

School Organisation Plan – 2011-2021

September 2012

Contents

1. Introduction and Purpose
2. The Surrey Context
3. Duties, responsibilities and the underlying principles to school organisation in Surrey
4. How the Council manages the supply of school places in Surrey
5. Surrey Overview
6. School organisation in Elmbridge
7. School organisation in Epsom and Ewell
8. School organisation in Guildford
9. School organisation in Mole Valley
10. School Organisation in Reigate and Banstead
11. School organisation in Runnymede
12. School organisation in Spelthorne
13. School organisation in Surrey Heath
14. School organisation in Tandridge
15. School organisation in Waverley
16. School organisation in Woking

Appendices

1. Introduction and purpose

- 1.1 Surrey's Corporate Plan, Children and Young People's Plan and Surrey's Vision for Learning recognises that all children and young people are entitled to high quality educational provision. Key to this aim is that all schools in Surrey are good schools serving their local communities. Whilst schools have a high degree of autonomy in this regard, the way that schools are organised and the policies that the Council adopts play a fundamental role in this overarching aim.
- 1.2 Surrey County Council is responsible for ensuring that:
- Sufficient childcare is available which offers the Early Years free entitlement;
 - Sufficient high-quality, maintained school provision is available to meet the needs of all Surrey children aged 5-16; Sufficient high-quality, maintained school or college provision is available to meet the needs of all Surrey young people aged 16-18;
 - At all ages, priority is given to appropriately meeting the needs of all children with special educational needs, learning difficulties and/or disabilities; and that:
 - All maintained nurseries, schools and colleges are able to function as high-quality, viable and financially efficient institutions.
- 1.3 Education in Surrey can be divided into three age-determined phases, although there is some overlap between these. For example, the statutory age for commencing full time education is 5 years but children who are 4 can also start school at this age if their parents wish them to do so. The three main phases can be described as:
- Early Years, in which a range of private, voluntary, independent (PVI) and maintained providers (including nurseries and children's centres), provide the free entitlement for 3 and 4 year olds;
 - 5 -16, "compulsory school age" during which schools are the main providers;
 - 14 -25, both colleges and schools offer substantial provision, with colleges as the sole provider for young people aged 19-25.
- 1.4 Whilst there is mention of all phases in this document, the focus is with school provision. Its purpose is to help the County Council and other stakeholders to understand the projected need for school places in Surrey in the future. Information relating to the provision of Early Years education and 14-19 education are covered in other documents which can be found on the Surrey County Council website (www.surreycc.gov.uk).
- 1.5 Surrey County Council has a statutory duty to ensure there are sufficient school places in the county to meet the present and future demand for school places. It is the role of the County Council to plan, organise and commission places for all maintained schools in Surrey in a way that raises standards, manages rising and declining pupil numbers and creates a diverse school community (referred to as 'school organisation' throughout this document). The County Council seeks to exercise this function in partnership with Dioceses, governing bodies of schools, head teachers, local communities and other key stakeholders.
- 1.6 The demand for schools places changes over time. This document sets out, over a ten-year period, where the Council thinks there will be a need to provide more school places in the future and where there may be a need to provide fewer places. Increases in demand can lead to the creation of a new school or the expansion of schools to add

permanent or temporary additional classrooms. Surplus places can also mean the reduction of school provision in an area through reduced admission arrangements or the rationalisation of school provision. Any reviews of school provision undertaken by the County Council (e.g. the opening, closing, federating, amalgamating, expanding or contracting of schools) will, in part, be prompted by the methodology for projecting the need for schools places contained in this document.

- 1.7 Predicting school demand is a complex task. Where children go to school involves a range of different factors such as fertility and birth rates, parental preference both between schools and between the state maintained and private sector, housing growth and inward and outward migration. As a result, planning for school places is based on probabilities not certainties and while projections may be derived from sound calculations they come without guarantees. Furthermore, the practice of school organisation must take into account a number of different, and at times conflicting, factors. This includes the need to respond to local need, to raise standards, to promote diversity and the need to ensure that scarce resources are used efficiently.
- 1.8 In order to make sense of these factors, this document provides information on:
- The current pattern of educational provision across the county.
 - Forecasts of pupil numbers in future years.
 - A summary explanation of government regulations, guidance and policies concerned with these issues.
 - Surrey County Council policy and strategy with respect to school organisation in Surrey.
- 1.9 How schools are best organised in a particular area is based on factors that change over time e.g. demographics, school standards/performance, government policy and school funding (to name a few). These factors are not static and will change on a regular basis. This is therefore a 'live document' that will be updated on a regular basis.
- 1.10 When considering school organisation decisions it is important to be open, transparent and to communicate to schools and their communities any pressures created by the over or under supply of school places. However, given that projections often change over time, the Local Authority will seek to avoid 'school blight', a situation where no immediate action is taken with the consequence that some schools lose pupils due to uncertainty about future place planning decisions. In these cases the Local Authority will endeavour to manage expectations regarding school organisation proposals that may or may not come to pass. This is not, therefore, a planning document in the sense that it sets out all of the actions the County Council intends to take in the future to address the demand for school places over the next 10 years. Rather it provides an overview of the likely supply and demand issues that will arise in Surrey in the future.
- 1.11 Generally speaking, the County Council will only seek to communicate officer recommendations for school organisation proposals to particular schools in this document when there is sufficient confidence that the proposal will be implemented. In practice this means that the issues will have been discussed with schools and other stakeholders first, a proposed solution has been discussed and is in development, any relevant funding has been identified and there is good reason to suggest that the proposal will move forward (e.g. a viability study suggests the proposal is tenable). There will be occasions when longer term planning is required or information is shared

regarding future school organisation issues (for example as part of the Community Infrastructure Levy Regulations -CIL).

The Surrey Context

Surrey is one of the major economic drivers within the South East and is the fifth least deprived local authority area in England and Wales (Index of Multiple Deprivation 2010). However this high standard of wealth hides significant inequalities in a number of communities.

Surrey is the most densely populated shire county in England. The population density is 655 per sq km, compared with a South East average of 425 and a UK average of only 246. Surrey has a population of around 1.13 million, projected to rise to 1.18 million by 2026. Most of Surrey's population lives in the main towns - only 34% of Surrey is urban, yet 83% of Surrey's population lives there. In the 2011 census there were 455,800 households projected to increase to 530,000 by 2026. Since the 2001 census the average household size has increased in every district except Tandridge.

Up to 56,600 new dwellings are currently planned in Surrey by 2026. There is a particular focus on housing growth around the London fringe and the A3 corridor, especially in areas such as Elmbridge, Epsom & Ewell and Reigate & Banstead where there are pressing demographic challenges in the future. This demand for housing puts pressure on all services and public infrastructure – particularly schools. The ability to meet the demand is increasingly important to Surrey County Council. Associated environmental challenges include pressure for new development of schools and additional classrooms, loss of countryside and green belt and intensification in towns. Regional plans and government policies seek to increase the level of housing that the county should provide and this shapes the school planning challenges that the County Council now faces.

Surrey is made up of diverse rural and urban communities including minority ethnic communities. The most recent available data (2009) indicates that 17% of the population in Surrey is made up of people from minority ethnic communities (6.1% from non-White ethnic backgrounds, 5.5% from non-British White backgrounds, and 3.2% from mixed ethnic backgrounds). Data collected from schools in January 2010 showed that after 'White Other' the largest ethnic minority group is Asian Other at 1.7% of the school population. Over 120 languages other than English are spoken by children and young people in the county's schools. In Surrey primary schools approximately 10% of pupils have English as an additional language and there are 8% of students in secondary education for whom English is not their first language.

Surrey is a high performing Authority in terms of academic attainment and its schools perform better than the national average at all Key Stages. Post-16 participation is in line with national trends and Surrey has the lowest percentage in the country of young people not in education, employment and training (NEET). Many schools offer extended services through the confederations and 79% of Surrey's secondary schools have specialist school status. Surrey is a County with a high level of resident satisfaction. Surrey schools are good schools but there are areas of deprivation where the situation is made much harder for individuals, schools and communities.

Approximately 140,000 students are educated in Surrey schools. (4 nurseries, 298 primary schools, 53 secondary schools, 23 special schools and 11 pupil referral units). There are also 155 schools in the independent sector in Surrey. A breakdown of the numbers and categories of maintained schools in Surrey is given below:

Table 1 - Number of schools in Surrey by school type (2012)

Type	Infant	Junior	Primary	Nursery	Secondary	Special	Total
Foundation	4	3	10	0	9	0	26
Vol Aided	27	12	48	0	11	0	98
Vol Con	9	3	13	0	1	0	26
Community	55	26	83	4	11	23	205
Academy	0	2	3	0	21	0	26
Total	95	46	157	4	53	23	378

The County has a diversity of provision with 205 community schools, 26 foundation schools, including a number of trusts, and 124 Voluntary-Aided / Voluntary-Controlled schools belonging to 3 Church of England dioceses and 3 Catholic dioceses. There are no grammar schools in the county. At the time of writing there are 26 Academies within Surrey, though there may be more than this following the date this document is published. Appendix A gives a short description of the different types of schools in Surrey as listed in the table above.

There are 31 sixth forms in schools, 6 sixth form colleges and 4 General Further Education colleges. A directory of these educational providers as well as a list of special schools and Short Stay Schools in Surrey is mapped in Appendix B. All other schools are mapped in sections 6-16.

There is a good track record of schools working together in Surrey to address the needs of all children in an area. Almost all Surrey schools are part of a cross phase local confederation in addition to the 12 '14-19' Learning Networks which comprise all secondary schools. These voluntary collaborative partnerships have developed strong local models for improving outcomes through shared Continued Professional Development, joint working groups and strategic planning. As well as the above there are a number of different models of leadership and partnerships that exist at a school level (amalgamation, federation, partnership etc...). School organisation issues rarely affect schools in isolation therefore school partnerships are important to understanding the impact school organisation decisions may have on education in an area. Appendix C describes the different types of partnership that exist in Surrey.

3. Duties, responsibilities and the underlying principles to school organisation in Surrey

- 3.1 Before setting out the methodology in which projections for school places are made it is useful to provide a summary of the County Council's duties relating to the provision of school places in Surrey. These are set out by age/phase below:

Duties to provide for Under 5s

- 3.2 Section 7 of the 2006 Childcare Act places a duty on local authorities to ensure that all parents of three and four year olds are able to access the minimum free entitlement for up to two years before their child reaches compulsory school age. The minimum free entitlement that local authorities must provide for each eligible child is 15 hours per week for 38 weeks a year. Local authorities have to ensure that sufficient childcare is available which offers the Early Years free entitlement, including sufficient 'stand-alone' places for parents who want to take up only the free entitlement, as well as enough accessible places for low income families.
- 3.3 As with childcare generally, such provision will need to be accessible, flexible, inclusive and provided in a range of settings. It should meet the needs of disabled children where required, and have regard to the needs of the key groups of children at risk of exclusion. In ensuring the sufficiency of places, local authorities have to consider carefully the future planned changes to the free entitlement offer. They should plan, so far as is possible, to cater for any changes in demand that may be expected to follow.
- 3.4 The free entitlement in Surrey is delivered in a range of different settings including maintained nurseries at schools, private voluntary or independent providers, day nurseries, play groups, accredited child minders and nursery units in independent schools. More information on how early years education is provided can be found on SCC public website (www.surreycc.gov.uk - Home > Learning > Early years and childcare practitioners).

Duties to provide for ages 5-16

- 3.5 The law requires that parents and carers make arrangements, and Local Authorities to make provision for, the education of children from the first term they begin as a five year old to the end of the academic year in which their sixteenth birthday falls either at school or otherwise. Education in Surrey is strong and most parents choose to send their children to Surrey schools. Some parents will choose to educate their children independently, either at independent schools or otherwise than at school; others will send their children to maintained schools outside Surrey (as Surrey maintained schools admit some children from other areas). From age 14 to 16 a minority of children are offered college placements, usually through school links. Some children are educated in special schools or non-school forms of special education because of their special educational needs. Surrey will offer a school place to any resident between 5 and 16 years old. All pupils, whether they end up taking up a school place in the independent sector, are offered a place in Surrey schools.

Duties to provide for ages 14-19

- 3.6 As a result of the Apprenticeships, Skills, Children and Learning Act 2009, local authorities are now lead strategic commissioners of 14-19 education and training. This means Surrey County Council has a duty to ensure that sufficient and appropriate education and training opportunities are accessible to all young people in the county aged 14-19 and those up to age 25 for young people with learning difficulties and/or disabilities (LDD). Details of Surrey's 14-19 policy are contained in the 14-19 Plan 2010-2015 and a needs analysis outlining our commissioning priorities can be found on the public website. (www.surreycc.gov.uk Home > Learning > 14-19 Education and Training)

Underlying principles to school organisation in Surrey

- 3.7 The above section sets out the duties of the Local Authority to provide education in Surrey. However, it does not set out how the Local Authority intends to exercise its duties and how this will impact on the organisation of schools in Surrey. The section below describes some of the underlying principles that the County Council will use to guide decisions in Surrey when managing the supply and demand of school places.
- 3.8 Surrey at present contains a diverse range of schools and school organisation arrangements. These have been developed through a variety of local histories. The County Council has no wish to disrupt what is working well. When new or changed provision is considered however, the County Council seeks to plan to a consistent set of guidelines.
- 3.9 Schools operate most efficiently and effectively when full or nearly full. To this end the County Council seeks to keep the number of surplus places (places in schools that are unfilled) to a minimum. It would not be desirable for the County Council to seek to eliminate all surplus capacity as it is important to retain a degree of flexibility in the system to respond to parental choice and to unexpected changes in pupil numbers. Indeed where there is reference in this document to a 'spare capacity' number of school places within an area (forecast or otherwise), generally speaking this will be because there is a planned 5% surplus of places in a geographic planning area. This figure is deemed to give the appropriate amount of flexibility in an area and is set against the need to ensure the efficient use of resources. In practice, the Local Authority is likely to accept higher surplus places in certain circumstances; for example in schools serving rural areas where there is relatively sparse school provision. However, where surplus places exceed 10% in a planning area the Local Authority will take steps to bring this surplus back down to 5% where possible. Whilst it is the level of deficit or surplus places in a particular area that is most important, where there are individual schools with high surplus places, the Local Authority will also need to make an intervention. Any schools with more than 25% surplus places will be viewed by the Authority as educationally and financially unsustainable. Where possible, the County Council will seek to take action early to ensure that schools do not reach this point. These general targets are derived from the Audit Commission's reports 'Trading Places' (2002 and 2006)
- 3.10 The County Council aims over time to increase the real educational inclusion of children with special educational needs into mainstream settings with appropriate personal support. To this end, the County Council will give priority to organisational changes that specifically promote this aim (for example, the development of units and resource bases within mainstream schools, co-location of mainstream and special provision). The County Council will also seek to develop its special schools so that as few pupils as

possible have to be sent to non maintained and independent special schools on the basis of their special educational needs.

- 3.11 In planning the provision of school places, the County Council will take account of demands from residents of other local authority areas and vice versa. We will share this information with other local authorities and will increase or decrease the estimates of demand within the County according to the combined effect of these factors and according to where these pressures occur geographically.

Planning Principles: Primary

- 3.12 In considering changes to provision or the creation of new provision in the primary phase (provision for children aged 4-11 including primary, infant and junior schools) the County Council will plan on the following principles:
- a) Where possible, planned Published Admission Numbers (PANs) will be multiples of 30 (where this is not possible, multiples of 15 will be preferred).
 - b) The County Council prefers all through Primary schools, rather than separate infant and junior schools, as the model for primary phase education in Surrey. It is the Council's view that by providing continuity between Key Stages 1 and 2 within a single school, thus eliminating the need for a transition to another school at 7 years of age, primary schools can offer an overall higher quality of provision.
 - c) In making new arrangements in the primary phase, the County Council will aim to open and/or maintain 4-11 primary schools in preference to infant, junior or first schools. However the County Council will have regard to existing local arrangements and seek to avoid leaving existing infant and junior schools without links on which they have previously depended.
 - d) Especially in more rural areas, the County Council will consider sympathetically the desirability of separate infant schools feeding into a joint junior or primary provision where this reduces transport needs for young children. The County Council will also consider arrangements that allow for the management of small local schools within a single institutional framework (a Federation) under a single governing body and one head teacher.
 - e) All present primary school provision is co-educational, and the County Council anticipates that future arrangements will conform to this pattern.
 - f) The County Council aims to have published admissions numbers for primary, junior or infant schools not less than 30 or greater than 150.
 - g) The County Council will avoid arrangements that involve large admission intakes outside the common admission points at reception and the start of Key Stage 2.
 - h) Some infant schools regularly feed into a junior or primary school (more than 50% of the infant Year 2 usually go on to the Year 3). In the event of the departure of either head teacher, the County Council will, prior to the governing body appointing a new head teacher, consider the possibility of future closer links between the schools. Initially, this would entail discussion with both governing bodies, and with the governing body of any other school that is closely involved. In appropriate circumstances this would lead to the amalgamation into a single primary school, or 'hard' federation of the two schools under a single governing body, usually with the expectation of the schools amalgamating in due course.
 - i) Inherent in the current funding formula is a presumption to keep smaller schools open. The County Council will seek to maintain smaller schools where the quality of provision is high and where the school offers value for money. The County Council

does not believe that a school can offer value for money where the unit cost per pupil is twice (or more) on the average per pupil amount across the County.

Planning Principles: Secondary

- 3.13 In considering changes to provision or the creation of new provision in the secondary phase the County Council will plan on the following principles:
- a) Published Admission Numbers for secondary schools will not normally be less than 150 or greater than 360.
 - b) Planned PANs for secondary schools will normally be multiples of 30.
 - c) The great majority of current Surrey secondary provision is co-educational and the County Council expects any new provision to conform to this pattern.
 - d) In making new arrangements in the secondary phase, the County Council will aim to maintain 11-16 secondary schools in preference to other models of provision unless either (i) the new provision is continuing from a successful and thriving sixth form arrangement, or (ii) the college sector is unable to offer appropriate provision to that area, or (iii) the provision is made on an agreed basis with other local schools and Further Education providers.

Planning Principles: Special Educational Needs

- 3.14 In planning provision for children with Special Educational Needs the Council will be guided by the following principles:
- a) The County Council will ensure that suitable provision is available for all Surrey children and young people aged between 2 and 25 years who have special educational needs, and for younger children where this is necessary.
 - b) The County Council will seek to make SEN provision for those up to the age of 16 through local mainstream nurseries and schools, if necessary with additional resources or equipment. For children whose needs cannot be met in this way, the County Council will seek to make appropriate provision through Surrey special schools where this is possible. For young people aged 16-19 provision may be at school or college and for young people aged 19-25 provision is likely to be college based.
 - c) Over time, the County Council will aim to increase the proportion and absolute number of children who can be offered effective and appropriate education in mainstream settings, principally by broadening the skills and special arrangements that can be made within the mainstream sector.
 - d) In exercising its educational functions, the County Council will seek to avoid residential placements unless residential placement is required for care or health reasons. In such cases agreement to joint placement and support will be sought from the relevant teams within the County Council or the Surrey Primary Care Trust.
 - e) The County Council will seek to develop its own special schools to meet the needs of Surrey residents who cannot be educated in mainstream settings. It is likely that, over time, this policy will lead to Surrey special schools meeting the needs of children with increasingly severe, or complex, special educational needs.
 - f) The County Council will aim to increase provision for young people aged 16-25 with special educational needs (learning difficulties and disorders) in local sixth-form and further education colleges and reduce the reliance on specialist colleges for this age band.

- g) Future planning of provision will seek to support the objectives outlined in the forthcoming SEN Plan and new legislation.

Planning Principles: Pupil Referral Units (formerly “Short Stay Schools”)

- 3.15 The Council will provide PRUs and other services and provisions for children temporarily unable to attend mainstream school because of exclusion or by reason of their attendance, behaviour or other needs.
- 3.16 PRUs will not be used as long-term substitutes for mainstream or special schools. In general, the function of PRUs will be to provide short-term provision while preparing children for a return to mainstream education or, more exceptionally, to support a child through SEN assessment or reassessment prior to eventual placement in a mainstream or special school. For some children in Key Stage 4 however, PRUs will provide support from the point of admission to the conclusion of compulsory education at 16.

Making changes to schools in Surrey

- 3.17 The County Council keeps under review all types of educational provision for which it has responsibility. A variety of factors may lead to the County Council making proposals for changes in school provision (these would apply to nursery and college provision too). As the list below indicates, the supply and demand of school places is only one of the factors that the County Council will consider, other factors include:
- Changes in the population and/or the continuing demand for places in an area
 - The opportunity to make new and positive educational developments
 - The opportunity to regularise local arrangements to accord with general Surrey arrangements
 - Action to address schools that are failing or at risk of failing
 - The objective results and data for the institution in question in relation to public examinations or national tests
 - The comparison of these results to those of other local and/or other similar schools
 - The value that the school can be shown to be adding to the educational achievement of pupils
 - Recent findings by Ofsted on the quality of education provided by the institution
 - The popularity of the school with local residents and wider user groups
 - The prospects for the school of remaining or becoming viable in terms of admission numbers
 - Indicators that the institution has a good understanding of the challenges it faces and the ability and determination to tackle these challenges
 - Indicators as to whether the institution is able to make a sound educational offer within its allocated budget
- 3.18 The County Council will respond promptly to findings by Ofsted that indicate standards of education or care are unsatisfactory or are at risk of becoming so. In other cases, when the County Council perceives that significant quality problems exist, it will not delay taking action nor will it wait for an Ofsted inspection result or avoid taking a particular action because this course was not promoted by the most recent Ofsted inspection report. Interventions in schools on the basis of quality will in most cases take place through the Additional Support and Intervention Programme (“ASIP”) delivered for Surrey County Council by Babcock Four S.

- 3.19 The County Council will seek to avoid admitting new pupils to schools that are likely to remain unsatisfactory.
- 3.20 Proposals to change to nursery, school or college organisation will be designed to ensure that the interests of existing pupils, students and service-users are protected and advanced. The County Council will not, however, refuse to take action necessary to the long-term interests of Surrey residents because this causes short-term difficulties or disruption.
- 3.21 The main legislation governing school organisational changes is found in sections 7- 32 of the Education and Inspections Act 2006, The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007 and the School Organisation (Prescribed Alterations to Mainstream Schools) (England) Regulations 2007. In changing or increasing provision, the County Council is required in certain circumstances to seek and consider bids from external providers including trusts and other educational organisations. On such occasions, this document will provide general guidance on what types of provision are most likely to best fit with the existing Surrey arrangements and networks, and thus best promote pupil achievement in the county. The County Council values diversity in its school provision. Within our guidelines, individual cases will always be judged on their merits. The Church of England and Roman Catholic dioceses have long supported voluntary aided schools in Surrey. The County Council welcomes approaches from appropriate bodies proposing sponsorship arrangements for new or reorganised schools or academies.

Academies and Free Schools

- 3.22 The County Council wishes to work closely with all schools in Surrey irrespective of their school status. This includes maintained, voluntary aided/controlled, foundation, free schools and academies.
- 3.23 Since the Academies Act received Royal Assent in July 2010, several schools in Surrey have started to investigate the possible gains and losses involved in applying for academy status. The County Council welcomes the coalition government's plans to raise educational standards and to tackle underperformance. Surrey schools are, in the great majority, strong and successful and many of the ideas that the government is proposing are already in place in Surrey. The County Council strongly supports all schools to be self-governing, self-evaluating and self-managing institutions, determining their own curriculum and teaching arrangements. Where support is required to tackle underperformance Surrey schools have demonstrated that strategic partnerships between the most effective institutions, head teachers and senior leaders is the best and quickest way to deliver improvements.
- 3.24 The County Council believes that there is an overall coherence to Surrey schools working with the County Council that is greater than the sum of its component parts. In particular, the local authority plays a decisive role in helping to ensure:
- that every Surrey child can fairly access a high quality school place appropriate to their needs (through commissioning of school places, co-ordination of admissions, determining provision to address special educational needs, and placing children who are out of school)

- that every Surrey school can be supported if it faces internal or external challenges in periods of difficulty so that it can be recovered quickly
- that the most vulnerable and disadvantaged young people, including Looked After Children, those with SENs and those outside of mainstream education, are supported to achieve their best

Who decides on school organisation decisions?

- 3.25 Until 2007 decisions on school organisation in Surrey were taken by an independent body known as the 'School Organisation Committee'. These committees were abolished by the Government and now the duty to decide on the majority of statutory proposals with respect to school organisation (e.g. opening, closing, expanding, federating schools) falls to the Local Authority. Some decisions are also taken by the Schools' Adjudicator or by Schools' Governing Bodies. Appendix D sets out who can propose changes to schools, who decides whether the proposal is accepted and who has a right to appeal against any decisions.
- 3.26 Under Surrey County Council's scheme of delegation, any decisions relating to school organisation within the remit of the Local Authority are delegated to the Cabinet Member for Children and Learning, except in the case of opening or closing schools, where the Leader of the Council makes the final decision.
- 3.27 The Cabinet member for Children and Learning is advised by the Strategic Director for Children, Schools and Families. Prior to initiating any review or changes, the Strategic Director will take such soundings and investigations as he or she considers useful, and will consider any arguments for change submitted by relevant parties. Reviews and/or proposals for change from the Strategic Director will be published for consultation with interested parties as required by the Education Acts. In general, the Strategic Director will aim to publish proposals that contain:
- A clear statement outlining the reasons for change
 - One or more specific proposed changes
 - Arguments as to why the proposed represent the most appropriate way to address the stated reasons for change.
- 3.28 In certain cases the proposal may also contain a plan for a competition to provide a new school. Changes will only be proposed where the funding required is expected to be available. While more complex arrangements may be used in particular circumstances, the general aim will be that consultations are focussed, precise, and conducted to a managed timescale of no more than necessary length. The purpose of this is to avoid long periods of uncertainty and/or confusion for users and "planning blight" which could result in difficulties for a school. The Council will seek to avoid raising questions as to the future of schools where this is not necessary.
- 3.29 After this consultation the Strategic Director will re-consider the proposals, in the light of the responses received and the arguments they contain, and any other relevant factors, before recommendations are made to the County Council's Cabinet Member for Children and Learning. The next step may be:
- to withdraw and re-consider a proposal from the Strategic Director;
 - to publish statutory notices in line with the original proposal, or

- to publish alternative proposals, or
- a combination of the above.

- 3.30 If statutory notices are agreed, the process for this is as set out in Education Acts, regulations and Statutory Guidance. For further information and Guidance on School Organisation changes please refer to the School Organisation Unit : <http://www.education.gov.uk/schools/leadership/schoolorganisation>

4. How the Council manages the supply of school places in Surrey

- 4.1 As stated in paragraph 3.17, one of the more common reasons for school reorganisation is the changing supply and demand for school places over time. The County Council works with schools and governing bodies to address supply and demand issues in the shorter and longer term, therefore it is important to understand how 'pupil forecasts' or 'pupil projections' are created (both terms are used synonymously throughout). The following sections refer to how Surrey County Council plans places for school aged children. Early Years projections are calculated slightly differently through a 'childcare sufficiency assessment' and 14-19 education is planned through a similar needs analysis. These documents can be found on SCC website under the relevant sections. The Early Years Childcare Sufficiency Assessment can be found on <http://www.surreycc.gov.uk> *Home > Learning > Early Years and Childcare Practitioners > Research into Early Years*. The Surrey 16-19 Commissioning statement can be found *Home > Learning > 14-19 Education and Training*).

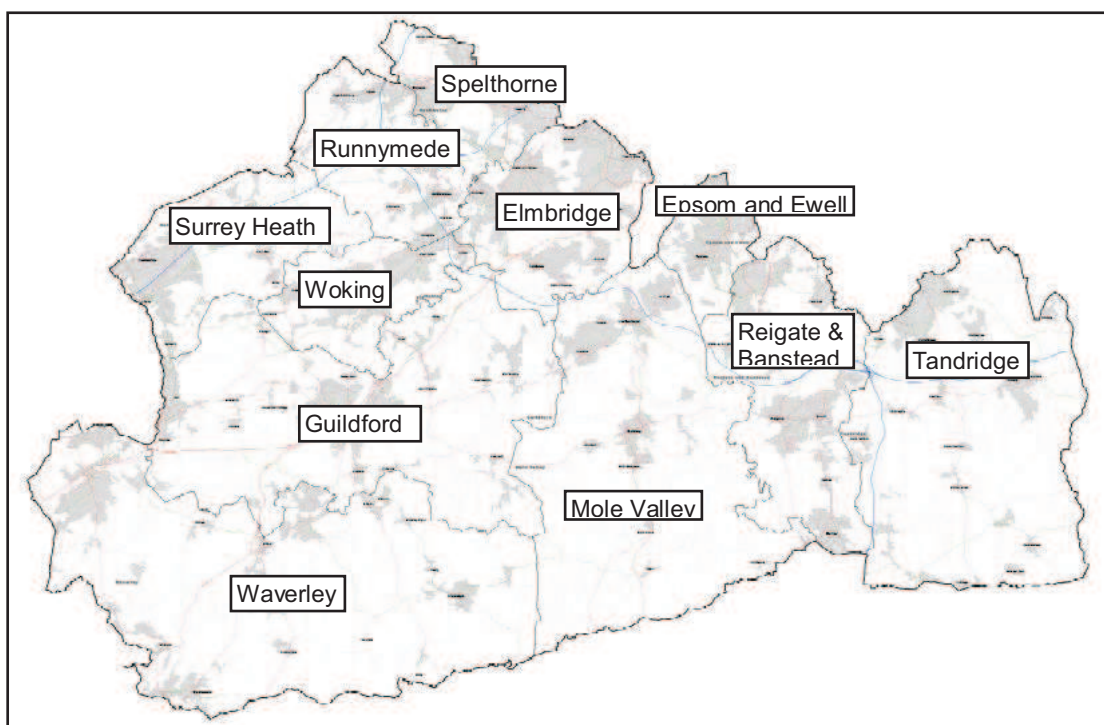
Overview of September 2012 applications for school places

- 4.2 Appendix E sets out the on time preferences for children wishing to take up a primary or secondary school place in September 2012 for all schools in the County. Across Surrey in many planning areas the number of applications for places has been greater than the number of places available. Where this is the case this is indicated in the relevant table. Given their size, these tables have been appended at the end of this document.

Overview of Surrey Forecasts

- 4.3 The County Council collects data on the past and present uptake of places in all schools in Surrey that are maintained by the Local Authority. This information is used together with other sources of data, principally birth and housing data, to predict the future need for school places across the County. This is what is referred to as pupil 'projections' or pupil 'forecasts'.
- 4.4 Surrey covers a large area and is a mixture of rural and urban centres. In order to carry out pupil forecasts effectively it must split up the County into different 'planning areas'. Any decisions on changes to school provision such as the expansion or contraction of schools are taken within the context of these planning areas. In Surrey there are two types of planning areas: Primary and Secondary. Special Educational Needs provision is not made by using planning areas in the same way because the requirement for places does not correspond as closely to demographic change, given the specialised nature of the school places required. Broadly speaking, secondary planning areas are the same as the eleven Borough and District administrative boundaries below (though larger

Borough/Districts are split into two secondary planning areas). Each secondary planning area is then further broken down into a number of primary planning areas that are based on electoral wards.



- 4.5 When it comes to choosing a school for their child, parents/carers are under no obligation to choose their closest school and can apply for schools that may not even be in their own borough/district or county. Parents may also choose independent schooling for their child. As a result, there is no *direct* link between the number of children living in a particular planning area and school places located there. Nevertheless, most parents/carers will seek local schools for their children and the County Council uses this principle as the basis upon which to predict the future need for school places when analysing changes in the population. Much attention within this document is focused on the “starter” years in schools – ‘Reception’ (Year R) for infant and primary schools and ‘Year 7’ for secondary schools. With a rising birth rate these are often the largest year groups for which school places need to be provided. Moreover, they are the year groups that best reflect present current parental attitudes to schools. Therefore projections or forecasts state how many children are predicted to require a school place in a given planning area. This is evaluated against the number of available places there are in that planning area. Action is then taken if the demand significantly outstrips the supply (or vice versa).
- 4.6 Birth data underpins all forecasts. Birth data is collected by the Office of National Statistics by electoral ward. The planning areas we use for making forecasts are therefore also based on electoral wards. We look at how many births there are in an area and estimate how many of those births will turn into primary age children in 4 years time and how many will turn into secondary age pupils in 7 years time. Given that most pupils will attend a secondary school in the same area as their primary school, forecasts for secondary pupils are also predicated on birth data.
- 4.7 Although there are different ways by which the future need for school places can be estimated. In Surrey, our system for forecasts uses:

- the pattern of how numbers of births in a primary planning area turn into numbers of reception pupils in that area.
- the pattern of how numbers of primary school pupils in a secondary area turn into numbers of pupils entering secondary schools in that area.

4.8 There are four key reasons we use this methodology:

- we have good data for births in the relevant areas (from the Office for National Statistics);
- we have good data for those attending primary and secondary schools in each of the areas (from our own roll counts);
- the areas used are large enough not to be too influenced by short-term or very local peaks and troughs, but small enough not to rely on wholly inaccessible provision to meet local needs;
- using Boroughs and Districts creates an opportunity to compare our data with partner local councils that should help us guard against avoidable error.

4.9 As well as birth data there are a number of different factors that will influence the pattern of births in an area that turn into numbers of pupils. The level of new housing, inward and outward migration and the take up of places at independent schools are all examples. Where possible these factors are accounted for in the methodology.

Impact of housing

4.10 New housing developments will result in an increase in the number of pupils that need a place at Surrey schools. The effects are twofold. Families that move into housing developments within the area are likely to enrol their children in a Surrey school. This will result in a short-term increase in the numbers of pupils on roll in Surrey schools, across all years. Couples often move into the area to start a family, and their children are likely to enrol in a Surrey school once they reach statutory school age. This will result in an increase in pupils entering Reception in future years. When projecting pupil numbers, completions data (e.g. when houses are sold) is used for historic data and housing permissions and housing trajectories (e.g. actual and forecast planning permissions for new housing developments) are used for making forecasts.

Impact of the economy

4.11 Economic instability can lead to a reduction in the use of independent education and therefore an increased demand for places in local state schools. This appears likely to have the greatest impact where, as with Surrey, the use of independent education is relatively high.

4.12 Economic recession can also influence school place planning in other ways: it can affect housing developments; some families may choose to sell their house to move into other areas for work, birth rates may fluctuate; each of these scenarios potentially has a significant effect on inward and outward migration factors within the county. However it is not easy to quantify these effects, and the pupil projections in this document do not factor them in. It appears inevitable that the first and main effect of the current recession will be to increase pressure on places at both primary and secondary schools in Surrey and this is already being felt. Therefore Surrey County Council has anticipated additional

demand for places in September 2012 in a number of planning areas and is forecasting future increases in successive years across the county.

Forecasting Primary age pupils using 'primary planning areas'

- 4.13 In the primary sector forecasts are made for planning areas only. We do not produce forecasts for individual primary or infant schools because the number of pupils in a year group in a single school would be too small to make reliable forecasts. Instead, the areas around a group of infant and primary schools are allocated to those schools and are known as 'planning areas'. These areas are typically made up of between 3 and 8 schools and vary in size depending on the rural or urban nature of the area.
- 4.14 In most cases, primary planning areas are made up of complete electoral wards. Sometimes the geography of an area means a ward is divided between more than one primary planning area. Wards are only allocated to primary planning areas in the same borough/district. All wards are allocated to a school, however unlikely it is that children from that area would attend the school. This means that the total number of births used for projections for all primary planning areas in a borough/district is the same as the total births for that borough/district. This is important as it allows us to make a clear account of what has happened in the past and from it derive a sensible estimate of what we believe will happen in the future.
- 4.15 All primary schools and infant schools are allocated to a ward. Junior schools are not allocated areas or wards because births and housing figures are only used to forecast reception (YR) numbers. We calculate the need for junior places based on the number of children that are in Year 2 in infant schools and the number of children who move in and out of that particular planning area.
- 4.16 Catholic primary schools normally serve a wider area than a primary planning area. Therefore, wards are not allocated to Catholic schools for the purpose of forecasting numbers.
- 4.17 The number of births in a primary planning area gives us a good estimate of the number of four year olds there will be looking to start school in that area four years later. While the level of correspondence between births and the number of Reception age pupils four years later varies from area to area, it tends to be consistent within each area over time. Surrey projections therefore use a ratio (based on a 3 year average figure) in conjunction with birth rates to forecast the number of pupils starting primary education in future years.
- 4.18 In addition to birth data, we factor in the data on housing completions, housing trajectories and housing supply that is collected from the Local Planning Authorities – the Borough and District Councils. The forecasts generated by the birth data are increased by the projected number of pupils yielded from housing developments.
- 4.19 The County Council conducts counts of actual numbers per year group, per school every year. The vast majority of pupils continue their primary education within the same school, although there are a small number of pupils that leave or are admitted to schools mid year. Therefore the number of pupils in a cohort usually remains broadly constant as they progress through school. There is a small reduction when pupils transfer to special schools and also a small reduction when pupils permanently leave the state

sector. This pattern provides a reliable method of calculating how many pupils will progress through schools in the area in future years.

Forecasting secondary age pupils using ‘secondary planning areas’

- 4.20 A number of primary planning areas are grouped together into single secondary planning areas. Most children attending a primary school within the primary planning areas will go on to attend a secondary school in the associated secondary area. Some pupils will attend schools in other areas or will attend independent schools and thus not appear as secondary pupils within the state sector. These usually represent a small proportion of any given cohort.
- 4.21 Generally, families are happy, and sometimes keen, for children to travel further for secondary than for primary education given the choice of schools available. Notwithstanding these individual movements, there is a strong relationship between the number of pupils in Year 6 of primary education in an area and the number of pupils beginning secondary Year 7 within that area in the subsequent year. The actual level of correspondence between Year 6 numbers on roll and local Year 7 numbers on roll one year later varies from area to area, but tends to be very consistent within areas over time. The ratio (based on a 3 year average) is applied to data on Year 6 pupil numbers to calculate the likely number of Year 7 pupils requiring places in the area in future years.
- 4.22 As with primary education, every year Surrey makes actual counts of numbers per year group, per school for all secondary schools.

Understanding the forecasts for school places in your area

- 4.23 The following sections of this document describe the current pupil numbers and school place numbers in each of the eleven boroughs and districts of Surrey and set out projections for how we think pupil numbers will change and what general changes in school organisation and the Published Admission Numbers (PAN) are needed to meet the changing pupil population.
- 4.24 This information will be of interest to school governors, head teachers and parents/pupils. The analysis is presented in 12 sections. Section 5 gives an overview of births and their possible impact on schools places across the whole of Surrey. The remaining 11 sections are split into Borough or District areas and cover the key issues with respect to the supply and demand of school places in both primary and secondary planning areas.
- 4.25 When looking at the projections in each of the subsequent sections it is important to understand that these figures are not statements of fact. It is also important to note that whilst the Local Authority will seek to meet parental preferences, our projections are primarily concerned with the number of available school places in the Borough or District. It may be the case that there are some schools in an area that are consistently oversubscribed against parental preferences. This may give the impression that there is a shortage of school places in this area. However, parental preferences give a view on

where parents would prefer their children to attend school, not whether there is a shortage of school places in an area.

- 4.26 It is the number of spare Reception places (or Year 3 places for junior schools) in an area against the number of children that are seeking to start school that is the principal factor that the Local Authority seeks to predict and respond to. The tables in sections 6-16 only give an aggregated assessment of need for places across the Borough or District. The actual need for these places may be distributed evenly across all localities in the Borough or District or they may be concentrated in a particular area. The projections in the table above have been broken down, but are not provided in this document to avoid this becoming an unwieldy document. Individual planning area projections can be found at www.surreycc.gov.uk *Home > Learning > Schools > future provision of school places*.
- 4.27 In addition to the information provided in sections 6-16, on time applications for all 2012 primary and secondary places in schools in Surrey can be found in appendix E.

5. Surrey Overview

Population in Surrey

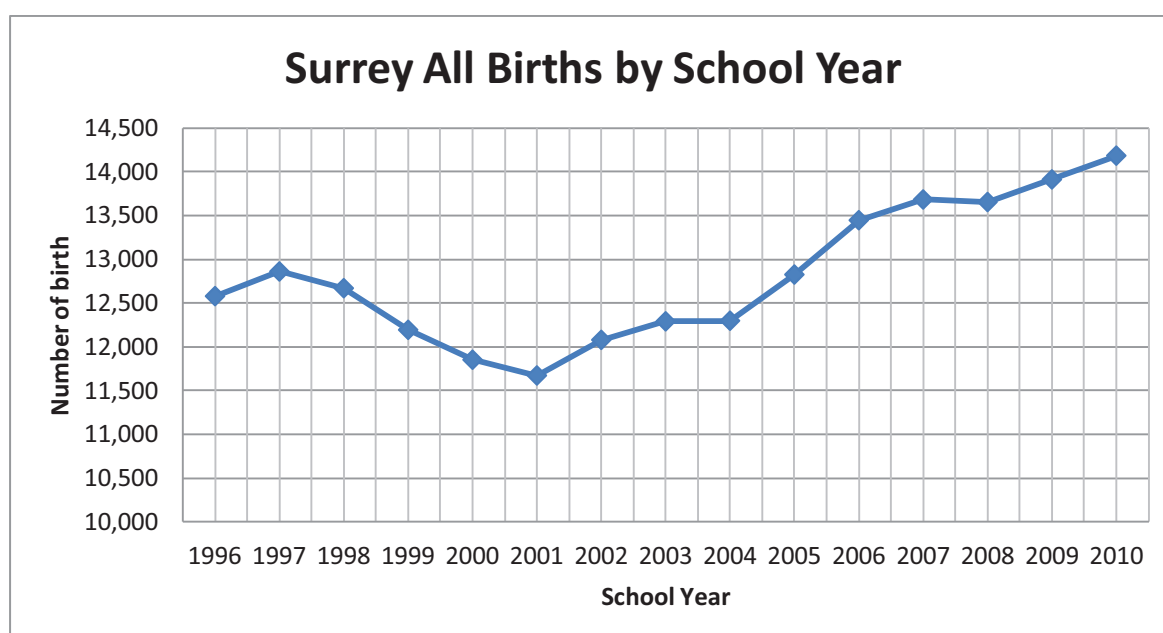
- 5.1 Surrey's population has increased every year since 1981 (except for 1986/87) to a total of 1,132,400 in 2011. This represents an increase of nearly 7% people from the previous census in 2001. This is largely explained by an increased birth rate and net inward migration of 8,200. The fastest growing borough is Elmbridge (11.9%) followed by Woking (10.5%). The Office of National Statistics (ONS) projections suggest that Surrey's population will continue to grow in the foreseeable future rising to 1,230,700 people living in 530,000 households by 2023. This is a net increase of just under 10% in 14 years.
- 5.2 Surrey is the most densely populated shire county in England. Only 34% of Surrey's land is urban, yet 83% of the population live there. The County Council's approach to school planning must therefore adapt to support small and isolated populations in the more rural areas as well as the more concentrated populations in the town centre locations.

Surrey Births

- 5.3 Birth Data is provided by the ONS. Birth data is available in September for the previous calendar year (January to January). Therefore the latest birth data we have is for the 2010 calendar year. This document primarily uses 'school year' births (September to September). Hence the most up to date school year births are 2009/10. All other births in this document are projections.
- 5.4 Births in Surrey fell significantly from 1997 to reach a low point in 2001 followed by a significant increase. Births increased by over 2,250 from 2001 to 2010, an increase of over 19%.

All actual births to 2009/10

School Year	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Surrey - All Births	12,579	12,861	12,670	12,194	11,852	11,672	12,079	12,291	12,298	12,826	13,447	13,684	13,655	13,913	14,185



- 5.5 Whilst the birth rate has increased in Surrey over the last 5 years, the effect of this rise will not be consistent across the County. The table below illustrates the birth figures broken down by Borough and District by school year.

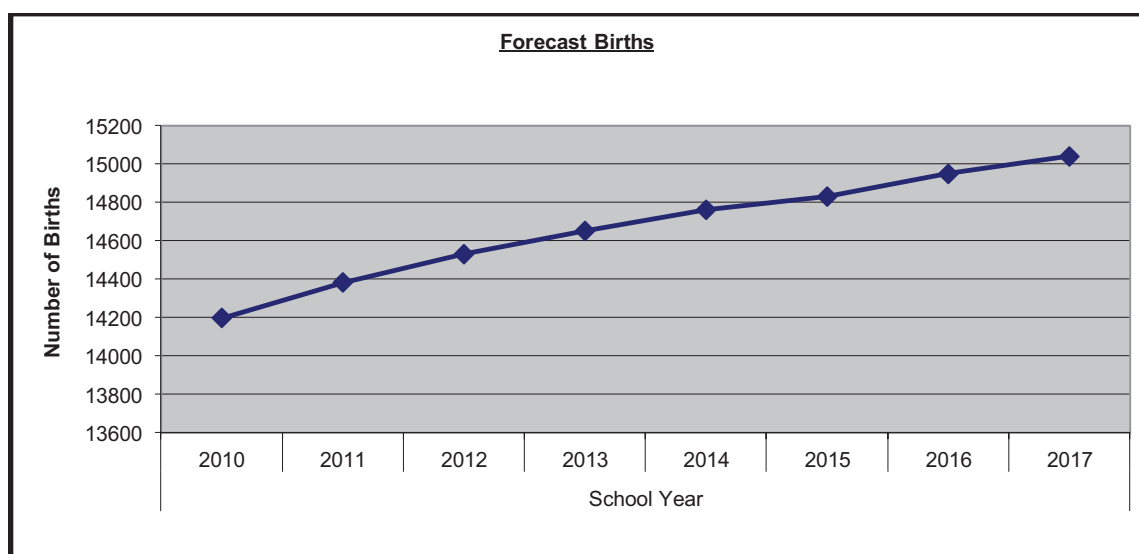
Borough	2002	2003	2004	2005	2006	2007	2008	2009	2010	% Change
Elmbridge	1466	1520	1550	1629	1732	1773	1783	1760	1890	28.9
Epsom & Ewell	749	790	773	782	826	907	904	867	918	22.6
Guildford	1336	1436	1529	1436	1490	1562	1629	1610	1578	18.1
Mole Valley	776	817	779	789	810	851	837	882	887	14.3
Reigate & Banstead	1446	1572	1523	1491	1711	1754	1768	1775	1889	30.6
Runnymede	787	873	842	840	856	916	969	980	979	24.4
Spelthorne	980	1059	1027	1079	1192	1135	1163	1158	1228	25.3
Surrey Heath	905	922	988	920	974	1012	1029	988	959	6.0
Tandridge	828	861	844	862	896	935	927	916	908	9.7
Waverley	1237	1270	1274	1223	1359	1385	1303	1309	1306	5.6
Woking	1116	1184	1154	1252	1239	1398	1398	1381	1476	32.3
Total	11626	12304	12283	12303	13085	13628	13710	13626	14018	20.6

- 5.6 The largest percentage increase in births in this time period was in Woking which increased by about 30%. Reigate and Banstead follows with 28%, with Elmbridge and Runnymede both increasing by 26% and 20% respectively.

Surrey Birth Forecasts

- 5.7 Births are projected to increase based on ONS population estimates and projected fertility rates. This increase in births will lead to a continuously increasing number of children starting school for the foreseeable future. Births in Surrey are forecast to rise year on year from 2009 to 2016, an increase of 5.9%.

School Year	2010	2011	2012	2013	2014	2015	2016	2017
Forecast Births	14,199	14,384	14,531	14,652	14,762	14,831	14,949	15,040



	2010	2011	2012	2013	2014	2015	2016	2017	% Change
Elmbridge	1,873	1,892	1,913	1,930	1,951	1,966	1,981	2,006	7.10
Epsom & Ewell	939	954	967	983	989	992	1,007	1,008	7.35
Guildford	1,637	1,675	1,690	1,706	1,729	1,736	1,745	1,752	7.03
Mole Valley	886	890	890	901	907	901	911	916	3.39
Reigate & Banstead	1,890	1,908	1,926	1,934	1,942	1,943	1,953	1,977	4.60
Runnymede	989	1,012	1,026	1,032	1,030	1,043	1,066	1,067	7.89
Spelthorne	1,231	1,233	1,250	1,258	1,265	1,279	1,291	1,296	5.28
Surrey Heath	1,001	1,023	1,033	1,039	1,048	1,062	1,082	1,088	8.69
Tandridge	938	963	969	979	984	981	988	999	6.50
Waverley	1,360	1,389	1,402	1,409	1,418	1,426	1,424	1,431	5.22
Woking	1,455	1,445	1,465	1,481	1,499	1,502	1,501	1,500	3.09
Surrey Total	14,199	14,384	14,531	14,652	14,762	14,831	14,949	15,040	5.92

- 5.8 The greatest increase in Births is expected to be in Epsom and Ewell, Surrey Heath and Runnymede between 2010 and 2016.

Accuracy of Birth forecasts

- 5.9 When the 2009 birth forecasts were made, the births by school year by district for 2008 and 2009 were both forecast. The Surrey forecast is the total of the forecasts for the districts within Surrey as indicated in the table below.

Comparison of 2009/10 forecast with actual births

	Forecast	Actual	Difference	% Difference
School Year	2009/10	2009/10	2009/10	2009/10
Elmbridge	1794	1,847	53	2.87
Epsom & Ewell	906	901	-5	-0.55
Guildford	1637	1,589	-48	-3.02
Mole Valley	876	885	9	1.02
Reigate & Banstead	1804	1,851	47	2.54
Runnymede	988	979	-9	-0.92
Spelthorne	1195	1,205	10	0.83
Surrey Heath	1014	969	-45	-4.64
Tandridge	952	911	-41	-4.50
Waverley	1343	1,307	-36	-2.75
Woking	1394	1,445	51	3.53
Surrey	13,903	13,889	-14	-0.10

- 5.10 The 2009/10 school year births across Surrey were 14 lower than forecast, a 0.1% difference. The breakdown by Borough or District is below:

- Elmbridge - The 2009/10 borough births by school year were 53 lower than forecast, accurate to within 3%.
- Epsom & Ewell - The 2009/10 borough births by school year were 5 lower than forecast, accurate to 0.5%.
- Guildford - The 2009/10 borough births by school year were 48 lower than forecast, accurate to within 3%.

- Mole Valley - The 2009/10 district births by school year were 9 higher than forecast, accurate to within 1.2%.
- Reigate & Banstead - The 2009/10 borough births by school year were 47 higher than forecast, accurate to 2.5%.
- Runnymede - The 2009/10 borough births by school year were 9 lower than forecast, accurate to within 1 %.
- Spelthorne - The 2009/10 borough births by school year were 10 higher than forecast, accurate to within 1%.
- Surrey Heath - The 2009/10 borough births by school year were 45 lower than forecast, accurate to less than 5%.
- Tandridge - The 2009/10 district births by school year were 41 lower than forecast, accurate to 4.5%.
- Waverley - The 2009/10 borough births by school year were 36 lower than forecast, accurate to 2.75%.
- Woking - The 2009/10 borough births by school year were 53 higher than forecast, accurate to 3.5%

Anticipated housing increases

- 5.11 In addition to increasing school demand through an increased birth rate, the number of young people moving into the County through new housing development is an additional factor when projecting the need for school places. The overall level of housing development in Surrey used to be set out in the Regional Spatial Strategy (the South East Plan); however this document and the housing targets within it are under review. Further information on housing developments can be found on the relevant Borough or District websites.

Current capacity and forecast numbers for maintained schools to 2016

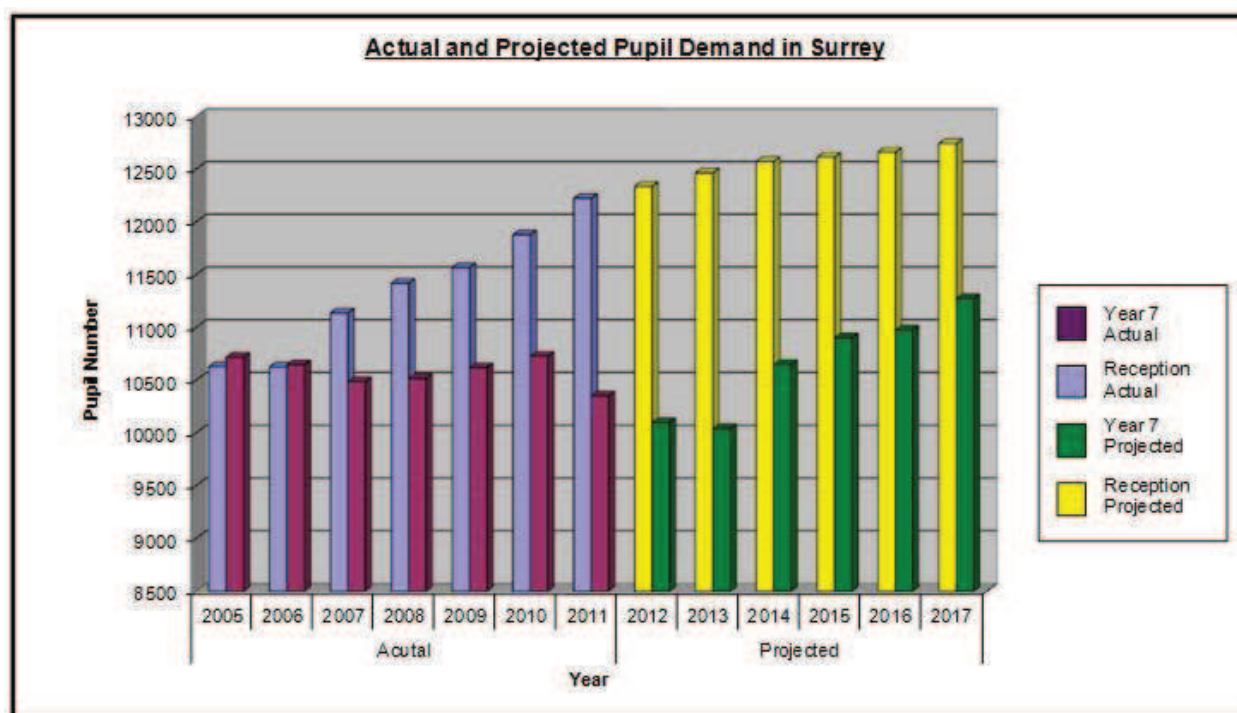
- 5.12 By using information on births, housing, historic numbers on roll and admissions it is possible to forecast the need for school places in Surrey in the future. The table below indicates the current number of pupils in Surrey maintained schools (broken down by Borough and District), the current capacity in Surrey schools and the projected/forecast number of pupils in 2016 (with anticipated housing). The capacity data is based on the information provided by school capacity assessments held on the Council's database (Technology Forge). Dates of school capacity assessments vary between 2006 and 2011 and therefore schools may have had additional capacity added to the school not reflected in the table below. Nevertheless, the table below gives a reasonable estimate of the supply and demand for school places now and over the next 5 years.

- 5.13 Whilst this provides a useful insight, the table below masks the demand and supply issues that exist for different age ranges, and for different locations. For example, projected spare capacity at a primary level in Mole Valley does not necessarily mean that all the schools in Mole Valley will be able to meet demand in the area. If there is a shortage of reception places but an oversupply of year 4 places, then additional provision will still need to be provided for children entering the schools system. Furthermore, if there is a large oversupply in the north of the District but an under supply in the South, additional provision may still be required even though when aggregated across the district as a whole there is enough capacity. As such the table below is a very blunt way of assessing supply and demand. Sections 6-16 go into supply and demand issues in more detail for individual planning areas.

Area	Type of school	Pupils in Schools (2011)*	Current capacity in schools**	Spare Capacity 2011	Forecast Pupils (2017)	Capacity in 2017 (if differs from 2011)	Projected Spare Capacity
Elmbridge	Primary	8,721	8,766	45	9,857	9,336	-461
	Secondary	4098	4200	102	4,416	4,200	-216
Epsom and Ewell	Primary	5,684	6,411	727	6,479	6,411	-68
	Secondary	4,217	4,500	283	4,371	4,650	279
Guildford	Primary	8,968	9,435	467	9,967	9,587	-382
	Secondary	6,600	6,950	350	6,468	6,950	482
Mole Valley	Primary	5,497	6,023	526	5,604	6,063	459
	Secondary	3,615	3,750	135	3,579	3,750	171
Reigate and Banstead	Primary	9,804	10,058	254	10,547	10,108	-439
	Secondary	6,332	6,415	583	6,573	6,415	-158
Runnymede	Primary	5,141	5,519	378	6047	5,489	-558
	Secondary	4,388	4,575	187	4,540	4,575	35
Spelthorne	Primary	7,175	7,668	493	8,050	7,668	-382
	Secondary	5,256	5,595	339	5,438	5,595	157
Surrey Heath	Primary	6,422	7,086	759	7,071	7,086	183
	Secondary	4,038	4,370	332	3,827	4,375	548
Tandridge	Primary	5,848	6,330	482	6,219	6,330	111
	Secondary	3,695	3,625	-70	3,582	3,625	43
Waverley	Primary	8,468	8,745	277	9,126	8,902	-224
	Secondary	6,150	5,500	650	6,206	5,200	-1006
Woking	Primary	7,022	7,002	-20	7,790	7,167	-623
	Secondary	4,192	4,075	-17	4,433	4,200	-233
PRIMARY TOTAL		78,750	83,043	4,433	86,757	84,147	-2,384
SECONDARY TOTAL		52,581	53,555	2,874	53,433	53,535	102

* Numbers of pupils and forecasts - Primary excludes Nursery provision. Secondary excludes 6th form provision.

** Current capacity refers to the total Published Admission Numbers of schools in each area.



- 5.14 The following sections go into more detail on the projections for each Borough and District over a ten-year period. These sections include subsections with the following information:

Planning Areas – a short description and map of the planning areas used for the purpose of forecasting the demand for school places

Primary Section

- Historic numbers of primary pupils – the number of available primary places (total PAN) against the actual historical numbers of pupils taking up a reception place.
- Current number of spare primary places – the number of spare places by school in the current year
- Actions taken to provide primary places for September 2011 – sets out what action, if any, was taken to meet increased demand for primary places in September 2010
- Future need for primary places: 2012 forecasts – the projected number of pupils that will require a reception place over the next ten years.
- Implications for Primary School provision from 2011 - sets out the changes in primary provision we think are needed to ensure sufficient schools are available for local residents across the borough/district.
- Accuracy of primary forecasts – compares the actual demand for reception places in 2011 against the 2010 forecasts.

Secondary Section

- Historic numbers of primary pupils – the number of available secondary places (total PAN) against the actual historical numbers of pupils taking up a Year 7 place.
- Current number of secondary places – the number of spare places by school in the current year

- Actions taken to provide secondary places for September 2011 – sets out what action, if any, was taken to meet increased demand for secondary places in September 2011
- Future need for secondary places: 2011 forecasts – the projected number of pupils that will require a year 7 place over the next ten years.
- Implications for secondary School provision from 2012 - sets out the changes in secondary provision the Council thinks are needed to ensure sufficient schools are available for local residents across the borough/district.
- Accuracy of secondary forecasts – compares the actual demand for Year 7 places in 2011 against the 2010 forecasts.

This page is intentionally left blank