



Commissioning of Places Strategy

Growth and Capital Investment in South Gloucestershire Schools

2019 – 2023

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Glossary of Terms

1. What is the Commissioning of Places Strategy?

The Commissioning of Places Strategy pulls together the information required to form a strategic view of the need for school places across South Gloucestershire. It provides a summary analysis of current provision, identifies gaps and over-provision and sets out how the LA intends to address these. Specifically, the strategy provides a revised and updated policy framework for considering the following:

- statutory proposals, (opening, closing and defining the size and organisation of schools);
- planning and commissioning new school provision;
- supporting the development of school organisation change including informal and formal school partnership arrangements which support school to school improvement and make efficient use of resources

To be effective, the commissioning process must begin with a thorough understanding of the needs and aspirations of the local community. It requires the strategic planning of services based on an analysis of need, a set of policies and principles by which decisions will be made and well-defined processes for the implementation of proposals. Together these components make up the key requirements of a good commissioning process and provide a structure for this strategy. The strategy therefore sets out:

- demographic trends in South Gloucestershire including a summary of new major house building planned in South Gloucestershire;
- details of current school and post-16 provision;
- an analysis of the impact of demographic changes on current provision – surplus places/deficit of places. The data is used by the Local Authority and its partners to inform decision making;
- emerging proposals for future provision of places for children and young people in South Gloucestershire. This includes both mainstream places and the need for additional specialist places;
- guiding policies and principles upon which decisions will be informed;
- details of the Council's strategy for capital investment in schools to secure a place for every child in a safe and well-maintained school.

Who is the Strategy for?

The strategy is intended to help key stakeholders and partners in Children and Young People's Services, including the Local Authority, schools, governors, parents, the churches, local communities, business, and other providers of education, to understand what school places are needed in South Gloucestershire, now, and in the future, and how they will be provided.

2. The Role of the Local Authority in Commissioning Places

Education is at the heart of the government's agenda and is a top priority for South Gloucestershire Council. The national policy context is framed around a school-led system characterised by freedom and autonomy. The Council is pragmatic about the legal status of schools and continues to work successfully in partnership with leaders of all schools. Importantly, the Council has played a pivotal role in brokering partnerships between schools to share expertise, pool resources and provide support and challenge in raising standards. Specifically, working with headteachers and governing boards, a locally agreed approach has been the key to implementing a programme of expansion of local school provision in response to rising birth rates in recent years. Sufficient school places in South Gloucestershire have been achieved by the expansion of existing voluntary aided schools, community schools/academies and special schools and through the commissioning of new academies and free schools both mainstream and special. The Council has recently published a Small and Rural Schools Strategy and working with all schools, seeks to enable and support school organisation change linking very closely with the Council's work to support Schools in Financial Difficulty.

This work reflects that Local Authorities have a continuing responsibility to secure sufficient primary and secondary school places for local children. Local authorities are in a unique position best to understand the needs of their local areas and this is reflected in their continued role acting as strategic leader in the commissioning of school places. As commissioner of schools, working in partnership with other stakeholders, the Local Authority must:

- work with school leaders to respond to changing demographic trends and assess opportunities and threats in order to secure sufficient places and encourage appropriate sustainable models of school organisation;
- decide where schools are needed (including mainstream and special schools);
- identify land and plan for the future expansion of schools where practicable;
- draw up detailed specifications for new schools;
- identify capital funding for the provision of school places.

This will ensure that the Council meets its objectives to:

- raise standards and support school improvement in South Gloucestershire;
- provide safe, secure, accessible and fit for purpose learning environments;
- balance supply of provision with demand;
- broker sensible solutions for shared use of accommodation;
- continue to work with schools and groups of schools to explore options for expansion, contraction, collaboration and re-organisation;
- adopt a pragmatic approach to issues of legal school status including Academies, Trust Schools and Free Schools;
- respond to new housing development by seeking Section 106 and Community Infrastructure Levy (CIL) contributions from developers, as appropriate, to provide the educational infrastructure necessary to serve new and growing communities;
- follow the DfE's Free School Presumption Process to commission new school provision demonstrating transparency in decision making;
- continue to support the provision of denominational schools as part of the overall provision of school places;

- manage the Council's statutory responsibilities to secure sufficient school places and at the same time provide sufficient childcare places for 2, 3 and 4 year olds in line with the Childcare Sufficiency Assessment;
- consult all stakeholders on proposals for new or changed school provision.

What did we deliver as part of last year's Strategy?

Proposals delivered as part of last year's Commissioning of Places Strategy 2018-2022 include:

- 470 additional Reception class places in 2018. This was achieved through annual increased admission numbers across 18 existing primary schools;
- 60 additional places were made available in 2 secondary schools each providing an additional class of 30 Year 7 children;
- Commissioned Endeavour Academy Trust to establish the new Charlton Wood primary academy school at Charlton Hayes providing a total of 420 places. The school opens in September 2019;
- Commissioned Enable Trust to establish a new Specialist School with 112 places for children with Severe Learning Difficulties with a diagnosis of autism following a successful free school bid to central government. The new school will be funded from central government and is currently in the planning.
- Delivering additional specialist school places using the Special Provision Fund awarded by central government to increase specialist place provision. The Council has already delivered one of three major projects. The Chase opened in September 2018 and provides 25 places for students with moderate to severe learning difficulties. Projects currently in the delivery stages include the expansion of New Horizons Learning Centre to provide an additional 14 Key Stage 2 places for children with Social, Emotional and Mental Health needs and a new nursery facility at Warmley Park Special School providing 8 places for children with Severe Learning difficulties;
- continued the dialogue with headteachers and governing bodies of small and rural schools to help encourage school partnerships/ collaborations as part of a strategy to help respond to declining demand for school places and associated budget reductions;
- successful bid from Cabot Learning Federation for a new school as part of the government's Wave 13 Free Schools Programme to establish a new primary school on the former Grange School site at Warmley;
- continued the investment in school buildings to address top priority condition and maintenance works.

16-19 and post 19 Education

Local Authorities are the single point of accountability for all 0-19 Children's Services and are key to the commissioning, planning, coordination and integration of services in their area. This will require much greater coherence in the services for young people than currently provided and depends on local authorities taking the lead in making sure young people have access to high quality learning opportunities, including entitlements to Apprenticeships.

3. Demographics & Growth in South Gloucestershire

South Gloucestershire currently has a total resident population estimated at around 282,600 (Office for National Statistics mid-year estimates 2018). The growth in population is expected to continue with an estimated increase of 2,500 people per annum. South Gloucestershire has a 0-19 population of around 65,300; this makes up approximately a quarter of the total population. The number of 0-19 year olds is projected to increase by 6,500 over the next 16 years. This continues the trend of a relatively fast growing population and is further evidenced by growing demand for both primary and secondary school places. Growth in demand for primary school places (covering the 4-11 age range) is projected over the coming 5 year period with the Reception cohort expected to increase from 3,300 to 3,600 by 2023 (this is a 9% increase on current figures). Higher numbers continue to feed through into the secondary phase (covering the 7-18 age range) with larger Year 7, Year 8 and Year 9 cohorts.

Major new house building proposed across South Gloucestershire is also boosting demand for both primary and secondary school places. In recent years, (since 1991) the level of growth in South Gloucestershire has given rise to 18,000 homes and the creation of some 30,000 jobs. The scale of growth brings with it major challenges with a significant pressure for more housing and development and pressure more generally on South Gloucestershire's infrastructure including schools.

The Council's vision for development up to 2027 is set out in the Core Strategy. The Strategy makes provision for a total of 28,000 new homes. The Council is pursuing the necessary financial contributions from developers for the provision of additional school provision as required, though the timing, mix and location of new housing will be critical in determining what new school provision should be provided and where. The Council is reassessing its plans and approach to new development beyond the Core Strategy and this follows the outcome of the examination of the Joint Spatial Plan during 2019.

The Council will continue to work with developers to ensure that new communities have access to local educational provision in accordance with local and national policy. The number of additional secondary school places required in the long term, depends on the timing and mix of respective developments and the surpluses in schools within a 3 mile radius of the development four years ahead of the date of providing the figures. History and evidence show that the pupil yield from any development typically reaches a peak some 10-15 years after development completion. At the same time, developments generate additional demand for school places within the first year. The challenge is to ensure that the provision of additional school places is in line with increasing demand arising from completion and occupation of dwellings though at the same time ensure existing local school provision is sustainable.

4. Pre-School Numbers in South Gloucestershire

Numbers of Pre-School Age Children

For the purposes of pupil place planning South Gloucestershire Council collects the data for the pre-school population using the Area Health Authority's (AHA) data of GP registrations. The data are broken down by age group and are used to inform the pupil number projections at primary level. The table below compares AHA data (as at August 2018) with the reception number projections for infant and primary schools (2018 based projections for 2019 onwards).

AHA Data of GP Registrations as at August 2018

Age	Reception Year	AHA	Projection
4-5	2018	3390	3315
3-4	2019	3381	3379
2-3	2020	3300	3411
1-2	2021	3273	3514
0-1	2022	3180	3539

The data indicate that each cohort of pre-school age children is approximately 3,300 until 2022 when the number is expected to fall by c. 100 children. While in previous years the pupil projections have been in line with the AHA data, the updated pupil projections indicate a year on year increase in demand with no corresponding fall in numbers in 2022. At a time of growth in populations, this is likely to reflect the following:

- There is a data lag with the AHA data which means that in-year movers are not included in the figures
- The projections take account of parental preference which include the demand generated from out of authority resident children
- The projections include numbers attending new schools and are thus more dynamic in factoring in growth of the primary population

The differences between these data prompt further scrutiny in order to inform the projections methodology. It will be important to understand if the AHA data are reliable to enable the Council to continue to reliably plan effectively to meet the needs of the local populations.

Details of pre-school provision to meet demand from the pre-school population are contained in the Local Authority's Childcare Sufficiency Assessment available on the Council's website.

5. Primary School Provision in South Gloucestershire

This section sets out the current provision of primary school places in South Gloucestershire i.e. the supply of places. The section that follows this provides details on the demand for primary school places.

There are currently 23,561 primary school aged pupils on roll across 96 Infant, Junior and Primary schools in South Gloucestershire (Autumn School Census 2018). Just over 10% of primary schools are voluntary aided and there is an equal split (approximately 30% each) between the number of voluntary controlled schools, academies and community schools. Of the academies there, are 2 all through schools with primary phases. Denominational provision includes Roman Catholic, Church of England and Church of England/Methodist schools. 5 primary schools offer specialist facilities for children with special educational needs which includes the newly commissioned specialist unit at Lyde Green Primary School for children with severe learning difficulties.

South Gloucestershire has a total of 96 primary phase schools. The legal status of these schools is set out in the table below.

Profile of primary phase schools in South Gloucestershire by legal status

	Community Schools	Voluntary Controlled Schools	Voluntary Aided Schools	Academies	Total Schools
Infant age 4- 7	6	1			7
Junior age 7-11	5	2			7
Primary age 4-11	32	26	10	12	78
Primary Phase* in all through schools				2	3
Total Schools	43	29	10	14	96

See Glossary of Terms for Definition of Types of Schools

Paired Infant and Junior Schools (7)

Infant 4-7	Junior 7-11	Status
Crossways Infant	Crossways Junior	Community
Broadway Infant	Ridge	Community
Raysfield Infant	Raysfield Junior	Community
Bromley Heath Infant	Bromley Heath Junior	Community
Christchurch Infant	Christchurch Junior	Voluntary Controlled
St Stephen's Infant	St Stephen's Junior	Community/Voluntary Controlled
Samuel Whites Infant	Hanham Abbots Junior	Community

Voluntary Controlled Primary Schools (29 schools)

School	Denomination	Phase
Almondsbury	Church of England	Primary
Christchurch Infant, Downend	Church of England	Infant
Christchurch Junior, Downend	Church of England	Junior
Christchurch Primary, Hanham	Church of England	Primary
Frampton Cotterell	Church of England	Primary
Frenchay	Church of England	Primary
Hawkesbury	Church of England	Primary
Iron Acton	Church of England	Primary
Mangotsfield	Church of England	Primary
Manor	Church of England	Primary
Marshfield	Church of England	Primary
Old Sodbury	Church of England	Primary
Oldbury-on-Severn	Church of England	Primary
Olveston	Church of England	Primary
Pucklechurch	Church of England	Primary
Rangeworthy	Church of England	Primary
St.Andrew's Cromhall	Church of England	Primary
St.Anne's Oldland	Church of England	Primary
St.Barnabas	Church of England	Primary
St.Chad's Patchway	Church of England	Primary
St.Helen's	Church of England	Primary
St.John's Mead	Church of England	Primary
St.Michael's, Stoke Gifford	Church of England	Primary
St.Michael's, Winterbourne	Church of England	Primary
St.Peter's	Church of England	Primary
St.Stephen's Junior	Church of England	Junior
Tortworth	Church of England	Primary
Trinity	Church of England	Primary
Wick	Church of England	Primary

Voluntary Aided Primary Schools (10)

School	Denomination	Diocese
Christ the King	Roman Catholic	Clifton
Holy Family	Roman Catholic	Clifton
Holy Trinity	Church of England	Bristol
Horton CE VA	Church of England	Gloucester
Our Lady of Lourdes	Roman Catholic	Clifton
St. Augustine's	Roman Catholic	Clifton
St. Mary's Thornbury	Church of England	Gloucester
St. Mary's Yate	Church of England	Bristol
St. Mary's - Bradley Stoke	Roman Catholic	Clifton
St. Paul's	Roman Catholic	Clifton

Academies (10)

School	Status	Trust
Callicroft Primary	Academy	Olympus Academy Trust
Charborough Road Primary	Academy	Olympus Academy Trust
Charlton Wood Academy	Academy	Endeavour Academy Trust
Charfield Primary	Academy	Castle Schools Education Trust
Filton Hill Primary	Academy	Olympus Academy Trust
Lyde Green Academy	Academy	Castle Schools Education Trust
Meadowbrook Primary	Academy	Olympus Academy Trust
Severn Breach Primary	Academy	Castle Schools Education Trust
Stoke Lodge Primary	Academy	Olympus Academy Trust
The Meadows Primary	Academy	Wellsway Multi Academy Trust
Woodlands Primary	Academy	Greenshaw Learning Trust
Wallscourt Farm Primary	Academy	Cabot Learning Federation

All through School Provision

School	Status	Trust
Bradley Stoke Community (Primary Phase)	Academy	Olympus Academy Trust
King's Oak Academy (Primary Phase)	Academy	Cabot Learning Federation

6. Primary Phase Pupil Numbers/Projections - Current Trends

The number of admission applications for Reception school places in 2019 was approximately 3,380. This is a slight increase on last year and marks the start of further projected growth in demand for primary school places.

This is a departure from national trends which indicate demand for primary school places has slowed. Further pressure for places will present a challenge given the extensive programme of expansion across the primary phase implemented year on year since 2009. In the period 2009 – 2019 the Council has provided an additional 4010 Reception class places. This means that options to continue to expand existing schools in growth areas are limited. The Council will review the position as updated data and information becomes available. This will help to verify the upward trend and prompt further proposals to increase the availability of places as appropriate.

A summary analysis of the pupil projections is set out below for each of the 7 planning areas. Details of the number of places available is compared with demand in the Reception cohort and an associated surplus/deficit figure is indicated for the reception cohort. Maps of each area and sub-area projections are set out in Appendix 1.

Thornbury (Area 1)

		Surplus	Year	4	5	6	7	8	9	10	Total
Area 1	410	-71	2018	339	341	336	359	377	375	377	2504
	410	-40	2019	370	348	352	342	366	385	383	2546
Initial Offers	410	-45	2020	365	380	359	361	349	375	395	2584
	410	-74	2021	336	373	391	365	366	358	384	2573
	410	-61	2022	349	343	382	399	370	376	365	2584
	410	-53	2023	357	355	351	387	404	374	382	2610

The number of surplus places across the Reception cohort is equal to just over 1 class in 2019 in schools across Area 1. The pupil projections indicate demand for reception class places will fluctuate over the coming period with a peak in numbers in 2019. A dip in demand is projected in 2021 when numbers across the Reception cohort are around 330. Surpluses are likely to be at or above 25% in this year. There are variations in demand for places across the sub planning area. Notably, the demand for places in Thornbury is increasing and there is pressure for local school places arising from new house building. It will be a challenge to respond to increased demand while minimising surplus places and ensuring all schools remain sustainable in the short to medium term.

Note: It is important to note that the pupil projections are generated using data obtained from the Area Health Authority of GP registrations and while some level of demand generated by new house building is layered into the pupil projections model (taking account of dwellings completed and occupied as recorded in the Residential Land Survey), the full impact of development cannot be included. This is because the developer build out rate will help to determine when new homes will be occupied and subsequent to this, when children of primary school age are likely to require school places. This typically spans a 10-year period.

It is anticipated that pupils generated by new house building over the next 2-3 years will be accommodated at existing primary schools across Thornbury Town. Pupil yield analysis indicates that additional places will be required, though the exact timing of these depend on a range of indeterminate factors. Given the uncertainty over the timing, the Council is currently working towards the provision of additional provision in the short to medium term in order to achieve expansion at a future date. In the longer term, the Council will need to look at options to expand the school estate though is unlikely that existing schools in Thornbury will have the capacity to expand further.

Yate and Chipping Sodbury

		Surplus	Year	4	5	6	7	8	9	10	Total
Area 2	567	-52	2018	515	493	563	514	491	497	492	3565
	555	-48	2019	507	522	493	565	513	491	502	3593
	548	-77	2020	471	518	527	499	570	517	500	3602
	548	-14	2021	534	480	521	533	504	576	526	3674
	548	-43	2022	505	539	483	526	537	507	581	3678
	548	-22	2023	526	511	540	487	526	538	512	3640

Demand for places varies across Yate and Chipping Sodbury and numbers overall are projected to fluctuate between 2019 – 2023. In particular, Reception class places over the next 4 years are equal to capacity and/or there is a deficit of places in sub areas 2B, 2D, 2E and 2F. There is a surplus of places in sub areas 2A, 2C and 2G. There is a projected surplus of Reception class places across the planning area and this means that there are sufficient places overall. It is not anticipated that there will be any need to increase the supply of places at existing schools within this plan period. Details of the sub area projections are set out in the Appendix.

The impact of new housing development set out in the Core Strategy generates the requirement for new school provision at North Yate New Neighbourhood. It is expected that the first of the new schools will be planned within this plan period. The Council will review its requirements in line with changes to the type of dwellings, the mix and build-out schedule for each development. The Council has instructed initial work to consider the suitability of the site reserved for new school provision and this will utilise t Section initial Section 106 funding already received.

Frenchay, Winterbourne and Frampton Cotterell

	AN	Surplus	Year	4	5	6	7	8	9	10	Total
Area 3	230	-5	2018	225	241	238	248	244	210	227	1633
	245	-21	2019	224	230	244	242	252	246	212	1650
	255	-31	2020	224	229	233	247	248	254	248	1683
	255	-54	2021	201	229	231	236	253	251	254	1655
	255	-19	2022	236	208	231	236	243	257	252	1663
	255	-26	2023	229	243	211	237	242	245	257	1664

Demand for places is varied across the sub areas though numbers are projected to remain steady over the coming years with a slight dip in 2021. Surplus places are roughly equal to one class in 2019 and 2020 and are mainly concentrated in sub area 3C covering Hambrook and Winterbourne. In some years, demand is equal to supply in Frenchay and Frampton Cotterell. The figures exclude the impact of proposed new house building at this stage.

Filton, Patchway, Bradley Stoke and Stoke Gifford (Area 4)

	AN	Surplus	Year	4	5	6	7	8	9	10	Total
Area 4	885	-138	2018	747	788	776	792	778	775	728	5384
	890	-129	2019	761	748	789	779	791	779	774	5421
	890	-81	2020	809	768	752	796	784	794	782	5485
	890	-58	2021	832	820	778	764	800	794	800	5588
	890	-65	2022	825	844	833	797	772	809	802	5682
	890	-40	2023	850	836	860	848	809	784	819	5806

The projections show a growing Reception cohort following a dip in numbers in 2018 and 2019. The corresponding number of surplus places is expected to fall from 129 in 2019 to 40 surplus places by 2023. The pressure for places varies across the sub areas with surplus places in schools across sub areas 6A, 6B and 6C. Conversely, there is a projected deficit of places in sub areas 6D, 6E and 6F. While the deficits are fairly minor, the Infant Class Size limits will mean that the provision of additional Reception class places will be difficult to plan for and are likely to result in referrals to other schools. The capacity figures include the new Charlton Wood Primary Academy (sub area 6E) though the projections do not include the total number of children generated from the new development at this time. There is a projected surplus of places overall across the planning area.

The impact of new development on school place provision will be over a number of years. The number of pupils yielded from new housing at Harry Stoke and the new Cribbs/Patchway development indicates the need for the equivalent of 7 additional new primary schools across this planning area. Given the complexity of each of the development sites, the exact timescales are unknown for each development at this stage.

Downend, Mangotsfield, Emerson's Green and Pucklechurch (Area 5)

	AN	Surplus	Year	4	5	6	7	8	9	10	Total
Area 5	570	-80	2018	490	526	521	512	471	466	479	3465
	585	-56	2019	529	501	533	527	517	469	466	3542
	555	-11	2020	544	542	507	541	532	519	471	3656
	555	2	2021	557	556	549	514	546	535	524	3781
	555	-12	2022	543	569	560	555	519	548	536	3830
	555	7	2023	562	552	572	565	555	518	549	3873

Numbers are projected to increase over the coming period across the planning area and a minor deficit of places is indicated in all 3 sub areas in 2021 and 2023. A surplus in 2022 reflects a lower birth year in this area.

The impact of major new house building growth will be incremental and sustained on land at Emerson's Green East (Lyde Green). The first new primary school at Lyde Green opened in September 2015 for 30 Reception class children later the school increased to provide 60 places in the Reception cohort. A high pupil yield from new housing in Lyde Green prompted a breach class in September 2019. The planning for the second primary school is currently underway.

Kingswood, Hanham (Area 6)

	AN	Surplus	Year	4	5	6	7	8	9	10	Total
Area 6	705	-60	2018	645	655	686	628	612	615	613	4454
	705	-71	2019	634	651	654	680	627	613	611	4470
	705	-53	2020	652	640	650	651	681	628	611	4513
	705	-24	2021	681	658	637	648	651	683	626	4584
	705	6	2022	711	686	655	634	647	651	679	4663
	705	9	2023	714	716	685	652	632	645	648	4692

There is a projected shortage of Reception class places from 2022 across the planning area. The deficit is greater when broken down by sub area. Surpluses in two schools across the planning area mask the overall deficit. The Council will need to increase the supply of Reception class places to provide sufficient places. New housing development in Kingswood and Hanham is made-up of a scattering of small infill developments which continue to impact on the demand for places. It will be important to ensure that a small strategic surplus is maintained across the planning area given the proximity to the Bristol border and the associated in flow of children.

Cadbury Heath, Warmley, Longwell Green, Oldland Commons (Area 7)

	AN	Surplus	Year	4	5	6	7	8	9	10	Total
Area 7	401	-47	2018	354	358	363	359	388	368	366	2556
	401	-47	2019	354	356	356	363	363	388	369	2549
	401	-55	2020	346	357	354	359	368	364	390	2538
	401	-28	2021	373	348	354	356	362	370	364	2527
	401	-31	2022	370	375	345	357	360	363	368	2538
	401	-24	2023	377	372	374	347	358	360	361	2549

Demand is expected to increase in schools across the planning area when surpluses are projected to average around one class of children in total. There is a minor deficit of places in some years in schools in sub area 7B and 7D.

Summary Position - All South Gloucestershire Primary Schools

	AN	Surplus	Year	4	5	6	7	8	9	10	Total
South Gloucestershire	3768	-453	2018	3315	3402	3483	3412	3361	3306	3282	23561
	3791	-412	2019	3379	3356	3421	3498	3429	3371	3317	23771
	3794	-383	2020	3411	3434	3382	3454	3532	3451	3397	24061
	3794	-280	2021	3514	3464	3461	3416	3482	3567	3478	24382
	3794	-255	2022	3539	3564	3489	3504	3448	3511	3583	24638
	3794	-179	2023	3615	3585	3593	3523	3526	3464	3528	24834

Demand for places across the Reception cohort are projected to increase over the period from 3,380 in 2019 to 3,600 in 2023. Numbers across the age range in the same period are projected to increase by approximately 1,000. Demand for places across South Gloucestershire is not evenly spread and surpluses in some areas mask the pressure for places in other areas.

7. Secondary School Provision in South Gloucestershire

The normal age of transfer from primary to secondary school in South Gloucestershire is age 11. Currently there are 15,231 (Autumn Census 2018) secondary school age pupils are currently on roll across 15 secondary schools of which 13 have converted to academy status. The other 2 secondary schools include a Cooperative Trust school and a community school. A University Technical College opened in 2013 and provides for the 14-19 age range. A Studio School opened in September 2015 and also provides for the 14-19 age range. There are no sixth form colleges in South Gloucestershire.

School	Age Range	Status	Comment
Abbeywood	11-18	Academy	Olympus Academy Trust
Brimsham Green	11-18	Community	Local Authority
Bradley Stoke Community	3-18	Academy	Olympus Academy Trust (OAT)
Chipping Sodbury	11-18	Foundation	Chipping Sodbury School Co-operative Trust
Downend	11-18	Academy	Castle Schools Education Trust
Hanham High	11-18	Academy	Cabot Learning Federation (CLF)
John Cabot Academy	11-18	Academy	Cabot Learning Federation (CLF)
King's Oak Academy	3-18	Academy	Cabot Learning Federation (CLF)
Mangotsfield	11-18	Academy	Castle Schools Education Trust CSET
Marlwood	11-18	Academy	Castle Schools Education Trust CSET
Patchway Community College	11-18	Academy	Olympus Academy Trust (OAT)
Sir Bernard Lovell	11-18	Academy	Wellsway Academy Trust (WAT)
The Castle	11-18	Academy	Castle Schools Education Trust (CSET)
Winterbourne	11-18	Academy	Olympus Academy Trust (OAT)
Yate Academy	11-18	Academy	Greenshaw Learning Trust
UTC			
Bristol Technology and Engineering Academy University Technical College	14-18	UTC Academy	City of Bristol College
Digitech Studio School Bristol	14-18	Studio School	Cabot Learning Federation

Secondary School Resource Base Provision

5 secondary schools have Special Educational Needs resource bases. A total of 3 special schools provide specialist education for children with complex and severe learning difficulties and in September 2011 the Council opened an all through school for children with behavioural, emotional and social difficulties. A new free special school in Patchway opened in September 2017 for children with autism spectrum disorder and a further free special school is planned in the north for children with profound, multiple learning difficulties and severe learning difficulties. A service for the delivery of Education Other Than at School has more recently been rationalised onto one school site, the Pathways Learning Centre.

Pupil Projections for Secondary Schools in South Gloucestershire

For the purposes of pupil place planning South Gloucestershire Local Authority divides the secondary phase schools into 5 Groups. These groupings are based on parental preference data and conform to the Areas of Prime Responsibilities used to afford priority of admission. School level projections and area maps are set out at Appendix 3.

Group 1	Thornbury & Alveston (2 schools)
Group 2	Yate and Chipping Sodbury (3 schools)
Group 3	Filton, Patchway, Bradley Stoke and Stoke Gifford (3 schools)
Group 4	Winterbourne, Downend, Mangotsfield & Emersons Green (4 schools)
Group 5	Southern Kingswood, Hanham, Longwell Green, Oldland Common and Warmley (3 schools)

The data set out in the table below provides a summary analysis of the projections for each of the secondary school planning Groups.

8. Secondary Phase Pupil Numbers – Current Trends

The pattern of demand for secondary school places has been very different to that seen in the primary phase. As a result of low birth rates in the 1990s, demand for secondary school places nationally has been low for over 10 years. However, an increase in the birth rate since 2002 is beginning to feed through and the secondary school projections indicate growth from 2016 onwards marking the start of an upturn in demand for secondary school places. The Year 7 cohort is just over 2858 children and will rise to just under 3000 by 2022. Growth across the primary phase has been slower than anticipated. This reflects that a growing proportion of children at transfer to secondary school seek places in schools out of area.

Overall, secondary numbers across the age range are projected to increase year on year. Surpluses across the age range will remain high for a period though these will inevitably decrease as increased numbers begin to age through. Major new house building will also boost demand for places though, the location, timing and mix of new house building will be crucial in determining when and where additional secondary provision is required in the long term. In the short to medium term the LA will be looking to increase the supply of Year 7 places across the Council's growth areas.

There are variations in demand across the schools in South Gloucestershire. A summary analysis of the pupil projections compared with the total number of Year 7 places by planning group is set out in the below with the corresponding number of surplus/deficit places is calculated for each secondary school planning group. Maps of each area and sub-area projections are set out in Appendix 2.

Thornbury & Alveston

2 schools Group 1 AN: 480

Surplus Places	Year	7	8	9	10	11	12	13	Total	11-15	16+
-127	2018	353	332	357	359	344	156	156	2057	1745	312
-107	2019	373	352	333	344	358	159	141	2060	1760	300
-102	2020	378	370	353	318	341	164	148	2072	1760	312
-94	2021	386	376	371	338	316	158	152	2097	1787	310
-84	2022	396	383	377	357	336	146	146	2141	1849	292
-72	2023	408	393	384	362	355	155	135	2192	1902	290
-79	2024	401	405	394	370	360	163	143	2236	1930	306
-83	2025	397	398	406	380	368	166	152	2267	1949	318
-73	2026	407	394	399	392	378	169	154	2293	1970	323
-70	2027	410	405	396	385	390	174	158	2318	1986	332
-58	2028	422	407	406	381	383	180	162	2341	1999	342

The projections indicate a slight increase in demand for Year 7 places over the coming period. Across the age range, the cumulative increase is more significant. Surplus places tend to average between 2-3 classes for the foreseeable future. New house building in Thornbury will increase demand for secondary school places though the impact on demand for places at more distant schools is less certain and depend on parental preference. The timing of the pupils yielded from the development is difficult to estimate and can take several years to feed through. A contribution towards the provision of additional secondary school places has been secured from one major housing development though contributions from other major housing developments in Thornbury

have not been secured based on the surplus places in Alveston. The Council will need to carefully consider how local place provision in Thornbury Town will be expanded based on current site constraints and the detriment to Marlwood. Any analysis of current and future demand and subsequent place planning proposals will need to take account of the position of both schools in this planning area.

Yate and Chipping Sodbury

3 schools Group 2 AN: 510

Surplus Places	Year	7	8	9	10	11	12	13	Total	11-15	16+
-97	2018	413	426	405	418	368	166	144	2340	2030	310
-69	2019	441	425	431	398	418	165	132	2410	2113	297
-63	2020	447	451	430	423	395	183	136	2465	2146	319
-53	2021	457	458	456	422	420	173	151	2537	2213	324
-42	2022	468	467	462	448	418	184	145	2592	2263	329
-27	2023	483	478	472	454	446	184	153	2670	2333	337
-34	2024	476	493	483	464	452	201	155	2724	2368	356
-40	2025	470	486	498	475	462	204	164	2759	2391	368
-29	2026	481	480	491	490	473	209	167	2791	2415	376
-25	2027	485	492	485	483	488	214	171	2818	2433	385
-11	2028	499	495	496	477	481	220	175	2843	2448	395

In the short term, surpluses are equivalent to 2 classes in Year 7. Demand for places is expected to increase marginally. The cumulative increase in the number of children on roll across the age range is more significant with a projection 2700 children on roll in 20204 compared with 2400 currently. New house building in the area will increase the demand for secondary school places. The exact timing of the build out rate of the new neighbourhood planned in North Yate is unknown at this stage. It is likely that secondary school age children yielded by the new development will be accommodated in existing schools.

Filton, Patchway, Bradley Stoke and Stoke Gifford

3 schools + UTC schools – Group 3 AN: 540

Surplus Places	Year	7	8	9	10	11	12	13	Total	11-15	16+
-78	2018	462	454	447	476	523	226	264	2852	2362	490
-41	2019	499	466	453	494	475	283	213	2883	2387	496
-34	2020	506	500	465	501	492	249	277	2990	2464	526
-22	2021	518	508	500	512	498	264	239	3039	2536	503
-9	2022	531	519	507	548	508	266	254	3133	2613	520
8	2023	548	532	519	556	544	272	256	3227	2699	528
-2	2024	538	549	532	567	553	286	262	3287	2739	548
-8	2025	532	539	549	580	563	289	275	3327	2763	564
5	2026	545	533	539	596	576	296	279	3364	2789	575
10	2027	550	547	533	585	593	302	283	3393	2808	585
25	2028	565	551	546	582	583	309	290	3426	2827	599

There are some surplus places across the schools in planning group 3 though these are concentrated in just one school. The level of surplus places is projected to decrease below the recommended 8% surplus margin in 2019 and reach a small deficit of places in 2023. The deficit is projected to increase in the longer term.

This is an area of major growth in South Gloucestershire. Children generated by major new housing developments are expected to attend existing local secondary schools. The historic level of surplus places across the schools meant that the Council was unable to secure financial contributions from developers towards the provision of additional secondary school places. Over the coming period, it is projected that surplus places are likely to be absorbed by basic need and therefore there will be pressure for places generated by children resident on major sites. The Council will consider the build out rates and the progress of major new house building across the area to determine future place planning requirements. This will be complex given that new neighbourhoods will generate new secondary school provision and that the timing of children likely to require a place spans a 10-15 year period.

Winterbourne, Downend, Mangotsfield & Emersons Green

4 schools, Group 4 AN: 930

Surplus Places	Year	7	8	9	10	11	12	13	Total	11-15	16+
-13	2018	917	869	898	801	779	219	214	4697	4264	433
40	2019	970	920	874	865	806	242	213	4890	4435	455
54	2020	984	969	926	839	868	262	237	5085	4586	499
77	2021	1007	985	975	891	842	279	259	5238	4700	538
102	2022	1032	1006	991	940	893	267	274	5403	4862	541
132	2023	1062	1031	1014	956	945	289	262	5559	5008	551
116	2024	1046	1061	1037	978	959	310	284	5675	5081	594
103	2025	1033	1045	1067	1002	982	315	308	5752	5129	623
128	2026	1058	1033	1050	1032	1007	322	313	5815	5180	635
138	2027	1068	1059	1040	1016	1037	331	321	5872	5220	652
169	2028	1099	1067	1065	1005	1019	340	330	5925	5255	670

Based on the pupil projections, Group 4 planning area is the Council's most significant growth area. The projections indicate sustained growth in the short, medium and long term and a growing deficit of places is projected from 2019 onwards across the Year 7 cohort. As an interim measure, the Council has been working with Multi Academy Trusts to agree to increased admission levels and Academy Trusts though there is limited scope for more permanent expansion. In the medium term, the Council is planning new school provision at Lyde Green (planned for delivery in 2022). This will help ease the pressure for places within this plan period, however, the access and timing of the availability of the site for new secondary provision at Lyde Green is uncertain and the outcome of the direct bid process as part of the DfE's free schools programme (Wave 14) is not known at the time of publishing this strategy.

Any strategic need for places will need to consider data and information for all schools across Bradley Stoke, Filton, Patchway (Group 3 schools) and Winterbourne, Downend and Emersons Green (Group 4 schools). This will reflect the interaction of admission patterns/preferences across the two planning groups. The Council will also need to consider the possible impact of new school provision close to the Bristol/South Gloucestershire administrative boundary on existing patterns of preference and associated cross border movement of children. It will be important to ensure that the Council's place planning strategy safeguards the sufficiency of secondary school places.

Southern Kingswood, Hanham, Longwell Green and Oldland Common

4 schools Group 5 AN: 550

Surplus Places		7	8	9	10	11	12	13	Total	11-15	16+
-59	2018	506	532	516	502	560	370	299	3285	2616	669
10	2019	575	505	529	532	516	299	391	3347	2657	690
17	2020	582	572	502	545	544	286	303	3334	2745	589
32	2021	597	579	570	516	557	299	296	3414	2819	595
46	2022	611	594	577	586	529	307	306	3510	2897	613
65	2023	630	608	592	593	597	294	314	3628	3020	608
55	2024	620	627	606	608	605	324	303	3693	3066	627
48	2025	613	617	625	622	620	328	330	3755	3097	658
62	2026	627	610	614	641	633	335	335	3795	3125	670
68	2027	633	624	608	630	653	343	343	3834	3148	686
85	2028	650	630	622	624	642	353	350	3871	3168	703

Summary Position All South Gloucestershire Secondary Schools

AN 3010

Surplus Places	Year	7	8	9	10	11	12	13	Total	11-15	16+
-374	2018	2651	2613	2623	2556	2574	1137	1077	15231	13017	2214
-167	2019	2858	2668	2620	2633	2573	1148	1090	15590	13352	2238
-128	2020	2897	2862	2676	2626	2640	1144	1101	15946	13701	2245
-60	2021	2965	2906	2872	2679	2633	1173	1097	16325	14055	2270
13	2022	3038	2969	2914	2879	2684	1170	1125	16779	14484	2295
106	2023	3131	3042	2981	2921	2887	1194	1120	17276	14962	2314
56	2024	3081	3135	3052	2987	2929	1284	1147	17615	15184	2431
20	2025	3045	3085	3145	3059	2995	1302	1229	17860	15329	2531
93	2026	3118	3050	3093	3151	3067	1331	1248	18058	15479	2579
121	2027	3146	3127	3062	3099	3161	1364	1276	18235	15595	2640
210	2028	3235	3150	3135	3069	3108	1402	1307	18406	15697	2709

Demand for places is projected to exceed capacity in each year from 2022 onwards. Overall numbers are expected to grow year on year increasing from 15,230 to 17,600 by 2024. This is a 15.5% increase in the next 5 years.

Planning Group Summary

Demand for secondary school places in South Gloucestershire is expected to increase across all 5 planning groups.

The table below compares the pupil projections between 2018 and 2024 for the 11-15 age range. The data in the table help to identify a rank order of each planning group by growth.

It shows the most significant increase is projected across Group 4 schools covering Winterbourne, Downend, Mangotsfield & Emersons Green Filton followed by Group 5 schools covering southern Kingswood, Hanham, Longwell Green and Oldland Common and followed by Group 3 schools covering Bradley Stoke, Patchway and Filton. Growth in demand for places across schools in Groups 1 and 2 is less significant though, over time, the level of surplus places across all areas is expected to reduce.

A year on year plan for expansion is required across secondary schools in the Council's growth areas and new school provision will be planned arising from new housing development within this plan period. Negotiations with MATs to increase admission levels will be form an important part of securing sufficient provision.

Pupil Projections for Ages 11-15 Comparison 2018-2024

Planning Group	2018	2024	Difference	% Difference	Rank Order for Growth
1	1745	1930	185	10.6	5
2	2030	2368	338	16.7	4
3	2362	2739	377	16.0	3
4	4264	5081	817	19.2	1
5	2616	3066	450	17.2	2

9. Post-16 Provision

Local Authorities are the strategic lead for planning, commissioning, funding and organising 14–19 education and training within the local area. LAs have been clustered in sub-regional groupings to identify demand, plan and commission provision, with progressive devolution of power and authority to this sub-regional level as collaborative arrangements become stronger and more formal. LAs are accountable for performance results, quality, value for money, and increasing participation and attainment post-16. LAs also have intervention powers in relation to poor delivery and performance and enable real integration of provision across schools, colleges and employers.

Post 16 provision in South Gloucestershire

Currently, all Academy Trusts in South Gloucestershire have arrangements in place for sixth form provision. There are no sixth form colleges in South Gloucestershire and as a result, some post-16 students choose to travel to neighbouring authorities where this provision is available. A University Technical College opened in Filton in September 2013 and provides for the 14-19 age range and a Studio School (Digitech Studio School) opened in September 2015 in Warmley to provide for the 14-19 age range.

Sixth form provision in South Gloucestershire is demand-led and therefore provision is not expressed in terms of capacity, but rather the number of sixth form students on roll.

The table below sets out the numbers on roll in each of the relevant cohorts. As at Autumn 2018 there were 2,214 post-16 students on roll across South Gloucestershire Schools.

Post 16 Numbers on Roll

Area	Post 16 Places (School Census Autumn 2018)		
	Number on Roll Year 12	Number on Roll Year 13/14	Total
South Gloucestershire Total	1137	1077	2214

At the time of preparing this strategy, the Council working with local education leaders agreed to undertake a strategic review of post-16 provision in South Gloucestershire. The terms of reference for the review include a review of sufficient places to meet the needs of a growing school age population.

10. Specialist Provision in South Gloucestershire

The Council has a statutory duty to secure sufficient places for children with Special Educational Needs and Disabilities (SEND) aged 0-25 is planned effectively and based on current and projected need. The work necessary to fulfil this function is the focus of this section.

This Strategy provides:

- details of the current supply of specialist place provision in South Gloucestershire and pattern of provision for children on roll with a statement or EHCP;
- details of the projected number of children likely to require an EHCP by phase, type of need and type of provision for children and young people aged 0-25;
- an updated analysis of the impact of major new house building growth in South Gloucestershire on the demand for specialist places;
- details of the methodology used to formulate the pupil projections;

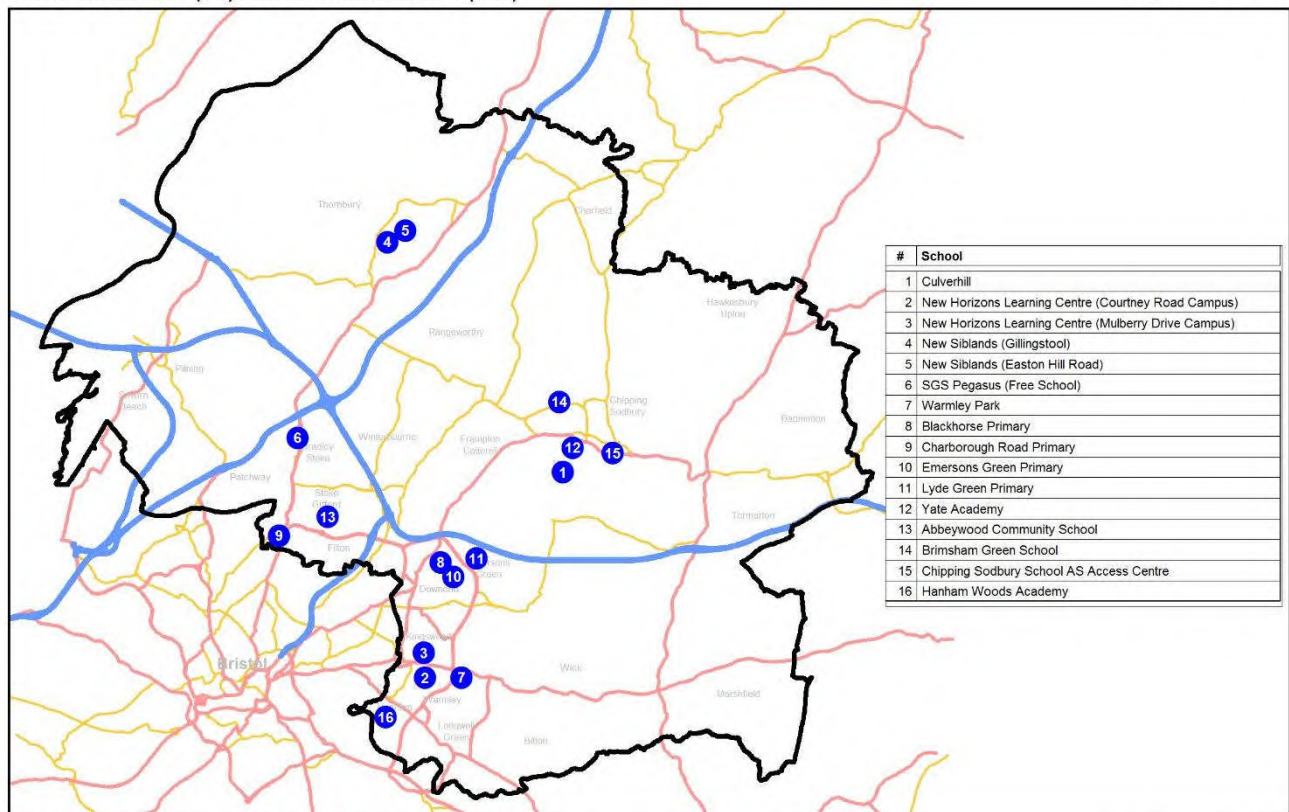
This data and information help to inform the Council's strategic direction and priorities for future provision of specialist places in order to:

- ensure sufficient 'local first' provision;
- respond to the changing needs of children and young people and their families in South Gloucestershire by delivering sustainable high quality provision of the right type to meet the needs of every child with SEND;
- plan, commission and build new special school provision to meet the anticipated growth in demand for specialist places as appropriate;
- reduce reliance on costly out of authority specialist placements and associated costs;
- complement the work being done across the department including the programme of work being undertaken by the High Needs Working Group/Schools Forum Working Group elsewhere within the Council to help assess the need for specialist early years provision and provision for the young adults up to the age of 25;
- deliver the actions/recommendations set out in the SEND Review Implementation Plan required in the short and medium term.

Children with an Educational Health Care Plan (EHCP) have undergone a Statutory Assessment in order to assess their needs. In partnership with health, education and social care professionals, the assessment process involves a detailed look at what a child can do in school and considers the help that s/he needs to help them to learn and make progress.

SPECIAL SCHOOLS (1-7) AND RESOURCE BASES (8-16)

Map Ref: 2017/10/001



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Profile of Specialist Provision in South Gloucestershire

Additional SEND Places Planned and Commissioned 2014 - 2022

Table 1 - Special Schools

		Planned Places (Capacity)									Additional Places Commissioned in Each Year								
Special School	Type of Need	2014	2015	2016	2017	2018	2019	2020	2021	2022	2014	2015	2016	2017	2018	2019	2020	2021	2022
Culverhill	MLD Age 7-16	135	135	135	135	135	135	135	135	135	0	0	0	0	0	0	0	0	0
New Siblands	SLD/PMLD Age 2-19	100	104	112	120	120	120	120	120	120	0	4	8	8	0	0	0	0	0
Warmley Park	SLD/PMLD Age 2-19	120	120	120	129	144	144	164	164	164	0	0	0	9	15	0	20	0	0
New Horizons Learning Centre	SEMH Age 5-16	43	43	43	50	50	50	64	64	64	0	0	0	7	0	0	14	0	0
Pegasus School	ASD Age 4-19	0	0	0	36	36	43	70	80	80	0	0	0	36	0	7	27	10	0
Two Bridges Free School	SLD/PMLD/ ASD Age 2-19	0	0	0	0	0	0	0	0	112	0	0	0	0	0	0	0	0	112
The Chase - SGSC	SLD Age 16-25	0	0	0	0	5	10	15	20	25	0	0	0	0	5	5	5	5	5
Total Special Sch Places		398	402	410	470	490	502	568	583	700	0	4	8	60	20	12	66	15	117
Additional Special Sch Places			4	8	60	20	12	66	15	117									
Add Cumulative Special Places			4	12	72	92	104	170	185	302									

The Council has commissioned a total of 302 additional special school places between 2014 – 2022. This means that by 2022/23 the Council will have 700 special school places.

Additional SEND Places Planned and Commissioned 2014 - 2022

Table 2 - Resource Base Provision

Resource Base Provision (RBP)	Type of Need	Planned Places (Capacity)									Additional Places Commissioned in Each Year								
		2014	2015	2016	2017	2018	2019	2020	2021	2022	2014	2015	2016	2017	2018	2019	2020	2021	2022
Lyde Green Specialist Unit	SLD/ASD Age 4-7	0	0	0	4	8	12	12	12	12	0	0	0	4	4	4	0	0	0
Blackhorse Primary	Social Communication	22	22	22	22	22	22	22	22	22	0	0	0	0	0	0	0	0	0
Charborough Road Primary	Speech and Language	20	20	20	20	18	18	18	18	18	0	0	0	0	-2	0	0	0	0
Emersons Green Primary	Visually Imp/Physical Dis	14	14	14	14	12	12	12	12	12	0	0	0	0	-2	0	0	0	0
Yate International (All Through)	Hearing Impaired	12	12	12	12	12	12	12	12	12	0	0	0	0	0	0	0	0	0
Brimsham Green Secondary	Complex Needs/Phys Dis	14	14	14	14	14	14	14	14	14	0	0	0	0	0	0	0	0	0
Hanham Woods	Social Communication	25	25	25	25	15	15	15	15	15	0	0	0	0	-10	0	0	0	0
Abbeywood Community	Social Communication	25	25	25	25	23	23	23	23	23	0	0	0	0	-2	0	0	0	0
Chipping Sodbury Secondary	Autistic Spectrum Dis	6	8	10	10	10	10	10	10	10	0	2	2	0	0	0	0	0	0
Total RBP Places		138	140	142	146	134	138	138	138	138	0	2	2	4	-12	4	0	0	0
Additional RBP Places			2	2	4	-12	4	0	0	0									

Additional SEND Places Planned and Commissioned 2014 - 2022
Table 3 - All Specialist Provisions (Special and RB)

	Planned Places (Capacity)									Additional Places Commissioned in Each Year								
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total Places Special and RBP	536	542	552	616	624	640	706	721	838	0	6	10	64	8	16	66	15	117
Total Additional Places Each Year	0	6	10	64	8	16	66	15	117									
Cumulative Places Total		6	16	80	88	104	170	185	302									

11. SEND Pupil Projections

The basis for the SEND pupil projections is as follows:

- The projections are based on 2016/17 numbers on roll as at May 2017.
- Numbers on roll have been rolled forward based on the incidence of SEND for each cohort (this differs from the model previously applied which assumed 100% transfer from cohort to cohort).
- The benefit of this model is that it more accurately tracks and reflects the mainstream school pupil projections which indicate sustained growth in numbers across the primary phase and increasing demand for places across the secondary phase.
- Similar to the previous model, the pre-school age projections are calculated based on incidence rates using population estimates of 3 and 4 year olds (ONS data – mid year estimates).
- No adjustments have been made to the projections for Years 11, 12 and 13 – (these are based on existing cohort transfer rates based on existing numbers of children with SEND on roll). In the previous model, the numbers were adjusted to reflect the current numbers of plan requests received in the academic year 2017/18 (10 added to each cohort)
- Post 19 – The projections assume a transfer rate from Post 16 to Post 19 of 78% in the first year. For the following 2 years a transfer rate of 95% has been applied and thereafter a rate of 78% has been applied up to the age of 25.
- Basic Need growth refers to growth projected from the current birth rate and excludes the impact of new housebuilding planned in South Gloucestershire.

SEND Pupil Projections – Basic Need (using current incidence rates)

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
-3				3	4	4	5	5	5	5
-2	11	11	5	6	12	12	12	12	12	12
-1	31	32	16	20	33	33	33	34	34	34
0	80	80	67	68	81	82	83	84	84	85
1	87	85	71	67	83	86	87	88	89	89
2	93	95	95	78	93	92	95	96	97	98
3	87	89	117	99	89	89	88	91	92	93
4	102	105	125	148	108	108	108	106	109	111
5	116	117	112	140	126	124	123	123	121	124
6	113	121	135	121	128	131	128	128	128	125
7	106	109	138	139	120	124	127	124	124	124
8	117	117	131	157	130	134	137	141	138	137
9	119	124	131	129	138	138	142	146	149	147
10	103	102	121	117	111	118	119	122	125	128
11	136	143	102	116	148	154	164	165	169	174
12	105	103	132	93	112	112	116	124	125	128
13	108	101	96	126	104	108	109	113	120	121
14	89	84	101	82	82	81	85	85	88	94
15	63	84	84	98	74	78	77	80	81	84
16	33	60	51	70	71	70	74	73	76	77
17	14	26	33	36	59	56	55	58	57	60
18	9	11	23	27	49	46	43	43	45	45
19	3	7	11	20	28	38	36	34	33	35
20	2	2	3	7	12	22	30	28	26	26
	1726	1808	1900	1967	1997	2040	2075	2101	2128	2154

Annual Growth by Phase

The tables below set out the projected number of children with an EHCP in each year by phase (age range). The annual growth figure is the difference between each year's figures. The total growth is the growth between 2017 and 2026. The tables show growth in SEND numbers across the age range (approximately 500 additional children with SEND between now and 2026). The growth in numbers is not evenly spread across the phases. In particular;

- more than half the overall growth is identified as P19 young adults with SEND;
- one quarter of overall growth is identified as secondary school age children with SEND;

Projected Annual Growth by Phase

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	No. Increase	%
Pre-school	42	43	21	29	49	49	50	51	51	51	9	21
Growth	0	1	-22	8	20	0	1	1	0	0		

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	No. Increase	%
Primary	678	691	722	722	709	712	712	715	719	725	62	9
	15	12	31	0	-13	3	0	3	5	6		

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	No. Increase	%
Secondary	580	595	623	658	647	667	689	697	705	709	136	24
	7	15	28	35	-11	20	21	9	8	4		

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	No. Increase	%
P16	212	204	228	219	216	221	225	237	245	249	24	11
	-13	-8	24	-9	-4	5	5	12	8	4		

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	No. Increase	%
P19	213	275	306	339	376	391	399	401	407	419	281	204
	75	62	31	33	36	15	8	1	6	13		

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	No. Increase	%
Total	1726	1808	1900	1967	1997	2040	2075	2101	2128	2154	513	31
	85	83	92	67	29	43	35	26	27	26		

Rank of Growth by Type of Need by Type of Provision (Basic Need) by 2026

ASD	572	27%
SLCN	391	18%
MLD	329	15%
SEMH	319	15%
SLD	181	8%
PD	177	8%
HI	67	3%
PMLD	35	2%
VI	32	1%
SPLD	29	1%
Other	16	1%
MSI	5	0.2%
Total	2154	

SEND Growth arising from housing in the Core Strategy

While the timing of basic need growth can be relatively simple to project the timing of growth arising from housing development set out in the Council's Core Strategy is less simple to project. There are two key reasons for this:

- first, there is a relatively long period of time over which children are yielded by new development (estimated to be over a period of 15 years);
- secondly, build-out rates (which influence when children appear) often change and for the most part are unknown until the development is close to commencement.

The table below sets out the estimated pupil yield arising from growth set out in the Council's Core Strategy and original Local Plan sites to the year 2027. The estimated yield has been calculated based on current SEND incidence rates applied to the total number of children yielded by each of the developments using the Council's formulae for pursuing Section 106 financial contributions from developers. Based on 18,500 dwellings it is estimated that 490 children with a statement of SEN/EHCP will be generated by development to 2027. Note: The Council does not pursue contributions for young adults aged 19-25.

Core Strategy Growth and associated SEND pupil yield

	Dwellings	Pre-sch	Primary	Secondary	Post 16	Total
Cribbs/Patchway	5,700	5	59	45	38	147
East of Harry Stoke	2,000	2	21	16	13	52
North Yate	3,000	3	31	24	20	77
Frenchay	450	0	5	4	3	12
Thornbury	500	0	5	4	3	13
Charlton Hayes	2,000	2	25	19	16	62
Wallscourt Farm	665	1	7	5	4	17
Land E of Coldharbour L	500	0	5	4	3	13
Harry Stoke	1,200	1	12	10	8	31
Emersons Green East	2,550	2	26	20	17	66
Total	18,565	18	196	150	126	490

Core Strategy growth based on SEND current incidence rate

ASD	130	27%
SLCN	89	18%
MLD	75	15%
SEMH	73	15%
SLD	41	8%
PD	40	8%
HI	15	3%
PMLD	8	2%
SPLD	7	1%
VI	7	1%
Other	4	1%
MSI	1	0.2
Total	490	

SEND Place Planning

Place planning of specialist school provision will take into account the following:

- the Council's strategic priorities for children with SEND;
- the geographical spread of existing school places;
- the type of (SEND) provision and the local availability of learning pathways for children in order to meet demand for places;
- parental preference;
- local places for local children;
- site and accommodation constraints;
- availability of capital investment

12. Capital Investment

The Schools Capital Investment Strategy is a key strand of South Gloucestershire's overall strategic plan for education.

The Council invests and distributes capital funding to ensure that:

- there are sufficient school places where they are needed;
- the maintenance and improvement of school buildings is effective and efficient.

Funding Allocations

Details of the funding allocations available for the purposes of capital investment in the school estate are set out below.

Condition Funding: School condition funding is the money the DfE allocate each year to improve and maintain the school estate (buildings and grounds). From the financial year 2015/2016 the DfE changed the way it calculated school condition funding to ensure an equitable share of funding across the school estate according to need. The DfE used the information collected through the property data survey programme to inform allocations.

The funding is distributed to Local Authorities in 2 separate allocations:

- school condition allocations – this is funding for organisations responsible for large numbers of schools, such as local authorities and large multi-academy trusts;
- devolved formula capital (DFC) allocations – this is direct funding for individual schools;

The CAH Capital Programme includes condition related works for community and controlled schools only. This is because the Department for Education funds condition works in Academies, University Technical Colleges, Free Schools and Studio Schools from the Condition Improvement Fund. The Local Authority continues to be responsible for funding basic need across the school estate regardless of schools' legal status.

Devolved Formula Capital: Devolved Formula Capital (DFC) has been allocated to support minor capital works in community schools and to VA schools. Similar to the reduction in LA capital funding, schools have experienced a significant reduction in devolved formula capital and in light of this, only limited funding is being spent on school infrastructure and buildings. There is an increased risk of unplanned and urgent health and safety works arising in schools moving forward.

Basic Need Funding: Basic need funding is the money allocated by the DfE to help local authorities fulfil their duty to secure sufficient school places for children in their local area. The DfE use the data from the annual school capacity survey (SCAP) to allocate funding to the areas where more school places are needed. In February 2015 the DfE announced basic need allocations for the financial year 2017 to 2018. This funding will help local authorities create the places they will

need by September 2018. In South Gloucestershire, the basic need allocation will be used to deliver additional primary and secondary school places as set out below.

Section 106 Funding (Funding from Housing Developers): The Council continues to respond to major housing development planning applications, which provide where appropriate, S106 financial contributions to deliver future infrastructure requirements. The department for Children, Adults and Health continue to negotiate financial contributions and the provision of land towards nursery, primary, secondary, youth and social care provision. However, in order to secure viable developments it has been necessary to accept reduced contributions.

Community Infrastructure Levy (CIL): The implementation of the Community Infrastructure Levy will also provide considerably reduced sums for the provision of additional school places/educational infrastructure and it is anticipated that there will be an expected capital funding shortfall to meet the demands of growing and new communities. CIL funding is a rate received by the Council on a per dwelling basis. If we take the average rate based on a 3 bedroom dwelling the CIL rate received is approximately one quarter of the total funding received per place from Section 106 funding. Furthermore, the total funding received from the CIL per dwelling is provided to in order to fund all the Council's infrastructure requirements ranging from education to housing and highways schemes.

The Children, Adults and Health Capital Programme 2019/20 to 2022/23

In each year, routine capital allocations from the Department for Education are intended to support investment in the maintenance and regeneration of the school estate (all community and controlled schools). Additionally, capital contributions, prudential borrowing funded by capital receipts and other grant awards make up the total amount of capital available. This is reflected in the extract of the approved capital programme which identifies the following funding headings:

- **Planned maintenance** additional investment in planned maintenance in schools of £5m taking the total to £7.5m over the four years;
- **Other investment priorities:** new investment in LA maintained schools of £7.2m to address other key investment priorities across the school estate;
- **Provision of places investment:** £13.25m to remodel existing secondary provision;
- **Loans to Academies/Loan Facility:** a new £16m loan facility for existing schools including Academy/Co-operative Trusts where a compelling case can be demonstrated and where appropriate partnership arrangements can be agreed with the relevant Trust(s).

A list of individual school schemes for approval which benefit from investment under these headings is set out below.

Planned and urgent maintenance of £7.5m: A planned annual programme of works of £2m in each year for the next 3 years addressing top priority condition works in schools such as electrical switchgear replacements, reroofing schemes, major rewiring and upgrading heating/hot water systems. Details of schemes for 2019/20 are set out in the table below. The investment increases the funding available for capital repairs by £5m to £7.5m and is an increase on the DfE capital allocations of £2.5m to 2020/21. DfE allocations for 2021/22 and 2022/23 will be based on updated property survey data and are anticipated in the autumn 2019.

This investment sum includes £0.5m in each year to address urgent repairs and maintenance issues and any emerging safeguarding and security of premises works. In some circumstances, this fund may be flexibly used to maximise the benefit of an existing contract on site to undertake/address additional condition and or suitability issues on site where this represents value for money.

Planned School Maintenance Works 2019/20 - £2m pa (excluding urgent works)

Primary School	Work (in priority order)	Total Cost £k	Cumulative Total £k
Oldbury on Severn	Reroofing (Flat roofing)	50	210
Cadbury Heath Primary	Boiler Plant and Heating Controls Replacement	120	330
Hawkesbury Primary	Reroofing	150	480
Crossways Infants	Replacement of Hot and Cold Water Services	90	570
Crossways Junior	Replacement of Hot and Cold Water Services	100	670
St Johns Mead Primary	Replace Boiler Plant in Main Building	120	790
Samual Whites Infants	Curtain Walling	200	990
Various (3 schools to be identified)	Replace obsolete heating/ hot controls	80	1,070
Various	Electricity mains alterations	50	1,120
St Johns Mead Primary	Replace KS1 Windows (low level only)	50	1,170
Olveston Primary	Rewire part of the 'Old School' building and replacement of Heating in KS1 area	80	1,250
Chipping Sodbury Secondary	Toilet Refurbishment	160	160
Frampton Cotterell Primary	Complete Rewire, Replacement of Heating, Hot and Cold Water Services Pipework + Suspended Ceiling Replacement	750	2,000

Other Investment Priorities of £7.2m: The programme will also deliver major new schemes to support priorities across the school estate which will remodel, renew and enhance teaching and learning environments and help raise standards in schools. These investment proposals align with the priorities of the department and are intended to:

- support the priorities identified in the Council's School Improvement Strategy in order to contribute to raising standards, address the need of children with Special Educational Needs and address emerging safeguarding and security concerns;
- implement the proposals contained in the Commissioning of Places Strategy to provide sufficient school places for every child in South Gloucestershire (basic need) including education infrastructure requirements arising from major new house building set out in the Council's Core Strategy;
- continue to address the priority maintenance issues across the school built estate ensuring that schools remain fit for purpose;
- support the sufficiency of Early Years and Childcare Places in order to support early years intervention strategies.

The schemes for approval and to be funded from the £7.2m available are set out below.

Other Investment Priorities £7.2m

	2019/20 Planned spend	2020/21 Planned spend	2021/22 Planned spend	2022/23 Planned spend	Revised Total Scheme Budget
	£000k	£000k	£000k	£000k	£000k
Raising standards	300	250			550
Primary places basic need (contingency Wave 13)		300			300
Iron Acton Primary School - additional accommodation	500				500
Alumni	100				100
Pre-school	150	280			430
LED Lighting	200	200			400
Elm Park Primary School	385	3,313	1,159	63	4,920
Total	1,635	4,343	1,159	63	7,200
Original Capital Programme Totals – Feb 2019	1,200	2,000	2,000	2,000	7,200
Required Budget Re-profiling	435	2,343	(841)	(1,937)	0

Provision of places investment: There is an investment of £13.25m to remodel existing secondary provision. Additionally, there is S106 funding of approximately £1m to provide additional places as part of this scheme. The cost estimate of £14.2m reflects the original scheme to remodel provision at The Castle School which included the expansion of places and the relocation of the sixth form building on the main school site from its current site at Gloucestershire Road. However, while there is a need for remodelling and investment in the Castle School site, there are wider considerations across the school sites of the Castle School Education Trust's (CSET) which have prompted a review of the scheme and new proposals.

A further feasibility study has been commissioned by the Council, working with CSET, to develop a masterplan for the development/remodelling of secondary and sixth form school provision across Thornbury and Alveston (The Castle and Marlwood School sites). This will enable the Council to secure sufficient sustainable secondary school places across both areas for the existing communities and provide a robust plan to address proposed house building growth which could require new/expanded education infrastructure. It is expected that the feasibility study will be complete in January 2020 when details of the total cost of the scheme will be known. It is likely that a programme of annual works will be agreed across both school sites to deliver the scheme. It is planned that the availability of funding will be increased taking into account Capital Improvement Fund available from CSET and subject to discussions and approval an additional capital contribution from the Department for Education.

Loan Facility: A facility is available for priority schemes which are agreed jointly with partners in line with the priorities identified by the Council. It is intended that repayments would be funded by reduced running costs. Early engagement with Trust CEOs identify that there is potential for schemes to be developed across the various Trusts. Continued engagement with Academy Trusts is required in order to understand the payback of any proposed schemes based on the type of scheme and life of the asset. The interest on loans will reflect the risk profile of the arrangement and be a nil net cost to the council.

Other Schemes - Lyde Green: The outcome of the Wave 13 bid submissions in Spring 2019 were unfavourable in respect of the Lyde Green. Further submissions are expected as part of Wave 14 for a 900 place secondary school. If successful, central government funding would contribute to the total costs of new school provision and close the currently gap in funding. This reflects that the Section106 funding secured by the Council (worth £10.6m towards the provision of 420 primary school places and a 450 secondary school places) is insufficient. Reflecting these numbers, the developer agreed that land would be provided within masterplan for the site and that this would include 'reserved land' to enable to Council to plan a larger secondary school or expand at a later date. The Council is pragmatic about the model of organisation of these places.

Chipping Sodbury Secondary School: In the 2018/19 capital programme monitor report (Q2) the Council set out plans to undertake an appraisal of all condition works required and identified by the Trust. It was proposed that all necessary works will be considered as part of the Council's planned repairs

and maintenance programme taking into account the priorities of all community and controlled schools. A high-level review of the site has been undertaken. It is planned that Chipping Sodbury will benefit from some further investment in the capital programme from 2019/20 onwards starting with a scheme to refurbish the toilets and works to repair the roof.

Healthy Pupils Capital Fund: The Council has been working with schools to develop schemes funded by the government’s Healthy Pupil Capital fund (HPCF). The HPCF is generated from the Soft Drinks Industry Levy and is a one-off capital grant allocation to the Council of £247,000 (in the 2018/19 financial year) to improve and increase the availability and access to facilities which will encourage physical activity, accessibility, sports, healthy eating, mental health and wellbeing activities. The allocation was reported in the 2018/19 capital programme. Working with the Public Health Team, bids from schools were invited under 3 ‘Lots’ of funding (Lot A - bids for schemes costing up to 5k, Lot B - bids for schemes costing up to £10k and Lot C bids for schemes costing up to £30k). Bids were received in October 2018 for Lot A and B schemes and following a joint assessed by Public Health and Education teams were approved by members in the Quarter 3 Budget Monitoring report to Cabinet 2018/19. Additionally, the Council has been working with schools to develop schemes under Lot C. The Q3 2018/19 capital monitoring report set out that ‘Approval for schemes will be sought in the outturn report to Cabinet.’ This report provides an earlier opportunity for approval of the Lot C schemes. Details of the schemes with examples of the type of work funded under each ‘Lot’ are set out below.

Healthy Pupils Capital Fund - Applications submitted under Lot C for approval

School	Scheme	Award
Emersons Green Primary	Outdoor play /sports and security fencing, Garden Area,	£12,000
Redfield Edge Primary	Outdoor play /sports and security fencing, Garden Area,	£14,000
Christ Church Junior School	Outdoor play /sports and security fencing, Garden Area, Forest School Area	£24,000
Blackhorse Primary	Outdoor play /Sports Pavillion	£40,000
Brimsham Green School	Dining Enhancement	£40,000

Lot C schemes up to £30,000 – LA identified schemes

The LA is working with schools to develop capital projects which encourage physical activities/ healthy lifestyles at the same time address other local priorities. The sorts of facilities and work included in Lot C include: changing

rooms, playground development and security. sports facilities, nurture rooms/mental wellbeing rooms and family learning rooms.

Lot A schemes up to £5,000 –targeted bid process

- Resources to support quality of cooking teaching and learning
- Resources to set up and/or support agricultural provision e.g. gardening / allotment
- Resources to set up livestock provision e.g. bees / chickens
- Greenhouse, Polytunnel, Shed
- Raised beds/garden planter, wheelbarrows, water butts, hose pipes, buckets, watering cans, tools
- Resources to support healthier eating and drinking
- Water fountains

Lot B schemes up to £10,000 – targeted bid process

- Refurbishing dining area / environment, including seating, tables, crockery, cutlery
- Refurbished serving areas and facilities (e.g. breakfasts/ salad counters)
- Signage to advertise menus etc. - on a daily basis
- Adaptation to changing-room facilities

Contingency funding: Any contingency funding arising from project underspends in the 2018/19 capital programme will be reported in the 2018/19 outturn report and carried forward into the 2019/20 capital programme. It is planned that this will support schemes included in the 2019/20 capital programme where high level cost estimates have been quoted and which may change when the detail of schemes are developed.

13. Conclusions

For the foreseeable future, the LA will continue with its programme of planned expansion across the Council's growth areas. This will include new primary school provision and new and expanded secondary school places. In the short term, this continues to be achieved by increasing Admission Numbers at existing schools either by way of temporary or permanent increases and schools either re-designate existing accommodation for classroom use (where possible). The LA will work in close partnership with own admission authority schools to achieve incremental increases in step with levels of growth. Sharing of the latest pupil projections data and information with all schools/academies in order to facilitate appropriate structural, financial and organisational change is vital, particularly given the complexity of the current surplus across the secondary phase. In the medium term, the Council will deliver new primary provision and secondary school provision on major development sites. Based on the summary analysis of the projections, the Council has produced an Implementation Plan. The Implementation Plan identifies individual primary school proposals, new primary school proposals and the total number of places required.

The Small and Rural Schools Strategy provides a framework for the development of proposals for school organisation change. The Strategy will to encourage schools to work in partnership and benefit from shared working and resources. This will help ensure that schools with a significant proportion of surplus places remain sustainable and that opportunities to collaborate and share expertise and leadership are fully considered as part of sound budget and organisational management of schools. The impact of new house building will be closely monitored, particularly in areas where there are significant and historical surplus places. This will require a flexible strategic approach which is responsive to local developments and partnership working with individual schools of whatever legal status.

The following workstreams are planned in order to seek to maximise basic need allocations calculated using the Council's annual submission of the School Capacity (SCAP) Return. They include:

- a review of the pupil projections methodology to accurately include pupil yield estimates and submitting these as part of the SCAP return
- a review of all primary and secondary school planning areas
- a review the net capacity of all secondary schools by undertaking new surveys to establish a consistent and up-to-date measure of the floor space available.

Plans for new house building development contained in the Local Plan and in the Core Strategy have impacted on the pattern of demand for school places and has shaped proposals for additional school provision. New education infrastructure arising from development of the Local Plan sites has been successfully commissioned/delivered for 4 of the total 5 sites. These include:

- A new primary school on Wallscourt Farm (delivered)
- A new primary school provision at Charlton Wood (delivered)
- Expanding Frenchay CE Primary School on a new site to provide an additional 280 places, 420 places in total. This accommodates development in Frenchay on on land east of Coldharbour Lane (scheme in progress)

The remaining Local Plan site at Harry Stoke sets out provision for a new 1.5FE primary school. See paragraph 14.7 below for more details.

The Council has also made some progress with the delivery of new school provision arising from the delivery of new neighbourhoods sets out in the Core Strategy. To date this refers to the new primary school at Lyde Green providing 420 places (delivered).

Based on current information, it is estimated that development scheduled over the next 5 years will generate the need for the equivalent of 3 new primary schools and 1 new secondary school as follows:

- A new primary school at North Yate New Neighbourhood (size to be determined in line with the terms of the S106)
- New primary school provision at Harry Stoke or on land East of Harry Stoke. The two sites provide for 1.5FE and 3FE primary schools respectively. The terms of the Section 106 Agreements, relevant triggers and build out rates of associated sites will determine which of the schools is likely to come forward in the first instance.
- Plans to provide a further 420 places at Lyde Green by expanding the existing Lyde Green Primary School on a satellite site at Lyde Green (in progress)
- Plans for a new secondary school through the DfE's Wave 14 Free Schools Programme to provide 900 secondary school places (in progress)

Note: The Council's position/timings may change as new data and information becomes available.

Land and financial contributions for the provision of new places has been negotiated on major sites included in the Core Strategy sites. Smaller sites have been dealt with under the Community Infrastructure Levy. The Council's allocation of funding from the levy will determine the availability of capital for school places though there is a projected gap in funding in the region of £15m. Basic need allocations will not address this shortfall in funding and the Council will need increasingly to be creative in ensuring place planning requirements are met. The Council is currently reviewing its arrangements under CIL. This work is expected to take some 18 months to complete and may offer some flexibility in the future to secure financial contributions under S106 where a threshold of dwellings units has been exceeded.

The expansion of specialist school places to 2022 is likely to meet basic need demand in this current plan period though there will be pressure on existing mainstream schools to continue to accommodate at least half of all children with

an EHCP. Additional provision is required to meet demand for Post 19 and additional work is required to address the need for places out of area. An annual review of the SEND projections based on type of need and type of provision is required in order that sufficient provision is planned in the medium to longer term.

Details of the Council's Capital Programme for Schools are available on the Council's website at www.southglos.gov.uk. A summary of approved investment is set out in the full Commissioning of Places Strategy 2019-2023 and all capital works included in the 2019/20 School Capital Programme are either, delivered, in progress or planned to be undertaken during school holidays periods in 2020. An updated Capital Programme 2020/21 will be available in the Spring 2020/21 and will support the delivery of proposals contained in the attached Implementation Plan.

During 2020 a new and updated pupil yield formulae for mainstream and specialised school places will be submitted for approval. The new formulae is based on independent research conducted by field workers to assess pupil yields at Lyde Green and Charlton Wood. The work also builds on the previous research conducted in 2006 on pupil yields at Emersons Green. This work will fit neatly into the Council's CIL Review Board.

14. Primary Schools - Implementation Plan 2019 - 2023

Area	Proposal	Number of Places	Academic Year	Comments
Area 1	Annually review the demand for primary school places in schools across Thornbury Town arising from new housebuilding and plan for future temporary and permanent expansion of 210 places at Manorbrook Primary School.	210	September 2023 at the earliest and subject to annual review	Work towards achieving a future expansion by ensuring accommodation at existing schools is sufficient, well maintained and fit for purpose. Ensure proposals are linked with appropriate investment in the capital programme. Develop a contingency plan to provide places on a temporary basis for 2023 to help mitigate uncertainty about the reliability and accuracy of current Area Health Authority data of GP registrations indicating the number of re school age children likely to require places in Sept 2023.
	Work with small and rural school headteachers and governing bodies to assess the impact on falling pupil numbers as part of the Council's Small and Rural Schools Strategy.		2019/20 – 2020/21	Ensure small and rural communities are best served through the availability of local school provision and work with all interested parties to ensure long term plans meet local needs. The Small and Rural Schools Strategy focuses on succession planning arrangements, shared leadership and / or merger, federation or amalgamation proposals and provides a framework for decision making taking into account the impact of new house building. Small schools include those in sub area 1D initially.
Area 2	Review demand for places in areas experiencing localised pressure for places to ensure the Council's principle of local places for local children is preserved. Work with small and rural school headteachers and governing bodies as set out in Area 1 above.	420-630	Annual review	The pupil projections indicate a minor deficit of places across sub areas 2B, 2D, 2E and 2F. It is unlikely that the deficits sustain an increase to the published admission numbers of local schools. Nonetheless, it will be important to review the admission applications data to confirm the position. The full COP Strategy sets out the triggers which may prompt consideration by governing boards of alternative models of organisation. This includes the amalgamation of infant and junior schools. This is intended to help raise standards, strengthen governance, address recruitment difficulties and help support the sustainability of schools.
	Work with infant and junior schools to investigate alternative models of organisation, including amalgamation and informal and formal partnership arrangements. Review updated information about the timing of major new house building and consider the outcome of the initial		Review	Associated S106 funds are reflected in the Council's Capital Programme to ensure that new school provision in North Yate is commissioned at the right time and in line with projected pupil yields. Current numbers indicate the

Area	Proposal	Number of Places	Academic Year	Comments
	feasibility work to review the suitability of the school S106 site secured for North Yate New Neighbourhood.		as new data becomes available.	school is required by 2023 though this is subject to review and should not be considered as the agreed timing at this stage).
Area 3	<p>Continue to review the demand for places across schools in the area and agree a phased increase to the provision of places at Frenchay CE Primary School.</p> <p>Monitor progress of the Council's disposal of Malmain Drive which part funds the enlargement of Frenchay CE Primary School.</p> <p>Continue to work with the Diocese of Bristol in respect of plans for the disposal of Frenchay Primary School.</p>	280	2021/2022	<p>Pupil yields are difficult to estimate given the uncertainties over timing of a number of new house building developments. It will be important to ensure that growth in pupil numbers at Frenchay CE Primary School is considered in line with updated data and information about the number of pre-school age children likely to require places in future years occupying newly developed homes across several developments.</p> <p>Capital funding for the provision of additional school places is limited and major new schemes require the contribution of capital from the disposal of land. Approval for the disposal of sites was obtained as part of the process of approving the Council's capital programme.</p>
Area 4	<p>Monitor the demand for places reflecting the projected deficit of places in sub areas 4D, 4E and 4F.</p> <p>Review the housing trajectory figures published in the Council's updated Annual Monitoring Report (AMR) together with the terms of the Section 106 Agreement for Harry Stoke and East of Harry Stoke in order to determine the proposed date for the delivery of new primary school provision. The Section 106 Agreements provide the following:</p> <ul style="list-style-type: none"> • A 1.5 form entry school on land at Harry Stoke • A 3 form entry school on land at East of Harry Stoke 		Opening 2023 at the earliest	<p>The pupil numbers indicate a dip in demand for Reception class places in 2018 and 2019. Demand for Reception school places is expected to increase from 2020 onwards. There is localised pressure for places across Bradley Stoke in some year groups. The Council will refer in year movers to the next school with places available where demand exceeds capacity.</p> <p>The Presumption route refers to a competition held by the Council who will invite the submission of bids from Sponsor Trusts to establish new school provision at Harry Stoke and on land East of Harry Stoke. It is likely that the Council will commission one of the two primary schools to open by 2023, at the earliest, and the second primary school will be planned to open between 3-5 years thereafter (subject to ongoing review of housing delivery). The start-up costs of new schools commissioned by Presumption will be met by the Council. Multi-Academy Trusts are advised to consider their strategy for growth in order to determine their intention, or otherwise, to submit a bid.</p>

Area	Proposal	Number of Places	Academic Year	Comments
	It is proposed that both schools will be commissioned by the Council using the Presumption route.			
Area 5	<p>Agree a breach to the current planned admission number at Lyde Green Primary school for September 2020 to provide an additional 30 Reception class places (increasing from 60 to 90 for one year).</p> <p>Expand the existing primary school at Lyde Green on a new site to provide a further 420 primary school places. It is proposed that this will be achieved by working in partnership with the Castle Schools Education Trust (CSET) who will liaise with the Regional Schools Commissioner to discuss a business case for the expansion onto a satellite site. This will be an important proposal to ensure that:</p> <ul style="list-style-type: none"> • Additional primary school places are sustainable and cost effective. The straight-line distance between the current Lyde Green Primary School site and the land set aside for additional primary school places is 0.4 miles. This option offers flexibility to share resources and expertise. • New primary school places will be available by September 2022 to absorb increasing demand generated by new housing on the developed land at Lyde Green. • Provided additional classroom space necessitated by the two-year breach in admission levels at Lyde Green Primary School. • The Council will draw up a contingency plan with CSET to provide an interim solution to the provision of primary and secondary school places 	<p>30</p> <p>420 primary places</p>	<p>September 2020</p> <p>September 2022/2023</p>	<p>Lyde Green Primary School breached its planned admission number in 2019 to provide a total of 90 Reception Class places (an increase of 30 places). A second-year breach is required based on rising demand from families resident at Lyde Green. According to analysis undertaken by Cognisant Research, Lyde Green housing development is yielding around 42 primary school age children per 100 dwellings as opposed to the Council's standard yield multiplier of 36 primary school age children per 100 dwellings. This reflects the character of the Lyde Green development and necessitates temporary increases to current admission levels. Taking into account the two-year breach, the Council will be required to provide additional classroom space by Sept 2022. It is planned that the proposal to expand onto a satellite site will meet the need for additional classroom space and, at the same time, provide additional places for Lyde Green resident children.</p> <p>Land and partial funding is secured for additional primary school places through a Section 106 Agreement. This means that there is a gap in funding to build additional primary school places. Additional funding is being sought as part of the Council's Capital Programme. The land secured provides for the co-location of the primary and secondary school phases. This means that the Council's aspiration and the opportunity for joint working between the phases is maximised regardless of the outcome of the Wave 14 bid submissions to commission the secondary school phase (see the Secondary School Implementation Plan – Group 4 schools for details).</p> <p>The current programme of works indicate that the provision of new/additional places for September 2022 is possible though it will be prudent to plan for delay i.e. a precautionary measure. This will enable the Council to provide certainty to families about the provision of places for September 2022. Plans for the design of new and additional school provision are underway.</p>

Area	Proposal	Number of Places	Academic Year	Comments
	in the event that there is any delay experienced in the delivery of the capital works.			
Area 6	<p>Provide input to the delivery of the new free primary school commissioned by the DfE as part of Wave 13 Free School Programme and sponsored by Cabot Learning Federation. In line with the DfE's plans to annually review the bid approval (taking into account details of the pupil projections and capacity data submitted to the DfE in the annual School Capacity Return – SCAP) the Council will continue to monitor the need for the new Free School.</p> <p>Review the capacity of schools which expanded as part of the Council's programme of expansion (those expansions which have taken place since 2009) using temporary accommodation and in particular those schools which expanded by an entire form of entry using temporary accommodation.</p>	210-420	2022/2023	<p>The Council plans a consultation as part of the masterplan for the development of the site.</p> <p>Wave 13 will address a localised deficit of places in sub planning areas. A redline boundary for the site has been drawn up for this purpose on the former Grange School site.</p> <p>The Council's review of the demand for the new school will take into account the localised pressure for places across the sub areas and the movement of children/patterns of admission between the sub areas. The basic need case submitted to the DfE in 2019 should be reviewed and updated as necessary for 2020. It will be important that plans for the new school incorporate several access routes into the new school which should enable ease of access off the ring road.</p> <p>A review of existing schools operating with temporary accommodation, taking into account the age and condition of temporary buildings and priority condition works necessary to maintain provision. Identify the associated costs of maintaining temporary accommodation and consider the option to rationalise school sites to ensure the efficient and effective use of scarce resources.</p>
All Areas	Review plans for new house building across all areas, monitor the scale and pace of development and bring forward proposals for new school provision in line with new and updated build out rates and the availability of land.		2020/21	Not all major sites have a Section 106 agreement. New housing brought forward under the Community Infrastructure Levy will not provide funding for the Council to increase the supply of places. A funding gap is created by developments operated under CIL and any shortfalls in funding and sufficiency of places arising from development will need to be considered by members. Note: The Council is currently reviewing its arrangements under CIL and officers working in Education form part of the Project Group to

Area	Proposal	Number of Places	Academic Year	Comments
				understand the implication of any new CIL policy adopted on the Council's ability to secure education infrastructure.

Number of Places refer to the total to be provide across the age range 4-11

15. Secondary School Provision- Implementation Plan 2019– 2023

Group	Proposal	Number of Places*	Academic Year	Comments
Group 1	<p>A feasibility study is underway and is intended to provide a masterplan of works required across the CSET school sites in Group 1 in order to:</p> <ul style="list-style-type: none"> • sustain existing provision across the two sites • plan the expansion of secondary school provision to absorb demand arising from new house building • enable for the development of the new SEND free School on the Marlwood School site • address major condition priority works and rationalise accommodation as necessary as part of a programme of work • consider options for the relocation of Post 16 provision across the CSET school sites. 		Spring 2020	<p>The current proportion of surplus places is high at 20% though the projections indicate increased demand for places. By 2020 it is likely that the number of secondary school age children seeking places in Year 7 will have increased and there will need to be flexibility for any future and subsequent increase to admission levels.</p> <p>New house building growth will increase demand for school places. It will be important to ensure sufficient local secondary school provision for local children in the longer term.</p> <p>The feasibility study will be published during the 2019/20 academic year and will help define a programme of works across the CSET sites.</p>
Group 2	Review the need for places arising from the development of North Yate new neighbourhood.		Annual review of data on dwelling completions	There are surplus places at 2 of the 3 schools across the planning group though numbers are expected to grow slowly. The projections exclude secondary school age children yielded from new development and are likely to require places in the longer term.
Group 3	<p>Review place planning requirements taking into account:</p> <ul style="list-style-type: none"> • Basic need growth across the planning area • Demand arising from East of Harry Stoke necessitating expansion proposals for Abbeywood. A feasibility study has been undertaken for this purpose. • Surplus places at Patchway Community School and the need to redevelop the school. A 		2023/2024	<p>The pupil projections indicate a surplus of places, though the offer data for 2019 indicate a deficit of places across the planning group.</p> <p>Abbeywood: Additional secondary school places are required at Abbeywood to help meet demand from local resident children across the area and to absorb demand arising from new housing development. A feasibility study indicates options for the expansion of Abbeywood by at least 2 forms of entry (60 per year group) Details of costs will be considered as soon as the preferred option is approved.</p>

Group	Proposal	Number of Places*	Academic Year	Comments
	<p>feasibility study is currently underway to consider options.</p> <ul style="list-style-type: none"> • Current patterns of admission indicating cross border movement of South Gloucestershire resident children to schools out of area • Demand for places arising from the development of the airfield site at Cribbs/Patchway and the corresponding financial contribution and land secured in the Section 106 Agreement for new secondary school provision at Cribbs Patchway. 			<p>Patchway: Patchway Community School has some surplus places, though the number on roll in Year 7 intake increased for the 2019/20 academic year. Options are being considered jointly by Olympus Academy Trust and South Gloucestershire Council for the provision of places across the area including the option to redevelop Patchway school to provide at least 6 forms of entry, possibly more, which will help to unlock existing surplus places and increase the availability of local secondary school places to South Gloucestershire resident children – a proportion of which are currently travelling out of area.</p> <p>New secondary school at Cribbs/Patchway: The Section 106 provides for a 7 form entry school from 2027.</p>
Group 4	<p>Annually review the demand for Year 7 places and negotiate with Multi Academy Trusts for the provision of additional places on a temporary basis in 2020 and in 2021 prior to the opening of new secondary provision at Lyde Green. Note: a temporary provision of places is in line with the existing capacities of the secondary school estate.</p>		2020 onwards	<p>The deficit of places across schools in Area 4 is as follows:</p> <ul style="list-style-type: none"> • 60 places in 2020 • 77 places in 2021

Group	Proposal	Number of Places*	Academic Year	Comments
Group 5	<p>Annually review the demand for Year 7 places and negotiate with Multi Academy Trusts for the provision of additional places on a temporary basis in 2020 and in 2021 prior to the opening of new secondary provision at Lyde Green.</p>		2020 onwards	<p>The deficit of places across schools in Area 5 is as follows:</p> <ul style="list-style-type: none"> Up to 30 places in 2020 30 places in 2021
	<p>Await the outcome of Wave 14 bid submission to establish new secondary school provision at Lyde Green to meet both basic need growth (3FE) and demand generated by new housing (3FE) The DfE confirm the receipt of two bid submissions from sponsor trusts as follows:</p> <ul style="list-style-type: none"> South Gloucestershire and Stroud Academy Trust Castle Schools Education Trust 		2022/23	<p>Land and funding secured in the Section 106 Agreement is for a 3FE secondary school. A direct bid for a new secondary school has been submitted under the central government's Wave 14 Free Schools Programme to provide a further 3FE under basic need (a 6FE secondary school in total). The outcome of the Wave 14 bid process is expected in Spring 2020. The Council is planning for both a successful and unsuccessful outcome of the bid process as follows:</p>
	<p>It is for central government to assess the bid submissions and to make a decision about who will establish the new school. It is proposed that the new school will open in September 2022 and will eventually provide up to 6 forms of entry (900 places).</p>	450-900 secondary school places	2022/23	<ul style="list-style-type: none"> A successful outcome will enable for the development of the school in line with the Council's plans which will be funded partly from central government funding and partly from the S106 funds secured. The Council will work with the DfE to deliver the new school. It is likely that the capital project will be run by the DfE though there may be an opportunity to 'self-deliver' the scheme. The Council is developing the design of the new school in order that the school can be delivered on-time. See further details of the design below. An unsuccessful bid outcome will necessitate a request for funding to the DfE under basic need. This may mean that the new school is provided in two phases i.e. phase 1 will provide 3FE (that funded by S106) and phase 2 will provide 3FE (that for which additional funding will be required). The design of the school will enable the delivery of the school in phases (see details of the emerging design below). The Council will take advice from the DfE about the appropriate commissioning route in the event the outcome of Wave 14 is unfavourable.

Group	Proposal	Number of Places*	Academic Year	Comments
	<p>The Council is working with CSET to provide a contingency plan for the provision of secondary school places in the event that the capital project to build the new school is delayed. This will provide certainty to families about the provision of places for September 2022. Note:</p>			<p>The emerging design allows for shared use of joint facilities across the phases which will help drive-down costs and maximise the use of a relatively small site area. The design reflects co-location of primary and secondary school places on the land secured in the Section 106. The aspiration for shared use is further encouraged given that the playing fields are jointly provided for use by both primary and secondary school age children. The design being developed allows for the primary and secondary phases to be established by two separate sponsor trusts or one sponsor trust. A phased build will be enabled by designing a classroom block which allows for future expansion.</p> <p>In working with CSET to develop a contingency plan, the Council does not presume the outcome of Wave 14. This contingency reflects that CSET has existing primary and secondary school provision located across the Planning Group and importantly, it reflects the proposal for CSET to expand the existing primary school at Lyde Green onto land set aside for additional primary school places (a satellite site). This option offers flexibility to provide interim accommodation which may otherwise be provided at significant cost.</p>

16. Longer-term plans for the provision of places to meet new house building growth (school infrastructure planned post 2023).

Area	Proposal	Number of Places	Comments
Area 4	Harry Stoke 1 or East of Harry Stoke Primary School Provision	315 or 630 places	Land and funding agreed through a S106 Agreement.
Area 4	Cribbs Patchway Primary School Provision	2100	Land and funding to be provided and agreed as part of a Section 106 Agreement (provided on 4-5 sites).

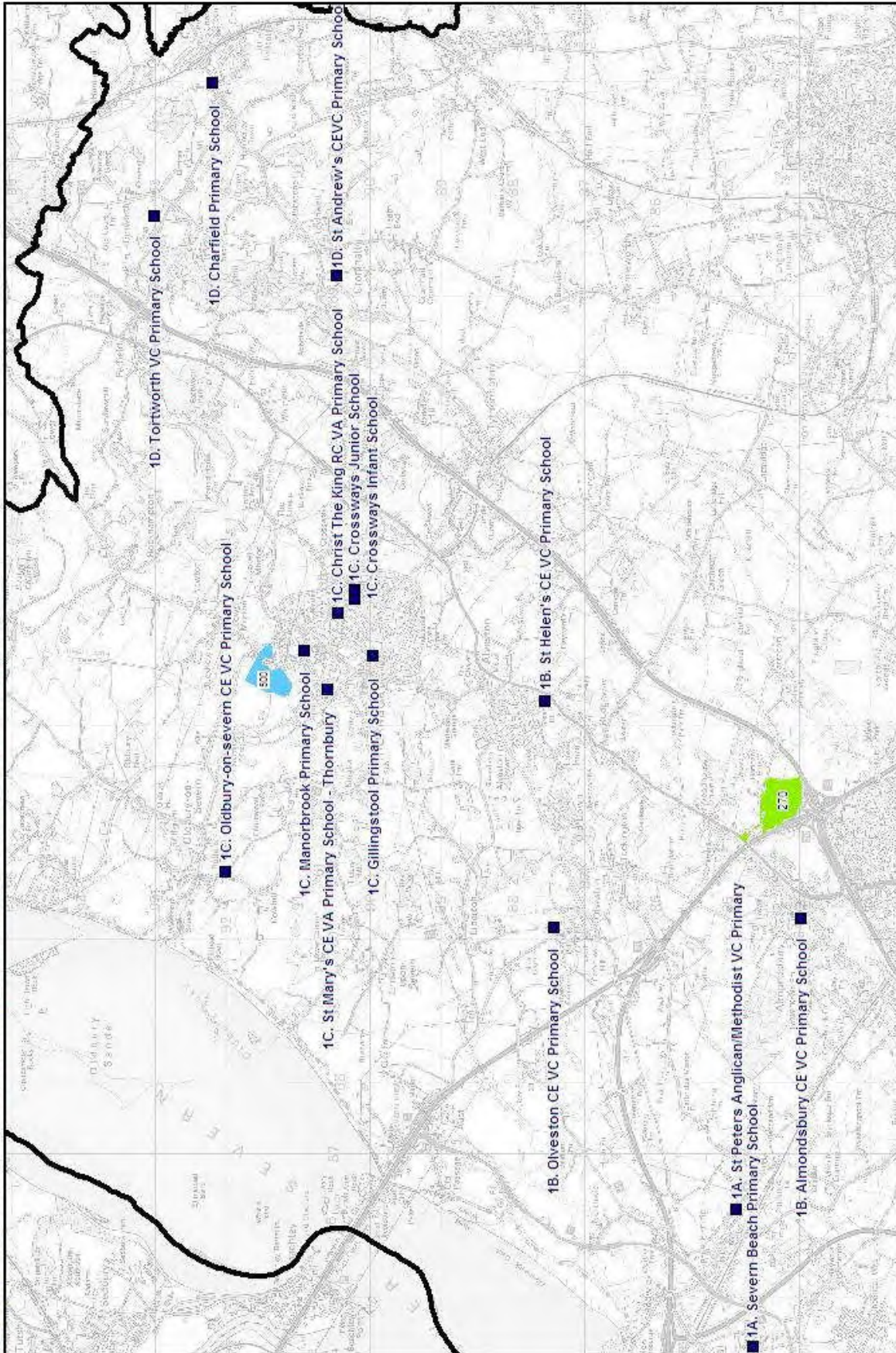
Note: There are a number of external factors which impact on the Council's plans to develop new schools and therefore the details provided above are subject the change

APPENDIX 1

Primary Pupil Projections by Planning Area

Area 1 Severnside, Thornbury, Almondsbury and Surrounding Areas

Primary Area 1: Severnside, Thornbury, Almondsbury and Surrounding Areas



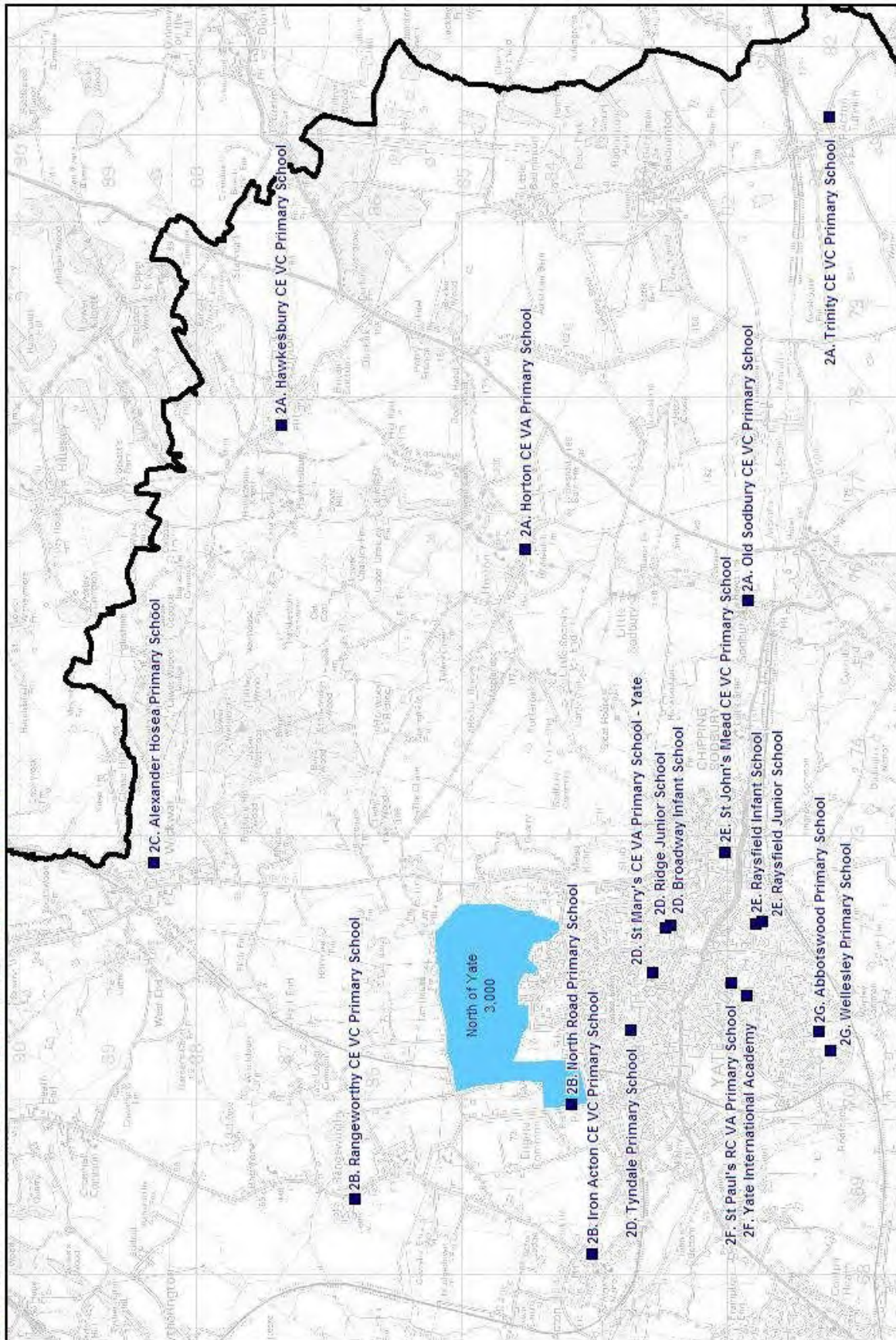
APPENDIX 1

Area 1 Severnside, Thornbury, Almondsbury and Surrounding Areas Pupil projections summary

	AN	Surplus	Year	R	1	2	3	4	5	6	Total
Area	60	-8	2018	52	43	43	48	44	47	44	321
1A	60	-5	2019	55	53	42	42	48	44	46	330
Initial Offers	60	-16	2020	44	56	52	41	42	48	43	326
42	60	-16	2021	44	45	55	51	41	42	47	325
	60	-9	2022	51	45	44	54	51	41	41	327
	60	-11	2023	49	52	44	43	54	51	40	333
Area	105	-10	2018	95	106	95	99	108	95	100	698
1B	105	-1	2019	104	96	108	95	101	109	96	709
Initial Offers	105	-6	2020	99	106	98	109	97	102	110	721
98	105	-6	2021	99	100	108	98	111	98	103	717
	105	3	2022	108	100	102	109	100	112	98	729
	105	2	2023	107	109	102	102	111	101	112	744
Area	191	-32	2018	159	149	159	159	192	185	182	1185
1C	191	-16	2019	175	164	154	165	163	196	192	1209
Initial Offers	191	-7	2020	184	181	171	161	169	168	205	1239
141	191	-29	2021	162	189	187	177	164	174	176	1229
	191	-34	2022	157	166	192	193	179	168	180	1235
	191	-24	2023	167	160	169	197	196	180	174	1243
Area	54	-21	2018	33	43	39	53	33	48	51	300
1D	54	-18	2019	36	35	48	40	54	36	49	298
Initial Offers	54	-16	2020	38	37	38	50	41	57	37	298
42	54	-23	2021	31	39	41	39	50	44	58	302
	54	-21	2022	33	32	44	43	40	55	46	293
	54	-20	2023	34	34	36	45	43	42	56	290
Area 1	410	-71	2018	339	341	336	359	377	375	377	2504
	410	-40	2019	370	348	352	342	366	385	383	2546
Initial Offers	410	-45	2020	365	380	359	361	349	375	395	2584
323	410	-74	2021	336	373	391	365	366	358	384	2573
	410	-61	2022	349	343	382	399	370	376	365	2584
	410	-53	2023	357	355	351	387	404	374	382	2610

Area 2 Yate, Chipping Sodbury and Surrounding Areas

Primary Area 2: Yate, Chipping Sodbury and Surrounding Areas

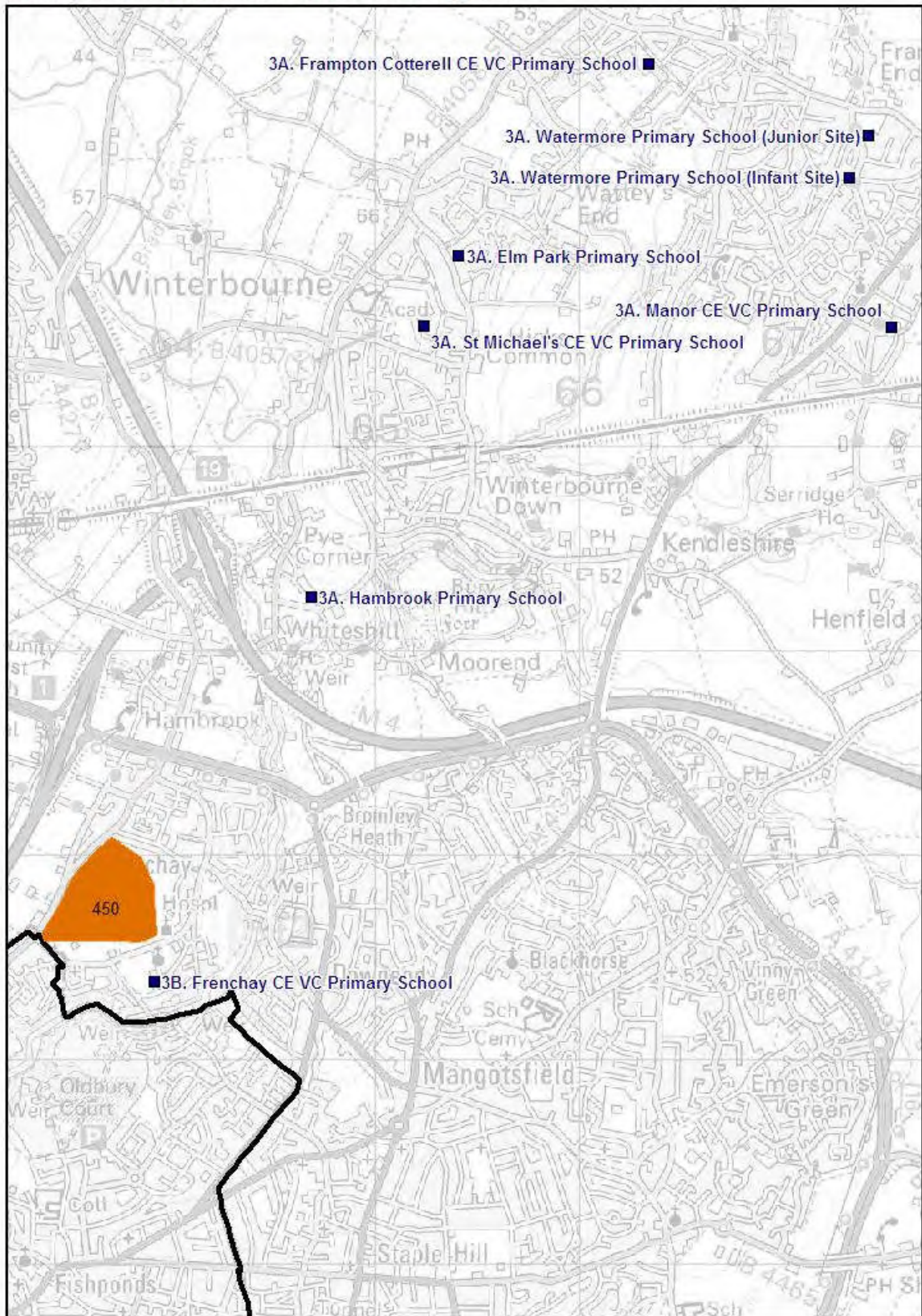


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Area 2 Pupil projection summary

	AN	Surplus	Year	R	1	2	3	4	5	6	Total
Area	60	-5	2018	55	49	60	60	60	59	54	397
2A	60	-9	2019	51	54	51	61	60	60	58	395
Initial Offers	58	-9	2020	49	50	56	52	61	60	59	387
49	58	-8	2021	50	48	51	57	52	60	59	377
	58	-15	2022	43	49	49	52	57	52	58	360
	58	-9	2023	49	42	50	50	52	56	52	351
Area	42	5	2018	47	38	40	38	40	33	33	269
2B	45	-9	2019	36	49	39	40	40	41	35	280
Initial Offers	40	-6	2020	34	39	51	41	43	42	45	295
32	40	-1	2021	39	36	40	52	44	46	45	302
	40	1	2022	41	39	38	42	55	45	48	308
	40	1	2023	41	43	41	40	44	57	47	313
Area	45	-8	2018	37	27	30	30	27	29	24	204
2C	30	-5	2019	25	39	27	30	30	26	30	207
Initial Offers	30	-5	2020	25	27	40	28	31	30	27	208
25	30	-8	2021	22	27	28	41	29	31	32	210
	30	-7	2022	23	24	28	29	41	29	32	206
	30	-7	2023	23	24	24	28	29	40	30	198
Area	135	-2	2018	133	126	156	128	123	126	129	921
2D	135	2	2019	137	135	125	155	126	121	127	926
Initial Offers	135	-19	2020	116	140	136	125	155	126	124	922
131	135	20	2021	155	119	141	137	126	156	129	963
	135	0	2022	135	156	119	141	137	126	158	972
	135	8	2023	143	136	156	119	140	136	127	957
Area	105	-1	2018	104	105	104	103	104	98	104	722
2E	105	3	2019	108	104	104	105	105	105	98	729
Initial Offers	105	-1	2020	104	110	104	105	108	106	105	742
105	105	3	2021	108	105	110	106	108	110	106	753
	105	3	2022	108	109	105	111	109	109	110	761
	105	5	2023	110	109	108	106	113	110	109	765
Area	90	-17	2018	73	73	90	81	77	76	82	552
2F	90	-5	2019	85	75	73	89	80	78	79	559
Initial Offers	90	-10	2020	80	87	75	72	88	81	81	564
64	90	1	2021	91	82	87	74	71	89	84	578
	90	-3	2022	87	93	82	86	73	72	92	585
	90	0	2023	90	89	93	81	84	74	74	585
Area	90	-24	2018	66	75	83	74	60	76	66	500
2G	90	-25	2019	65	66	74	85	72	60	75	497
Initial Offers	90	-27	2020	63	65	65	76	84	72	59	484
74	90	-21	2021	69	63	64	66	74	84	71	491
	90	-22	2022	68	69	62	65	65	74	83	486
	90	-20	2023	70	68	68	63	64	65	73	471
Area 2	567	-52	2018	515	493	563	514	491	497	492	3565
	555	-48	2019	507	522	493	565	513	491	502	3593
Initial Offers	548	-77	2020	471	518	527	499	570	517	500	3602
480	548	-14	2021	534	480	521	533	504	576	526	3674
	548	-43	2022	505	539	483	526	537	507	581	3678
	548	-22	2023	526	511	540	487	526	538	512	3640

Primary Area 3: Winterbourne and Surrounding Areas



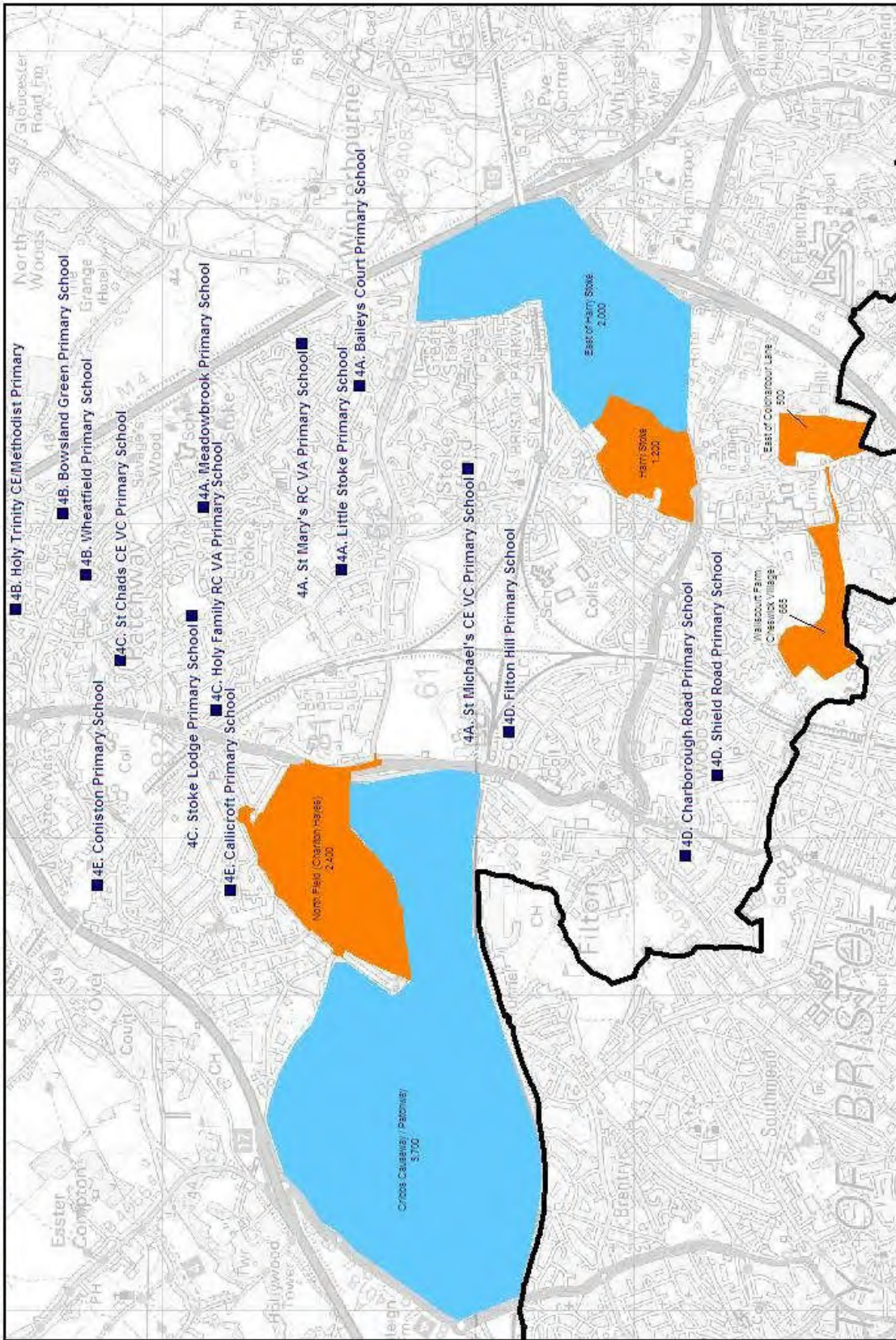
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Area 3 Pupil projection summary

	AN	Surplus	Year	R	1	2	3	4	5	6	Total
Area	105	22	<i>2018</i>	127	133	126	135	126	99	106	852
3A	135	-6	<i>2019</i>	129	129	134	128	137	126	100	883
Initial Offers	135	-14	<i>2020</i>	121	131	130	136	131	137	127	913
126	135	-29	<i>2021</i>	106	123	132	132	139	132	137	901
	135	0	<i>2022</i>	135	109	124	135	135	140	132	910
	135	-7	<i>2023</i>	128	138	110	127	138	135	140	916
Area	20	-1	<i>2018</i>	19	22	17	21	18	19	20	136
3B	20	0	<i>2019</i>	20	22	24	20	24	20	22	152
Initial Offers	60	-38	<i>2020</i>	22	23	24	26	23	26	23	167
20	60	-41	<i>2021</i>	19	25	24	26	29	25	28	176
	60	-37	<i>2022</i>	23	22	26	26	29	31	27	184
	60	-38	<i>2023</i>	22	26	23	28	28	30	32	189
Area	105	-26	<i>2018</i>	79	86	95	92	100	92	101	645
3C	90	-15	<i>2019</i>	75	79	86	94	91	100	90	615
Initial Offers	90	-9	<i>2020</i>	81	75	79	85	94	91	98	603
86	90	-14	<i>2021</i>	76	81	75	78	85	94	89	578
	90	-12	<i>2022</i>	78	77	81	75	79	86	93	569
	90	-11	<i>2023</i>	79	79	78	82	76	80	85	559
Area 3	230	-5	<i>2018</i>	225	241	238	248	244	210	227	1633
	245	-21	<i>2019</i>	224	230	244	242	252	246	212	1650
Initial Offers	285	-61	<i>2020</i>	224	229	233	247	248	254	248	1683
232	285	-84	<i>2021</i>	201	229	231	236	253	251	254	1655
	285	-49	<i>2022</i>	236	208	231	236	243	257	252	1663
	285	-56	<i>2023</i>	229	243	211	237	242	245	257	1664

Area 4 Filton, Bradley Stoke, Patchway and Stoke Gifford

Primary Area 4: Filton, Bradley Stoke, Patchway and Stoke Gifford



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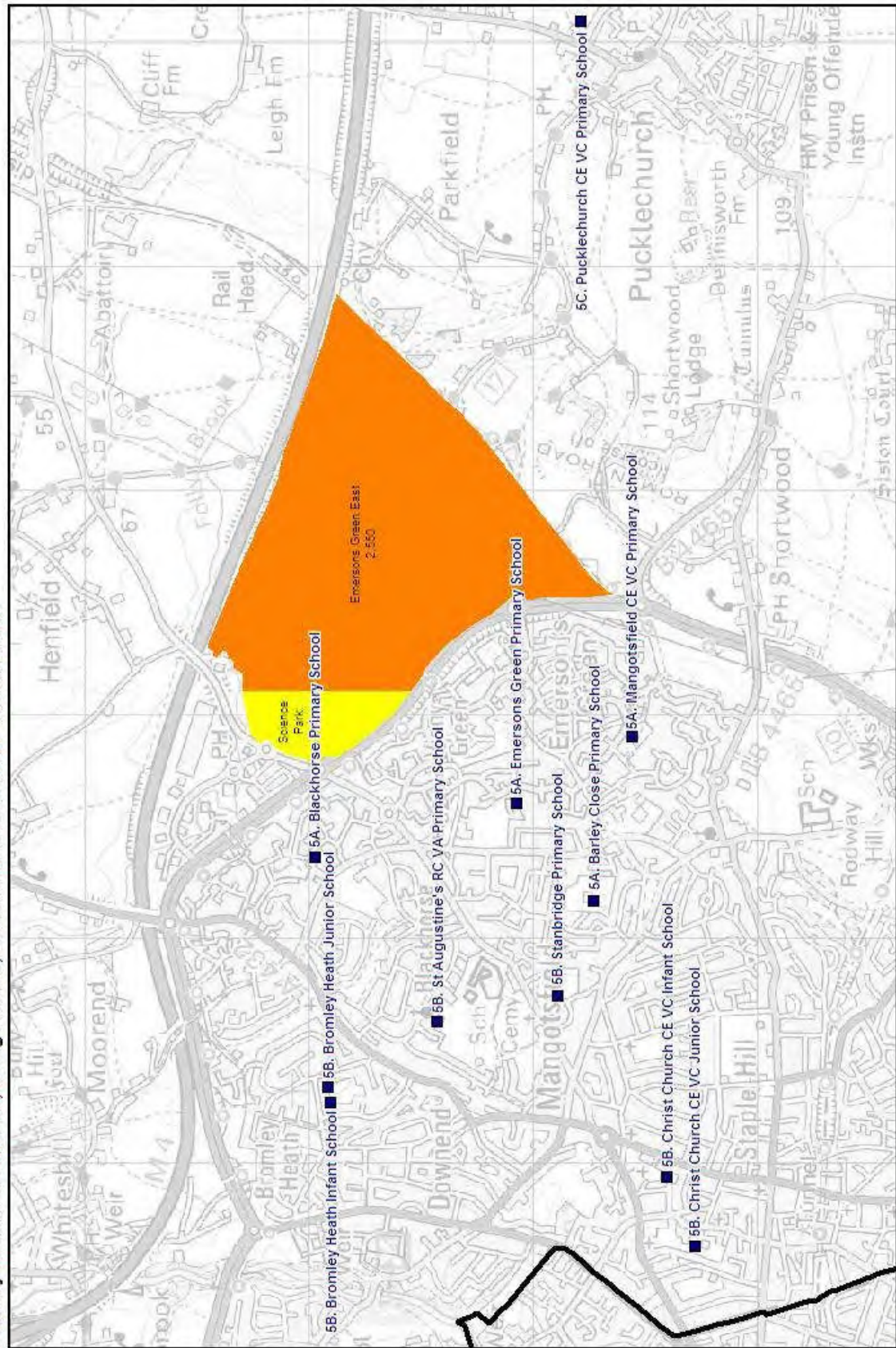
APPENDIX 1

Area 4 Filton, Patchway, Bradley Stoke and Stoke Gifford

	AN	Surplus	Year	R	1	2	3	4	5	6	Total
Area	300	-32	2018	268	293	274	298	283	311	285	2012
4A	300	-47	2019	253	266	294	275	297	285	308	1978
Initial Offers	300	-40	2020	260	252	267	296	276	299	283	1933
293	300	-46	2021	254	259	254	270	296	281	298	1912
	300	-25	2022	275	255	263	260	274	301	283	1911
	300	-25	2023	275	278	263	270	266	281	303	1936
Area	135	0	2018	135	131	123	119	123	129	126	886
4B	135	-18	2019	117	135	131	123	119	123	129	877
Initial Offers	135	-4	2020	131	117	135	131	123	120	124	881
128	135	-1	2021	134	131	117	135	130	123	121	891
	135	-12	2022	123	134	132	117	134	131	123	894
	135	-4	2023	131	123	136	132	117	134	131	904
Area	150	-40	2018	110	134	116	134	134	133	129	890
4C	150	-44	2019	106	109	134	112	132	130	132	855
Initial Offers	150	-40	2020	110	105	110	131	112	129	130	827
144	150	-25	2021	125	110	106	108	130	110	129	818
	150	-38	2022	112	124	111	105	108	127	111	798
	150	-31	2023	119	111	125	109	105	105	128	802
Area	90	-4	2018	86	88	125	102	96	96	110	703
4D	95	-3	2019	92	87	88	126	104	96	97	690
Initial Offers	95	13	2020	108	93	87	89	128	104	97	706
91	95	12	2021	107	109	93	88	91	128	105	721
	95	7	2022	102	108	109	94	89	91	128	721
	95	12	2023	107	104	108	110	96	90	92	707
Area	150	-61	2018	89	83	79	79	83	60	78	551
4E	150	-18	2019	132	91	83	82	79	85	61	613
Initial Offers	150	-7	2020	143	139	93	88	84	82	88	717
81	150	8	2021	158	153	146	100	92	90	86	825
	150	-2	2022	148	168	160	157	104	98	94	929
	150	5	2023	155	155	174	168	162	112	104	1030
Area	60	-1	2018	59	59	59	60	59	46	0	342
4F	60	1	2019	61	60	59	61	60	60	47	408
Initial Offers	60	-3	2020	57	62	60	61	61	60	60	421
61	60	-6	2021	54	58	62	63	61	62	61	421
	60	5	2022	65	55	58	64	63	61	63	429
	60	3	2023	63	65	54	59	63	62	61	427
Area 4	885	-138	2018	747	788	776	792	778	775	728	5384
	890	-129	2019	761	748	789	779	791	779	774	5421
Initial Offers	890	-81	2020	809	768	752	796	784	794	782	5485
798	890	-58	2021	832	820	778	764	800	794	800	5588
	890	-65	2022	825	844	833	797	772	809	802	5682
	890	-40	2023	850	836	860	848	809	784	819	5806

Area 5 Downend, Mangotsfield, Emersons Green and Pucklechurch

Primary Area 5: Downend, Mangotsfield, Emersons Green and Pucklechurch

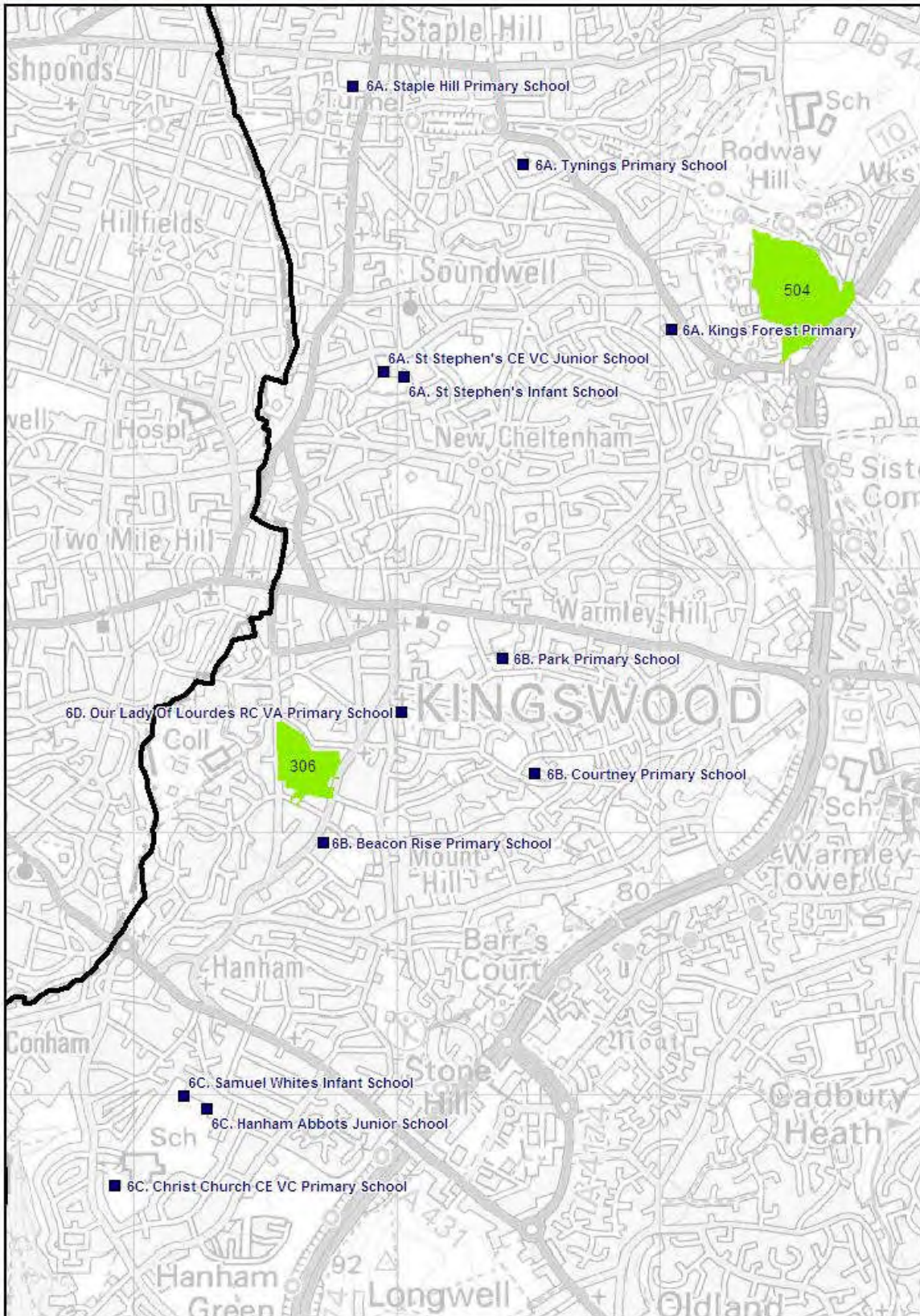


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Area 5 Pupil projection summary

	AN	Surplus	Year	R	1	2	3	4	5	6	Total
Area	300	-37	<i>2018</i>	263	283	269	261	228	225	231	1760
5A	330	-51	<i>2019</i>	279	272	287	274	266	227	228	1833
Initial Offers	300	-21	<i>2020</i>	279	290	275	294	278	268	229	1913
255	300	3	<i>2021</i>	303	289	293	281	299	281	275	2021
	300	-13	<i>2022</i>	287	313	290	298	286	302	285	2061
	300	-1	<i>2023</i>	299	294	313	294	299	286	306	2091
Area	240	-32	<i>2018</i>	208	217	223	226	214	219	220	1527
5B	225	-5	<i>2019</i>	220	210	219	224	226	213	217	1529
Initial Offers	225	11	<i>2020</i>	236	222	212	220	225	225	213	1553
208	225	0	<i>2021</i>	225	238	224	213	220	224	223	1567
	225	0	<i>2022</i>	225	227	240	225	213	219	222	1571
	225	7	<i>2023</i>	232	227	229	241	224	212	217	1582
Area	30	-11	<i>2018</i>	19	26	29	25	29	22	28	178
5C	30	0	<i>2019</i>	30	19	27	29	25	29	21	180
Initial Offers	30	-1	<i>2020</i>	29	30	20	27	29	26	29	190
26	30	-1	<i>2021</i>	29	29	32	20	27	30	26	193
	30	1	<i>2022</i>	31	29	30	32	20	27	29	198
	30	1	<i>2023</i>	31	31	30	30	32	20	26	200
Area 5	570	-80	<i>2018</i>	490	526	521	512	471	466	479	3465
	585	-56	<i>2019</i>	529	501	533	527	517	469	466	3542
Initial Offers	555	-11	<i>2020</i>	544	542	507	541	532	519	471	3656
489	555	2	<i>2021</i>	557	556	549	514	546	535	524	3781
	555	-12	<i>2022</i>	543	569	560	555	519	548	536	3830
	555	7	<i>2023</i>	562	552	572	565	555	518	549	3873

Primary Area 6: Kingswood and Hanham



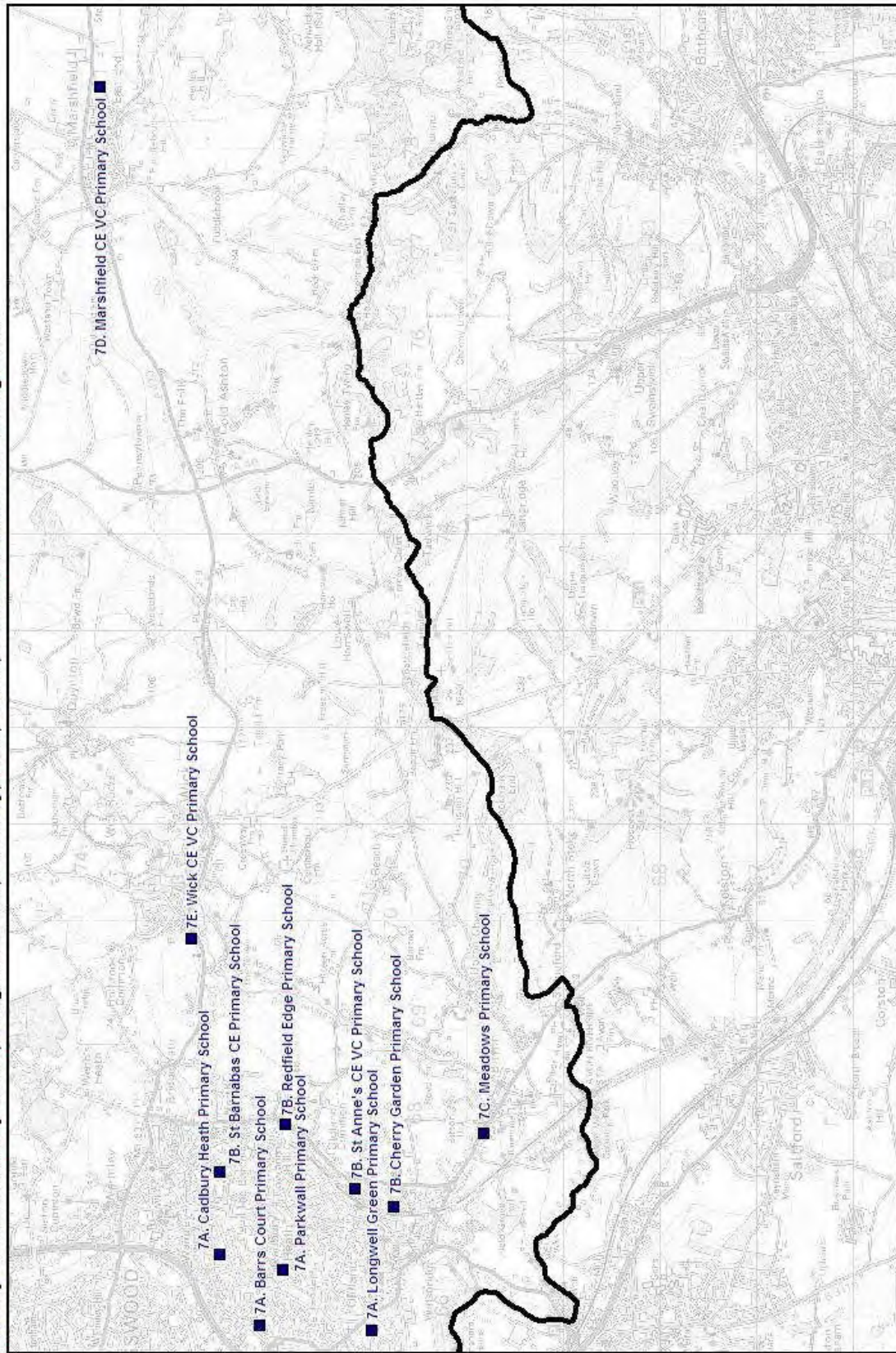
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Area 6 Pupil projection summary

	AN	Surplus	Year	R	1	2	3	4	5	6	Total
Area	255	-9	2018	246	254	251	235	252	242	243	1723
6A	255	-25	2019	230	249	253	249	235	251	241	1708
Initial Offers	255	5	2020	260	233	249	252	250	235	250	1729
247	255	9	2021	264	263	232	248	253	250	234	1744
	255	25	2022	280	266	262	231	248	252	249	1788
	255	25	2023	280	282	265	261	231	247	251	1817
Area	300	-31	2018	269	269	285	255	233	236	229	1776
6B	300	-40	2019	260	271	268	283	256	236	234	1808
Initial Offers	300	-39	2020	261	262	270	268	285	258	235	1839
271	300	-17	2021	283	263	260	270	269	288	258	1891
	300	-13	2022	287	285	261	260	271	271	286	1921
	300	-10	2023	290	289	284	261	261	272	270	1927
Area	150	-20	2018	130	132	150	138	127	137	141	955
6C	150	-6	2019	144	131	133	148	136	126	136	954
Initial Offers	150	-19	2020	131	145	131	131	146	135	126	945
127	150	-16	2021	134	132	145	130	129	145	134	949
	150	-6	2022	144	135	132	143	128	128	144	954
	150	-6	2023	144	145	136	130	140	126	127	948
Area 6	705	-60	2018	645	655	686	628	612	615	613	4454
	705	-71	2019	634	651	654	680	627	613	611	4470
Initial Offers	705	-53	2020	652	640	650	651	681	628	611	4513
645	705	-24	2021	681	658	637	648	651	683	626	4584
	705	6	2022	711	686	655	634	647	651	679	4663
	705	9	2023	714	716	685	652	632	645	648	4692

Area 7 Cadbury Heath, Longwell Green, Warmley, Wick, Bitton, Marshfield and Surrounding Areas

Primary Area 7: Cadbury Heath, Longwell Green, Warmley, Wick, Bitton, Marshfield and Surrounding Areas



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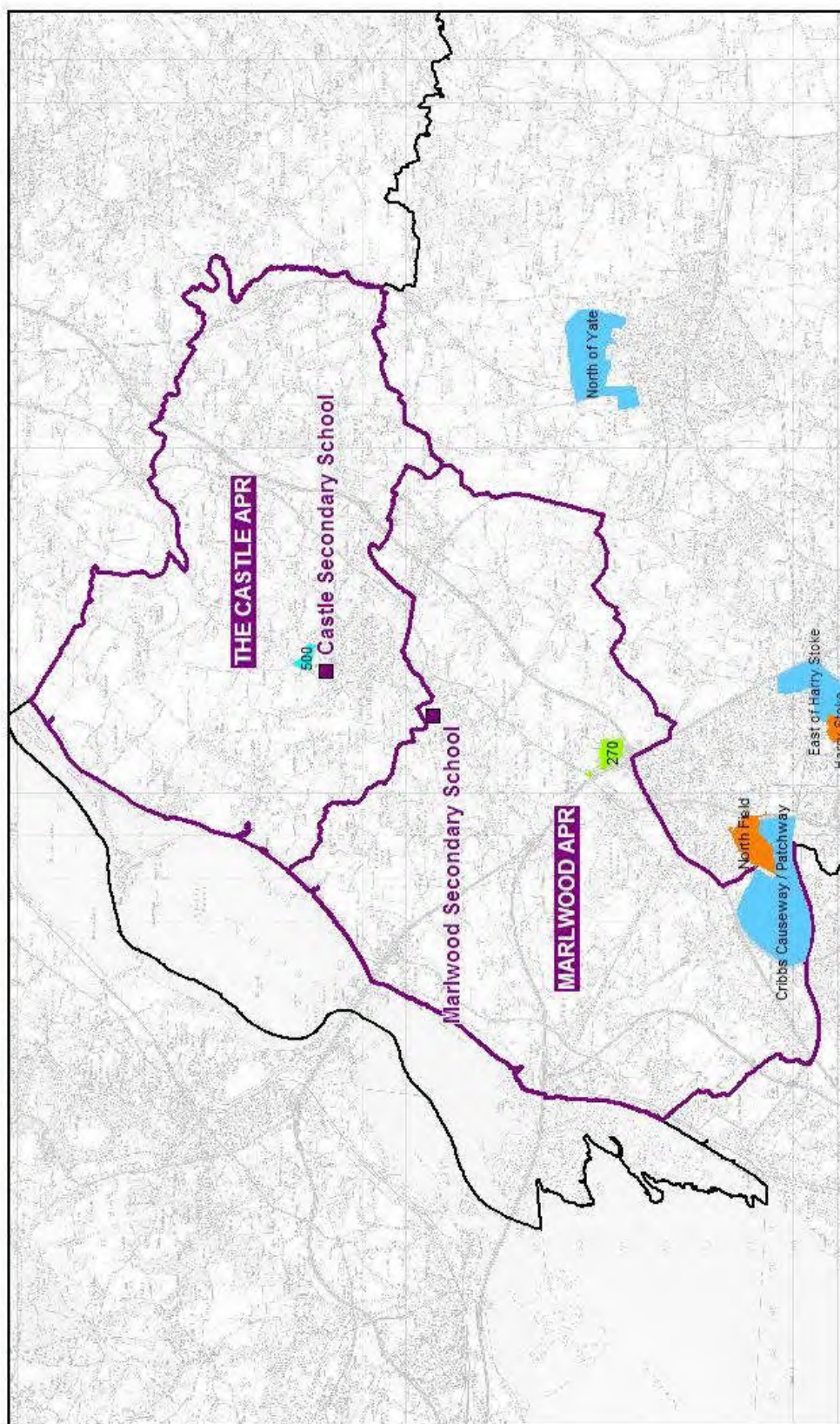
APPENDIX 1

Area 7 Pupil projection summary

	AN	Surplus	Year	R	1	2	3	4	5	6	Total
Area	165	-20	2018	145	145	138	149	157	154	153	1041
7A	165	-19	2019	146	147	144	141	151	158	154	1041
Initial Offers	165	-9	2020	156	148	145	147	143	152	158	1049
147	165	-12	2021	153	158	146	147	149	144	152	1049
	165	-12	2022	153	155	155	149	149	150	143	1054
	165	-7	2023	158	155	154	158	150	149	150	1074
Area	150	-11	2018	139	137	147	130	153	147	151	1004
7B	150	-8	2019	142	139	137	145	133	154	147	997
Initial Offers	150	-17	2020	133	142	139	136	149	135	155	989
138	150	2	2021	152	133	142	138	139	152	135	991
	150	-8	2022	142	152	133	141	141	142	151	1002
	150	-3	2023	147	142	152	132	143	144	141	1001
Area	30	-7	2018	23	26	24	23	26	19	24	165
7C	30	-15	2019	15	23	26	24	23	25	20	156
Initial Offers	30	-17	2020	13	16	24	26	24	22	26	151
28	30	-13	2021	17	13	16	24	25	23	23	141
	30	-13	2022	17	17	13	16	23	23	23	132
	30	-13	2023	17	17	17	13	15	21	23	123
Area	26	-9	2018	17	20	30	26	22	26	21	162
7D	26	-3	2019	23	17	20	29	25	21	26	161
Initial Offers	26	-3	2020	23	23	17	20	28	24	21	156
24	26	0	2021	26	23	23	17	19	27	24	159
	26	3	2022	29	26	23	23	17	18	27	163
	26	2	2023	28	29	26	23	22	16	18	162
Area	30	0	2018	30	30	24	31	30	22	17	184
7E	30	-2	2019	28	30	29	24	31	30	22	194
Initial Offers	30	-9	2020	21	28	29	30	24	31	30	193
30	30	-5	2021	25	21	27	30	30	24	30	187
	30	-1	2022	29	25	21	28	30	30	24	187
	30	-3	2023	27	29	25	21	28	30	29	189
Area 7	401	-47	2018	354	358	363	359	388	368	366	2556
	401	-47	2019	354	356	356	363	363	388	369	2549
Initial Offers	401	-55	2020	346	357	354	359	368	364	390	2538
367	401	-28	2021	373	348	354	356	362	370	364	2527
	401	-31	2022	370	375	345	357	360	363	368	2538
	401	-24	2023	377	372	374	347	358	360	361	2549

Secondary Pupil Projections by Planning Area

Secondary Group 1: Thornbury and Alveston

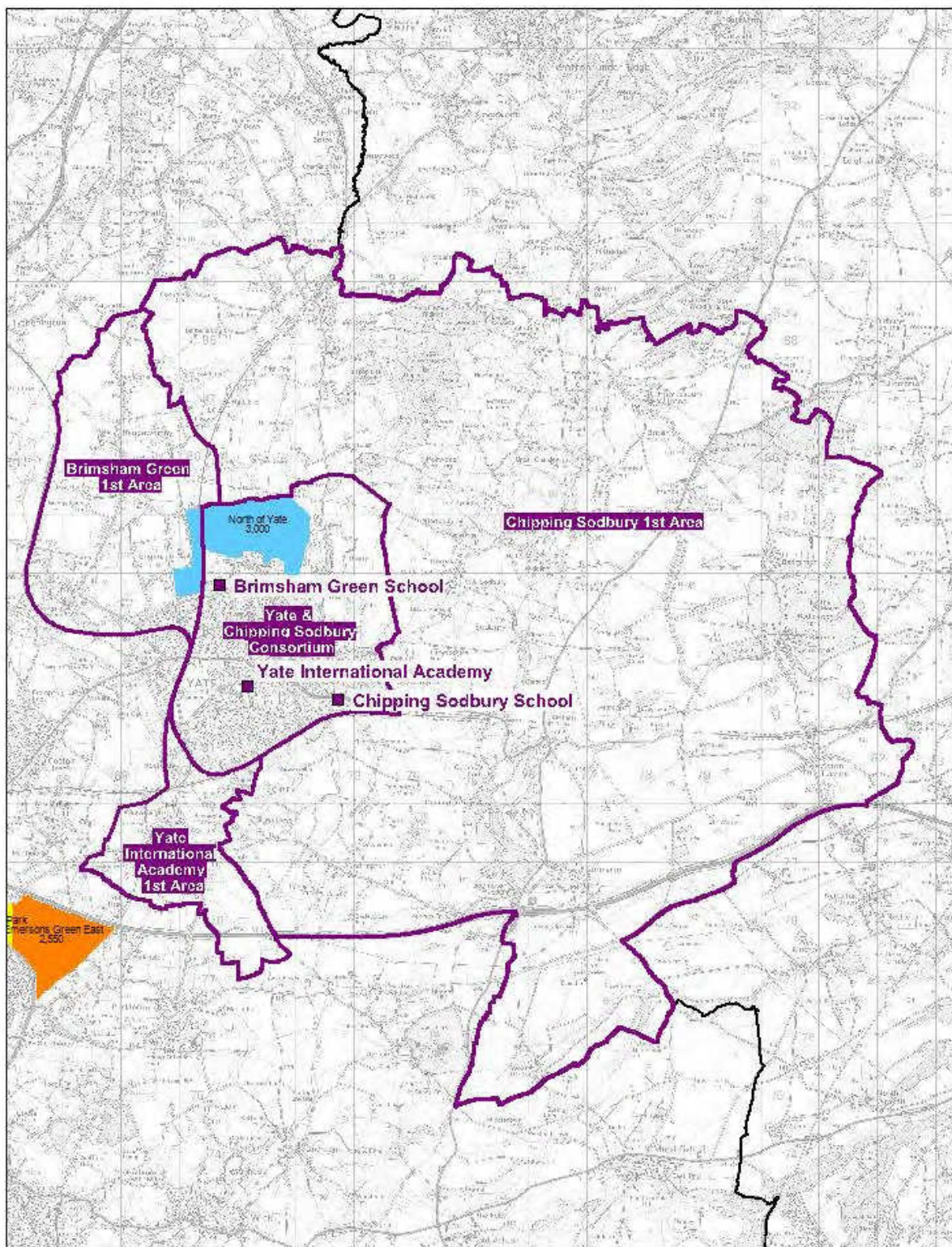


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Group 1 Pupil Projections Summary

	Surplus	Year	7	8	9	10	11	12	13	Total	7-11	P16
Castle AN: 270 Offers: 270	0	2018	270	233	267	266	258	156	156	1606	1294	312
	1	2019	271	273	236	265	268	159	141	1613	1313	300
	5	2020	275	272	276	233	266	164	148	1634	1322	312
	11	2021	281	277	275	273	234	158	152	1650	1340	310
	18	2022	288	282	280	273	275	146	146	1690	1398	292
	27	2023	297	289	285	277	274	155	135	1712	1422	290
	22	2024	292	298	292	283	278	163	143	1749	1443	306
	19	2025	289	293	301	290	284	166	152	1775	1457	318
	26	2026	296	290	296	299	291	169	154	1795	1472	323
	28	2027	298	298	294	294	300	174	158	1816	1484	332
37	2028	307	299	301	291	295	180	162	1835	1493	342	
Marlwood AN: 210 Offers: 101	-127	2018	83	99	90	93	86	0	0	451	451	0
	-108	2019	102	79	97	79	90	0	0	447	447	0
	-107	2020	103	98	77	85	75	0	0	438	438	0
	-105	2021	105	99	96	65	82	0	0	447	447	0
	-102	2022	108	101	97	84	61	0	0	451	451	0
	-99	2023	111	104	99	85	81	0	0	480	480	0
	-101	2024	109	107	102	87	82	0	0	487	487	0
	-102	2025	108	105	105	90	84	0	0	492	492	0
	-99	2026	111	104	103	93	87	0	0	498	498	0
	-98	2027	112	107	102	91	90	0	0	502	502	0
-95	2028	115	108	105	90	88	0	0	506	506	0	

Secondary Group 2: Yate, Chipping Sodbury and surrounding area



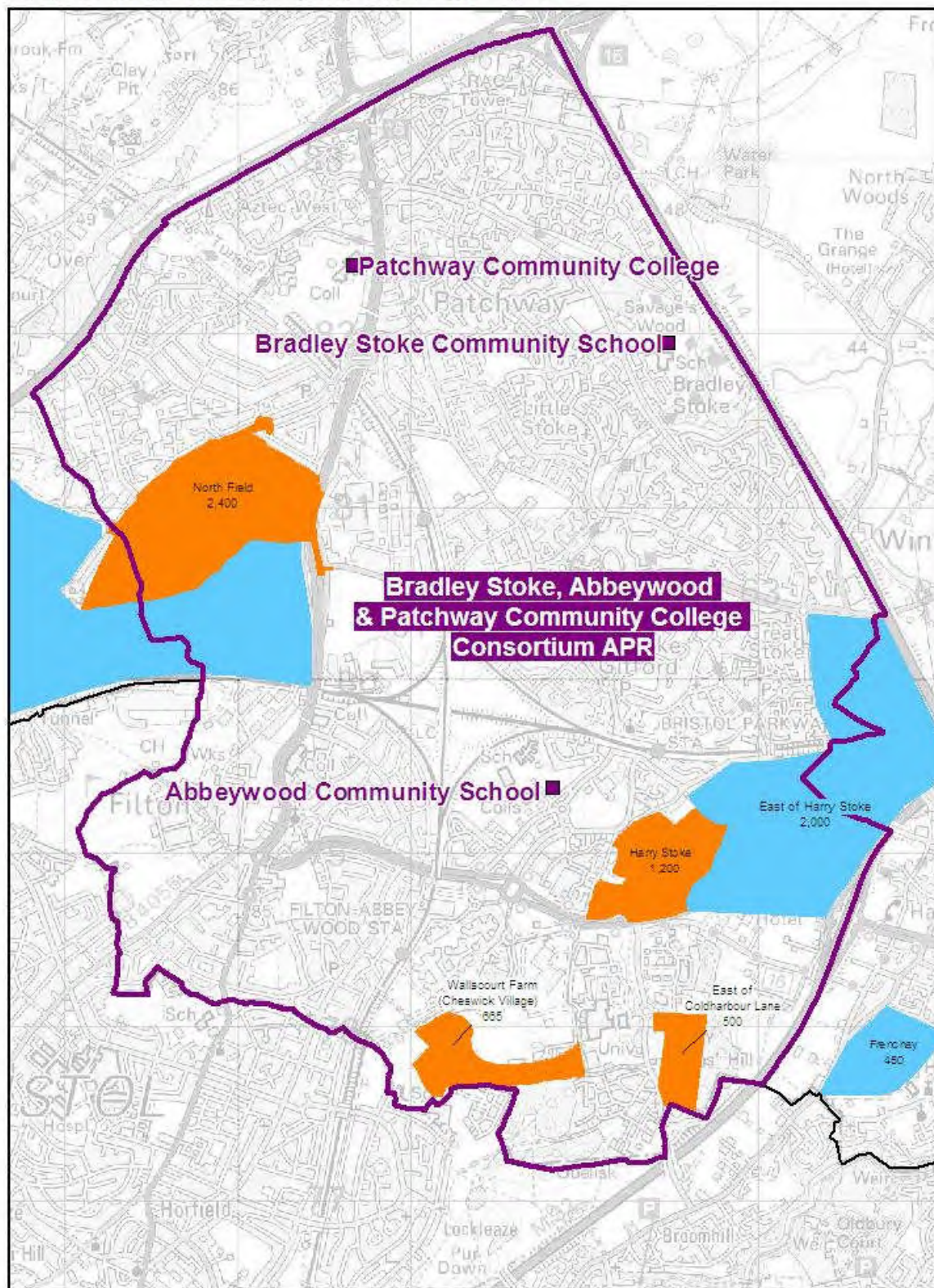
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Group 2 Pupil Projections Summary

	Surplus	Year	7	8	9	10	11	12	13	Total	7-11	P16
Brimsham Green AN: 210 Offers: 146	-42	2018	168	152	159	150	141	80	69	919	770	149
	-39	2019	171	173	159	159	151	68	67	948	813	135
	-37	2020	173	175	180	158	159	72	59	976	845	131
	-33	2021	177	178	182	180	158	77	62	1014	875	139
	-29	2022	181	181	184	182	180	76	66	1050	908	142
	-23	2023	187	185	188	184	182	87	65	1078	926	152
	-26	2024	184	191	192	188	184	87	75	1101	939	162
	-28	2025	182	188	198	192	188	88	75	1111	948	163
	-24	2026	186	186	195	198	192	90	76	1123	957	166
	-22	2027	188	191	193	195	198	92	78	1135	965	170
	-17	2028	193	192	197	193	195	95	80	1145	970	175
Chipping Sodbury AN: 150 Offers: 152	7	2018	157	157	150	140	108	31	38	781	712	69
	-32	2019	118	160	155	148	141	38	27	787	722	65
	-30	2020	120	120	158	152	148	49	35	782	698	84
	-27	2021	123	122	117	155	152	52	45	766	669	97
	-24	2022	126	125	119	114	155	54	48	741	639	102
	-20	2023	130	128	122	116	114	55	49	714	610	104
	-22	2024	128	132	125	119	116	40	50	710	620	90
	-24	2025	126	130	129	122	119	41	36	703	626	77
	-21	2026	129	128	127	126	122	42	37	711	632	79
	-20	2027	130	131	125	124	126	43	38	717	636	81
-16	2028	134	132	128	122	124	44	39	723	640	83	
Yate Academy AN: 150 Offers: 103	-62	2018	88	117	96	128	119	55	37	640	548	92
	2	2019	152	92	117	91	126	59	38	675	578	97
	4	2020	154	156	92	113	88	62	42	707	603	104
	7	2021	157	158	157	87	110	44	44	757	669	88
	11	2022	161	161	159	152	83	54	31	801	716	85
	16	2023	166	165	162	154	150	42	39	878	797	81
	14	2024	164	170	166	157	152	74	30	913	809	104
	12	2025	162	168	171	161	155	75	53	945	817	128
	16	2026	166	166	169	166	159	77	54	957	826	131
	17	2027	167	170	167	164	164	79	55	966	832	134
22	2028	172	171	171	162	162	81	56	975	838	137	

Group 3: Filton, Patchway, Bradley Stoke, Stoke Gifford



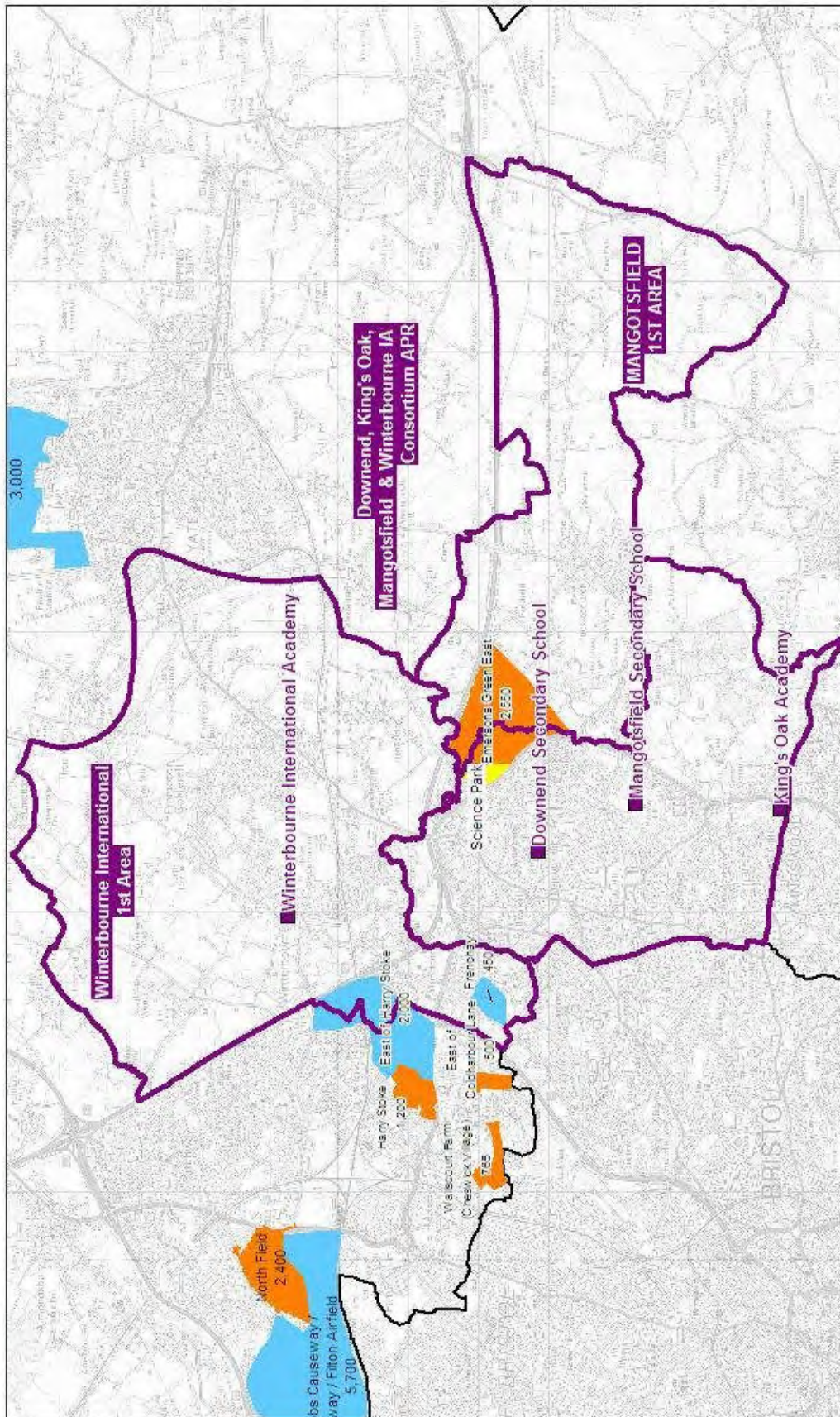
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Group 3 Pupil Projections Summary

	Surplus	Year	7	8	9	10	11	12	13	Total	7-11	P16
Bradley Stoke AN: 180 Offers: 180	-2	2018	178	182	179	179	181	86	103	1088	899	189
	1	2019	181	182	184	180	183	100	80	1090	910	180
	4	2020	184	184	184	185	184	100	96	1117	921	196
	8	2021	188	187	186	184	188	102	96	1131	933	198
	13	2022	193	191	189	186	188	104	97	1148	947	201
	19	2023	199	196	193	190	190	104	99	1171	968	203
	15	2024	195	202	198	193	193	105	99	1185	981	204
	13	2025	193	198	204	198	197	106	100	1196	990	206
	18	2026	198	196	200	204	202	109	102	1211	1000	211
	20	2027	200	201	198	200	208	112	104	1223	1007	216
	25	2028	205	203	203	199	204	115	107	1236	1014	222
Abbeywood AN: 180 Offers: 180	0	2018	180	177	174	175	173	47	49	975	879	96
	0	2019	180	181	175	175	174	71	38	994	885	109
	2	2020	182	180	179	176	173	71	59	1020	890	130
	6	2021	186	182	178	180	174	71	59	1030	900	130
	11	2022	191	186	180	179	177	71	59	1043	913	130
	17	2023	197	191	184	181	176	73	59	1061	929	132
	14	2024	194	197	189	185	179	72	61	1077	944	133
	11	2025	191	194	195	190	182	73	60	1085	952	133
	16	2026	196	191	192	196	187	75	61	1098	962	136
	18	2027	198	196	189	192	193	77	62	1107	968	139
	23	2028	203	198	194	190	190	79	64	1118	975	143
Patchway AN: 180 Offers: 106	-76	2018	104	95	94	68	99	41	37	538	460	78
	-42	2019	138	103	94	78	68	41	36	558	481	77
	-40	2020	140	136	102	78	78	28	38	600	534	66
	-36	2021	144	139	136	85	78	33	26	641	582	59
	-33	2022	147	142	138	120	85	33	30	695	632	63
	-28	2023	152	145	142	122	120	36	30	747	681	66
	-31	2024	149	150	145	126	123	50	33	776	693	83
	-32	2025	148	147	150	129	126	51	46	797	700	97
	-29	2026	151	146	147	134	129	53	47	807	707	100
	-28	2027	152	150	146	131	134	54	48	815	713	102
	-23	2028	157	150	149	130	131	56	50	823	717	106

	Surplus	Year	7	8	9	10	11	12	13	Total	7-11	P16
BTE AN: n/a Offers: n/a		2018	0	0	0	54	70	52	75	251	124	127
		2019	0	0	0	61	50	71	59	241	111	130
		2020	0	0	0	62	57	50	84	253	119	134
		2021	0	0	0	63	58	58	58	237	121	116
		2022	0	0	0	63	58	58	68	247	121	126
		2023	0	0	0	63	58	59	68	248	121	127
		2024	0	0	0	63	58	59	69	249	121	128
		2025	0	0	0	63	58	59	69	249	121	128
		2026	0	0	0	62	58	59	69	248	120	128
		2027	0	0	0	62	58	59	69	248	120	128
	2028	0	0	0	63	58	59	69	249	121	128	

Secondary Group 4: Winterbourne, Downend, Mangotsfield and Emersons Green



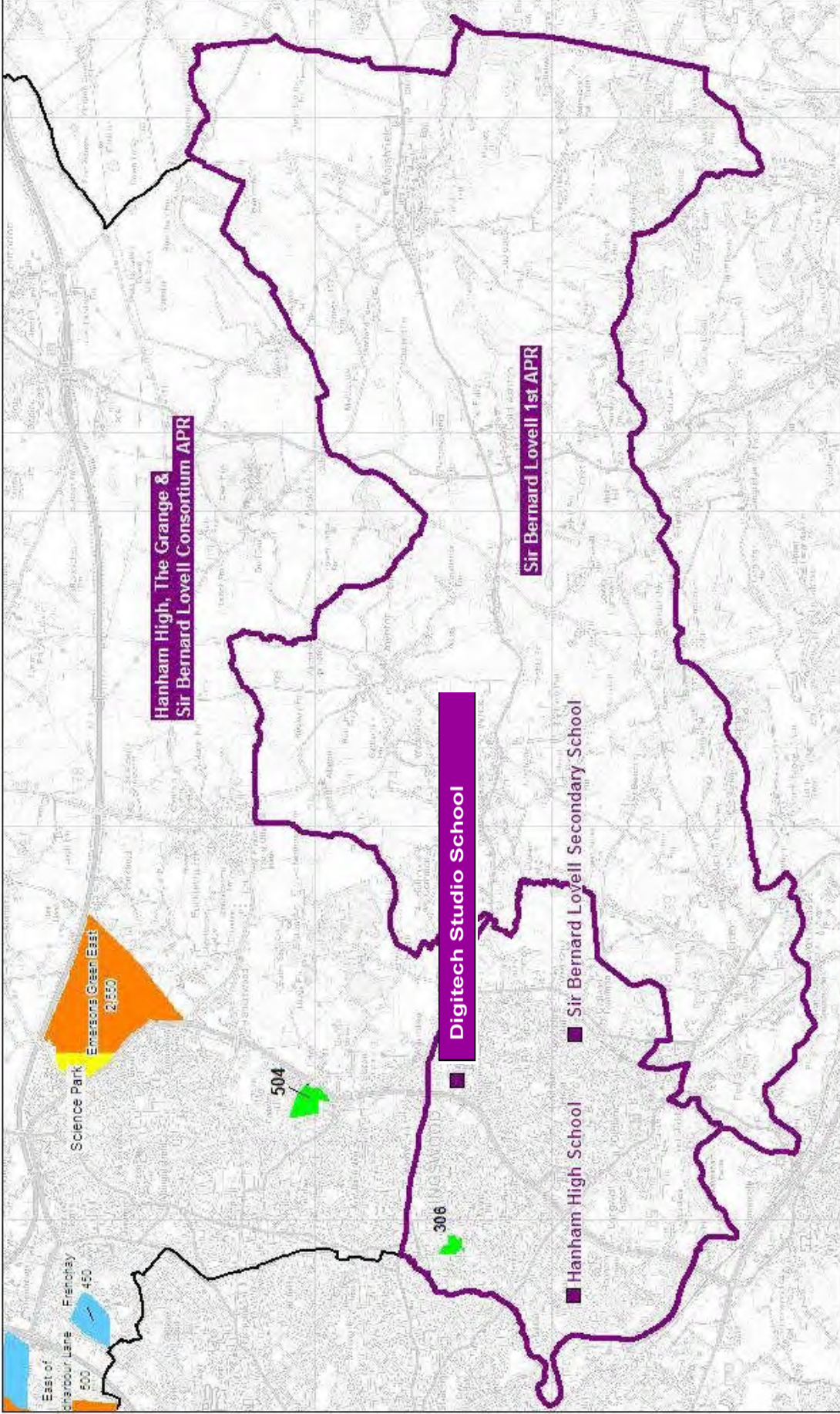
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Group 4 Pupil Projections Summary

	Surplus	Year	7	8	9	10	11	12	13	Total	7-11	P16
King's Oak AN: 150 Offers: 152	1	2018	151	147	146	138	133	0	0	715	715	0
	9	2019	159	151	148	138	135	0	0	731	731	0
	11	2020	161	158	152	140	134	0	0	745	745	0
	15	2021	165	161	160	144	136	0	0	766	766	0
	19	2022	169	164	162	152	140	0	0	787	787	0
	24	2023	174	168	166	154	148	0	0	810	810	0
	21	2024	171	173	170	158	150	0	0	822	822	0
	19	2025	169	170	175	162	154	0	0	830	830	0
	23	2026	173	168	172	167	158	0	0	838	838	0
	25	2027	175	173	170	164	163	0	0	845	845	0
30	2028	180	174	174	162	159	0	0	849	849	0	
Mangotsfield AN: 240 Offers: 237	-11	2018	229	224	233	175	199	13	18	1091	1060	31
	-13	2019	227	230	225	225	173	24	8	1112	1080	32
	-9	2020	231	227	231	216	223	20	14	1162	1128	34
	-4	2021	236	231	228	222	214	27	12	1170	1131	39
	2	2022	242	236	232	219	220	25	16	1190	1149	41
	9	2023	249	242	237	223	217	26	15	1209	1168	41
	5	2024	245	249	243	228	221	26	16	1228	1186	42
	2	2025	242	245	250	234	226	26	16	1239	1197	42
	8	2026	248	242	245	241	232	27	16	1251	1208	43
	10	2027	250	248	243	237	239	28	16	1261	1217	44
17	2028	257	250	249	234	235	28	17	1270	1225	45	
Downend AN: 240 Offers: 240	-3	2018	237	235	235	201	165	92	64	1229	1073	156
	32	2019	272	237	234	227	205	87	94	1356	1175	181
	36	2020	276	271	236	226	231	107	91	1438	1240	198
	43	2021	283	276	270	228	230	122	112	1521	1287	234
	50	2022	290	282	275	262	231	120	128	1588	1340	248
	58	2023	298	289	282	267	267	122	126	1651	1403	248
	54	2024	294	297	288	273	271	139	128	1690	1423	267
	50	2025	290	293	296	280	278	142	147	1726	1437	289
	57	2026	297	290	292	288	285	145	150	1747	1452	295
	60	2027	300	297	289	284	293	149	154	1766	1463	303
69	2028	309	299	296	281	289	153	158	1785	1474	311	
Winterbourne AN: 300 298	0	2018	300	263	284	287	282	114	132	1662	1416	246
	12	2019	312	302	267	275	293	131	111	1691	1449	242
	16	2020	316	313	307	257	280	135	132	1740	1473	267
	23	2021	323	317	317	297	262	130	135	1781	1516	265
	31	2022	331	324	322	307	302	122	130	1838	1586	252
	41	2023	341	332	329	312	313	141	121	1889	1627	262
	36	2024	336	342	336	319	317	145	140	1935	1650	285
	32	2025	332	337	346	326	324	147	145	1957	1665	292
	40	2026	340	333	341	336	332	150	147	1979	1682	297
	43	2027	343	341	338	331	342	154	151	2000	1695	305
53	2028	353	344	346	328	336	159	155	2021	1707	314	

Group 5: Southern Kingswood, Hanham, Longwell Green, Oldland Common and Warmley



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Group 5 Pupil Projections Summary

	Surplus	Year	7	8	9	10	11	12	13	Total	7-11	P16
Sir Bernard Lovell AN: 210 Offers: 200	-17	2018	193	188	188	137	188	42	33	969	894	75
	10	2019	220	194	181	163	137	53	30	978	895	83
	13	2020	223	220	187	156	163	38	39	1026	949	77
	18	2021	228	223	214	161	155	46	28	1055	981	74
	24	2022	234	228	217	188	160	44	34	1105	1027	78
	31	2023	241	234	222	191	188	45	32	1153	1076	77
	27	2024	237	241	228	196	191	53	34	1180	1093	87
	24	2025	234	237	235	202	196	54	39	1197	1104	93
	30	2026	240	234	230	209	202	55	40	1210	1115	95
	32	2027	242	240	228	205	209	57	41	1222	1124	98
	39	2028	249	242	234	202	205	59	42	1233	1132	101
Hanham Woods AN: 180 Offers: 180	-37	2018	143	176	171	156	154	0	0	800	800	0
	-2	2019	178	142	177	155	153	0	0	805	805	0
	0	2020	180	177	143	161	151	0	0	812	812	0
	5	2021	185	179	178	126	157	0	0	825	825	0
	9	2022	189	184	180	162	122	0	0	837	837	0
	15	2023	195	188	185	164	157	0	0	889	889	0
	12	2024	192	194	189	169	160	0	0	904	904	0
	10	2025	190	191	195	173	165	0	0	914	914	0
	14	2026	194	189	192	179	168	0	0	922	922	0
	16	2027	196	193	190	175	175	0	0	929	929	0
	21	2028	201	195	194	174	171	0	0	935	935	0
Digitech AN: n/a Offers: n/a	n/a	2018	0	0	0	62	66	133	115	376	128	248
	n/a	2019	0	0	0	63	75	44	166	348	138	210
	n/a	2020	0	0	0	63	76	49	56	244	139	105
	n/a	2021	0	0	0	64	77	50	63	254	141	113
	n/a	2022	0	0	0	64	78	51	64	257	142	115
	n/a	2023	0	0	0	64	77	51	65	257	141	116
	n/a	2024	0	0	0	64	77	51	66	258	141	117
	n/a	2025	0	0	0	64	77	51	65	257	141	116
	n/a	2026	0	0	0	64	77	51	65	257	141	116
	n/a	2027	0	0	0	64	77	51	65	257	141	116
	n/a	2028	0	0	0	64	77	51	65	257	141	116
John Cabot AN: 160 Offers: 161	-5	2018	170	168	157	147	152	195	151	1140	794	346
	2	2019	177	169	171	151	151	202	195	1216	819	397
	4	2020	179	175	172	165	154	199	208	1252	845	407
	9	2021	184	177	178	165	168	203	205	1280	872	408
	13	2022	188	182	180	172	169	212	208	1311	891	420
	19	2023	194	186	185	174	175	198	217	1329	914	415
	16	2024	191	192	189	179	177	220	203	1351	928	423
	14	2025	189	189	195	183	182	223	226	1387	938	449
	18	2026	193	187	192	189	186	229	230	1406	947	459
	20	2027	195	191	190	186	192	235	237	1426	954	472
	25	2028	200	193	194	184	189	243	243	1446	960	486

Major New House Building Commentary on Impact of Future School Provision

The Core Strategy will prompt a shift change in demand for places over the next 20 years. A summary of estimated educational requirements for each of the 3 New Neighbourhoods is provided below and is based upon a typical mix of dwellings. Local Plan sites relevant to each of the spatial areas are also included. Early indications about the development areas in the Joint Spatial Plan are also provided below. These estimates should not be viewed as minimum or maximum requirements.

Primary and Nursery Provision – Cribbs/Patchway New Neighbourhood

New Neighbourhoods	No. Dwellings	Indicative Educational provision to be provided on site
Haw Wood A – Land West of A4018	1,000	Primary - 1.5 FE Nursery - 72 place
New Charlton B – Land South of Filton Airfield C – Filton Airfield	1,200 2,500	Primary - 2 FE Nursery - 72 place Primary - 1 x 3 FE, 1 x 2 FE Nursery - 2 x 72 place
Cribbs Causeway D – Rest of Cribbs	1,000	Primary - 1.5 FE Nursery - 72 place
Total for Cribbs / Patchway	5,700	Primary - 10 FE on 5 sites Nursery - 5 x 72 place

Secondary School Provision (Estimates) – Cribbs/Patchway New Neighbourhood

New Neighbourhoods	Description	No. Dwellings	Projected No. Secondary	Pro rata Calc Land
Haw Wood	A – Land West of the A4018	1,000	1.2 FE	1.4 ha
New Charlton	B – Land South of Filton Airfield	1,200	1.4 FE	1.8 ha
C – Filton Airfield	2,500	3.0 FE	3.6 ha	
Cribbs Causeway	D – Rest of Cribbs/Patchway	1,000	1.2 FE	1.4 ha
Total		5,700	6.8 FE	8.2 ha

Local Plan Sites Education Infrastructure Requirements

Local Plan Site	No. of Dwellings	New Education Provision (Est)	Land Requirements
Charlton Hayes	2,400	Primary - 2FE on 1 site – Commissioned* Nursery - 60 place	Primary Site 2.0ha Nursery 0.4ha
Harry Stoke	1,200	Primary 1.5 FE on 1 site Nursery - 30 place	Primary Site 1.51 ha Nursery 0.2ha
Wallscourt Farm	910	Primary 2 FE on 1 site (Delivered – John Cabot Academy Trust) Nursery - 60 place	Primary Site 2.0ha Nursery 0.4ha
Land East of Coldharbour Lane	500	Primary proposed contribution c. 180 places (0.8FE) Nursery – Proposed 30 place Proposed secondary and sixth form places contribution via CIL (offsite) c. 108 places	Nursery 0.2ha
Frenchay	450	Proposed Primary 1 FE Proposed Nursery – 30 Place Proposed Secondary contribution (c. 97 secondary and sixth form places)	Primary Site 1.2ha Nursery 0.2ha
Total Local Plan Sites	5,010	Primary - 5.3 FE of which 4.5FE on 3 new sites and remaining via expansion of existing local schools Expansion of local secondary schools Nursery - 150 places	Primary Site 4.71ha Nursery 1.0ha

Est = Estimates where contributions do not already form part of a S106 Agreement

**Endeavour Academy Trust has been commissioned to run the new school*

Primary, Secondary and Nursery (Education Infrastructure) Requirements East of Harry Stoke New Neighbourhood (Estimates)

New Neighbourhoods	Required Education Provision (Indicative)	Indicative Land Contribution (ha)
2,000 dwellings	Primary – 3 FE on 1 or 2 sites	2.7
	Secondary – 2.4 FE + sixth form	0.0
	Nursery – 1 x 30 + 1x 60 place	0.6
	Youth	0.2
	Total	3.4ha

North Yate New Neighbourhood Summary of Education Infrastructure Requirements (Estimates)

New Neighbourhood	Children and Young People Requirements (Est)	Indicative Land Contribution (ha)
North Yate 3,000 dwellings	Primary – 5 FE on 2 sites	4.7
	Secondary – 4 FE incl. 120 6th form places	0.0
	Nursery – 2 x 72 place	0.8
	Total	5.7 ha

Est = Estimates where contributions do not already form part of a S106 Agreement

Other Major Sites

	No. of Dwellings	Estimate Pupil Yield Primary	Estimate Pupil Yield Secondary
Emerson's Green East	2400	864	432
Thornbury Park Farm	500	180	90
Total	6,910	2,488	1,244

Estimates where contributions do not already form part of a S106 Agreement

Unidentified windfalls: Regeneration of existing urban areas will continue to generate a substantial number of additional dwellings on small and medium sized sites yet to be identified over the Core Strategy plan period. These developments will continue to place localised pressure on those schools / planning areas showing current high levels of demand. Previously the Council has applied a threshold of five or more dwellings, above which it would seek to negotiate S106 agreements / contributions for Children and Young People's Services. The Council does not consider this approach equitable any longer and now advocates a roof tax / tariff approach either through CIL (subject to legislation being introduced) or existing circular 05/05 guidance. Until this approach is possible through the development of SPD or DPD the Council will consider applications on their merits in terms of impact on local schools on a case by case basis.

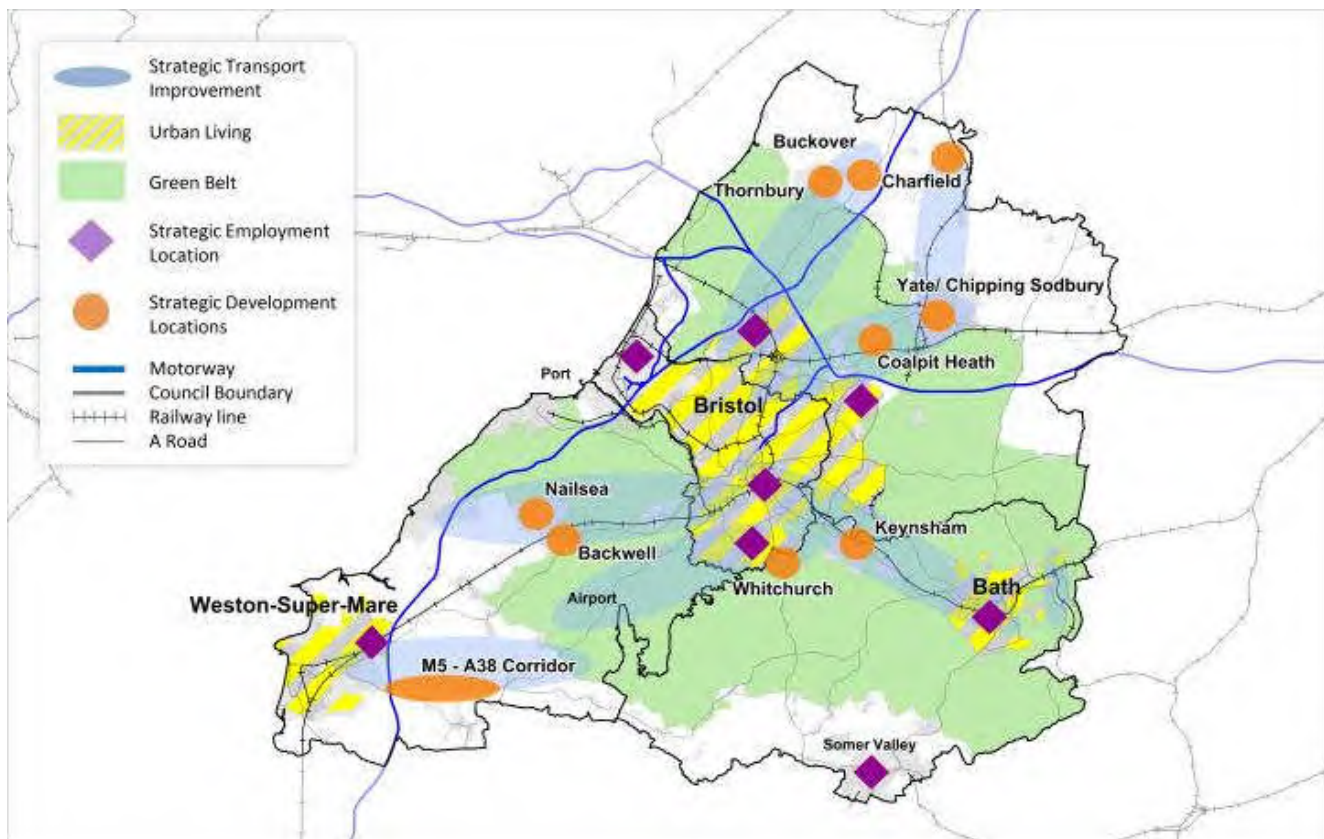
Note: All figures are estimates/indicative only. Requirements will vary depending upon development housing mix proposals, build-out timescales and the Council's strategy for school place planning.

New South Gloucestershire Local Plan (2018 – 2036) and Joint Spatial Plan

The new South Gloucestershire Local Plan (SGLP) will be a development plan document (DPD) covering the whole administrative area of South Gloucestershire and the plan period will be 2018-2036. It will review and eventually replace existing local planning documents, including the:

- South Gloucestershire Local Plan: Core Strategy – 2006-2027 (2013)
- South Gloucestershire Local Plan: Policies, Sites and Places Plan

Part of the new local plan's purpose will be to allocate sites for strategic development at locations identified in the Joint Spatial Plan (JSP), as well as to allocate new sites for non-strategic development in the district. The Council is working with the three other West of England unitary authorities to prepare the Joint Spatial Plan (JSP). The JSP will set out the overall amount of new residential and employment development, and where it should be located across the West of England sub-region, as well as the infrastructure required to support that growth e.g. schools, transport, community facilities and green spaces. The plan, together with the consultation responses is being submitted to government for a public examination in Spring 2018.



In order to mitigate the impact of new housing, the Council will seek land and financial contributions towards the extension of existing and provision of new primary, secondary and special school places. Given the complexity of specialist provision, a summary requirement for additional places is set out in paragraph

A total of approximately 13,600 new dwellings in the JSP (subject to approval) may generate:

- 4,900 primary school age children. These primary pupils may be accommodated at 11 new primary schools located within the developed land;
- 2,450 secondary school age children. The majority of these secondary school age pupils may be accommodated at 2 new secondary phase schools with the option of co-locating primary phase facilities to develop all through primary and secondary school provision. Some additional places will need to be made available at existing local schools though options to expand these are limited and will need further consideration;
- 1390 new full-day nursery places;
- 351 children with special educational needs requiring an EHC Plan and requiring a specialist school place.

Commissioning Places – Guiding Policies and Principles

Throughout the academic cycles work is on-going to ensure that all factors are brought to bear in considering the educational viability, efficiency and effectiveness of school provision in preparation for future planning in the context of the Children and Young People Plan. Any review of provision seeks to ensure that there are sufficient places to meet demand, that available resources are used in the most efficient manner and that there is effective provision of places throughout South Gloucestershire underpinning headteachers and governing bodies in enabling quality of provision.

This section sets out the relevant triggers for considering a review of provision including pre-school and childcare places, maintained schools and 16 -19 places.

It also sets out the policies and principles that will be applied by South Gloucestershire Council to help form a view as to the most appropriate form new and existing provision should take for the 0-19 age range. Central to the Local Authority's approach is that any changes to schools are based on improving schools and raising standards. Other key policies and principles include the LA's view on ideal school location, school size, the LA's position on the provision of schools in rural areas, the view of partnership and collaborative working and the importance of meeting community needs. Any review will take account of the points to consider at each stage of the school organisation process. This is provided at Appendix 6.

Triggers for Review and Re-organisation of Provision

Pre-school and Childcare Provision

The Childcare Sufficiency Assessment provides the necessary information on which to base decisions about the need for additional places across the private, voluntary and independent pre-school and childcare sectors. Information gathered by the Children and Young People Information Service also assists in the commissioning the availability of flexible, affordable childcare places.

Where provision of pre-school and child care places is calculated to be below 17 places per 100 children within an area, the local authority supports the creation of additional places. Equally, where new providers indicate their willingness to create flexible provision, specialist provision or provision which meets the priorities defined in the childcare sufficiency assessment, the Local Authority in its role as commissioner of services will support the creation of these places.

Existing and new local centres need to provide childcare facilities. New local centres which will serve a population of 800 or more under-5 year-olds will need to incorporate a Children's Centre. The childcare facilities should offer a flexible range of services for different age groups; for different time periods; and for any additional needs of parents, carers and young people with a disability.

Maintained School Provision

Effective overall school organisation supports the work of school governors and head teachers in planning with individual schools to make the best provision for children by effective budget deployment, staffing provision and class organisation.

Educational viability, efficiency and effectiveness are all potential triggers for considering a review and subsequent re-organisation of school provision. The 'triggers' that might provide an indication that a review is necessary are set out below. The policy parameters for each of these triggers aim to create good performing, inclusive and diverse schools.

School Improvement and Challenge

Trigger: *One or more schools in an area becoming a local authority school of concern.*

Raising standards through school place planning is a high priority. Nationally, closing schools has been a powerful driver of improvement. Federation/collaborative arrangements, new Academies, amalgamation, and creation of diverse school models have all provided a means of extending the reach of our best school leaders and are key enablers of broader curriculum opportunity. Any review of school organisation in South Gloucestershire takes account of the impact of proposals on school improvement. The Children and Young People Department seeks to maintain and where possible improve educational standards so that South Gloucestershire schools are the preferred option for local families. This involves supporting schools but also challenging and intervening where there are concerns about standards and meeting the needs of children. These factors need to be taken into account in the planning of school places. Where there are concerns over standards, whether identified by the Local Authority or Ofsted, then consideration may be given to changes in organisation. When schools are underperforming the LA may seek to re-organise provision by:

- Requiring a school to work with another school
- Requiring the school to federate with a successful school
- Consider the closure of a school which might involve the proposal of a National Challenge Trust, involving the closure of a secondary school where performance at 5A*-C is less than 30% and re-opening as a new Trust school
- Consider amalgamation with another school

Popular and Successful Schools

Trigger: *In line with statutory school organisation guidance, there is a strong presumption that expansion proposals for schools judged good and outstanding.*

Surplus/Deficit of Places

Triggers:

- *Significant surplus places in a school or area (normally over 25%)*
- *Projected deficit of places within an area and subsequent lack of availability of local places for local children*
- *Significant overcrowding at a school (over 10%)*

A school or area has surplus places if its capacity substantially exceeds the number of pupils on roll. Annual returns are made to the DFE in which the Local Authority must identify schools with more than 25% surplus capacity (and at least 30 surplus places), say what action it is taking to reduce the level of over-provision, or explain any local reasons why such places are being maintained. In contrast with previous years, the DFE has moved away from the imperative to remove surplus places in schools.

The Local Authority will review the capacity of schools to ensure the most effective match between demand for, and supply of, school places. Too many surplus places can cause serious educational and financial problems for schools through inefficient use of resources, though too few places may mean that the Authority is unable to meet its statutory duty to provide sufficient school places. It is for the LA to consider, in consultation with stakeholders, whether or not to remove places, close schools, increase the supply of places at existing schools or open new schools. In considering the best solutions South Gloucestershire Council will take into account the:

- existing standard of achievement in each school
- distribution of surplus places (current and projected) between schools
- LA's policy on size of schools
- site constraints of schools
- possibility of removing surplus places by removing temporary or poor quality accommodation
- location of schools in relation to the communities and Areas of Prime responsibility they serve
- distance between schools and any transport implications
- scope of extended school provision to make better use of surplus accommodation

In some cases, surplus places are held to provide for an anticipated growth in numbers. However, surplus places can mean uneconomic use of resources both for the school and the Local Authority. It is important to keep the position under review and consider the removal from use of buildings or reorganisation

or closure of surplus capacity. The Local Authority will continue to work with schools and groups of schools to explore options for rationalisation and broker sensible solutions for the shared use of accommodation (thus supporting multi-agency delivery of services and extended use). Examples already include the co-location of children's centres in primary schools. There also exists further scope to reduce admission numbers at some schools and explore long term solutions for sparsely populated rural areas.

Changes in Admission Patterns

Trigger: *There is a significant shift in parental preferences for the school and the intake of a school varies by 20% from its published admission number.*

South Gloucestershire aims to meet parental preferences for schools wherever possible *and to take account of parental preferences in planning school places.* At any one time, some schools may be undersubscribed and some oversubscribed. This is a factor in the planning and provision of school places. However, where schools are undersubscribed over a period of years, then the number of surplus places will rise, increasing unit costs and leading to ineffective use of resources. Where schools are oversubscribed and admit pupils in excess of the capacity based admission number, there will be growing pressure on both general facilities and specialist provision.

It will not always be possible to match the demand for places at individual schools exactly with the places available and some flexibility is required. The Local Authority will therefore consult with school governors, the local community and other interested parties either to reduce the size of schools or to expand schools (or ways to provide additional schools where additional places in the area are required) in order to meet parental preferences as far as possible, but also maintain cost effective provision, by ensuring the best match between the demand for, and the supply of, school places.

Admission arrangements should support the best use of places provided under the Commissioning of Places Strategy and are an important indication to the partners involved of how well school provision is structured and where the need for changes may be indicated.

Changing Demographic Trends

Trigger: *Increasing or decreasing pupils numbers*

The Local Authority responds to increasing or decreasing pupil numbers and monitors the position through its pupil projections and admission patterns. The projections enable the Local Authority to be pro-active in considering appropriate action, though occasionally unexpected demographic changes and changes in admission patterns mean that a more reactive approach is required in making sufficient provision.

Changes in Leadership for Paired Infant and Junior Schools

Trigger: The resignation or retirement of the head teacher of paired infant and junior schools.

The Local Authority will seek opportunities where appropriate to provide primary education on a 4-11 all-through basis. Where there are existing separate infant and junior schools, the Local Authority will keep under review the provision made and consider at an appropriate time possible amalgamation where the combined numbers are not expected to exceed 420 in the medium term. Exceptionally, consideration could be given to possible amalgamation of larger schools, but not to exceed 630, where accommodation and site layout would facilitate the development of an all-through primary school. The predominant issues in relation to amalgamation should be, first, educational considerations, and secondly, financial considerations. On the basis of current population trends, the consideration of amalgamation would normally envisage the continued use of some of the existing accommodation.

The Local Authority will consider whether to review any of the existing paired infant and junior schools in the event of a headship vacancy at either of the schools, a substantial fall or projected fall in pupil numbers or if there is a concern about standards. Discussions may be initiated either by the governors or the LA. In all cases, the first stage in the consideration of any proposed reorganisation will be informal discussions between the LA and school governors.

Following the appropriate processes, Councillor level decisions have been taken not to change the following pairs of separate infant and junior schools for the foreseeable future: Samuel White's Infant and Hanham Abbots Junior, Christchurch Infant and Junior, Crossways Infant and Junior, Broadway Infant and The Ridge Junior, Raysfield Infant and Junior and St Stephen's Infant and Junior.

School Premises Issues

Trigger: School premises issues where accommodation seriously impacts upon learning

Emerging proposals for the provision of places are closely linked to the asset management planning process and help to some extent to inform priorities for capital investment. South Gloucestershire's Asset Management Plan sets out information on school premises including their condition, suitability for purpose and sufficiency to meet needs. The Plan provides a clear assessment of the school estate and underpins the process for determining priorities for investment.

School Size and Effectiveness (Small Schools/Rural Schools)

Trigger: Schools falling below one form of entry (though rural schools are considered outside of this trigger).

In some areas, schools may be of smaller size because of the history of provision, the accommodation available or local population. However, a distinction should be drawn between schools which are necessarily small for these reasons, and schools which have lower pupil numbers as a result of naturally falling rolls or their unpopularity. Falling rolls must be tackled to maximize use of existing resources and improve learning environments.

The size of a school can influence its potential to be effective although there are differing views about this. On the one hand, some parents favour a smaller environment and feel that parental and community links are better identified and that the disadvantages of economies of scale are fully compensated in other ways and on the other, it is sometimes suggested that smaller schools are more costly, provide fewer facilities and opportunities for pupils, place a heavier burden on the smaller number of senior staff and may have a smaller range of staff expertise.

This Local Authority does not take an inflexible overall view on minimum and maximum school sizes but is concerned to be clear about the interaction between school size and the effective organisation of educational provision within schools.

The overall size of a school, the amount and range of the accommodation available, the admission number and school budget share provide the context for head teachers most effectively to manage internal class organisation with the aim of raising pupil achievement and providing high teaching standards

The LA's view on size of school varies according to whether the school is in an urban or rural setting. Funding small primary phase schools (fewer than 200 pupils in an urban area) inevitably means more education resources are spent on fixed costs, such as buildings and management at the expense of frontline teaching and staffing. Small schools are more expensive per pupil than larger schools. Other issues for small schools include:

- The headteacher is usually involved both in teaching and management
- Problems of teacher recruitment
- A sense of isolation for smaller schools
- Fewer opportunities for pupils to work in partnership with children of a similar age and fewer opportunities available for gifted and talented pupils
- Fluctuation of pupil numbers
- Mixed-age teaching as part of everyday teaching

When secondary schools fall below 500 (excluding post-16 numbers), LAs tend to be concerned about their educational and financial viability.

Rural Schools: The Local Authority will maintain small rural schools in the context of meeting community needs. The Small and Rural Schools Strategy sets out further details.

Additional House Building

Trigger: *New housing developments yielding children aged 0-19*

The Commissioning of Places Strategy will relate closely to changes in population and the development of new housing under the Local Plan and the proposed Core Strategy. The requirement for the supply of school places is strongly affected by the supply and location of housing, and particularly the level and distribution of new housing.

Where the development of new houses is likely to require additional places, South Gloucestershire Council will continue to seek developer contributions (through Section 106 agreements under the Town and Country Planning Act) for the provision of places as appropriate to the size and type of dwellings. South Gloucestershire Council has well established policies and procedures for requesting contributions and has invested in local level research to determine a formula for calculating the yield and thus appropriate financial contributions. Further details are provided in South Gloucestershire Developer's Guide.

Being mindful of the projected up-turn in demand for places in areas of housing growth and in order to deliver the new schools negotiated through Section 106 agreements, including the new schools required as part of the Growth Agenda, the Local Authority will be required to hold competitions in order to seek promoters for new schools.

Financial Viability of Schools/Schools in Financial Difficulty

Trigger: *The financial viability of schools is called into question when funding impacts negatively on the delivery of the full range of curriculum opportunities and organisation of classes.*

The Local Authority will pursue the most effective deployment of public funds in capital and revenue spending. The best match between demand and supply for school places will be pursued to ensure that revenue funds are not inappropriately used in maintaining excessive surplus places.

The Capital Investment Strategy will appraise projects to ensure that funding can be made available and that capital projects are soundly based. The principles of Best Value will be applied to consideration of the use of resources and how best use can be made of the assets held in land and buildings.

Changes to Legislation

Changes to the legislative framework clearly have implications for the way in which the planning of places function is delivered. New school models to increase diversity of schools for example has prompted a number of school organisation changes nationally.

Other Policies and Principles

The LA will make recommendations for school organisation change against a set of well defined policies and procedures. These are set out below.

Infant Class Sizes

The Local Authority will commission places to ensure that schools are able to meet the requirements of Infant Class Sizes legislation. The South Gloucestershire Infant Class Size Plan was approved in 1999. The requirement is to ensure that planned primary school provision enables the size of all infant aged classes to be no greater than 30 pupils with one teacher. This requirement will continue to be reflected in the planning of school sizes, admission numbers and asset management planning.

Location of Schools

The location of schools plays an important part in promoting social and community cohesion and supporting community regeneration. Well located schools help to build good strong community links and reduce school travel times. The location of existing schools is a result of historical provision and initiatives to meet local needs over a very long period. In considering the location of new schools the local authority maintains that schools should be sited in the community they serve and distributed to meet current and projected needs. Local provision will be made as far as possible, helping to reduce the need for lengthy car journeys and increased traffic congestion. Children living in geographically isolated areas and those wishing to access faith provision may have to travel further to school.

Denominational Provision

In partnership with Dioceses and schools, the Local Authority will support the provision of denominational schools as part of the overall provision of school places.

South Gloucestershire has 10 denominational voluntary aided primary schools. Four are Church of England and six are Catholic. There are currently no denominational secondary schools but South Gloucestershire children wishing to attend denominational secondary schools are able to attend schools in Bristol and Bath and North East Somerset Local Authorities.

Denominational schools are an important part of the historical provision of education and of current and developing provision. Under their foundations, they may give priority to families associated with particular parishes or areas but they also play an important part in the variety of provision and in meeting the basic requirement for sufficient places.

In addition, the Church of England Diocesan Boards of Education and the Clifton Diocese Department for Schools and Colleges are important partners in

school place planning. Governing bodies and the Diocesan Authorities will be consulted in proposals for new or changed school provision.

Choice and Diversity

Local Authorities are required to promote choice and diversity in fulfilling their school place planning function. This can be achieved through the provision of:

- specialist schools and a balance of specialisms
- academies and Free Schools
- federation and collaborative arrangements
- running competitions for new schools
- create new providers of schools through schools becoming foundation schools and acquiring a Trust

The LA promotes choice and diversity by:

- developing systems to hold competitions for potential providers of new schools and providers of early years settings;
- seeking community representations about new school provision;
- exploring opportunities for innovative all through schools for the 3-18 age range;
- continuing to support the provision of denominational schools as part of the overall provision of school places;
- consulting all stakeholders on proposals for new or changed school provision.

Home to School Travel

The Local Authority will consider the location of provision and the effects on home to school journeys in commissioning places. It is important that school provision should be accessible in order to meet local needs and avoid the need for school transport and increased traffic congestion. For all children, there should be safe routes to school but home to school travel will be especially important for the disadvantaged and/or where public transport is limited. The provision of new schools or the rationalisation of existing provision will therefore need to include consideration of the transport implications.

The Local Authority has a legal obligation to provide free transport for pupils up to the age of eight travelling more than two miles to school and for pupils aged 8 and over travelling more than three miles. Transport is not normally provided for parents opting for a school place which is not the nearest available to home. Journey times for school transport should not be excessive. Extended entitlements for children from low income families were introduced by the Government in September 2007 and September 2008. Children from families entitled to free school meals or who are in receipt of the maximum level of Working Tax Credit will be entitled to free transport if they are aged between 8 and 11 and live more than two miles (measured in the same way as the statutory walking distance) from their nearest qualifying school.

The consideration of transport implications in school place planning will support wider policies in reducing traffic congestion, limiting dependence on private cars, and developing sustainable transport.

Fair Access

South Gloucestershire is an area of diverse communities, including urban, suburban and rural areas, large conurbations and small towns and villages, extensive new housing, and areas of economic and social deprivation as well as of affluence. There is a small but increasing number of families from minority ethnic groups. In all these settings, schools have a vital role in promoting community cohesion. This includes racial equality and good race relations as major priorities but extends to wider issues of social inclusion. These include issues of different faiths and cultures, taking a positive view of diversity, levels of income and advantage, the concerns of urban and rural residents, the views and needs of long term residents and new settlers in the area, and children or young people with special or additional educational needs.

Inclusion and Social Regeneration

In improving provision for SEN the Local Authority will need to consider whether there are sufficient special school places in the area. The Local Authority will also need to consider whether:

- schools are of the right size and age range given the raising of the participation age to 18. The Local Authority will also need to review the transition arrangements for post-16 students with additional educational needs;
- There are opportunities for relocating/co-locating special schools onto mainstream sites;
- There are opportunities for more specially resourced provision;
- The PRU is of the right size and age range.

Meeting Community Needs

South Gloucestershire Council encourages and supports schools to be a focus for lifelong learning within their local communities in collaboration with other agencies and providers. In this schools are encouraged to make school premises available for community use and support schools in strengthening their links with the local community. This links to other plans including the creation and sustaining of adequate childcare places and the development of adult and community learning, with schools as focal points. Primary and special schools are also expected to offer extended services. In commissioning places, the Local Authority will take account of community needs in planning and reorganising school places, in helping to meet the needs of rural and urban areas and in formulating specific proposals for local areas.

Parental Engagement/Consultation

The needs of the local community are understood through partnership working, public consultation, qualitative data, parental surveys and social data based on postcodes to help identify isolated communities based on socio-economic and cultural factors. Parental engagement is developed around specific issues of school reorganisation, childcare sufficiency audits and in developing the strategy for the 14-19 agenda. This is seen as an on-going engagement process which enables the LA to understand parental wishes and their views.

In South Gloucestershire, there is a joint commissioning post responsible for the organisation of both pre-school and school places, and procedures have been set down for the effective engagement with partners. There are close links between admission policies, fair access and pupil place planning and opportunities for improvement are currently being researched via the Select Committee's review of school admissions. Furthermore the childcare sufficiency audit measures parent's dissatisfaction with childcare provision and focus groups arranged as part of the sufficiency assessment offered an in-depth view of parental concerns.

The Role of Partnerships

The Local Authority will work with other promoters and providers of education over the supply and organisation of school places. Improving standards and extending opportunities for all children and young people is promoted through partnerships and collaborations within and outside the Local Authority. Planned changes in school provision take time to achieve. They involve consultation with schools, governors, staff, parents, the Dioceses, the Young People's Learning Agency (formerly the Learning and Skills Council) and the local community.

The process rightly has a clear legal and public process and pre-set timescales. New provision will involve funding, design, planning consent and building work. The overall planning process therefore involves significant forward planning, a clear planning period and the involvement of many parties. Under recent legislation, the Government is encouraging a greater range of promoters and providers of new schools and all Local Authorities are required to follow competition arrangements for the creation of all new primary and secondary schools.

Collaborative Provision

South Gloucestershire is committed to providing education which provides a broad range of relevant opportunities for pupils and students to learn in ways which best suit their aptitudes, talents and circumstances. Education should also be a driving force for social inclusion, integration within communities and equality of opportunity. In achieving these objectives, individual schools have their own ethos, mission and responsibilities. However, collaboration between individual schools is also of increasing importance.

Links between Early Years settings and provision for reception infants in schools are encouraged to provide continuity. Collaboration between primary

schools, especially between small schools and those in rural locations, is supported to promote the sharing of innovative or effective curriculum practice. Effective links between secondary schools and primary schools are important in facilitating effective secondary transfer and providing continuity for children between Key Stage 2 and 3. Links between special and mainstream schools, including part time and joint placements, promote opportunities for inclusion and the sharing of expertise. 14-19 initiatives, specialist school development and opportunities for increased flexibility to enable young people to have access to a broad range of academic and vocational qualifications, are leading to different models of collaboration in South Gloucestershire. To spread good leadership, drive efficiency and extend opportunity beyond that which only a single school could offer. The spectrum of collaborative and federated arrangements can help deliver school improvements, broaden opportunities and spread excellence.

Glossary of Terms and Abbreviations

Academies	Academies are publicly-funded independent schools, with the freedom to raise standards through innovative approaches to management, governance, teaching and curriculum. They are established in disadvantaged areas, either as new schools or to replace poorly performing schools, where other intervention and improvement strategies have failed.
Admission Authority	The body responsible for school admissions policy. This is the Local Authority for community and voluntary controlled schools and the governing body for voluntary aided schools.
Planned Admission Number	The minimum number of pupils that must be admitted to the school in the normal year of admission if there is demand. It relates also to the Net Capacity of the school.
Area of Prime Responsibility (APR)	An area within which a home address gives priority in admission arrangements where a school is oversubscribed.
Achieving 2 Year Olds Project (A2YO)	Statutory childcare provision for entitled 2 Year Olds.
Basic Need	The need for additional school places; it is determined by comparing projected pupil numbers and existing capacity.
Capital Programme	A statement of the Local Authority's plans and funding arrangements for sites and buildings.
Childcare	Childcare was defined in legislation for the first time in the 2006 Act. Section 18 of the Act defines childcare as "any form of care for a child" including "education...and any other supervised activity" but excluding:

- Education or activities provided by a school for a pupil during school hours, unless that pupil has not yet started key stage 1 (thereby including nursery and reception classes);
- Care provided for a child by a parent, step-parent or person with parental responsibility; or any relative; or foster parent (local authority or private); or
- Care provided by a children's home, a care home, a hospital or a residential family centre, a young offenders' institution, a secure training centre, or a secure care home within any of those establishments.

Community School

One of the four legal categories of state maintained schools. Community Schools are wholly funded by the Local Authority and the Local Authority employs the staff. The Local Authority controls pupil admissions. The term is also sometimes used more generally to describe schools which provide facilities for the social, recreational and cultural activities of the local community as a whole.

Controlled School

One of the four legal categories of state maintained schools. Controlled schools are set up by a voluntary body usually a church body and generally Church of England. Controlled schools are totally funded by the Local Authority and the Local Authority employs the staff. The Local Authority controls pupil admissions.

DFE

Department for Education. This is the central Government Department responsible for Education.

Free Schools

Free Schools are all-ability state-funded schools set up in response to parental demand. Under the new plans it will become much easier for charities, universities, businesses, educational groups, teachers and

groups of parents to get involved and start new schools.

Form of Entry (fe)

The number of pupils deemed by the Local Authority to constitute a teaching group requiring the equivalent of one full-time teacher in the year in which the pupils enter the school. For planning purposes this is assumed to consist of 30 pupils.

Foundation School

One of the legal categories of state maintained schools. Foundation status replaced Grant Maintained status. The governing body employs the staff and controls pupil admissions.

FTE

Full Time Equivalent; used to define the number of pupils in whole numbers.

Infant Class Size Plan

A statement produced by the Local Authority and subject to approval by the DfES, setting out proposals to comply with legislation to secure infant class sizes of 30 or below.

Infant School

A school providing for children aged between 4+ and 7 years of age.

Junior School

A school providing for children aged between 7 and 11 years of age.

Key Stage

The periods in each pupil's education to which the elements of the National Curriculum will apply. There are four key stages, normally related to the age of the majority of pupils in a teaching group. They are: beginning of compulsory education to age 7 (KS1); 7-11 (KS2); 11-14 (KS3) and 14 to end of compulsory education (KS4).

Local Authority

A locally elected Council responsible for local government services within its area of administration. Under the Children Act 2004 a Local Authority also has responsibility to co-ordinate partner agencies in the provision of

services for children and young people. The term Local Authority is now used in place of Local Education Authority when dealing with the Council's functions in respect of education, and other services for children and young people.

Local Plan

The plan for South Gloucestershire which identifies sites for new housing to be developed in South Gloucestershire.

Mainstream Schools

Schools other than special schools.

Multi-Academy Trust

A multi-academy trust (MAT) is a single entity established to undertake a strategic collaboration across a group of schools to improve and maintain high educational standards across a number of schools. The multi-academy trust is governed through a single set of members and directors who have overarching responsibility for the governance of the schools.

Net Capacity

A method of assessing the capacity of mainstream schools in order to indicate the number of pupil places available. Net Capacity is used as the basis for school place planning in this School Organisation Plan, and replaces the More Open Enrolment assessment previously used.

Nursery Class

A class for children who are below the statutory age for education, attached to a primary school.

NOR

Number on roll. The total number of pupils enrolled in a school, usually counted in September and January.

OFSTED

The Office for Standards in Education, officially the Office of Her Majesty's Chief Inspector of Schools in England.

Primary School

A school providing for children aged between 4 and 11 years of age.

Public Notice	A formal published notice giving details of proposed changes to school provision, including opening, closing and altering schools.
Planned Admission Number (PAN)	The planned number of admissions for a particular age group, below which no pupil may be refused admission. It must not be less than the Standard Number. (See also Admission Number).
Pupil Referral Unit (PRU)	<p>Pupil Referral Units (PRUs) are legally a type of school established and maintained by a local education authority to provide education for children of compulsory school age who may otherwise not receive suitable education.</p> <p>The aim of such units is to provide suitable alternative education on a temporary basis for pupils who may not be able to attend a mainstream school. The focus of the units should be to get pupils back into a mainstream school.</p>
Private, Voluntary, Independent Providers (PVIs)	Providers of Early Years/Childcare
Schools Adjudicator	An independent official responsible for taking decisions on proposals where the School Organisation Committee is unable to agree on proposals for changes and reorganisation of schools, and for dealing with formal objections to school admission arrangements.
Secondary School	A school providing for children of 11+ to 16 or 18 years of age.
Section 106 Agreement	Under Section 106 of the Town and Country Planning Act, councils are able to seek financial contributions from developers for infrastructure and community facilities (e.g. new schools) necessary to meet needs arising from housing development.

Special Educational Needs And Disabilities (SEND)

Severe, complex or long term needs which mean that children will have significant difficulties in accessing the normal range of educational opportunities.

Statutory Proposals

Plans by the Local Authority, governors or other promoters of schools to open, close or alter schools. Statutory Proposals must be published in the form of a Statutory Public Notice.

Sufficiency of Childcare

Sufficient childcare , in Section 6 of the Childcare Act 2006 is defined as 'sufficient to meet the requirements of parents in the [local authority's] area who require childcare in order for them to take up, or remain in, work, or training. LA's need to satisfy themselves that, so far as is reasonably practicable:

- There are sufficient places overall in each sub-local authority area, having regard to demographic trends and to patterns of employment and of travelling to work.
- There is sufficient flexibility, with places being available at the right times (for example, in the early morning, late evening, at weekends or during school holidays), to fit in with working patterns.
- Places are sufficiently accessible, so that parents do not have to travel too far out of their way to access childcare.
- Childcare places are high quality, in terms of judgements made by Ofsted.¹

Sufficiency will be met when parents in the local area are able to access the childcare they need to be able to work or train.

¹ Department for Education Securing Sufficient Childcare. Guidance for local authorities childcare act 2006.

Voluntary Aided School (VA)

One of the four legal categories of state maintained schools. VA schools are set up and owned by a voluntary body, usually a church body, but largely financed by a Local Authority. The governing body employs the staff, and controls pupil admissions and religious education.