of the schools' funding formula was published. This includes a review of measures for supporting small schools which have less flexibility within the budget compared to larger schools in dealing with sudden decreases in pupil numbers. This school funding reform is scheduled to take effect from 2014/15.

Where school size is significantly below one form of entry the LA will promote collaboration and support through local school networks as a means of achieving sustainability and maintaining stability.

If ultimately a school becomes either educationally or financially unviable and local reorganisation remains the only option, the LA will work closely with the Governing body, and where necessary the Diocese, to identify potential solutions, but with a presumption of the school remaining open, and closure only as a last resort.

36. **Secondary School Places**

36.1 Pupil forecasts

At secondary level, the planning of school places needs to recognise the wider geographical area that secondary schools serve, and the greater flexibility they have in accommodating changing numbers. For these schools, assessments of future pupil numbers will be based initially on the historic transfer data from existing feeder primary schools and previous analysis of parental preference.

There are now many secondary schools with surplus places, well in excess of what should be considered as a reasonable tolerance, for example there are over 9 schools with surplus places in excess of 25%. Overall pupil numbers at secondary schools are not expected to begin to rise until at least the 2017/18 academic year and in some cases later.

In view of the current position, and the over-supply of places in some localities as a consequence of limited numbers of potential pupils (and accentuated in some areas by secondary age range changes), it is unlikely that short term demand for places will be an issue, and the main focus should therefore be on longer term planning and capacity to accommodate housing growth.

Forecasts of pupil numbers for secondary schools are based on the historic transfer of pupils (usually the average of the last three years) from their feeder primary schools. Individual school intakes are adjusted to recognise parental choice, admission numbers, the usual number of successful appeals and general in and out catchment movement trends.

The staying-on rates into post 16 education within school sixth forms (Years 12 and 13), are usually based on recent staying-on rates.

Adjustments are made to individual year groups to allow for the annual net losses or gains to year groups. Similarly, adjustments are made to year groups to take account of the effect of children moving into new housing. Information on recent and future housing developments is provided by each District in their capacity as the local planning authority – in this context the LA will only take account of completed housing developments or those known to have received full planning consent.

Where the assessment of future pupil numbers confirms that a change is needed in the capacity an existing school or a change of age range, we will work closely with the school(s), its governors, and the DfE/EFA to ensure that there is clarity regarding the future pupil numbers, and that there are effective arrangements in place during any years of transition.

36.2 Preferred school size

The LA preference is for secondary schools of 600 pupils and above, in our view the unit costs of provision rises significantly at below 600 pupils, and small schools may experience challenges in providing diversity within the curriculum. However we recognise that in some circumstances small secondary schools may be dictated by local factors, such as the limitations of their available site. In such circumstances strong partnership/collaborative arrangements with other schools, preferably in the locality, is considered advantageous.

36.3 Viability and Sustainability

The LA has a concern regarding the quality of learning in those schools facing viability issues as a consequence of significantly reduced pupil numbers. Where this is the case we will actively encourage schools to consider their options for sustainability, and will work with their governors, the DfE/EFA and other partners to identify possible solutions, but recognising at all times that predominantly as academies, such schools are not directly under the control of the local authority. In this context we will consider all opportunities to utilise surplus places for appropriate and sustainable 14 – 19 provision; short stay school provision; or the delivery of wider council services; where there is both well evidenced demand and support, and proposals are appropriate to the needs of the community.

In brokering sustainable solutions the LA will consider the balance between the need to maintain an educational presence in the area, including the need for particular categories of school, against the need for sustainable and high quality provision.

37. Factors and Criteria influencing selection

A basic requirement of this Strategy is that it ensures the right number of school places to meet pupils needs, in the right locations, at the time they are needed.

In areas that have been assessed as requiring additional places, the commissioned schools will be selected according to the following criteria:

- The location of the school relative to the expected pupil need

It is desirable for schools to be at the heart of the community that they serve in order to provide easy access to their facilities by children, young people and their families, and the resident community. The Local Authority will seek to commission school places at schools and in areas that provide easy access in terms of travelling distance, time and nature of the journey, aiming to facilitate sustainable modes of transport such as cycling and walking. However, this may not always be possible, given the size and geography of Leicestershire, and its rural communities, and some children may therefore have to make longer journeys to their school. We will aim to ensure that disadvantaged groups are not adversely impacted by changes to school locations.

- The current size of the school

We will wherever possible seek to expand schools in whole forms of entry, aiming for an optimal size of two forms of entry (60 pupils into reception year forming two classes) but in certain circumstances will consider operation at a maximum of three forms of entry where certain criteria outlined above are met, and if this is the only realistic option.

- The current performance of the school

Guidance on school organisation is clear that outcomes should lead to school improvement and increased attainment levels. The Government wishes to see a dynamic system in which weak schools that need to be closed are closed quickly and replaced by new ones where necessary; and the best schools are able to expand and spread their ethos and success.

Performance information used in planning school place provision will include Ofsted judgements and attainment data for the respective key stages. This information is coupled with information on deprivation, as measured by entitlement to free school meals and the Indices of Multiple Deprivation, and the amount of pupil progress between key stages in order to set attainment in context. Particular attention will be paid to the effects of proposals on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.

- Popularity of the school

We will seek to commission additional places, when needed, at schools with high levels of parental preference in the locality, looking closely at first choices and those schools that are oversubscribed.

- The physical ability of the school to expand, including any site, or potential planning constraints.

We will conduct an option appraisal of the existing premises and sites to inform feasibility, and seek informal views of planners, the DfE and Sport England where required to do so. The issues to be considered will include: the condition and suitability of existing premises; the ability to expand or alter the premises, including temporary transitional arrangements whilst works are in process; the works required to expand or alter the premises and the estimated costs for this; the size of the site and its topography; road access and general highways issues, including safety issues; the likelihood of obtaining planning consent and section 77 consent if required (approval from Sport England where playing fields might be affected by the proposals). The DfE has previously made clear that consent to build on outdoor space should not be presumed. Alterations to school premises and new build schools are subject to planning development consent, by the LA for maintained schools and the District in respect of academies. This process will consider the impact of the proposals on the local community, in terms of location of premises on site, alterations to traffic conditions and road safety issues

- Costs of expansion

It will be important to ensure that any proposals represent good value for money and are in keeping with available capital funds

- Diversity

Leicestershire has a broad variety of provision, with high proportions of voluntary-aided, foundation and some trust schools, in addition to a large number of academies of various types. The LA seeks to maintain or increase levels of diversity and choice for parents wherever possible. In considering school planning, the aim will be to maintain the balance of denominational provision, unless parental preferences via the admissions process provide evidence that change is required. In considering places at voluntary aided schools the LA has a strong relationship with the appropriate Diocesan and Church Authorities, and we regard this partnership working as implicit to good planning. In providing additional places, we will seek to provide these at existing schools with high standards which receive high levels of first preference applications, wherever possible. However, if this is not possible, and the LA has to commission a new school, the Education Act 2011, and non-statutory guidance, contains a presumption that the new school will be an academy or free school.

The process for establishing a new school has been amended by section 37 of the Education Act 2011 and a flowchart for establishing a new school can be found in Appendix 4 to this document.

- SEN

Wherever possible any school changes should seek to promote greater inclusion for those pupils having SEN and/or disabilities, by providing specialist provision within /linked to mainstream schools or academies. The benefits of this approach are that it; maximises the opportunity for children and young people to be included within their local community, minimises journey times to and from school, enables pupils to spend more time at home with their families, and makes the optimal use of the revenue funding available to support such individuals or groups.

- Pupil Referral Unit, Alternative Provision, extended services and other support for vulnerable children and young people.

It is important that any changes to schools if not directly related to Alternative Provision, help support access to a wide range of extended services, providing opportunities for personal development; academic and applied learning; training; addressing barriers to participation and in particular supporting wherever possible, vulnerable children and young people and their families.

- The wishes of the Governing body.

Proposals will normally require careful negotiation with schools and their governors to align aspirations for development. Where proposals are subject to statutory notice processes we will ensure that all prescribed consultees have the opportunity to have their say before any decisions are taken by the LA.

38. Addition of sixth forms

Where any proposed changes involve the addition of a sixth form, the following additional factors will be considered;

- The existing and future pattern of post 16 provision in the area, *including provision in neighbouring local authorities (quantity, quality, breadth, viability and impact to overall sustainability of provision in the area); any proposals to establish further provision through Studio Schools, University Technical Colleges and Free Schools*
- Evidence of demand from parents and young people.
- Evidence of the need for the proposed curriculum in the area; *for example will the sixth form curriculum compliment what is already available locally and will it help engage young people that are not in education, employment or training (NEET), or conversely might the proposals displace learner numbers that would have otherwise attended other establishments within the locality*

- Effects on the viability of nearby high quality post 16 providers, *(particularly the scale of the effect compared to the provider(s) size)*;
- Evidence of the intention for the proposals to lead to higher standards and improved progression routes.
- The sustainability of learner numbers in the long term the budget proposal in the long term.
- The proposed admission arrangements

39. Consultation

Seeking the views of all stakeholders forms a key principle of validating any proposals for change.

In terms of maintained schools, the LA as the commissioner, will make the final decision on the majority of school organisation proposals. For academies the decision will be taken by the Secretary of State for Education through the DfE/EFA as appropriate, having first sought the views of the local authority.

The School Organisation Regulations prescribe which individuals and groups should be consulted and the time scales for consultation. These individuals and groups include; pupils, parents, the school concerned including staff and governors, other schools and colleges likely to be affected by any change, the respective Diocese, neighbouring local authorities, the local Member(s) of Parliament, the local community and other relevant parties. Particular emphasis is placed on the need to consult with the parents of children who might be eligible to attend proposed new or expanded provision, as opposed to parents of pupils already at the school. Periods of consultation should be widely publicised beforehand, and be of sufficient length so as to provide all individuals with the opportunity to have their say. It is recommended that schools publish consultation information on their websites, including a means to respond online, and invite interested parties to an open meeting within the consultation period. Where statutory notices apply, all consultation responses should be considered, whether given in any initial consultation (prior to the publication of the statutory notice) or the representation period that follows publication.

40. School Net Capacity and Published Admission Numbers

Schools' net capacities are derived from the number, size and use of teaching areas. The Department for Education's methodology is used to calculate a range of work spaces. This takes account of the number of teaching spaces, their size and usage and includes an allowance for supplementary spaces such as halls and libraries, and also indicates an appropriate admission number for the school. This provides the authority with a measure against which to assess surplus places and overcrowding.

Each schools published admission number is its maximum permitted intake in the normal year of admission. Published admission numbers are normally set

at, or slightly above, the indicated admission number level and will be within the maximum and minimum capacity range for the school. Schools should be aware when planning any building projects that providing additional teaching areas will increase the range of workplaces and, consequently, increase the indicated admission number. This could lead to a requirement to take additional pupils, by increasing the published admission number.

Conversely, the removal of accommodation from school use (e.g. a temporary classroom) may decrease the net capacity and should lead to a school considering whether a downward adjustment to the published admission number may be required in order to avoid the possibility of future overcrowding. Schools adding or removing capacity should be aware of the implications on both the level of surplus places and the admission number of the school and are required to inform the local authority of any changes to their accommodation which may affect the net capacity.

As the LA needs to be aware of the availability of places at all schools in the county in order to fulfil its statutory responsibility to provide sufficient school places, there is a requirement for Leicestershire academies to share information on their admission numbers and capacity of their building.

Where major building projects for maintained schools relate to the significant enlargement of schools' premises, and may therefore also be subject to a statutory consultation process, the LA will provide advice and guidance upon request. This will include impact on the sufficiency of premises, published admission numbers and any legal processes that are required to effect changes. However, irrespective of whether the school is LA maintained or an academy, the governing body will be responsible for undertaking any required consultation in order to effect the changes.

41. New Housing Yield Rates and Pupil Cost Multipliers

Contributions will be sought in relation to outline or full applications for planning consent for residential developments of 10 or more dwellings which are likely to result in the need for additional educational provision. The LA does not presently seek contributions for the following:

- One bedroomed dwellings
- Sheltered or elderly housing
- Student accommodation
- Other specialist housing where it can be demonstrated that the accommodation will not be used by children

Contributions will be sought for all other types of housing including social housing.

When calculating the need for education contributions the LA uses the yield rates shown below;-

	<i>Yield Rate per 100 homes of 2 or more bedrooms</i>
Primary Age Pupils	24
Secondary Age Pupils	16.7
Post 16	3.3
	<i>Yield Rate per 100 flats or apartments</i>
Primary Age Pupils	4.3
Secondary Age Pupils	1.67
Post 16	0.33

The need for a contribution is established by comparing the number of pupils generated by the development, with the capacity and forecast number on roll for the catchment school, and any other school within a two mile available walking route of the development site for primary schools, and three miles for secondary schools.

All maintained schools and Academies are included within these calculations.

The need for additional places is determined by taking account of:

- The net capacity of the catchment school and any other school within a two/three mile available walking route of the development. The net capacity will be determined according to the number set by an Academy or the LA following the use of the DfE Net Capacity Assessment. It will not necessarily be the minimum or the maximum of the range but will be set at a point within the range which is determined to be the most appropriate for the individual school.
- Pupil projections at the catchment school and any other school within a two/three mile available walking route of the development
- Any other housing developments with outline or full planning permission which will generate the need for pupil places at the catchment school for the development and any other school within two/three miles.

Having taken all these factors into account where it can be demonstrated that the number of pupils generated by a development is greater than the spare capacity in the local schools the LA will seek a contribution to provide the additional school places required.

When calculating an education contribution the LA will use the following figures based on the most recent Department for Education (DFE) cost multipliers of;

£12099 for each Primary age pupil;
 £17876 for each Secondary age pupil, and;
 £19,327 for each post 16 pupil/student

These cost multipliers are used where Section 106 contributions are sought to extend or enhance facilities at existing schools.

When the scale of development is such to necessitate a new school, the Developer/s will be expected to provide a fully serviced site free of charge, or fund site acquisition, fund the building costs, including the infrastructure and the playing fields and all furniture, equipment and ICT costs, to a specification agreed by the LA.

The new school may be constructed directly by the Developer or provide the necessary funds to the LA to organise construction.

The phasing of any contributions to fund the cost of a new school, or the timetable for the building of a new school, where the developer/s is undertaking this will be agreed on a site by site basis. Ideally the opening date for a new school will be the first September prior to the occupation of the 300th dwelling, but by negotiation may sometimes be brought forward. Any new school, howsoever constructed will be an Academy.

42. Planning Areas

For the purposes of this Strategy, Leicestershire has been considered in terms of the seven District authority boundaries, notably;

Blaby
Charnwood
Harborough
Hinckley and Bosworth
Melton
North West Leicestershire
Oadby and Wigston

In terms of school capacity returns to the DfE, the SCAP return, analysis has taken place in greater detail based on small clusters of schools arranged in planning areas - this provides for a clearer picture in terms of school place planning needs, pinpointing areas of specific concern. It should be noted that the school planning areas do not necessarily have a boundary in common with those of the Districts.

43. Factors that may cause volatility in pupil numbers

Pupil projections are estimates within a wide range of future possibilities and may be subject to variances arising from hard to predict or unforeseeable circumstances. For example, the child yield from new housing estates may have a significant impact on pupil numbers but is a particularly difficult figure to estimate, due to the uncertainty of build and occupation rates, and the different types of housing. These judgements are made more complex given the recent economic situation and the impact to the housing market.

Despite the slowing down of the housing market in recent years - although there are now encouraging signs of a recovery - there nevertheless continues to be significant movement of population into and within the county. By its nature, this is difficult to measure and project.

What we will do;

Ensure that we apply a robust and transparent methodology to give clarity and integrity to the planning of school and other educational places.

Ensure that where schools are extended or new schools are developed, or other educational provision provided, that this is keeping with; the expected demand for additional places, proportionate to their locality, and the needs of the community.

Above all ensure that we have the right number of school and other learning places in the right locations, at the time they are needed.....

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PART 6: District Analysis/Commentary

44. Blaby District

44.1. Primary Schools

There are 25 Primary Schools in Blaby District, 15 are located within villages where there is one or more other schools within a safe walking distance with the remaining 10 in a more isolated position.

The smallest school in the district has a net capacity of 70 with a further 5 schools with a net capacity below 210. The remaining 19 schools have capacities between 210 and 560.

If no further action is taken 17 schools are forecast to have number on rolls above their net capacity within the next 5 years, however 3 of the more isolated schools are forecast to have significant surplus places in excess of 25%.

The two areas facing the most significant pressure are Countesthorpe and Braunstone Town. The increases here have been due to a variety of factors including increased birth rates, housing developments and inward migration to the area. An extension is planned to Greenfield Primary School in Countesthorpe during 2014/15 and the situation at Braunstone will be addressed (once a preferred option is agreed) in both the 2014/15 and 2015/16 Capital Programmes. Section 106 funds are held to address the forecast deficits at the primary schools in Sapcote, Glenfield, Stoney Stanton, Leicester Forest East, Huncote and Blaby. Discussions are on-going with Kirby Muxloe Primary as to how to best address the forecast deficit of places at that school.

Due to the location of the District next to the city boundary there have been a significant number of city resident pupils in primary schools in Blaby, most notably in Glen Parva, Glenfield and Braunstone. However, as birth rates increase the number of spaces available for city resident pupils has decreased, most notably in Braunstone but also in other areas as well. There is not a significant loss of primary age pupils to other districts.

44.2 Secondary Schools

Although there are 4 secondary Schools in the district, pupils living in the district are served by a number of secondary schools just outside of the boundary, these include;

Hastings High School, Burbage
 Heathfield High School, Earl Shilton
 Martin High School, Anstey
 Thomas Estley College, Broughton Astley
 Mount Grace High School Hinckley
 Bosworth College, Desford
 John Cleveland College, Hinckley
 Lutterworth College
 William Bradford College, Earl Shilton

Of the 4 Secondary schools in the district, three are High Schools and there is 1 Upper School. Two of the High Schools have recently gained approval for age range changes from 11 to 14 to 11 to 16 - Braunstone Winstanley will retain its year 9 from September 2014 and Brockington College from September 2015. There are no plans for a change in age range for either of the remaining High and Upper School at Countesthorpe.

In Braunstone the change of age range has caused a forecast deficit of places which Winstanley College (an academy) has plans to address. As the approval for a change of age range at Brockington College is very recent the effects of this are not reflected in forecasts. There are some surplus places at the two remaining secondary schools in the district, however these are not of a level to cause concern.

As with Primary Schools there have historically been a number of pupils residing in Leicester City attending Secondary Schools in Blaby District. It is anticipated that the number will reduce at Winstanley and Brockington College's when each school reduces its admission numbers to cater for their planned age range changes.

44.3 Post 16 provision

Countesthorpe College is the only post 16 provider located in the District with other provision linked to the Upper Schools in Hinckley, Lutterworth and Desford. A studio school, the Sir Frank Whittle School, is planned to open in September 2014 in Lutterworth, which will add to the choice and diversity of provision for students age 14-18. The studio school will serve a wide area extending into neighbouring districts.

44.4 Provision for SEN

There is a unit for pupils with Speech and Language Difficulties attached to a Primary School. There is also a satellite provision for the Birkett House Special School, located adjacent to Countesthorpe College.

44.5 Alternative provision

The Oakfield School Pupil Referral Unit, providing for primary age pupils, is located on the outskirts of Blaby village.

44.6 Nursery provision

There is a a Local Authority maintained Nursery located in Countesthorpe.

44.7 Births

Over the last 10 years births have fluctuated year upon year with increases and decreases in birth rate balancing out over this period. The number of births peaked at 1077 in 2008/09, and the lowest number of births in the ten year period occurred in 2004/05 when the figure was 991. The latest information gives a figure of 1026 for 2012/13. The average figure for the ten year period is 1025 births per year.

44.8 Planned Housing Growth

Planning Permission has been granted for a 4,250 dwelling Sustainable Urban Extension (SUE) at Lubbesthorpe. Sites and funding have been safeguarded on this development for two Primary Schools and a Secondary School, the size of which will be dependent upon the mix of dwellings on the development. It is anticipated that the first primary school will be open when 300 dwellings are occupied and the secondary school when 2000 dwellings are occupied.

In addition to the SUE the District core strategy for housing outlined 12 area of growth which are;

	No of Dwellings
Blaby	146
Countesthorpe	8
Narborough/Littlethorpe	126
Whetstone	27
Stoney Stanton	7
Cosby	112
Croft	34
Huncote	11
Elmesthorpe	13
Kilby	8
Sharnford	14
Thurlaston	11
Total additional dwellings	517

As other developments apply for planning permission requests will be made for education contributions to accommodate pupils from the developments where required. Due to the expected small number of dwellings involved in further proposals, it is likely that any S106 funding will be used to provide additional places at existing schools in the area.

45. Charnwood Borough

45.1 Primary Schools

There are 48 Primary Schools in Charnwood Borough, 31 are located within towns/villages where there is one or more other schools within a safe walking distance, with the remaining 17 in a more isolated position.

The smallest school in the district has capacity for 63 pupils. The largest has capacity for 511 pupils. Currently there are 2 schools with less than 70 pupils on roll. There are three primary schools in the Shepshed area whose age range is 4-10, rather than the traditional 4-11

If no further action is taken 24 schools are forecast to have number on rolls above their net capacity within the next 5 years.

The areas facing the most significant pressure are Loughborough Town, Barrow, Quorn, Mountsorrel, Wymeswold, Anstey, Syston, Sileby, Birstall, Rothley and Hathern. The increases have been due to a variety of factors including increased birth rates, housing developments and inward migration to the area. The situation in Loughborough Town will be addressed in future years; discussions are on-going with Barrow Hall Orchard C of E Primary School as to how to best address the forecast deficit of places. New classrooms were provided at Mountstorrel Primary School in 2013/14 in anticipation of the forecast deficit. A new foundation block is currently under construction at Wymeswold Primary School due to complete April 2014. A feasibility study has been commissioned at Anstey Latimer School to look at providing additional pupil places. Additional classrooms at The Merton Primary School, Syston, were completed in 2013/14 to meet the forecast deficit. The forecast increase at The Pochin Barkby is based on a planning application that was granted permission in 2012 but has yet to commence on site. A new foundation block at Sileby Redlands is due to be completed by March 2014, and a feasibility study has been commissioned for a phased increase of capacity at Highgate Primary School. The situation in Birstall will be addressed in future years. Rothley C of E Primary School is to be relocated and expanded to 420 places with infrastructure to expand to 525 places in the future if required. The new build programme for the Rothley School is anticipated to start on site in March 2014. An additional classroom was provided at Hathern C of E Primary in 2013/14.

Charnwood Borough also abuts the city boundary, as a consequence of this, there have been a significant number of city resident pupils in primary schools in Barkby, and Thurmaston. However, Leicester City Council is increasing the size of a primary school in Hamilton by two Forms of Entry (420 places) which may see a drift back to the City and fewer applications coming through. There is not a significant loss of primary age pupils to other districts.

45.2 Secondary Schools

There are 14 Secondary schools in the Charnwood Borough, they consist of 1 High School for pupils 10-14, 3 High schools for pupils 11- 14, 4 schools for pupils 11-16, 3 Upper schools for pupils 14-19 and 3 schools for pupils 11-19. Roundhill Academy have applied to change its age range to 11-16 from September 2015. Shepshed High School and Hind Leys CC are currently exploring the possibility of changing their age range. Four of the secondary schools, Quorn Rawlins, Woodbrook Vale , Anstey Martin and Limehurst, are forecast to have a deficit of places; this is partly as a result of changing age range and some Academies accepting pupils over their admission number. All four have been successful in obtaining funding from the EFA (Education Funding Agency) to enable them to increase their capacity to begin to address the forecast deficit. There are two specific areas where the forecast number of surplus places is a cause for concern. Discussions about potential solutions are on-going with the schools involved.

45.3 Post 16 provision

There are seven post 16 providers in the Borough, they are Quorn Rawlins, Wreake Valley, Charnwood Upper, Longslade, De Lisle Catholic, Shepshed Hind Leys and Loughborough College.

45.4 Provision for SEN

There is an Area Special School, a Special School, 1 unit for pupils with Moderate Learning Difficulties attached to a Primary School, 1 Unit for pupils with Moderate Learning Difficulties attached to a Upper School, 1 Unit for pupils with Autistic Spectrum Disorder attached to a High/Upper campus, and 2 units for pupils with Speech and Language Difficulties attached to a High and Upper Schools.

45.5 Births

Over the last 10 years births have steadily increased. The lowest number of births in the ten year period occurred in 2005/06 when the figure was 1618. The highest number of births was 1864 in 2010/11. However in 2011/12 this figure dropped to 1814. The latest information gives a figure of 1833 for the year 2012/13. The average figure for the ten year period is 1770 births per year.

45.6 Planned Housing Growth

The proposed housing growth detailed below is part of the Core Strategy submitted by the Borough Council.

	Dwellings
Sustainable Urban Extension Allocation West of Loughborough	3000
Dwellings adjoining Shepshed (no identified site)	500
Loughborough and Shepshed - to be allocated	613
Sustainable Urban Extension Allocation North East of Leicester (Barkby)	4500
North of Birstall Direction for Growth (Broadnook)	1500
Birstall, Thurmaston & Glenfield in Charnwood	643
Service Centres including Anstey, Barrow, Mountsorrel, Quorn, Rothley, Sileby and Syston	200
Total additional dwellings	10956

Sites and funding have been requested for Primary Schools on the developments at:

- West of Loughborough
- North East of Leicester (Barkby)
- North of Birstall (Broadnook)

A site and funding for a new for a Secondary School on North East of Leicester, the size of which will be dependent upon the mix of dwellings on the development. As other developments apply for planning permission requests will be made for education contributions to accommodate pupils from the developments where required. In most cases it is anticipated that the funding will be used to provide additional places at existing schools in the area.

46. Harbourough District

46.1 Primary Schools

There are 35 Primary Schools in Harbourough District, 14 are located within towns/villages where there is one or more other schools within a safe walking distance, with the remaining 21 in a more isolated position.

The smallest school in the district has a net capacity of 70 with a further 17 schools with a net capacity below 210. The remaining 17 schools have capacities between 210 and 525.

If no further action is taken 12 schools are forecast to have number on rolls above the net capacity within the next 5 years, however four of the more isolated schools are forecast to have surplus places in excess of 25%.

Of the forecast deficit of places at the above 12 schools, 7 are due to housing gains for which developer contributions are held, the remaining 5 deficits are for general demographic change, in each case below 20 pupils. Discussions are ongoing at these schools and the provisional of additional accommodation will be planned taking into consideration the actual pupil numbers and the trigger points for payments of the developer contributions.

46.2 Secondary Schools

There are 6 Secondary Schools in the District (which also serve pupils residing outside of the District). There are also Secondary schools located in adjacent Districts that also serve pupils within Harbourough.

Of the 6 Secondary schools in the District, 4 are High Schools and 2 are Upper Schools. Five of the schools are currently consulting on proposals to convert to 11 to 16 or 11 to 18 Schools. There are no plans at present to change the age range of Thomas Estley High School.

Deficits are forecast at three of the secondary schools in the District with the remaining three showing surplus spaces, although these are not of a level to cause concern. The forecast deficit of places at the two secondary schools in Market Harbourough is due to housing gain and developer contributions have been secured to fund the additional places. Discussions are ongoing at these schools, and the provisional of additional accommodation will be planned taking into consideration the actual pupil numbers and the trigger points for payments of the developer contributions. The level of the forecast deficit of places at Thomas Estley College, Broughton Astley fluctuates and is the subject of discussions with the school.

46.3 Post 16 provision

The Upper Schools in Market Harbourough and Lutterworth both provide post 16 provision. A Studio School, the Sir Frank Whittle School is planned to open in September 2014 in Lutterworth which will add to the choice and diversity of provision available. The Studio School will serve a wide area extending into neighbouring Districts.

46.4 Births

Over the last 10 years births have remained fairly constant. The number of births peaked at 899 in 2006/07, and the lowest number of births in the ten year period occurred in 2010/11 when the figure was 781. The latest information gives a figure of 805 for the year 2012/13. The average figure for the ten year period is 833 births per year.

46.5 Planned Housing Growth

The development of a Sustainable Urban Extension(SUE) of 1500 dwellings is planned for Market Harborough. A site and funding has been safeguarded for a new Primary School on the SUE and developer contributions have been secured to fund the additional places required for the Secondary pupils. In addition to the SUE the District Core Strategy outlined the following areas of growth:

	No of Dwellings
Lutterworth	500
Scraptoft, Thurnby and Bushby	350
Broughton Astley	300
Rural Centres	355
Total additional dwellings	1555

As other developments apply for planning permission requests will be made for education contributions to accommodate pupils from the developments where required. Due to the number of spaces currently available and the number of dwellings proposed in each area it is likely that the funding will be used to provide additional places at existing schools rather than new schools.

47. Hinckley and Bosworth Borough

47.1 Primary Schools

There are 33 primary schools in the Hinckley & Bosworth Borough area, 20 are located within towns/villages where there is one or more other schools within a safe walking distance, the remaining 13 are in a more isolated position.

The smallest school in the district has capacity for 77 pupils. The largest has capacity for 581 pupils. Currently there is 1 school with less than 70 pupils on roll.

There are two primary schools in the Hinckley & Bosworth District area whose age range is 4-10, rather than the traditional 4-11. Both are currently awaiting DfE approval for an age range change effective from September 2014.

If no further action is taken 25 schools are forecast to have number on rolls above the net capacity within the next 5 years.

The areas facing the most significant pressure are HinckleyTown, Earl Shilton, Groby/Ratby, Stanton under Bardon, Markfield and Nailstone. The increases have been due to a variety of factors including increased birth rates, housing developments and inward migration to the area. Discussions are in progress regarding potential solutions for the forecast deficit of places in Hinckley town and this may lead to the provision of a new primary school. Discussions are also on-going with Weavers Close and Townlands C of E Primary Schools as to how to best address the forecast deficit of places at these schools. An extension is planned to Barwell Infant School during 2014/15, a feasibility study has been commissioned to look at providing additional places at Ratby Primary School. The increased demand at Stanton under Bardon partly arises as a consequence of the proposal for the school to retain their Year 6 pupils from Sept 2015 - in the meantime a mobile classroom will be sited as a temporary solution. Forecast increases at Markfield and Nailstone will require further investigation and discussion with each school.

Section 106 funds have been negotiated to address forecast deficits across Borough arising from new housing development. This will be utilised to provide additional pupil places once they are received by the LA. There is not a significant loss of primary age pupils to other districts.

47.2 Secondary Schools

There are 13 Secondary schools in the Hinckley & Bosworth District, 5 High schools for 11- 14 year olds , 3 secondary schools for 11-16 year olds, 3 upper schools for 14-19 year olds and 3 schools for 11-19 year olds. In addition there is a Studio school located in Hinckley, The Midland Studio College providing education for students age 14- 18. This establishment serves a wide area extending into neighbouring counties. Redmoor, Mount Grace and Hastings High Schools, along with John Cleveland Academy are currently consulting on changing their age ranges to 11-16 and 11-19 respectively effective from September 2015.

Eight of the secondary schools are forecast to have a deficit of places. Some, including Bosworth Academy, Market Bosworth High School, Stoke Golding St. Martins Catholic School and South Charnwood High School are in part due to a change of age range and some Academies accepting pupils over their admission number. These Academies will be providing additional accommodation to meet the projected shortfall of places. In other areas the deficit is slight and the situation at each school will be kept under review, and action taken to address the issues if this trend continues and the deficit of places grows. Discussions are on-going with in the Earl Shilton area where the forecast number of surplus places is a real cause for concern the schools involved.

47.3 Post 16 provision

There are six post 16 providers within the Borough; Bosworth Academy, Groby Community College, William Bradford College, John Cleveland College, The Midland Studio College and North Warwickshire and Hinckley College.

47.4 Provision for SEN

There is an Area Special School, a special nursery, two units for pupils with Moderate Learning Difficulties attached to a Infants and a Junior School and one unit for pupils with Autistic Spectrum Disorder attached to a Primary School.

47.5 Births

Over the last 10 years births have fluctuated year upon year with increases and decreases being broadly equivalent. The number of births peaked at 1206 in 2011/12, and the lowest number of births in the ten year period occurred in 2006/07 when the figure was 1068. The latest information gives a figure of 1148 for 2012/13. The average figure for the ten year period is 1118 births per year.

47.6 Planned Housing Growth

There are Sustainable Urban Extensions planned for Barwell, of 2500 homes, and Earl Shilton of 1600 homes. In addition to the SUE's the Core Strategy for the Borough outlined the following areas of growth:

	Dwellings
Hinckley	958
Burbage	123
Groby	84
Barlestone	46
Market Bosworth	42
Newbold Verdon	21
Higham on the Hill	15
Sheepy Magna	16
Nailstone	22
Twycross	20
Total additional dwellings	1347

A site and funding have been requested for a Primary School on the Barwell SUE along with funding to provide additional primary places within the existing schools in Barwell. A planning application has not yet been submitted for the Earl Shilton SUE but a request will be made for a site and funding for a primary school. It is anticipated that any secondary provision will be provided at existing schools in the locality.

As other developments apply for planning permission requests will be made for education contributions from developers. In most cases it is anticipated that the funding will be used to provide additional places at existing schools in the area. However, it is highly likely that a new primary school will be provided in Hinckley.

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48. Melton Borough

48.1 Primary Schools

There are 25 primary schools in the Melton Borough Council area. There are 6 primary schools in the market town of Melton Mowbray, with the remaining 19 schools located in surrounding villages.

The smallest school in the Borough has capacity for 49 pupils. The largest has capacity for 593 pupils. Currently there are 4 schools with less than 50 pupils on roll.

Seven schools are forecast to have a deficit of places within the next five years, of these three schools are in Melton Mowbray, and a number of solutions are being explored to provide the additional places. The other four are in rural village locations - specifically in the case of Bottesford and Long Clawson this growth is largely attributable to housing in these locations. Bottesford Primary has already been extended by one classroom to cope with the additional numbers, and further work may be required in the future. The position of the other two schools in Gaddesby and Asfordby Hill are currently under review.

Whilst there is considerable in and out catchment movement across the majority of schools in the district, the area also incurs a net loss of pupils to other districts, and this has helped mitigate the impact of the rising birth rates in recent years.

48.2 Secondary Schools

There are currently 3 Secondary schools in the Borough; John Ferneley College, Long Field School and Bottesford Belvoir High school are all 11-16 providers. All of these establishments are academies.

John Ferneley College is forecast to have a deficit of places within the next 5 years, however it operates a shared catchment area with the Long Field School, and the total number of places available exceeds the forecast number on roll for the combined schools.

The Belvoir High school is forecast to be full and is showing a slight deficit of 13 places during the next 10 years, the situation at the school will continue to be reviewed, and measures will be taken to address the issues if this trend continues and the deficit of places grows.

48.3 Post 16 provision

Post 16 education is provided at the Melton Vale Post 16 Centre, and the Brooksby Melton College.

48.4 Provision for SEN

There is an Area Special School within Melton Mowbray, and a unit for pupils with Moderate Learning Difficulties within the adjacent Primary School.

48.5 Births

Over the last 10 years births have fluctuated on an annual basis. There was a sustained period of increasing births between the period 2007/8 to 2011/12 when numbers increased from 514 per annum to 587 per annum. However in 2012/13 this figure dropped to 549 per annum. The latest information gives a figure of 549 for 2012/13. The average figure for the ten year period is 525 births per year.

48.6 Planned housing growth

The Borough Council withdrew its Core Strategy in 2013, and with it, the proposal to build 1,000 dwellings on land off Scalford Road. The Borough is now looking to review its Regional Spatial Strategy and a more realistic new housing needs figure would be 200 dwellings per annum. This would require 4000 houses to be built in the Borough between 2011 and 2031. The majority of these houses will be built in Melton town but there are also a number of proposals to build in some of the larger village settlements.

In the absence of an agreed Core Strategy which identifies a five year land supply and sites for residential development there have been an increasing number of applications which collectively will impact on education provision in particular in Melton town. The number of houses to be built, the location and the timescales for building are not yet clear.

49. North West Leicestershire District

49.1 Primary Schools

There are 43 primary schools in the NWLDC area. 11 schools are located in the towns of Coalville and Ashby, and Castle Donington. The remaining 32 schools are located in surrounding villages/settlements.

The towns of Ashby and Coalville contain the largest concentration of schools and are areas which are experiencing the largest growth in the school age population. This growth is due to a variety of factors including an increasing birth rate, new housing and inward migration.

The smallest school in the district has capacity for 70 pupils. The largest has capacity for 595 pupils. Currently there are 2 schools with less than 50 pupils on roll.

22 schools are forecast to have a deficit of places within the next five years, of these 17 schools are in a village or rural location. A number of measures are being taken to address this shortfall including changes to catchment areas, review of admission numbers and some extensions to a number of schools have also recently been completed.

There are 7 primary schools in the Castle Donington area whose age range is 4-10, rather than the traditional 4-11.

Whilst there is considerable in and out catchment movement across the majority of schools in the district, the area is not effected by significant pupil movement in or outside of the District boundary.

49.2 Secondary Schools

Secondary schools in the district operate on the two tier education system. There are four High schools for pupils 11- 14 and one 10 -14 school, and two upper schools providing 14-18 education. All schools are Academies. In addition there is a Studio school located at Stephenson College in Coalville, providing education for students age 14- 18. This establishment serves a wide area extending into neighbouring counties.

The Secondary schools in Coalville, Ibstock and Ashby operate as part of a collaborative partnership. There are no plans at the moment for a change in their current age range. The Castle Donington High school is a 10-14 establishment; on leaving pupils have the choice of attending Ashby School or Hind Leys Upper School in Shepshed depending on the catchment area they live in.

Four high schools are forecast to have a deficit of places; this is as a result of large housing developments within their catchment area, which have secured planning permission. S106 contributions have been agreed or are awaiting agreement to provide funding to create the additional places required.

49.3 Post 16 provision

Post 16 education is provided at the Coalville King Edward VII College and Ashby School. The Stephenson Studio School and adjacent Stephenson College also offer provision to Post 16 students in this area and the wider area extending beyond the District boundary.

49.4 Provision for SEN

There is an Area Special School in Coalville, and 2 Units for pupils with Moderate Learning Difficulties attached to a Junior and Primary School in the District.

49.5 Births

Over the last 10 years births have fluctuated on an annual basis with no clear trend of an increasing or decreasing number of births in the district. The number of births peaked at 1071 in 2007/8, and the lowest number of births in the ten year period occurred in the following year when the figure dropped to 989. Births peaked again in 2010/11 at 1041 dropping to 1002 the following year. The latest information gives a figure of 1022 for 2012/13 which is only slightly lower than the 10 year average of 1023.

49.6 Planned Housing Growth

The draft Core Strategy for the District identified the need for 9,700 new homes in the district over the period 2006 to 2031.

Significant development sites have been approved in Ashby, Coalville and Castle Donington. All three developments include land for the building of new primary schools. A Section 106 agreement is in place for the Coalville site at Bardon Grange, for the developer to build, or fund the building of a new school when 400 of the new homes are built and occupied. Discussions are on-going to secure Section 106 agreements on the remaining sites.

A large site South East of Coalville is also subject to an application to build 2,700 homes and will provide a site for a further primary school, and significant contributions to the secondary sector if approved.

In the absence of an agreed Core Strategy identifying a five year land supply and sites for residential development there has been an increasing number of applications and successful planning appeals which has resulted in a growth in new housing in not only the town areas but also in many villages in the District. Where a claim for an education contribution can be justified this will be used to extend existing schools.

50. Oadby & Wigston Borough

50.1 Primary Schools

There are 14 Primary Schools in Oadby and Wigston Borough, 5 located in Oadby, 6 in Wigston and 3 in South Wigston. All of these schools have other schools within a safe walking distance.

All the schools have at least 1 full form of entry of 30 pupils and schools range in size from 180 to 550 places.

The Primary Schools in Oadby and Wigston operate on the 4-10 age range (10+ system); this means that schools have 6 year groups rather than the usual 7, with pupils transferring to High school at year five rather than year six.

The 3 Primary schools in South Wigston, have recently changed their age range to retain pupils in year six. The schools in Wigston have recently commenced consultation on the retention of year six pupils in line with the changes proposed by the Wigston Secondary Schools, to take effect from September 2015. There are currently no plans for the Oadby Schools to change age range.

Primary schools in Oadby are generally oversubscribed, although birth rates relative to places available are low. Due to its location next to the city boundary there are a significant number of City resident pupils in primary schools in Oadby, there has also been a trend of mid-term movement where year groups, which were full at first time admission, become over full when new families move into the area. This leads to the forecast of a small number of deficit places at those schools and discussions are on-going to provide additional places in Oadby to ease the problem. Wigston Schools are generally under less pressure, they also admit a number of pupils resident in the City but are not subject to the same mid-term pressure as Oadby. Whilst there is a forecast surplus of places in the Wigston primary schools this is generally not excessive, however one of the schools (a CE Aided primary) gives more cause for concern. In South Wigston the change of age range has caused a forecast deficit of places which the individual schools (all of whom are academies) are addressing.

Whilst there are a significant number of pupils not resident in the Borough attending schools in the Borough, there is not a significant loss of pupils to other districts.

50.2 Secondary Schools

There are 3 Secondary schools in Oadby, 3 in Wigston and 1 in South Wigston. The 3 in Oadby also serve parts of the Harborough District Council area.

At present the secondary schools in Oadby and Wigston are organised as 10+ High Schools which provide for 10 – 14 year olds and Upper Schools which provide for 14 – 19 year olds. The Secondary School in South Wigston has recently changed age range from 10 – 14 to 11 -16. The 3 secondary

Schools in Wigston are currently consulting on proposals to amalgamate the two high schools to form an 11 – 16 Secondary School and to convert the Upper School to a Post 16 centre, possibly effective from September 2015. There are currently no plans to change the age range of the Oadby Schools.

The availability of places in the Oadby High Schools is forecast to fluctuate over the next few years but is not a cause for concern. The forecast deficit of places at the Upper School however may be a cause for concern and this matter will be kept under close review.

The situation in the Wigston Secondary Schools is uncertain given the proposals for age range change, however there is forecast to be a significant number of surplus places at the Upper School which is now under consideration.

In South Wigston the change of age range has caused a forecasts deficit of places which the High School (which is an academy) has plans to address.

50.3 Post 16 provision

There are 3 establishments which provide Post 16 Education in the Borough, the two Upper Schools and the South Leicestershire College.

50.4 Provision for SEN

There is an Area Special School, a Special Nursery, a unit for pupils with Moderate Learning Difficulties attached to a Primary Schools , a enhanced resource base for pupils with Autistic Spectrum Disorder attached to a High School, and two further enhanced resource bases for pupils with Hearing Impairment attached to High and Upper Schools .

50.5 Births

Over the last 10 years births have steadily increased. The number of births peaked at 635 in 2011/12, and the lowest number of births in the ten year period occurred in 2003/04 when the figure was 497. The latest information gives a figure of 602 for the year 2012/13. The average figure for the ten year period is 577 births per year.

50.6 Planned Housing Growth

The housing allocation for the Borough is low compared with other districts. There are no plans for a Sustainable Urban Extension (SUE) in the Borough. The Core Strategy outlined the following areas of growth:

	No of Dwellings
Wigston Town Centre	150
Wigston direction for growth	450
Wigston Station Rd Flats	93
Wigston Station Rd Houses	77
Wigston Small Sites	74
South Wigston Small Sites	41
Oadby Town Centre	75
Oadby Small sites	34
Total additional dwellings	994

The largest single housing allocation is for an area of growth identified in Wigston, it is anticipated that the majority of pupils from the development will be able to be accommodated in local schools without additional places being created. Other developments relate to flats and apartments which will yield fewer pupils.

In addition to housing developments in the Borough there are developments in Harborough District which will affect Secondary Schools in Oadby. In these cases Section 106 developer contributions have been secured to provide the additional places required.

Appendix 1

Glossary of Terms

Academies - Schools funded directly by central government, independent of the local authority

All through school – schools in Leicestershire covering the age range 11-16 or 11-19

ACMF - Academies Capital Maintenance Fund

AMP – Asset Management Plan

Basic Need - Forecast demand for additional pupil places arising from increased births and general demographic change, in excess of current schools capacity to provide them

Behaviour Partnerships – the local collective of schools and academies commissioned as the provider for secondary age pupils with additional needs

Cabinet - The decision making body of the County Council

Capital Maintenance - a formula grant to the local authority for all maintained community, voluntary controlled, trust and foundation schools, but not for academies (which are funded via the ACMF), and intended to address maintenance and condition issues

Catchment Area - The geographic boundary for a school used to determine admissions

CIL - Community Infrastructure Levy which allows local planning authorities to agree developer contributions to support education , highways and other infrastructure needs

Core Strategy- the strategic plan prepared by each District to indicate the proposed areas for housing and infrastructure growth

DfE – Department for Education – the central government controlling body for all aspects of education

DSG - Dedicated Schools Grant

EFA – Education Funding Agency – the central government body responsible for the allocation and control of funds to academies and other schools operated independent of the local authority

EYFS - Early Years Foundation Stage - the phase in education and care from 0-5 years, until a child moves into Year One at school.

FE – Form of Entry based on multiples of 30 pupils, used to determine the size of schools

FEE – Free Early Education entitlement - 15 hours of provision per week over 38 weeks of the year for 3 and 4 year olds

Free schools - All ability state-funded schools set up in response to local demand, operating independent of the local authority

LCVAP- Local Co-ordinated Voluntary Aided Programme - a small formula grant to the voluntary aided sector targeted at condition and suitability issues

LEEP – The Leicestershire Educational Excellence Partnership – a framework for improvement based on school to school support, development work and d intervention

Local Planning Authority – In relation to new housing this will normally be the District Council. For adaptations to maintained schools the planning authority will be the County Council, and for academies the respective District Council

Maintained schools - Funded by central government through the local authority, including community, community special, foundation (including trust), voluntary aided and voluntary controlled

MAT – A group of academies operating under a single academy trust and governing body, with a named lead establishment

NEET – a descriptor for young people not in employment, education or training

Net capacity - The number of pupil places available at a school

PAN - Planned Admission Number: maximum number of pupils a school intends to admit in the first year of school

PFI – Private Finance Initiative – a means of raising funds for development through a private sector partner

Planning areas – small geographic areas of Leicestershire, used to determine future school capacity needs in submissions to the DfE.

PRU - Pupil Referral Unit an establishment maintained by the local authority for children with additional needs, and unable to attend a mainstream or special school, or academy

Section 106 - Planning obligation on developers to provide contributions, either in cash or kind, for additional school places as a consequence of new housing

SEND – Special Educational Needs and Disability

Sponsored academy – An academy controlled by a sponsor, where additional support is required, normally as a consequence of underperformance.

Studio School – A school funded directly from central government, under the control of a proposer (normally a FE College, but could also be an Upper school), offering academic and vocational qualifications for 14-19 year olds in a practical and project-based way, combined with work placements with local and national employers

Special Measures/Serious Weaknesses - Inspection judgements made by Ofsted. Maintained schools placed in either of these categories by Ofsted will normally be required to become sponsored academies to bring about the necessary improvements

SUE – Sustainable Urban Expansion – a large area of housing growth identified within the Core Strategy for the local planning authority

Three tier – The predominant pattern of education in Leicestershire, comprising Primary, High, and Upper school schools

Trust school - A maintained school supported by a charitable foundation

Umbrella Trust – a group of academies each with its own academy trust and governance arrangements, but legally bound together to deliver a shared set ethos/set of principles

University Technical College - Technical academies sponsored by a local university for 14-19 year olds with emphasis on providing technical education

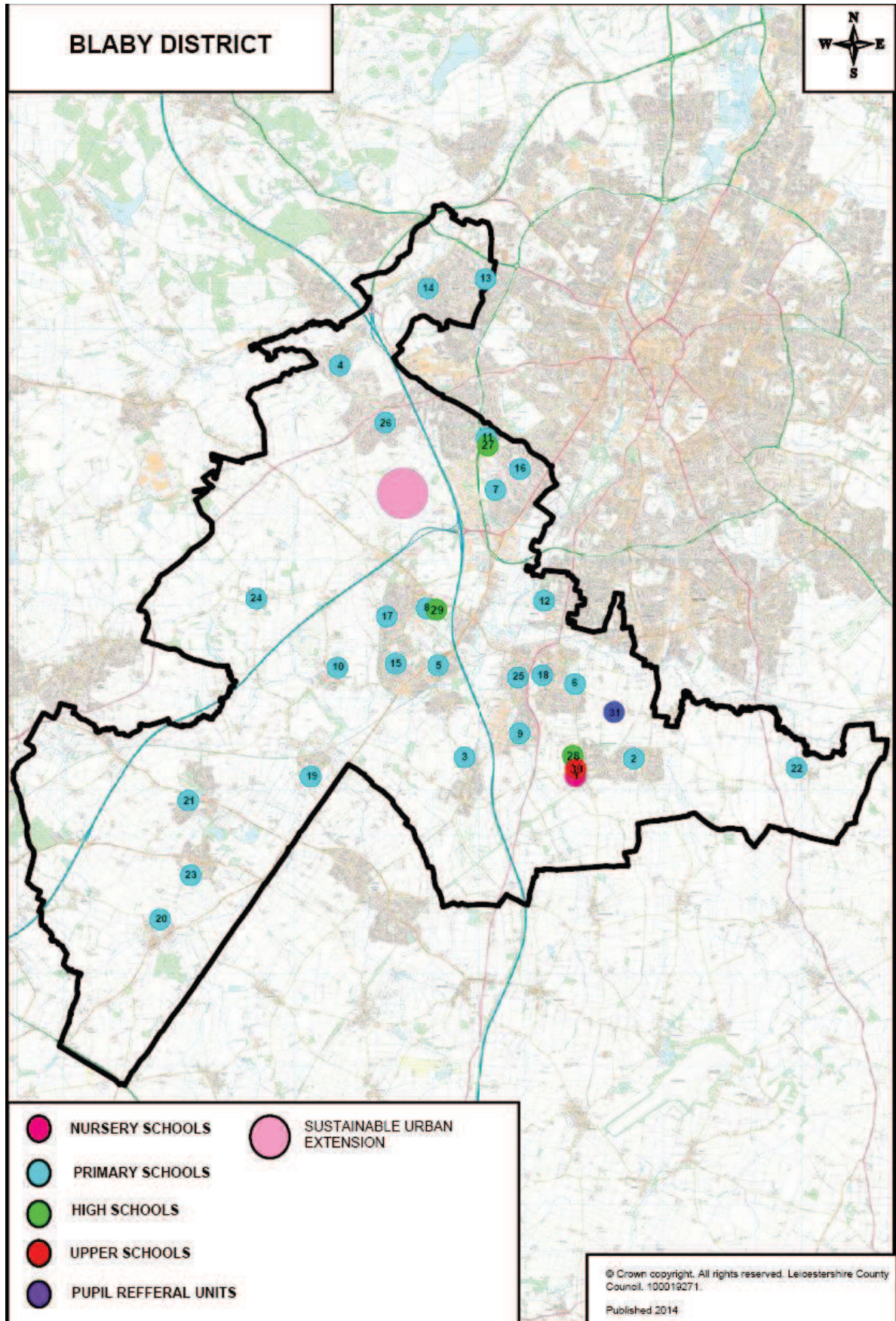
Voluntary aided school - VA schools are maintained schools with a foundation established by the church

Voluntary controlled school - VC schools are maintained school that retain minority foundation representation on their governing body and also retain strong links with the church in their community

Yield Rates – the means of determining the number of pupils to come from the development of new housing

Appendix 2

District Maps and List of Schools

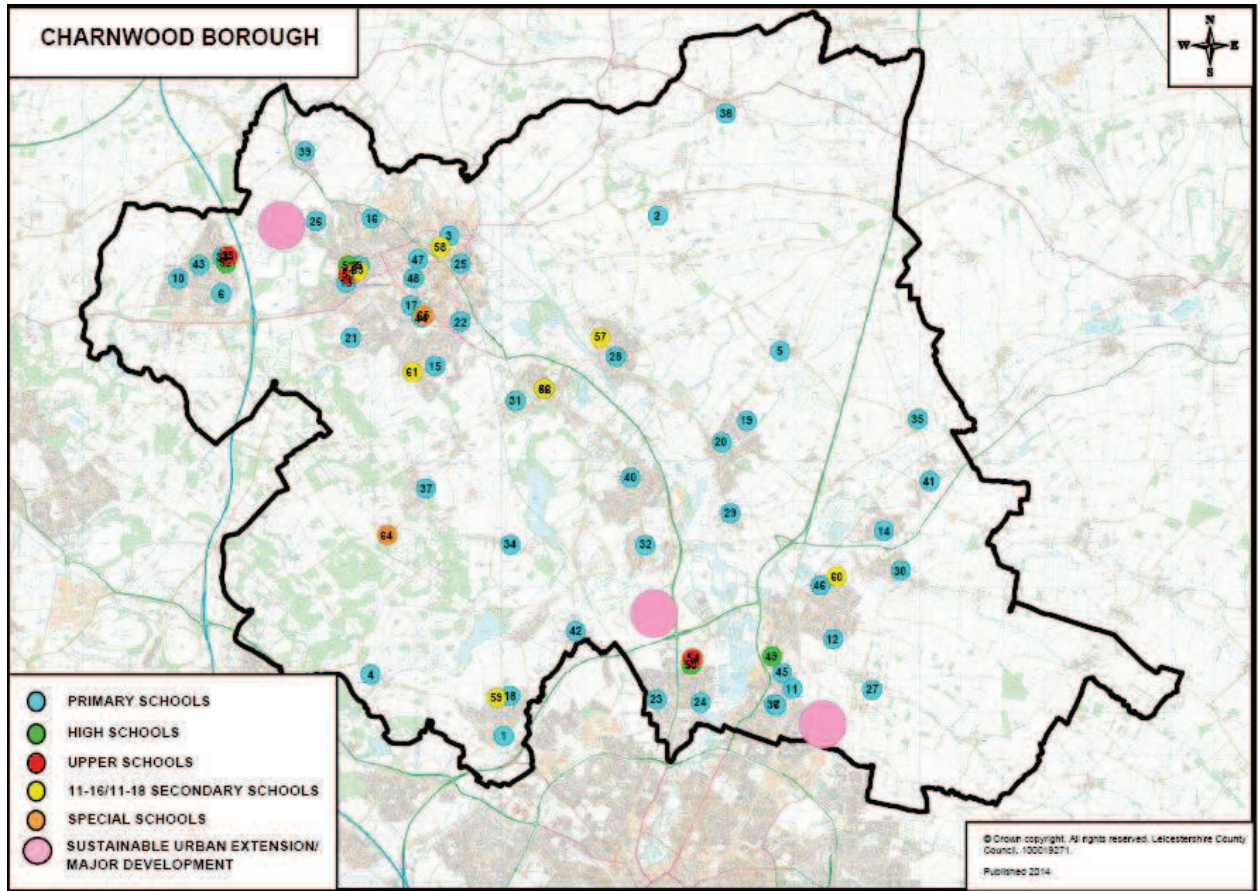


Map Ref	SCHOOL	Status	Number on Roll
1	COUNTESTHORPE NURSERY SCHOOL	Community	24

Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast			
						2014/15	2015/16	2016/17	2017/18
2	COUNTESTHORPE GREENFIELD PRIMARY SCHOOL	Community	515	490	70	571	620	677	706
3	COSBY PRIMARY SCHOOL	Academy	241	280	40	247	235	221	209
4	KIRBY MUXLOE PRIMARY SCHOOL	Academy	390	386	55	401	403	386	384
5	NARBOROUGH GREYSTOKE PRIMARY SCHOOL	Community	331	350	50	323	310	311	304
6	BLABY THISTLY MEADOW PRIMARY SCHOOL	Community	200	210	30	206	205	212	211
7	BRAUNSTONE MILLFIELD COMMUNITY SCHOOL	Community	382	351	60	392	400	410	415
8	ENDERBY DANEMILL PRIMARY SCHOOL	Academy	393	420	60	391	397	396	397
9	WHETSTONE BADGERBROOK PRIMARY SCHOOL	Community	389	420	60	420	431	425	428
10	HUNCOTE COMMUNITY PRIMARY SCHOOL	Academy	157	175	25	170	189	197	203
11	BRAUNSTONE KINGSWAY PRIMARY SCHOOL	Community	316	296	42	336	347	364	371
12	GLEN PARVA GLEN HILLS PRIMARY SCHOOL	Academy	504	490	70	504	501	498	496
13	GLENFIELD THE HALL SCHOOL	Community	427	416	60	426	433	430	427
14	GLENFIELD PRIMARY SCHOOL	Community	336	315	45	364	378	391	409
15	NARBOROUGH RED HILL FIELD PRIMARY SCHOOL	Academy	270	280	40	293	290	296	298
16	BRAUNSTONE RAVENHURST PRIMARY SCHOOL	Community	588	560	80	587	583	580	574
17	NARBOROUGH THE PASTURES PRIMARY SCHOOL	Academy	294	284	45	299	298	292	285
18	BLABY STOKES C OF E PRIMARY SCHOOL	Voluntary Controlled	364	396	56	381	395	422	433
19	CROFT CHURCH OF ENGLAND PRIMARY SCHOOL	Voluntary Controlled	90	140	20	97	99	102	108
20	SHARNFORD C OF E PRIMARY SCHOOL	Voluntary Controlled	51	70	10	53	57	55	56
21	STONEY STANTON MANORFIELD PRIMARY SCHOOL	Voluntary Controlled	352	367	52	375	383	401	401
22	KILBY ST MARYS C OF E PRIMARY SCHOOL	Voluntary Aided	82	119	17	73	65	66	61
23	SAPCOTE ALL SAINTS C OF E PRIMARY SCHOOL	Voluntary Aided	165	175	25	182	191	203	210
24	THURLASTON C OF E PRIMARY SCHOOL	Voluntary Aided	107	102	16	98	98	101	101
25	WHETSTONE ST PETERS C OF E PRIM. SCHOOL	Academy	233	266	38	229	231	241	238
26	LEIC FOREST EAST STAFFORD LEYS PRIMARY	Academy	513	531	84	587	592	591	584
	<i>BRAUNSTONE REORG (MILLFIELD, KINGSWAY, RAVENHURST)</i>	Community	1286	1207	182	1315	1330	1354	1360
	Total		7690	7889	1150	8005	8131	8268	8309

Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast									
						2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	
27	BRAUNSTONE WINSTANLEY COMMUNITY COLLEGE	Academy	489	525	140	618	750	740	742	727	727	727	727	727	
28	COUNTESTHORPE LEYSLAND HIGH SCHOOL	Academy	584	672	224	593	638	639	665	681	689	696	698	721	
29	ENDERBY BROCKINGTON COLLEGE	Academy	855	900	300	863	866	897		932	923	922	904	888	880
30	COUNTESTHORPE COMMUNITY COLLEGE	Academy	1064	1123	385	1039	1035	1070	1079	1073	1069	1080	1117	1079	
	Total		2992	3220	1049	3113	3289	3346	3418	3404	3407	3407	3430	3407	

Map Ref	SCHOOL	Status	Number on Roll
31	OAKFIELD SCHOOL	PRU	



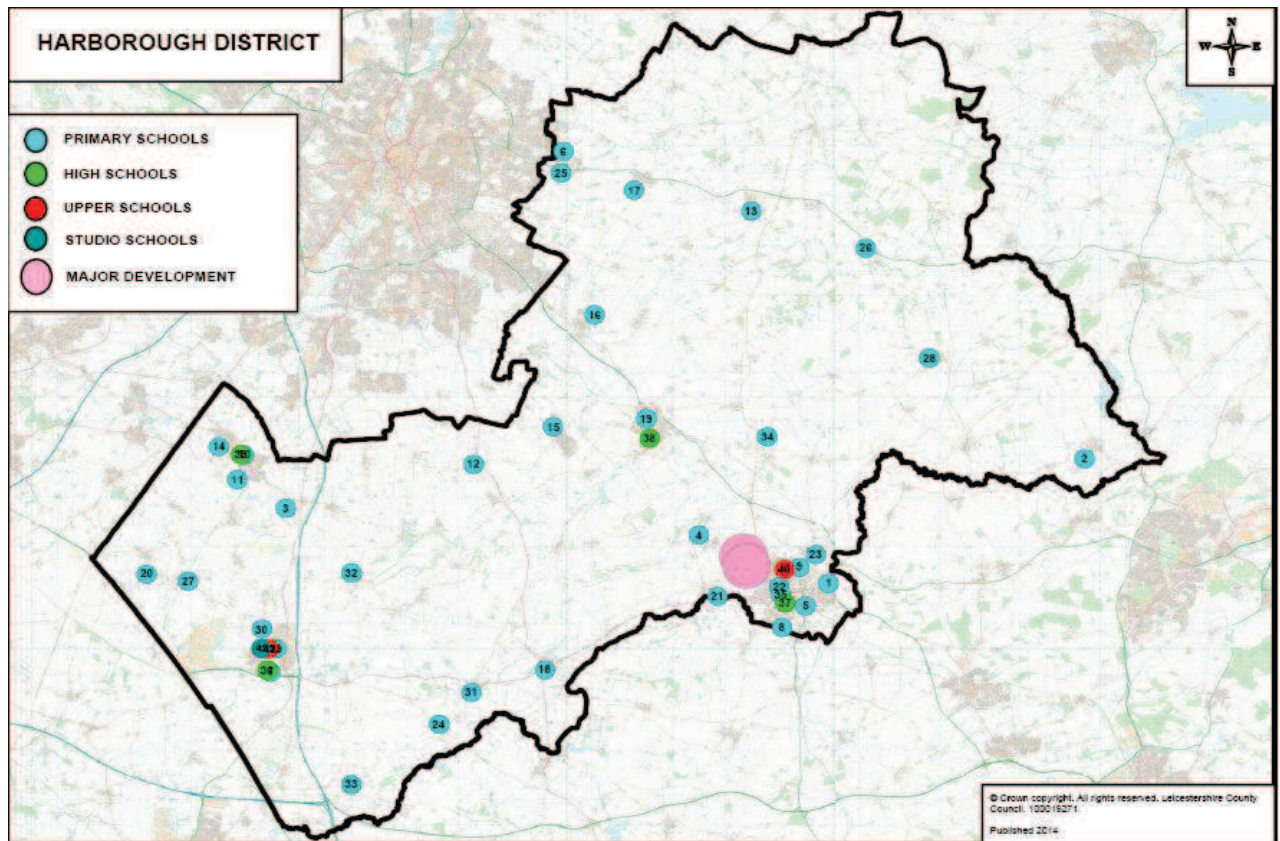
Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast			
						2014/15	2015/16	2016/17	2017/18
1	ANSTEY THE LATIMER SCHOOL	Community	274	280	40	295	311	318	326
2	BURTON-ON-THE-WOLDS PRIMARY SCHOOL	Community	161	175	25	155	157	151	143
3	LOUGHBOROUGH RENDELL PRIMARY SCHOOL	Academy	298	315	45	301	308	312	315
4	NEWTOWN LINFORD PRIMARY SCHOOL	Community	65	84	12	69	73	75	76
5	SEAGRAVE VILLAGE PRIMARY SCHOOL	Community	86	98	14	89	92	91	93
6	SHEPshed NEWCROFT PRIMARY SCHOOL	Community	206	360	60	228	230	249	266
7	THURMASTON CHURCH HILL INFANT SCHOOL	Academy	241	270	90	261	248	233	228
8	LOUGHBOROUGH THORPE ACRE JUNIOR SCHOOL	Community	123	180	45	129	126	124	130
9	LOUGHBOROUGH THORPE ACRE INFANT SCHOOL	Community	114	135	45	111	106	112	107
10	SHEPshed OXLEY PRIMARY SCHOOL	Community	217	234	39	222	234	242	244
11	THURMASTON EASTFIELD PRIMARY SCHOOL	Academy	241	245	35	243	256	259	261
12	SYSTON THE MERTON PRIMARY SCHOOL	Academy	365	357	51	391	406	430	435
13	LOUGHBOROUGH BOOTH WOOD PRIMARY SCHOOL	Community	197	210	30	194	198	201	201
14	EAST GOSCOTE BROOMFIELD PRIMARY SCHOOL	Academy	221	266	38	224	221	220	224
15	LOUGHBOROUGH OUTWOODS EDGE PRIM.SCHOOL	Academy	392	406	58	443	487	520	542
16	LOUGHBOROUGH ROBERT BAKEWELL PRIM.SCHOOL	Academy	263	315	45	278	298	312	320
17	LOUGHBOROUGH MOUNTFIELDS LODGE SCHOOL	Academy	511	511	73	511	509	512	514
18	ANSTEY WOOLDEN HILL PRIMARY SCHOOL	Community	178	210	30	177	188	190	188
19	SILEBY HIGHGATE COMMUNITY PRIM. SCHOOL	Community	179	210	30	210	222	247	256
20	SILEBY REDLANDS COMMUNITY PRIM.SCHOOL	Academy	288	262	35	292	312	311	324
21	LOUGHBOROUGH HOLYWELL PRIMARY SCHOOL	Academy	417	420	60	418	418	426	429
22	LOUGHBOROUGH BEACON ACADEMY	Academy	320	315	45	357	377	408	428
23	BIRSTALL HIGHCLIFFE PRIMARY SCHOOL	Community	422	420	60	428	427	417	418
24	BIRSTALL RIVERSIDE COMMUNITY PRY SCHOOL	Community	426	428	60	458	490	536	561
25	LOUGHBOROUGH COBDEN PRIMARY SCHOOL	Academy	327	420	60	336	335	338	352
26	LOUGHBOROUGH STONEBOW PRIMARY SCHOOL	Academy	312	336	48	313	319	330	336
27	BARKBY THE POCHIN SCHOOL	Academy	139	137	20	159	181	194	208
28	BARROW HALL ORCHARD C OF E PRIM. SCHOOL	Voluntary Cor	443	438	60	449	471	508	521
29	COSSINGTON C OF E PRIMARY SCHOOL	Voluntary Cor	107	105	15	105	105	102	100
30	QUENIBOROUGH C OF E PRIMARY SCHOOL	Academy	191	210	30	199	206	205	206
31	QUORN ST BARTHOLOMEWS C OF E PRIM.SCHOOL	Voluntary Cor	438	420	60	464	481	499	508
32	ROTHLEY CHURCH OF ENGLAND PRIMARY SCHOOL	Academy	356	371	53	401	427	466	489
33	SHEPshed ST. BOTOLPHS PRIMARY SCHOOL	Voluntary Cor	234	210	36	229	227	227	227
34	SWITHLAND ST LEONARDS C OF E PRY SCHOOL	Voluntary Cor	101	98	14	101	99	97	97
35	THRUSINGTON C OF E PRIMARY SCHOOL	Academy	58	63	9	59	62	62	61
36	THURMASTON CHURCH HILL C OF E JR. SCHOOL	Academy	267	360	90	297	302	319	344
37	WOODHOUSE EAVES ST PAULS PRIMARY SCHOOL	Voluntary Cor	212	205	30	214	224	228	228
38	WYMESWOLD C OF E PRIMARY SCHOOL	Voluntary Cor	125	105	15	130	121	131	129
39	HATHERN CHURCH OF ENGLAND PRIMARY SCHOOL	Voluntary Cor	113	105	15	132	139	153	161
40	MOUNTSORREL CHRIST CHURCH & ST PETERS	Voluntary Cor	446	450	60	467	467	457	471
41	REARSBY ST MICHAEL & ALL ANGELS	Academy	100	105	15	101	109	106	104
42	THURCASTON RICHARD HILL C OF E PR.SCHOOL	Voluntary Aid	136	209	30	135	133	138	148
43	SHEPshed ST WINEFRIDES RC PRIMARY SCHOOL	Academy	192	226	35	194	191	198	212
44	LOUGHBOROUGH SACRED HEART RC PRIM SCHOOL	Academy	213	202	30	214	213	213	215
45	THURMASTON BISHOP ELLIS CATHOLIC PRIMARY	Voluntary Aid	338	341	50	344	348	350	349
46	SYSTON ST PETER AND ST PAUL PRIM. SCHOOL	Academy	314	420	60	328	319	327	337
47	LOUGHBOROUGH ST.MARYS RC PRIMARY SCHOOL	Academy	197	210	30	199	203	213	220
48	LOUGHBOROUGH C OF E PRIMARY SCHOOL	Voluntary Aid	208	210	30	205	202	197	196
	Total		11772	12662	1960	12259	12578	12954	13248

Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast								
						2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
49	THURMASTON ROUNDHILL COMMUNITY COLLEGE	Academy	495	720	240	469	500	527	546	541	561	585	607	600
50	BIRSTALL THE STONEHILL HIGH SCHOOL	Community	521	792	264	534	553	570	580	566	574	583	584	585
51	CHARNWOOD COLLEGE (HIGH)	Community	353	756	200	346	370	388	396	413	427	434	426	435
52	SHEPshed HIGH SCHOOL	Community	514	548	137	526	524	539	533	530	545	568	574	590
53	CHARNWOOD COLLEGE (UPPER)	Community	661	1413	200	532	540	531	541	566	562	563	589	591
54	BIRSTALL LONGSLADE COMMUNITY COLLEGE	Community	872	1253	415	723	746	778	780	789	792	776	772	787
55	SHEPshed HIND LEYS COMMUNITY COLLEGE	Community	594	728	234	675	719	745	758	779	767	768	793	799
57	HUMPHREY PERKINS SCHOOL	Academy	835	1200	200	853	736	748	746	792	819	826	845	873
58	LOUGHBOROUGH LIMEHURST HIGH SCHOOL	Academy	525	600	120	680	657	655	654	650	650	650	650	650
59	ANSTEY THE MARTIN HIGH SCHOOL	Academy	773	819	160	934	893	885	867	868	868	868	868	868
60	SYSTON WREAKE VALLEY COMMUNITY COLLEGE	Academy	1241	1536	240	1156	1154	1175	1190	1217	1276	1296	1283	1290
61	LOUGHBOROUGH WOODBROOK VALE HIGH SCHOOL	Academy	613	750	150	767	813	857	863	861	861	861	861	861
62	QUORN RAWLINS COMMUNITY COLLEGE	Academy	1440	1540	240	1657	1791	1823	1835	1832	1832	1832	1832	1832
63	LOUGHBOROUGH DE LISLE CATHOLIC SCHOOL	Academy	1292	1308	220	1307	1315	1318	1320	1332	1335	1349	1350	1350
	Total		10729	13963	3020	11139	11311	11539	11609	11736	11869	11959	12034	12111

Map Ref	SCHOOL	STATUS	Number on Roll
64	WOODHOUSE EAVES MAPLEWELL HALL SCHOOL	Community	158
65	LOUGHBOROUGH ASHMOUNT SCHOOL	Community	91

Map Ref	SCHOOL	STATUS	Number on Roll
64	WOODHOUSE EAVES MAPLEWELL HALL SCHOOL	Community	158
65	LOUGHBOROUGH ASHMOUNT SCHOOL	Community	91

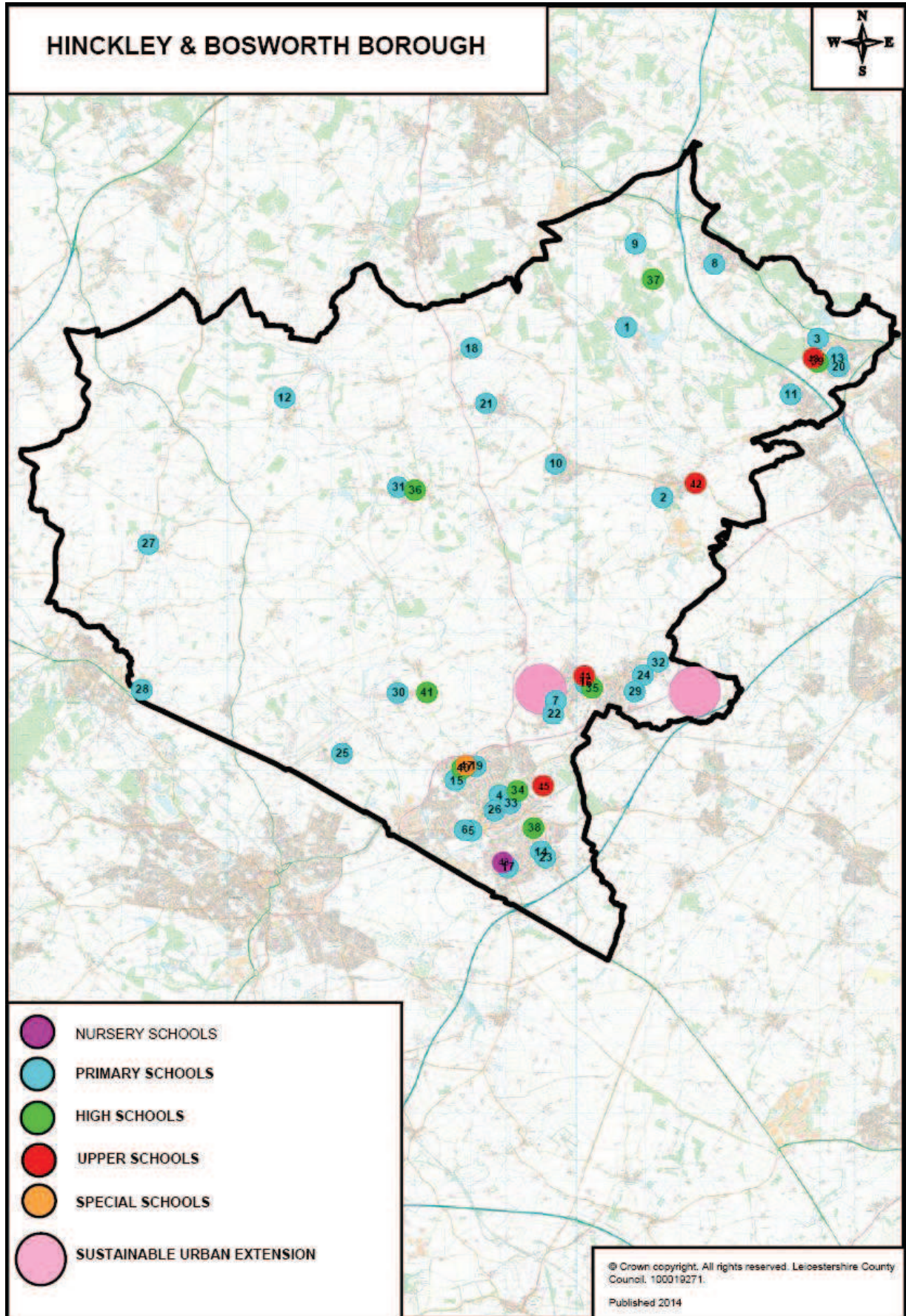
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Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast			
						2014/15	2015/16	2016/17	2017/18
1	MARKET HARBOROUGH MEADOWDALE PRIM SCH	Academy	383	392	56	399	411	421	426
2	BRINGHURST PRIMARY SCHOOL	Community	148	182	26	134	133	127	119
3	DUNTON BASSETT PRIMARY SCHOOL	Community	89	105	15	97	91	99	106
4	FOXTON PRIMARY SCHOOL	Community	89	105	15	88	87	85	86
5	LITTLE BOWDEN SCHOOL	Community	372	392	56	399	430	452	467
6	THURNBY FERVALE PRIMARY SCHOOL	Community	173	180	30	180	189	186	184
7	LUTTERWORTH JOHN WYCLIFFE PRIMARY SCHOOL	Community	256	280	40	264	259	264	267
8	MARKET HARBOROUGH FARNDON FIELDS PRIMARY	Academy	195	210	30	241	290	335	356
9	MARKET HARBOROUGH RIDGEWAY PRIMARY	Academy	286	303	45	278	264	263	252
10	BROUGHTON ASTLEY OLD MILL PRIMARY SCHOOL	Community	386	390	60	379	362	366	355
11	BROUGHTON ASTLEY HALLBROOK PRIM. SCHOOL	Community	243	266	38	254	248	256	262
12	ARNESBY CHURCH OF ENGLAND PRIMARY SCHOOL	Voluntary Controlled	57	70	10	62	58	60	59
13	BILLESDON PAROCHIAL PRIMARY SCHOOL	Voluntary Controlled	102	100	15	104	107	108	118
14	BROUGHTON ASTLEY ORCHARD C OF E PRIMARY	Voluntary Controlled	208	210	30	204	205	203	200
15	FLECKNEY C OF E PRIMARY SCHOOL	Voluntary Controlled	358	420	60	379	378	380	387
16	GREAT GLEN ST CUTHBERTS PRIMARY SCHOOL	Voluntary Controlled	221	243	30	245	261	277	271
17	HOUGHTON ON THE HILL PRIMARY SCHOOL	Voluntary Controlled	165	180	30	162	161	158	155
18	HUSBANDS BOSWORTH C OF E PRIMARY SCHOOL	Voluntary Controlled	77	105	15	83	89	91	96
19	KIBWORTH C OF E PRIMARY SCHOOL	Academy	494	525	75	541	584	631	652
20	CLAYBROOKE PRIMARY SCHOOL	Voluntary Controlled	89	105	15	101	103	102	103
21	LUBENHAM ALL SAINTS PRIMARY SCHOOL	Academy	94	105	15	95	93	90	97
22	MARKET HARBOROUGH C OF E PRIMARY SCHOOL	Voluntary Controlled	369	415	60	367	362	362	355
23	GREAT BOWDEN C OF E PRIMARY SCHOOL	Academy	115	105	15	118	120	123	123
24	SOUTH KILWORTH C OF E PRIMARY SCHOOL	Voluntary Controlled	78	84	12	70	62	52	46
25	THURNBY ST LUKES C OF E PRIMARY SCHOOL	Voluntary Controlled	199	216	35	210	218	228	234
26	TUGBY CHURCH OF ENGLAND PRIMARY SCHOOL	Voluntary Controlled	76	105	15	79	86	84	82
27	ULLESTHORPE C OF E PRIMARY SCHOOL	Voluntary Controlled	83	105	15	80	76	74	71
28	HALLATON CHURCH OF ENGLAND PRIMARY SCH.	Voluntary Controlled	104	105	15	103	108	100	99
29	LUTTERWORTH SHERRIER PRIMARY SCHOOL	Voluntary Controlled	376	420	60	391	390	402	406
30	BITTESWELL ST MARYS C OF E PRIM. SCHOOL	Voluntary Aided	111	105	15	111	111	113	111
31	NORTH KILWORTH ST ANDREWS PRIMARY SCHOOL	Voluntary Aided	105	105	15	101	98	98	100
32	GILMORTON CHANDLER C OF E PRIMARY SCHOOL	Academy	214	210	30	214	210	212	210
33	SWINFORD C OF E PRIMARY SCHOOL	Voluntary Aided	92	105	15	90	83	79	74
34	CHURCH LANGTON C OF E PRIMARY SCHOOL	Voluntary Aided	195	210	30	194	193	199	199
35	MARKET HARBOROUGH ST JOSEPHS RC PRIM SCH	Academy	193	210	30	195	201	202	213
	Total		6795	7368	1068	7012	7121	7282	7341

Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast								
						2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
36	LUTTERWORTH HIGH SCHOOL	Academy	702	771	257	680	737	713	720	700	722	723	700	680
37	MARKET HARBOROUGH WELLAND PARK CO.COLLEGE	Academy	699	752	250	744	759	789	803	829	835	822	825	832
38	KIBWORTH HIGH SCHOOL & COMMUNITY TECHNOLOGY COLLEGE	Academy	603	750	250	616	619	652	646	657	670	657	660	630
39	BROUGHTON ASTLEY THOMAS ESTLEY COLLEGE	Academy	742	760	253	755	802	782	826	815	814	797	779	768
40	MARKET HARBOROUGH THE ROBERT SMYTH ACADEMY	Academy	1269	1351	440	1325	1352	1351	1388	1380	1355	1380	1380	1399
41	LUTTERWORTH COLLEGE	Academy	1831	2047	628	1861	1880	1903	1883	1898	1911	1920	1948	1954
	Total		5846	6431	2078	5981	6149	6190	6266	6279	6307	6299	6292	6263

Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
42	SIR FRANK WHITTLE STUDIO SCHOOL, LUTTERWORTH	Academy												
	Total		0	0	0	0	0	0	0	0	0	0	0	0



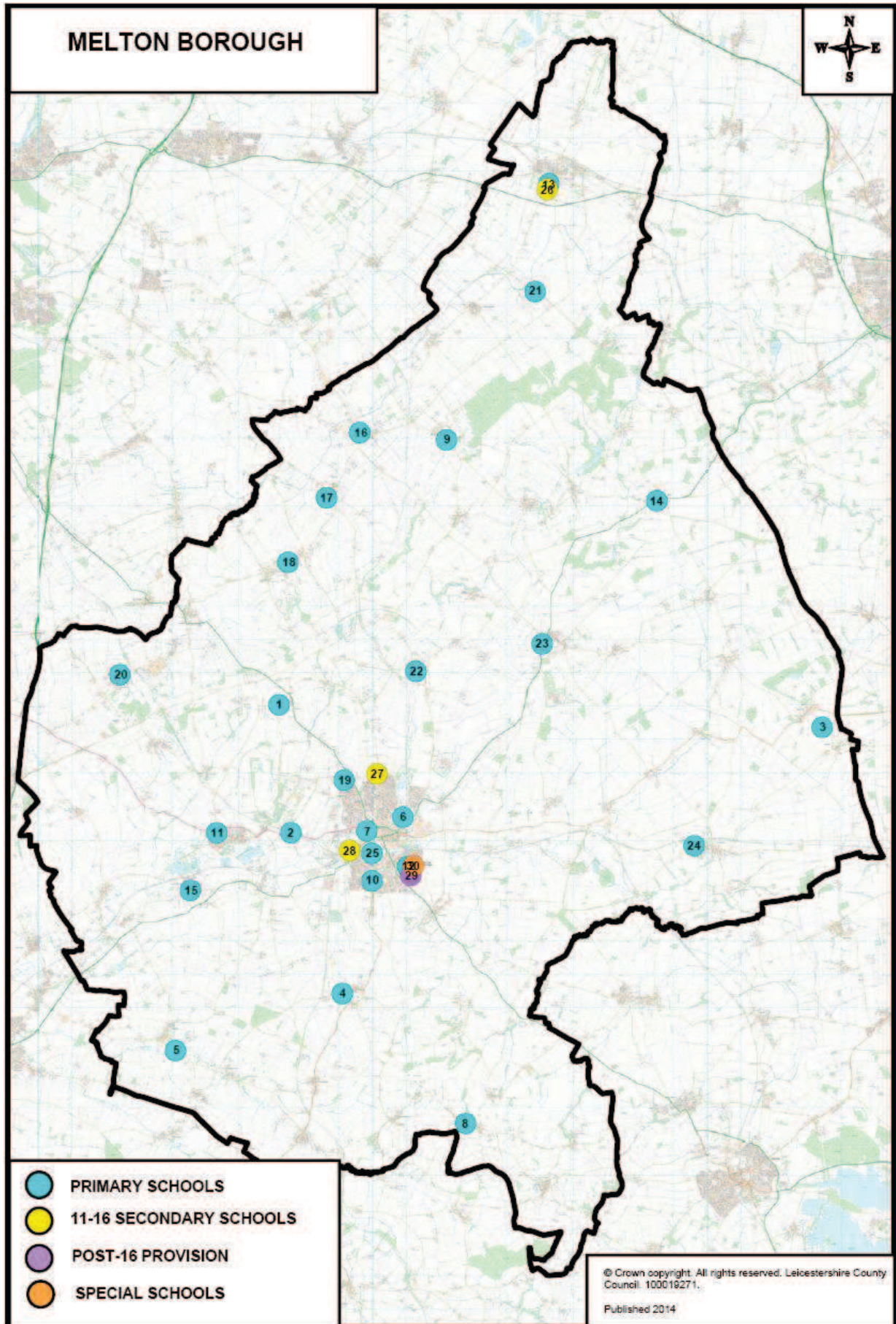
Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast			
						2014/15	2015/16	2016/17	2017/18
48	BURBAGE MENPHYS NURSERY SCHOOL								
Total			0	0	0	0	0	0	0

Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast			
						2014/15	2015/16	2016/17	2017/18
1	THORNTON PRIMARY SCHOOL	Community	122	135	20	138	139	127	120
2	DESFORD COMMUNITY PRIMARY SCHOOL	Community	269	266	38	278	293	315	316
3	GROBY MARTINSHAW PRIMARY SCHOOL	Community	185	210	30	192	203	208	206
4	HINCKLEY HOLLIERS WALK PRIMARY SCHOOL	Community	381	420	60	387	392	403	422
5	HINCKLEY WESTFIELD JUNIOR SCHOOL	Community	327	318	80	365	327	425	433
6	HINCKLEY WESTFIELD INFANT SCHOOL	Community	276	270	90	298	327	338	350
7	BARWELL INFANT SCHOOL	Community	195	180	60	195	193	217	224
8	MARKFIELD MERCENFELD PRIMARY SCHOOL	Academy	256	300	50	292	307	316	314
9	STANTON UNDER BARDON COM. PRIMARY SCHOOL	Community	74	81	13	93	94	104	105
10	NEWBOLD VERDON PRIMARY SCHOOL	Community	209	210	30	222	236	238	239
11	RATBY PRIMARY SCHOOL	Academy	314	287	41	317	324	324	319
12	CONGERSTONE PRIMARY SCHOOL	Community	132	157	22	128	127	130	132
13	GROBY ELIZABETH WOODVILLE PRIMARY SCHOOL	Community	220	210	30	226	229	234	236
14	BURBAGE JUNIOR SCHOOL	Community	375	376	94	379	283	380	385
15	HINCKLEY BATTLING BROOK PRIMARY SCHOOL	Academy	555	581	83	606	653	670	681
16	BARWELL NEWLANDS COMMUNITY PRIM. SCHOOL	Community	270	294	42	260	263	249	258
17	BURBAGE SKETCHLEY HILL PRIMARY SCHOOL	Community	407	387	60	405	406	404	404
18	NAILSTONE DOVE BANK PRIMARY SCHOOL	Community	91	105	15	110	121	131	134
19	HINCKLEY RICHMOND PRIMARY SCHOOL	Community	411	420	60	429	443	446	465
20	GROBY LADY JANE GREY PRIMARY SCHOOL	Academy	215	210	30	219	227	240	246
21	BARLESTONE C OF E PRIMARY SCHOOL	Voluntary Controlled	134	203	29	134	136	136	137
22	BARWELL CHURCH OF ENGLAND JUNIOR SCHOOL	Academy	247	270	67	271	255	284	284
23	BURBAGE CHURCH OF ENGLAND INFANT SCHOOL	Voluntary Controlled	273	255	90	272	272	273	273
24	EARL SHILTON WEAVERS CLOSE PRIM. SCHOOL	Academy	219	239	30	234	250	268	261
25	HIGHAM ON THE HILL PRIMARY SCHOOL	Voluntary Controlled	68	77	11	68	71	74	73
26	HINCKLEY ST. MARY'S PRIMARY SCHOOL	Voluntary Controlled	307	315	45	346	376	402	419
27	SHEEPY MAGNA C OF E PRIMARY SCHOOL	Voluntary Controlled	108	105	15	107	106	107	111
28	WITHERLEY C OF E PRIMARY SCHOOL	Voluntary Controlled	93	105	15	95	104	109	113
29	EARL SHILTON TOWNLANDS PRIMARY SCHOOL	Voluntary Controlled	201	210	30	216	221	239	251
30	STOKE GOLDING ST MARGARETS PRIM. SCHOOL	Voluntary Aided	205	210	30	219	206	210	200
31	MARKET BOSWORTH ST PETERS C OF E PRI SCH	Voluntary Aided	225	252	36	225	227	243	241
32	EARL SHILTON ST PETER'S RC PRIM SCHOOL	Voluntary Aided	206	210	30	212	209	207	206
33	HINCKLEY SAINT PETER'S RC PRIMARY SCHOOL	Voluntary Aided	206	210	30	204	200	201	200
Total			7776	8078	1406	8142	8220	8652	8758

Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast								
						2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
34	HINCKLEY MOUNT GRACE HIGH SCHOOL	Academy	467	645	215	470	516	593	600	597	598	605	608	606
35	EARL SHILTON HEATHFIELD HIGH SCHOOL	Academy	352	639	213	352	372	403	415	412	430	440	441	439
36	MARKET BOSWORTH COMMUNITY COLLEGE	Academy	648	672	140	753	857	783	751	727	727	727	727	727
37	MARKFIELD SOUTH CHARNWOOD HIGH SCHOOL	Academy	616	695	139	648	799	808	789	769	739	739	739	739
38	BURBAGE HASTINGS HIGH SCHOOL	Academy	526	600	200	563	576	587	593	598	594	601	599	611
39	GROBY BROOKVALE HIGH SCHOOL	Academy	638	664	221	647	644	658	658	669	669	662	662	662
40	HINCKLEY REDMOOR HIGH SCHOOL	Academy	509	555	185	527	553	561	583	589	593	592	584	589
41	BOSWORTH ACADEMY	Academy	1338	1353	210/473	1205	1123	1355	1448	1508	1508	1508	1508	1508
41	STOKE GOLDING SAINT MARTIN'S RC HIGH SCH	Academy	290	341	116	388	490	506	508	511	515	515	515	515
42	GROBY COMMUNITY COLLEGE	Academy	902	911	300	890	875	882	892	892	892	906	906	906
43	EARL SHILTON WILLIAM BRADFORD COLLEGE	Community	326	784	280	319	324	302	300	317	318	318	328	336
44	HINCKLEY JOHN CLEVELAND COLLEGE (C)	Academy	1755	1742	620	1819	1856	1865	1894	1934	1969	1976	1993	2002
45	THE MIDLAND STUDIO COLLEGE	Studio	166	450	75	205	236	241	241	241	241	241	241	241
Total			8533	10051	2704	8786	9221	9544	9672	9774	9793	9830	9851	9881

Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast								
						2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
45	THE MIDLAND STUDIO COLLEGE	Studio	166	450	75	205	236	241	241	241	241	241	241	241
Total			166	450	75	205	236	241	241	241	241	241	241	241

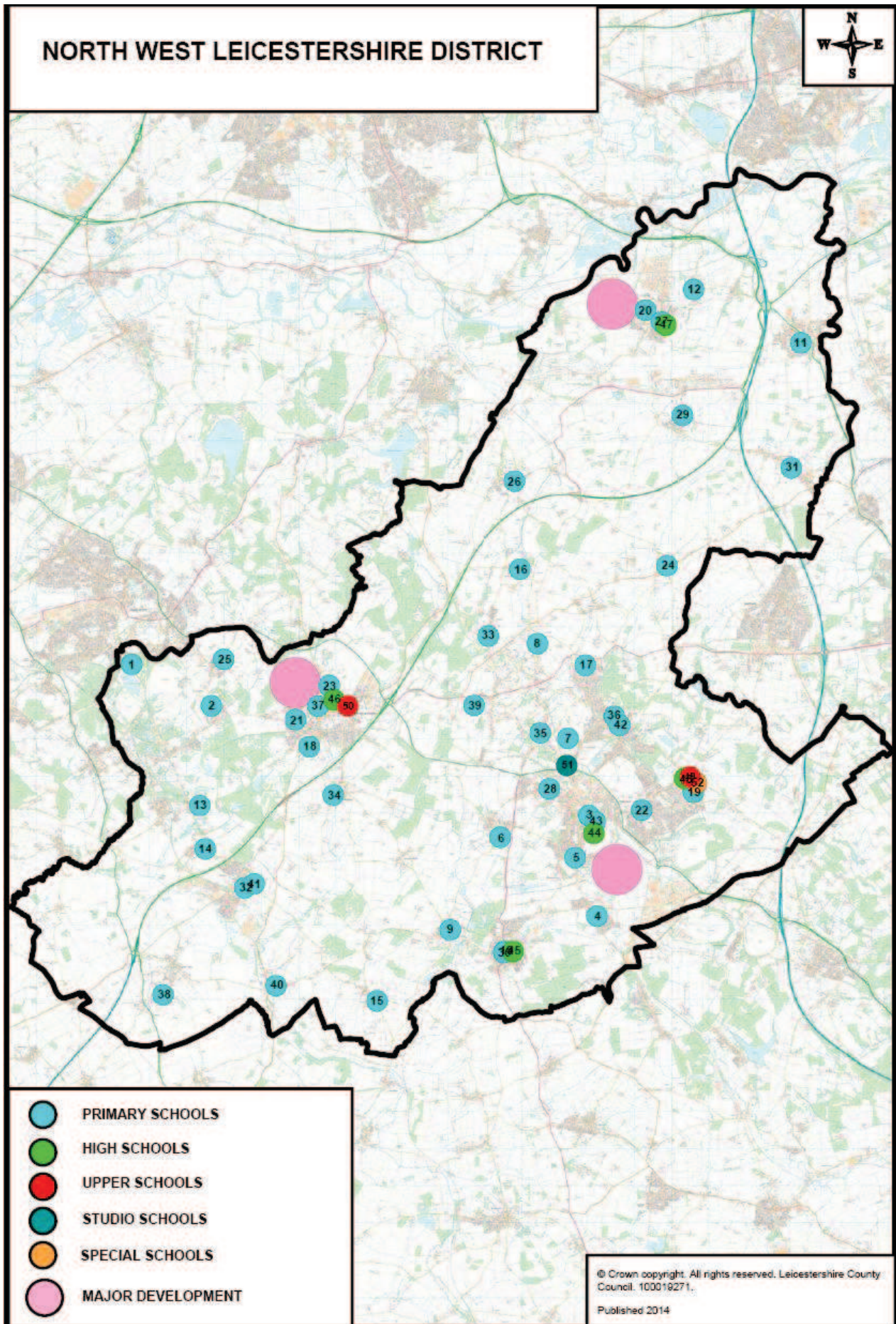
Map Ref	SCHOOL	STATUS	Number on Roll
46	HINCKLEY DOROTHY GOODMAN SCHOOL	86	Academy
			237



Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast			
						2014/15	2015/16	2016/17	2017/18
1	AB KETTLEBY COMMUNITY PRIMARY SCHOOL	Community	44	56	8	46	51	50	50
2	ASFORDBY HILL PRIMARY SCHOOL	Academy	133	157	22	140	149	155	163
3	BUCKMINSTER PRIMARY SCHOOL	Community	89	105	15	91	90	100	101
4	GREAT DALBY PRIMARY SCHOOL	Academy	120	140	20	126	127	127	126
5	GADDESBY PRIMARY SCHOOL	Academy	103	105	15	106	109	106	106
6	MELTON MOWBRAY BROWNLOW PRIMARY SCHOOL	Community	574	593	89	598	607	625	638
7	MELTON MOWBRAY THE GROVE PRIMARY SCHOOL	Community	241	294	42	246	242	237	241
8	SOMERBY PRIMARY SCHOOL	Community	22	49	7	24	26	26	26
9	STATHERN PRIMARY SCHOOL	Community	76	119	17	79	76	74	77
10	MELTON MOWBRAY SWALLOWDALE PRI SCH & CC	Academy	349	364	52	356	368	373	373
11	ASFORDBY CAPTAINS CLOSE PRIMARY SCHOOL	Academy	158	189	27	161	164	178	189
12	MELTON MOWBRAY SHERARD PRIMARY SCHOOL	Community	265	315	45	268	281	305	321
13	BOTTESFORD C OF E PRIMARY SCHOOL	Academy	261	243	30	277	268	283	280
14	CROXTON KERRIAL C OF E PRIMARY SCHOOL	Academy	68	84	12	65	70	67	66
15	FRISBY CHURCH OF ENGLAND PRIMARY SCHOOL	Academy	101	119	17	96	102	98	95
16	HARBY CHURCH OF ENGLAND PRIMARY SCHOOL	Voluntary Controlled	83	105	15	76	77	81	76
17	HOSE CHURCH OF ENGLAND PRIMARY SCHOOL	Voluntary Controlled	50	77	11	53	46	43	39
18	LONG CLAWSON C OF E PRIMARY SCHOOL	Voluntary Controlled	103	105	14	106	111	119	119
19	MELTON MOWBRAY ST MARYS PRIMARY SCHOOL	Academy	198	209	30	194	188	186	188
20	OLD DALBY C OF E PRIMARY SCHOOL	Academy	102	147	21	111	117	121	127
21	REDMILE CHURCH OF ENGLAND PRIMARY SCHOOL	Voluntary Controlled	67	77	11	68	67	69	72
22	SCALFORD C OF E PRIMARY SCHOOL	Voluntary Controlled	69	77	11	69	68	73	72
23	WALTHAM-ON-THE-WOLDS C OF E PRIM. SCHOOL	Voluntary Controlled	82	100	14	79	84	86	92
24	WYMONDHAM ST PETERS PRIMARY SCHOOL	Voluntary Aided	40	56	8	42	44	49	54
25	MELTON MOWBRAY ST FRANCIS RC PRIM SCHOOL	Voluntary Aided	269	273	39	269	269	272	273
		Total	3667	4158	592	3746	3801	3903	3964

Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast								
						2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
26	BOTTESFORD BELVOIR HIGH SCHOOL	Academy	622	650	130	639	642	639	645	660	660	660	663	659
27	MELTON MOWBRAY JOHN FERNELEY COLLEGE	Academy	1047	1100	220	1084	1127	1174	1225	1203	1203	1203	1203	1203
28	MELTON MOWBRAY LONG FIELD SCHOOL	Academy	644	800	160	566	516	505	482	508	514	519	521	524
29	MELTON VALE POST 16 CENTRE	Academy	451	640	320	467	461	445	433	438	445	447	448	450
		Total	2764	3190	830	2756	2746	2763	2785	2809	2822	2829	2835	2836

Map Ref	SCHOOL	STATUS	Number on Roll
30	MELTON MOWBRAY BIRCH WOOD SCHOOL	Community	138

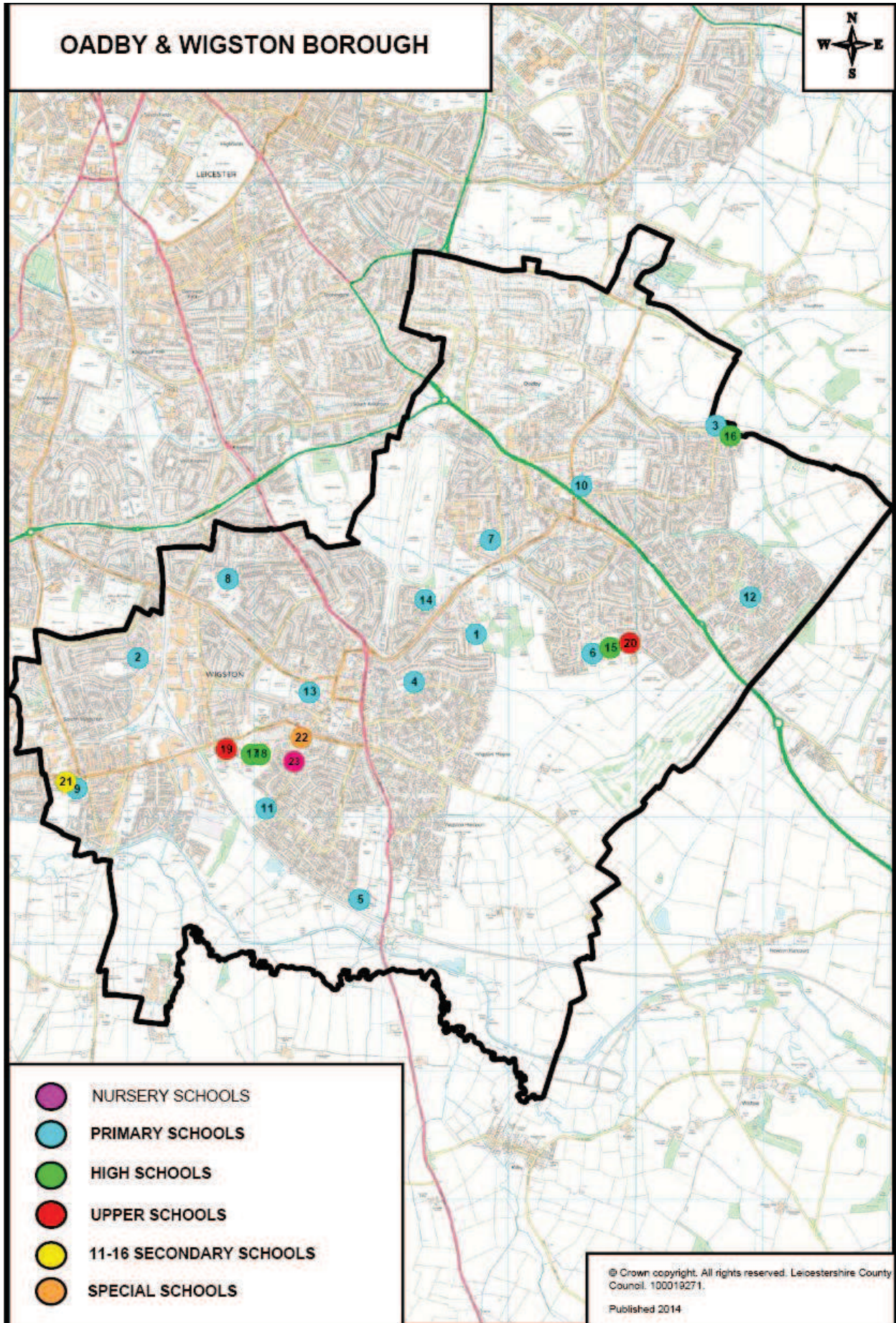


Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast			
						2014/15	2015/16	2016/17	2017/18
1	ALBERT VILLAGE COMMUNITY PRIMARY SCHOOL	Community	156	209	30	152	165	171	170
2	MOIRA PRIMARY SCHOOL	Community	153	189	25	182	177	183	186
3	COALVILLE BELVOIRDALE PRIMARY SCHOOL	Community	291	351	45	292	298	312	315
4	ELLISTOWN COMMUNITY PRIMARY SCHOOL	Community	237	243	30	237	244	244	245
5	HUGGLESCOTE COMMUNITY PRIMARY SCHOOL	Community	425	420	60	500	552	602	632
6	WOODSTONE COMMUNITY PRIMARY SCHOOL	Community	215	210	30	238	259	272	272
7	NEW SWANNINGTON PRIMARY SCHOOL	Community	196	203	29	200	203	207	210
8	GRIFFYDAM PRIMARY SCHOOL	Community	98	105	15	92	94	95	95
9	HEATHER PRIMARY SCHOOL	Community	86	105	15	94	95	93	96
10	IBSTOCK JUNIOR SCHOOL	Community	213	240	60	235	250	264	264
11	KEGWORTH PRIMARY SCHOOL	Community	159	180	30	168	182	193	191
12	HEMINGTON PRIMARY SCHOOL	Community	57	59	9	60	60	62	61
13	DONISTHORPE PRIMARY SCHOOL	Community	184	175	25	166	172	180	188
14	OAKTHORPE PRIMARY SCHOOL	Community	103	105	15	106	108	121	119
15	NEWTON BURGOLAND PRIMARY SCHOOL	Community	78	77	12	78	85	84	83
16	WORTHINGTON SCHOOL	Community	66	70	10	63	65	56	53
17	THRINGSTONE PRIMARY SCHOOL	Academy	172	210	30	192	204	204	211
18	ASHBY WILLESLEY PRIMARY SCHOOL	Community	329	350	50	333	329	329	327
19	COALVILLE WARREN HILLS PRIMARY SCHOOL	Community	185	210	30	189	206	213	222
20	CASTLE DONINGTON ORCHARD PRIMARY SCHOOL	Community	217	234	39	289	355	408	437
21	ASHBY HILL TOP PRIMARY SCHOOL	Academy	279	270	39	276	277	277	275
22	COALVILLE BROOM LEYS SCHOOL	Academy	564	595	85	559	577	578	571
23	ASHBY-DE-LA-ZOUCH WOODCOTE PRIM. SCHOOL	Community	214	207	30	258	298	321	344
24	BELTON CHURCH OF ENGLAND PRIMARY SCHOOL	Voluntary Controlle	86	90	15	86	89	88	87
25	BLACKFORDBY ST MARGARETS C OF E PRY SCH	Voluntary Aided	103	105	15	118	129	134	142
26	BREEDON ST HARDULPHS C OF E PRIM. SCHOOL	Voluntary Controlle	70	90	15	78	76	88	85
27	CASTLE DONINGTON ST EDWARDS PRIM. SCHOOL	Voluntary Controlle	160	177	30	161	157	159	158
28	COALVILLE ALL SAINTS C OF E PRIM. SCHOOL	Voluntary Controlle	183	210	30	209	238	259	276
29	DISEWORTH C OF E PRIMARY SCHOOL	Voluntary Controlle	42	72	12	47	51	55	56
30	IBSTOCK ST DENYS C OF E INFANT SCHOOL	Voluntary Controlle	167	180	60	193	205	215	217
31	LONG WHATTON C OF E PRIMARY SCHOOL	Voluntary Controlle	63	80	15	66	75	79	80
32	MEASHAM CHURCH OF ENGLAND PRIMARY SCHOOL	Academy	196	240	30	243	279	309	323
33	NEWBOLD CHURCH OF ENGLAND PRIMARY SCHOOL	Voluntary Controlle	40	70	10	40	43	44	45
34	PACKINGTON C OF E PRIMARY SCHOOL	Voluntary Controlle	104	105	15	103	105	104	112
35	SWANNINGTON C OF E PRIMARY SCHOOL	Voluntary Controlle	59	84	12	47	41	41	38
36	WHITWICK ST JOHN THE BAPTIST PRIM.SCHOOL	Voluntary Controlle	340	350	54	346	356	361	372
37	ASHBY-DE-LA-ZOUCH C OF E PRIMARY SCHOOL	Voluntary Controlle	301	315	45	336	359	377	403
38	APPLEBY MAGNA C OF E PRIMARY SCHOOL	Voluntary Aided	142	140	20	132	133	129	127
39	COLEORTON VISCOUNT BEAUMONTS PRIM.SCHOOL	Voluntary Aided	87	112	16	84	80	76	74
40	SNARESTONE C OF E PRIMARY SCHOOL	Voluntary Aided	71	84	12	76	79	79	77
41	MEASHAM ST.CHARLES CATHOLIC PRIM SCHOOL	Voluntary Aided	120	119	17	118	119	117	117
42	WHITWICK HOLY CROSS RC PRIMARY SCHOOL	Academy	193	204	30	197	198	198	201
43	COALVILLE ST CLARES CATHOLIC PRIM SCHOOL	Academy	201	210	30	201	202	199	200
	Total		7405	8054	1226	7840	8269	8580	8757

SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast								
					2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
COALVILLE NEWBRIDGE HIGH SCHOOL	Academy	493	590	180	561	601	647	649	645	636	657	672	681
IBSTOCK COMMUNITY COLLEGE	Academy	563	705	235	584	626	680	738	730	736	708	733	726
ASHBY-DE-LA-ZOUCH IVANHOE COLLEGE	Academy	822	995	316	887	906	973	973	996	1021	1040	1047	1038
CASTLE DONINGTON COMMUNITY COLLEGE	Academy	425	643	160	495	539	610	668	668	684	694	681	675
COALVILLE CASTLE ROCK HIGH SCHOOL	Academy	498	600	200	499	494	510	509	525	524	518	514	523
COALVILLE KING EDWARD VII COLLEGE	Academy	942	1193	420	1000	1037	1054	1092	1095	1107	1132	1122	1121
ASHBY SCHOOL	Academy	1735	1841	540	1808	1852	1887	1894	1893	1893	1893	1893	1893
STEPHENSON STUDIO SCHOOL	Studio	107	400	100	114	115	112	113	113	113	113	113	113
Total		5585	6967	2151	5948	6170	6473	6636	6665	6714	6755	6775	6770

Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast								
						2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
51	STEPHENSON STUDIO SCHOOL	Studio	107	400	100	114	115	112	113	113	113	113	113	113
	Total		107	400	100	114	115	112	113	113	113	113	113	113

Map Ref	SCHOOL	STATUS	Number on Roll
52	COALVILLE FOREST WAY SCHOOL	Academy	188



Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast			
						2014/15	2015/16	2016/17	2017/18
23	WIGSTON MENPHYS NURSERY SCHOOL	Academy							
Total			0	0	0	0	0	0	0

Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast			
						2014/15	2015/16	2016/17	2017/18
1	WIGSTON GLENMERE COMM. PRIMARY SCHOOL	Academy	156	180	30	161	163	165	163
2	SOUTH WIGSTON FAIRFIELD PRIMARY SCHOOL	Academy	200	210	30	204	204	201	202
3	OADBY BROOKSIDE PRIMARY SCHOOL	Community	322	353	60	334	327	319	306
4	WIGSTON THE MEADOW COMM. PRIMARY SCHOOL	Academy	336	360	60	341	351	350	356
5	WIGSTON THYTHORN FIELD COM. PRIM. SCHOOL	Community	164	180	30	167	170	173	175
6	OADBY BROCKS HILL PRIMARY SCHOOL	Academy	359	359	60	362	363	364	360
7	OADBY LANGMOOR PRIMARY SCHOOL	Academy	160	180	30	175	182	188	192
8	WIGSTON WATER LEYS PRIMARY SCHOOL	Community	355	360	60	359	361	360	359
9	SOUTH WIGSTON PARKLAND PRIMARY SCHOOL	Academy	495	525	75	512	516	514	509
10	OADBY LAUNDE PRIMARY SCHOOL	Academy	552	540	90	552	556	558	555
11	WIGSTON LITTLE HILL PRIMARY SCHOOL	Community	360	360	60	359	356	355	355
12	OADBY WOODLAND GRANGE PRIMARY SCHOOL	Community	375	340	55	372	372	371	373
13	WIGSTON ALL SAINTS PRIMARY SCHOOL & C.C.	Voluntary Aided	202	312	50	195	200	201	197
14	WIGSTON ST JOHN FISHER CATHOLIC PRIM SCH	Academy	200	210	30	206	214	214	219
Total			4236	4469	720	4299	4335	4333	4321

Map Ref	SCHOOL	Status	Number on Roll	Net Capacity	Admission Number	Pupil Forecast								
						2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
15	OADBY GARTREE HIGH SCHOOL	Academy	772	793	180/16	780	787	802	803	803	803	803	803	803
16	OADBY MANOR HIGH SCHOOL	Academy	890	928	232	896	933	953	937	908	881	859	838	841
17	WIGSTON MAGNA BUSHLOE HIGH SCHOOL	Academy	642	702	168/7	623	612	627	639	649	642	640	641	637
18	WIGSTON ABINGTON HIGH SCHOOL	Academy	633	684	171/42	638	641	638	634	648	652	638	636	632
19	WIGSTON MAGNA GUTHLAXTON COLLEGE	Academy	1020	1454	496	894	911	901	891	895	893	910	910	924
20	OADBY THE BEAUCHAMP COLLEGE	Academy	2136	2109	530	2207	2259	2282	2285	2285	2285	2285	2285	2285
21	SOUTH WIGSTON HIGH SCHOOL	Academy	729	840	160	863	837	804	811	803	803	803	803	803
Total			6822	7510	1418	6901	6980	7007	7000	6991	6959	6938	6916	6925

Map Ref	SCHOOL	STATUS	Number on Roll
22	WIGSTON BIRKETT HOUSE COMMUNITY SCHOOL	Academy	165

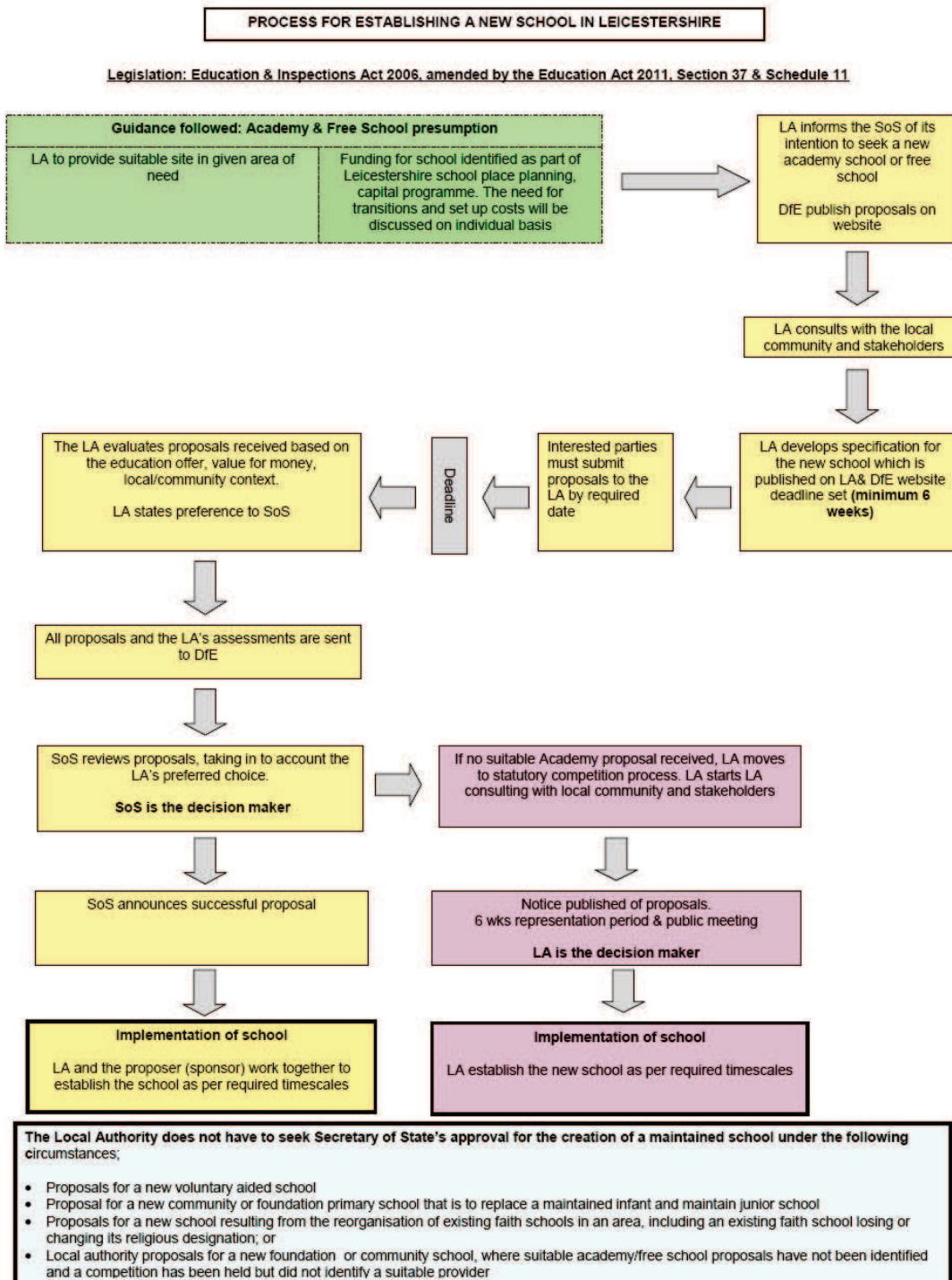
Appendix 3

Summary of Sustainable Urban Expansions

Area	School Type	No of places	Expected year of development			
			2017	2018	2019	After 2020
Bardon Grange Phase 1	Primary	315		√		
Barndon Grange Phase 2	Primary	315				√
Barndon Grange Phase 3	Primary	315				√
Barkby NE Leics Phase 1	Primary	420		√		
Barkby NE Leics Phase 2	Primary	420				√
Barkby NE Leics Phase 3	Primary	315				√
Barwell	Primary	420		√		
Castle Donington	Primary	210		√		
Earl Shilton	Primary	420			√	
Harborough	Primary	420		√		
Loughborough 1	Primary	420			√	
Loughborough 2	Primary	420				√
Lubbesthorpe Phase 1	Primary	420	√			
Lubbesthorpe Phase 2	Primary	630				√
	Secondary	930				√
North of Birstall, Broadnook	Primary	420		√		
Thurmaston Secondary	Secondary	900				√

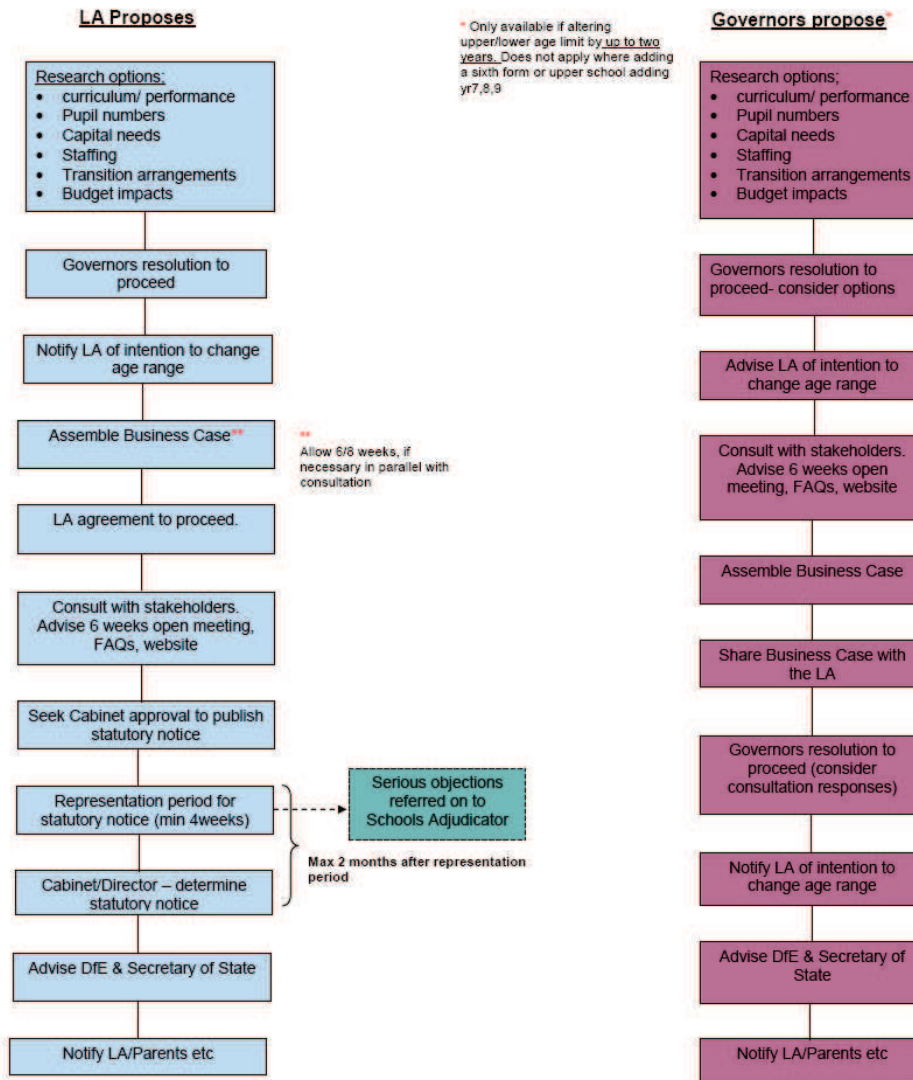
Appendix 4

Procedure for establishing new schools



Appendix 5

Statutory Procedures for Significant Changes to Maintained Schools



Age Range Changes

Where the above proposals form part of an age range change, the process will need to be aligned with consultation on any admission changes (between 1st November and the following 1st March), prior to the commencement of the admission round at the 1st September in the year preceding the effective date of change.

For example, if the effective date is 1st September 2016, and the admission round commences 1st Sept 2015, then admission consultation will need to be completed between 1st November 2014 and 1st March 2015 after the above statutory process has been followed.

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CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE

24 MARCH 2014

REPORT OF THE DIRECTOR OF CHILDREN AND FAMILY SERVICES

ENSURING EDUCATION EXCELLENCE IN LEICESTERSHIRE: LEICESTERSHIRE EDUCATION EXCELLENCE PARTNERSHIP – INTERNAL AUDIT REPORT

Purpose of report

1. To present to the Children and Families Overview and Scrutiny Committee a report summarising the outcomes of the internal audit of the Leicestershire Education Excellence Partnership (LEEP) (attached as Appendix A).

Policy framework and previous decisions

2. At its meeting on 9 April 2013, the Cabinet agreed to the development of a new policy through a partnership approach with maintained schools and academies (the LEEP).
3. On 9 July 2013 the Cabinet approved the continued development and implementation of the LEEP and agreed that the Children and Families Overview and Scrutiny Committee would provide assurance.
4. At its meeting on 9 September 2013 the Children and Families Overview and Scrutiny Committee received a report that provided further detail about the progress of the LEEP.
5. On 11 November 2013 the Children and Families Overview and Scrutiny Committee received the first monitoring report outlining the progress made in implementing LEEP. The following points arose from discussion at that meeting:
 - (i) There was a strong desire from schools to work in partnership through the LEEP. However, to ensure this continued, the operation of the LEEP would need to be supported with evidence of it achieving positive outcomes;

- (ii) The Internal Audit Service had been conducting a review to assess the County Council's approach for securing improvement through the LEEP and to ensure this was sufficiently robust;
- (iii) The £350,000 funding allocated in the County Council's Medium Term Financial Strategy in February 2013 was not a school improvement budget. Such funding had been allocated to support the development of the partnership with a view to encouraging schools to work together to secure improvements and thus making the best use of the resources now allocated directly to them for this purpose;
- (iv) Information about the LEEP had been distributed to all School Governor Chairs and briefings had been held to ensure details of the partnership arrangements were widely available;
- (v) When an academy is causing concern, neither Ofsted, nor the academy, are obliged to notify the County Council of any concerns raised following an inspection. However, the LEEP offered the opportunity for details of any concerns to be shared and addressed collaboratively. The LEEP approach supported the view that schools were best placed to support other schools experiencing difficulties.

Internal Audit Findings

6. The County Council's Internal Audit Service undertook a review of the governance and implementation of the LEEP in November 2013. The objective was to provide assurance to the Council that there are effective arrangements in place to support school improvement that ensures educational excellence across Leicestershire.
7. The audit is not intended to give assurance that the LEEP is functioning effectively; the report acknowledges that it is too early in the LEEP's existence to do this. However, the Internal Audit Service gave a rating of 'substantial assurance' for the LEEP's implementation and governance. The final report was positive about the LEEP's development and implementation, finding that there are good structures and governance in place, backed by clear principles of partnership working.
8. None of the report's recommendations were considered to have a 'high importance' rating to address a serious control weakness. The main recommendations were linked to systems and procedures.
9. The report concluded that although in its embryonic stage, there is a high level of participation and engagement with key partners and work is under way to extend the LEEP across all localities.

Conclusion

10. The Internal Audit Service has provided substantial assurance about the LEEP at this early stage of development. This report was scrutinised by the LEEP Strategic Group, which felt confident that the suggested recommendations raised were being considered and addressed appropriately (see Appendix B).

Resource implications

11. The County Council approved its budget and the Medium Term Financial Strategy at its meeting on 19 February 2014. The budget included a growth item of £350,000 to support educational excellence in Leicestershire. The budget will continue to support the release of school staff to provide collaboration through a self-supporting schools system and provide for administrative support. The Director of Corporate Resources has been consulted on the contents of this report.

Equal Opportunities Implications

12. The Education Act 1996 identifies the local authority role in ensuring that all children achieve the fulfilment of their educational potential, including the most vulnerable.

Risk Assessment

13. The risks to the County Council arising from the development and implementation of the LEEP are kept under regular review by lead officers within the Children and Young People's Service (CYPS) and are recorded in the CYPS Departmental Risk Plan.

Environmental Implications

14. None.

Circulation under the Local Issues Alert Procedure

15. The report to the Overview and Scrutiny Committee will be circulated to all Members of the County Council via the Members' News In Brief Service.

Background Papers

Report to the Cabinet on 9 April 2013 – Ensuring Education Excellence

Report to the Cabinet on 9 July – Ensuring Education Excellence

Report to the Children and Families Overview and Scrutiny Committee on 9 September 2013 – Ensuring Education Excellence in Leicestershire: Development of Leicestershire Education Excellence Partnership

Report to the Children and Families Overview and Scrutiny Committee on 11 November 2013 - Ensuring Education Excellence in Leicestershire: Performance of the LEEP Monitoring Report

Officers to contact

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Appendices

Appendix A - Outcomes of the internal audit of Leicestershire Education Excellence Partnership (LEEP)

Appendix B - LEEP Internal Audit – December 2013 Response to recommendations.

Internal Audit Report

Leicestershire County Council Children & Young People's Service

Educational Excellence in Leicestershire

December 2013



KEY PERSONNEL

Scott Brownlow

Operational Auditor

Niru Patel

Audit Manager

Neil Jones

Head of Internal Audit Service

INTERNAL AUDIT REPORT

CHILDREN & YOUNG PEOPLE'S SERVICE **EDUCATIONAL EXCELLENCE IN LEICESTERSHIRE**

DECEMBER 2013

1 INTRODUCTION

- 1.1 A review of the framework in place and associated governance arrangements for ensuring Educational Excellence within Leicestershire was undertaken as part of the Children & Young People's Service 2013/14 Internal Audit Plan.
- 1.2 The education sector is a rapidly changing landscape, primarily (but not exclusively) as a result of the academies' programme and with it a significant number of schools electing to become autonomous from the Local Authority (LA). LAs, however, retain overall responsibilities under the Education Act 2006, which places a duty on them to promote high standards in primary and secondary education and ensure that every child fulfils his educational potential. Therefore, the LA plays an important part in overseeing the quality (and sufficiency) of provision and taking the lead in brokering improvements where necessary, often through self-improvement or peer-to-peer support. The LA has, in conjunction with schools and colleges, including academies; and other partners, established the Leicestershire Educational Excellence Partnership (LEEP) to enable the local authority to meet its statutory responsibility to promote educational excellence across the whole state system.
- 1.3 The LEEP is in its embryonic stages. The first meeting of the LEEP Strategic Group was in October 2013 with the first scrutiny report being tabled at elected member level in November. Although the LEEP has established roles and responsibilities, aims and objectives, these will be kept under constant review as the Partnership continues to evolve. The purpose of this audit report is not to give assurance that the LEEP is functioning effectively – it is too early in its existence to do this – but rather to give some level of assurance that the framework that supports it is soundly based, the Partnership is properly constituted, its purpose is clearly defined and there is an adequate governance structure in place to give strategic direction, scrutiny and challenge.

- 1.4 In May 2013 OfSTED launched its framework for the inspection of local authority arrangements for supporting school improvement under section 136(1) (b) of the Education and Inspections Act 2006. Under this framework, OfSTED will evaluate how effectively local authorities discharge their school improvement functions for maintained schools and all other providers in the state funded system, for example academies and free schools.
- 1.5 Further detail as to the background to the audit can be seen in the Terms of Engagement (ToE) as shared with Gill Weston, Assistant Director – Education and Learning, Children & Young People’s Service and Nathan Odom, Programme Officer, Education Sufficiency & Performance, Children & Young People’s Service. This ToE shows the risks, scope and methodology adopted to undertake the audit. This document is available upon request.

2 AUDIT OBJECTIVES

- 2.1 The objective of the audit is to provide assurance to management that the LA has an effective School Improvement Strategy (monitoring and intervention framework) against which all schools will be judged; and that this framework serves to promote educational excellence within Leicestershire and identify and address schools causing concern as the LA seeks to fulfil its statutory duty to both ensure that there is a good supply of high quality school places and in championing the needs of children and families.

3 KEY FINDINGS AND RECOMMENDATIONS

- 3.1 This report has been prepared on an exception basis. Where items have not been reported on below, you can draw confidence that controls are operating satisfactorily. The control objectives for this audit are shown in Appendix 1.
- 3.2 For those areas audited where recommendations are being suggested to help improve controls, details are presented in the Management Action Plan. For these particular areas we have listed the controls we would expect to find in place, what was actually in place, the resulting risks and our suggested recommendation to improve controls within the system.

4 CONCLUSION

- 4.1 The LEEP is now functional and a formal strategy has been developed, ‘Striving for Success – An Inclusive Strategic Vision for Outstanding Education in Leicestershire’. Roles and responsibilities are clearly defined through Terms of Reference and other documents. Engagement with schools, academies and other key stakeholders / partners is very good. Governance is provided at two levels – within the LEEP by the Strategic Group and externally by the Children & Families

Overview & Scrutiny Committee. Only minor recommendations have been made where it is considered that systems and procedures can be improved upon.

4.2 The Council's School Improvement Service was disbanded in March 2013. It was originally anticipated that responsibility for educational excellence would lie with a new body, the Educational Excellence Board (EEB), which would begin to meet in early 2013 and be fully established by March 2013. However, as a result of discussions with schools and other partners, and a newly-formed commitment to co-producing and consulting on a proposal for an alternative solution – the Leicestershire Education Excellence Partnership (LEEP), the timescale has now changed and the first meeting of the LEEP took place in September 2013. This deferral resulted in a gap of a whole term from the closure of the School Improvement Service to the operational inception of the LEEP. During this period (April 2013 to September 2013, the LA commissioned relevant external support to ensure that statutory obligations were met pending the full implementation of the LEEP.

4.3 The LEEP, once fully functional, will have two tiers: -

LEEP Strategic Group

Three Local LEEP Excellence Networks (LENs)

The Strategic Group is responsible for the direction of the Partnership, for monitoring effectiveness, identifying need for improvement and agreeing priorities and programmes. By contrast, the LENs will play an important role in the identification of schools in need of support, the subsequent drawing up of a "Support Action Plan (SAP)" for a school and overseeing the implementation of the SAP.

It is too early in the process to give an opinion on the effectiveness of the LENs as, at the time of the audit, the LENs are not operational but this is intentional on LA's part. The LA plans to start work on the development of the LENs in the Spring 2014 term, in partnership with schools once the strategic foundations of LEEP have been laid. This said, there is the availability of support for schools (and being applied in schools now) where it is needed. Maintained schools have access to an LA appointed (and funded) Education Quality Officer if it is deemed necessary by the Assistant Director, and there is support through the Teaching Schools network for both maintained and academy schools.

As LEEP is embedded and the capacity grows in the schools system, the LA feels that it will be in a good place to start the implementation of the LENs. It is envisaged that the LA will take a leading role in the start-up of the LENs but in time the LA hopes that schools will take over the leadership and direction, and the LA will move to a role of 'strategic partner'.

- 1.6 Whilst OfSTED has new responsibilities under section 136(1) (b) of the Education and Inspections Act 2006 for the inspection of local authority arrangements for supporting school improvement it should be noted that inspection is not universal and will generally only take place where OfSTED has concerns surrounding an LA based on hard evidence (e.g. school inspection report gradings). The OfSTED framework sets out clearly what those concerns might be. This gives the LA the opportunity to effectively 'second guess' with a fair degree of confidence whether it will or will not be subject to inspection. LEEP strategies are logically and sensibly aligned to OfSTED measurables. Relevantly, a Senior HMI inspector for OfSTED has recently joined and observed one of the meetings between the LA and Teaching Schools in practice and, it is understood, was impressed with the level of cooperation and working relations between the LA and the Teaching Schools, leading to the assertion that Leicestershire's arrangements are 'not of concern' (not that this guarantees the LA that a spot inspection will not happen).

5 OPINION

Based on the answers provided during the audit and the testing undertaken, **substantial assurance** can be given that the internal controls in place to reduce exposure to those agreed risks currently material to the system's objectives are adequate and being managed effectively.

Although a number of important recommendations to bring about improvements have been made, none of these have a "high importance" rating signifying a particularly serious control weakness has been identified.

Management Agreed Action Plan

Rating

The **M** (amber background) symbol is denoted against recommendations where we consider the residual risk is significant enough to require action from management.

Ref	Expected Control or Testing Undertaken	Findings and Related Risks	Recommendation	Rating	Management Response	Responsible Officer Target Date
Control Objective: 1. The LA has an effective framework to promote educational excellence and for monitoring and intervening in schools causing concern						
6.1	The LA has a formal strategy for monitoring and intervening in schools causing concern.	<p>The LA's overall strategy is set out in the Director of CYPS's report to Cabinet of 9th July 2013 and the consultation document that preceded it. This has now been developed into a formal strategy document, 'Striving for Success – An Inclusive Strategic Vision for Outstanding Education in Leicestershire'. This is the LA's 'vision document' for securing school improvement in Leicestershire and is currently with the Creative Services Section to turn it in to a 'professional' document. It is the LA's intention to circulate a hard copy to each school as well as being accessible online, both on the LA website and on other partners e.g. Teaching Schools, Headteacher Associations etc. websites.</p> <p>No significant risk – it is acknowledged that this is an area currently in progress.</p>	Once the Creative Services Section has 'professionalised' the strategy document, it should be 'rolled out' / published as planned.	M	Agreed.	<p>Gill Weston, Assistant Director– Education and Learning, CYPS</p> <p>January 2014</p>

Ref	Expected Control or Testing Undertaken	Findings and Related Risks	Recommendation	Rating	Management Response	Responsible Officer Target Date
Control Objective: 2. There is effective governance of the (new) Leicestershire Educational Excellence Partnership (LEEP)						
6.2	The Partnership is appropriately constituted (e.g. LA officers, headteacher reps., diocesan reps., Cabinet Lead Member etc).	<p>The LEEP has two tiers: -</p> <ul style="list-style-type: none"> • LEEP Strategic Group • Local (3) LEEP Excellence Networks <p><u>LEEP Strategic Group</u></p> <p>The membership will consist of:</p> <ul style="list-style-type: none"> • Cabinet Lead Member for Education • Director of CYPS • Assistant Director, Education & Learning • Appropriate Heads of Strategy and other officers of CYPS, where necessary • All Teaching Schools • Representative of Leicestershire Primary Heads Association • Representative of Leicestershire Secondary Heads Association • School Governor representative, • Representative of Leicestershire Special School Heads Association • Representative of Further Education Colleges in Leicestershire • Chairs & Vice Chairs of each Local Excellence Network • Representative of the Anglican Diocesan Board 	In light of the concerns of the Association of Leicestershire Governors, consideration should be given to expanding membership to include a greater proportion of governors, perhaps to include all sectors (e.g. primary, special and secondary governors; LA-maintained and academy governors).	M	The LA is aware of ALG's concerns and will consider these moving forward. Represented on LEEP is Ian Knight, Service Manager, Governor Development Service who is well placed to share governor-level information through the GDS newsletters, governor briefings etc. (almost all schools and academies subscribe to the GDS). It may be more effective to cascade information to governors through the GDS that have reliance placed on just one or two individual governors.	Gill Weston, Assistant Director– Education and Learning, CYPS January 2014

Ref	Expected Control or Testing Undertaken	Findings and Related Risks	Recommendation	Rating	Management Response	Responsible Officer Target Date
		<ul style="list-style-type: none"> • Representative of the Roman Catholic Diocesan Board <p><u>Local LEEP Excellence Networks (LENs)</u></p> <p>The LENs are not yet operational but, ideally, each LEN will include:</p> <ul style="list-style-type: none"> • Primary Headteachers • Secondary Headteachers • Representative(s) of Teaching Schools <p>Whilst the membership does appear to be comprehensive, it was noted from the Association of Leicestershire Governors' (ALG) web-site some concerns by ALG that only one governor was represented on the LEEP: -</p> <p><i>The proposed Leicestershire Education Excellence Partnership (LEEP), to be set up to fill the gap left by the demise of the School Improvement Service, held a consultation meeting in June. ALG had been aware that the proposed Board had representation for one governor only. That one governor could represent almost 4,000 Leicestershire governors seemed to be totally inadequate especially as there was no mention of which phase the lonely governor might be from.</i></p> <p>The ALG has taken up this issue with the LA.</p> <p>Reputational Risk: - Governor criticisms that they are underrepresented within LEEP.</p>			[Nathan Odom, Programme Officer, Education Sufficiency & Performance]	

Ref	Expected Control or Testing Undertaken	Findings and Related Risks	Recommendation	Rating	Management Response	Responsible Officer Target Date
6.3	<p>Meetings are chaired by officers of appropriate seniority and experience.</p> <p>Meetings are adequately clerked and minuted.</p>	<p>The first meeting of the LEEP Strategic Group was on 8th October 2013. Whilst business transacted is considered to have been appropriate for a group meeting for the first time, two minor observations were made: -</p> <p>(a) The (draft) minutes confirm that a Chair and a Vice Chair were elected, but do not confirm whom;</p> <p>(b) The Terms of Reference for the Strategic Group, Section 14.1, states that, "Members should declare a personal interest in any item of the agenda before the item is discussed." The minutes of the inaugural meeting do not confirm whether attendees were indeed asked to declare any pecuniary or other interests in the business to be transacted.</p> <p>Reputational Risk: - Individuals may contribute to an agenda item that they have a vested interest in.</p>	<p>(a) The minutes for each meeting of the LEEP Strategic Group should be explicit as to which individual has chaired the meeting.</p> <p>(b) The minutes of the Group should be clear that all attendees present have been given an opportunity to declare any pecuniary or other interests as a standard agenda item each time.</p>	M	<p>Agreed – minutes will be clearer in future.</p> <p>Lesley Hagger, Director of Education, will chair the Strategic Group at first but the LA is optimistic that, in time, chairmanship will transfer to a Headteacher.</p> <p>[Nathan Odom, Programme Officer, Education Sufficiency & Performance]</p>	<p>Gill Weston, Assistant Director– Education and Learning, CYPS</p> <p>January 2014</p>

Ref	Expected Control or Testing Undertaken	Findings and Related Risks	Recommendation	Rating	Management Response	Responsible Officer Target Date
6.4	Attendance at meetings is good.	<p>Whilst appreciating fully that this was the first meeting of the Strategic Group, it was noted from the minutes that some groups/representatives were not represented at the meeting for example: -</p> <ul style="list-style-type: none"> • School Governor representative • Representative of Leicestershire Special School Heads Association (*) • Representative of Further Education Colleges • Representative of the RC Diocesan Board • Representative of the CE Diocesan Board (*) <p>(*) – apologies sent</p> <p>Reputational Risk: - The Group may not be seen as fully inclusive, or representative, if not all key partners are represented.</p>	All key group representatives should be reminded of the importance of them being represented on the Strategic Group and, in the event of not being able to attend, should be encouraged to nominate a substitute representative.	M	Agreed.	Gill Weston, Assistant Director– Education and Learning, CYPS January 2014
Control Objective: 3. Data collection methods are robust and used effectively to both identify and monitor schools causing concern						
6.5	Data is collected by the LA from a number of key sources (e.g. hard intelligence (OfSTED	<p>Much of the data captured by the LA and reported through the LEEP surrounds educational performance (e.g. attainment, OfSTED gradings).</p> <p>There is no evidence to suggest that the LA is reviewing, or indeed has the capacity to review, academies' financial statements, essentially to</p>	The LA should consider the merits of undertaking annual checks on academies' published financial statements (that should be readily accessible on academies' web-sites) to gain some assurance that each academy	M	Agreed - This will be considered.	Gill Weston, Assistant Director– Education and Learning, CYPS January 2014

Ref	Expected Control or Testing Undertaken	Findings and Related Risks	Recommendation	Rating	Management Response	Responsible Officer Target Date
	gradings, exam results, demand for places, financial data, number of exclusions); soft intelligence (e.g. parental complaints, intelligence from “armchair auditors”, comments of elected members).	<p>gain some assurance that each academy considers itself to be a ‘going concern’ moving forward and that their external auditors are in accord with this judgement. There are concerns that LAs will focus all of its attention into ensuring that academies won’t fail educationally and disregard the very real risk of financial failure. Having said that, the LA has limited powers to do no more than identify an academy with financial concerns and prompt it, maybe via the LEEP, to seek EFA assistance at the earliest opportunity.</p> <p>Financial Risk: - Financial failure of an academy, that is not on the radar of the LEEP.</p> <p>Reputational Risk: - Were an academy to fail financially and, in extreme circumstances close, the reputational damage may largely fall on the LA (e.g. difficulties in ensuring sufficiency of pupil places in remaining schools).</p>	<p>is financial stable and at the very least that each academy considers itself to be a ‘going concern’ and that their external auditors are in accord with this judgement.</p> <p>If this is, by volume, unmanageable, there may be alternative strategies, for example to check the financial standing only of those academies that have already been flagged as causing other (probably educational) concerns.</p> <p>It may be that such checks are deemed to be outside of the scope of LEEP – i.e. financial issues rather than ones of pure educational attainment – but nevertheless, financial failure should be a very real risk to the LA given its wider statutory responsibilities.</p>			

Ref	Expected Control or Testing Undertaken	Findings and Related Risks	Recommendation	Rating	Management Response	Responsible Officer Target Date
6.6	Data held is only that which the LA has a legal right to hold.	<p>A LEEP data sharing agreement has been drawn up to set out what data will be held; and how it will be held and used. At the time of the audit this agreement had not been formally adopted by all parties as it is currently in draft form with legal Services for consideration to ensure that it is legally sound.</p> <p>Legal Risk: - Breach of Data Protection legislation with regard to data security.</p> <p>Reputational Risk: - Reputational damage to LEEP (and the LA) in the event of a data security or data confidentiality breach.</p> <p>Financial Risk: - Financial consequences of any legal action (e.g. fines).</p>	Once agreed by Legal Services, the data sharing agreement should be appropriately published and shared with key stakeholders.	M	Agreed.	<p>Gill Weston, Assistant Director– Education and Learning, CYPS</p> <p>January 2014</p>
Control Objective: 5. The LA is seen to be fulfilling its legal duty to champion excellence in all schools						
6.7	The LA holds contextual information (for parental use) on all schools (e.g. performance data, admissions criteria,	The LCC web-site contains a link to DfE Performance Tables and OfSTED reports. However, this does need to be specifically searched for rather than there being hyperlinks from a specific school's information page to that specific school's performance data / OfSTED inspection reports. Furthermore, at the time of the audit the web-link to DfE Performance Tables did not work.	Consideration should be given to, rather than simply publishing generic links to the OfSTED web-site and the DfE Performance data site, linking from individual school's data pages on the LCC web-site directly to specific performance data / OfSTED reports for that particular	M	Agreed - This will be considered.	<p>Gill Weston, Assistant Director– Education and Learning, CYPS</p> <p>January 2014</p>

Ref	Expected Control or Testing Undertaken	Findings and Related Risks	Recommendation	Rating	Management Response	Responsible Officer Target Date
	OfSTED report).	Reputational Risk: - Parental criticisms that it is difficult to find any meaningful data on a school if the LA doesn't clearly signpost to it.	school. By comparison, the Leicester City Council web-site includes a link to DfE performance data and OfSTED reports for each of its schools. As an example: - http://www.leicester.gov.uk/your-council-services/education-lifelong-learning/about-schools/schools-directory/schools-directory/?entryid57=44404&q=2780037%7eBeaumont+Leys+School%7e			
6.8	The LA does not baulk at the representation of a school causing concern as such (i.e. it acts impartially to give parents the best choice possible). Conversely, the LA does not baulk at actively	The LA produces annual publications: - <ul style="list-style-type: none"> Your Guide to Primary Education in Leicestershire Your Guide to Secondary Education in Leicestershire Both are relevant for the 2013-14 academic year. School details are comprehensive, e.g.: - <ul style="list-style-type: none"> Age-range Headteacher Admission number Admissions criteria Opening times 	The LA should give consideration to whether, as part of its statutory duty to 'actively promote a diverse supply of strong schools' and in its role to act as 'champion for children, young people, parents, carers and families', it should be proactive in highlighting the best schools within the County, e.g. through comparative performance data and by publishing OfSTED gradings, direction of travel.	M	This will be considered but as you state does bring with it some operational issues that would need to be considered carefully.	Gill Weston, Assistant Director– Education and Learning, CYPS January 2014

Ref	Expected Control or Testing Undertaken	Findings and Related Risks	Recommendation	Rating	Management Response	Responsible Officer Target Date
	<p>promoting (“championing”) high performing schools in an area to parents.</p>	<ul style="list-style-type: none"> • Web-site • Contact • Etc. <p>It is noticeable, however, that the documents do not provide any performance information (e.g. KS points scores, GCSE results) or indeed the latest OfSTED grading. It could, therefore, be argued that the LA is ‘sitting on the fence’ with regard to parental choice rather than proactively encouraging parents to apply to the best schools.</p> <p>Reputational Risk: - Parental criticisms that the LA is failing to effectively champion their cause by not clearly publicising (what are perceived to be) the best schools in the County.</p>	<p>It is acknowledged that such proactive measures, however well intentioned, bring with it a risk of conflict with some categories of school (e.g. poorer schools or schools that dispute OfSTED gradings).</p>			

APPENDIX 1

System Control Objectives

SCO1 – The LA has an effective framework to promote educational excellence and for monitoring and intervening in schools causing concern

SCO2 – There is effective governance of the (new) Leicestershire Educational Excellence Partnership (LEEP)

SCO3 – Data collection methods are robust and used effectively to both identify and monitor schools causing concern

SCO4 – The LEEP’s work is fully demonstrable to external assurance / inspection sources

SCO5 – The LA is seen to be fulfilling its legal duty to champion excellence in all schools

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LEEP Internal Audit – December 2013
Response to recommendations

Expected Control or Testing Undertaken	Recommendation	Strategic Group Response
1. The LA has a formal strategy for monitoring and intervening in schools causing concern.	Once the Creative Services Section has 'professionalised' the strategy document, it should be 'rolled out' / published as planned.	Due to be sent out to all schools – Feb 14
2. The Partnership is appropriately constituted (e.g. LA officers, headteacher reps., diocesan reps., Cabinet Lead Member etc).	In light of the concerns of the Association of Leicestershire Governors, consideration should be given to expanding membership to include a greater proportion of governors, perhaps to include all sectors (e.g. primary, special and secondary governors; LA-maintained and academy governors).	Strategic group concluded that GDS provides good representation for governors and increased representation would not be necessary. LEEP seminar feedback indicated that governors were satisfied with arrangements
3. Meetings are chaired by officers of appropriate seniority and experience. Meetings are adequately clerked and minuted.	The minutes for each meeting of the LEEP Strategic Group should be explicit as to which individual has chaired the meeting. The minutes of the Group should be clear that all attendees present have been given an opportunity to declare any pecuniary or other interests as a standard agenda item each time.	Strategic group agreed that arrangements for Chairing the meetings need to be outlined in minutes
4. Attendance at meetings is good.	All key group representatives should be reminded of the importance of them being represented on the Strategic	Agreed – all groups have been represented at meetings

Appendix B

	Group and, in the event of not being able to attend, should be encouraged to nominate a substitute representative.	
5. Data is collected by the LA from a number of key sources (e.g. hard intelligence (OfSTED gradings, exam results, demand for places, financial data, number of exclusions); soft intelligence (e.g. parental complaints, intelligence from “armchair auditors”, comments of elected members).	<p>The LA should consider the merits of undertaking annual checks on academies’ published financial statements (that should be readily accessible on academies’ web-sites) to gain some assurance that each academy is financial stable and at the very least that each academy considers itself to be a ‘going concern’ and that their external auditors are in accord with this judgement.</p> <p>If this is, by volume, unmanageable, there may be alternative strategies, for example to check the financial standing only of those academies that have already been flagged as causing other (probably educational) concerns.</p> <p>It may be that such checks are deemed to be outside of the scope of LEEP – i.e. financial issues rather than ones of pure educational attainment – but nevertheless, financial failure should be a very real risk to the LA given its wider statutory responsibilities.</p>	Strategic group considered this recommendation and agreed that this is beyond the current remit of LEEP. Where concerns such as this are raised, they will be addressed by the local authority and the Education Funding Agency (EFA)
6. Data held is only that which the LA has a legal right to hold.	Once agreed by Legal Services, the data sharing agreement should be appropriately published and shared with key stakeholders.	Final amendments to be agreed then circulated – Feb 14
7. The LA holds contextual information (for parental use) on all schools (e.g. performance data,	Consideration should be given to, rather than simply publishing generic links to the OfSTED web-site and the DfE Performance data site, linking from individual school’s data pages on the LCC web-site directly to specific performance data / OfSTED reports for that particular school.	Strategic Group believes that there is sufficient information in the public domain for parents and carers to make an informed choice about where their child goes to school.

<p>admissions criteria, OfSTED report).</p>		
<p>8. The LA does not baulk at the representation of a school causing concern as such (i.e. it acts impartially to give parents the best choice possible).</p> <p>Conversely, the LA does not baulk at actively promoting (“championing”) high performing schools in an area to parents.</p>	<p>The LA should give consideration to whether, as part of its statutory duty to ‘actively promote a diverse supply of strong schools’ and in its role to act as ‘champion for children, young people, parents, carers and families’, it should be proactive in highlighting the best schools within the County, e.g. through comparative performance data and by publishing OfSTED gradings, direction of travel.</p> <p>It is acknowledged that such proactive measures, however well intentioned, bring with it a risk of conflict with some categories of school.</p>	<p>Strategic Group believes that there is sufficient information in the public domain for parents and carers to make an informed choice about where their child goes to school.</p> <p>Recent examples indicate current approach is working well.</p>

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CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE

24 MARCH 2014

REPORT OF THE CHIEF EXECUTIVE AND THE DIRECTOR OF CHILDREN AND FAMILY SERVICES

QUARTER 3 2013/14 PERFORMANCE REPORT

Purpose of Report

1. The purpose of this report is to present the Overview and Scrutiny Committee with an update of Children and Families performance at the end of quarter 3 of 2013/14.

Policy Framework and Previous Decisions

2. Children and Families performance is reported on a quarterly basis to members of the Children and Families Overview and Scrutiny Committee. The previous report covered performance to quarter 2 of 2013/14.

Background

3. The report includes performance commentary on the department's key priorities, which are aligned with the current Enhancing Children's Lives outcome area of the Sustainable Community Strategy and the Departmental Service Plan.
4. A new Leicestershire County Council Strategic Plan is currently being prepared in light of the recent Medium Term Financial Strategy (MTFS) 2014-18 changes. It is intended that a draft will be presented to the Scrutiny Commission on 30 April and then to County Council for approval in May. The approach to performance reporting will be revised following the agreement of the Strategic Plan, and the key priorities and targets up to 2018.
5. The performance dashboard (attached as Appendix A) is based on the key performance measures for Children and Families for 2013/14. These are reviewed annually against the Departmental Service Plan and the Council's strategic priorities to ensure the key priorities of both the Department and Council are reflected.
6. The dashboard includes a mixture of national and statistical neighbour measures.
7. The report aims to focus on new and changed data relevant to the Children and Young Peoples Service. Some indicators which will not change until 2015 have been omitted, whilst new relevant data has been included. Therefore, previously reported Education performance data has been omitted and replaced by new data regarding children eligible for Free School Meals and School Inspection data.

8. The format of the current Children and Young People's Service performance dashboard is unaltered for Quarter 3, as conversations continue in regards to future reporting. This will be influenced by the development of Children and Young People's Service Business Plans and Strategic Plans that is currently taking place.
9. The figure for Care Leavers in Employment, Education or Training (EET) is an in-year figure as provided by Prospects. This is taken from the Prospects database, a different source to the official end-of-year figure submitted by Social Care (which is taken from Framework-I or other Social Care records). Therefore, a comparison between the two sources may not be like-for-like.
10. Work is also underway to develop the Early Help performance framework which is planned to be implemented for Quarter 1 2014/15.
11. Other performance work is focussed on providing greater business intelligence to support the work of the Leicestershire Education Excellence Partnership (LEEP). Current work includes children eligible for free school meals (at Key Stage 2 and 4) and post-16 performance.

Performance Update

12. From 4 sub-outcome areas, 2 are green and 2 are amber.
13. The sub-outcome area '*Young People in Leicestershire enjoy high morale and self-esteem*' has moved to green to reflect the positive picture presented by a recent Children's Society wellbeing report.
14. From 8 measures that have quarterly figures, 2 have an upward trend, 4 have declined, 1 has no significant change and 1 has no performance ranking. The measures with a declining trend are as follows:
 - '*Child protection plans lasting 2 years or more*' has increased to 5.7% from 4.3% in Q2;
 - '*Child protection cases reviewed within timescales*' has fallen from 100% to 98%. However, this is due to 5 cases being recorded 1 day outside the time scales, as is seen as an administrative issue rather than a reflection of practice;
 - '*Stability of placements*' – number of moves rose to 7% from 5.3%, but remains comfortably below available comparisons;
 - '*Initial assessments for children's social care carried out within timescales*' declined to 55% from 57% and remains in the bottom quartile of local authorities.
15. From 12 measures that have a national benchmark, 1 is in the top quartile, 5 are in the second quartile, 5 are in the third quartile and 1 is in the bottom quartile.
16. From 17 measures that have a statistical neighbour benchmark, 9 are above the statistical neighbour average, 7 are below and 1 is equal. The most recent statistical neighbour data has been used in all cases.
17. New education data for Children in Care and children eligible for free school meals (FSM) was made available during quarter 3.

Children in Leicestershire are Safe

18. There was little movement of data in the Social Care and Safeguarding indicators. The only movement of note was a rise in the number of Child Protection Plans lasting 2 years or more. The figure rose from 4.3% to 5.7% and would move Leicestershire down from the 1st quartile to the 2nd by the 2012 national comparisons available during Q3.

Children in Leicestershire Achieve (vulnerable children)

19. Key Stage 2 achievement for Children in Care is similar to 2012 when numbers are considered. 8 out of 13 children achieved L4 in Maths, compared to 9 out of 14 in 2012. Achievement of L4 in Reading, Writing and Maths was 6 out of 14. No comparable figure exists for 2012 due to English now being split into Reading and Writing.
20. The number of Children in Care achieving 5 GCSEs (inc. English and Maths) was 3 from a cohort of 33. This represents 9.09%. By comparison, the 2012 figure was 4 from a cohort of 30. Achievement of any 5 GCSEs A*-C was 21.2% (7 young people) and 5 A*-G 69.7% (23 young people).

Children in Leicestershire Achieve (all children)

21. For Free School Meal eligible children - achievement of 5 or more A*- C grades at GCSE (inc. English and Maths) is 32.7% compared to 41.2% nationally. This is an increase on the 2012 figure of 29.4% for Leicestershire.
22. For Free School Meal eligible children - achievement of Level 4 or above in Reading, Writing and Maths at Key Stage 2 is 57.2% compared to the national average of 64%. This is 2.3% lower than the 2012 figure of 59.5%.
23. The corporate performance team are currently supporting the Department by analysing FSM attainment and achievement. This considers if the expected progress is made, the composition of the group and how children in Leicestershire compare to national performance.
24. The '*secondary school persistent absence rate*' figure for all pupils is 7.3%. This is a 0.9% improvement compared to 2012 (pupils who have missed 46 or more half days).

Young people in Leicestershire enjoy high morale and self esteem

25. The Children's Society visited County Hall to provide additional commentary to their wellbeing survey of Leicestershire children and young people. The results of a Children's Society survey of 2,500 young people in Leicestershire showed that children in Leicestershire have similar levels of well-being to the national picture and the majority of Leicestershire children are satisfied with their lives.

Conclusion

26. This report provides an update on Children and Families performance as at the end of quarter 3 of 2013/14. Progress will continue to be monitored with particular focus on statutory social care indicators.

Equal Opportunities Implications

27. There are no specific equal opportunities implications to note as part of this performance report.

Circulation under Local Issues Alert Procedure

28. None.

Background papers

None.

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Appendices

Appendix A – Children and Families Department performance dashboard for quarter 3, 2013/14

Children and Young People Performance FY2013/14 Q3

SCS Outcome	Overall Progress RAG	Overall Comment
Children in Leicestershire are Safe	G	Timeliness of Child Protection case reviews has dipped below 100% due to a technicality and is not an area for concern. Measures for the outcome are generally in line with statistical neighbours. Early Help performance measuring is being progressed and will be developed to support the outcome.
Children in Leicestershire achieve (Improved Outcomes for Vulnerable Children)	A	Education achievement for Children in Care was broadly similar to 2012 at both Key Stage 4 and Key Stage 2. KS2 performance matches or exceeds national standards, whilst KS4 is below. The other notable change within the section saw a rise in Care Leavers in Education, Employment and Training. However, the data was taken from a different source to previous figures - the Prospects database.
Children in Leicestershire achieve (Improved outcomes for All Children - Context Reporting)	A	Pupil Premium performance is still high on the government agenda and children eligible for Free School Meals are the bulk of this group. Children in Leicestershire eligible for FSM perform significantly below national averages. The number of schools in Leicestershire rated Good or Outstanding by Ofsted is above the national average.
Young people in Leicestershire enjoy high morale & self esteem	G	A well-being survey of 2,500 Leicestershire children was conducted by the Children's Society. It concluded that the majority of Leicestershire children are satisfied with their lives, proportionally similar to England as a whole. An anti-bullying survey was conducted across Leicestershire schools during November - any findings are yet to be released.

Children and Young People Performance FY2013/14 Q3

Outcome	Supporting Indicators	Latest Data	Current Direction of Travel	Trend / chart	Status RAG	National Benchmark (Quartile)	SN Benchmark
Children in Leicestershire are Safe	Core assessments for children's social care that were carried out within 35 working days of their commencement	71.0% FY2013/14 Q3	→		A	3	71.8
	Child protection plans lasting 2 years or more	5.7% FY2013/14 Q3	↓		A	2	6.38
	Child protection cases which were reviewed within required timescales	98.0% FY2013/14 Q3	↓		G		98.65
	Children becoming the subject of a Child Protection Plan for a second or subsequent time	13.7% FY2013/14 Q3	↑		A	3	12.79
Children in Leicestershire achieve (Improved Outcomes for Vulnerable Children)	Stability of placements of looked after children: number of moves	7.0% FY2013/14 Q3	↓		G		12.4
	Stability of placements of looked after children: length of placement	67.9% FY2013/14 Q3	↑		A	3	66
	Children in care reaching level 4 in Reading, Writing and Maths at Key Stage 2	6/13 Summer '13					
	Children in care reaching level 4 in Maths at Key Stage 2	8/13 Summer '13	→		G		57.7
	Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	3/33 Summer '13	↓				14.7
	Care leavers in employment, education or training (Prospects)	75% Nov-13	↑		G		47.9
	Care leavers in suitable accommodation	87% 2012/3			A	3	85.5
	Timeliness of placement of looked after children for adoption	74% 2012/13			A	2	78.2
	Initial assessments for children's social care carried out within 10 working days of referral	55% FY2013/14 Q3	↓		R	4	75
	Referrals to children social care going on to initial assessment	80.0% FY2013/14 Q3					80.7
	16 to 18 year olds who are not in education employment or training (NEET)	3.5% Nov-13	→		G	1	4.9
	Participation of 17 year-olds in education or training	94.8% Nov-13					
Children in Leicestershire achieve (Improved outcomes for All Children - Context Reporting)	FSM Achievement of 5 or more GCSE A*-C (inc Eng and Maths)	32.70% Summer '13	→		R		
	FSM KS2 Achievement of L4 Reading, Writing and Maths	57.2% Summer '13	↓		R		
	Leicestershire schools rated Good or Outstanding (All)	81.5% Nov-13			G	2	79
	Leicestershire schools rated Good or Outstanding (Primary)	84.5% Nov-13			G	2	80
	Leicestershire schools rated Good or Outstanding (Secondary)	70.4% Nov-13			A	3	72
	Secondary school persistent absence rate	7.3% Summer 13	↑		A	2	7.3