



School Organisation Plan

Local Committee for Woking 23 July 2003

KEY ISSUE:

To receive the relevant sections of the draft School Organisation Plan 2003/04 – 2008/09 as a consultee to this document.

SUMMARY:

The Local Area Committee is a consultee to the draft School Organisation Plan. The School Organisation Plan will inform the development of strategies to bring supply and demand of school places within all sectors into better balance. As these strategies are developed they will be subject to more detailed reports to the County Council's Executive Committee during the next 12 - 18 months. This report sets out the context for Woking and highlights the potential need for action.

OFFICER RECOMMENDATIONS:

The Committee is asked to:
assess the information provided within the draft plan and make comments as appropriate for a consultee to this document.

Introduction and background

Primary Provision

1. At the present time, the number of primary school places across the county exceeds the number of applications by approximately 10%. - This falls within the Audit Commission's recommended limit to allow the reasonable exercise of choice by parents. However forecasts indicate that significant surpluses will arise in certain areas within the life of the plan as a result of falling demand. - These surpluses are already evident in some localities and have serious management and organisational implications for the schools concerned.
2. Where surplus places exist or are predicted, the LEA is under a duty to review the position and, in partnership with other providers, to bring forward proposals for their removal. - This process may involve school closures, mergers or changes in use.
3. The birth rate in Surrey has fallen steadily in the most recent four-year period from 12,977 in 1998 to 11,780 in 2001. This is reflected in total demand for primary school places is expected to decline from 77321 in 2001/2 to 73,929 in 2010/11.
4. There is therefore a substantial amount of work to be done within the next five years to ensure that the LEA will be able to continue to provide high quality, cost effective primary school provision in the localities where it is needed. - This will require the removal of surplus places in areas of anticipated decline in demand and the addition of new places in the areas of anticipated growth. A protocol for review and agreed review area is included at the end of this report.
5. It must be noted that not all unfilled places are surplus and not all surplus places can be removed. - In areas where the school age population is expected to rise, it may be more cost effective to retain some unfilled places until the additional pupils enter the system. - In addition, a margin of surplus is needed to enhance parental choice, given that there is always some volatility in the expression of preferences between one year and the next. -
6. Surplus places would not normally be removed if the lack of alternative schools within a reasonable travelling distance made school closure unrealistic because of the consequences of home to school transport. - The effect on a rural community of removing the local school must be given a significant weighting and, under current government guidance, there must be a presumption against the closure of any rural school unless a very persuasive case can be made.

WOKING

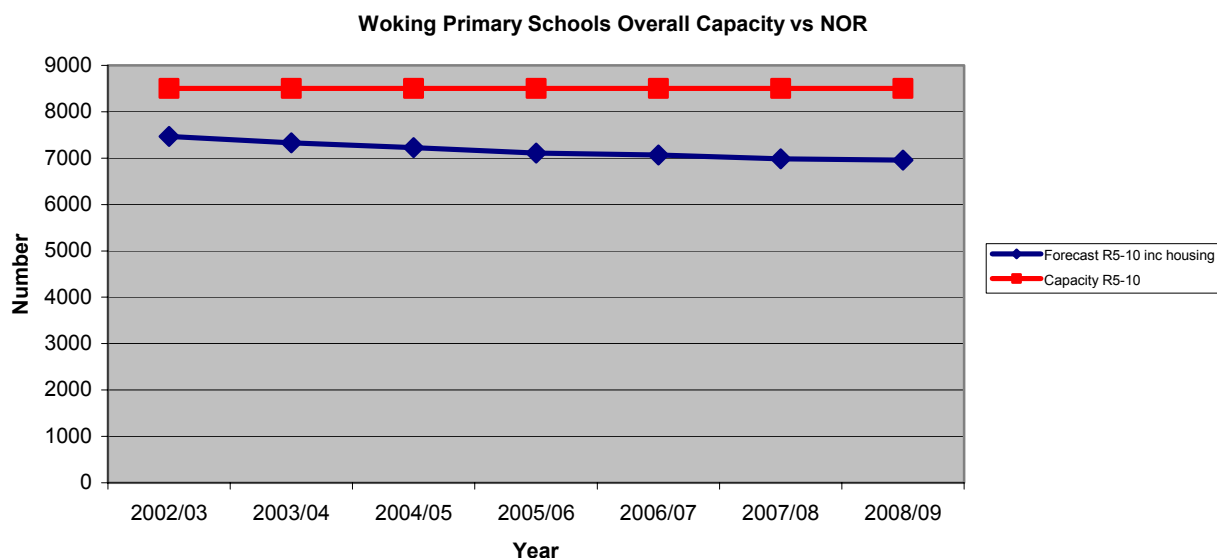
7. The Borough of Woking is situated in northwest Surrey and borders the boroughs of Surrey Heath and Runnymede to the north, Elmbridge in the east and Guildford to the south. The borough covers approximately 22 square miles and mainly comprises a continuous urban area stretching from Byfleet

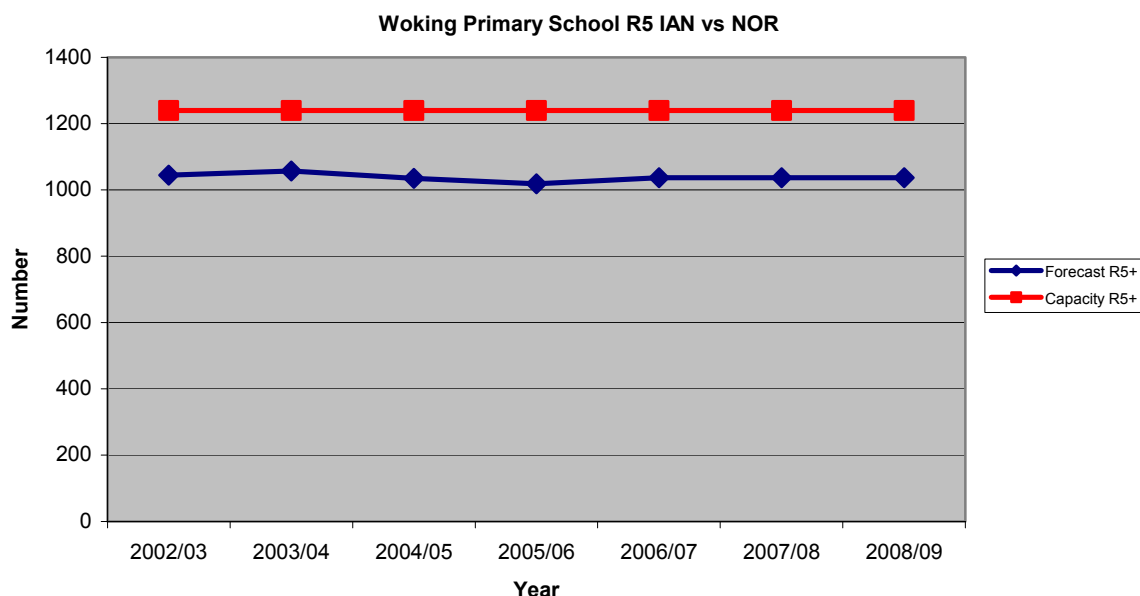
and West Byfleet in the east to Knaphill and Brookwood in the west, surrounded by open green belt countryside.

8. The general demand patterns in the borough are as follows.

Planning Area	IAN		1 ST PREF		CAP	NOR
	R5	7+	R5	7+		
Sheerwater & Maybury	191	20	126	7	1257	979
Westfield	140	88	85	75	892	739
Knaphill, St Johns & Brookwood	260	156	228	148	1764	1643
Byfleet	102	50	82	22	764	567
West Byfleet	251	150	192	158	1757	1714
Horsell, Goldsworth, Sythwood	296	90	243	105	2072	1816
Total	1240	554	956	515	8506	7458

Academic Year	Capacity R5+	Forecast R5+	Surplus / Deficit	Academic Year	Capacity R5-10	Forecast R5-10	Surplus / Deficit	% Surplus / Deficit
2002/03	1240	1044	196	2002/03	8506	7458	1048	12.32
2003/04	1240	1057	183	2003/04	8506	7331	1175	13.81
2004/05	1240	1035	205	2004/05	8506	7229	1277	15.01
2005/06	1240	1018	222	2005/06	8506	7110	1396	16.41
2006/07	1240	1037	203	2006/07	8506	7068	1438	16.91
2007/08	1240	1037	203	2007/08	8506	6988	1518	17.85
2008/09	1240	1037	203	2008/09	8506	6959	1547	18.19





9. The overall borough forecast indicates that demand for reception year places will remain low and significantly less than capacity level. This is reflected in the overall surplus levels that are forecast to rise to approximately 20% by 2009 if no considered action is taken. These figures by planning area are as follows.

Area	Indicated Capacity 2003	Number on Roll 2003	% Surplus/Deficit	Indicated Capacity 2009	Number on Roll 2009	% Surplus/Deficit
Woking						
Sheerwater	1257	979	22.12	1159	899	22.43
Westfield	892	739	17.15	860	581	32.44
Knaphill	1764	1643	6.86	1802	1598	11.32
Byfleet	764	567	25.79	752	556	26.06
West Byfleet	1757	1708	2.79	1757	1713	2.50
Horsell	2072	1816	12.36	1848	1680	9.09

10. The position in West Byfleet is forecast to remain relatively stable and it is anticipated that the level of demand can be met by the present pattern of provision.
11. The surplus within Woking is anticipated to rise significantly. The authority has acknowledged this and proposals will come forward to rationalise provision in the area so that the overall surplus is reduced and viability of provision sustained.

12. As part of the Asset Management Plan (AMP) process it has been possible to review the existing accommodation in Horsell. The authority has identified areas where previous admission numbers did not reflect physical accommodation. The sufficiency calculation has addressed this and a resultant reduction in published capacity is included in the planning area forecasts.

WOKING PRIMARY AGE SCHOOLS

<i>Sheerwater/Maybury</i>
Broadmere Community Primary School
Maybury Infant School
New Monument Primary School
St Dunstan's Catholic Primary School

<i>Westfield</i>
Barnsbury Infant School
Barnsbury Junior School
Kingfield Infant School
Westfield Primary School

<i>Knaphill/St Johns/Brookwood</i>
Brookwood Primary School
Knaphill Junior School
St Hugh of Lincoln Catholic Primary School
St John's Primary School
The Hermitage Junior School
The Knaphill Lower Infant School
The Oaktree Infant School

<i>Byfleet</i>
Byfleet Primary School
St Mary's Church of England (Controlled) Primary
The Manor First School

<i>West Byfleet/Pyrford/New Haw</i>
New Haw Community Junior School
Pyrford Church of England (Aided) Primary
The Grange Community Infant School
The Marist Catholic Primary School
West Byfleet Community Infant School
West Byfleet Junior School

<i>Horsell/Goldsworth/Sythwood</i>
Beaufort Community Primary School
Goldsworth Primary School
Horsell Church of England (Aided) Junior School
Horsell Village Infant School
Sythwood Primary School

SECONDARY PROVISION

13. There are 53 secondary schools in Surrey. Included in the total is one middle school deemed secondary which offers places from age 7 to 16. 22 schools offer places between the ages of 11 and 16 and 31 offer places between the ages of 11 and 18. The schools vary in size from 370 to over 2000 on roll. Pupils attending maintained 11-16 schools usually transfer for 16+ education to one of 7 sixth form colleges, 4 further education colleges or an agricultural college. These colleges are funded by the Learning and Skills Council (LSC).
14. In January 2003 the total number of full time students in the 11-16 age range in all Surrey's secondary schools (community, voluntary aided and foundation) was 52,493. The total capacity of Surrey schools in secondary schools for students aged 11-16 in January 2003 was 54,140.
15. The statistical information relating to secondary provision reflects, as far as possible, existing relationships between schools and current local admissions patterns. As such the areas are not necessarily limited by borough or district boundaries. It is also recognised that in some cases schools admit from a much wider area than their immediate locality.-
16. It should be noted that inclusion of housing figures tends to inflate the forecasts and produces in most cases a worst case scenario in terms of forecast demand.
17. The secondary figures in this plan show 11+ forecasts and total 11-15 forecasts. Admission numbers shown in this section of plan are those published by the authority. In some instances this may be higher than the schools indicated admission number. Post-16 provision is discussed at the end of this report.
18. The transfer rate figures refer to the percentage of 10+ year olds transferring into the secondary schools from local primary schools.-It should also be noted that the 11+ figures include an allowance for pupil yield from new housing.-

General Trends

19. Secondary pupil numbers are expected to peak in the academic year 2003/04. The ten year projection would suggest that demand will steadily fall from this period with total 11-15 demand places anticipated to be approximately 2,500 below 2003 levels. This trend clearly follows the predicted decline in primary rolls and during the period of this plan the area by area position will need to be closely monitored to anticipate and deal with potentially damaging surpluses which may threaten the viability of some schools.

20. From area to area there are significant variations in the general trend. Some areas, reflective of primary rolls will be subject to a rapid decline of entry year demand.-Conversely some areas will retain high levels of demand. In both instances it will be necessary to carefully consider all options so as not to take precipitate action in either adding or removing school places.

21. Some areas, previously of high demand, are anticipated to see a rapid decline in entry numbers. In the later half of the decade forecast numbers suggest that surplus places in Ash/Farnham will rise to 9.89% (402 places). A similarly fast decline is also anticipated to affect Woking schools where, reflecting a significant decline in primary rolls, demand on year 7 places is anticipated to fall from 904 in 2003/04 to 772 in 2008/09. As a result surplus provision in the area is expected to rise to 7.33% (308 places) by 2008/09.

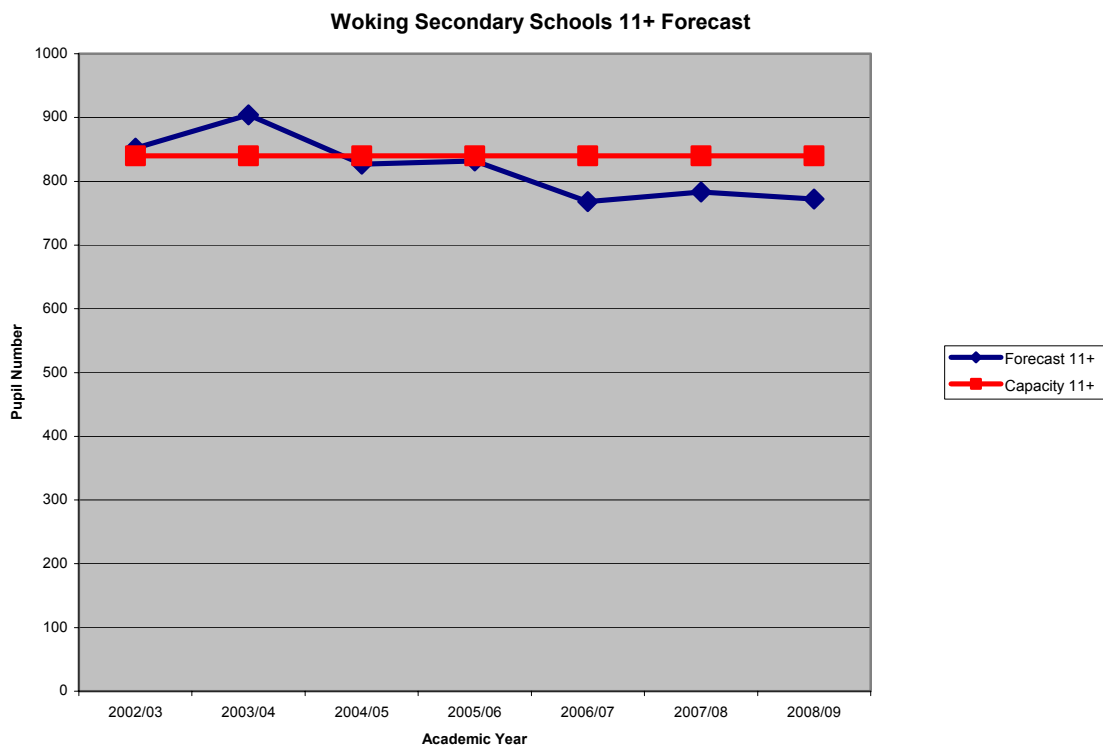
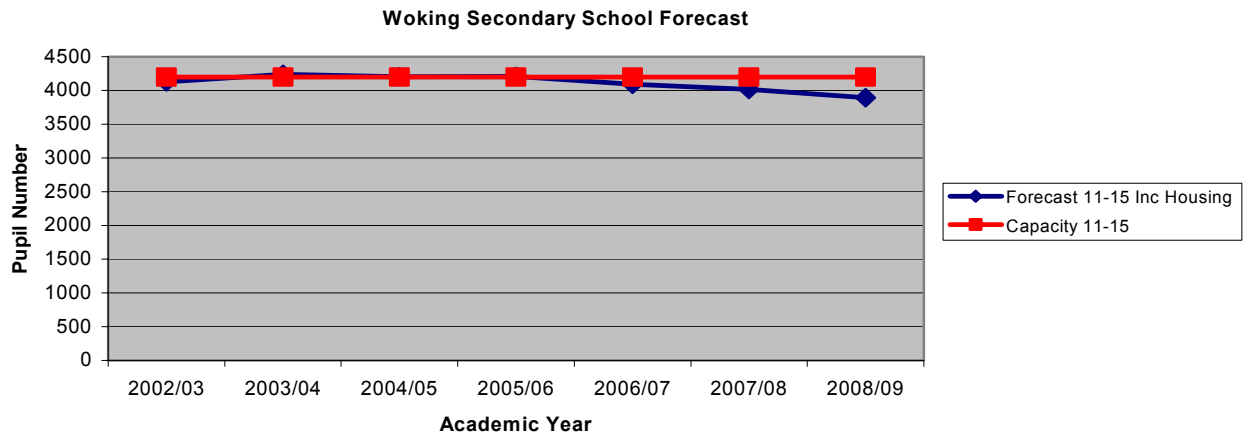
WOKING

22. The town of Woking has four maintained secondary schools, all of which with the exception of St John the Baptist RC(A) School offer places between 11-16. Of the 11-16 schools, The Winston Churchill is a foundation school; Bishop David Brown School and Woking High School are community schools. A breakdown of demand patterns in the area is as follows.

	<i>PAN</i>	<i>1ST PREF</i>	<i>CAP</i>	<i>NOR</i>
Bishop David Brown	180	84	900	659
St John The Baptist RC (A)	150	228	750	829
The Winston Churchill	300	380	1500	1562
Woking High	210	264	1050	1084
Total	840	956	4200	4134

	<i>Capacity 11+</i>	<i>Forecast 11+</i>	<i>Surplus / Deficit</i>		<i>Capacity 11-15</i>	<i>Forecast 11-15</i>	<i>Surplus / Deficit</i>	<i>% Surplus / Deficit</i>
2002/03	840	852	(12)	2002/03	4200	4134	66	1.57
2003/04	840	904	(64)	2003/04	4200	4237	-37	(0.88)
2004/05	840	827	13	2004/05	4200	4203	-3	(0.07)
2005/06	840	832	8	2005/06	4200	4207	-7	(0.17)
2006/07	840	768	72	2006/07	4200	4092	108	2.57
2007/08	840	783	57	2007/08	4200	4019	181	4.31
2008/09	840	772	68	2008/09	4200	3892	308	7.33

Transfer rate:- 72.00%



23. Forecasts suggest that demand for year 7 places will peak in the next academic year before falling off throughout the rest of the decade. It is anticipated that the schools will carry a small deficit in provision over the short term. The fall in demand is reflective of an over-riding demographic trend and a reduction in primary numbers. In the longer term there may need to be some adjustment to the existing pattern of provision.

POST 16 PROVISION

24. The Surrey Schools Organisation Committee heard and approved a proposal made by the governing body of Woking High School to change its status from Community to Foundation. This change has been implemented and has been effective from September 2002.

25. Of the four Secondary Schools that serve Woking and the surrounding area, only St. John the Baptist Catholic Comprehensive School offers 16+ places. The forecast demand in the area is as follows.

Academic Year	16	17	Total
2002/03	104	70	174
2003/04	121	100	221
2004/05	102	116	218
2005/06	101	98	199
2006/07	109	97	206
2007/08	104	104	208
2008/09	107	100	207

26. Within the school there is a 67.72% transfer rate for students going into 16+ Education. The transfer rate between 16 and 17 is 95.85%

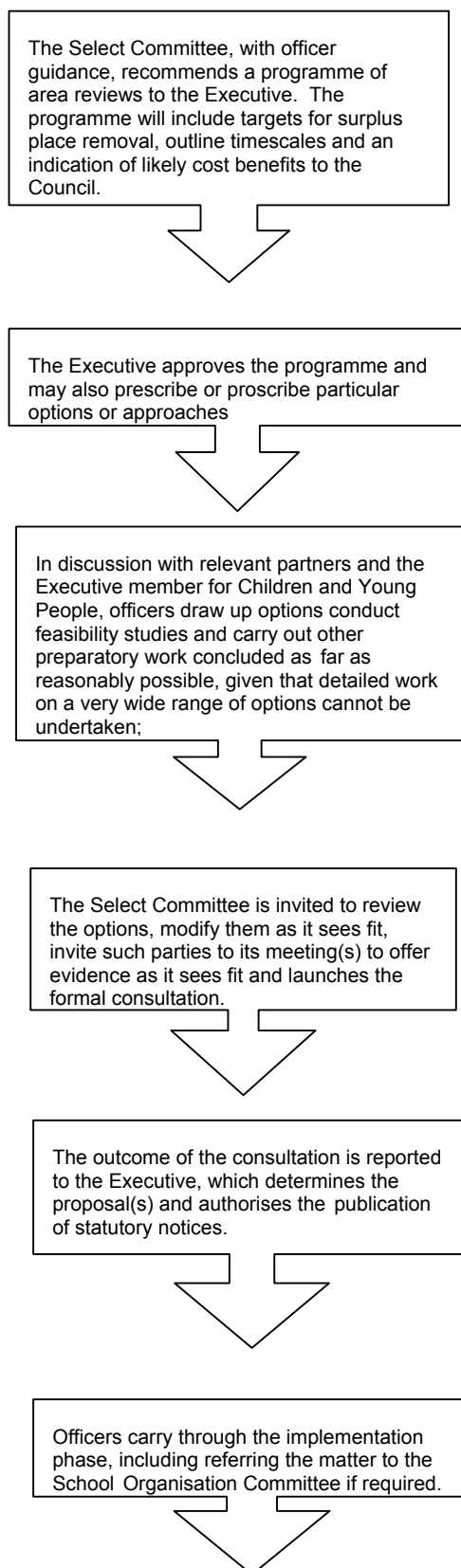
27. The figures indicate that there is some growth in total 16+ numbers.

CONCLUSIONS

28. Birth rate figures in Surrey have fallen consistently over the past four years. Births in the year 2001 were the lowest recorded over the preceding ten years. This fall in birth rate will have an effect on demand for school places. It is anticipated that demand in school places will fall and that this will be reflected in rising surplus provision in many areas of the county.
29. The pattern of provision of Surrey's primary phase schools is meeting the educational demand throughout the county. When measured against first preference information the amount of surplus provision within the primary sector falls within Audit Commission guidelines at approximately 10%. This figure however belies areas of high surplus provision. Maintaining high levels of surplus provision is an inefficient use of resources both in terms of building and staffing. Surplus provision makes it difficult for schools to budget effectively and threatens the viability of provision as a whole. The Authority has recognised this and has undertaken to review provision in a number of areas. A protocol for review and initial agreed review areas is included at the end of this report.
30. Some planning areas in the Secondary sector are subject to a significant demand on school places and it is likely that this will continue for two to three years. In light of falling birth rates and primary pupil rolls the Authority will have to give careful consideration to how it deals with short term demand so as not to provide permanent provision that will, in the course of demographic trends, become surplus provision. Further to this, there are some areas that are likely to be subject to an acute drop in demand. It is probable that, within the period of this plan, proposals will be brought forward to address surplus capacity and ensure future viability of provision in these areas.

Suggested review protocol

- 1 School reorganisations involving the possibility of closure are difficult and highly sensitive.-There will invariably be some parties who will feel aggrieved particularly if their views do not prevail.-It is important therefore that the views of all relevant partners and the community in general are given due consideration and that the procedure is as transparent as possible.
- 2 Inevitably, considerable discretion is desirable whilst some of the initial exploratory thinking about options and possible solutions is done.-This thinking will initially involve officers and the Executive Member for Children and Young People but should shortly thereafter include head teachers, chairs of governing bodies and individual local elected members. It will not necessarily include governing bodies or Council Committees in the initial stages.
- 3 To assure an appropriate level of formal committee involvement, scrutiny and formal decision taking, it is recommended that the following outline procedure be adopted for the conduct of area reviews:



4 The outline of a possible timetable is provided below.

Primary School Place Planning Projects

Live Projects	Executive Approval to Review	High Level Option Appraisal/Viability	Report to CYPSC	Consultation	Report to Executive	Publish Notices	Report to SOC	Implementation Date
Ashtead		Jul-02			22-Nov	Feb-03	May-03	Sep-04
Leatherhead	22-Nov-02							
Swansmere/Ambleside	Jul-02	Sept02-Mar-03	16-Jan	Jan-Mar 03	Apr-03	May-03	Sep-03	Sep-04
Esher/Claygate		Jan-03				May-03	Sep-03	Sep-04
Potential Projects								
Woking	Mar-03	May-03	Jun-03	Sept-Nov 03	Dec-03	Jan-04	Apr-04	Sep-05
Godalming	Mar-03	May-03	Jun-03	Sept-Nov 03	Jan-04	Feb-04	Apr-04	Sep-05
Cranleigh	Mar-03	May-03	Jun-03	Sept-Nov 03	Jan-04	Feb-04	Apr-04	Sep-05
Stanwell/Ashford	Mar-03	Sep-03	Nov-03	Jan-04	Apr-04	May-04	Sep-04	Sep-05
Addlestone/Chertsey	Mar-03	Sep-03	Nov-03	Jan-04	Apr-04	May-04	Sep-04	Sep-06

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BACKGROUND PAPERS: Policies and principles concerning school organisation planning annexe 1

Version No.1

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Initials: NS

No of annexes:1

INTRODUCTION

The School Standards and Framework Act 1998 requires Local Education Authorities (LEAs) to produce a School Organisation Plan covering a five year period. The plan identifies areas within the LEA and draws conclusions about the need to add or remove school places in those areas. It forms the basis against which the School Organisation Committee (SOC) can consider subsequent proposals for changes in the organisation of individual schools. This year, LEAs are required to publish a draft plan by the 1st of August 2003. A period of 11 weeks is prescribed for interested parties to comment or object following which the draft plan is adopted (with amendments if necessary) by the SOC.

In subsequent years, the draft plan will be published triennially by the 1st June in the relevant year, with a period of 8 weeks for objections. A new plan is required within the 3 year period if these are significant policy changes in respect of the provision of primary, secondary or special education.

The School Organisation Plan does not replace the requirement to publish Statutory Notices for changes in school organisation. Proposals that are published by the LEA may be decided by the LEA within four months of the date of publication provided there are no objections and the proposals are not linked to any others that are to be decided by the School Organisation Committee. Those proposals that are not decided by the LEA will pass to the School Organisation Committee. All proposals submitted by any other promoter will fall to the School Organisation Committee to determine.

The School Organisation Committee will reach a decision on proposals that are put forward to the Committee when all groups on the Committee who vote on the proposal vote for the decision, and none against.

The Committee may decide to;

- Reject the proposals;
- Approve the proposals with modification;
- Approve the proposals with modifications following consultation with the proposers;
- Give a conditional approval.

The plan also sets out the provision that the LEA proposes to make for post-16 students and for children with special educational needs.

This plan, which covers the academic years 2003/2004 to 2008/2009 sets out how Surrey County Council intends to plan its provision of school places during that period. However, it does not include proposals for individual schools, unless a

proposal is in existence at the time of writing. The plan considers the supply and demand issues on an area basis comparing forecast demand against existing and planned capacity. The production of this plan does not rule out any further proposals coming forward during that period.

SECTION ONE

The Policy and Principles underlying School Organisation in Surrey.

- 1.1 "Surrey wants to ensure that every Surrey school is a good school in which parents can be confident and in which children will receive the best possible start in life." Education Development Plan.
- 1.2 Planning school places involves ensuring that there are sufficient places in the appropriate sector for the numbers of pupils and their needs, that these are sensibly located and that places are organised to maximise opportunities for pupils
 - A shortfall in provision means over-crowding and may mean that the LEA is not meeting its statutory responsibilities.
 - Provision that could be more effectively organised results in reduced opportunities for pupils and schools alike.
- 1.3 Over provision of places is inefficient and wasteful of education resources generally. Surplus places can also lead to serious consequences for individual schools.
 - Where there are surplus places in an area, schools will inevitably see reductions in their rolls, sometimes quite rapidly, resulting in a shortfall in finances, leading amongst other things to staffing losses and reduced curriculum opportunities. If not addressed, surplus places can turn good schools into failing ones.

Diversity of Provision

- 1.4 The government wants to increase diversity of provision. Surrey already has a variety of provision – very large and very small schools, special schools and specially resourced provision in mainstream schools, primary, junior and infant schools, 11-16 and 11-18 secondary schools; many of the aforementioned being Church or Foundation schools.
- 1.5 Surrey is committed to increasing this diversity by encouraging parents, teachers, governors, dioceses and other education providers to develop their school in the most appropriate way, including the development of distinctive approaches and specialist curriculum strengths. As part of this approach and with the aim of ensuring all schools are of equal esteem and educationally viable, the LEA will seek opportunities to regenerate schools which may include public/private partnerships. When considering changes in provision, the LEA will work closely with its partners; the dioceses, the LSC, governing bodies and parents.

- 1.6 The LEA is hoping to facilitate increased collaboration amongst schools and with their partners, in delivering services to children and young people within communities. To this end Surrey has provided a paper for discussion "Organising for Success" proposing that schools voluntarily, and over time, develop collaborative networks not only with education partners but with other local agencies to enhance the services to pupils, parents and their local communities. Surrey will aim to be the facilitator for these "confederations". We will work with all our partners to maximise opportunity and to explore new means of raising achievement and enhancing well-being for local communities.

Managing Supply

- 1.7 In considering its strategic approach to planning the LEA has to consider where and when to provide additional places on the basis of demographic information available. Additional places can be provided either through the provision of new schools or through the extension and rationalisation of existing schools. It also has to consider where it may be appropriate to review the existing school provision ensuring that schools remain viable and that the LEA is not maintaining a high level of surplus places. From time to time it may be necessary to close a school or reduce the accommodation available in an area in order to provide a more realistic balance between the supply and demand of places. When looking at proposals to provide additional capacity or to remove surplus places, a number of factors should be taken into account such as:
- Meeting parental preference where possible. (Surrey has given a high priority to parental preference in its administration and planning systems and, in general, the most oversubscribed schools have been considered first for expansion).
 - The physical constraints of existing school sites.
 - The need to ensure value for money in expending public resources.
 - General performance criteria as contained within OFSTED reports, data from national tests and information from the 4S Curriculum and Management Consultancy (CMC).
 - Issues of pupil transport (home to school).
 - Meeting the needs of pupils with special educational needs.

These factors do not stand in isolation from one another and there are other issues that arise from them. In determining key capital investment decisions, the LEA needs to be aware of interrelated nature of these factors. These can be summarised as follows:

Parental Preference Issues Arising

- Some schools are consistently oversubscribed, and others vary from year to year;
- The appeals procedures can impact on pupil intake;
- The effects on other school provision in the area;

- Green issues/transport policies;
- Optimum school size;
- Perceptions of a school management team, which can change over time and as personnel changes.

School Performance

Issues Arising

- The need to enhance and strengthen performance and standards;
- Encouraging regeneration opportunities if this is appropriate;
- Links to the Asset Management Plan (AMP) – suitability and sufficiency issues;
- Links with individual school development plans;
- The availability of curriculum and other facilities;
- Ensuring schools are of a viable size;
- Supporting schools in the management of the number of pupils with additional educational needs to ensure the school's performance is maintained and developed.

Efficient resource use

Issues Arising

- Achieving value for money in all areas;
- Enhancing the viability of planned patterns of provision;
- Considering issues of sustainability;
- Using existing capacity in a more flexible way to maximise school places;
- Organisation of the school day;
- Optimising use of the school site.

Managing Demand – Admissions

1.8 When a Community or Voluntary Controlled school is oversubscribed the following criteria (in order) are used to allocate places :

- Siblings, having an older brother or sister attending the school at the closing date for applications. Following consultation, siblings will only be counted in terms of admissions if they are in school at the time of their sibling's entry, not at the closing date for applications. This will be effective for admission to school in September 2003.
- Children resident within an admission priority area for the school for the year group in question. Admissions Priority Areas are determined in consultation with county councillors, school governors and the headteacher of the oversubscribed school. Particular regard is paid to accessibility of and availability of places at alternative schools. Any long standing community links, road and rail links and any natural boundaries such as main roads or rivers may also be taken into account.

- Exceptional arrangements, for example Special Educational Needs, medical grounds or other individual or compelling family circumstances.

1.9 Vacancies from the waiting list are filled as follows :

1 st preferences		Siblings inside the Admissions Priority Area ; then the siblings outside the Admissions Priority Area. Non-siblings inside the Admissions Priority Area; then non-siblings outside the Admissions Priority Area.
2 nd preferences		according to the same criteria above
3 rd preferences		according to the same criteria above

- 1.10 As a result of the 2001 Education Bill the LEA has established an admissions forum. The Admissions Forum enables admission authorities and other key interested parties to meet to discuss the effectiveness of local admission arrangements.
- 1.11 Voluntary aided schools and foundation schools determine their own admission arrangements and act as their own admissions authority.

Key Stage One (KS1) Class Size Policy

- 1.12 The School Standards and Framework Act 1998 requires LEAs to ensure that no class taught by a single teacher contains more than 30 pupils. Surrey, through its Class Size Implementation Plan has achieved full compliance with this act.

Schools in Surrey

- 1.13 In September 2003 there will be a total of 412 community, voluntary aided, voluntary controlled and foundation schools in Surrey.
- 1.14 The pattern of school provision in Surrey is as follows:
- **Nursery**
3 Nursery Schools + The Guildford Children's Centre
61 Nursery Classes and Units

- **Primary Schools (age 5-11)**

Infant Schools	116	(ages 5-7)
First Schools	7	(ages 5-8)
Primary Schools	139	(ages 5-11)

Junior Schools 61 (ages 7-11)

- **Secondary Schools**

In September 2002 there will be 53 secondary schools including one middle school deemed secondary which offers education between the ages of 7-16. Of these 21 are 11-16 schools and 31 are 11-18 schools.

- **Special Schools including Pupil Referral Units (PRUs)**

24 Special Schools

9 PRUs

- **Status of Schools**

In September 2003 there will be:

36 Foundation Schools
97 Voluntary Aided Schools
30 Voluntary Controlled Schools
216 Community Schools
33 Community Special Schools

Size of School

1.15 Surrey County Council believes that all schools should be of a sufficient size to be educationally viable; however, it does take into account a range of factors in respect of school size, which includes the impact on isolated communities. If a school falls below the following sizes of a small school, subsidy is available:

First Schools	150 pupils	Junior Schools	270 pupils
Infant Schools	120 pupils	Primary Schools (5-11)	240 pupils

The majority of schools are larger than this and the guideline figures are not used rigidly for school planning purposes.

1.16 At secondary level the guideline for small school subsidy is:

720 pupils	11-16 age group	7-16	720 + (270) Pupils
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16+ Provision

1.17 Details of the forecast demand for post 16 places in Surrey's 11-18 Schools and an outline of provision in Surrey Colleges is given in Section Six. Information is also given on the role of the Learning and Skills Council (LSC) and details of the work of the local Lifelong Learning Partnerships and links with other agencies.

SPECIAL EDUCATIONAL NEEDS

1.18 The SEN Development Plan 1998-2003 states that the County Council's policy is designed to balance an individual child's needs against the needs of other children and the demands on teachers. The SEN Policy contains the following principles:

- The aim is to place children with special needs in mainstream education where it is considered appropriate for the child and after consultation with parents, governors, teachers and professional staff.
- The aim is to place children with special needs in mainstream education where it is considered appropriate for the child and after consultation with parents, governors, teachers and professional staff.
- Surrey County Council does not aim to place all children with special needs automatically in mainstream education
- Statemented children with more demanding needs and in particular with severe emotional and behavioural difficulties would normally be educated in the appropriate specialist provision
- Children who need specialist support should be placed in the most educationally beneficial and cost-effective provision, preferably within easy reach of their home, to encourage ongoing family contact and involvement.
- Surrey County Council will continue to develop existing partnerships with social services, health authorities, voluntary agencies and the independent sector as appropriate.

There are no fixed targets for numbers of children in any particular sector.

1.19 Following on from the publication of the Plan, the LEA conducted two strategic reviews of provision for pupils with Special Educational Needs. The first, a review of provision for pupils with Emotional and Behavioural difficulties concluded that the LEA should:

- Create a Behaviour Pupil Support Service;
- Revise accommodation for Pupil Referral Units (PRUs) in each area;
- Modify its special schools to manage fewer pupils in improved day and residential accommodation.

1.20 Proposals will be brought forward to the School Organisation Committee, as appropriate.

1.21 The LEA completed its strategic review of provision for pupils with Learning Difficulties (LD), Severe Learning Difficulties (SLD) and Autistic Spectrum

Disorder (ASD) in July 2002. Proposals are being made and/or consulted upon to

- Phase out primary age provision for pupils with LD in special schools;
- Create eight specialist centres for pupils with LD at mainstream primary and junior schools.

- Enable LD special schools to manage a wider specialist range of secondary age pupils, paired to provide an equitable east/west split where possible:

The Abbey School, Farnham	learning difficulties and Autistic Spectrum Disorder – 100 places
West Hill School, Leatherhead	learning difficulties and Autistic Spectrum Disorder – 100 places
Carwarden House School, Camberley	learning difficulties and post 16 provision – 118 places
Woodfield School, Merstham	learning difficulties and post 16 provision – 118 places
Philip Southcote School, Addlestone	learning difficulties and deaf pupil provision – 100 places
The Park School, Woking	learning difficulties and language provision – 100 places

- Expand Freemantles School to cater for secondary age pupils and relocate it to the south west of the county; create a residential facility to enable the support of pupils and families.
 - Rebuild and relocate Pond Meadow School and Portesbery School for children with Severe Learning Difficulties where possible, providing an integrated solution. Co-locate Woodlands post-16 provision, initially on a temporary basis, with St Andrews school, Leatherhead, and explore the potential for further integration in the secondary phase. Consider the options for relocation of Walton Leigh School including an integrated solution.
- 1.22 The LEA continues to support its SEN policy by developing the pattern of accessible provision in mainstream schools for pupils and students who have physical disabilities, visual or hearing impairment
- 1.23 This strategic approach, which in capital terms is funded through the Schools Access Initiative, is based on development of a geographical spread of designated provision in the secondary phase. The approach for the primary phase is for placement in neighbourhood schools where possible. Priorities for investment are identified through consideration of the needs of individual pupils and would take into account projected demand for places.
- 1.24 The SEN Development Plan will be revised to cover the period 2004 – 2009, with stakeholders playing a crucial role in the development of the new plan.

Early Years and Childcare

1.25 What is Surrey Early Years Development and Childcare Partnership?

The Partnership is made up of representatives from public, private and voluntary organisations with an interest in improving services for children.

The main aim of the Partnership is to make sure that:

- childcare and early years providers are sustainable and thriving
- there are enough suitable childcare and early education places
- they are of a high standard
- at costs that are reasonable
- parents have a range of services to choose from

The Partnership has an Executive group that meets regularly to oversee the delivery of the Early Years Development and Childcare Plan, which is carried out by the Early Years and Childcare Service (EYCS). The Service implements the targets and legal requirements set by DfES and the Council to support deliver and promote early education and childcare.

The EYCS works with the new Sure Start unit in DfES towards an integrated provision of services to families, which includes areas such as education, childcare and health as a whole. The EYCS also works with other county council teams and borough/district councils and organisations on a range of government and county/borough/district initiatives

There is a Partnership Liaison Group in each of the 11 local borough and district areas and councils. Each group is made up of anyone who has an interest in local services for children. Liaison groups meet 3 or 4 times a year and feed back on local needs to the Partnership Executive, share information on developments, build local links and consult on the draft plan each year.

Implementation Plan 2003-2004

Surrey Early Years and Childcare Service is committed to:

1.26 Early education

- Provide funding for free part-time education places of a maximum of five 2 ½ hour sessions per week, 33 weeks of the year, for all eligible three year olds and all four year olds
- Early Education Adviser supporting providers to continue to make 'satisfactory' or better progress in OfSTED inspections for delivering the Foundation Stage curriculum.
- Giving information to parents on early education places through the Children's Information Service (CIS)

1.27 Quality Childcare and Education

- Support childcare providers through training and access to quality assurance schemes to help them achieve recognised quality standards that is affordable and accessible to all.
- Support early education providers through Early Education Advisers and a qualified teacher in their local cluster groups. This will provide opportunities for sharing good practice.
- Support for providers to help them achieve the OfSTED care and education standards

1.28 Childcare places

- Create 4,982 new childcare places by April 2004
- Work with new and existing childcare providers, particularly in rural and disadvantaged areas, to develop childcare places
- Work with providers in targeted areas for example where there are shift or key workers or lone parents
- To develop childcare opportunities with schools under the Extended Schools programme and in response to the local community
- Continue work with the Neighbourhood Nursery initiative in Sheerwater and Maybury for full day care places
- Fully open the Children's Centre in Guildford. This will provide extended early education and childcare as well as a range of family support and community services
- To work with other organisation such as the NHS, and the Learning Skills Council to promote the provision of childcare in, for example, hospitals and colleges of further education
- Continue to work with the mini Sure Start project in Preston ward (Reigate and Banstead)

1.28 Special needs

- Working with settings to support children with special needs or disabilities
- Support non-maintained settings who offer early education places through visits and training from Special Educational Needs Advisers and Early Learning Assistants
- Provide subsidised training for practitioners in early education settings in the maintained and non maintained sector
- Offering training and bursaries for early education and childcare practitioners in specialist areas and for Special Educational Needs Co-ordinators (SENCOs) within settings
- Support childminders and childcare providers through visits and training from the Inclusion Support Advisers
- Continue to provide support for practitioners and settings through information packs and toy and book libraries

1.29 Equal opportunities

- Offer settings support, resources and training to help them offer a quality service to all children and their families regardless of ethnicity, religion, culture, sexuality and abilities

1.30 Children's Information Service

- Give parents and carers information on early education and childcare as well as details of settings in their area by telephone (08456 011777) and website (www.childcarelink.gov.uk)
- Continue offering early education and childcare information at venues across the county through an outreach officer
- Continue to develop the www.surreycc.gov.uk/earlyyearsandchildcare website to offer a wider range of information, including support and guidance for providers.
- Continue to work with the Surrey Economic Partnership to support employers with offering work-life balance options to their employees
- Monitor and review the needs of people using the Children's Information Service
- Review the information provided to parents on early education places
- Publish the Way Ahead each term with information for providers and parents on early education and childcare in Surrey

1.31 Business support for providers and childminders

- Provide grants to schools, groups and individuals to assess the feasibility of their new childcare service
- Help new and existing providers to create or expand childcare places through specialist support and materials
- Work with schools, through the Extended Schools Programme, to develop and maintain sustainable childcare facilities
- Provide advice and financial support to sustain existing childcare places under threat of closure
- Provide advice, guidance and training on setting up and running a childcare service

1.32 Recruitment

- Offer 'Making Choices' orientation programmes
- Hold careers in childcare fairs across the county and link in to National Childcare Month
- Help existing providers with staff retention issues
- Work with employment and careers services, schools and colleges to raise their awareness of childcare employment opportunities

- Organise events to target specific under-represented groups i.e. men, disabled people and minority ethnic communities.
- Monitoring and supporting people who want to enter the childcare profession from first enquiry through to final outcome in order to increase the number of childcare practitioners
- Continue and expand exit interviews of childcare practitioners leaving the profession in order to develop support strategies for improving retention
- Maintain a register of staff who can provide supply cover to childcare settings

1.33 Childminders

- Set up 2,037 new childminding places with childminders by 2004
- Develop a new 20 place childminder network in Elmbridge
- Run regular training and study support events, particularly on special needs
- Provide training and bursaries for new and existing childminders
- Enable 50 childminders to gain a quality assurance award
- Monitor childminders in difficulty and support as appropriate
- Work with other agencies, such as Job Centre Plus to promote childminding in targeted and disadvantaged areas
- Hold childminder recruitment and awareness campaigns

1.34 Training

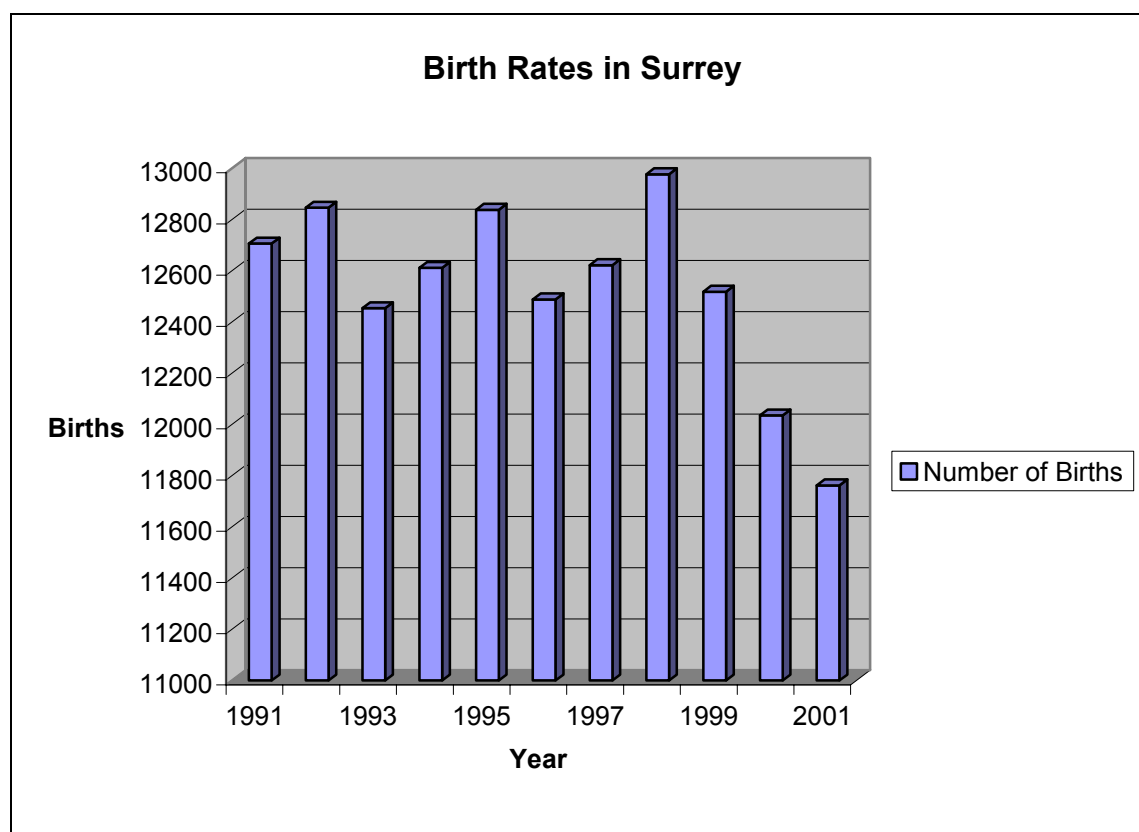
- Develop training opportunities for all qualified teachers delivering the foundation stage in maintained and non maintained settings in order to improve their specialist knowledge of early education
- Organise an extensive programme of short courses
- Make sure training opportunities are available to all childcare workers and early years practitioners
- Provide bursaries and funds for supply cover to help staff wishing to attend courses and gain childcare qualifications
- Maintain a register of qualified temporary staff, to cover for staff who go on training.
- Working with a range of training facilities to deliver play-work qualification courses and the Council for Awards in Children's Care & Education (CACHE) certificate for teaching assistants levels 2 and 3
- Expanding training on business issues to all childcare and education providers

SECTION TWO

Demographic Context

- 2.1 Birth rates have fallen dramatically in Surrey over the last four years and in 2001 fell below 12,000. A fall in birth rates of this significance will have a major impact upon forecast figures throughout the county as the number of children born within a given area has a direct correlation with the number of pupils requiring school places.

Year	Number of Births
1991	12706
1992	12846
1993	12454
1994	12611
1995	12838
1996	12488
1997	12622
1998	12977
1999	12518
2000	12035
2001	11762



- 2.2 It is anticipated that this fall in birth rate will be rapidly reflected in demand on primary age provision throughout the county. This has been acknowledged by the Council's Executive, which in turn has requested that the Children and Young Peoples Select Committee oversee reviews of provision where the anticipated fall in demand

would effect the continued viability either of the existing pattern of provision or of individual schools. The protocol for review and agreed review areas are included in appendix four of this plan.

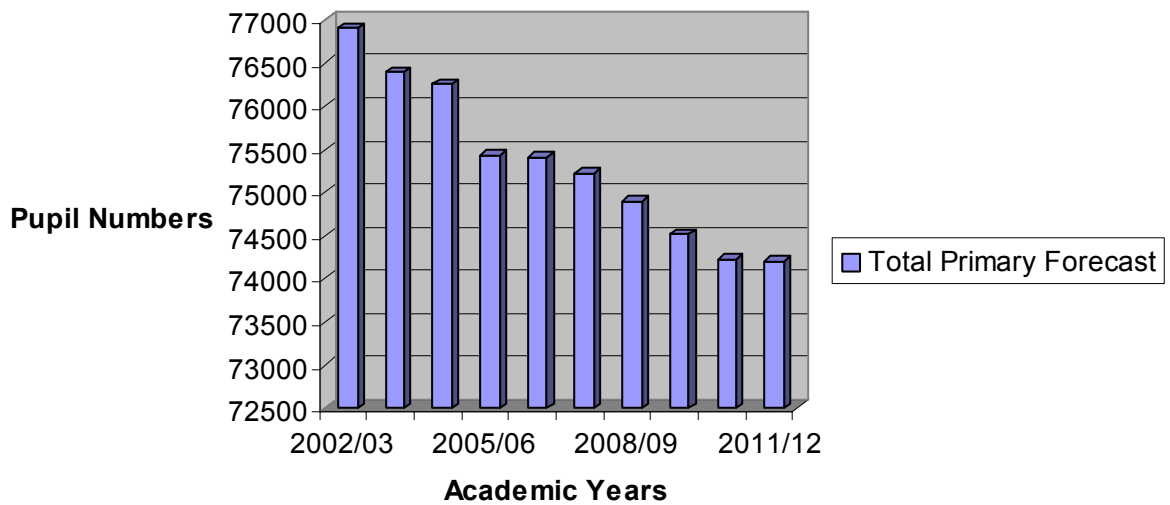
- 2.3 The effect of this fall in birth rates will not be consistent throughout the county and some areas will still be subject to significant local pressures. Similarly the fall will be more acute in certain areas and will require action in a shorter time scale. To illustrate this the birth figures have been broken down by district and borough and are set out below.

Borough	1998	1999	2000	2001	Difference %			
					1998-99	1999-00	2000-01	1998-01
Elmbridge	1624	1565	1488	1468	-3.63	-4.92	-1.34	-9.61
Epsom and Ewell	818	812	762	725	-0.73	-6.16	-4.86	-11.37
Guildford	1510	1524	1386	1384	0.93	-9.06	-0.14	-8.34
Mole Valley	932	882	827	799	-5.36	-6.24	-3.39	-14.27
Reigate and Banstead	1541	1533	1477	1442	-0.52	-3.65	-2.37	-6.42
Runnymede	848	910	894	869	7.31	-1.76	-2.80	2.48
Spelthorne	1123	1020	984	1032	-9.17	-3.53	4.88	-8.10
Surrey Heath	1033	975	947	874	-5.61	-2.87	-7.71	-15.39
Tandridge	932	845	864	855	-9.33	2.25	-1.04	-8.26
Waverley	1313	1344	1277	1209	2.36	-4.99	-5.32	-7.92
Woking	1303	1108	1129	1105	-14.97	1.90	-2.13	-15.20
Total	12977	12518	12035	11762	-3.54	-3.86	-2.27	-9.36

- 2.4 A forecast of anticipated pupil numbers in all primary age providers in the Surrey maintained sector is detailed below. This forecast includes potential yield from known housing developments.

Year	Total Primary Forecast
2002/03	76906
2003/04	76400
2004/05	76253
2005/06	75434
2006/07	75409
2007/08	75222
2008/09	74900
2009/10	74522
2010/11	74230
2011/12	74207

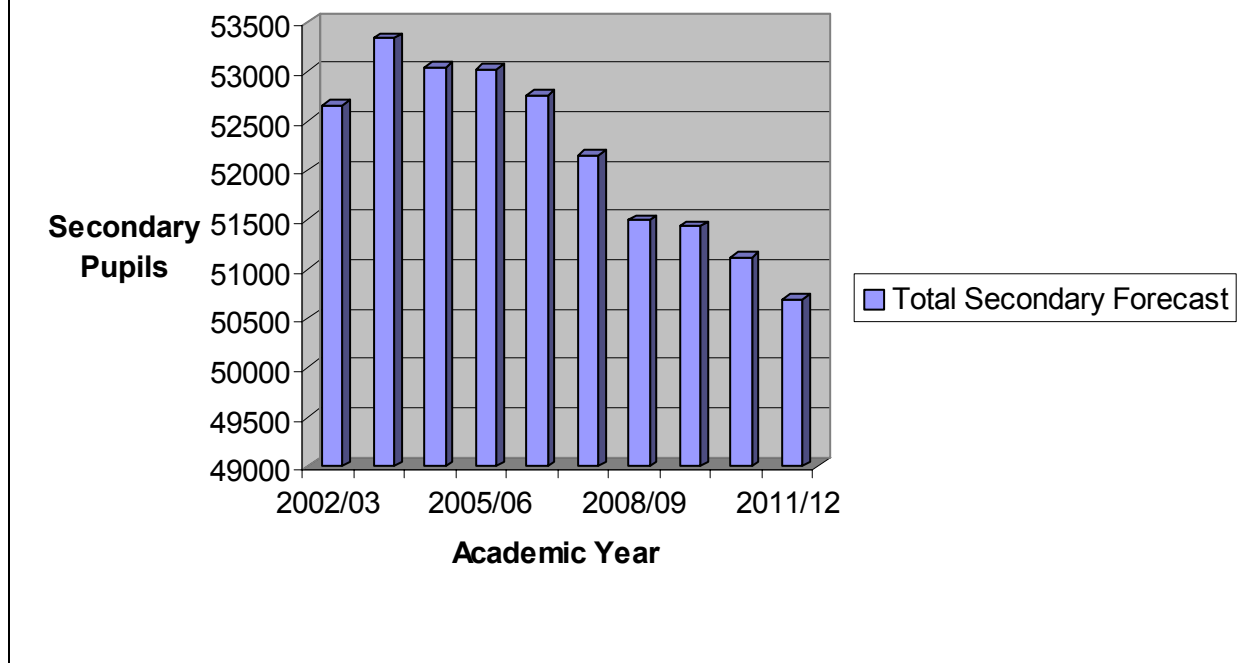
Total Primary Forecast For 2002/03 to 2011/12



2.5 The fall in primary demand is likely to be subsequently reflected in the secondary sector. Although in some instances this may be a gradual shift, some areas will be subject to a rapid fall in demand. The ten-year forecast trend for all Surrey secondary schools is outlined below.

Year	Total Secondary Forecast
2002/03	52663
2003/04	53336
2004/05	53040
2005/06	53028
2006/07	52763
2007/08	52150
2008/09	51493
2009/10	51430
2010/11	51117
2011/12	50692

11-15 Secondary Forecast for 2002/03 to 2011/12



2.6 Demand for secondary school places is influenced by many factors including movement between the maintained and independent sector as well as pupil transfers in and out of the county.

2.7 Surrey is the most densely populated shire county in England and Wales and within the plan it is recognised that Surrey’s geographical location close to London has resulted in intense pressures for development.

2.8 Surrey County Council’s draft Deposit Structure Plan was published in December 2002. One of the key issues in the plan is the distribution of new homes. The Government have stated that Surrey must plan for 35,400 new homes by 2016. 21,800 of these homes have been allocated among the 11 boroughs and districts as follows.

○ Elbridge		1,800
○ Epsom & Ewell	2,170	
○ Guildford		2,350
○ Mole Valley		1,330
○ Reigate & Banstead		2,540
○ Runnymede		1,920
○ Spelthorne		1,700
○ Surrey Heath		1,970
○ Tandridge		1,920
○ Waverley		1,850
○ Woking		2,250
Total for Surrey		21,800

- 2.9 Of the remaining 13,600 homes; 7,500 are proposed for previously developed sites in urban areas and 2,600 have already been planned for Horley. In addition to this a further allocation of 2,500 has been proposed for Guildford and 1,000 for Woking.
- 2.10 The level of development outlined above may be expected to produce additional children of both primary and secondary school age. However, the number of children produced by individual housing developments is variable and will depend on the type of housing being developed.- Individual housing developments will therefore need to be looked at closely to assess their impact upon school places locally.
- 2.11 A number of significant sites are being developed in Surrey. The plan forecasts potential pupil yield from these sites and all major sites that receive planning permission. These figures are included in all pupil forecasts in the plan.

Forecasting Methodology

- 2.12 Sections Four and Five of the plan provide information relating to supply and demand issues throughout Surrey. This section outlines the methodology used to provide realistic forecasts of pupil demand.
- 2.13 The sources of data and methodology used for producing the forecasts are outlined below:

Sources of Data

Per birth ward figures are supplied by the Office for National Statistics (ONS).-This information is normally received in the summer and updated accordingly.-However, the forecasting system will increasingly use GP registration figures provided by the local health authorities.

- Form 7 number on roll (NOR) information. This information is produced in January with further consideration given to the figures in September and April.
- First preferences as expressed in November (primary) and December (secondary) of each year.
- Information relating to housing developments in the area is provided by close monitoring of planning applications. In order to assess the impact of housing a standard formula is used of 0.025 pupil/per house/per year group (ie 1000 houses would yield 25 pupils for each of the primary age year groups). However, the housing elements can tend to exaggerate the figures and consideration needs to be given to local factors, such as proximity to the school and the nature of housing, when considering individual areas. The housing figures when added in

to the forecast will show most markedly in the Basic Need data information (i.e. when added to the overall surplus/deficit figure). A formula of 0.018 pupil/per house/per year group is used for secondary aged pupils.

- 2.14 In forecasting pupil numbers, in the primary sector it should be noted that forecasts for 2008/2009 are more difficult to determine because they are based on 2001 birth rates and earlier and in particular for infant forecasts, some children have yet to be born.-The forecasts therefore assume that present patterns of admission in each area will continue and in reality this may not be the case. Primary sector forecasts should therefore be read with some caution.
- 2.15 In many areas of the county, birth figures for the year 2000/2001 have fallen and this is reflected in the forecasts in terms of higher surpluses than forecast last year.
- 2.16 Birth ward boundaries have undergone review in the county and this is reflected in the forecasts figures for this plan.
- 2.17 The forecasting system has been refined to allow for greater flexibility in grouping schools for forecasting purposes and for scenario planning.-In order to achieve this, housing developments and birth wards have been allocated to individual schools and the yield from housing development and/or birth ward has been calculated on a pro rata basis.-Previous practice was to allocate by a pre-defined locality as a full allocation.-As a consequence of this, where in the past schools have been grouped with schools from differing localities, an element of double counting will have taken place.-The system now assumes a more widespread distribution amongst local schools.

Methodology

- Every July the ONS produces an annual report showing the number of births and deaths in Surrey for the whole of the previous year.-So in July 2003 a report will be received for the number of births that occurred in 2002.-The data is broken down into ward level.-From this information the total number of births are extracted and entered into the forecasting system. Schools operate on an academic year basis, which runs from September in one year through to August the following year, e.g. 2000/2001. The ONS figures are therefore adapted to take account of the academic year,

E.g. if there are: 24 births in 2000
60 births in 2001

4 months full in 2000 (September to December)
8 months full in 2001 (January to August)

(24 births / 12 months) * 4 months = 8 births
 (60 births / 12 months) * 8 months = 40 births
 Total births for 2000/2001 = 8 + 40 = 48 births

- Birth wards are attached to all the schools within a two miles radius.- The number of births then divided by the number of schools attached to a ward and is allocated accordingly.

E.g. 40 births in ABC Ward
 10 schools attached to the ABC Ward
 Each school receives 4 pupils from that ward.

The number of births will then be used to determine how many children will transfer into the reception year of a school.-This is achieved by calculating transfer rates.

- Surrey uses a method called "Cohort Survival Rates" to forecast their pupil numbers.-The table below explains how these are calculated.

Number of Births		Number of Year R Pupils		* ¹ Transfer Rate
1994/1995	550	1999/2000	326	59.27%
1995/1996	537	2000/2001	317	59.03%
1996/1997	526	2001/2002	331	62.93%
Average Transfer Rate over 3 Years				60.41%

*¹ Transfer Rate is calculated by (Number of Year R Pupils / Number of Births) * 100

The average transfer rate is then applied to each of the subsequent forecasts to enable a prediction to be made of the number of pupils who will enter a Surrey school.

Number of Year 6 Pupils		Number of Year 7 Pupils		* ² Transfer Rate
1998/1999	180	1999/2000	156	86.67%
1999/2000	184	2000/2001	157	85.33%
2000/2001	183	2001/2002	154	84.15%
Average Transfer Rate over 3 Years				85.38%

*² Transfer Rate is calculated by (Number of Year 7 Pupils / Number of Year 6 Pupils) * 100

These transfer rates are then used to calculate pupil movement between the years for the next 10 years.

Schools Information

- 2.18 Following publication of the last Plan new regulations have been introduced that replace previous measures of a schools capacity, Standard Number Capacity, with a new Net Capacity Assessment. This capacity assessment that has been introduced as part of the Asset Management Plan (AMP) and accurately reflects the amount of available teaching space within schools. From this assessment is also derived a Schools Indicated Admission Number (IAN)
- 2.19 This School Organisation Plan assumes that schools can admit pupils to the limit of their Indicated Admission Number (IAN). IAN will eventually replace PAN as the measure against which surplus or deficits are calculated.-The IAN is derived from the 'Sufficiency' formula that calculates the total capacity of the school and then distributes that number equally across the year groups. For example, a primary school with a total capacity of 210 and 7 year groups will have an indicated admission number of 30. A secondary school with a total capacity of 900 and 5 year groups will have an indicated admission number of 180.
- 2.20 In consultation with other partners, the LEA (or governing body) may publish a higher admission number to meet peaks of demand, for example by using temporary accommodation or converting a room normally required for another purpose. Publishing a higher admission number, on a temporary basis, does not affect the IAN. However, if extra accommodation is brought into permanent use, the IAN must be reviewed.
- 2.21 This year's plan falls between the end of the standard number regulations and the introduction of the IAN. For the purposes of this School Organisation Plan the Admission Number of school shown in the plan, and the figures on which forecasts are based, is the admission number published by the authority. In many instances this will be reflective of the schools IAN but, as highlighted in 2.19, and of particular relevance to the secondary sector, this figure may be higher. In this plan the introduction of IAN for the primary sector is included in the plan. In the secondary sector some capacity issues are still to be addressed and therefore the plan uses the Published Admission Number (PAN).
- 2.22 The number of first preference applications (FP) received by a school is included in this plan. FP's are an interesting measure of a schools relative popularity and form part of our forecasting methodology, they are however not always an accurate representation of the number of students who attend school in the relevant year. Some schools receive fairly few applications but numbers increase when the academic term starts and similarly some schools may offer places to students who have made applications but do not then attend that school for their education. As a

result of this all forecasts included in this plan are based upon mathematical calculations that take account of these variables.

Post 16 Provision

- 3.1 The Learning and Skills Council is a planning and funding body for post-16 education and training, excluding university provision.-Part of that responsibility is to fund school sixth form provision for recurrent expenditure i.e. costs of providing sixth form courses and enrichment programmes.
- 3.2 Surrey LSC is one of 47 local arms of the National LSC, whose mission is to raise participation and attainment by young people and adults, through high-quality education and training that puts learners first.- Surrey LSC aims to improve the capacity of people in Surrey to contribute to economic and community development, and ensure equal opportunities through better access to learning.
- 3.3 A high priority has been placed on working in close partnership with Surrey LEA and other key partners, and to establish strong relationships with schools, colleges and other providers of education and training.- Priority is also being given to working in collaboration, to ensure the best opportunities for young people and adults within the county.-Key to this partnership work has been the establishment of four Area Collaboration Groups, covering Surrey Secondary Head Teachers and College Principals, from each quadrant of the county, and a Retention and Achievement Group focussing on the range and quality of provision for young people in Surrey.-Other key partners with whom this work is taken forward include Connexions, the 11 Community Learning Partnerships, local Strategic Partnerships and Education Business Partnerships.-In addition, the views of learners and non-learners will be sought, through the Youth Parliament, Connexions Groups and the Lifelong Learning Partnership.
- 3.4 From April 2003, all local LSCs have been charged with undertaking a two-year Strategic Area Review (StAR) of their local area, as part of the Government's strategy within Success for All.-These Reviews will ensure that provision is well planned, aiming to build upon the high standard of existing provision in many parts of the post-16 sector, while identifying options for improving weaker provision, and ensure all learners have access to a broad range of high quality provision, which meets the needs of the community.-Surrey LSC has made a firm commitment to work in close partnership with Surrey LEA and other key sectors/partners on this Review, to build provision that is responsive to the needs of learners, employers and the community through accessible, inclusive, flexible and high quality provision.