

DRAFT FOR PUBLIC CONSULTATION

Education Provision in North Somerset

A Commissioning Strategy

2018 – 2021



DRAFT

Top picture: Clevedon Secondary

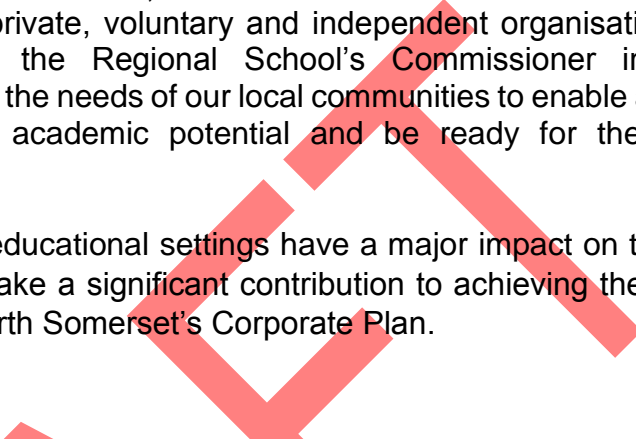
Bottom Pictures: Primary School Drawing (left) and Haywood Village (right)

FOREWORD

Dear Stakeholder

We are pleased to be able to share our draft commissioning strategy for your review and comment. This draft Education Delivery Plan sets out how we hope to work with our existing and new partners to deliver the right numbers of school and pre-school places in the right locations to meet Basic Need. We are committed to work with the schools, academies and Multi-Academy Trusts serving North Somerset, with the Diocese of Clifton and the Diocese of Bath & Wells, with early year's private, voluntary and independent organisations, other education stakeholders and with the Regional School's Commissioner in coequal partnerships. Together we can meet the needs of our local communities to enable all children and young people to reach their academic potential and be ready for the world of employment.

Schools and academies and other educational settings have a major impact on the lives of the pupils they serve. They also make a significant contribution to achieving the Council's key outcomes that are laid out in North Somerset's Corporate Plan.



Prosperity and opportunity	Health and wellbeing	Quality places
<ul style="list-style-type: none">● Drive growth in the North Somerset economy and local jobs.● Ensure that all our town centres are thriving.● Enable young people to fulfil their potential.● Ensure that all our communities share in prosperity and employment growth.	<ul style="list-style-type: none">● Enable residents to make healthy choices and promote active lifestyles which reduce ill-health and increase independence.● Support families to give their children the best start in life.● Commission or provide quality health and care services, which deliver dignity, safety and choice.	<ul style="list-style-type: none">● Enable sustainable housing growth which protects our natural and built environment and the special character of our villages.● Build and sustain great places to live and visit - vibrant, accessible and safe.● Empower people to contribute to their community and communities to provide their own solutions.



Education Excellence Everywhere in North Somerset

The majority of schools in North Somerset Schools are already part of a Multi-Academy Trust. North Somerset will continue to focus on its three core responsibilities of:

- Ensuring every child has a school place
- Ensuring the needs of vulnerable pupils are met
- Acting as champion for parents and families

Whilst our role of running schools and facilitating school improvement is changing, North Somerset Council will continue, during the life of this plan, to focus on delivering our core

functions, working as partners within the schools system of the future and being the champions for parents and the local community.

The Education Excellence Everywhere: White Paper 2016 was withdrawn. Whilst the overall direction of travel remains supportive of academy status, the drive for change has reduced nationally and options for Federations and other partnerships are still available to those who are continuing to explore future partnership directions. North Somerset remains committed to working with all local education providers working to the paper's five guiding principles of:

- Children and young people first
- High expectations for every child and young person
- Outcomes (not methods)
- Supported autonomy
- Responsiveness to need and performance

The plan covers the period 1 September 2018 – 31 August 2021.

This consultation will run from 5 March to 27 April 2018 inclusive. During this period we hope that you will discuss our plans and make individual or collective comments, sending them to school.organisation@n-somerset.gov.uk. All comments will be recorded publically and will be available for scrutiny by decision makers before the final strategy is agreed by the Council's Executive later in the year. (Regrettably it is unlikely that individual responses will be possible).

Parts of the document include strikethrough comments. These refer to strategies that have been in previous plans but may or may not be included in the future. In addition to your comments about the plans proposed, we would appreciate your specific feedback on whether the principles included within this format should be contained or removed from the final strategy.

If you wish to make your views known face-to-face, two consultation events are being held as below:

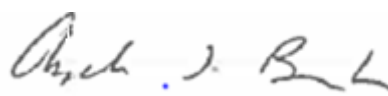
- Daytime Session - 15 March 2018 ~ 2:30 – 4pm at Town Hall, Weston super Mare
- Twilight Session - 11 April 2018 ~ 6 – 7:30pm at Castlewood, Clevedon

To enable us to accommodate all who wish to attend, we would be grateful if you could email school.organisation@n-somerset.gov.uk with your preferred date and likely numbers of attendees. Please attend whichever event is most convenient for you.

May we thank you for your interest in reading this consultation document. We look forward to receiving and reviewing your comments.



Sheila Smith
Director, People and Communities



Councillor Jan Barber
Executive Member for Children and Young People

CONSULTATION

This plan is being circulated for consideration by the following groups:

- Schools/Partners/Governors
- Members via the CYPs Policy and Scrutiny Panel and members Briefing Sheet
- Strategic Schools Forum
- Primary Heads' Association of North Somerset/Secondary Heads in North Somerset/ Heads' Association of North Somerset/Special Heads of North Somerset/School Cluster Groups
- The Education Excellence Partnership Board
- Heads and Chairs Briefing Forum
- Governors Association of North Somerset (GANS)
- Regional Schools' Commissioner
- Council's Corporate Management Team
- D&E Directorate's SLT
- Diocese of Bath and Wells, Diocese of Clifton and the Methodist Group
- Academy Partners via their MAT Trust Boards
- Early Years Partners
- SEND Board
- Springboard
- Local Further and Higher Education Partners
- Members of the public and other stakeholders via e.consult
- Town and Parish Council's

Views will also be gathered, via information events and discussions with Members, officers, schools and governors as required.



All Saints, Clevedon

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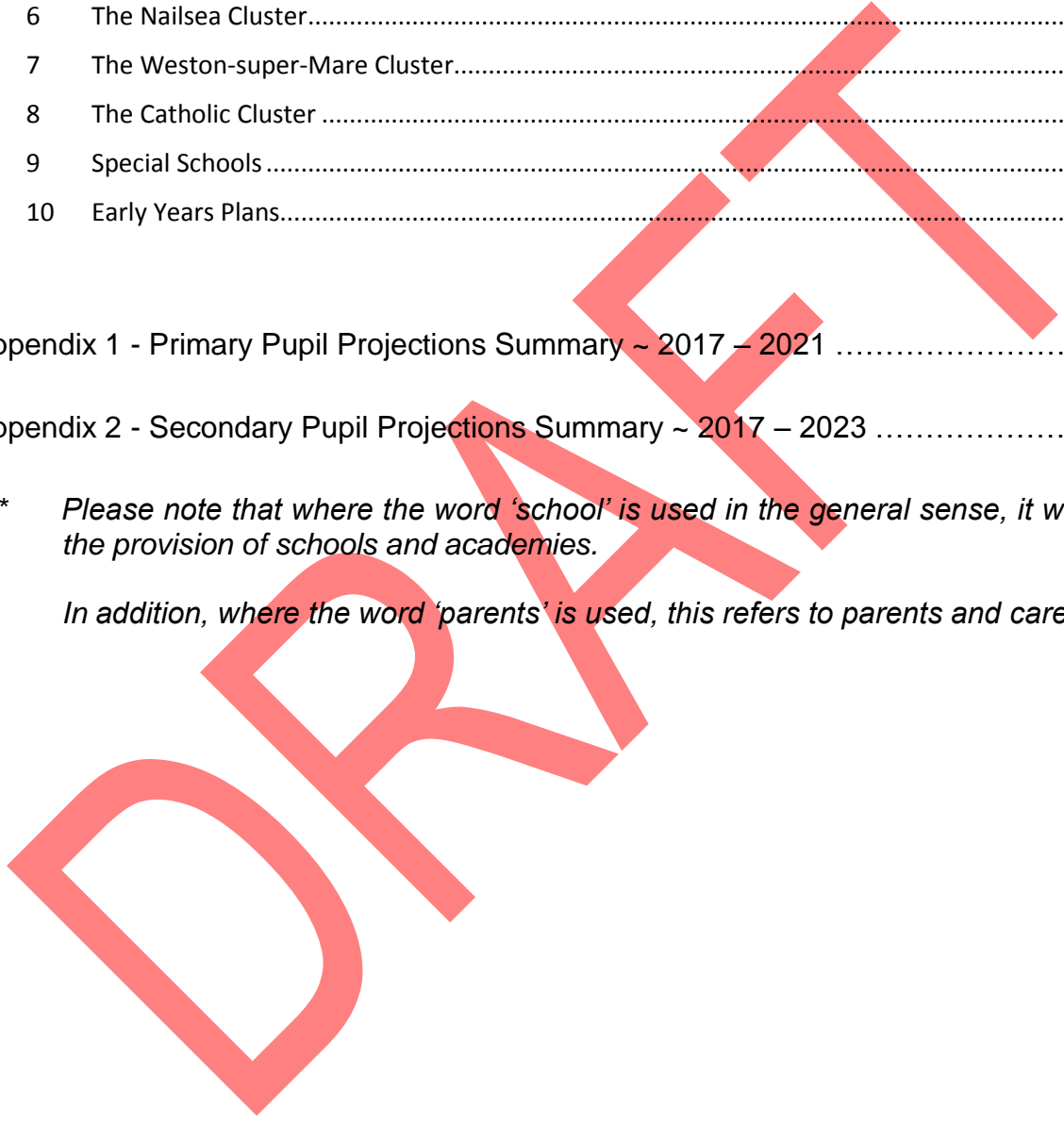
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Appendix 1 - Primary Pupil Projections Summary ~ 2017 – 2021

Appendix 2 - Secondary Pupil Projections Summary ~ 2017 – 2023

*** *Please note that where the word 'school' is used in the general sense, it will refer to the provision of schools and academies.*

In addition, where the word 'parents' is used, this refers to parents and carers.



EXECUTIVE SUMMARY

Part 1: OPERATIONAL PRINCIPLES AND PROCEDURES

1 INTRODUCTION AND CONTEXT

1.1 Purpose of the Plan

This document provides the strategic overview of how North Somerset Council, acting as the local 'Children's Champion', and working in co-partnership with others, will secure sufficient suitable education and training to meet the reasonable needs of all children and young people in its district.

The Council will work with its partners with the aim of securing sufficient places for children and young people resident in North Somerset.

1.2 Legal and Local Context

The Education Provision in North Somerset ~ A Commissioning Strategy provides a summary of the relevant legislation; and the roles and responsibilities of the Council, together with links to the Council's Corporate Plan and the People & Communities Directorate Plan. The Council's vision is to provide places for learning that provide opportunities appropriate to the needs of all members of the community.

1.3 School Organisation Principles

The Council has a duty to make decisions that meet the best interests of children and communities.

The Council will actively work to the principles of: supporting 'Local Schools for Local Children'; the belief that every child should have access to a good or outstanding school in a safe environment; to improve outcomes for children aged under 5; to the expectation that all schools, colleges and other education and training providers will welcome and provide effectively for all children; to a collective moral purpose to enable every child to fulfil their potential and make a full contribution to society; to promote life-long opportunities for students in preparation for their leaving school and thereafter; and being the champion of children and young people.

We will look to schools and other partners to; provide inclusive and improving education; and add diversity and choice. We will work with schools and other partners to provide the right number of places in the right locations; and provide (when financially possible and within our remit) 21st century learning spaces.

In considering the needs of the district we will:

- work with stakeholders and partners to understand their needs;
- provide a robust lead in the allocation of places, challenging and using/asking others to use their powers of direction where appropriate;
- provide permanent and breach solutions to meet deficits in places at schools with sustainable good and outstanding judgements where there is proven demand and we have the funds to do so; plan for the long-term future and provide projections to assist schools and other partners in their long-term planning;

- invite education partners to express an interest in expansion to meet basic need when appropriate; when providing Council-funded and delivered buildings, ensure they are flexible and capable of being adapted;
- lead an ethos of ensuring that all partners are committed to working together to meet the best interests of children and families;
- act as a brokerage service with new and existing partners who subscribe to North Somerset's learning community principles; and
- where possible, enable schools to facilitate access to wider community resources.

We expect our partners to:

- work together to meet the best interests of children, young people and families;
- provide places for all local pupils (and we will be challenging schools that fail to meet this expectation);
- share and co-ordinate their expansion plans to ensure that together we meet the needs of our communities ;
- provide inclusive learning environments that are good or outstanding; promote life-long opportunities preparing students for their future after school;
- contribute to the community and economy;
- commit to work with their stakeholders;
- deliver a wide offer of teaching, learning and other services;
- ensure collective accountability in the local area with a commitment to work together to meet the best interests of all children, young people and families.

When meeting new demand any new school should: be at the centre of its community; work for the benefit of and share its resources with that community; provide genuinely personalised learning; provide engaging learning environments and wide curriculum offers; and provide an early years offer. There is an expectation any new provision will be judged by Ofsted as at least good or outstanding.

1.4 Overview of North Somerset

North Somerset is located in the South West of England and has around 18,000 primary and 13,000 secondary-aged pupils. It serves c350 pupils with SEND attending schools in and outside of the district.

It is generally prosperous but has pockets of deprivation, mainly in the central areas of its primary town of Weston super Mare.

1.5 Current School and Wider People and Communities Support and Partnerships

As at 1 March 2018 there were 77 schools and academies across North Somerset. Of the 62 primary-aged schools, 26 are maintained by the LA and 36 are academies. All eleven schools serving secondary- aged pupils are academies/a free school. The Voyage Learning Campus supports pupils requiring Alternative Provision. This and the three Special Schools serving pupils aged 3 – 19 are LA maintained schools.

Between 2015 and by 2018 (to be updated in September 2018), 1,036 new permanent and 90 'breach' primary school places will have been created across 10 sites. 660 new secondary school places (aged 11 -18 and 14 -19) will also have been provided at three secondary academies/free school.

There are 304 planned places for pupils at Special Schools and Units. The Voyage Learning Campus has 147 commissioned places for pupils with challenging behaviour who have or who are at risk of permanent exclusion.

In addition to the above the Council coordinates early years and childcare provision; commissions post-16 places through academies/a local ETC school and Weston College; and offers a music service that provides the opportunity for every young person to develop their musical skills.

1.6 Partnership Working

Whilst North Somerset Council is still a provider of education for the 4 – 11 age range, all of our secondary provision is delivered by academies. The Council will work with all existing and new partners to develop diversity and choice for parents and families. The provisions and aspirations within this plan can only be delivered in partnership with all education providers within the district.

We value the links we have with pupils; existing and potential parents; Early Years providers; Businesses; Diocesan partners; Community Partnership Groups; the Police; Governors; Key health partners; schools and academies; youth networks; neighbouring Local Authorities; other admission authorities; local residents; Trust Bodies and Academy Chains; the Education Funding & Skills Agency; the Department for Education; the Regional School's Commissioner; Springboard Opportunities Group; and Free School promoters.

2 CAPITAL FUNDING AND SCHOOL PLACE PLANNING

2.1 Capital Resources

Capital allocations come to the Council from a range of sources including: Basic Need; Targeted Basic Need; s106 contributions/CIL and Free School Bids. The DfE may also allocate bespoke funding for priority areas as national priorities dictate.

Schools have ear-marked Devolved Capital paid to them to meet the improvement needs of their sites. Smaller academies/academy chains can bid for funds from the Academies Capital Maintenance Fund whilst larger academy chains qualify for School Condition Allocations.

The Council has been granted a total basic need allocation of £41,971,769 between the 2017/18 and the 2019/20 financial years. It has a capital maintenance allocation of £1,245,106 in the 2017/18 financial year. Future maintenance and basic need allocations are unknown at this time.

North Somerset has benefitted from £1,044,657 in 2016/17 to deliver extra pre-school places for 2-year-olds. Between January and September 2017, two new and an expanded setting were delivered providing 86 extra places. Future allocations, if any, are unknown at this time. The Council has been allocated £788,484 between the 2018/19 and the 2020/21 financial years to support adaptations/expansions to its SEND provision.

The Council has provided every pupil with a school place within the district that asked for one.

Future capital allocations will be prioritised based on the following priorities:

- Invest to maintain
- Invest to grow (population)
- Invest to grow (economic)
- Invest to save (reduced costs)
- Invest to save (generate income)

2.2 School Place Planning

The Council has clear strategies for school place provision. They support effective planning; the promotion of good and outstanding schools; the addition of diversity and choice; all whilst giving value for money.

The principles and options for school place planning within this strategy cover areas such as the expansion of schools; new housing developments; how the Council and schools should deal with surplus places and school closures; how it supports partnerships; school improvement priorities (whilst and if the Council were not to maintain schools) when Academy Orders must be used; and our preferred sizes and the diversity of provisions.

The Council is committed to develop, in partnership with local providers, high quality, accessible and sustainable provision that meets the needs of all learners, including keeping them happy and safe.

3 NEW DEVELOPMENTS, DEVELOPER CONTRIBUTIONS AND NEW SCHOOL COMPETITIONS

3.1 New Developments

An agreed Council Core Strategy was adopted in January 2017. 20,985 new dwellings will be delivered between 2006 and 2026. As at March 2017 (to be updated for final plan once March 18 figures are known) 8,847 dwellings have been built leaving around 12,138 to be delivered between 2017 and 2026.

The main development areas during the life of this plan are the Weston super Mare Villages, Weston super Mare, Nailsea, and the Service Villages.

The Council's Joint Spatial Plan (JSP) for the period 2016 - 2036 was available for consultation between 22 November 2017 and 10 January 2018. It outlines the key strategic sites that are proposed to be developed to meet the housing supply needs to 2036. It should be noted that the developments in the JSP are an indication of developer interest and demand and may or may not be supported for progression by the Council.

The strategies and delivery plans in this Commissioning Strategy document, whilst they do not cover the 20-year period above, have been developed with future needs in mind. More information can be found on the council's website <http://www.n-somerset.gov.uk/my-services/planning-building-control/planningpolicy/> and the West of England website <https://www.jointplanningwofe.org.uk/consult.ti>

The Council will request contributions from developers when it is :

- Necessary to make the development acceptable in planning terms
- Directly related to the development
- Fairly and reasonably related in scale and kind to the development

The Council cannot require S106 and Community Infrastructure Levy (CIL) contributions towards the same infrastructure. The Council implemented the CIL on 18 January 2018.

The Council and academies/schools/PVIs must ensure they are flexible in their place capacities, utilising opportunities to increase provision to meet developer need as and when appropriate. They should also ensure that all capacity is utilised to maximum effect. The changing role of the Council makes implementing choices strategically in one area to benefit another even more challenging, especially as institutions will normally concentrate on introspective planning school by school or within their own Multi-Academy Trusts.

The Council will aim to collect all People and Community contributions, where possible, at the start of a development or as soon as possible thereafter.

3.2 Developer Contributions

For strategic site developments, in general, where the primary school place needs of the development cannot be met in full or in part at the local school, and where the need for a new 210-place or larger school is shown, land and the delivery of the school and pre-school to the Council's specifications and based on the DfEs Building Bulletin BB103 will be required. Where a development is planned to grow in phases, the Council will look to the developer to provide land and the infrastructures needed for the larger school (including playing fields) and pre-school and any shared community facilities (if appropriate) at the offset.

For developments where fewer than 210 primary children are generated, the Council will expect the developer to pay for/contribute towards the necessary extra class bases for either 105 or 210 new places per school site and the additional infrastructure needs required at the local school within North Somerset so it can operate within BB103 guidelines and supporting building bulletins and early years guidance. Funding will come in the form of the CIL or s106 payments.

For secondary school places across strategic sites, in general, where the needs of the development cannot be met in full or in part at the local school(s), for developments where the need for a new 900-place or larger provision is shown, land and the delivery of the extra places and pre-school to the Council's specifications and based on the DfEs Building Bulletin BB103 and supporting building bulletins will be required. Where a development is planned to grow in phases, the Council will look to the developer to provide land and the infrastructures needed for a larger school (including playing fields), and for the pre-school and any shared community facilities (if appropriate) at the offset.

For developments where fewer than 900 secondary-aged pupils are generated, the Council will expect the developer to pay for the necessary extra class bases for whole tutor group increases in capacity (30 extra pupils per year group) and the additional infrastructure needs required at the nearest local North Somerset schools able to expand so it can operate within BB103 guidelines. Funding will come in the form of the CIL or s106 payments.

This strategy does not specially plan for the needs of pupils' post-16 education, although where a new secondary school is being proposed it will include provision for pupils aged 11 – 19 unless the demand for years 12 and 13 places can be met by other local good or outstanding providers.

Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new school to serve a range of new (and existing) communities.

The Council is developing its strategy for the provision of SEND places across the district in parallel to this commissioning strategy. There is an expectation that the developer will be expected to contribute towards the additional costs needed to educate North Somerset pupils with SEND as appropriate. Further details of this will be provided during the life of this plan.

Demand for nursery/pre-school facilities will be made with reference to an audit of childcare provision for 0 – 4 year olds in the area of the proposed development. If the audit shows there are insufficient places, then a request will be made for the provision of early year's facilities. The Council has a statutory duty to ensure sufficient provision and will seek contributions for developers/set planning conditions to ensure sufficient places across the district. This may include the provision of pre-school facilities/places within school sites or the provision of business units specifically designed for pre-schools within the community.

Where additional places are required before the delivery of extra accommodation, a contribution towards the cost of home to school transport for pupils from the development may be requested. Developers will also be required to contribute/pay for the extra transport costs as a result of their development to the nearest school offering education for 7 years from the start of the development if the nearest school is on an unsafe route from the development or more than 2 miles for children aged 4 – 7 or 3 miles for pupils aged 8 – 16 as a safe walking distance from homes on the development to the local or nearest appropriate school.

North Somerset Council is under a statutory duty to secure access for young people to sufficient educational and recreational leisure-time activities which are for the improvement of their well-being. The Council works in partnership with networks, often via local town and parish councils, to support the process of assessing local need, securing activities and in providing limited funding for local positive activity initiatives.

The Council will look to secure appropriate provision for Children's Centre Services. This could range from a new co-located provision in areas of significant residential growth, to a request for funds to make infrastructure upgrades at other community asset serving their local community.

All of the above contributions are subject to conformity tests.

In all cases and where practicable and needed, for all new schools delivered by the Council, it will seek to maximise the community use of school facilities outside of school hours to meet the needs of the local community and provide a revenue stream for the school.

3.3 Projection Methodology

The Council's pupil projections model looks at the types of dwellings and bases projected demand on five data sources to calculate the pupil yield ratios. They are:

- Planning application dwelling mix details
- Council tax records confirming occupation
- Pupil numbers and the school year of a pupil per dwelling
- September GP registrations
- Office of National Statistics Census data

The DfE reports annually on the quality of Council forecasting and in the latest published findings, in 2016 North Somerset was deemed to have a 100% accuracy rating for one and three year primary projections and a +0.8% and +2.4% accuracy for secondary projections for the same one and three year periods respectively. This level of accuracy compares very favourably with that from other local authorities.

For more details about the pupils projection model contact the Business Intelligence Service at North Somerset Council at business.intelligence@n-somerset.gov.uk

3.4 Definitions and Obligations

Each new development application that is eligible for developer obligations will be considered on its own individual merits, but in general older persons' units will be considered exempt from any People and Communities Section 106 Strategic Development site contributions. Reductions will be applied for some affordable housing units and developer contributions will be payable in respect of the net increase in the number of homes.

School buildings should be built to the highest standards possible. This will be in accordance with BB102 (mainstream) and BB103 (SEND) and other relevant national standards, but may include reverting to Building Bulletin BB98 and BB99 (mainstream) standards where this is in the interests of the school. New sites and buildings should meet North Somerset specifications and be free of encumbrances.

Within the primary sector all class structures must enable schools to comply with infant class size requirements and therefore support multiples of 15 or 30 pupils per class base. Secondary schools normally work to tutor group structures of between 28 to 30 pupils.

Where the numbers of new homes are such that a whole new form of primary entry is needed, if this cannot be accommodated at the nearest good/outstanding school, the Council will normally expect the developer to provide a new school and land, built to Council specifications (or a financial contribution to pay for the cost of providing the new school and its equipment and infrastructure needs). New schools must be a minimum of 1 Form Entry (210 places).

The creation of appropriate accommodation to meet curriculum delivery requirements at secondary level (i.e. specialist teaching facilities) may necessitate a review of the accommodation across whole schools sites. Deficit needs in all areas should be resolved with co-located new or remodelled accommodation.

A mainstream 'local' primary school will normally be within 2 miles (as a safe walking route) from the child's home. When negotiating agreements with developers, the Council will, if at

all possible, ensure input from the promoter of the (new) school into its design and final specification. All buildings should meet national requirements as well as North Somerset bespoke specifications.

Secondary school capacities should normally be within the range of accommodating up to 900 – 1,500 pupils in years 7 – 11 with 6th forms of up to c400 pupils. The phasing of new secondary provision is more complex; strategies for new developments will either be through expansions of current schools or the creation of a new school to serve a number of existing and new communities.

Infrastructure for pupils with SEND will be requested for each development as appropriate.

The Council supports the integration of early years education and will seek to co-locate private and voluntary sector pre-schools onto schools sites where possible. Any design for new school provision should include a pre-school on site. The Council would also seek to secure pre-schools onto secondary sites where there is a need and appetite for this.

The delivery of bespoke units for nursery provision within the community is also supported.

3.5 New School Competitions

When considering new school place provision, North Somerset Council will: establish new academy free schools via national Presumption Route Free School guidelines; where appropriate, work with its partners to expand consistently good or outstanding popular schools. This may include moving and/or expanding (size and age-range) these schools onto new nearby sites where this is possible within national guidelines; and/or work with good/outstanding Multi-Academy Trusts (MATs) to support their Free School bids where they meet with the Council's strategic plans.

Where new provision is needed and there is more than one provider able to meet the need, providers will be expected to submit Local Intentions of Interest to the Council.

A Decision to request an Expressions of Interest process for a new school will be made by the Executive Member for Children & Young People's Services, having regard to the recommendations of the CYPS Policy and Scrutiny Panel.

The Council will take all necessary steps to ensure that the widest possible range of groups or organisations that might be interested in establishing the new school are aware of the opportunity to do so, and that they have sufficient time to develop proposals.

It is expected that potential promoters will:

- have the ability to operate a co-educational school of the size and admission level requested within the expression of interest;
- be a member of a successful Multi- Academy Trust supported by other good/outstanding schools;
- for (at least) primary schools, provide an opportunity for a pre-school to operate from the site for at least up to 60 part-time learner sessions (30FTEs);
- be able to provide an inspiring, aspirational, clear and succinct vision, clearly showing what the school's ethos and key features will be;
- provide evidence of sound safeguarding practice and adherence to national guidelines
- be able to provide a clear vision for teaching and learning, and show how success will be measured;

- have the capacity and capability to deliver the new school, based on a proven record of delivering successful schools either independently or alongside other recognised stakeholder partners;
- provide inclusive and improving education that can be proven to be financially viable and deliver value for money;
- prove that it will engage with, inspire and motivate its pupils and staff so that they achieve the highest possible standards and outcomes;
- enable the full participation of all learners;
- ensure that the needs of our most vulnerable learners are met;
- provide local school places, with particular regard to meeting the needs of potential residents from any new development;
- will not promote or encourage a large-scale relocation of existing pupils from another site;
- where needed, provide high quality education for the residents generated from any new development before the opening of the new school buildings (for which funding in accordance with the s106 agreement may be available to assist with this provision);
- enable community facilities to operate from the site including at least the use of the school's sports facilities, hall and group rooms for community use and the availability of (where appropriate) pre-school facilities for at least 2 and 3 year olds;
- work in positive partnership with North Somerset Council's People and Communities Directorate (P&C) to enable services to support families being available in the locality;
- demonstrate that they support UK democratic values including respect for the basis on which UK laws are made and applied;
- respect for democracy; support for individual liberties within the law; and mutual tolerance and respect;
- attend Council meetings on request to report on the progress of the school(s) they are working with and provide data, as requested by the Council, to enable the LA to monitor their performance; and
- cover all reasonable costs in relation to the transfer of land.

Any establishment involved in the strategic planning of a site within the district will not be encouraged to submit an Expression of Interest for any new school within that area. This is because this may give the organisation an unfair advantage over other promoters within the competition process.

It is not appropriate for any added members of the CYPS Policy and Scrutiny Panel to take part in the Panel discussions and decisions. Added members are however welcome to address the Panel within the arrangements made for public discussion (Standing Order SS09).

All proposals received will be assessed and the Council will advise the DfE of their preferred sponsor. The Secretary of State for Education will determine the successful promoter. In accordance with the regulations the Council will await the Secretary of State for Education's decision before formally making public the outcome of their assessment.

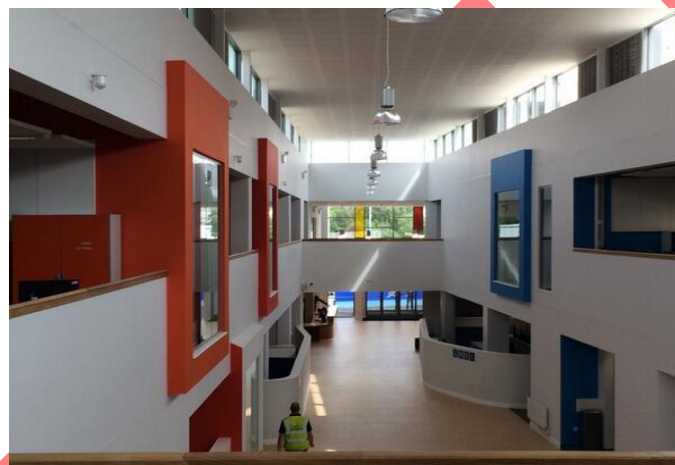
The Council is responsible for providing the site for the new school, and meeting all associated capital costs. It is also required to meet the revenue costs of the new provision, currently through the Dedicated Schools Grant (DSG) by making provision in its school growth funds to support increases in pupil numbers relating to basic need.

Where local places are needed and this can be addressed by the expansion of an existing school, where more than one establishment may be deemed appropriate for expansion, a

decision to request Local Intentions of Interest for providing new school places will be made by the Executive Member for Children & Young People's Services, having regard to the recommendations of the CYPS Policy and Scrutiny Panel.

The Council will normally oversee consultations and publish any statutory proposals to expand a Community or VC school. Such decisions will usually be made by the Council's Executive.

For academies and Foundation/Trust schools, in agreed circumstances the Executive Member for Children & Young People's Services may decide to support a proposal made by the Governing Body of a school or the Trustees of an Academy if their proposal meets the strategic aims of this strategy and of the Council. Decisions for academies are made by the Secretary of State. Decisions for Foundation and Trust schools are made by the Council's Executive.



Hans Price Academy



Baytree Special School

Part 2: CLUSTER WIDE SCHOOL PLANS

Part 2 – sections 1 – 8 of the Education Provision in North Somerset ~ A Commissioning Strategy looks at the Delivery Plans for the district for mainstream and local SEND schools. It notes the latest projections and suggests delivery options for new and existing primary and secondary aged school places across the district (via clusters). It looks at the provision of services for vulnerable learners. Section 9 looks at the need for early years district plans.

In brief, cluster wide actions are shown below.

Backwell Clusters

- To complete the increase in provision at Flax Bourton C of E Primary School from 105 – 210 places for the September 2019 intake
- To progress the creation of a new 210-place primary school at North End, Yatton. The school will have the infrastructure for a 420-place establishment and be delivered by 2020
- To consider a new site and review the need for extra primary provision in the village of Backwell
- To review the need for new secondary places across this cluster that may include an expansion of Backwell School or an option to open a further secondary school and create a twelfth secondary-school cluster area in the centre of the North Somerset district
- To work with Backwell School to review its First Geographic Area in light of new housing developments

Churchill Clusters

- To progress the increase in provision at Sandford Primary School from a 140 to a 210 place school to meet any new demand from housing developments in Sandford – date to be agreed
- To keep the demand for the schools with significant surplus places in the cluster under review and work to remove significant surplus places if appropriate
- To review place demand for Churchill C of E Primary School and Winscombe Primary Schools in light of new housing developments in these areas
- To review the need for new secondary places across this cluster that may include an expansion of Churchill Academy and Sixth Form or an option to open a further secondary school and create a twelfth secondary school cluster area in the centre of the North Somerset district

Clevedon Cluster

- Following the completion of building upgrades to All Saints East Clevedon C of E Primary School, to change the school's PAN from 17 to 20 places as part of the 2019/20 school admissions consultations
- To look to progress an increase in provision at Yeo Moor Primary School and/or St John the Evangelist Church School if new housing in the area requires this
- To review the need for breach secondary school places at Clevedon School if local demand exceeds supply

Gordano Cluster

- To complete the delivery of extra accommodation at Gordano School to enable it to admit 336 pupils per cohort incrementally from September 2018 onwards
- To work with Gordano School and St Katherine's School to determine solutions for the potential deficit of secondary places in Portishead during and after the life of this plan

Pill Cluster

- To work with Gordano School and St Katherine's School to determine solutions for the potential deficit of secondary places in Portishead during and after the life of this plan
- To support St Katherine's School in discussions to review the school's First Geographic Area if relevant

Nailsea Cluster

- To consider the expansions of schools serving the primary population within the cluster if major developments within the town are progressed
- To consider new school competitions if new major developments within the town are progressed during the life of this plan
- To review the need for breach secondary places for 2020 if local demand exceeds supply
- To work with Nailsea School to expand its intake to meet new demographic demands within the town if required

Weston-super-Mare Clusters

- To work with Haywood Village Academy to support the growth of new places across the Haywood Village development
- To work with Educate Together to support the opening of their new school - Parklands Educate Together Primary School - in temporary accommodation within Locking Parklands by September 2018
- To work with Educate Together to deliver their permanent school buildings – Parklands Educate Together Primary School - by September 2019
- To progress the creation of a new 630-place primary school (no.3) in the Weston East cluster by September 2021
- To note the need for a new Weston Central Primary School, required after the life of this plan
- To review the need for extra provision at St Anne's C of E Primary School (West Wick site), Oldmixon Primary School and Uphill Primary School to meet demand if required
- To determine and commence (funding permitting) delivery options for increased secondary provision/a new secondary school in Weston super Mare from 2021 onwards
- To complete a 300-place expansion project with Priory Community School by the autumn 2018

Catholic Cluster

- The Diocese of Clifton may wish to review the need for new Catholic school places during the life of this plan

Special Schools Plans

- To complete the Council's review of Special Educational Needs and Disability and Alternative Provision (SEND/AP) across the district to inform future delivery options that could include the following delivery options:
 - The relocation and expansion of Baytree Special School to a new site by September 2020 to meet the current and future demand for pupils with Severe and Profound Learning Difficulties (funding and planning permissions permitting)

- The endorsement or progression of plans for new provision to meet increased; Complex and/or Complex and Severe Learning Difficulties/Mental Health Support. This could be delivered via a New Schools Network of Presumption Free School route
- To endorse a Free School bid for the delivery of Alternative Provision support and/or a new special school; or to progress future Alternative Provision delivery options at existing schools as determined following the conclusions of the Council's review of SEND/AP provision across the district
- To support the provision of foundation-stage education on the Westhaven Special School site. Any provision must be via a good/outstanding early years specialist provider
- To support the creation of a short-stay residential unit/unit for independent training on Special School sites as appropriate/funding permits
- To oversee the addition of specialist provision in new/existing mainstream schools as funds permit to meet the defined needs of SEND pupils and young people attending mainstream provision
- To strengthen the remit and decision-making authority of the Out of School Panel
- To review top-up funding and measure the effectiveness of its use by schools
- To develop and implement an Alternative Provision Charter and Protocol to be followed by all schools and partners in North Somerset (Fair Access Protocol)
- To provide clarity around the role and remit of the Tuition Service
- To refocus the role of the Voyage Learning Campus and secure agreements to reintegrate pupils from the VLC back into mainstream settings as soon as possible and as appropriate
- To consider the creation of a short-term provision to meet the needs of those pupils unable to attend mainstream school, either full or part-time
- To develop a Commissioning Plan for Alternative Provision
- To develop support for providers and resources to enable schools to work together to meet the needs of pupils in relation to behavioural needs and trauma attachment support
- Work with all establishments offering or capable of offering post – 16 provision across the district to ensure the most effective outcomes for young people aged 16 - 25

Early Years Plans

- Working with schools, current and new Early Years providers, the Council will seek solutions to ensure there is sufficient, high quality Early Years provision to meet demand.
- An annual sufficiency report will be produced and published, identifying any gaps in sufficiency to meet the Councils' statutory responsibilities.



Westhaven Special School

DRY

PART 1: OPERATIONAL PRINCIPLES AND PROCEDURES

1. INTRODUCTION AND CONTEXT

1.1 Purpose of the Plan

- 1.1.1 This draft Education Provision in North Somerset – A Commissioning Strategy 2018 – 2021 is the Council’s School Organisation Plan. Its main purpose is to outline the Local Authority’s delivery plans for its strategic duty to deliver sufficient school places. It details how it will ensure that every child has a school place between 2018 – 2021, meeting the needs of a growing population. The draft plan provides the underpinning principles and procedures the Council will follow when working with schools and other partners. It provides a strategic overview of school place needs in North Somerset as part of the Council’s wider role to provide leadership of education and economic development and to be the local ‘Children’s Champion’. It is a Local Authority plan that builds on the principles outlined in the Education Provision in North Somerset ~ A Commissioning Strategy 2015 – 2018 <http://www.n-somerset.gov.uk/wp-content/uploads/2015/11/education-commissioning-strategy.pdf>
- 1.1.2 North Somerset Council has a duty to secure sufficient suitable education opportunities to meet the reasonable needs of all young people in their area. It does not have a duty to provide these facilities exclusively. In addition to covering the Council’s statutory duty to secure sufficient school places for pupils in mainstream education aged 4 – 16 and 4-19, the plan also outlines plans for early years education and for those of statutory school age (4 - 19) and aged 19 - 25 subject to a learning difficulty assessment. It does not include the commissioning of post-16 education specifically unless within an 11- 19 or 14 – 19 school/academy. The Council is supportive of the potential opportunities that Higher Education provided by Weston College could now add to education across North Somerset, and sees this as a key contributor to its economic vision for the district.
- 1.1.3 The Council is committed to working closely with its partners to shape provision in the area by identifying gaps, enabling new provision, supporting developments with existing providers and developing the market. These partners currently include all maintained schools, the following Multi-Academy Trusts with a school(s) within the district:
- The Cabot Learning Federation (CLF)
 - The Lighthouse Schools Partnership
 - Educate Together
 - The Clevedon Learning Trust
 - Kaleidoscope
 - Inspirational Futures Trust (IFT)
 - Extend Learning Academies Network (ELAN)
 - The Priory Learning Trust
 - Bath & Wells Multi-Academy Trust

- Midsomer Norton Schools' Partnership

and Weston College, the Regional Schools' Commissioner (RSC) and her officers, the Department for Education (DfE), Early Years providers, Springboard Opportunity Group, the West of England Learning Enterprise Partnership (WoE LEP), Diocese of Bath & Wells and Diocese of Clifton, the Methodist Ministry and local Baptist churches and providers in the voluntary sector.

1.2 Legal and Local Context

- 1.2.1 The School Standards and Framework Act 1998 sets out how Local Authorities should exercise their statutory duties to secure primary and secondary education to meet the needs of the population in their area. The Education and Inspection Act 2006 enhanced the role of Local Authorities, making them strategic commissioners of services with a mandate to promote high standards for all and greater choice and diversity

The Education Act (EA) 1996 Section 14A, added by Section 3 of Education and Inspections Act (EIA) 2006 requires Local authorities to consider and respond appropriately to parental representations about school provision in relation to local authorities' functions under Section 14 of the Education Act 1996. Local Authorities must reasonably consider parental representations regarding the provision of schools and respond accordingly, including outlining any proposed action or, where it is considered action is not needed, to explain the reasons for this.

The Council will act in the interests of pupils to secure education settings that are proven to be sustainable and provide good/outstanding standards of education.

- 1.2.2 The Education Act 2011 maintains the role of Local Authorities as the strategic commissioner of services, but provides greater autonomy of education provision by the encouragement of the establishment of academies, free schools, studio schools and Enterprise Colleges that are independent of the Local Authority. The Act gives Local Authorities 'a critical new role as strengthened champions of choice, securing a wide range of education options for parents and families, ensuring there are sufficient high-quality school places, co-ordinating fair admissions, promoting social justice by supporting vulnerable children, and challenging schools which fail to improve.'

The Council supports the principle of partnership working and will act as a facilitator or challenger of change where this is in the best interests of learners.

- 1.2.3 The Education Act 1996 Section 14 provides that in respect of provision in primary and secondary schools, in carrying out their duty to provide sufficient schools for the area local authorities must have particular regard for the need to secure Special Educational Needs provision for pupils with Special Educational Needs.

The Council, working with its partners, is committed to ensuring that all children and young people can reach their academic potential and be ready for the world of employment.

- 1.2.4 The Education and Inspections Act 2006 Sections 6A, 7, 9, 10 and 11, amended by Education Act 2011 section 37 and the secondary legislation - The School

Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007 provides guidance on the statutory process local authorities must follow when considering inviting proposals / considering proposals to establish new schools. This legislation requires local authorities to give precedence to academy proposals when they consider there is a need for a new school in their area.

The Education and Inspections Act 2006 Section 15 and secondary legislation - The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007 (applies to Local authorities) contains the prescribed statutory processes to be followed when proposing the closure of existing maintained schools. Local authorities are able to take an overview to plan the provision of schools to meet local needs.

The Education and Inspections Act 2006 Section 19 and the secondary legislation - The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 contains the prescribed statutory process all local authorities must follow when proposing alterations to existing schools. The guidance outlines the statutory process and local decision making arrangements. This is to ensure a consistent, open and transparent process when proposing changes to existing maintained schools.

The Council is committed to consulting when proposing change, although its remit to do so on its own behalf will diminish as more schools convert to become academies.

1.2.5 Whilst the move to a more autonomous system has its advantages, the establishment of a fully acadamisised school system within North Somerset also has its challenges in terms of school place planning. This is because:

- currently the Council is able to publish proposals to make changes at some maintained schools. The Council has already worked with a number of academies to assist them in their progression of prescribed changes to their academy structures and will continue to do so with partner schools if their changes fit with the principles and requirements of this plan. It can no longer lead changes at academies however, and will need the engagement of these independent bodies to carry forward proposals to meet the Council's strategic responsibilities
- the process of securing places for vulnerable learners can be more complex when working with own admission authority schools. The Council can 'instruct' maintained school to admit pupils, but has no powers of direction with academies. Such cases must be considered by the Secretary of State and the process to progress a direction through this route takes time. There is a risk that a pupil could be out of education whilst their application for a place is processed
- A school expansion may be the only opportunity some schools have for capital investment in their site. The Council will work to DfE site and cost guidelines but in doing this, it may not be able to always meet the aspirations of the school in terms of the enhancements wanted verses the changes that can be afforded and are proportionate to the increase in provision

- The revenue funding for schools does not always align with phased increases in pupil numbers. The national funding formula review places many uncertainties on future revenue funding to support school expansions.

Each local authority must have a Fair Access Protocol, agreed with the majority of schools in its area to ensure that, outside the normal admissions round, unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. In agreeing a protocol, the local authority must ensure that no school, including those with available places, is asked to take a disproportionate number of children who have been excluded from other schools, or who have challenging behaviour. The North Somerset Fair Access Protocol details how together the Council and schools will use local provision to ensure that the needs of pupils who are not ready for mainstream schooling are met. The operation of the Fair Access Protocols is outside the arrangements of any locally agreed co-ordination arrangements and is triggered when a parent of an eligible child has not secured a school place under in-year admission procedures whether overseen by the Council or schools who are their own admission authorities. All admission authorities, including academies, must participate in the Fair Access Protocol in order to ensure that unplaced children are allocated a school place quickly. There is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol.

- 1.2.6 It is likely that future Free Schools delivered by the New Schools Network as a response to local group demand will reduce in number. They are more likely to be founded on a 'Map of Need' based on demographic necessity and a response to poor educational performance. An exception to this may be in response to requests for specialist maths schools that normally service larger community areas.
- 1.2.7 Other statutory commissioning duties of a local authority are outlined in the table below, although all plans for how they all will be delivered are not specifically included in this document.

Legislation	Year	Title of duty	Function - What is it intended to achieve?
Education Act 1996 Section 19 (3A) and (3B). Secondary: Education (Provision of Full-Time Education for Excluded Pupils) England Regs 2007(SI 2007/1870) Education Act 1996 Sections 3A and 19 and schedule 1, amended by section 3 of the Children Schools and Families Act 2010. Secondary - Enactment regulations apply other areas of	1996	Statutory duty for the local authority to provide full time education from the sixth day of exclusion for permanently excluded pupils and for pupils who are excluded from a pupil referral unit for a fixed period of more than 5 days. To make arrangements for the provision of suitable education at school or otherwise for each child of compulsory school age who, for reasons of	This ensures that children who cannot (for whatever reason) be in mainstream education, continue to receive full-time education unless it is not in the child's best interests. These measures were introduced to make exclusions a more effective sanction and to reduce the disruption to a child's education caused by exclusion.

Legislation	Year	Title of duty	Function - What is it intended to achieve?
education law to Pupil Referral Unit (PRU).		illness, exclusion or otherwise, would not receive it unless such arrangements were made. Local authorities may establish pupil referral units to discharge their duty but do not have a duty to do so.	The local authority would want to ensure that those pupils that can be reintegrated into mainstream education can do so as soon as possible.
Education Act 1996, schedule 1, amended by Education Act 2011 section 45. Secondary - Education (Pupil Referral Units) (Management Committees etc.) England Regulations 2007. Education (Pupil Exclusions and Appeals) (Pupil Referral Units) England Regulations 2008.	1996	Duties in relation to pupil referral units: Determine and review a curriculum policy; that the curriculum should be balanced and broadly based; make information available to parents in relation to the unit; establish management committees and appoint first members for all PRUs. Local authorities must delegate some of their functions in relation to pupil referral units to the management committee but must not delegate functions in relation to staffing and finance of the unit, health and safety issues, control of premises and a reserve power in relation to prevention of a breakdown of discipline.	<p>The intention of requiring a local authority to establish management committees for every pupil referral unit was to improve their management of PRUs, by giving them similar responsibilities to governing bodies of mainstream schools.</p> <p>The local authority will want to commission places from local PRUs to ensure that all pupils are able to access education and that young people are given the skills and opportunities to enable them to contribute to our working society.</p>
Education Act 1996 Part IV, Chapter 1 (sections 312-332B) and Schedules 26 and 27. Secondary - The Education (Special Educational Needs) (England) (Consolidation)	1996	Children with Special Educational Needs	Identifying and assessing Special Educational Needs, making and reviewing Special Educational Needs statements and a transition plan from age 14. Keeping arrangements for

Legislation	Year	Title of duty	Function - What is it intended to achieve?
Regulations 2001 (SI 2001/3455).			Special Educational Needs provision under review. Making arrangements for an advice and information service and a dispute resolution service for parents of children with Special Educational Needs. More recent legislation has made minor amendments to the Education Act 1996. To ensure that the local authority can commission SEND places, where possible at local schools, that meet the needs of all children and young people.
Education Act 2002 (introduced 1 June 2004) Section 175 and Children Act 2004 Section 11.	2002	Duty on local authorities in relation to their education functions to ensure that these functions are exercised with a view to safeguarding and promoting the welfare of children. The authority must have regard to guidance given by the Secretary of State (in England)/ Welsh Ministers (in Wales).	Aims to ensure that safeguarding is integral to all that local authorities do in carrying out their education functions. Applies to: Local authorities in their education functions (and also to governing bodies of maintained schools, governing bodies of Further Education institutions; independent schools). The local authority has a duty to keep children safe.
Children Act 2004 Section 18.	2004	Duty to appoint a Director of Children's services to fulfil the functions of the	To provide a single line of accountability within the local authority for services

Legislation	Year	Title of duty	Function - What is it intended to achieve?
		local authority as they relate to children and young people, including education, children's social care and local partnerships	to children and to promote co-operation to improve children's well-being among partners in the local area.
Children Act 2004 Section 19.	2004	Duty to designate a Lead Member for Children's Services to discharge functions of the local authority as above	To provide a single line of political accountability within the local authority for services to children and to promote co-operation to improve children's well-being among partners in the local area.
Children Act 2004 Section 10 (1).	2004	Duty to co-operate' – to make arrangements to promote co-operation between the local authority; each of the authority's relevant partners, and such other persons or bodies the authority consider appropriate to improve outcomes for children. Those outcomes are defined as the five Every Child Matters outcomes: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.	To promote and encourage better co-operation and partnership working among the various agencies which provide or commission services for children (and families) at every organisational level from strategic planning to front line multi agency team work. The local authority has a duty to act as the 'Champion for Children'
Childcare Act 2006 Section 1	2006	General duty to improve the Well-being of children under five and reduce inequalities	Places a duty on local authorities to improve the outcomes of all children under 5, close the gaps between groups with the poorest outcomes and the rest by ensuring early

Legislation	Year	Title of duty	Function - What is it intended to achieve?
			years services are accessible to all families.
Sections 6,7 (as substituted by section 1 of the Education Act 2011) and 7a (as inserted by the children and Families Act 2014)	2006	Duty on local authorities to secure sufficient Early Years provision free of charge. Regulations made under section 7 set out the type and amount of free provision and the children who benefit from free provision.	Places a duty on local authorities to ensure that all children who meet the prescribed criteria are able to take up a free place benefiting their social, physical and cognitive development and outcomes and helping to prepare them for school.
Education and Skills Act 2008 Section 68.	2008	To make available to young people and relevant young adults such services as they consider appropriate to encourage, enable or assist them to engage and remain in education or training. The services are currently known as Connexions services. Local authorities can fulfil the duty to make services available either by providing them itself or by making arrangements with others which could include other local authorities.	To make available to young people and relevant young adults such services as they consider appropriate to encourage, enable or assist them to engage and remain in education or training. Local authorities can fulfil the duty to make services available either by providing them itself or by making arrangements with others which could include other local authorities.
Education and Skills Act 2008 section 10.	2008	Required to promote the effective participation in education or training of the young people in their area to 18 (or 25 for those with learning difficulties or disabilities). The duty is already enacted but comes into force in June 2013.	Key driver behind Raising the Participation Age.

Legislation	Year	Title of duty	Function - What is it intended to achieve?
Apprenticeships, Skills, Children and Learning Act 2009 section 41 inserts sections 15ZA and 15ZB into the Education Act (1996)	2009	Duty in respect of education and training for persons over compulsory school age.	That local authorities act as the strategic commissioner of provision for young people aged 16-19 (and those aged up to 25 who are subject to a learning difficulty assessment).
Apprenticeships, Skills, Children and Learning Act 2009 section 42 inserts section 15ZC into Education Act (1996).	2009	Encouragement of education and training for persons over compulsory school age.	To ensure local authorities encourage participation in education and training.
Children Act 2004 Section 10	2004	Duty on YOTs and custodial establishments to make arrangements for ensuring that their functions are discharged having regard to the need to safeguard and promote the welfare of children (section 11) and to co-operate with other agencies in the making of arrangements under section 10, and they should have processes in place to fulfil these duties.	Local authorities and YOTs will need to have explicit arrangements in place to support each other's involvement with individual children, including those looked after outside their home authority. This will require information sharing protocols, effective IT systems, up-to-date contact information and joint training for children's services and YOT staff about care planning and remand/sentence planning for looked after children in the youth justice system. Children detained under criminal justice legislation in secure establishments are subject to the 1989 Act. 4 The responsible authority continues to have responsibilities towards them in the same way as they would to other children in need recognising that the court, by sentencing the child,

Legislation	Year	Title of duty	Function - What is it intended to achieve?
			<p>has determined where s/he will live.</p> <p>Children in detention: Care Planning, Placement and Case Review (England) Regulations 2010 - The local authority must establish that the YDA's education staff are aware of, and able to meet, the child's educational needs, including any special needs.</p>
Apprenticeships, Skills, Children and Learning Act 2009 section 44 inserts section 51A into Further and Higher Education Act 1992.	2009	Duty to provide for named individuals.	Local authorities, if necessary, can require a provider to make provision for a named individual.
Apprenticeships, Skills, Children and Learning Act (2009) Part 2 sections 48-52 insert various clauses into the Education Act (1996). Amended by Education Act 2011 section 30	2009	Provision of education for persons subject to youth detention.	Sets out the role of the local authority in providing education for 16-19s in youth detention in their area
Further and Higher Education Act 1992 section 33E, amended by the Apprenticeships, Skills, Children and Learning Act 2009 Schedule 8.	2009	Requires sixth form colleges to consult with local authorities before offering or participating in secondary education.	Most other local authority duties in relation to further education are transferred to the Secretary of State by the Education Act 2011.
Apprenticeships, Skills, Children and Learning Act 2009 Schedule 13 inserts section 69A into the Education and Inspections Act 2006, amended by	2009	Powers of the Secretary of State to require a local authority to give a warning notice to a maintained school.	Allows the Secretary of State to intervene in under-performing schools.

Legislation	Year	Title of duty	Function - What is it intended to achieve?
Education Act 2011 section 44.			
Academies Act 2010 section 6, amended by Education Act 2011 section 58.	2010	Requires that local authorities cease to maintain a school once it becomes an academy. This does not, however, prevent them from providing goods or services to the academy or making payments for some but not all of its expenses.	Makes clear that section 6(2) of Academies Act 2010, which prohibits a local authority from maintaining a school once it has converted into an Academy, does not prohibit a local authority from doing any of the things which do not amount to “maintaining” a school.
Academies Act 2010 section 8 and schedule, amended by Education Act 2011 sections 59 and 63 and schedule 14.	2010	Allows the Secretary of State to transfer to converter academies property (including land), rights or liabilities held by local authorities on behalf of schools which convert.	To ensure that the transfer of assets from the LA to the academy/MAT takes place within agreed timescales
Childcare Act 2016 Section 1 and Section 2	2016	Places a duty on the Secretary of State to secure the equivalent of 30 hours of free childcare over 38 weeks of the year for qualifying children Section 2 allows the Secretary of State to discharge her duty under section 1 of the Act by placing a duty on English local authorities to secure free childcare for qualifying children.	To ensure there is sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0 -14 (or up to 18 for disabled children). To ensure that parents are able to work because childcare places are available, accessible and affordable and are delivered flexibly in a range of high quality settings.

- 1.2.8 Every child should have access to a local good or outstanding school, college or training provider. The LA has recently undergone a restructuring exercise to reflect the withdrawal of the Education Services Grant, the changing role of the LA in education and school improvement and the developing academy and multi academy trust landscape.

A new board, The Education Excellence Partnership Board, is a significant consultee on school strategic issues and developments for the education community in North Somerset, although decisions about this commissioning strategy still lie with the Council and its decision making processes. The board will however undertake the role of monitoring standards across the whole schools community in North Somerset. The membership, including Strategic Partners of the Board, is as below:

- CEOs of MATs within North Somerset and those working with more than one academy in North Somerset
- Heads of Teaching Schools based within North Somerset
- Diocesan representatives (determined by the Diocese of Bath and Wells and the Diocese of Clifton).
- Representatives from Headteachers/Governor reference groups (HANS, SHINS, PHANS SENS & GANS)
- LA representatives, including those representing LA maintained schools
- DfE officers (for limited items)
- One member of the Headteachers Board and/or Sub Regional Improvement Board (for local standards board items)
- Membership from the Early Years and FE sector (to be considered once the board is further established)

The purpose of the Board is to involve all Principals, Headteachers and Governors in the partnerships between the Multi- academy trusts, Teaching Schools, Maintained Schools, The Local Authority and the Dioceses, to be a cohesive force in the ever-changing educational landscape that can operate and support education delivery across school structures. The Board will establish relationships with key educational partners such as the Regional Schools Commissioner, social care and health, etc. and identify and act upon opportunities for joint or collaborative working. They will contribute to the strategic planning of provision for vulnerable children and young people, including Children Looked After and those with Special Educational Needs and Disabilities

Acting in the capacity of a Local Standards Board, the Board will:

- Ensure there is a rigorous focus on high standards and successful outcomes for all children and young people in North Somerset through the promotion of excellence.
- To agree the Maintained School Improvement Commissioning Strategy and support the Local Authority to ensure that all children and young people have access to good and outstanding education learning and achievement.

- Receive a report on standards and progress for children and young people at all Key Stages, all identified groups, Children Looked After, Special Educational Needs and Disabled and disadvantaged.
- To enable the Local Authority to fulfil its statutory duties.
- To establish and maintain arrangements to commission the necessary school improvement support and intervention for all schools.
- Work with Principals and Headteachers to access, channel and utilise all local resources to the full for the best outcomes of every child.
- Be a voice that ensures Principals and Headteachers can raise common concerns effectively with all strategic partners.
- Collate needs and offers from local schools to enable effective school-to-school support to take place.
- Develop a local measure of educational excellence for schools and academies informed by, but not limited to Ofsted grading.
- Establish arrangements to regularly inform Principals and Headteachers of CPD available and organise conferences / INSET opportunities to fulfil identified needs through the strategic partners.
- Establish a mechanism for the appropriate sharing of information, including performance data across MATs, schools, clusters and other strategic partners.
- Share ideas and good practice and to identify areas of further joint working such as joint bids or procurement opportunities that promote efficiency
- The Partnership Board will pick up the business aspects of any actions likely to impact on maintained schools.

1.2.9 There is a Government expectation that within the schools' system, academy status will become the norm. Where there is a need for a new school, the first choice must be a new academy or free school. Where the Local Authority is unable to identify a suitable sponsor to open a new school, it will be *'able to contact the Secretary of State for Education so that together such a sponsor can be found.'*

Local Authorities currently have a statutory duty under section 14(3A) of the Education and Inspections Act 1996 to exercise their functions with a view to securing diversity in the provision of schools, and in increasing opportunities for parental choice when planning the provision of school places. Local Authorities must also have regard to the presumption that successful and popular schools should be expanded.

The Education Act 2011 reinforces the freedoms that Academies and Free Schools have in relation to the establishment of new schools.

In making decisions about the provision of a new school, the Council will take into consideration the sustainability of the new and other local schools; and local standards and effectiveness. It will recommend the option that secures the best outcome for learners.

1.2.10 When making changes to a maintained school, such as enlarging, expanding, relocating or changing the age-range of a school, the Making 'Prescribed Alterations' to Maintained Schools Statutory Guidance for Proposers and Decision-Makers (April 2016) must be followed - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/514548/16-04-06_FINAL_SO_Guidance_PA_Regs.pdf . For all changes requiring a statutory process, the Local Authority is the decision maker.

Local authorities can still propose all of the changes outlined above for Community schools, and can propose expansions for Foundation and Voluntary schools. Where decisions are still to be made by the Local Authority (for Community, VA and VC schools) such decisions will be made by The Executive (where a Statutory Proposal is to be published), or by the Executive Member for Children and Young People's Services, after taking formal advice from the Children and Young People's Services Scrutiny Panel, and the Director of People and Communities when a non-statutory process is followed.

The Local Authority can still propose the amalgamation of schools. Locally schools may be recommended for an amalgamation where the joining of two schools results in the creation of a primary school from a separate infant and junior school; where the amalgamation provides greater sustainability for the joining schools; or where a weaker school is amalgamated with a stronger establishment with the purpose of strengthening education standards.

Expansions at a mainstream school that do not require a physical enlargement to the premises of the school are not covered by the Prescribed Alterations Regulations. An increase in pupil numbers may be achieved solely by increasing the Planned Admission Number (PAN) in line with arrangements and processes outlined in the School Admissions Code.

The Council will continue to look strategically at the needs of the district and will act in the interests of all children and young people. It is envisaged however that it is unlikely that the Council will carry out any of its own statutory consultations. It will instead work with academies where their proposals align with the principles and priorities of this plan to progress plans for approval by the Regional Schools' Commissioner.

1.2.11 An existing academy must follow the Making Changes to an Existing Academy Regulations (March 2016) - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/504321/Making_significant_changes_to_an_open_academy.pdf

Depending on the proposals for change, one of two processes are followed – the 'fast track' application or the 'full business' case. The process route is determined by the complexity of the change. Controversial changes are also subject to full business cases. The Regional Schools Commissioner (RSC) or Secretary of State for Education as appropriate makes a final decision. In making decision on proposals the RSC will be advised by their Head Teacher Board (HTB).

1.2.12 The Role of the Council in school place delivery planning and the links between schools and other Council service delivery options to children and families

The Council's Corporate Plan sets out the vision for North Somerset as:

“A great place to live where people communities and businesses flourish”
“Modern, efficient services and a strong voice for North Somerset”

The Plan identifies three key **outcomes** which we want to achieve for local people

- **Prosperity and opportunity**
- **Health and wellbeing**
- **Quality places**

A good/outstanding school within easy distance from a resident's home address is an expectation of all parents. The Council will work with existing schools and academies and with providers in areas of new residential growth to support the provision of school places in good and outstanding schools. Enabling pupils to reach their potential whilst at school supports their future prosperity and work place opportunities and promotes good health and well-being. A good/outstanding school contributes to the attractiveness of a local community. All new buildings procured and delivered by the Council will be of a good standard and will aim, funding permitting, to enhance the local landscape.

1.2.13 The Council is moving towards the delivery of Phase 2 of a Community Access Review to deliver a holistic approach to service delivery. The reviews aim to find the best possible outcomes for communities within current constraints. In delivering and further developing a community access strategy it is hoped that, by working together, communities can access services and resources utilising local public buildings. Schools and other education buildings (i.e. Children's Centres) will be key assets when delivering services to the public. Details of the strategy is available at: <http://www.n-somerset.gov.uk/my-council/communityinvolvement/council-locations/community-access-review/about-the-community-access-review/>

The Council is keen to continue to work with schools as we all share the delivery of key services to families and the wider community.

1.2.14 The Role of the People and Communities Directorate in School Place Planning

The People and Communities Directorate brings together services for people of all ages. These services empower people to make the most of their lives and provide help and support when needed, especially to the most vulnerable members of our community at key stages in their lives.

As at March 2018, three of the six areas of responsibility within the People and Communities Directorate directly support pupils in schools:

Children's Support and Safeguarding	<ul style="list-style-type: none"> • Provision of a range of universal and targeted services for the protection of vulnerable children to improve their life-chances • Services for the prevention of offending by children and young people • Care leavers services, up to the age of 25 • Early Years and Childcare Services • Services to support vulnerable learners
Education Transformation/ School Improvement from April 2018	<ul style="list-style-type: none"> • Lead on the Council's response to Education Reform • Music Service and Music Education partnership (moving to Housing & Strategy in April 2018) • Lead on school improvement • Provision of Education Funding and Traded Services (moving to Housing & Strategy in April 2018)
Housing and Strategy	<ul style="list-style-type: none"> • Strategic planning for affordable housing • Services for homeless people and people in housing need • Improving private sector housing conditions, including provision of Disabled Facilities Grants • Strategic planning and the commissioning and delivery of new school places, overseeing their supply and ensuring that every child in the district has a school place • Development of P & C Strategy and Directorate Governance Services, including complaints.

1.2.15 The essential raw materials for generating social, economic and cultural capital and good health are skills and knowledge. In providing places for learning for the 21st Century and beyond, schools can be centres for all forms of learning, providing opportunities appropriate to the needs of all members of their community. The Council is supportive of schools increasingly being centres for community engagement, social interaction and gateways to access services and support. Schools also offer a potential future location for the development of community-led, locally delivered services, which will meet the needs of children and young people, alongside other members of the community. The Council's ability to influence this practice is diminishing however as more existing schools convert to academy status and new schools are formed that are outside of Council 'control'.

The Council is keen to see schools interacting with their local communities and will encourage the co-location of services where appropriate for all new schools and within existing schools where practicable.

1.2.16 North Somerset Council has a strong track record of success and achievement.

At January 2018 **91.4%** of North Somerset schools were good or outstanding schools. North Somerset's primary and secondary schools are ranked 45th by OFSTED rating out of 162 education areas nationally.

At January 2018 **92.9%** of North Somerset's primary schools were considered by Ofsted to be good or better. The latest figure for the South West is **88.9%** and North Somerset schools are above the national figure of **89.8%**.

89.1% of North Somerset's secondary schools were considered, at January 2017, by Ofsted to be good or better. The latest figure for the South West is **84%**. North Somerset schools are above the national average of **82.7%**.

66.6% of our special schools are good or better.

As at August 2017, 94% of all Early Years Providers are graded good or outstanding by Ofsted in-line with the national figure (93%).

Further information including performance over time can be found on the Ofsted Data View platform

<https://public.tableau.com/profile/ofsted#!/vizhome/Dataview/Viewregionalperformanceovertime>

1.2.17 The Council also has a strong success rate when delivering its capital programme. Recent Council projects have been delivered on time and on budget, evidencing competitive costs and a high level of satisfaction from schools.

The DfE annually publishes a School Places Scorecard (<https://www.gov.uk/government/publications/local-authority-school-places-scorecards-2016>) that assesses and compares local authority delivery in terms of their pupil projections and capital project delivery.

In the 2017 assessment North Somerset was assessed to have been 100% accurate in their projections in 2016/17 of primary school place growth. There has been a 20% increase in primary place demand between 2009/10 and 2018/19. North Somerset was ranked 39th out of the 147 English local authorities for its value for money when delivering capital projects.

Whilst the Council's permanent expansions are costed in the lowest 30% and new schools in the lowest fifth of all costs per pupil, the commitment the Council has given to expand supporting accommodation when providing temporary solutions placed it in the highest 80% of costs for temporary expansions. The ability of the Council to continue in this practice will be dependent on the funding it receives.

In 2017, 96.9% of primary place applicants receive one of their preference schools when compared to the English average of 96.3%

There has been a 6% growth in secondary place demand between 2009/10 and 2018/19. North Somerset's projections showed a 0.8% greater projection than actual pupil numbers for one year ahead and a 2.4% overestimation for a 3-year growth period. In 2017, 98.4% of secondary place applicants received one of their preference schools when compared to the English average of 95.0%



All Saints C of E Primary, Clevedon

1.3 School Organisation Principles

1.3.1 The Council has a duty to be the 'Champion for Children' and will make decisions that meet the best interests of children and communities:

We will actively work to the following principles:

- To support the aspiration of 'Local schools for Local Children' – children should be able to attend a local school that enables them to achieve their potential.
- The belief that every child should have access to a good or outstanding school in a safe environment – all students should have access to the best education possible.
- To improve the outcomes of all children under 5 - we will close the gaps between groups with the poorest outcomes and the rest by ensuring early years services are accessible to all.
- The expectation that all schools, colleges or other education and training providers in North Somerset will welcome and provide effectively for all children –no child should be refused a place unless there are significant educational reasons to do so.
- Moral purpose – we will all work together and accept our joint collective responsibility to ensure that every child can reach their full potential and make a full contribution to society.

- To support schools to promote life-long opportunities preparing students for their future after school - all schools will enable all children and young people to flourish by contributing to their community and the economy.
- To be a champion of children and young people – we will make decisions in the interests of children, actively championing the needs of every child and ensuring they are happy and safe.

Effective planning will:

- Support schools and other education providers in providing 'inclusive and improving' education that is financially viable, achieves the highest possible standards, and ensures the full participation of all learners, especially our most vulnerable and disadvantaged learners.
- Add diversity and choice – the Council will support sustainable quality learning provisions, working to provide schools and other provisions that meet the needs of learners irrespective of the type of provision.
- It will plan to provide new school places in areas of residential growth and encourage all existing settings to provide the maximum number of places possible within the existing capacities of their sites. The Council will challenge schools and academies (academies via the SofS/RSC) to admit more pupils where it considers the establishment has the ability to do so and the projections support a sustainable increase in class structures.
- Where financially possible, provide learning facilities fit for 21st century teaching and learning. The Council will use its capital resources wisely to meet the needs of learners. (This may necessitate making difficult decisions about the viability of some sites where other local facilities can meet the demand for places. It will look to secure resources generated from closing a facility or site to be used to update other provisions for a greater number of learners where it is able to do so).

1.3.2 The Council will support schools and other educational providers in adopting new governance and delivery arrangements and encourage the transfer of schools to Multi-Academy Trusts. The principles of quality, coherence, consolidation and value for money should be the driver for change, allowing schools to align to local and national policies.

1.3.3 In transferring assets, the local authority has a duty to protect public funds and to continue to support its other statutory functions that are not automatically delivered by schools. Where other statutory services are delivered from a school site owned by the Council it will only transfer assets as required by the Academies Act 2010. Any land or buildings not used by the school in the 7 years prior to academy transfer, such as rooms or a building on the site used by a private, voluntary or independent early years provider, will not normally be transferred as an asset to the academy when it changes status. This is to protect the public funds invested in the parts of the site not used for school delivery for other council users and/or to enable the local authority to exercise its duties in relation to other statutory duties, most notably early years. In exceptional cases the Council may agree to transfer an asset if the academy/academy trust is able to sign up to the continuation of services from this

asset in perpetuity, with any changes only possible if a Deed of Variation is subsequently agreed.

1.3.4 Where new school places are needed, the Council will continue to support existing facilities where they are consistently good/outstanding and/or, in a brokerage role, act as a facilitator to provide new or different forms of provision.

1.3.5 Our Expectations of Ourselves

In considering the needs of the district we will:

- Work with stakeholders and partners to understand local aspirations and pre-school, school and post-16 provision place needs.
- Provide a robust lead in the allocation of school places, challenging and insisting that, where appropriate, schools offer places. We will use either our existing powers of direction or will refer cases to the Secretary of State/Regional Schools' Commissioner for determination if necessary.
- Provide permanent solutions to any deficits in places at schools with sustainable good or outstanding Ofsted outcomes where:
 - there is proven demand for places;
 - the site can normally accommodate at least an extra 0.5 form of entry from current published admission levels with the resulting increased buildings and resources if required; and
 - the increase fits with the Council's strategic principles as outlined in this Commissioning Strategy. This all will be subject to having sufficient funding to provide a fit-for-purpose outcome.
- Work with local schools to create 'breach' classes at schools with sustainable good or outstanding Ofsted outcomes, where permanent increases in demand are not sustainable in the longer term, or where sufficient resources to create permanent solutions are not available. Temporary breach classes will only normally be provided where the school is able to support the increase in pupils from their revenue allocations.
- Provide (at least) 5-year pupil projections, working with schools and other partners to meet the short and long term needs of local communities within the funding available, sharing requirements for additional places regularly with our partners and other providers.
- Invite schools and education partners to express interest in expanding their provision in order to meet Basic Need where appropriate.
- Ensure that any new buildings the Council provides are flexible and capable (funding permitting) of being adapted and remodelled to meet current and future needs for all learners. It may be appropriate, in areas of residential growth for example, for buildings to accommodate primary-aged pupils when demand is high, but for these same buildings to be adjusted to cater for secondary needs if the numbers of new primary aged pupils were in decline.
- Lead and facilitate an ethos of ensuring that all learning providers within the district are committed to working together to meet the best interests of children and families. This may involve acting as a brokerage service across the district.
- Work to achieve commitment from any new education partners to subscribe to North Somerset Council's learning community principles.

- Where possible, enable schools to facilitate access to wider community resources.
- Be reasonable and fair in our expectations of others.
- Plan for the long-term future, taking into account expected areas of population and housing growth and seeking to secure strategic solutions that will most effectively meet our statutory place duties to existing and future communities.

1.3.6 Our Expectations of Others

We expect our partners to:

- Work together to meet the best interests of children, young people and families, sharing plans and operating in a transparent way that encourages professional dialogue and participation. In some cases this may involve making decisions to benefit other partners where this is in the interest of the pupil and/or wider district community.
- Do all they can to provide places for all local pupils and young people – the Council will challenge schools/academies where it feels the interests of the child or young person has not been met and will direct schools to take children/refer cases to the Secretary of State/Regional Schools' Commissioner to facilitate admission, where it is considered appropriate to do so.
- Provide inclusive learning environments.
- Provide at least good/outstanding standards of education.
- Promote life-long opportunities for students in preparation for their leaving school and thereafter that enables all children to flourish.
- Share and co-ordinate their expansion or place reduction plans to ensure that together we meet the needs of our communities.
- Contribute to their community and the economy. We have an expectation that schools will work flexibly with the local community, sharing their buildings and assets to enable the educational and wider social and, where possible, economic needs of the local area to be met.
- Commit to work extensively and effectively with parents, other providers and the wider children's' services.
- Deliver a wide offer of teaching, learning and other services, meeting additional pupil, young person and family needs, ensuring that problems are identified and addressed universally, maximising pupil and family learning improvements, and making the greatest use of their community resource to ensure collective accountability in the local area.
- Be committed to working together to meet the best interests of all children, young people and families.
- Understand and promote the importance of positive physical and mental health.
- Be reasonable and fair in their expectations of the Council and of others

1.3.7 When meeting new demand

In wanting to progress a vision to provide 21st century learning facilities for all pupils, where children can be inspired to learn and develop educationally, morally,

economically and emotionally in safe, secure and physically and financially robust establishments, it is vital that any new school:

- Should be at the centre of/accessible to the community(ies) it serves.
- Provide genuinely personalised learning experiences for all its children and young people.
- Enable full participation for all children and young people (0-19 where appropriate). Where possible, new schools will include Early Years facilities. Early Years providers should work with the local authority to provide good and outstanding provision for all children benefiting their social, physical and cognitive development and outcomes, and helping to prepare them for school
- Work with other local schools and partners for the benefit of the whole community.
- Provide engaging environments for parents, carers and the local community.
- Provide a wide curriculum of learning that leads to high standards and good behaviour within specialist facilities.
- Is willing to share its facilities with the local community, building in safeguards to enable this to be possible both during and outside the school day (where appropriate).
- Provide at least good/outstanding standards of education with outstanding leadership.

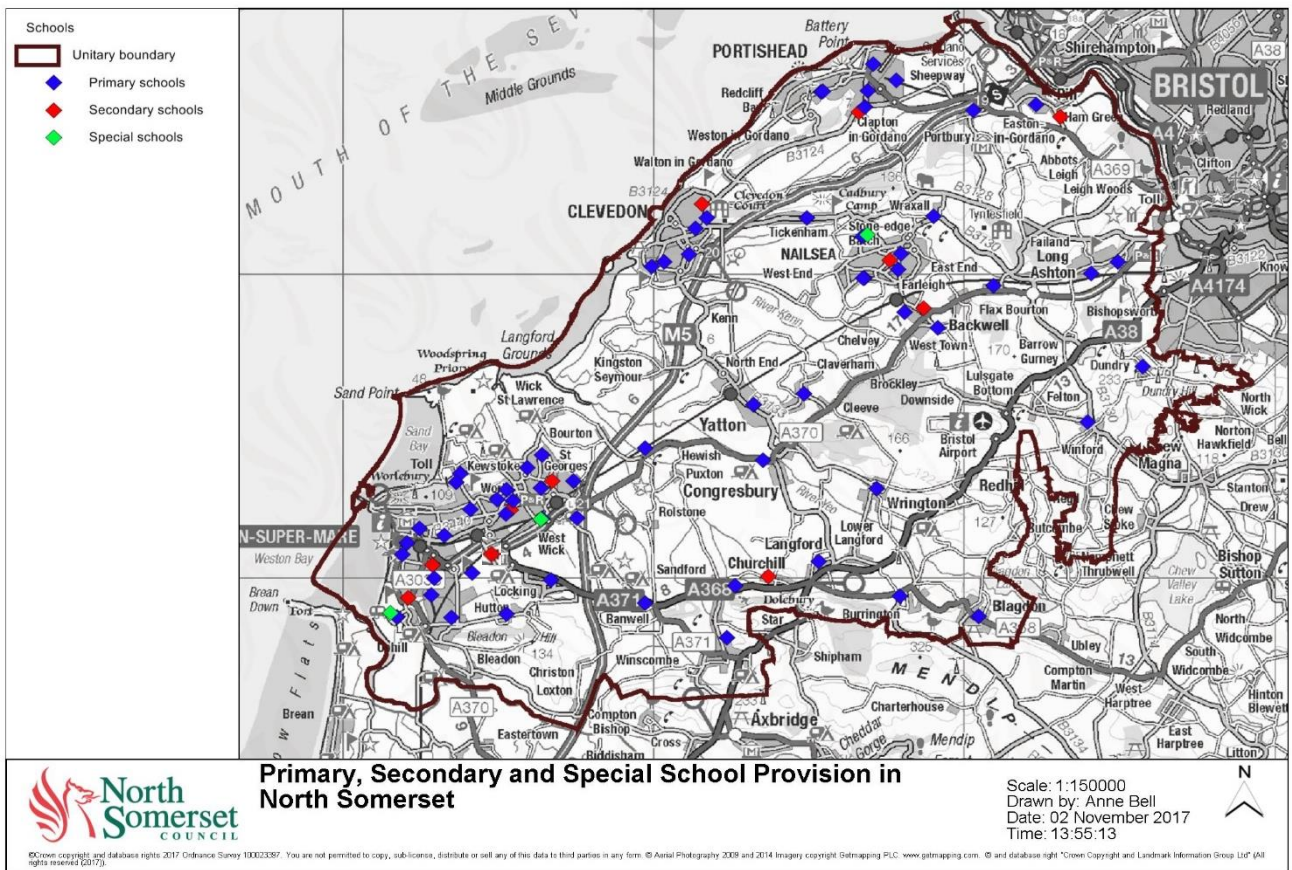
1.3.8 In planning for new schools however, the Council, stakeholders and partners must be realistic about the limitations that apply. These include:

- The availability and affordability of land in preferred locations
- Funding limitations of both capital and revenue resources
- The need to secure partners to bring the school forward (for example an academy or free school; developers etc.)
- Government regulations that may change or that may apply at the time

1.4 Overview of North Somerset – schools and other services offered

1.4.1 The map below shows the administrative boundary of North Somerset, the main settlement areas and primary and secondary schools and academies as at September 2017.

***Use of this data is subject to terms and conditions



1.4.2 North Somerset covers an area of around 37,500 hectares (145 square miles) with a population of 211,700 (2016 Office of National Statistics Mid-Year Population Estimate). It lies south west of Bristol, abutting the city boundary to the north and east. The Severn estuary coast to the west and the Mendip Hills in the south. There is a varied landscape with coastal and rural, international and national designations such as Sites of Special Scientific Interest and the Mendip Hills Area of Outstanding Natural Beauty.

1.4.3 North Somerset's primary town is Weston-super-Mare accounting for just under 40% of North Somerset's population, which along with Clevedon (12%) and Portishead (9%) are located on the coast. The other main population centre of Nailsea (9%) is located on the outer edge of the Green Belt approximately seven miles from Bristol.

North Somerset's economy, travel patterns and leisure and retail patterns are heavily influenced by its close proximity to Bristol and easy access to the M5 motorway. Each of the four main towns has a high level of out-commuting to Bristol and its north fringe by private car with low public transport use (less than half the national average). The majority of villages are also within commuting distance of Bristol and therefore to varying degrees have a significant dormitory role. An employment-led development strategy at Weston-super-Mare seeks to deliver additional employment to achieve a more sustainable balance between jobs and homes. The Joint Transport Study sets out an ambitious vision for transport to 2036 that would significantly increase public transport mode share across the West of England. More information can be found here <https://www.jointplanningwofe.org.uk/consult.ti/JTSTransportVision>

In 2016 the average gross annual pay for full time employees working in North Somerset was £26,943. Currently average earnings for employees across the South West are £26,348 per annum. The average full time gross pay for the residents of North Somerset in 2016 was £29,933, this is higher than the average figure for England and Wales which was £28,353. North Somerset has a high percentage of older people (23.5% as opposed to 18% nationally in 2016, Office of National Statistic Mid-Year Population Estimate). It is a generally prosperous area but has pockets of deprivation and crime particularly in central areas of Weston-super-Mare. There are serious housing affordability issues with affordable housing completions falling well below the required amount.

- 1.4.4 North Somerset contains two regionally important facilities: Bristol Airport located on the A38 some 4.5 miles from the edge of Bristol, and the deep sea port of Royal Portbury Dock located at the mouth of the River Avon.

1.5 Current school and wider People and Communities Support and Partnerships

- 1.5.1 In September 2015, there were 65 schools serving primary aged pupils (Voluntary Aided; Voluntary Controlled; Community), one primary academy, three special schools (one of which has Foundation Trust status), five 11 - 18 academies, three 11 - 16 academies, one trust and one community secondary school. The Council also worked with other training providers, Weston College, and local Higher Education (HE) and specialist SEND institutions.

- 1.5.2 As at 1 September 2017 there were 77 maintained schools/academies in North Somerset delivering education to approximately 29,500 pupils. We are hopeful a new primary school – Parklands Educate Together Primary – will open in September 2018, bringing the numbers of maintained schools in North Somerset up to 78.

We have a statutory duty to provide every child in North Somerset with an education. The latest range of school provision as at March 2018 is given below:

Maintained Schools (30)	Academies (47)
All Saints East Clevedon C of E Primary School	Ashcombe Primary School
Banwell Primary School	Backwell School
Baytree School	Backwell C of E Junior School
Blagdon Primary School	Becket Primary School
Burrington C of E VA Primary School	Birdwell Primary School
Castle Batch Community Primary School	Bournville Primary School
Churchill C of E Primary School	Broadoak Mathematics and Computing College
Corpus Christi Catholic Primary School	Christ Church C of E Primary School
Flax Bourton C of E Primary School	Churchill Academy and Sixth Form
Golden Valley Primary School	Clevedon School
Grove Junior School	Court-de-Wyck Church School
Hannah More Infant School	Crockerne C of E Primary School
Kewstoke Primary School	Dundry C of E Primary School
Mendip Green Primary School	Gordano School
Ravenswood School	Hans Price Academy
Sandford Primary School	Haywood Village Academy
St Andrew's Primary School	Heron's Moor Academy
St Anne's C of E Primary School	High Down Infant School
	High Down Junior School

St Francis Catholic Primary School St Joseph's Catholic Primary School Uphill Primary School Voyage Learning Campus Westhaven School Winford C of E Primary School Winscombe Primary School Worlebury St Paul's C of E VA Primary School Wraxall C of E VA Primary School Wroughton C of E Primary School Yatton C of E Junior School Yatton Infant School	Hutton C of E Primary School Kingshill Church School Locking Primary School Mary Elton Primary School Mead Vale Community Primary School Milton Park Primary School Nailsea School Northleaze C of E Primary School NSETC Oldmixon Primary School Portishead Primary School Priory Community School St Georges Church School St John the Evangelist Church School St Katherine's School St Mark's Ecumenical Anglican/Methodist Primary School St Martins C of E Primary School St Mary's C of E VA Primary School St Nicholas Chantry C of E VC Primary School St Peter's C of E Primary School Tickenham C of E Primary School Trinity Anglican Methodist Primary School Walliscote Primary School West Leigh Infant School Windwhistle Primary School Worle Community School Worle Village Primary School Yeo Moor Primary School
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1.5.3 Most academy schools work within the following Academy Trusts. The list below is as at March 2018 and is subject to further change as schools transfer and partnerships develop:

Academy Trust	Conversion Date
The Bath and Wells Diocesan Academies Trust Court-de-Wyck Church School Kingshill Church School St Georges Church School St John The Evangelist Church School St Mark's Ecumenical Anglican/Methodist Primary School Trinity Anglican Methodist Primary School	01/12/2015 01/04/2013 01/09/2016 01/07/2016 01/09/2016 01/03/2016
Cabot Learning Federation Hans Price Academy Haywood Village Academy	01/05/2011 01/09/2016

Clevedon Learning Trust Clevedon School Mary Elton Primary School St Nicholas Chantry C of E VC Primary School Tickenham C of E Primary School Yeo Moor Primary School	01/02/2012 01/04/2017 01/02/2018 01/01/2015 01/01/2015
Educate Together <i>Parklands Educate Together Primary School – due to open September 2018</i>	01/09/2018
Extend Learning Academies Network (ELAN) Bournville Primary School Locking Primary School Mead Vale Primary Milton Park Primary School Oldmixon Primary School Walliscote Primary School Windwhistle Primary School	01/10/2017 01/10/2017 01/02/2018 01/10/2017 01/10/2017 01/10/2017 01/10/2017
Inspirational Futures Trust Crockerne C of E Primary School Herons' Moor Academy North Somerset Enterprise and Technology College (NSETC) St Katherine's School	01/06/2016 01/09/2012 01/09/2015 01/09/2016
Kaleidoscope Ashcombe Primary School Becket Primary School Christ Church C of E Primary School Hutton C of E Primary School St Martins C of E Primary School Worle Village Primary School	01/09/2017 01/09/2017 01/09/2017 01/09/2017 01/09/2017 01/09/2017
Lighthouse Schools Partnership Portishead Hub Gordano School High Down Infant School High Down Junior School Portishead Primary School St Mary's C of E VA Primary School St Peter's C of E Primary School <u>Backwell Hub</u> Backwell School Backwell C of E Junior School Northleaze C of E Primary School West Leigh Infant School	01/07/2011 01/09/2016 01/09/2016 01/09/2016 01/09/2016 01/09/2016 01/09/2016 01/01/2018 01/02/2018 01/02/2018 01/02/2018
Midsomer Norton Partnership Trust Dundry C of E Primary School	01/09/2015

The Priory Learning Trust Priory Community School Worle Community School	18/08/2011 01/03/2017
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The following schools remain as Single Academy Trusts:

Single Academy Trusts Birdwell Primary School Broadoak Mathematics and Computing College Churchill Academy and Sixth Form Nailsea School	01/04/2013 01/02/2012 01/08/2011 01/02/2012
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- 1.5.4 Post-16 provision in Weston-super-Mare continues to be mainly provided by Weston College and the North Somerset Enterprise Technology College (NSETC). The 6 academies across the region outside of Weston super Mare (Backwell School, Churchill Academy and Sixth Form; Clevedon School, Gordano School. Nailsea School and St Katherine's School, all offer a range a 6th form studies. Ravenswood School and Westhaven School (Special Schools) and Weston College and the main providers of post-16 studies for pupils with SEND.
- 1.5.5 During the period of the last plan (2015 to 2018) the following new/replacement school places were delivered by the Council:

School	Planning Area	No. of new places		No. of replacement places	Year of increase	Permanent/ Result of temporary breach
Primary Places						
Winford C of E Primary School	Churchill East	10 places per cohort (70 overall)		-	September 2016	Permanent
High Down Federation	Portishead	30 places as a breach class in the infant school		-	From September 2015	Temporary for 3 years
High Down Federation	Portishead	30 places as a breach class in the junior school		-	From September 2018	Temporary for 4 years
All Saints East Clevedon C of E Primary School	Clevedon	3 places per cohort going from a 17 intake to 20 (21 additional places overall)		119	September 2018	Permanent replacement for 120; remodelling for 30 from early 2018
St Nicholas Chantry C of E VC Primary School	Clevedon	15 places per cohort (105 overall)			From September 2015 onwards	Permanent (*included a breach class in 2014)
Yeo Moor Primary School	Clevedon	30 places as a breach class			From September 2016	Temporary for 7 years
Haywood Village Academy	WsM East	60 places per cohort (420 overall)			September 2016	Permanent
Mendip Green Primary School	WsM North			120	September 2016	Permanent replacements for 120
<i>Parklands Educate Together Primary</i>	<i>WsM East</i>	<i>60 places per cohort (420 overall)</i>			<i>September 2018</i>	<i>Permanent 420 places by September 2019</i>
Hutton C of E Primary School	WsM South			210	September 2017	Permanent replacement for 150; remodelling for 60
		Breach Only	Permanent			
Total Places		90	1036	449		
Secondary Places						
NSETC	WsM	150 per cohort (300 places overall)			September 2015	Permanent
Gordano School	Portishead	28 per cohort (140 places overall + 6th form)			September 2018	Permanent

Priory Community School	WsM	44 places per cohort 220 overall		September 2018	Permanent
Total Places		660			

1.5.6 North Somerset has three special schools and two Resource Bases attached to mainstream primary schools.

Name of School	Age Range	Planned Places	Descriptor	Placements as of September 2014	Placements as of September 2017
Baytree School	3–19	67	Severe and Profound Learning Difficulties	67 (including dual placement)	64 including 1 dual placement
Ravenswood School	3–19	120	Complex and Severe Learning Difficulties	108 (including 3 dual placements)	113 – Including two dual placements
Westhaven School	7–16	90	Complex Learning Difficulties	90	120
Mendip Green Primary School	4-8*	8	Hearing Impaired/ Communication	6	11
Castle Batch Community Primary School	4-11	19	Speech and Language	20	20
Weston College	14-25	448	General FE Provider – with specialist provision for: <ul style="list-style-type: none"> • Profound and Complex Learning Difficulties • Complex and Severe Learning Difficulties • Complex Learning Difficulties • Deaf and Hard of Hearing • Visual Impairment • Speech and Language • Autism • Behaviour, Emotional and Social Difficulties • Mental Health • Other (Ranges of specific learning difficulties, physical impairment medical conditions, etc.) 	463	444 – including 15 places at NSETC

* Pupils in years 4-6 will be placed in the mainstream element of the school, but may continue to have support from resource base still.

1.5.7 Currently there is one Alternative Provision facility, The Voyage Learning Campus, which provides for pupils from Years 1-11.

The Voyage Learning Campus supports schools in meeting the needs of pupils with social, emotional and behavioural difficulties. As at September 2017, the service was available as follows:

Tuition Service Voyage Learning Campus	PRU provision on VLC roll Mostly PEX Voyage Learning Campus	Provision for students with no school place Voyage Learning Campus
Number of places: 25... NAILSEA <ul style="list-style-type: none"> • Transport funded if required • Year 3 to Year 11 	Number of commissioned places: 80 <ul style="list-style-type: none"> • Transport funded if required • KS1/KS2 20 places : MILTON • High Need Primary: 8 places MILTON • KS3 Years 7/8: 15 places ... NAILSEA • KS 3 Year 9:10 places... Oldmixon Weston • KS4: 35 places... Oldmixon, Weston 	Number of places: 12 <ul style="list-style-type: none"> • 6 weeks maximum placement • Year 1 to Year 11
Re-engagement and prevention provision Voyage Learning Campus		Administration function students on VLC roll but attending mainstream Voyage Learning Campus
Number of places: 10 Schools purchase places) <ul style="list-style-type: none"> • Year 5 to Year 9 (or by exception other year groups) 		Number of places: 20 <ul style="list-style-type: none"> • Year 6 to Year 11

The VLC is also commissioned to provide tuition to those pupils unable to attend school on medical grounds.

This provision is currently under review due to issues relating to capacity and increased demand. As a consequence, the structure which will be available from 1 April 2018 will differ from that above.

1.5.8 During the autumn of 2017 the Council undertook a review of Specialist and Alternative provision attended by pupils for which North Somerset is responsible. For the purposes of this review:

- Specialist Provision – refers to educational placements made via an Education Health & Care Plan or Statement of Special Educational Needs at an establishment which is not a mainstream primary or secondary school. This includes special schools operated by the Local Authority, and provision purchased directly from other education providers
- Alternative Provision – refers to education provided when children are otherwise out of school. This may include pupil referral units, hospital school or other forms of provision accessed via the local authority or directly by schools in order to deliver the statutory duty to provide education for such pupils.

The review carefully considered the specific needs of these groups of pupils, noting that for many students their specialist environments can be local but may also be outside of North Somerset. The review centred on the view that children and young people's needs are almost invariably best met by provision which is close to their home and part of their wider community.

This is an ambitious and ongoing piece of work which, at the time of publishing this draft strategy, has:

- Provided a clear audit of the provision in use at present – including pupil and parents experiences and perspectives of what works well
- Is considering the potential future need for such provision, based on robust population projections and evidence of need generated by new housing developments
- Is looking at the nature and type of facilities which may be required to meet the changing needs of these cohorts, considering the spaces and locations which would best provide for these
- Is yet to agree final strategic options for assuring access to high quality, local provision which supports a range of needs as locally as possible

Following the review, the Council will be better-placed to support further development of specialist and alternative provision in North Somerset, and to work closely with partners to deliver on its commissioning of places strategy for this provision.

1.5.9 The Council promotes and facilitates the ongoing development of Early Years and childcare provision for children aged 0-14 (or up to 18 for disabled children) in North Somerset.

The Early Years Funded entitlement in North Somerset is mainly provided by the Private, Voluntary and the Independent (PVI) sector with 86% of children taking up their funded entitlement in this way. Local Authorities have a legal duty to secure a sufficient supply of childcare across their areas. This is achieved through managing the market to encourage diversity of supply. All children should be able to take up their funded hours in a high quality setting. Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children leading to better outcomes. All children who meet the prescribed criteria should be able to take up a free place benefiting their social, physical and cognitive development and outcomes and helping to prepare them for school. Evidence shows that attending high quality early education has a lasting impact on social and behavioural outcomes. The free entitlements make childcare more affordable for parents and enable parents to work or increase their working hours if they wish to do so.

There are different types of Early Years provision available in North Somerset including: Childminders, Pre-schools, Nurseries, School Nursery classes and Out of School childcare.

At August 2017, North Somerset had 292 Early Years and Childcare providers registered on the North Somerset Online Directory. This is broken down as follows:

Childminder	150
Nurseries	51
Out of School	34
Pre-school	47
Nursery class	10
Total	292

A child is entitled to 570 hours of funded childcare from the term after if both of the following conditions are satisfied: 1) the child has attained the age of two 2) the child or parents meets the eligibility criteria. [More information on eligibility of two year old funding can be found here.](#)

All children aged three and four, from the funding period after their third birthday, can get 570 hours of free early education from any registered or agreed providers that are inspected for quality by Ofsted. [More information can be found here.](#)

The Children's Act 2016 placed a new legal duty requiring free early years provision to be extended to 1140 hours (or 30 hours per week term time only) for eligible working parents from September 2017 onwards. North Somerset Council and early year's providers were successful in a bid to the DfE for three new provisions to be created to assist with this new demand:

	No. of new 3 year old places	Available from:
Rydal Day Nursery	20	September 2017
Birdwell Primary School	26	September 2017

St Anne's C of E Primary School - West Wick	40	September 2017
Total No. of new places in new/extended establishments	86	September 2017

An annual sufficiency report will be produced and published, identifying any gaps in sufficiency to meet the councils' statutory responsibilities.

The Council has an expectation that any school with early years places on-site, whether delivered by the school or an external provider, will continue to offer those places unless agreed by the Council.

1.5.10 The Council works to promote the welfare and protection of all children in North Somerset both in schools and across the wider children's services. All schools and early years settings have a Designated Safeguarding Lead for child protection, who is responsible for taking appropriate action and making referrals to services when there is a concern about a child or young person. The Local Safeguarding Children's Board (LSCB) has responsibility for all children and young people resident in North Somerset. Policies, procedures and practice are in line with national and local guidance and legislation.

1.5.11 The Council's Music Service gives every young person in North Somerset the opportunity to interact with music and develop their skills; supports schools with the musical experiences they deliver; and offers high quality and affordable tuition. Visit the [music service website](#) to find out more.



All Saints C of E Primary, Clevedon

1.6 Partnership Working

- 1.6.1 North Somerset Council, in its role as the Local Authority, until recently was the major provider of education for the 4-11 year age range. All 11-16 education is provided by academies with whom North Somerset works in close partnership. From its inception in April 1996, the Local Authority has believed that changes can only be introduced following genuine consultation with those who use the service, and may be affected by the changes proposed.
- 1.6.2 Denominational groups are providers of a significant number of primary school places in North Somerset. There are no denominational secondary schools within the district. With the introduction of new forms of provision, the mix of different types of schools will naturally change. The Authority will continue to work with the Church of England Diocese of Bath and Wells, the Clifton Diocese Department for Schools and Colleges, the Methodist Ministry and local Baptist churches.
- 1.6.3 The Council will work to reflect the new range and diversity of all schools to ensure that the range of provision across the district meets the needs of parents and families. There are now 47 academies within North Somerset (as at March 2018). It will work with existing and new Academies, Foundation and Trust Schools and Weston College to develop diversity and choice for parents and families. New models of provision and the aspirations within this plan can only be delivered in partnership with all educational providers (schools, academies and FE sector) within the District.
- 1.6.4 In addition to the six 11 – 18 secondary academies in North Somerset and the North Somerset Enterprise Technology College (14 – 19), Weston College provides a range of courses offering vocational courses for both adult learners and school leavers, A Levels and Apprenticeships and Traineeships. There is also the opportunity to study at the University Centre Weston Foundation Degrees, BA/BSc Honours top-ups and Master's degrees with partner universities.

The majority of local post-16 provision for young people with SEND in North Somerset is provided at Weston College, where a highly regarded Learning Support offer provides for a range of specialist areas of need, via a variety of models of delivery:

- Autism Spectrum
- Visual Impairment
- Specific Learning Difficulties (SpLD)
- Behaviour 4 Learning (EBD / ADHD / ADD)
- Deaf and/or Hard of Hearing
- Assistive Technology
- Speech and Language Therapy
- Weston Bay Residential Training Facility
- Mental Health

This is recognised locally and nationally as an unusually comprehensive offer at the FE stage, and broadly meets the range of needs identified in North Somerset. Where students are placed outside the area at post-16, this is generally as a result of requiring very specialist learning support, or because there is a specific need for residential care alongside learning.

The delivery model at Weston College includes both a range of specialist programmes and support to access the mainstream curriculum via an Initial Needs Assessment which builds on links established by Learning Support staff with schools, specialist providers and other agencies. This ensures an effective transition for students and their families and to ensure that planning for progression into and beyond college is considered as part of the EHC review process where appropriate.

The college is also committed to supporting the Pathways to Adulthood approach, working with students to ensure they are accessing support to develop their skills to ensure they reach an optimum level of independence as young adults. This includes support for living independently, finding work or progression to further education opportunities. The college works effectively with the Council in ensuring young people access appropriate support when needed.

At the time of the 2017/18 Specialist Provision Review, Weston College was providing support for 65 learners with Education, Health and Care Plans or Statements of SEN living in North Somerset, representing 55% of this group. On this basis, the college is the single biggest provider of support currently.

Weston College	65
North Somerset Special Schools	38
Other FE colleges/Specialist Provision	15

While post-16 provision at Weston College is not directly commissioned by North Somerset Council, it is essential that it develops alongside work to support children and young people with SEND as they move through the system. On this basis, our partnership and joint working with the college is recognised as being of key strategic importance. Weston College is a partner in our SEND Programme Board which develops responses to changing needs and challenges across the sector. Further consideration of the sufficiency, range and suitability of post-16 provision will be part of the board's work plan during 2018 to 2020. The projections developed for the Specialist Provision Review will be refined and refreshed as part of the development of future editions of the Education Commissioning Strategy.

- 1.6.5 The Local Authority will continue to develop closer partnerships with the Education Funding and Skills Agency (EFSA), the DfE and the Regional Schools' Commissioner to ensure that all young people can develop and achieve their full potential through a rich choice of high quality provision.
- 1.6.6 The partnership with Early Years providers is vital in ensuring that North Somerset can provide sufficient and sustainable quality childcare that parents and carers are willing to access. The Early Years Strategy Group provides an essential link between all partners including private, voluntary and independent groups as well as Health colleagues and Council officers.
- 1.6.7 In all types of schools, governing bodies and Multi-Academy Trust Boards have a vital role, focusing on their three core strategic functions: Ensuring clarity of vision, ethos and strategic direction; Holding the Headteachers to account for the educational performance of the school and its pupils; and Overseeing the financial performance of the school and making sure its money is well spent. Governors are key partners in delivering sufficient school places and outstanding outcomes for all.

1.6.8 There are statutory duties that Council's must follow in terms of securing sufficient educational and recreational leisure-time activities for the improvement of young people's well-being (Education Act 1996). In particular, it is the Council's duty to ensure that any barriers to accessing such facilities are removed, and that factors such as availability of transport, income, health and disability, gender or sexuality do not prevent young people from accessing opportunities. This duty is primarily focused on the 13-19 age group, but also includes young people with learning disabilities from 13-24 and recognises the need to provide a range of activities suitable for children of all ages.

In North Somerset, the Council has supported the formation of independent Local Commissioning Networks to deliver a package of recreational, educational, cultural and sporting activities in their area best suited to local needs. These groups work with local young people in establishing their needs and priorities and to raise funds to support their delivery. These networks often work with local town and parish councils to support the process of assessing local need, securing activities and in providing limited seed funding for local positive activity initiatives.

1.6.9 When planning learning provision, our stakeholders will be any person, body or organisation that will have a legitimate responsibility or influence or who could be impacted by the provision of a learning facility for the local community. These could be:

- Pupils
- Existing and potential parents
- Diocesan partners
- Police
- Key health partners
- Youth Networks
- Local residents
- Trust bodies
- Free School promoters
- Regional Schools Commissioner
- Springboard Opportunities Group
- Early Years Providers
- Businesses
- Community Partnership Groups
- Governors
- Neighbouring local authorities
- Other Admission Authorities
- Neighbouring Local Authorities
- Education Funding and Skills Agency (EFSA) and FA and Department for Education (DfE)
- Academies and academy trusts

2 CAPITAL FUNDING AND SCHOOL PLACE PLANNING

2.1 Capital Resources

2.1.1 Capital allocations are mainly available from the following sources:

Funds paid to meet new demand

- Basic Need Funding – paid to LAs to meet the demand for new school places (maintained schools and academies) based on nationally-set formulaic calculations.
- Targeted Basic Need – needs-led bids offered periodically by the DfE and determined nationally. They are paid to the LAs in areas with the greatest need.
- S106/CIL allocations – money paid by housing developers to LAs to contribute towards the cost of essential services needed as a result of their developments
- Free School Bids – see below

Funds paid to help to maintain buildings and other capital assets

- **Condition Improvement Fund** – paid via a bidding process to enable single academies and those in smaller Multi-academy trusts to maintain their estate.
- **School Condition Allocation** - paid to Multi-academy trusts with at least 5 academies and more than 3,000 pupils to deploy strategically across their estate to address priority maintenance needs
- **LA Maintenance Allocations** – paid to LAs to undertake major projects at maintained community/VC/Trust schools.
- **Locally Co-ordinated Voluntary Aided Programme (LCVAP)** – paid to the LA with local allocations agreed between the Diocese of Bath & Wells, the Clifton Diocese and the LA. (In VA schools the responsibility for premises is shared between the school's governing body and the local authority (LA). Allocations are overseen by the school's Diocesan body. The LA has responsibility for the playing fields and the governing body is liable for all other capital expenditure. VA schools are paid on a similar basis to other categories of school, but the governing body must usually pay at least 10% of the cost of capital works).
- **Devolved Capital** - an earmarked sum for each school, based on a formula prescribed by the DfE, to enable school governing bodies to address their most urgent health and safety, maintenance and improvement needs identified through the Asset Management planning process.

Other forms of funding

- **Priority School Building Programme (Phases 1 and 2)** – A nationally led (ESFA) £4.4 billion programme rebuilding and refurbishing school buildings in the worst condition across the country. There are two phases of the programme covering a total of 537 schools. Under the first phase, PSBP1, 260 schools are being rebuilt and/or refurbished: 214 through capital grant and 46 using private finance. The first school opened in April 2014 and the vast majority of others will be open by the end of 2017, two years earlier than originally announced.

Under the second phase, PSBP2, individual blocks at 277 schools will be rebuilt and refurbished using capital grant. The ESFA plans for all PSBP2 schools to open their new or refurbished buildings by the end of 2021.

- **Capital Receipts** – funds from the sale of assets to be reinvested into new schemes.
- **Free School bids** - Free schools are new schools funded by the government run outside of local council control. They are established on a not-for-profit basis and can be set up by charities; universities; independent schools; community and faith group; teachers; parents and businesses. The funds to provide the schools are made available from the EFSA. Free schools can be:
 - New mainstream and special schools to meet basic need and/or another identified need by the group
 - University technical colleges that specialise in subjects like engineering and construction - and teach these subjects along with business skills and using IT.
 - Studio schools are small schools (usually with around 300 pupils) teaching mainstream qualifications through project-based learning. This means working in realistic situations as well as learning academic subjects. Students work with local employers and a personal coach, and follow a curriculum designed to give them the skills and qualifications they need in work, or to take up further education.

Free Schools have created around 750,000 new places nationally in the past six years. In the future however it is likely there will be a departure away from the national commitment to open 100 free schools a year to a 'continuing manifesto commitment for an ambitious but more selective free school programme where there is need and where the school is innovative.'

2.1.2 The funding options available to the Council are significantly reduced. There are risks associated with this such as:

- resources to provide additional basic-need school places in areas of significant growth cannot be afforded from developer contributions and/or basic-need payments alone. The Council can no longer rely on its reserves and where schemes cannot financially be progressed there is a risk that children will need to be transported away from their local area to schools with vacancies (increasing the demand on the home-to-school transport budget)
- governing bodies of LA maintained schools may not be able to maintain their school buildings within their devolved capital allocations, and will look to the

Council to support if involved in major capital schemes. The Council's single capital allocation is insufficient to meet the maintenance backlog of the schools it is responsible to maintain. Most resources will need to be concentrated on basic-need and severe-condition needs alone. Many schools experience suitability issues that can compromise their ability to deliver the curriculum. It is unlikely that any significant suitability concerns in mainstream schools can be addressed during the life of this plan

- any new allocations will not be ring-fenced to meet specific needs i.e. identified allocations for building adaptations to meet Disability Discrimination Act (DDA) upgrades in schools or allocations to upgrade the buildings that support services provided at non-school venues such as Children's Centres or Pre-Schools. Whilst this provides greater freedom in fund allocations, it does mean that previously supported local opportunities may no longer be delivered as funds will need to be concentrated on national and local priorities
- whilst basic need allocations and developer contributions may be used by Council's to support projects at academies, these funds should not be used to upgrade condition or suitability concerns at these schools – Section 6 of the Academies Act 2010 provides that 'Local Authorities must cease to maintain a school on the date which it opens as an academy.' This can lead to tensions where Trust Boards and Governing Bodies may only agree to expansions if the outcome meets their place and condition needs but the funds available should only be used to increase provision.



Sandford Primary

2.1.3 The DfE announced the Capital Allocations to local authorities in England on 3 April 2017. For North Somerset the Basic Need (BN) and Capital Maintenance (CM) allocations are as follows (new allocations for CM and BN announced in April of £22,514,755 in total in bold).

	2017/18		2018/19		2019/20	
	BN (£)	CM (£)	BN (£)	CM (£)	BN (£)	CM (£)
100% allocation	*10,329,834	1,245,106	10,372,286	TBA	21,269,649	TBA
90% allocation	12,455,799	1,120,596	9,335,058	TBA	19,142,685	TBA
10% top-slice	1,383,977	124,510	1,037,228	TBA	2,126,964	TBA

* 2017/18 allocation included a £3,509,942 backdated payment from 2016/17 bringing the total allocation in 2017/18 to £13,839,776

The DfE funding allocations for 2018/19 are expected to be announced in March/April 2018.

The local authority's Infrastructure and Investment Board (IIB) has top-sliced all capital allocations across the Council to support the provision of wider council services, often supporting the provision of infrastructure across the region. Directorates are able to bid for these resources if required.

- 2.1.4 An announcement was also made on 3 January 2017 in relation to Early Years funding where the following North Somerset projects were allocated funding at 75% of the cost of delivery:

Project Name and Submission Lead	Funding at 75% (Inc. of VAT)	25% to be paid by NSC	Total
Birdwell Primary School	£ 331,378	£66,275 (loan from NSC to BA) £44,184 (NSC)	£441,837
Rydal Day Nursery	£ 133,289	£44,429 (paid by Rydal)	£ 177,718
North Somerset Council (St. Anne's CofE Primary School, West Wick site)	£ 579,990	£196,330 (NSC)	£ 773,320
Total	£1,044,657	£306,789	£1,392,875

All projects were required to and have been delivered by September 2017.

- 2.1.5 In addition to the above, the DfE announced on 4 March 2017 capital funds to support LAs in the provision for pupils with special educational needs and disabilities. Local authorities can invest in new places and improvements to facilities for pupils with education, health and care (EHC) plans in mainstream and special schools, nurseries, colleges and other provision. Every allocation is at least £500,000.

This Council has been allocated **£780,484** over three years:

2018/19	2019/20	2020/21	Total
£260,161	£260,161	£260,162	£780,484

- 2.1.6 The Council was unsuccessful in its bid for specialist SEND provision submitted in October 2016.

A review of SEND provision has been initiated for which revenue funding to support LAs in their review of provision has been made available (c£85k). The outcome of the review should include a determination of how the capital funds may be spent, subject to Executive approval. As the allocation verses the need is disproportionate, it was agreed by the IIB that this fund is not subject to a headroom cut.

- 2.1.7 The date and potential opportunities for a Wave 13 Free School Programme are not known at the time of writing this draft strategy. To-date the NSETC is the only school in North Somerset funded through this programme.

- 2.1.8 The **Maintenance** allocation for 2017/18 is currently based on a funding methodology for a 3-year period that takes the following into account:

Direct funding for individual institutions through **Devolved Formula Capital**; and

Funding via **School Condition Allocations** for those bodies responsible for individual institutions.

The DfE is looking to review the funding formula for condition grants that have historically been based on a higher weighting for per pupil ratios that the condition the estate. The Property Data Survey Programme (PDS) carried out in 2012 enabled the DfE to have the necessary evidence to support a greater capital allocation for schools maintenance from the Treasury than in previous funding rounds.

A new Condition Data Collection Survey to be undertake in 2017/18 should enable future allocations to be based on condition needs. This may result in a formula review, the local impact of which is unknown at present.

- 2.1.9 By 1 February 2018, 47 schools in North Somerset were academies. Section 6 of the Academies Act 2010 that 'Local Authorities must cease to maintain a school on the date which it opens as an academy.'

Whilst the Diocese of Bath & Wells and the Diocese of Clifton remain responsible for the upkeep of Church of England and Catholic Voluntary Aided Schools, the Council retains its landlord responsibilities for enduring building compliance is maintained in Community and Voluntary Controlled schools.

The Council's Corporate Property & Asset Management Service offers advice through Compliance Contracts with schools and holds data in relation to building related works and activities. Some of these services are chargeable.

The Council's policy approach to the maintenance of schools it is still responsible to upkeep from April 2018 onwards will be :

- To undertake projects identified as a health and safety risk in accordance with the Council's obligations

- To upgrade LA maintained schools buildings (where a significant capital cost) to meet the SEND needs of pupils as identified in their Education Health & Care Plan (EHCP)
- To meet the urgent maintenance needs of schools that, if not addressed, would prevent pupils attending school. This may involve temporary repairs where the budget will not cover a long-term solution (if required and to be progressed on a needs

The Council will determine capital maintenance priorities once allocations are known. It will retain c£200k pa to meet significant emergency needs. If not required, this and the remaining available funds may be allocated to schools. Funding will be determined by a Panel (including school representation) who will base allocations on the condition surveys of school sites undertaken within 12 – 18 months of the allocation by an accredited professional (RIC or equivalent). Schools wishing to be considered for funding should forward their survey to the Council by the end of April annually. The Panel will review the requests and prioritise allocations based on the criteria above and funding available. Schools may be asked to contribute towards schemes using devolved capital or other school funds if appropriate

As endorsed by the Council's Investment and Infrastructure Board, no school will be considered for a maintenance grant allocation if a move to academy status is known to the Local Authority. The only exception to this policy is if there is an urgent health and safety need on the school site.

The Council will offer assistance where required and practicable to the EFSA to assist their review of the whole school estate during 2017/18. It will also make available to MATs and converting schools any condition or suitability data that it holds where it is able to do so.

2.1.10 The **Devolved Formula Capital** formula has for 2017/18 been calculated based on the same methodology as in previous years, adjusted to account for pupil numbers to reflect the January school census. This funding allocation is likely to change as the Formula Review – once determined – is implemented and more schools transfer to academy status. The allocation for 2017/18 for all North Somerset schools combined is **£278,252**, with an additional **£51,983** for the 8 remaining (from 14) VA schools. Each institution receives an unchanged fixed lump sum of £4,000 and a per pupil rate as below:

Fixed Rates 2018 - 2019	£ per pupil
Nursery/Primary	£11.25
Secondary	£16.88
Post-16	£22.50
Special/PRU	£33.75

In addition to capital grants, the Dedicated Schools Grant provides revenue funding for repairs and maintenance to schools. This can be used for small capital works normally up to a £5k threshold.

2.1.11 The **Locally Co-ordinated Voluntary Aided Programme (LCVAP)** fund paid for VA schools has been set at **£201,171** for 2017/18. This compares with £360,523 in 2016/17 and £390,893 in 2015/16.

2.1.12 At its meeting on 7 February 2017, before the basic need allocation for 2019/20 was known, the Council set a P&C Children & Young People’s capital budget of £31.117m as outlined below:

	2016/17 £000	2017/18 £000	2018/19 £000	2019/20 £000
P&C CYPS Capital Budget	12,750	10,934	7,433	31,117

2.1.13 In order to prioritise future capital projects and develop its capital programme, the Council works to the following priorities:

- Invest to Maintain – extending the life and use of existing assets
- Invest to Grow (Population) – investment in facilitating population growth e.g. **new school places**, more housing and transport links.
- Invest to Grow (Economic) - investment in facilitating economic growth e.g. regeneration projects.
- Invest to Save (Reduced Costs) - designed to generate savings or avoid increasing costs, and includes our traditional invest to save projects e.g. leisure centre enhancements to generate additional income.
- Invest to Save (Generate Income) – investment which generates additional new income, and includes the more recent objective of a sustainable income stream to support Council funding.

The Capital Investment Strategy shows the prioritisation of the current and future capital requirements and includes clear principles and parameters within which investment decisions should be made.

Whilst the Council continues to receive Schools Basic Need grant and Schools Capital Maintenance grant for the schools it is responsible for, 90% of these grants will be allocated directly to the school estate for new place and school expansions and refurbishments as appropriate. This is alongside other funding sources such as s106 contributions/CIL and specific grants. The other 10% of these grants will be pooled with other resources in order to deliver the wider environment and achieve better outcomes (e.g. roads and other infrastructure serving the schools, and community halls that fulfil school needs etc.). Similarly the 10% of capital maintenance grant is also pooled, and prioritised across the whole asset base, to ensure maximum effectiveness of the use of these resources. Where school buildings remain the responsibility of the Council and essential works e.g. health and safety works, need to be progressed, if these cannot be covered within the 90% of resources available, then funding for these works will be considered against the overall prioritisation of these and other Council projects.

Full details of the committee report can be found at <http://apps.n-somerset.gov.uk/cairo/docs/doc27907.pdf>

2.1.14 In making project decisions the Council will also look at the willingness of schools to contribute available school budgets (Devolved Formula Capital, surplus balances, maintenance budgets) to the cost of any scheme.

It should also be noted that whilst the Council can contribute to schemes at academies if they are to create extra school places, Section 6 of the Academies Act 2012 precludes Local Authorities from offering to cover the maintenance and suitability costs needed to upgrade an academy site. Council's must cease to maintain a school on the date which it opens as an academy. Any approved project at a maintained school that converts or intends to convert to academy status during the financial year would be placed at risk. It is possible that any non-basic-need funding could be removed or reduced to a pro-rata allocation and any further funds removed or reclaimed from the school.

2.1.15 Some schools and the local community still look to the Council to ensure the sufficiency of places whether for pre-school, school or post-16 provision. The Council is no longer the direct provider for such needs in all cases. Whilst the duty remains, funds and new school sites available to progress new provision may not be available to the Council.

This change provides many risks, most notably a lack of sufficient capital resources to meet local educational needs. There is a tension between the need for new homes and a viability pressures quoted by developers who often claim they are unable to provide sufficient funds to cover the full costs of educational infrastructure needs alongside all of the requirements of new residential developments and the reasonable profits of any scheme.

Whilst the Council will continue to strategically plan for overall local needs, external opportunities, such as the establishment of free schools, can and will mean that plans will need to be adapted if they become overshadowed by external changes outside the Council's control. This could be especially problematic where funds are needed in a specific area (village) to meet basic need requirements, but are compromised due to the delivery of a new form of provision (free school) that results in a surplus of places within a nearby location elsewhere. In addition, the size of a new school may not be compatible with the preference externally for all new free schools to be full with 420 pupils within four years of opening.

2.2 School Place Planning

2.2.1 North Somerset Council has clear strategies for school place provision. Organisational and building changes will be progressed where they contribute to school standards, maximise the opportunities offered by new technology and provide, where appropriate, community facilities to support national and local agendas, and meet pupil demand.

Within North Somerset, effective school planning will:

- ***support schools in providing 'inclusive and improving' education that is financially viable, achieves the highest possible standards and ensures the full participation of all learners, especially our most vulnerable and disadvantaged learners*** - parents expect to send their child to a high quality local

school or provision and to be afforded a reasonable element of choice. Schools will be encouraged to explore the development of partnerships with other schools or education partners where this can enhance teaching and learning, school to school transition, pupil placements that compare well with a school's overall capacity, and their overall sustainable financial viability and effective governance. ~~Amalgamations (on same and dual sites) may also be explored where the same benefits can be achieved~~

- **add diversity (i.e. category of school) and choice to place provision within North Somerset.** Council officers will support sustainable quality learning provisions, working to provide new schools and alongside existing settings to meet the needs of learners, irrespective of the type of provision
- **give value for money and ensure that scarce building resources are allocated to support the aims and priorities contained within this plan** – use capital resources wisely to meet the needs of learners (this may necessitate making difficult decisions about the viability of some sites where other local facilities can meet the demand for places. Where financially possible, learning facilities fit for 21st century teaching and learning for all pupils should be provided. The Local Authority must ensure that a justifiable allocation of Council Tax payers' money is distributed across the school estate

2.2.2 The following principles are applied when reviewing the type of mainstream provision in North Somerset:

a) Expansion of schools – in supporting local schools for local children and restricting the carbon travel footprint, the Council will not normally look to support the expansion of a consistently good or outstanding popular school where it a) admits a significant percentage of its pupil population from outside its local area or b) where significant vacancies exist at neighbouring schools (within 2 miles for a primary school and 3 miles for a secondary school). When reviewing demand for school places, it will consider the numbers of pupils in and around the locality of the school, standards and Ofsted ratings, as well as demand for school places, and act in the interests of all schools and all parents in the community to provide sustainable and cost effective school places.

Where there is an interim need for extra places at a school for 'bulk' admissions, provided notification of an increase in potential offers is received in good time to administer the locally agreed co-ordinated admissions scheme, 'breach' increases in admission levels can be implemented.

The Council supports partnership working and would hope that the needs of the area are considered by schools and partners when planning school expansions.

b) New housing developments – new housing developments are likely to trigger a need for the expansion of existing schools or the provision of new facilities. It is expected that this infrastructure will normally be funded through either s106 contributions or the Community Infrastructure Levy (CIL).

The need for new provision will be dependent on a number of factors as shown in Section 3 below. The Council will:

- consider the expansion of existing schools/academies where standards are consistently rated as good or outstanding. This may include increases in provision on the existing school site and/or the expansion of an age range on a new or existing site
 - establish new academy free schools via national guidelines. There is an expectation that the academy chain will be rated good/outstanding
- c) Surplus places – the Council plans to meet its sufficiency duties within school place planning clusters (as defined by the Council) that allow for the movement of pupils based on previous admission trends. It recommends/works to an aspiration that there should be between 5 – 7 % surplus places across individual schools or the wider planning areas to meet the needs of static and growing communities. This is to ensure that there are places available to those seeking school allocations outside the normal school admissions rounds, and to enable these schools/communities to benefit from extra resources should the areas they serve grow due to new housing developments.

Where the numbers of surplus places in a school are, or are predicted to be, in excess of 15% the Local Authority will discuss with the Governors of the school/its MAT Trust Board actions to remove these places. The Council expects academies and other own-admission authority schools to act to reduce long-term surplus places by reducing their admission levels/re-designating surplus accommodation as appropriate, and to act in the interests of the wider community.

The Local Authority will suggest that MAT Trust Boards review the viability of their schools that have more than 25% surplus places, especially where standards are low or where floor standards necessitate a review of provision. It will recommend and work with academies to review their provision to ensure that place availability is appropriate to local need.

- d) Places filled at North Somerset schools by non-North Somerset residents – the Council will work with the MAT of these school(s) to explore options to ensure their longer-term viability when the numbers of non- North Somerset residents are in excess of 50% of their regular intake and there is an external trigger that necessitates a review.
- e) The Local Authority will ~~consider and may recommend a change of organisational status (Collaboration, Federation, shared or Co-operative Trusts, Amalgamation, to Multi-Academy Trust (MAT)) or work with governors to encourage them to explore (and adopt if appropriate) new governance arrangements when:~~

~~—there is a large surplus of places as determined by the Local Authority's projections within more than one school in a cluster (e.g. 25% or greater), and the children from~~

~~these schools could reasonably be expected to attend an amalgamated school at one of the school sites (the maximum travelling time being 60 minutes)~~

~~a school is deemed to be financially non-viable and a Collaboration, Federation, Shared or Co-operative Trust, Amalgamation or MAT with another school(s) is considered to be better value for money and in the best interests of the pupils of the schools~~

a school is causing continued concern in terms of levels of achievement or floor standards or Ofsted category, as determined by the School Improvement Categorisation process, and changes to governance arrangements may best meet the needs of the local community

a school has had two consecutive 'Requires Improvement' judgements. ~~(In such cases the Council will always automatically undertake a Review of Governance and Headteacher Competence).~~

For further information, please refer to the [Statutory Guidance for schools causing concern](#).

The Council will support schools who develop formal Federations where these support the sustainability of the school(s) and where they contribute to school improvement outcomes and continuing staff personal development.

- f) School Closure – the Local Authority will not normally consider schools for closure unless standards are low (below floor targets) or it is in an Ofsted category, surplus places are in excess of 25% and all measures taken to improve the teaching and other facilities available to children and their families have failed. The decision to close a school where all of the above apply may be taken in extreme circumstances following sensitive consultation. The Local Authority will consider a move to academy status where there is evidence of capacity for sustainability and improvement.

Where a school is judged to be 'Inadequate' the Secretary of State may direct the Local Authority to close the school. The Secretary of State can direct a Local Authority to cease to maintain a school where that school is eligible for intervention by virtue of it being inadequate only. This will usually be done where there is no prospect of the school making sufficient improvements. Before this power can be exercised, the Secretary of State must consult:

- the Local Authority and the governing body of the school;
- in the case of a Church of England school or a Roman Catholic Church school, the appropriate Diocesan Authority;
- in the case of any other Foundation or Voluntary school, the person or persons by whom the foundation governors are appointed;
- such other persons as the Secretary of State considers appropriate

If the direction to close a school has been given, the Local Authority will be expected to meet any costs of terminating staff contracts and make appropriate

arrangements for the pupils continuing education, whether in a replacement school, or through transition to an alternative school.

Power to Make an Academy Order

Section 4 of the [Academies Act 2010](#) permits the Secretary of State to make an Academy Order in two circumstances: firstly, on the application of a school's governing body under section 3; or secondly, if the school is eligible for intervention within the meaning of Part 4 of the 2006 Education and Inspection Act.

The Education & Inspection Act 2006 requires that a Local Authority, or governing body, that is considering proposing the closure of a rural primary school **must** consider the following matters, when formulating their proposals:

- the likely effect of the discontinuance of the school on the local community
- the availability, and likely cost to the Local Authority, of transport to other schools
- any increase in the use of motor vehicles which is likely to result from the discontinuance of the school, and the likely effects of any such increase
- any alternatives to the discontinuance of the school.

g) As required by HMI, the Local Authority must monitor the progress of all LA maintained schools who receive a 'Requires Improvement' judgement for a 2nd time to secure rapid improvement within an agreed timescale. This work will be overseen by the Education Excellence Partnership Board. The Council will consider issuing a Warning Notice if significant improvements are not made within agreed timescales.

h) Partnerships – the Council supports the engagement of all schools in North Somerset within the 'Family of Schools'. It is supportive of schools working in partnerships with others to improve learner outcomes; share good practice; provide greater financial security and create opportunities for financial savings; reduce teacher and support staff workloads; provide co-accountability for standards; and support and improve school governance.

i) Size of provision – all new provision for the primary age in North Somerset (school or building) will preferably be through all-through primary schools or part of an all through school. Unless set in a rural location (where a 105 place school is part of an academy chain), all schools will normally enable at least one form of school entry (30 places per year group and 210 places overall) or two forms of entry (60 places per year group and 420 places overall). Where there is evidence of demand a 525 or 630 place school will be provided.

The Council would normally only support the expansion of secondary provision up to a maximum of 1700 places across the 11 -16 age range (2000 – 2200 places overall) if there is local demand.

j) ~~Size of small schools - the smallest rural primary school will normally accommodate at least up to 105 pupils. For small schools there is an expectation that Governing Bodies will share good practice and resources through formal partnerships. Where~~

~~schools have fewer than 90 pupils, such formal partnership arrangements with other schools must be in place to ensure longer-term sustainability.~~

~~k) The Council will normally support the provision of a small school in a rural area only. In supporting the requirement to provide value for money in terms of revenue and capital budgets, significant capital resources will not normally be granted to maintain small school buildings in towns. An exception will be made where the school is good/outstanding and there are no other viable options for maintaining or expanding school place provision. Capital receipts from the relocation of small school buildings in towns may be used to support new methods of delivering the needs of that school community within the same town or district.~~

l) Special Educational Needs and Disabilities - the LA recognises the good work of teachers in enabling pupils with a range of learning difficulties to achieve the highest possible standards within mainstream schools. However, it also recognises that the effective inclusion of pupils with complex difficulties is a significant challenge to school staff, and is committed to maintaining and enhancing the support available to mainstream schools.

The Specialist and Alternative Provision (AP) Review will inform how future provision will be commissioned.

m) The LA makes every effort to place children in local schools, but does recognise that there are a small number of pupils whose needs are so severe and complex that they require provision that is only available in maintained or Independent schools outside North Somerset.

The Tuition Service, based in Nailsea, caters for all age groups from Key Stages 1 - 4 who are out of school. Programmes are delivered:

- At Home - on occasions lessons will need to take place at home for an agreed number of hours depending on health and circumstances, subject to regular review
- In the community - Where tuition is not possible in the home, or if it is not advisable if a student is becoming isolated, then tuition may be arranged in the community. An emergency contact form will need to be completed if a tutor is to act 'in loco parentis' in such cases. Tuition could be arranged in Public libraries, Community centres, Museums etc.
- In the Centres - It may be determined that tuition should be provided in Centre either in small groups or on a 1 to 1 basis. The service aims to provide a core curriculum to GCSE or other accredited qualifications and to plan for Post 16 progression. We support and advise students in making decisions about their future
- Through reintegration packages within the student's mainstream school

The service concentrates on delivering core subjects such as English, Maths and Science with a range of accredited qualifications. It also offers GCSE ICT, Art, Functional skills and BTEC Diplomas, which are studied in mainstream schools. They plan and support post 16 progression. Curriculums are mainly designed to meet the needs of an individual basis, taking into account the needs of the young

person and the school. Input and advice is also taken from parents/carers and other external organisations and professionals.

Students referred with acute illnesses and high levels of anxiety are able to continue to cover most of the curriculum they would normally manage in a mainstream school through detailed curriculum planning.

Progress and achievement is governed by the diverse complex medical needs of the students referred. Needs against ability is carefully assessed to enable students to access a balanced curriculum. In many cases, each learner has a bespoke education package.

The main focus of Tuition is to work with students, families and other professionals to overcome barriers to prepare the student for a return to mainstream provision.

n) Secondary provision – the core principles for new secondary provisions are that:

- the local school should be the natural and easy choice for parents providing good /outstanding education, high standards of care and an environment that enables all children to flourish and contribute to the economy
- for new housing developments or where a significant numbers of pupils are transported to school(s) and a new school would be viable, the local authority will investigate and promote the provision of a new academy(ies) to meet communities needs
- where possible, pupils should be able to walk or cycle to a school within the statutory distance from their home address
- schools must welcome and provide effectively for all children across all cohort settings
- schools must prepare children and young people to be responsible residents who are able to contribute positively to the broader community and economy
- all schools should foster strong, cohesive communities so that the local area benefits from a secondary school at their heart, contributing to their community
- in order to provide the best education for the 11-16 population, secondary schools should not normally serve fewer than 6 forms of entry (up to 180 pupils per year group) or more than 12 forms of entry (up to 360 pupils per year group). Where there is evidence of local demand, larger provision could be considered

All established schools should look to offer places to their intake PAN as the cohort moves into other year groups

o) To meet diversity and choice for all, the Council will actively support opportunities to develop new models of learning e.g. Enterprise Technology Colleges, Technical Academies, Free Schools and Studio Schools where they meet clear local learner need, support educational attainment, engagement and economic development.

- p) School clusters - North Somerset Council will use its school clusters to monitor and manage school place provision.
- q) Pupils entitled to free home to school transport assistance will be supported with their travel arrangements provided they are attending the nearest appropriate school to their home address and they fulfil the statutory requirements for assistance. This may or may not relate to the First Geographic Area determined by a school within their own admission arrangements. Details of the Council's home to school transport policy are available at <http://www.n-somerset.gov.uk/wp-content/uploads/2017/08/DEC-1718-DE-109-HOME-TO-SCHOOL-POLICY.pdf>
- r) The Council will encourage the establishment of pre-school provision for 2 and 3 year olds onto school sites where there is need and where it is financially and physically possible. This will be through:
- Private, Voluntary and Independent (PVI) provisions
 - A change of lower age range of the school to accommodate younger pupils
 - A locally based school provider i.e. Governing body led provision

- 2.2.3 North Somerset Council will work to reflect the new range and diversity of all schools, working with the Regional Schools Commissioner, known and new academy sponsors, Weston College, private education companies, the Diocese of Bath and Wells, Diocese of Clifton, the Methodist Church and all other partners to ensure that the range of provision across the district meets the needs of pupils, parents and carers, including unattached asylum seekers, those from recognised ethnic groups and children looked after.
- 2.2.4 The emotional health and well-being of children and young people in North Somerset is of prime importance. Comprehensive Child and Adolescent Mental Health Services; schools; Local Authority services; and voluntary organisations work together in a number of ways to support this agenda. Strategic direction for this work is provided through the Children and Young Peoples Mental Health and Wellbeing Partnership. There is also parallel work, such as the recent Zero Suicide discussion, that crosses children's and adults services. On the ground level, secondary schools have recently been supported to audit their practice with regards to supporting students' emotional health and well-being. The Council promotes partnership work on a systemic level with our secondary schools through organisations such as the Vulnerable Learners' Service, and support for individual students where there are concerns continues to be available from the Specialist Child and Adolescent Service, and from the provision made within the schools themselves such as school counsellors and learning mentors.
- 2.2.5 Early Years provision is mainly provided by the Private, Voluntary and Independent (PVI) sector. As a commissioner of services, the duty to provide places is held with the Council. There are no capital funds automatically available to pay for new or to support existing providers in supplying new or maintaining place provision. The duty to provide places was, from September 2017, extended to introduce the entitlement to 30 hours of childcare for children of working parents.

- 2.2.6 The Council will continue to consider the need for extra pre-school facilities when embarking on any capital programme at a primary school and, where need is identified locally, at a secondary school. Where physically and financially possible, the inclusion of early year's facilities will be part of the scope of capital projects carried out by the Council. The Council may require a contribution from a private provider/academy towards the cost of capital works if appropriate.
- 2.2.7 It is important to stress that in relation to school buildings, the core purpose of the buildings is to deliver teaching and learning to school aged pupils. Where the buildings can facilitate joint working this should always be encouraged. Pupil demand will, however, always take precedence over other uses. Flexibility over changes of use must be incorporated into any long-term plans.
- 2.2.8 Parents and/or carers are legally responsible for their children's attendance at school and for their travel to and from school. Whilst the legal responsibility for ensuring that children attend school is with parents/carers, North Somerset Council also has a duty to support parents/carers by providing Travel Assistance in certain circumstances. Assistance is provided based on the statutory guidance produced by the Department for Education in July 2014, which can be viewed in full at: <https://www.gov.uk/government/publications/home-to-school-travel-and-transportguidance>

To qualify for transport assistance all three of the criteria below must be met;

- Criteria 1: Children have to be of Statutory School Age
- Criteria 2: The school attended is the Nearest Appropriate School with a place available
- Criteria 3: The distance between home and school measured by the shortest available safe route is over the Statutory Walking Distance

The council is not obliged to offer any particular type of Travel Assistance. Following confirmation of eligibility, each child's transport requirements is assessed and the Council determines the type of Travel Assistance to be offered. Whilst an offer of eligible Travel Assistance can be made there is no obligation on the parent or carer to accept the offer. The Council has a general duty of responsibility, as directed by Government, to promote the use of sustainable means of travel wherever possible. Subject to eligibility, examples of the type of Travel Assistance that will be offered by the council include:

- a bus ticket
- a rail ticket
- entitlement to travel on a private hire coach or minibus
- entitlement to travel in a taxi or other form of private hire vehicle
- reimbursement for parents/carers mileage at a rate set by the council
- a Personal Travel budget (PTB) for parents/carers

Each offer made is assessed and determined using the Council's judgement of Reasonable Cost. The Council may decide to not offer certain types of Travel Assistance where the cost to the public purse would be unreasonable and another valid type of Travel Assistance would be available. Should parents or carers wish to

appeal against the offer made for eligible Travel Assistance, or the decision to refuse an application for Travel Assistance, the Council has an established Appeals Process in place.



Looking West At East Corner

Gordano School

DRAFT

3 NEW DEVELOPMENTS, DEVELOPER CONTRIBUTIONS AND NEW SCHOOL COMPETITIONS

3.1 New Developments

- 3.1.1 The Council's Core Strategy housing requirement, confirmed and adopted on 10 January 2017 – see <http://www.n-somerset.gov.uk/wp-content/uploads/2015/11/Core-Strategy-adopted-version.pdf> is 20,985 dwellings for the period 2006 – 2026.

8,847 dwellings have been built between April 2006 and March 2017. This leaves a current residual requirement of at least 12,138 to be delivered between 2017 and 2026 to meet the 20,985 number of dwellings in the housing target. Now that the Core Strategy housing target has been confirmed as 20,985 dwellings 2006-2026 this allows the Council to proceed towards adopting the Sites and Policies Part 2: Site Allocations Plan. The table below, reflects the latest proposal, which is subject to approval.

A Joint Spatial Plan (JSP) for the period 2016 - 2036 was circulated for consultation between 22 November 2017 and 10 January 2018. This outlines the key strategic sites that are proposed to be developed to meet the housing supply needs during this period. The developments within the JSP are an indication of developer interest and demand and may or may not be supported by the Council. The strategies and delivery plans in this Commissioning Strategy, whilst they do not cover detailed plans for the period to 2036, have been developed with future needs in mind. The JSP is available at <https://www.jointplanningwofe.org.uk/consult.ti>

- 3.1.2 The Council, as the commissioner of places, operates within a complex and changing children's services environment. This brings with it a range of risks, opportunities and financial pressures. The Council's aspiration is for 'local schools for local children' whereby pupils should be able to attend a local school that enables them to achieve their potential. This aspiration also covers the needs of pupils with SEN and Disabilities. The Council will look to allocate a place within the district or at the closest establishment offering appropriate education to their home where possible. Provision covers the impact of new development on facilities for early years/children's centre facilities, primary, secondary, post-16, Special Education Needs and Disabilities, transport to school and youth facilities. Full details of how the Council claims development contributions can be found within the Council's Supplementary Planning Document at <http://www.n-somerset.gov.uk/my-services/planning-building-control/planningpolicy/>
- 3.1.3 It is expected that new developments are likely to be concentrated in the areas shown below:

Location	Required	Built by 2017	To follow	
Developments identified in the North Somerset Site Allocations Plan (SAP)				
WSM Villages	6,500	835	5,665	
Weston urban area	6,479	3,096	3,383	
Portishead	3,421	2,878	543	
Clevedon	768	401	367	
Nailsea	1,267	203	1,064	
Service villages	2,412	784	1,628	
Other areas	1,438	650	788	
Developments identified in the West of England Joint Spatial Plan (JSP) [note: at the time of writing, this plan is at an early stage and remains subject to further rounds of public consultation and examination).				Total SAP + JSP not yet built
Banwell	1,900	0	1,900	
Churchill	2,800	0	2,800	
Nailsea	3,300	0	3,300	4,364
Backwell	700	0	700	
Weston urban area	1,000	0	1,000	4,383
Other	1,000	0	1,000	
Total	32,985	8,847	24,138	

3.1.4 Development proposals will be expected to provide a contribution towards the cost of infrastructure. For school and pre-school places, home to school transport and other children's services such as youth and Children's Centre provisions, infrastructure related costs permitted by law will be collected through Section 106 agreements and/or through a Community Infrastructure Levy (CIL) now that a Charging Schedule is in place (from 18 January 2018). CIL is a tariff of charges that will be applied to new developments to help fund infrastructure to support growth. For most developments, this will be the means through which they contribute to the delivery of the school places needed as a result of new housing.

From 18 January 2018, and for those allocations collected before 2014, contributions from S106 Agreements may be pooled to meet the costs of strategic infrastructure, where this meets the legal tests set out in the Community Infrastructure Regulations. Once the Charging Schedule is in place, S106 Agreements will continue to be used for site specific costs and affordable housing.

The Council may choose to designate some parts of North Somerset as "Strategic Development Areas" or "Strategic Development Locations". This will normally be where more than 500 homes are expected to come forward in close proximity, or

where otherwise the scale of development has a disproportionate impact in terms of the infrastructure that will be required. Development within Strategic Development Areas (SDAs) will pay a lower rate of CIL but may be required to make additional provision for infrastructure through legal obligations known as “Section 106 agreements”. These set out the individual items of infrastructure required for a development, and how they will be provided. In many cases this is expected to include educational facilities.

3.1.5 Developer contributions may only be required by the Council in specific circumstances where the infrastructure to be provided is proven to be:

- (a) necessary to make the development acceptable in planning terms; and
- (b) directly related to the development; and
- (c) fairly and reasonably related in scale and kind to the development

With the introduction of CIL, the following will also apply:

- (d) not funded or expected to be funded through the CIL; and
- (e) not already the subject to five or more other S106 agreements.

The Council cannot require S106 and CIL contributions towards the same infrastructure. A Regulation 123 List” has been published setting out which infrastructure is expected to be funded from which source. This is available to view at www.n-somerset.gov.uk/cil

3.1.6 Under the terms of the regulations set out above, where there is capacity within current structures, developers cannot be made to contribute towards infrastructure needs. If they are able to show, due to surplus places in the school estate for example, that pupils can be accommodated in current structures, no developer contributions should be claimed. The challenge for the Council, working alongside schools and academies, PVIs and community groups, is to prove need in the longer term i.e. in 10-15 years’ time. Where there is significant over-capacity, the developers can also claim that future need must be paid for locally as a result of natural growth.

3.1.7 The Council, working with academies/schools/PVIs, will encourage these providers to be flexible in their place capacities, utilising opportunities to increase provision to meet developer need as and when appropriate. As businesses, adjusting to meet current need may not form part of the long-term business plans of these organisations. Many schools are reluctant to show a decrease in places available, even when their capacity is often less than the maximum numbers of pupils who could attend the school should they be full in all cohorts. The changing role of the Council makes implementing choices strategically in one area to benefit another even more challenging, especially as institutions will normally concentrate on introspective planning school by school or within their own Multi-Academy Trust.

3.1.8 Decisions as to whether the Council will ask for a contribution (full or part) towards the provision of necessary infrastructure will be considered on a case by case basis. This is because the need for new or expanded provision will be dependent on factors such as:

- i. The availability of existing infrastructures and whether if it can meet the projected requirements of the new development in full or in part
- ii. The impact any contribution will have on the overall pooling of wider development options
- iii. Whether 'works in kind' will deliver for the community more effectively

The Council will aim to collect all People and Community contributions, where possible, at the start of a development or as soon as possible thereafter. This is to enable the Council to have facilities in place as soon as reasonably practicable once the new dwellings are starting to be delivered. Where a developer can prove that this will affect the viability of the development, exceptions may allow funding to be released across the development (in percentages to be agreed on a case by case basis).

3.1.9 Where sites have already been identified in the Sites Allocation Plan to meet the education needs of a new development and are in the ownership of the Council, or where expansions to existing provision have been recently assessed and can be seen to accommodate an expansion without compromising the education already being provided, there is an expectation that developers will make financial contributions to fund or part fund the cost of new schools/pre-schools/community resources where appropriate to meet the infrastructure needs generated by their development.

Where sites have already been identified in the Sites Allocation Plan to meet the education needs of a new development but are not owned by the Council or the developer, the Council will expect the developer to pay for/contribute towards the cost of purchase of the site and to make financial contributions to fund or part fund the cost of new schools/pre-schools/community resources where appropriate to meet the infrastructure needs generated by their development in proportion to the above conformity tests.

Where sites have already been identified in the Sites Allocation Plan to meet the education needs of a new development and are in the ownership of the developer there is an expectation that developers will provide the allocated land (at their cost) and make financial contributions to fund or part fund the cost of new schools/pre-schools/community resources where appropriate to meet the infrastructure needs generated by their development.

Where no sites have been identified in the Sites Allocation Plan to meet the education needs of a new development and where expansions to existing provision cannot be seen to be accommodated without compromising the education already being provided, the Council will expect the developer to make financial contributions to fund or part fund the cost of new schools/pre-schools/community resources where appropriate to meet the infrastructure needs generated by their development including a sum towards a possible future land purchase.

In all cases, the conformity tests in 3.1.5 must be met.

3.2 People and Communities Directorate Requests

3.2.1 The People & Communities Directorate will seek (externally and/or internally as appropriate) education contributions in all cases where the schools serving the development are estimated to have a deficit of places of less than a 5% surplus. This is because the Council needs to ensure there are 5% of places available to support

migration to the area and parental preference. Most schools in the North Somerset area are either operating at or close to capacity, or are forecast to be so in the near future. This is a result of an increase in births over the last decade, and the high level of house building in the area, which is seen as attractive due to the districts distinctive benefits and its close location to Bristol.

Without the provision of additional places at schools close to a new development, it will be necessary for the Council to transport pupils to schools further from their home address, and beyond the statutory walking limit, although it is possible that these schools will also have a shortage of places.

3.2.2 For primary school places, in general, where the needs of the development cannot be met in full or in part at the local school, (external and internal) contributions will be requested as below:

- ✚ For developments where the need for a new 210-place or larger school is shown, land and the delivery of the school and pre-school to the Council's specifications and based on the DfEs Building Bulletin BB103. This will include a site to meet at least the mid-range size in accordance with BB103 plus the necessary increases in site size for the pre-school and any shared community facilities (if appropriate). The site will need to allow for the provision of sports pitches and outdoor space to meet the needs of the school and the community it serves
- ✚ Where a development is planned to grow in phases, the Council will look to the developer to provide land and the infrastructures needed for the larger school (including playing fields) and pre-school and any shared community facilities (if appropriate). Whilst the hall, staff room and other infrastructure requirements must be provided at the outset, the Council will agree to the delivery of additional classrooms at later stage provided these have been allowed for in the capacity of the initial provision and the design of the site
- ✚ For developments where fewer than 210 primary-aged children are generated, the Council will expect :
 - The developer to pay for the necessary extra class bases and the additional infrastructure needs required for either 105 or 210 new places at the nearest North Somerset good/outstanding school to the development (the appropriate school) so it can operate within BB103 guidelines and supporting building bulletins and early years guidance.
 - Where the nearest appropriate school is in excess of 2 miles as a safe walking route from the development, or the route to school is deemed to be unsafe, the Council will expect the developer to contribute towards the cost of home to school transport (as assessed) for a period of 7 years from the start of the new development
- ✚ Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new school to serve a range of new communities

For all new schools, the developer will be expected to pay for the Fixtures, Fittings and Equipment (FFE) at a rate of £10k per class base. Where new class bases at an

existing school are to be created within existing accommodation, the same contribution may also be required for FFE.

3.2.3 For secondary school places, in general, where the needs of the development cannot be met in full or in part at the local school, (external and internal) contributions will be requested as below:

- ✚ For developments where the need for a new 900-place or larger provision is shown, land and the delivery of the extra places and pre-school, if required, to the Council's specifications and based on the DfEs Building Bulletin BB103 and supporting building bulletins. This will include a site to meet at least the mid-range size in accordance with BB103 plus the necessary increases in site size for the pre-school and any shared community facilities (if appropriate). The site will need to allow for the provision of sports pitches and outdoor space to meet the needs of the academy and the community it serves
- ✚ Where a development is planned to grow in phases, the Council will look to the developer to provide land and the infrastructures needed for a larger school (including playing fields) and for the pre-school and any shared community facilities (if appropriate). Whilst the hall, staff room and other infrastructure requirements must be provided at the outset, the Council will agree to the delivery of additional classrooms at later stage provided these have been allowed for in the capacity of the initial provision and the design of the site
- ✚ For developments where fewer than 900 children are generated, the Council will expect :
 - The developer to pay for the necessary extra class bases for whole tutor group increases in capacity (30 extra pupils per year group) and the additional infrastructure needs required at the nearest good/outstanding North Somerset secondary school able to expand so it can operate within BB103 guidelines.
 - Where the nearest appropriate school is in excess of 3 miles as a safe walking route from the development, or the route to school is deemed to be unsafe, the Council will expect the developer to contribute towards the cost of home to school transport (as assessed) for a period of 7 years from the start of the new development
- ✚ Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new school to serve a range of new (and existing) communities

For all new schools, the developer will be expected to pay for the Fixtures, Fittings and Equipment (FFE) at a rate of £10k - £15k per class base (dependant on the faculty to be expanded). Where new class bases at an existing school are to be created within existing accommodation, the same contribution may also be required for FFE.

3.2.4 As at January 2017, 0.7% of North Somerset's primary-aged pupils and 0.5% of its secondary-aged pupils have a Statement of Special Educational Needs (Statement) or Education and Health and Care (EHC) Plan. This compares with 1.3% of primary and 1.7% of secondary pupils across England (<https://www.gov.uk/government/statistics/special-educational-needs-in-england->

january-2017). These children are educated, wherever possible, in a provision and location that best meets their specific needs. A developer contribution is calculated based on applying these percentages to the primary and secondary pupil yields resulting from the development and multiplying the result by the average capital cost for SEND pupils.

[Building Bulletin](#) 104 outlines the range of requirements for such specialist facilities. The percentage of SEND pupils is reviewed annually.

- 3.2.5 The Council is developing its strategy for the provision of SEND places across the District. Further details of this will be provided during the life of this plan – see 1.5.8 above.

Currently, children with additional needs may be educated at their local school or at a specialist provision located within or outside of North Somerset. Where the needs of the development cannot be met in full or in part within the district, contributions will be requested as below :

- + For mainstream schools, the developer is to pay for nurture group facilities and/or specialist equipment (hearing loops etc.) to meet the requirements of pupils with additional needs to study alongside their peers
- + For specialist provisions, the developer is to pay for the necessary extra class bases and additional infrastructure needs for whole tutor group increases in capacity (6 – 10 extra pupils per class group) at the nearest good/outstanding North Somerset school able to expand so it can operate within BB104 guidelines
- + Due to the needs of the pupils attending specialist provisions, the Council will expect the developer to contribute towards the cost of home to school transport (as assessed) for a period of 7 years from the start of the new development
- + Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new school to serve a range of new communities

- 3.2.6 The Council will only expand schools that are not classed as good or outstanding by Ofsted in exceptional circumstances. This will normally be where the school has the capacity to improve or it is to be supported by another good/outstanding school on its journey to good/outstanding within its Multi-Academy Trust (MAT).

- 3.2.7 Contributions to cover the Supervision of Works on the above schemes will be requested at a rate of 1.75% of the gross construction costs.

- 3.2.8 Revenue funding and procurement set up costs will be requested when a development requires a new school. The amounts required will be calculated on a scheme by scheme basis dependant on the size of the school. Such contributions will be used to assist the new academy and Council in cover pre-opening expenses.

- 3.2.9 Demand for nursery/pre-school facilities will be made with reference to an audit of childcare provision for 0 – 4 year olds in the area of the proposed development. If the audit shows there are insufficient places, then a request will be made for the provision of early year's facilities. The Council has a statutory duty to ensure sufficient provision and will seek contributions for developers/set planning conditions to ensure sufficient places across the district.

The Statutory Framework for Early Years Foundation Stage sets standards for provision and states that any buildings used for childcare must have 3.5m² per child younger than 2 years, 2.5m² for 2-year-olds and 2.3m² for 3 – 5 year-olds. The Council will use developer allocations to provide accommodation and commission places from schools and the PVI sector. The Council will also explore options for the developer to deliver the provision, for example through community or commercial-based providers at bespoke accommodation provided by the developer as part of employment-led obligations.

Pre-schools or nursery classes will be included on all new primary and secondary school sites where practicable. Where the needs of the development cannot be met in full or in part within that district, contributions will be requested as below :

- ✚ The developer to provide at least two nursery classes with supporting facilities for 2 and 3 year olds built to the DfEs Statutory Guidance for Early Year Foundation Stage requirements at any new school in their development area. The provision may be overseen by the school or a Private, Voluntary or Independent (PVI) provider
- ✚ The developer to provide for at least one, preferably two nursery classes for 2 and 3 year olds with supporting facilities built to the DfEs Statutory Guidance for Early Year Foundation Stage at the nearest good or outstanding North Somerset school able to expand to include this provision. The early years setting may be overseen by the school or a Private, Voluntary or Independent (PVI) provider. Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new early years setting to serve a range of new communities
- ✚ Where the needs of the development cannot be included as part of a school and/or the need for early years places exceeds the places available locally, the developer must include the availability of early years facilities as part of their business requirement offer for their development. The size and nature of this provision will be assessed in accordance with conformity tests. Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new early years setting to serve a range of new communities

3.2.10 Where additional places are required before the delivery of extra accommodation, a contribution towards the cost of home to school transport for pupils from the development may be requested in line with the conformity tests shown in 3.1.5 above for a period of 7 years.

The current [Home to School Transport Policy](#) is to assist with transport between home and school for statutory school age pupils, where the school attended is the nearest appropriate one, as defined by the Authority; and the distance between home and school, when measured by the nearest available safe walking route, is two miles for pupils up to and including the age of 7 years and 3 miles for pupils aged 8 and above. For secondary schools, account will also be taken of the development's 'area' school (i.e. the school that is designated to serve pupils within that community regardless of the distances to other local schools).

North Somerset Council has a policy of supporting local schools for local children where appropriate and will in all cases seek to avoid transporting children if a local school place can be provided. In particular at primary age, the Council will prioritise options to deliver school places within a safe walking distance of a maximum two miles of new housing, and will seek contributions for new provision within that area rather than ongoing transport obligations.

School places can only be deemed to be 'available' to development residents if accessible via a Safe Route to School. Determination of whether a route is safe lies with the Integrated Transport Unit. Where places are available (or are made available) at a school within the required distances but routes are not deemed to be safe, developers may be asked to carry out or fund improvements to walking routes to bring them up to the necessary standard, both within and outside of their development site. Where additional provision is made within a new development, a key starting point of the design of the site should be to ensure Safe Routes to School.

In the event that a local school place is not available and arrangements to secure an increase in local provision cannot be secured or is not appropriate locally, the Council will seek to place pupils at the next nearest school with a vacancy. If this school is more than the statutory walking distance (2 miles for pupils under 8 years of age, or 3 miles for pupils aged 8 and above), costs will be sought to compensate the Council for any travelling expenses to the nearest setting with a vacancy for a period of up to 7 years.

It is estimated that the annual cost for providing transport to enable primary aged pupils to attend a school more than 2 miles from their home could be up to £11,400 per annum (£60 per day x 190 days), although this would be dependent on the number of pupils and resulting mode of transport that is appropriate and, in the case of secondary age pupils, the availability of public transport. The cost of public transport (if reliably available) currently stands at approximately £850 per school year per pupil if a pupil is offered a school place more than 3 miles from their home address.

If it is necessary to provide a taxi/minibus/coach, the cost can range from the provision of taxi at the cost £11.7k to a minibus at the cost of £19k per annum to a 53 seater coach at a cost of £32k per annum dependent on the journey.

All costs will be determined on a case by case basis.



3.2.11 North Somerset Council is under a statutory duty to secure access for young people to sufficient educational and recreational leisure-time activities which are for the improvement of their well-being (Education Act 1996. S507B). In particular, it is the Council's duty to ensure that any barriers to accessing such facilities are removed, and that factors such as availability of transport, income, health and disability, gender or sexuality do not prevent young people from accessing opportunities. This duty is primarily focused on the 13-19 age group, but also includes young people with learning disabilities from 13-24 and recognises the need to provide a range of activities suitable for children of all ages.



Winford C of E Primary School

3.2.12 The Council also has a statutory duty to provide Children's Centre facilities offering support to families from ante-natal onwards. The number of children likely to need these services will be based on the pupil yields at the Early Years' stage; however the contribution required will be calculated on the existing provision in the area and if/

how this will need to be expanded to meet the additional need. This could be supporting new classes or programmes, or for larger developments a physical expansion to a building may be required.

The Council is undertaking a Community Access Review (CAR) with the aim of co-locating its services to the public. At the time of writing this strategy, Phase 1 of a CAR Review is being implemented. The Council will look to secure appropriate provision for Children’s Centre Services. This could range from a new co-located provision in areas of significant residential growth, to a request for funds to make infrastructure upgrades at other community asset serving their local community.

Demand for Children Centre Services will be made with reference to an audit of childcare provision in the area of the proposed development. If the audit shows there is a need, then a request will be made for the additional facilities.

Development contributions in the form of the CIL may be used to support this work, subject to the council’s prioritisation of funds received.

3.2.13 In all of the above cases, contributions will be assessed to meet the conformity tests listed in 3.1.5 above.

3.3 Projection Methodology

3.3.1 The numbers of pupils generated from new homes is dependent on the size, types of homes supplied and the rate of build. For homes in new estates, primary school pupil yield is normally expected to peak within 5-10 years of the completion of any new development. Secondary school demand will normally peak around 4-5 years later.

The calculations used to assess developer contributions take account of pupil intake and the number of pupils estimated to be on roll. The Council uses the DfE cost indicator, which is subject to change as the rate is amended by the DfE, to determine contributions.

3.3.2 The Council’s pupil projections model looks at the types of dwellings and bases projected demand on five data sources to calculate the pupil yield ratios. They are:

1. North Somerset’s Planning Application database.

This provides the details of the types of dwelling, e.g. 3 bed market¹ house that have been built. A total of 3,320 dwellings have been profiled, built between 2007 and 2016. The types of dwellings used in the analysis can be seen in the table below.

Profile of dwelling types used in pupil yield generation

Affordable / Market	Dwelling Type	Number	% of all dwellings profiled
Market	1 bed flat	142	4.3%
	2 bed flat	629	19.0%
	2 bed house	210	6.3%
	3 bed house	963	29.0%
	4 bed house	746	22.5%

¹ The term ‘market house’ is used to identify houses that are sold on the open market, as opposed to ‘affordable home’ which includes dwellings owned by housing association, for example.

	5 bed house	84	2.5%
Affordable	1 bed flat	41	1.2%
	2 bed flat	143	4.3%
	2 bed house	176	5.3%
	3 bed house	156	4.7%
	4 bed house	30	0.9%
	5 bed house	0	0%

2. An extract from North Somerset's Council Tax database was used to determine when each dwelling was first occupied. From this, the number of years since construction could be calculated.

3. Pupil numbers and their school years for each dwelling were generated by matching the new dwellings to the October School Census² data for each year using a property's UPRN (Unique Property Reference Number)³.

4. GP registration data from 2011 to 2016, containing children registered with a GP as at the 31st of August, were used to calculate the number of 0-4 year olds living in new developments by dwelling type by number of years after completion.

Number of pupils living in profiled new developments by year added into the calculation of the pupil yield ratios

Year added to dataset	Number of 0-4 year olds (GP registration data as at 31 st Aug)	Number of primary pupils (October School Census)	Number of secondary pupils (October School Census)
2011	293	296	131
2012	458	508	219
2013	540	639	244
2014	625*	802	306
2015	667*	961	369
2016	702	1,118	444
Cumulative Total – Pupils#	3,285	4,324	1,713
Cumulative Total – dwellings analysed#	13,784	13,784	13,784

* - Early Years ratios not updated

- A particular dwelling or pupil can appear more than once in a cumulative total. For example, a dwelling will appear separately as 1 year after completion, 2 years after etc. and a pupil living in a new development will appear once each year.

² A statutory Schools Census is carried out three times a year (October, January and May), with results submitted to the DfE.

³ The School Census only collects a pupil's postcode. In order to match it to an individual dwelling so that the dwelling type (house / flat, number of bedrooms, affordable / market) is known, all pupils and their addresses with UPRN were exported from the Council's pupil database and matched to the Census data using each pupil's UPN (Unique Pupil Number). The outputs from the matching process are numeric ratios for use in the model, with no personally identifiable items (UPN, UPRN).

5. Office for National Statistics (ONS) 2011 (national) Census data at Lower Level Super Output Area⁴ level was used to calculate pupil and Early Years ratios for mature developments.

In addition, where there was uncertainty over the type or the number of bedrooms a dwelling had, colleagues in Street Naming and Numbering and Housing Strategy (covering affordable dwellings) were consulted.

An example of a required financial contributions is shown below:

Dwelling Type	Number of dwellings	
	Market	Affordable
1 bed flat	20	6
2 bed flat	10	5
2 bed house	58	25
3 bed house	60	25
4 bed house	25	13
5 bed house	3	0
Total	176	74

Category	Number of pupil places required	Cost multiplier per pupil	Developer contributions forecast
Early Years*	27	£12,625.00	£340,875.00
Primary	94	£12,257.00	£1,152,158.00
Secondary	67	£18,469.00	£1,237,423.00
SEND**	1.24	£68,000.00	£84,027.60
Youth Provision	67	£150.00	£10,050.00
Total	256		£2,824,533.60

*40% of peak 2-3 year olds & 100% of peak 3-4 year olds

**0.78% of primary and 0.75% of secondary

3.3.3 Local authorities nationally face challenges in developing pupil projections. In North Somerset, whole area predictions have been deemed accurate in the past. The DfE reports annually on the quality of Council forecasting and in 2016 North Somerset was deemed to have a 100% accuracy rating for one and three year primary projections and a +0.8% and +2.4% accuracy for secondary projections for the same one and three year periods respectively. This level of accuracy compares very favourably with that from other local authorities.

3.3.4 Significant analysis has been carried out in North Somerset Council on the pupil yield from new developments. This has informed our projection methodology and showed that the use of just two ratios – one for primary and one for secondary per 100

⁴ <http://www.ons.gov.uk/ons/guide-method/geography/beginner-s-guide/census/super-output-areas--soas-/index.html>

dwellings - was too simplistic to generate realistic pupil numbers. The number of bedrooms a dwelling has and whether it is an affordable or a market dwelling greatly influences the number and profile of children likely to live in it. The mix of housing types in a new development will significantly shape the profile of current and future pupils living in that development over time. When large scale developments are built over many years, the rate of build also has a significant impact on when the peak number of pupils likely to require a school place will occur, before the development eventually matures and pupil numbers settle at a reasonably consistent level.

- 3.3.5 Dwellings in new developments have been analysed each year and revised ratios calculated, which have been used to update the model. Whilst the complexities and unknowns with regards to house occupation and pupil movement are many, it is hoped that the amount of analysis undertaken in preparing the model, and the explanation of the assumptions that have been built in to the model, mean that it is viewed as the best means to project pupil numbers from new development in North Somerset. For more details about the model contact the Business Intelligence Service at North Somerset Council at business.intelligence@n-somerset.gov.uk

3.4 Definitions and Obligations

- 3.4.1 Each new development application that is eligible to for developer obligations (i.e. developments within Strategic Development Areas) will be considered on its own individual merits, but:
- in general older persons' units will be considered exempt from any People and Communities education contribution (although individual circumstances may vary this ruling)
 - reductions are applied for some affordable housing units to account for those who move from within the local area and already have school places – to add the policy.
 - Developer contributions will be payable in respect of the net increase in the number of homes
- 3.4.2 Where a development is planned to grow in phases, the Council will look to the developer to provide land and the infrastructures needed for the larger school (including playing fields). Whilst the hall, staff room and other infrastructure requirements must be provided at the outset, the Council will agree to the delivery of additional classrooms at later stage provided these have been allowed for in the capacity of the initial provision and the design of the site.
- 3.4.3 School buildings should be built to the highest standards possible. This will be in accordance with BB103 and other relevant national standards.

When looking at the new sites they should :-

- Be a rectangular plot, the sizes of which should be appropriate for the different sized schools and/or where other facilities available from the site are added
- Of a suitable shape to incorporate buildings, hard/soft play areas, shared facilities, parking, community access etc., whilst meeting the needs of the surrounding buildings and any necessary planning conditions
- Must be in accessible location and have at least two separate approaches
- Must have discreet access to shared facilities (internal and external)

- Have appropriate access/egress/parking facilities/surrounding road infrastructure must comply with NSC requirements/current policies and traffic impact assessment needs. The site should facilitate the provision of 'Safe Routes to School.'
- Land must be delivered in virgin state without contamination, well drained and free of constraints including noise and air pollution and archaeological interests
- Developers should not use the school land as a solution to their wider developer infrastructures such as for drainage routes or swales
- Have suitable topography for the school's needs
- Have access to services including broadband fibre connections that must be available, with all costs to facilitate their supply met by the developer
- Appropriate road and travel infrastructures to and from the school must be provided by the developer

Schools buildings must:

- The building must, as a minimum, comply with the mid-point of BB103 requirements. The building must also comply with BB102
- A full production kitchen must be delivered in accordance to NSC specifications to meet the needs of the delivery of meals to all pupils on the site (school/pre-school as appropriate)
- External wall construction needs to be robust and suitable for a school environment where balls etc. can be kicked against walls without detriment to the finish.
- ICT – A suitable connection to building via the appropriate connection (i.e. fibre) to be installed to enable connection to broadband services
- The toilets should allow for privacy and be age appropriate with the correct numbers in accessible locations for all ages of pupil. Good access to washing facilities should be available. There should be no urinals. Toilets should be constructed in an open and unisex manner, to prevent potential for bullying. Toilet cubicle doors should be full height and each one to be ventilated adequately. Toilet facilities for disabled pupils should be provided in the same location to the ambulant disabled persons standard
- Nursery toilet door heights to be confirmed with the end user prior to construction commencing
- Floor finishes – barrier matting must be included at every external door location and suitably sized. The type of matting should be either recessed in mat wells or of an agreed alternative design
- Under floor heating is the preferable system (i.e. normally no radiators in classrooms or circulation spaces), noting that PE stores need to be excluded to enable mats to be stored.
- The site generally should be free from both underground and over-ground services. In particular, the site should not have restrictive services such as power, gas, water sewerage etc. that impinge upon the site development. The site should however be provided with services such as power, water, telecoms, drainage – to enable the construction of a school. The services to be terminated within the site

boundary in a location that is within 20m of the likely position of the new school building.

- The site should not be below a flight path for aircraft either taking off or landing at Weston
- No site should be with the HSE restricted zones for high pressure gas storage units or pipelines
- If there are rhymes or other water courses, the site should be transferred only once the requisite maintenance works have been completed to the satisfaction of the Environment Agency or Internal Drainage board as applicable. Maintenance access to the watercourse should be excluded from the transferred land or appropriate measures put in place to enable access without impinging upon the site area and use.
- Sites should not be affected by ecological or conservation constraints. Prior to transfer, the site should be subject to an ecological survey and the results issued for acceptance by the local authority.
- Sites should not be affected by Archaeological constraints. Prior to transfer, the site should be subject to an Archaeological Desktop survey. If it is recommended that trial trenches should be dug, these should be completed prior to transfer, at the cost of the contractor. The NSC Archaeological Officer will need to approve that the site can be constructed upon, following receipt of the survey and trial trench findings.
- The site should be sited such that it is not affected by noise from adjacent highways or industrial sites. The contractor to provide noise assessments prior to transfer to demonstrate that the site is suitable.
- The surrounding development should be designed to provide at least two entrances to the site that are suitable for school coaches (52 seater), refuse and general deliveries. The surrounding road infrastructure should also suite parking for parents who drive to school and drop/collect children, without adversely affecting the residents. Due cognisance of the Supplementary Planning Document – North Somerset Parking Standards – November 2013, should be complied with.
- All internal and external doors should be installed with integral anti-finger trap designs. Examples of such doors are Leaderflush Shapland Sentinel or Hazlin Safehinge.
- The site should not normally be with Environment Agency flood zone 3a or 3b classification. If it is appropriate mitigation measures should be in place without cost to the Local Authority or school.
- On completion, the contractor to provide the required maintenance contract for the duration of the defects correction period at no cost to the school or North Somerset Council. The rationale being that warranties must remain valid and no complications regarding liability.

3.4.4 The Council has a strategy, contained within this plan, to provide set sizes of schools. Within the primary sector all class structures must enable schools to comply with infant class size requirements and therefore support multiples of 15 or 30 pupils per class base.

3.4.5 Secondary schools normally work to tutor group structures of between 28 to 30 pupils. The complexities of increasing a tutor group at secondary school are equally significant. At secondary level it is not the case of adding extra class bases. The

creation of appropriate accommodation to meet curriculum delivery requirements (i.e. specialist teaching facilities) may necessitate a review of the accommodation across a whole schools site. Only in this way can deficit needs in all areas be resolved by with co-located new or remodelled accommodation.

Many schools are reluctant in increase their capacity unless significant numbers of extra pupils can be assured. This way they will then attract the revenue necessary to fund whole new class or tutor bases. A development generating 40 pupils in excess of the full capacity of a local school leads to one of two outcomes – those pupils unsuccessful in obtaining a local place are transported to the next nearest school with a vacancy or the school expands by a 0.5 or greater additional form of entry in a primary school or a tutor group in a secondary school and the school has to fund ‘ghost’ school places from the revenue allocations based on the numbers of pupils on roll.

3.4.6 New requirements have been agreed for school place provisions in the Area Guidelines for Mainstream Schools, (BB103 [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/324056/BB103 Area Guidelines for Mainstream Schools CORRECTED 25 06 14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/324056/BB103_Area_Guidelines_for_Mainstream_Schools_CORRECTED_25_06_14.pdf))

3.4.7 Where the numbers of new homes are such that up to 6 secondary-aged forms of entry are needed, the Council will normally expect the developer to provide land and a new school, built to Council specifications, (or a financial contribution to pay for the cost of providing the new school and its equipment and infrastructure needs). Whilst new requirements have been agreed for school place provisions in the Area Guidelines for Mainstream Schools (BB103 - [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/324056/BB103 Area Guidelines for Mainstream Schools CORRECTED 25 06 14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/324056/BB103_Area_Guidelines_for_Mainstream_Schools_CORRECTED_25_06_14.pdf))

The Council will examine on an individual basis developments or a combination of developments within each secondary school’s first geographic area (‘catchment’) to judge whether additional pupils can be accommodated at the local school without detriment to current provision and standards. The Council will expect at least a financial contribution to pay for the cost of providing the new school places and resulting equipment and infrastructure needs.

Where appropriate, contributions from multiple developments may be combined and resources pooled to create a new school to serve a range of new communities – see 3.1.9 above.

3.4.8 Where significant numbers of new school places are required, often at the start of a major new development, the Council will ask for the schools within the new housing areas to be ‘future-proofed’ and built to enable a phased increase in provision to be added at a later stage. For example a one or two-form entry school may need to be built with the hall, staff rooms, main group rooms etc. appropriate to the capacity of a larger school. This would enable further class bases and other supporting facilities (such as a pre-school; sixth form facilities) to be added at a later stage in the development, without comprising the delivery of education at the functioning school.

3.4.9 Where the numbers of additional pupils generated from a new housing development are not sufficient to enable a new school or extended school structure to be sustainable, the Council may agree to the following:

- To oppose the development on the grounds that the needs of pupils cannot be met within that local community;
- To consider whether the demand for places in other areas can be combined to enable any new infrastructure to be viable (taking into account which developments will be providing funding through the CIL and which through S106). Where appropriate, the Council will seek a percentage contribution appropriate to the cost of any new provision from each developer
- Seek compensation in terms of infrastructure needs at the nearest available good or outstanding school(s) with vacancies, together with at least a 7-year contribution (but normally 10 years) to the cost of transporting pupils to school

3.4.10 The Council will claim for infrastructure needs for the statutory obligations of the People & Communities Directorate as outlined in 3.2.2–3.2.12 above.

As an interim measure, to meet demand generated prior to new infrastructures being in place, the Council will seek contributions from developers towards temporary classrooms and supporting accommodation at existing schools where required. It will also ask for the appropriate temporary indoor and outdoor facilities for proposed new schools with nominated sponsors to be provided if, for any reason, the delivery of a new buildings are delayed at no fault of the Council.

3.4.11 When considering a 'local school' for primary schools, this will normally be a school within 2 miles (as a safe walking route) from the child's home. Many parents of primary aged pupils expect a school place for their child within an 800m walking and 1600 cycle/scooting distance from their home (although this is not a legal entitlement).

3.4.12 When negotiating agreements with developers, the Council will, if at all possible, ensure input from the promoter of the (new) school into its design and final specification. All buildings should meet national requirements as well as North Somerset bespoke specifications.

3.5 New School Competitions

3.5.1 [The Education Act 2011](#) gives Local Authorities 'a critical new role as strengthened champions of choice, securing a wide range of education options for parents and families, ensuring there are sufficient high-quality school places, co-ordinating fair admissions, promoting social justice by supporting vulnerable children and challenging schools which fail to improve.' There is an expectation that within the schools' system, academy status will be the norm and that where there is a need for a new school, the first choice will be a new Academy or Free School. Where the Local Authority is unable to identify a suitable sponsor to open a new school, it will be 'able to contact the Secretary of State for Education so that together such a sponsor can be found.

3.5.2 Local Authorities have a statutory duty under [section 14\(3A\)](#) of the Education and Inspections Act 1996 to exercise their functions with a view to securing diversity in the provision of schools, and in increasing opportunities for parental choice when planning the provision of school places. In ensuring that there are sufficient schools in its area, the Council will always promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential.

3.5.3 The Council has a vision to provide 21st century learning facilities for its pupils where children can be inspired to learn and develop educationally, morally and emotionally in safe, secure and physically and financially robust establishments. It is therefore vital that schools/academies should be at the centre of the communities they serve, providing genuinely personalised learning experiences for their pupils; engaging environments for parents, carers and the local community; and providing a wide curriculum of learning that leads to high standards and good behaviour within specialist facilities.

In all cases and where practicable and needed, for all new schools delivered by the Council, it will seek to maximise the community use of school facilities outside of school hours to meet the needs of the local community and provide a revenue stream for the school.

3.5.4 In addition to creating the right internal accommodation to meet curriculum needs, the Council expects all new schools/ school expansions in areas of design significance to be important buildings, contributing to their urban environment. This can add to the cost of a new building and should be a financial consideration when allocating resources to build any new school.

3.5.5 The Council has a range of Supplementary Planning Documents (SPDs) that provide guidance on North Somerset Council's policy requirements. These include, for example, design standards; parking requirements; and the provision of informed Travel Plans. They can be viewed on the Council's website at: <http://www.n-somerset.gov.uk/my-services/planning-building-control/planningpolicy/supplementary-planning-advice/adopted-supplementary-plans/supplementary-plans-adopted/>. New school buildings will be expected to comply with these standards where reasonably practical, and/or to provide explanation where those standards cannot for some reason be met.

3.5.6 All new schools/academies should be community resources that are committed to work together as well as extensively and effectively with parents, other providers and wider children's services. They should deliver with other partners a wide offer of teaching, learning and other services; meeting additional pupil and family needs; ensuring that problems are identified and addressed universally; maximising pupil and family learning improvements; and making the greatest use of their community resource to ensure collective accountability in the local area.

3.5.7 North Somerset Council will seek to ensure that all learning establishments within the district are committed to working together to meet the best interests of children and families. It will lead and facilitate this ethos, sometimes acting as a brokerage service across the district and ensure that any new education partners subscribe and commit to North Somerset Council's learning principles. The Council will ensure that, where possible, schools should facilitate access to wider community resources.

3.5.8 When considering new school place provision, North Somerset will:

- establish new academy free schools via national Presumption Route Free School guidelines
- where appropriate, work with its partners to expand consistently good or outstanding popular academies and schools. This may include increases in

provision on an existing site and/or an expansion of age range on a new or existing site, all within national guidelines

- work with good/outstanding Multi-Academy Trusts (MATs) to support their Free School bids where they are consistent with the Council's strategic plans.

3.5.9 Where a new school is needed and more than one provider asks for the Council's support with their bid, providers will be expected to submit Local Intentions of Interest to the Council. These will be considered by the Council in accordance with the guidelines outlined in 3.5.14 below. The Council will support the group that best matches its strategic obligations. The preferred sponsor will be notified of the Council's support.

(The Council's decision not to support a Free School submission by a MAT will not stop that organisation from progressing with their application to the DfEs Free School Unit).

3.5.10 The Council will work with developers and support them, where possible, in providing new school buildings and community resources to the Council's specifications as part of their infrastructure obligations.

3.5.11 To support new infrastructure, the People & Communities Directorate will:

- bid for the use of Council capital receipts (where appropriate) to support new or expanding school projects within North Somerset or to support bids for external funds where a local commitment to the overall resources is expected;
- progress internal and external bids with the aim of securing Council capital funds. These may be generated from the increase in Council tax revenue due to the higher number of homes within the district

3.5.12 New School Competitions – a decision to request an Expressions of Interest (EOI) process for a new school will be made by the Executive Member for Children & Young People's Services, having regard to the recommendations of the CYPS Policy and Scrutiny Panel.

The Strategic Planning & Governance Service/Pupil Places and Planning Team will oversee the EOI process. Whilst it is recognised the Secretary of State is the Decision Maker, officers will review all submissions. The application process will normally include written submissions and interviews with strong applicants able to show that they can fulfil the criteria shown in the specification detailed in 3.5.14 below. Officers will make recommendations of support to the P&C Directorate Leadership Team and the Executive Member for Children & Young People's Services. The recommendations will also be shared with the CYPS Policy and Scrutiny Panel's School Organisation Task and Finish Group.

The regulations prevent the publication of the Council's preferred sponsor. Details of this organisation will normally be included with the submission of all Expressions of Interest sent to the Secretary of State following the Council's conclusion of its EOI process. Secretary of State decisions are normally made in around 6 weeks. It is anticipated the whole process will take around 6 – 9 months to complete.

3.5.13 The Council will take all necessary steps to ensure that the widest possible range of groups or organisations that might be interested in establishing the new school are aware of the opportunity to do so, and that they have sufficient time to develop proposals. Local good or outstanding academies that are interested in submitting a proposal to run a new school will need to have, or will need to acquire, both Academy status and sponsor approval. The Department's list of approved sponsors can be accessed on the DfE website <https://www.gov.uk/government/publications/academy-sponsor-contact-list>.

The Department for Education will also play a role in generating interest from high quality proposers – by posting details of new academy/free school proposals on its own website, encouraging key stakeholders to do the same and by sign-posting proposals to existing sponsors or potential sponsors who we are aware are keen to operate in that region.

3.5.14 In expressing an interest, locally it is expected that potential promoters will be able to satisfy the following requirements:

- have the ability to operate a co-educational school of the size and admission level requested within the expression of interest
- be a member of a successful Multi- Academy Trust supported by other good/outstanding schools
- for (at least) primary schools, provide an opportunity for a pre-school to operate from the site for at least up to 60 part-time learner sessions (30FTEs). (This could be run by a private, voluntary or Independent provider or the school/academy)
- be able to provide an inspiring, aspirational, clear and succinct vision, clearly showing what the school's ethos and key features will be
- be able to provide a clear vision for teaching and learning, and show how success will be measured
- provide evidence of sound safeguarding practice and compliance with national requirements
- have the capacity and capability to deliver the new school, based on a proven record of delivering successful schools either independently or alongside other recognised stakeholder partners
- provide inclusive and improving education that can be proven to be financially viable and deliver value for money
- prove that it will engage with, inspire and motivate its pupils and staff so that they achieve the highest possible standards and outcomes
- enable the full participation of all learners
- ensure that the needs of our most vulnerable learners are met
- in meeting the terms of the s106 agreement, provide local school places, with particular regard to meeting the needs of potential residents from any new development
- in working in partnership with other local schools, will not promote or encourage a large-scale relocation of existing pupils from another site
- where needed, provide high quality education for the residents generated from any new development before the opening of the new school buildings (for which funding in accordance with the s106 agreement may be available to assist with this provision)

- enable community facilities to operate from the site including at least the use of the school's sports facilities, hall and group rooms for community use and the availability of (where appropriate) pre-school facilities for at least 2 and 3 year olds
- work in positive partnership with North Somerset Council's People and Communities Directorate (P&C) to enable services to support families being available in the locality
- demonstrate that they support UK democratic values including respect for the basis on which UK laws are made and applied; respect for democracy; support for individual liberties within the law; and mutual tolerance and respect
- attend Council meetings on request to report on the progress of the school(s) they are working with and provide data, as requested by the Council, to enable the LA to monitor their performance
- cover all reasonable costs in relation to the transfer of land.

3.5.15 Any establishment directly involved in the strategic planning of the need for a new school within the district prior to the publication of an EOI will not be encouraged to submit an EOI for any new school within that area. This is because this may give the organisation an unfair advantage over other promoters within the competition process.

3.5.16 In moving to a commissioning role it is not appropriate for any added members of the CYPS Policy and Scrutiny Panel to take part in the Panel discussions and decisions. Added members are however welcome to address the Panel within the arrangements made for public discussion (Standing Order SS09).

The same will also apply to any Member who has a personal interest in providing a new school. If a personal interest, the Member may speak and vote on the matter. If a prejudicial interest is declared, the Member should leave the Chamber whilst the matter is being dealt with but may first make a personal statement on the matter as if they were a member of the public addressing the meeting under the Public Participation Procedure. The Member must immediately leave the meeting at the start of debate on the agenda item.

If the Member leaves the Chamber in respect of a declaration, he or she should ensure that the Chair is aware of this before he or she leaves because it should be recorded in the Minutes.

3.5.17 All proposals received will be assessed and the Council will advise the DfE of their preferred sponsor. The Secretary of State for Education will take the Council's assessment into account, along with any additional relevant factors. The Secretary of State reserves the right to overrule any local process and agree a sponsor from the Department's list of approved sponsors on the basis that there may be further evidence about a proposer, or proposers, which means that none of those put forward are suitable. The national intention is to ensure that the school is always established by the best proposer possible.

As part of the planning process for new schools, the Council will also undertake an assessment of the impact of the proposal, both on existing educational institutions locally, and in terms of impact on particular groups of pupils from an equalities perspective. This is to enable the Secretary of State to meet the duties under section 9 of the Academies Act 2010 and under section 149 of the Equality Act 2010. In the

unlikely event that the Secretary of State has concerns about the level of analysis, the Council may be asked to undertake further work on their impact assessment.

In accordance with the regulations the Council will await the Secretary of State for Education's decision before formally making public the outcome of their assessment or the result of the EOI process.

3.5.18 The Council is responsible for providing the site for the new school, and meeting all associated capital costs. It is also required to meet the revenue costs of the new provision by making provision in its growth funds to support increases in pupil numbers relating to basic need.

From April 2013 the Schools Budget has been responsible for funding all pre-opening and all post-opening start-up costs associated with establishing new presumption route provisions (to meet basic need) in academies and free schools. The latest policy for calculating these resources was agreed by the Strategic Schools Forum (SSF) in January 2017, where the budget for proposed exceptional pupil growth was increased and agreed to reflect the numbers of known new places required at that time. The funding for new growth forms part of the overall North Somerset allocation and as new places are provided, the funds available to other schools and academies could be adjusted accordingly. The formula allocation is calculated in accordance with the Schools and Early Years Finance (England) Regulations 2016.

3.5.19 For new schools there is a one off pre-opening set up allocation (provided the school is meeting basic need requirements and has been strategically planned by the LA) allocated on the basis of the details below:

- Pre-Opening - the actual funding provided to new schools is currently determined on a case by case basis and takes into account the local context and potential impact on the sustainability of other schools. One off pre-opening set up costs are allocated on the basis of the details below:
 - A Headteacher at an appropriate scale point as laid out in the School Teachers Pay and Conditions document for the planned size of the school for the agreed period of time prior to opening
 - Administration support on an appropriate grade for a comparable school of equal size for the period of time equal to that of the Headteacher
 - Initial office equipment, premises and consumables to cover temporary office costs in the period before the school opens. There is no fixed period prior to opening, that these arrangements need to be in place for, but 5 months is considered as the minimum.
- In the first year the delegated budget share, for the period of the financial year open, is currently based on estimated pupil numbers with social deprivation and SEN data based on the average of up to three schools of the same phase with demographic characteristics similar to those expected for the new school. SEN data is based on this methodology for the first three financial years that the school is open. Estimated pupil numbers are used for new schools and schools that have opened in the last seven years and do not yet have pupils in every year to which the school can admit. For new schools opening after 1 April 2017, the initial

funding allocation for the school will be based on the number of first preferences received by the application closing date. Where the application closing date is later than the Authority Proforma Tool (APT) submittal date, the number of first preferences received up to the date of the APT submittal will be used.

- A school will also be allocated a post opening grant, allocated on a lump sum basis, of £50,000 per financial year. Post opening funding is time limited to a maximum of 5 years from opening for primary schools on the presumption the school will have a clear plan to operate at the planned admissions number and so by this time the school will be viable through the usual funding mechanisms. This encourages efficient deployment and allocation of resources as the school grows and protects the growth fund against long term, non-sustainable commitments where demographic change falls short of expectations.

3.5.20 Local authorities are expected to work with selected proposers to agree a reasonable and mutually acceptable funding allocation for the Council to cover pre- and post-opening costs. The Department will provide a one-off payment of £25,000 to the successful proposer for the legal costs associated with establishing a new academy/free school. Upon opening, the school will be funded by the Education Funding Agency on the same basis as other academies and free schools in the same area.

Whilst the revenue costs associated with opening a new school do not fall directly on the Council's budget, the implications on the budget share for schools within the district should be noted. At the time of writing this draft strategy the implications of the outcomes of the National Fair Funding Formula Review are not known. There is a risk that pre and post-opening costs could become a responsibility of the Council in the future. Requests have been made by recently opening schools for the Council to support their revenue costs whilst the academy grows and is meeting the Council's basic need obligations. In times of significant Council budgetary pressures, this is not always possible.

3.5.21 Expanded site Intentions (size and age range) – where local places are needed and this can be addressed by the expansion of an existing school, where more than one establishment may be deemed appropriate for expansion, a decision to request Local Intentions of Interest for providing new school places will be made by the Executive Member for Children & Young People's Services, having regard to the recommendations of the CYPS Policy and Scrutiny Panel.

The Strategy and Governance Service/Pupil Places and Planning Team will lead the Local Intentions of Interest process. Officers will review all submissions and make recommendations of support to the P&C Directorate Leadership Team, the Executive Member for Children & Young People's Services and the CYPS Policy and Scrutiny Panel following interviews with those submissions that best meet the specification shown in 3.5.14 above.

Expressions will need to show:

- how well the additional places are located to meet growth and, in the case of Special School provision, whether the school is able to meet the needs of the additional young people requiring a Special School place

- standards in the school - it is expected that schools that expand will be Outstanding or Good *
- the capacity of the school to provide suitable accommodation on the site, within existing space and within planning/building constraints
- the popularity of the school
- the potential of any expansion to create overprovision or reduce diversity of provision in an area.

* Where no solution to a requirement for additional places can be found that meets this criterion, consideration will be given to expansion solutions where a school can evidence sufficient leadership capacity and standards are improving towards good.

3.5.22 In such cases as in 3.5.21 above, the Council will normally oversee consultations and publish any statutory proposals to expand a community or VC school. Such decisions will usually be made by the Council's Executive.

For academies and Foundation/Trust schools, in agreed circumstances the Executive Member for Children & Young People's Services may decide to support a proposal made by the Governing Body of a school or the Trustees of an Academy if their proposal meets the strategic aims of this strategy and of the Council.

The Academy would be expected to follow the making Significant Changes to an existing Academy Guidance issued by the DfE— see <https://www.gov.uk/government/publications/making-significant-changes-to-an-existing-academy> The Regional Schools Commissioner is the decision maker, having regard to the determination of the local Headteachers Board.

Foundation and Trust Schools will need to follow the guidelines outlined by the DfE in their publication Making Prescribed Alterations to Maintained Schools - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/51454/8/16-04-06_FINAL_SO_Guidance_PA_Regs.pdf The Council's Executive Committee is the decision maker for these proposals.

3.5.23 The Council will support the schools and academies in their requests provided they match its strategic obligations.

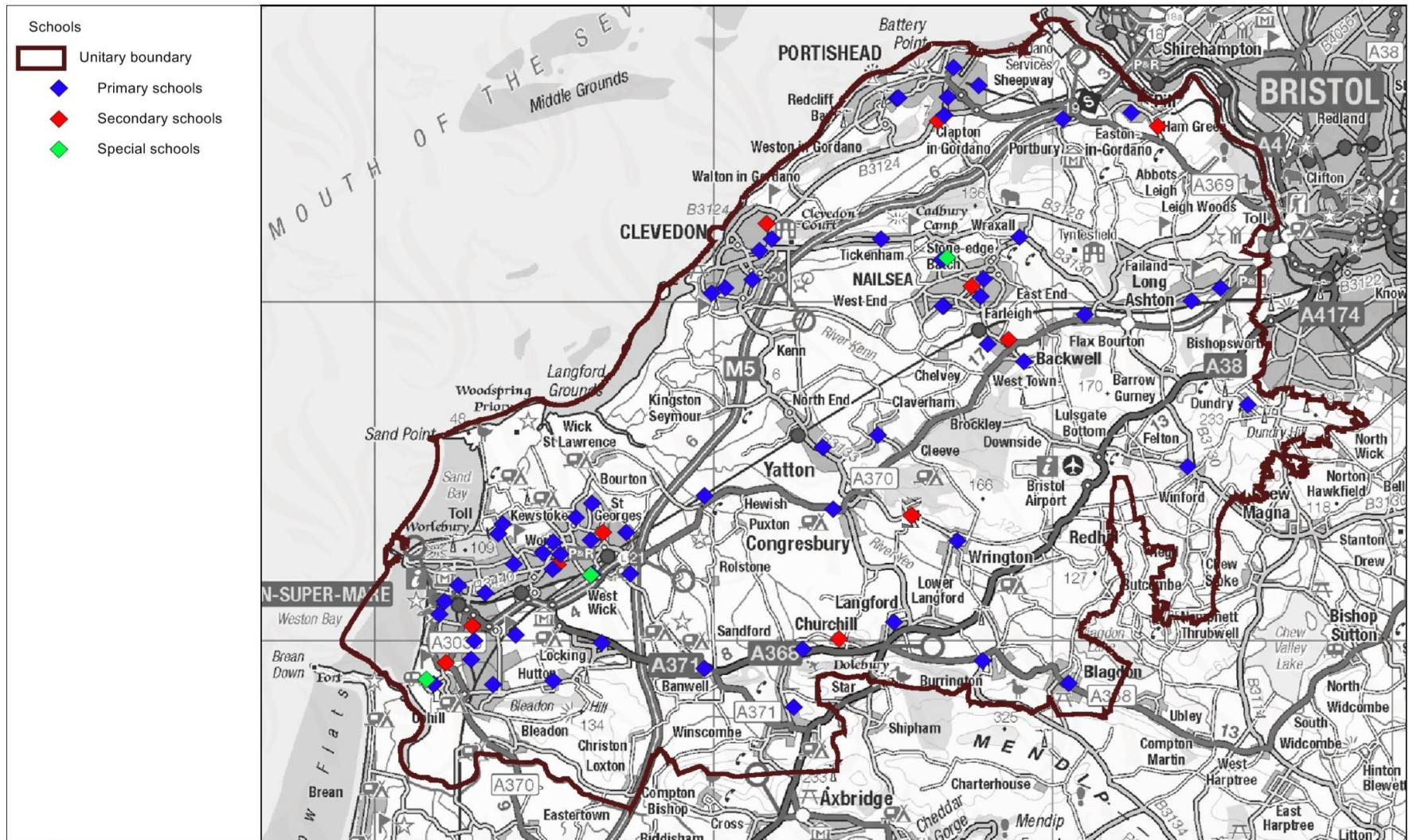


Nailsea School

DRAFT



Part 2: NORTH SOMERSET COUNCIL CLUSTER-WIDE SCHOOL PLANS



Primary, Secondary and Special School Provision in North Somerset

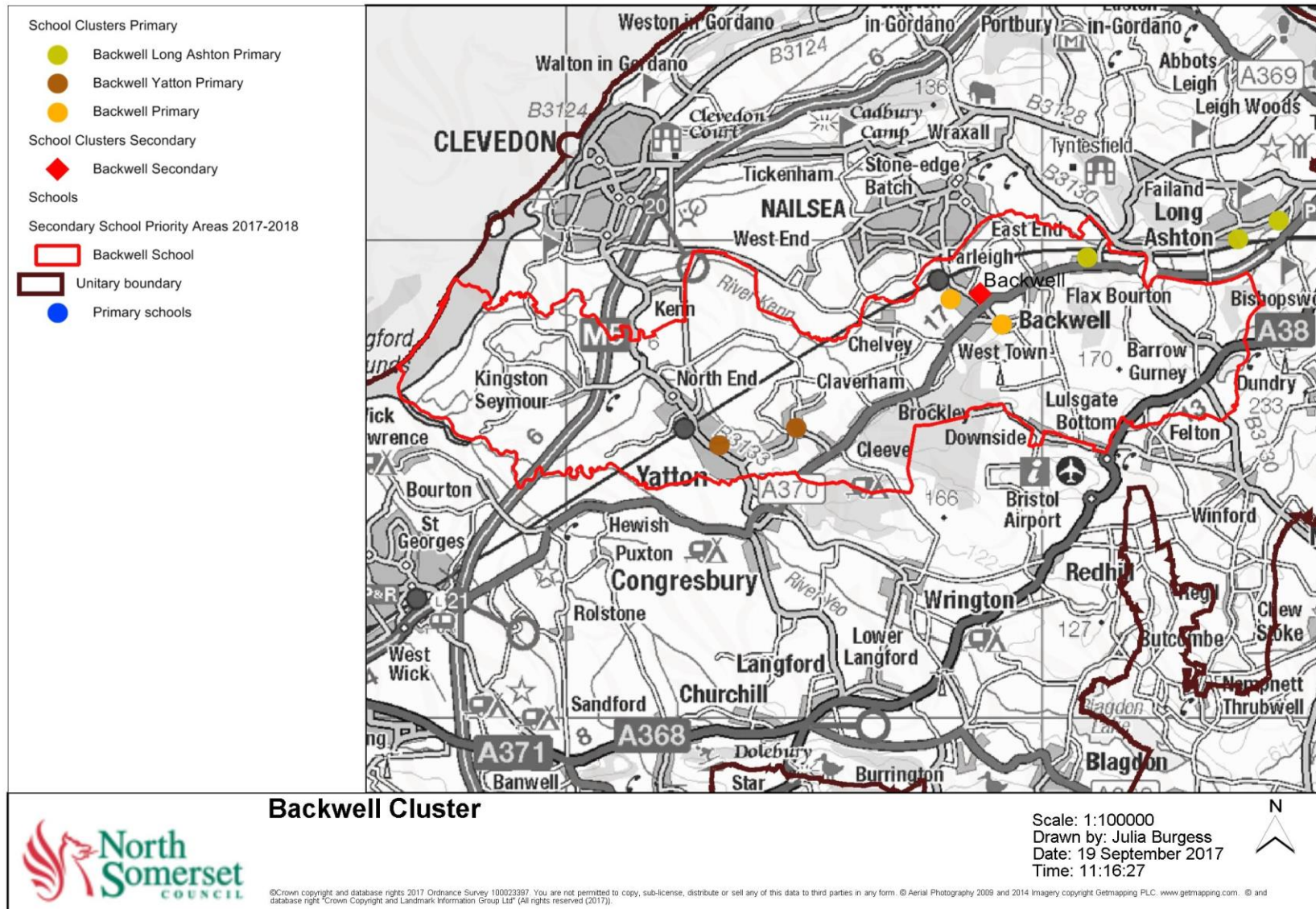


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1 The Backwell Cluster



1.1. The primary pupil projections for the Backwell area are split into 3 groups for pupil planning purposes. Pupils living in these areas are linked to the First Geographic Areas (FGA) of two secondary schools - the Backwell and Yatton Groups to Backwell Secondary and the Long Ashton Group to St Katherine's School. Living in any of these areas does not preclude residents applying for school places in these or other FGAs. The map above shows the FGA area for Backwell Secondary School outlined in red. The FGA area for St Katherine's is shown in red in Section 5 of this document below.

a) North Somerset Whole School Primary Pupil Projections 2017-2021

The table below shows the projected demand for primary school places across whole schools, including changes in demand to reflect known new housing developments.

Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2017-2021 Year R Pupil Projections sheet)					
	Net Capacity	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	
Backwell Group																	
Backwell C of E Junior School	240	240	240	240	240	240	224	223	229	216	222	16	17	11	24	18	
West Leigh Infant School	135	180	180	180	180	180	167	162	148	139	127	13	18	32	41	53	
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0	
Estimated Year R pupils from new housing							0	2	5	6	6	6	0	-2	-5	-6	-6
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	12	25	26	29	29	0	-12	-25	-26	-29
Group total	375	420	420	420	420	420	391	399	407	387	384	29	21	13	33	36	
Long Ashton Group	Net Capacity	2017	2019	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	
Birdwell Primary School	Academy	420	420	420	420	420	385	395	410	404	401	35	25	10	16	19	
Flax Bourton C of E Primary School*	105	140	140	140	140	140	141	141	143	144	143	-1	-1	-3	-4	-3	

Northleaze C of E Primary School	210	210	210	210	210	210	207	209	209	206	199	3	1	1	4	11
Year R not specifically allocated (excluding new housing)							0	3	0	0	0	0	-3	0	0	0
Estimated Year R pupils from new housing							0	2	1	1	1	0	-2	-1	-1	-1
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	9	13	12	12	0	-9	-13	-12	-12
Group total	315	770	770	770	770	770	733	759	776	767	756	37	11	-6	3	14
Yatton Group	Net Capacity	2017	2019	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Court-de-Wyck Church School	Academy	140	140	140	140	140	133	129	126	118	109	7	11	14	22	31
Yatton Infant School		225	270	270	270	270	258	236	215	194	191	12	34	55	76	79
Yatton C of E Junior School		360	360	360	360	360	336	346	340	334	325	24	14	20	26	35
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	16	30	41	50	0	-16	-30	-41	-50
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	70	120	170	216	0	-70	-120	-170	-216
Group total	723	770	770	770	770	770	727	797	831	857	891	43	-27	-61	-87	-121

* An increase in provision at Flax Bourton C of E Primary School has been recently approved. The school's capacity will increase from 140 to 210 places formally from 2019 onwards – see 1.9 below

b) North Somerset Whole School Secondary Pupil Projections 2017-2023

The projected demand for secondary school places across the Backwell cluster, including changes in demand to reflect known new housing developments, is as below:

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2017 - 2023									Secondary School Projections shown including and excluding housing gain, years 7-13							Predicted empty places (negative values = shortfall)						
School	2017 Net Capacity	2017	2018	2019	2020	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023							
Backwell School	1697	1776	1780	1794	1799	1788	1820	1821	-79	-83	-97	-102	-91	-123	-124							
Y7-11 pupils from new developments		0	47	80	106	126	133	140														
Backwell School Total		1776	1827	1874	1905	1914	1953	1961	-79	-130	-177	-208	-217	-256	-264							

c) Projected intake into the Reception Cohort – 2017 – 2021

Projected demand for new reception-aged classes, excluding demand from new housing, is as follows:

Projected Reception pupil numbers 2017-2021 excluding pupils from new housing.	2017 Admission Level	2017 projected demand: allocations at 19th June 2017	2017 diff to PAN	2018 provisional PAN	2018 projected demand	2018 diff to PAN	2019 provisional PAN	2019 projected demand	2019 diff to PAN	2020 provisional PAN	2020 projected demand	2020 diff to PAN	2021 provisional PAN	2021 projected demand	2021 diff to PAN
Backwell															
Backwell A (Long Ashton & Flax Bourton)															
Birdwell Primary School	60	59	1	60	57	3	60	56	4	60	45	15	60	51	9
Flax Bourton C of E Primary School	30	25	5	15	22	-7	15	20	-5	15	18	-3	15	19	-4
Northleaze C of E Primary School	30	30	0	30	29	1	30	28	2	30	23	7	30	25	5
Backwell A total	120	114	6	105	108	-3	105	104	1	105	86	19	105	95	10
Backwell B (Yatton)															
Court-de-Wyck Church School	20	20	0	20	14	6	20	14	6	20	14	6	20	14	6
Yatton Infant School	90	82	8	90	67	23	90	64	26	90	63	27	90	64	26
Yatton CofE Junior School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Backwell B total	110	102	8	110	81	29	110	78	32	110	77	33	110	78	32
Backwell C (Backwell)															
Backwell C of E Junior School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
West Leigh Infant School	60	48	12	60	55	5	60	46	14	60	38	22	60	43	17
Backwell C total	60	48	12	60	55	5	60	46	14	60	38	22	60	43	17
All 3 Backwell groups total	290	264	26	275	244	31	275	228	47	275	201	74	275	216	59

d) Projected intake into the Year 7 cohort – 2017 – 2023

The projected demand for new secondary-aged classes based on feeder schools, new developments and the January 2016 school census data is shown below:

Secondary Y7 intake projections - without reallocation	PAN	2017 allocations at July 2017	2017 diff to PAN	2018	2018 diff to PAN	2019	2019 diff to PAN	2020	2020 diff to PAN	2021	2021 diff to PAN	2022	2022 diff to PAN	2023	2023 diff to PAN
Backwell School	270	270	0	334	-64	333	-63	347	-77	327	-57	372	102	362	-92
Projected Y7 from new developments		0		15		26		33		40		43		44	
Backwell School Total		270	0	349	-79	359	-89	380	110	367	-97	414	144	406	136

1.2. In brief the published [pupil projections](#) with agreed new housing for the cluster show that:

- for the primary Backwell A Group (Birdwell Primary School; Flax Bourton C of E Primary School; Northleaze C of E Primary School), an overall projected surplus averaging around 7% between 2017 and 2021 with increases in provision at Flax Bourton C of E Primary School to accommodate the deficit in new infant –aged places between 2018 – 2021
- for the primary Backwell B Group (Court-de-Wyck Church School; Yatton Infant School and Yatton C of E Junior School), an overall and significant deficit of school places of between -27 in 2018 rising to -121 by (16%) by 2021
- for the primary Backwell C Group (Backwell C of E Junior School and West Leigh Infant School), an overall projected surplus of around 9% by 2021

- demand for secondary places at Backwell School is increasing and, if current admission trends were to continue, the cluster would have a deficit of around -264 places by 2023

1.3. The pupil forecast figures within this document include residential developments for which planning permission has either a) been obtained or the Council or b) the Council thinks it likely that a planning applications will be received.

Planning Applications included with planning permission:

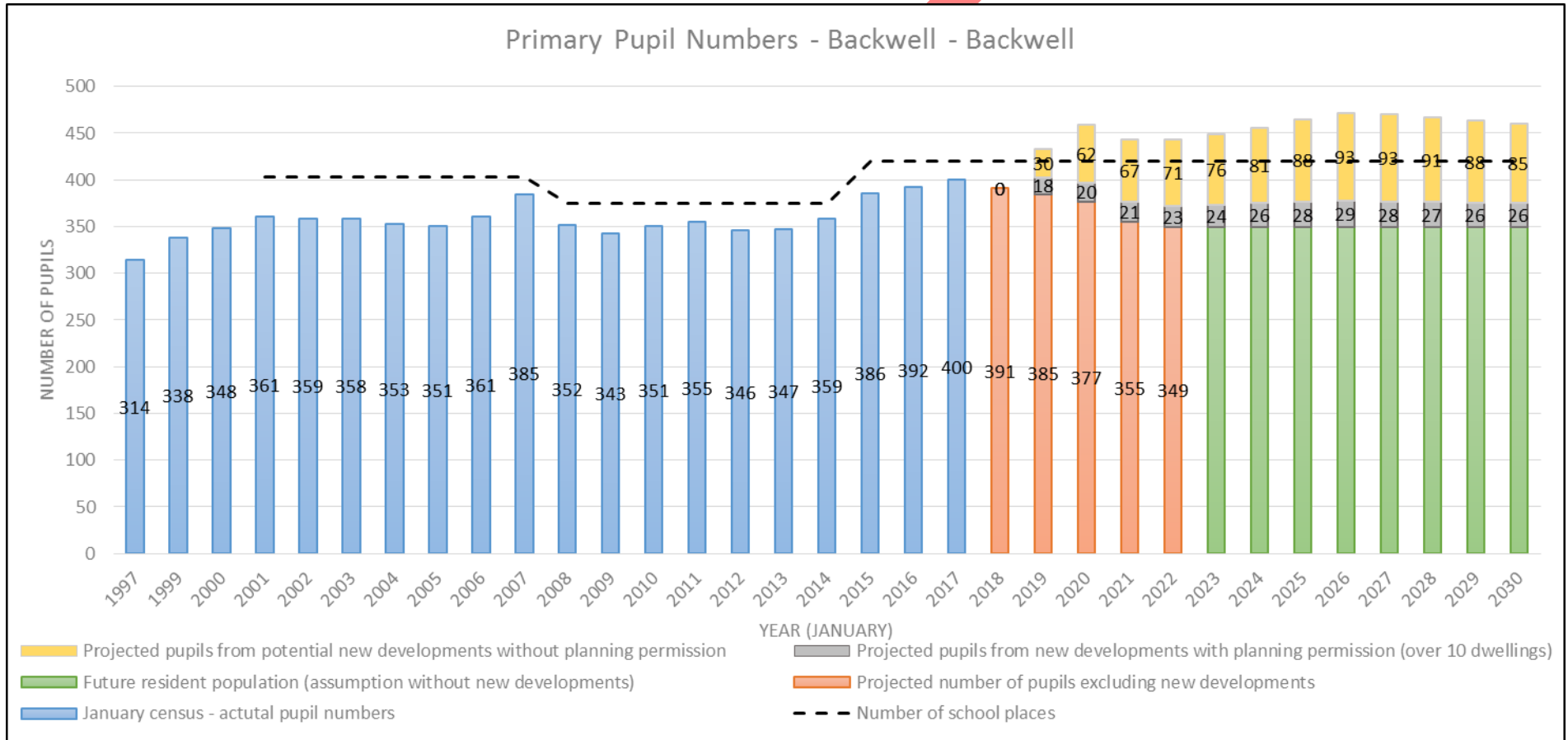
Backwell - Backwell	Site	Number of dwellings	Permission Date
15/P/1916/O	Land at Moor Lane, Backwell	65	21/12/2017
Backwell - Long Ashton			
15/P/2301/F	Former Barrow Hospital, Barrow Gurney x 66	66	01/06/2017
15/P/2302/F	Former Barrow Hospital, Barrow Gurney x 14	14	01/06/2017
Total		80	
Backwell - Yatton			
15/P/1299/O	Oxford Plasma Technology, North End Road, Yatton	55	15/11/2017
14/P/0191/O	Arnolds Way, Yatton - Phase 1	150	16/04/2015
15/P/1488/O	Arnolds Way, Yatton - Phase 2	107	21/07/2017
15/P/0946/O	Land North of Arnolds Way and North End Road	170	08/01/2018
Total		482	
Cluster total		627	

Planning Applications included without planning permission:

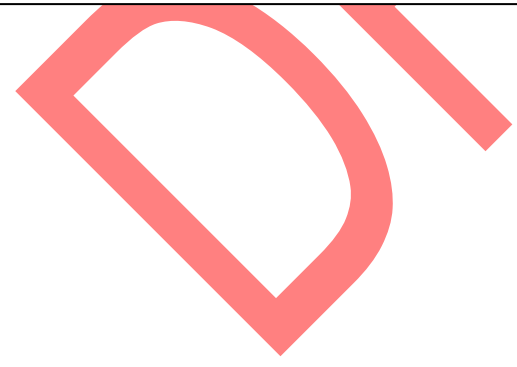
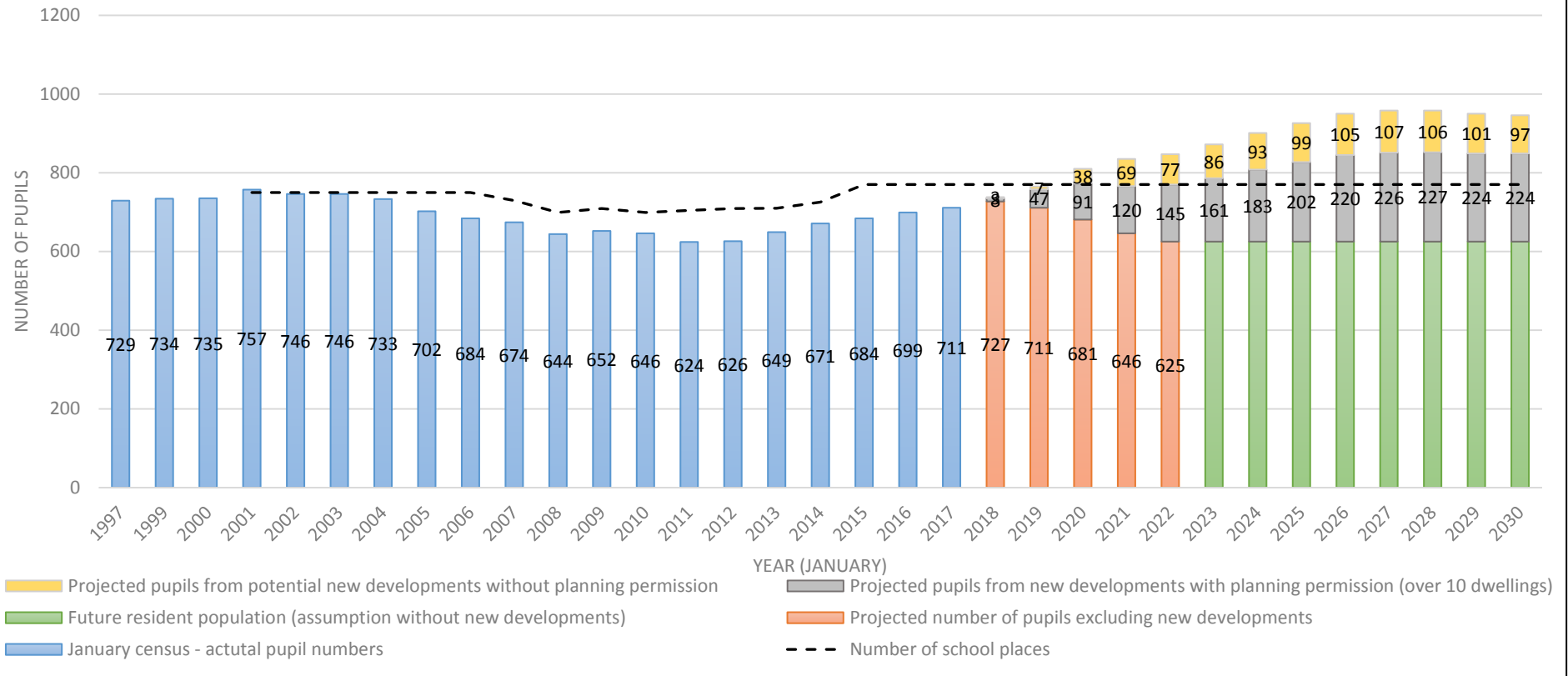
Backwell - Backwell	Site	Number of dwellings
15/P/0315/O	Land at Farleigh Fields and 54, 56 & 58 Farleigh Road Backwell	220
Backwell - Long Ashton		
16/P/2878/PRE		100
Backwell - Yatton		
16/P/0888/F	Land off Moor Road Yatton	69
17/P/1712/PRE		105
17/P/2377/F	Titan Ladders, 195-201 Mendip Road , Yatton	39
Total		213

1.4.

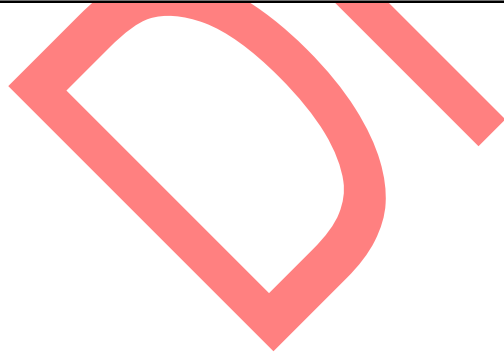
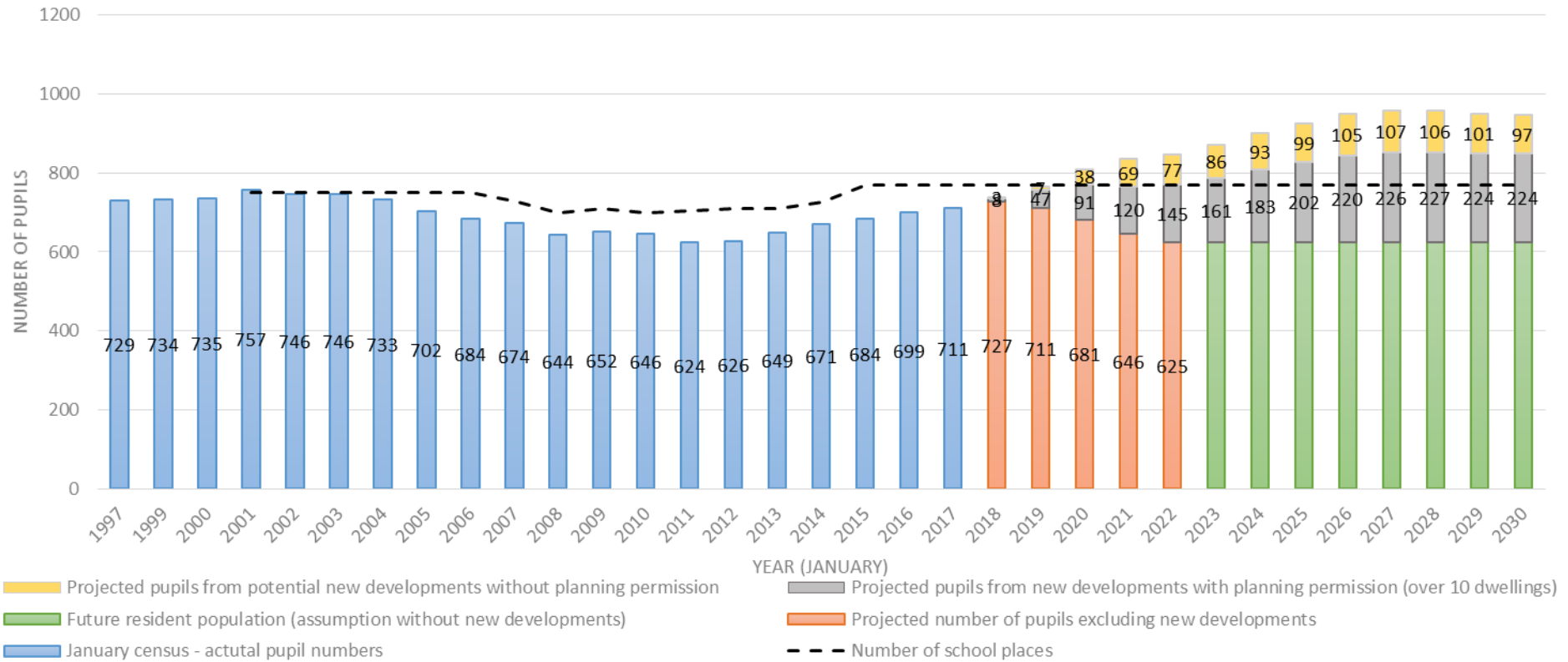
Based on this data and known forecasts, we are projecting the following capacity (+/-) against likely demand within the Backwell clusters:

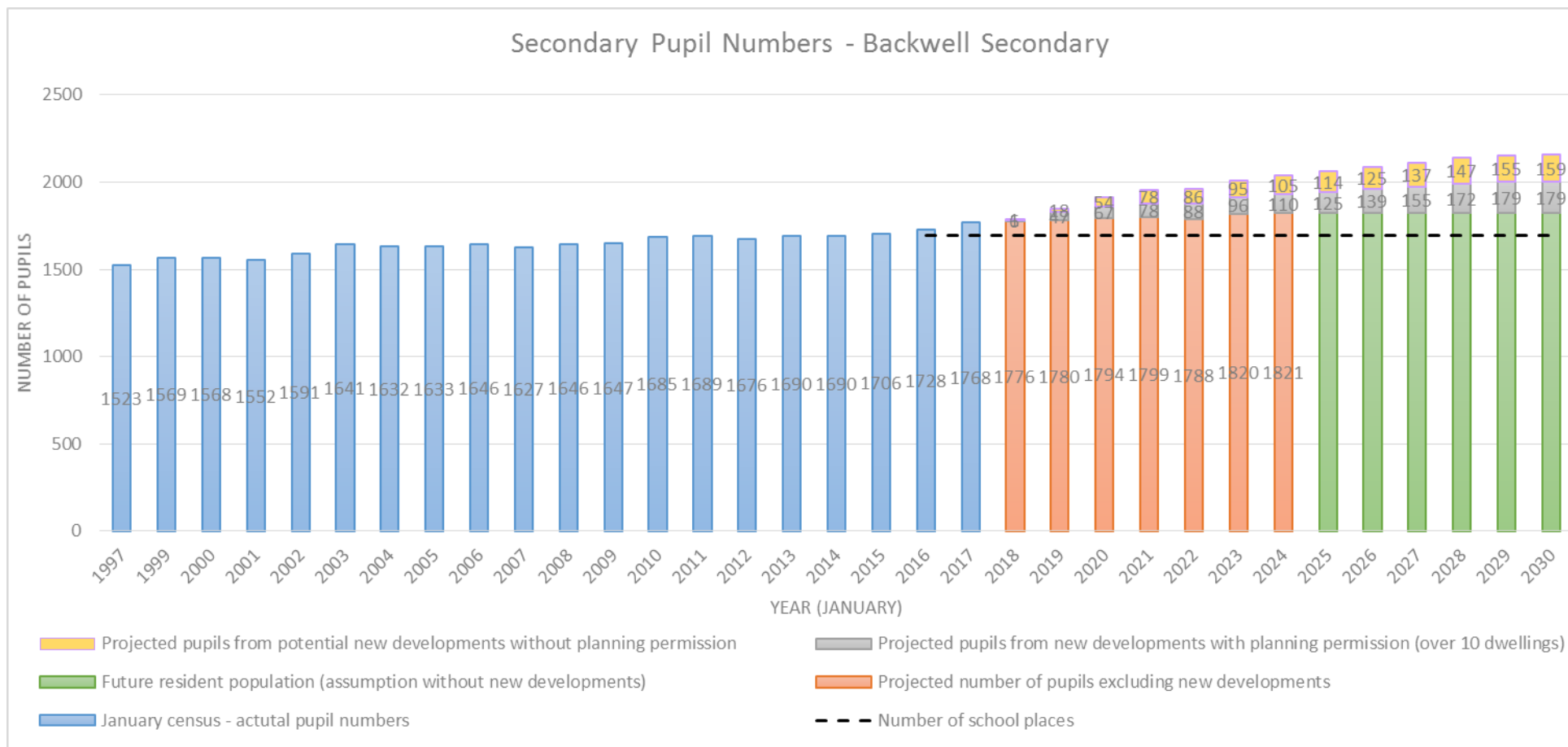


Primary Pupil Numbers - Backwell - Yatton



Primary Pupil Numbers - Backwell - Yatton

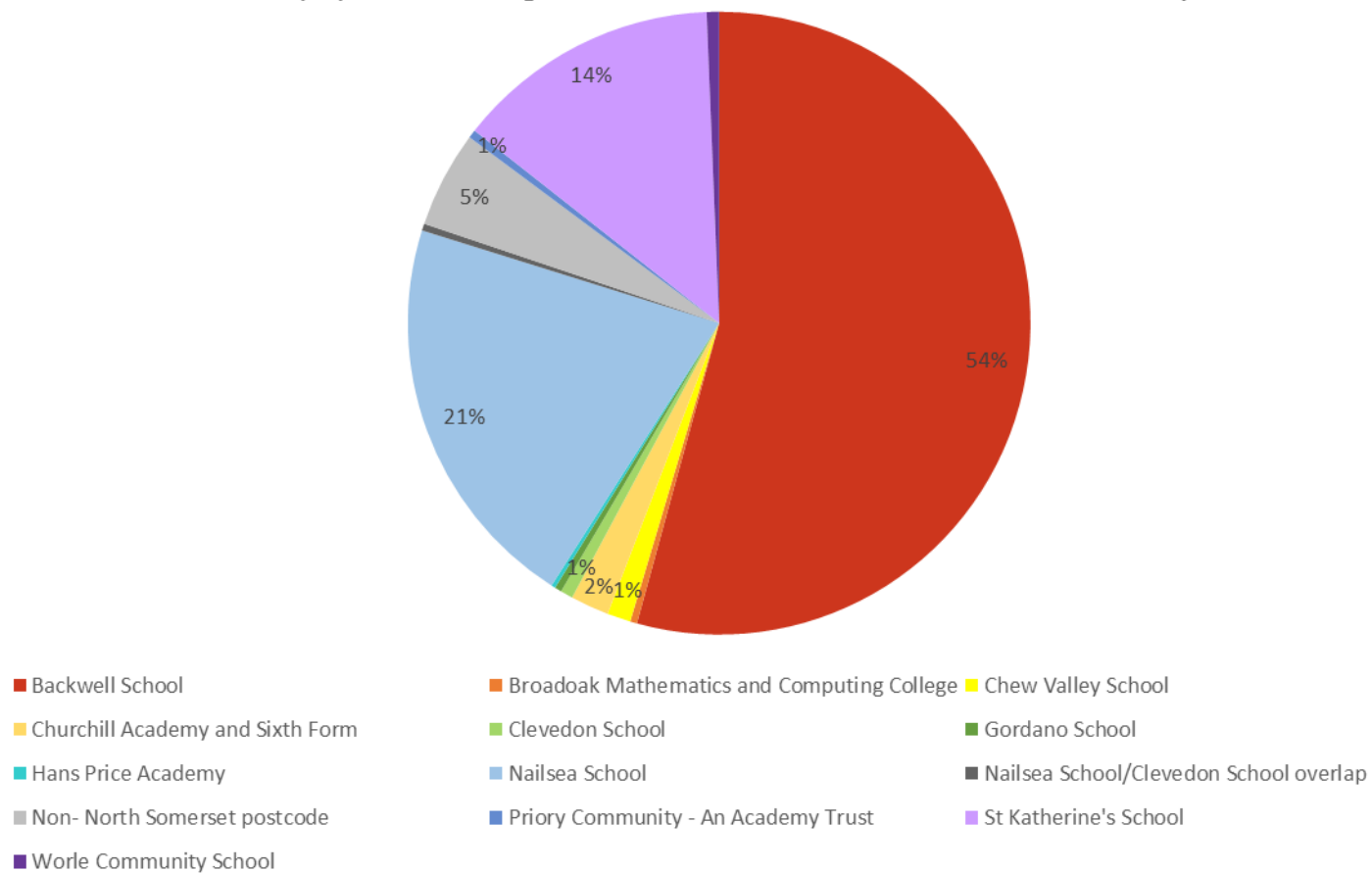




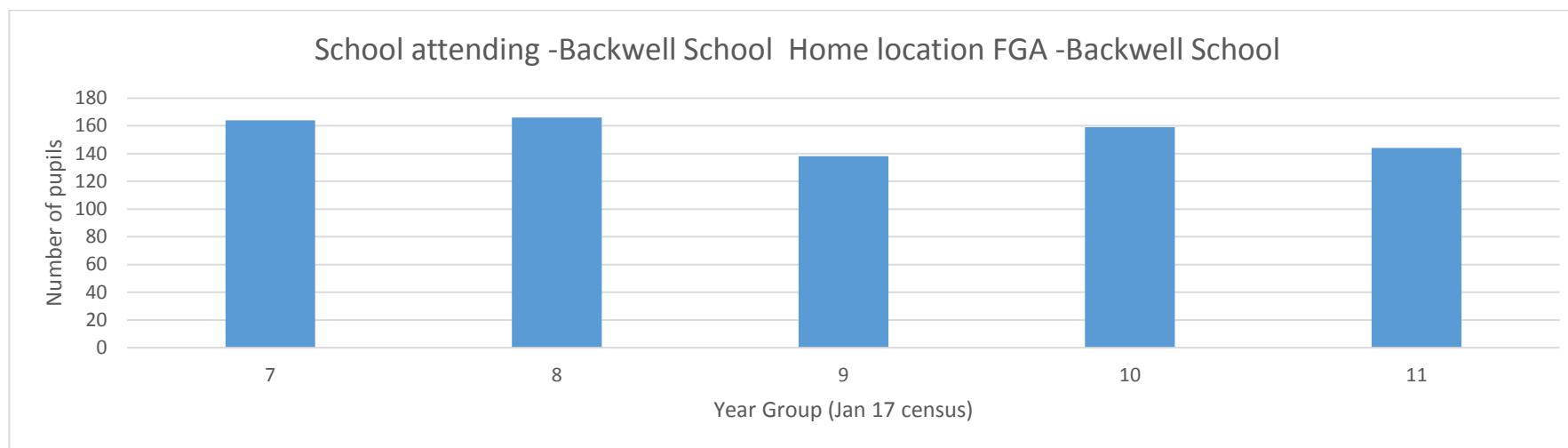
1.5. In the main, local pupils attend their local primary schools as shown in the over-subscription criteria summaries for primary schools listed in the Starting School in North Somerset ~ A Guide for Parents <http://www.n-somerset.gov.uk/wp-content/uploads/2016/01/starting-school-and-junior-applications-a-guide-for-parents.pdf>

1.6. The chart below shows that, based on the latest school pupil census, 54% of pupils attending Backwell School reside in the school's First Geographic Area (FGA). A significant proportion reside in other North Somerset school FGA areas (40%) although the trend for local pupils is increasing – see 1.7)

Home FGA of pupils attending Backwell School, Years 7-11 Source: January School Census 2017



1.7. Those attending Backwell School based on their home location FGA by year group are:



1.8. The Council's policy is to support the expansion of good and outstanding schools. The categories of schools in the Backwell cluster, together with school type, academy links and expansion feasibility as at January 2018 are as below:

Long Ashton	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Birdwell Primary School	Academy		Good	28/04/2016	60	107%	420	No	£0	-
Flax Bourton Church of England Primary School	Voluntary Controlled		Outstanding	20/04/2015	20	100%	140	Yes, subject to planning	£15,205	Construction plans to physically expand the school to a 210-place primary are being progressed
Northleaze Church of England Primary School	Academy	Lighthouse Schools Partnership	Good	03/11/2016	30	100%	210	No	£0	An assessment of the site has shown that this school cannot be expanded

Yatton	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017 based on 1 st preferences	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Court-de-Wyck Church School	Academy	Bath and Wells Multi Academy Trust	Good	08/12/2015	20	105%	140	tbc	£5,000.00	This site has the capacity to increase to 210 places having previously been a 210-place school. New classroom(s) would be required
Yatton Church of England Junior School	Voluntary Controlled		Good	25/04/2017	-	-	360	No	£30,885.00	These combined schools have a combined capacity of 630 places. The Council does not normally support larger primary provisions
Yatton Infant School	Voluntary Controlled		Outstanding	25/11/2009	90	87%	270	No		

Backwell	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Backwell Church of England Junior School	Academy	Lighthouse Schools Partnership	Outstanding	25/04/2014	60	78%	240	No		<p>An assessment of the site has shown that plans for expansion are cost prohibitive</p> <p>There is a designated school site located close to Backwell C of E Junior School, although it is not large enough for a new school</p>
West Leigh Infant School	Academy	Lighthouse Schools Partnership	Outstanding	05/02/2009	60	80%	420	No	£40,608.00	<p>This school has previously been expanded from 135 to 180 places. An assessment of the site has shown that plans for further expansion are cost prohibitive</p>

Secondary	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% Y7 over / under subscribed 2017 based on 1 st preferences	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Backwell School	Academy	Lighthouse Schools Partnership	Outstanding	22/05/2013	270	119%		TBA	£339,954.00	-

1.9. Primary (Long Ashton) - In response to the projected need for extra primary school places from new housing in this area – see Long Ashton chart above - the Council is working with Flax Bourton C of E Primary School (Flax Bourton) to increase the size of this school formally from 105 to 210 places by September 2019. Following consultations in the 2016/17 school year, a public notice was published on 21 September 2017. The Council's Executive Committee agreed the expansion of the school at their meeting on 5 December 2017. The school have agreed to take 'breach' intakes to up to 30 new reception-aged pupils each year since September 2015 and as at March 2018 has 147 pupils on roll. Following the resolution of ecological issues, a planning permission request for a £1.8m scheme was submitted in July 2017 and was approved on 22 September 2017. With the acquisition of land for parking and highways improvements added to the expansion scheme, the school should be able to admit up to 30 reception-aged pupils incrementally from September 2019 onwards and be have an overall intake of up to 210-places by September 2021.

The admission levels (and capacities) Flax Bourton C of E Primary School are 15 moving to 30 (105 to 210) from September 2019. When the school moves to academy status, the increased capacity numbers will form part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers (30/210) in perpetuity.

1.10. Primary (Long Ashton) - Birdwell Primary School (academy) has been expanded on two separate occasions and now accommodates up to 420 pupils. The Council paid for the extra capacity from 210 – 420 places via the allocation of basic need and s106 funding. The school has also benefitted from the creation of a new pre-school on site (opened September 2017) as part of the increase of provision locally to meet the new duty for 30 hours of free early year's childcare.

The admission level (and capacity) of Birdwell Primary School is 60 (420). These numbers formed part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity.

- 1.11. Primary (Long Ashton) - The Council has undertaken a review of the Northleaze C of E Primary School site to ascertain whether it could admit extra pupils onto its site. Currently the constraints of the site prevent such a change at this time. The school converted to academy status on 1 February 2018 and it now part of the Lighthouse Schools Partnership.

The admission level (and capacity) of Northleaze C of E Primary School is 30 (210). When the school moved to academy status, these capacity numbers formed part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity

- 1.12. Primary (Yatton) - A significant new residential development is being delivered at North End in Yatton. Whilst there is currently some primary-aged capacity within the village of Yatton –the Yatton Federated Schools have as at March 2018 259 on roll within a capacity of 270 infant places and 340 pupils within their 360 junior aged places as at January 2018 – most of the seven cohorts are either full or close to full and with the limits placed on schools with infant class places and few places available in surrounding towns and villages, the need to start to progress options for the new school at North End is now necessary.

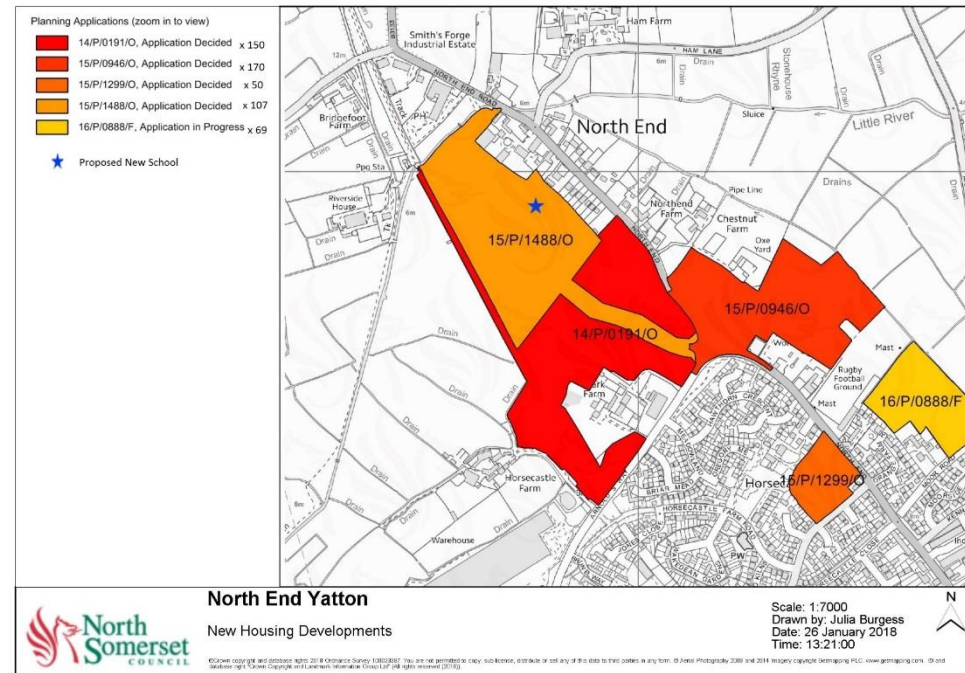
Expectations for a new primary school were raised within the local community when an application was made to the DfE by a local and respected Academy Trust to run a new Free School within the Arnolds Way development. The application, submitted in October 2016, was supported by the Council but was regrettably unsuccessful. This was because the Free School Programme is reluctant to support new schools that cannot show they will fill a 420-place school within its first four years of opening.

A new primary school in Yatton is needed to meet basic need. Early indications show that a 210-place school with the infrastructure and capacity to grow to 420 places as demand dictates would be the best solution for the village. This would enable new places to be created at North End to support residential growth to the east of the village (and provide places for children living in the village of Kingston Seymour who risk being displaced by residents living closer to existing schools). A phased growth would also support the continuing provision at the Yatton Federated Schools.

There are currently six 'live' housing developments being progressed in and around Yatton. Bloor homes are in the process of delivering Phase 1 of their 250 new homes and, at the time of updating this strategy, the Council is negotiating terms for their Phase 2 development of 200 units. A developer contribution of a 1.8ha school site is being progressed as their contribution for these two development phases and this will be transferred to the Council it is hoped by the end of 2018. Other developers are being asked to contribute towards the cost of the new school buildings. The Council has allocated £4m in the 2018/19 and 2019/20 capital programmes to progress a scheme for a new school and this funding was agreed by Council on 14 November 2017. Once developer contributions are received, their allocations will be vired into this scheme to support the delivery of the schools buildings and future larger infrastructure. Further resources may be added to the final initial school budget if needed and as appropriate.

The Council intends to run a Presumption Route competition in 2018 to seek a sponsor for a 210-place primary school with nursery provision to open by 1 September 2020. The Council is developing design plans for the new site that will initially have the capacity for single cohorts across the primary phase and is being designed to support further expansion with the supporting infrastructure of a 420-place primary school from the outset. This will enable the school to grow to 420 places if/when demand dictates. The site is complex

with listed buildings and archeological considerations affecting its design. The competition will commence in term 5 2018, with a closing date of September 2018. It is hoped the new sponsor will be announced early in 2019.



1.13. Primary (Yatton) - The Council's current policy is to not expand primary schools beyond 630 places. The Yatton Federated Schools were expanded to accommodate up to 630 pupils in 2012 and there are no further plans to increase provision on these sites at this time.

The admission level (and capacity) of the Yatton Infant School and Yatton C of E Junior School is 90 (270 and 360) respectively. When the schools move to academy status, these capacity numbers will form part of the school's Funding Agreements with the Education Funding & Skills Agency (EFSA). The Council would expect these schools to keep to at least these numbers in perpetuity.

1.14. Primary (Yatton) - Court-de-Wyck Church School has accommodated up to 210 pupils on its site previously. Part of the site now supports early years provision. Subject to demand and funding being available for extra buildings it is believed the site could expand to accommodate extra local pupils. The demand for this school does not support an increase in the capacity of this academy at this time.

The admission level (and capacity) of Court-de-Wyck Church School is 20 (140). When the school moved to academy status, these capacity numbers formed part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity.

- 1.15. Primary (Backwell) - Changes to equalise the numbers of places available at the federated Backwell C of E Junior School and West Leigh Infant School were put in place in September 2014. Initially any pupils generated by small-scale new housing developments in the area should be able to be accommodated within these local schools. A recent assessment of these two federated sites concluded that any increase in provision at both sites is cost-prohibitive.

Backwell C of E Junior School and West Leigh Infant School joined the Lighthouse Schools Partnership on 1 February 2018, The admission level (and capacity) of these infant and junior schools is 60 (180 and 240) respectively. When the schools moved to academy status, these capacity numbers formed part of their Funding Agreements with the Education Funding & Skills Agency (EFSA). The Council would expect these schools to keep to at least these numbers in perpetuity

- 1.16. Primary (Backwell) - Whilst current demand without agreed housing gain in the Backwell C cluster can be accommodated within existing schools, the projected demand from new housing without planning permission from 2019 onwards shows a deficit of places. The Council is investigating options for a new site in this area. If planning for major developments is approved and a site is secured, the Council will need to consider the need for a new school during the life of this plan. It is likely that a competition would be progressed to provide these extra places.

- 1.17. Backwell School (an existing academy) joined the Lighthouse Schools Partnership on 1 January 2018. It currently admits up to 270 pupils per 11 – 16 year groups. The numbers of children per cohort attending primary schools in the Backwell First Geographic Area (FGA) total up to 185 pupils, rising to 200 should the changes at Flax Bourton C of E Primary School be agreed. As at the October 2016 census, 169 pupils years 7 -11 pupils (approximately 32 per cohort) living in the St Katherine's School FGA area attend Backwell School. Backwell also admits 21% of its pupils from Nailsea School's FGA area (see 1.6).

Whilst it is predicted that demand for Backwell School will continue to be very strong, the Council would not be looking to work with the school to increase either its 11 - 16 or post-16 provision at this time. Only 54% of pupils attending Backwell School reside in the school's First Geographic Area (FGA). When considering the school's current admission arrangements, with the exception of students with siblings already attending the school and the children of staff, any pupils generated from new housing within the school's First Geographical Area should receive a greater priority for places over children living outside the school's First Geographical Area. Over time, however, the school may need to review the priority it gives to siblings when over-subscribed. The Council would support the allocation of places to local residents over those who live outside the school's 'catchment' with a sibling attending the school.

The Council has an expectation that Backwell School will admit at least 270 pupils per cohort in perpetuity. The academy's capacity is based on this Published Admission Number (PAN) which forms part of their current Funding Agreement with the Education Funding & Skills Agency (EFSA).

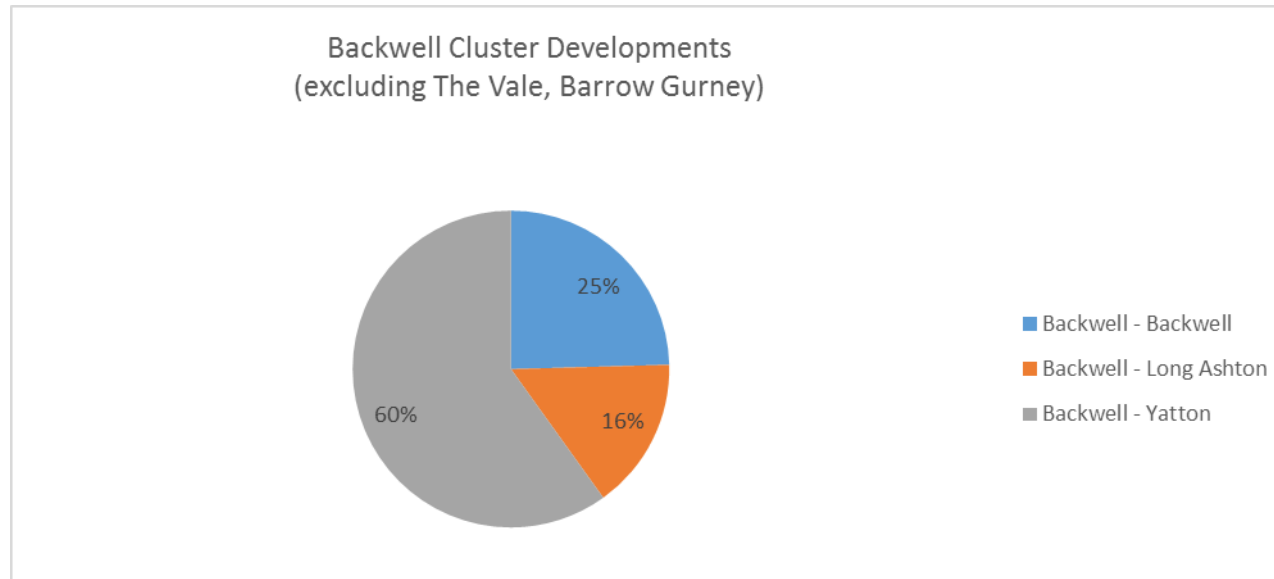
1.18. Whilst it is likely secondary growth in Backwell School's FGA will be contained during the life of this plan, the growth of new homes in Yatton and the Churchill corridor supports the creation of extra secondary-aged places across the Backwell and Churchill clusters in the future. The table below indicates the numbers of secondary-aged pupils that could be generated per cohort from a new First Geographic Area of Yatton covering, hypothetically, the villages in and around Yatton, Congresbury, Kingston Seymour and Claverham between now and 2023:

	2017	2018	2019	2020	2021	2022	2023
Yatton	73	80	91	91	79	90	86
Claverham	19	18	17	22	24	16	18
Congresbury	29	44	35	43	30	45	26
* New developments of which:		(12)	(48)	(92)	(120)	(134)	(150)
• Yatton		(7)	(27)	(58)	(81)	(93)	(104)
• Claverham		(0)	(0)	(0)	(0)	(0)	(0)
• Congresbury		(5)	(21)	(34)	(39)	(41)	(46)
Total	121	154	191	248	253	285	280

* The figures for the new developments in the above table are for the total number of secondary aged pupils projected from the developments and are not broken down by school year group.

The changes that a new school could have on Backwell School, based on current numbers are as below:

	2017	2018	2019	2020	2021	2022	2023
Yatton	-73	-80	-91	-91	-79	-90	-86
Claverham	-19	-18	-17	-22	-24	-16	-18
*New developments in Backwell of which		0	38	63	75	81	87
• Backwell (Backwell)		(0)	(24)	(41)	(45)	(49)	(54)
• Backwell (Long Ashton)		(0)	(14)	(22)	(30)	(32)	(33)
Total	-92	-98	-70	-50	-28	-25	-17
The Vale Barrow Gurney	0	0	0	31	65	101	139
	-92	-98	-70	-19	37	76	122



The above would indicate that any changes may be contained within existing infrastructures during the life of this plan based on agreed developments. With regard to potential new homes due to possible new developments such as in the Vale in Barrow Gurney however, a greater priority may need to be given to plans for increases in provision during the life of this plan. The Council will be reviewing:

- whether to work with the two academies in the Backwell and Churchill clusters to expand their provisions on their current sites to meet any new demand within their existing FGA
- whether to seek a new site and resources to support the creation of a new 900 place secondary school with 6th form with the capability of expanding to a 1200 - place secondary school with 6th form within the area of a 12th and new school planning cluster

Should a new school be proposed, a site in the region of around 11ha would be required, centrally located within the new FGA. The cost estimated for this is could be in the region of c£10m if assessed as development land (but could be lower if of a lesser value per ha). A new 1200-place secondary school would cost in the region of £25 – 30m plus land. Allowing for the appointment of a sponsor, planning permission and build delivery, an approximate three year timescale would be needed from approval to commission to delivery.

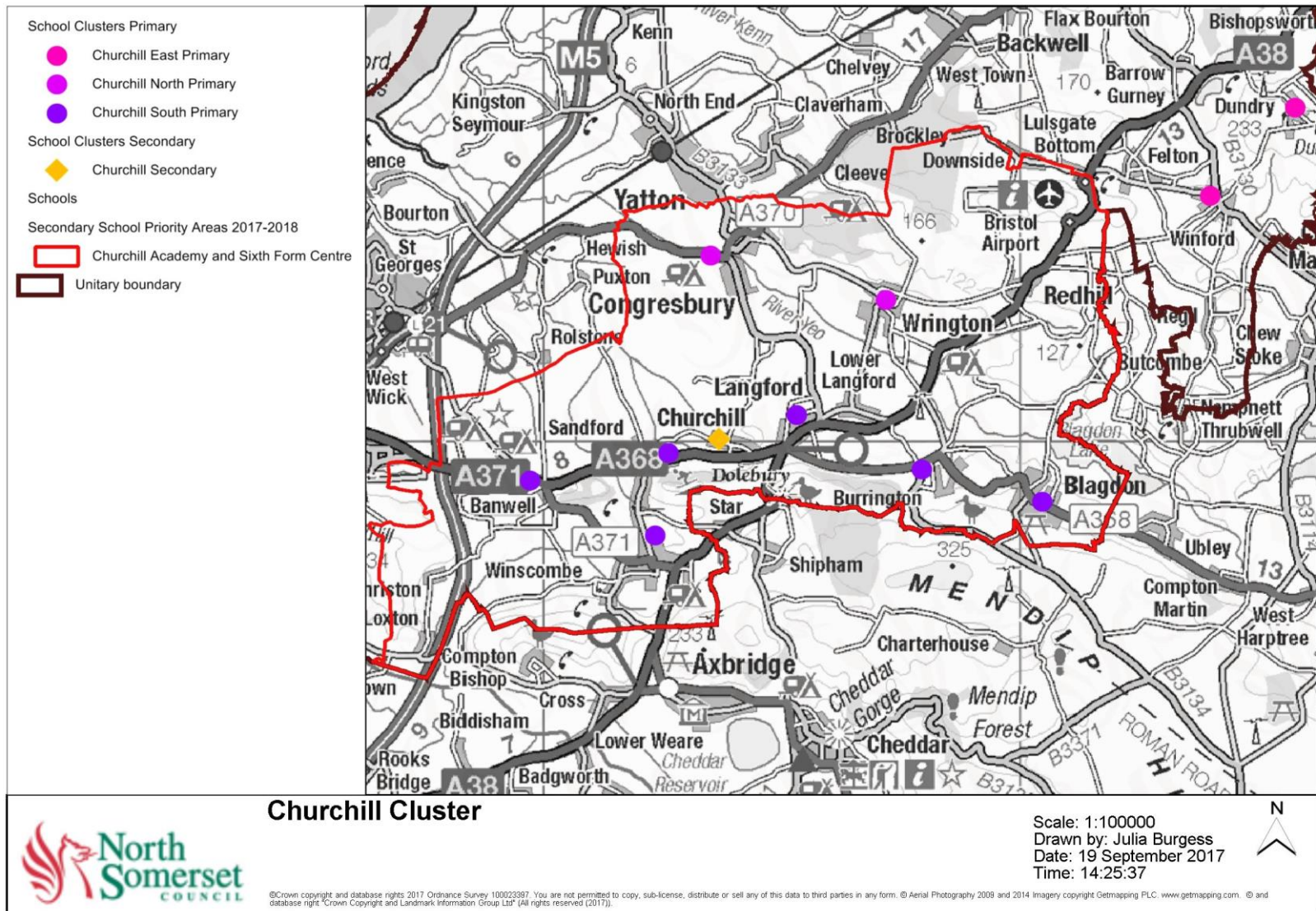
Discussions about major new housing in and around Long Ashton are starting to be progressed. As an academy, Backwell School determines its own FGA area. Based on the popularity of Backwell School with Long Ashton residents, the academy may wish to review its FGA area in the future. Such decisions could influence options for new secondary provision in and around Long Ashton.

The Council would be happy to work with the school/Trust to assist this or any other supportive process that will enable the school to accommodate local pupils.

1.19. Summary of actions to be progressed (RAG rated):

	Action	Deadline for delivery	Progress to date	Overall RAG assessment success measures
1	To complete the increase in provision at Flax Bourton C of E Primary School from 105 places for the September 2019 intake	September 2019	Planning Approval received Executive Decision approval received	On target, building changes in delivery
2	To progress the creation of a new 210-place primary school at North End, Yatton. The school will have the infrastructure for a 420-place establishment and be delivered by September 2020	September 2020	Capital budget approval obtained at Council at their meeting 14 November 2017 Presumption competition approval to be requested in March/April 2018 for a competition to take place from May/June 2018	Process started – first stage only
3	To consider a new site for extra primary provision in the village of Backwell C	September 2021	None to date	Not yet started
4	To review the need for new secondary places across the cluster that may include an expansion of Backwell School or an option to open a further secondary school and create secondary-school cluster area in the centre of the North Somerset district	TBA	TBA	Not yet started
5	To work with Backwell School to review its FGA area in light of new housing developments	September 2019	None to date	Not yet started

2 The Churchill Cluster



2.1. The primary pupil projections for the Churchill area are split into 3 groups for pupil planning purposes. Pupils from this area are mainly linked to the First Geographic Areas (FGAs) of two secondary schools - Churchill Academy and Sixth Form (Churchill North and Churchill South) and Chew Valley School (Churchill East). Chew Valley School is located in the administrative area of Bath & North East Somerset and plans for this school are not included in this document. Living in any of these areas does not preclude residents applying for school places for schools in these or other FGAs.

a) North Somerset Whole School Primary Pupil Projections 2017-2021

The table below shows the projected demand for primary school places across whole schools, including changes in demand to reflect known new housing developments.

Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall,)				
	Net Capacity	2017	2019	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Churchill East Group	Academy	105	105	105	105	105	80	79	86	88	96	25	26	19	17	9
Winford C of E Primary School	210	210	210	210	210	210	169	178	179	180	172	41	32	31	30	38
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	0	0	1	1	0	0	0	-1	-1
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	2	2	2	2	0	-2	-2	-2	-2
Group total	315	315	315	315	315	315	249	259	267	271	271	66	56	48	44	44
Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall,)				
	Net Capacity	2017	2019	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Churchill North Group	St Andrew's Primary School	315	315	315	315	315	245	227	225	202	199	70	88	90	113	116

Wrington C of E Primary School	210	210	210	210	210	210	198	192	182	177	168	12	18	28	33	42	
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	5	9	10	10	0	-5	-9	-10	-10	
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	20	40	42	45	0	-20	-40	-42	-45	
Group total	525	525	525	525	525	525	443	444	456	431	422	82	81	69	94	103	
Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall,)					
Churchill South Group	Net Capacity	2017	2019	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	
Banwell Primary School	210	210	210	210	210	210	195	194	183	175	166	15	16	27	35	44	
Blagdon Primary School	119	125	125	125	122	122	113	112	104	105	97	12	13	21	17	25	
Burrington C of E VA Primary School	102	105	105	105	105	105	67	63	62	54	49	38	42	43	51	56	
Churchill C of E Primary School	210	210	210	210	210	210	198	189	183	182	176	12	21	27	28	34	
Sandford Primary School	140	140	140	140	140	140	145	141	133	129	124	-5	-1	7	11	16	
Winscombe Primary School	210	210	210	210	210	210	206	202	193	190	184	4	8	17	20	26	
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	8	23	39	48	0	-8	-23	-39	-48	
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	33	98	161	204	0	-33	-98	-161	-204	
Group total	991	1,000	1,000	1,000	997	997	924	942	979	1035	1048	76	58	21	-38	-51	

b) North Somerset Whole School Secondary Pupil Projections 2017-2023

The projected demand for secondary school places across the Churchill cluster, including changes in demand to reflect known new housing developments, is as below:

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2017 - 2023									Predicted empty places (negative values = shortfall)						
Secondary School Projections shown including and excluding housing gain, years 7-13															
School	2017 Net Capacity	2017	2018	2019	2020	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023
Churchill Academy and Sixth Form	1538	1468	1525	1611	1677	1747	1808	1815	70	13	-73	-139	-209	-270	-277
Y7-11 pupils from new developments		0	28	75	112	135	143	146							
Churchill Total		1468	1553	1686	1789	1882	1951	1961	70	-15	-148	-251	-344	-413	-423

c) Projected intake into the Reception Cohort – 2017 – 2021

Projected demand for new reception-aged classes, excluding demand from new housing, is as follows:

Projected Reception pupil numbers 2017-2021 excluding pupils from new housing.	2017 Admission Level	2017 projected demand: allocations at 19th June 2017	2017 diff to PAN	2018 provisional PAN	2018 projected demand	2018 diff to PAN	2019 provisional PAN	2019 projected demand	2019 diff to PAN	2020 provisional PAN	2020 projected demand	2020 diff to PAN	2021 provisional PAN	2021 projected demand	2021 diff to PAN
	Churchill East														
Dundry C of E Primary School	15	11	4	15	14	1	15	14	1	15	13	2	15	14	1
Winford C of E Primary School	30	30	0	30	28	2	30	22	8	30	22	8	30	22	8
Group total	45	41	4	45	42	3	45	36	9	45	35	10	45	36	9
Churchill North															
St Andrew's Primary School	45	27	18	45	25	20	45	34	11	45	19	26	45	27	18
Wrington C of E Primary School	30	28	2	30	20	10	30	20	10	30	22	8	30	21	9

Projected Reception pupil numbers 2017-2021 excluding pupils from new housing.	2017 Admission Level	2017 projected demand: allocations at 19th June 2017	2017 diff to PAN	2018 provisional PAN	2018 projected demand	2018 diff to PAN	2019 provisional PAN	2019 projected demand	2019 diff to PAN	2020 provisional PAN	2020 projected demand	2020 diff to PAN	2021 provisional PAN	2021 projected demand	2021 diff to PAN
Group total	75	55	20	75	45	30	75	54	21	75	41	34	75	48	27
Churchill South															
Banwell Primary School	30	30	0	30	23	7	30	19	11	30	22	8	30	21	9
Blagdon Primary School	17	15	2	17	14	3	17	12	5	17	12	5	17	12	5
Burrington CE VA Primary School	15	7	8	15	7	8	15	7	8	15	7	8	15	7	8
Churchill C of E Primary School	30	26	4	30	23	7	30	24	6	30	23	7	30	23	7
Sandford Primary School	20	21	-1	20	17	3	20	15	5	20	16	4	20	15	5
Winscombe Primary School	30	29	1	30	27	3	30	22	8	30	26	4	30	24	6
Group total	142	128	14	142	111	31	142	99	43	142	106	36	142	102	40

d) Projected intake into the Year 7 cohort – 2017 – 2023

The projected demand for new secondary-aged classes based on feeder schools, new developments and the January 2016 census is shown below:

Secondary Y7 intake projections - without reallocation	PAN	2017 allocations at July 2017	2017 diff to PAN	2018	2018 diff to PAN	2019	2019 diff to PAN	2020	2020 diff to PAN	2021	2021 diff to PAN	2022	2022 diff to PAN	2023
Churchill Academy and Sixth Form	261	269	-8	298	-37	317	-56	306	-45	317	-56	312	-51	292
Projected Y7 from new developments		0		9		23		35		39		43		44
Churchill Academy and Sixth Form Total		269	-8	307	-46	340	-79	341	-80	356	-95	354	-93	336

2.2. In brief, the published pupil projections for the cluster show that:

- for the primary Churchill East Group (Dundry C of E Primary School, Winford C of E Primary School) overall a projected surplus of 44 places by 2021 mainly in and around Winford, although the increase in the popularity and capacity of the school may not be shown yet in the previous year projection trends.
- for the primary Churchill North Group (St Andrew's Primary School, Wrington C of E Primary School), overall a projected surplus of school places of between 82 in 2017 rising to 103 places by 2021, that may be offset by increases in new demand in and around new developments mainly in and around Congresbury
- for the primary Churchill South Group (Banwell Primary School, Blagdon Primary School, Burrington C of E VA Primary School, Churchill C of E Primary School, Sandford Primary School and Winscombe Primary School), overall a projected deficit of -51 by 2021, mainly in and around Sandford, Churchill and Winscombe
- demand for secondary places in the Churchill FGA area that, if current trends were to continue, would lead from a surplus of 70 places in 2017 to a deficit of -423 places by 2023

2.3. The pupil forecast figures within this document include residential developments for which planning permission has either a) been obtained or b) the Council thinks it likely that a planning application will be received.

Planning Applications included with planning permission:

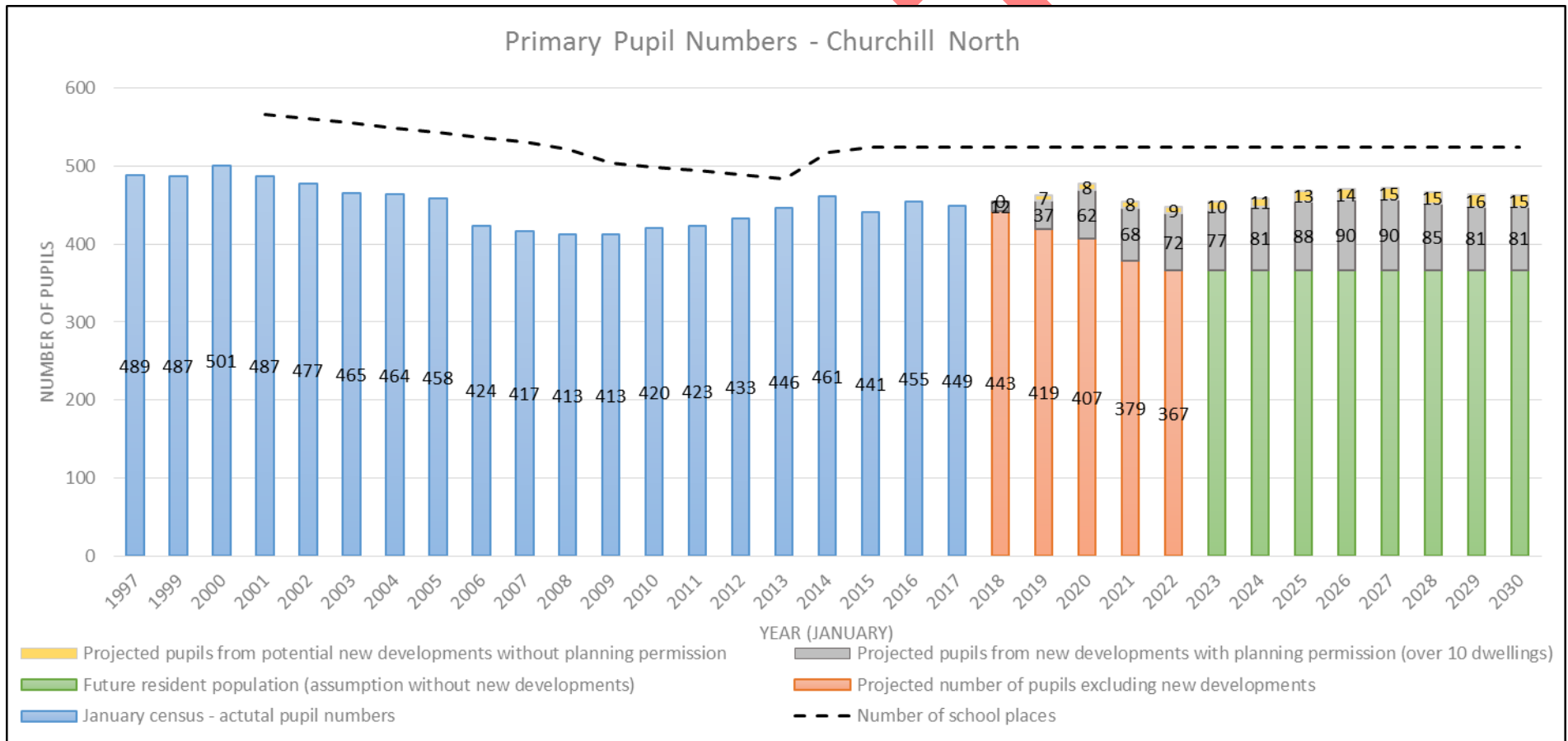
Churchill East	Site	Number of dwellings	Permission Date
12/P/0390/O	The Old Coach Station, Winford	11	20/04/2017
Churchill North			
16/P/0147/F	Land to the North of Venus Street, Congresbury	14	09/06/2016
15/P/0519/O	Land south of Cobthorn Way off Wrington Lane Congresbury	38	13/04/2016
16/P/1521/O	Land off Wrington Lane, Congresbury	50	24/03/2017
16/P/1291/O	Land at Cox's Green, Wrington	59	23/11/2017
16/P/2982/O	Land to the South of Cadbury Garden Centre, Congresbury	21	11/10/2017
17/P/1098/F	Land North of Yeo Court, Mill Lane, Congresbury, BS49 5HZ	7	14/11/2017
Total		189	
Churchill South			
15/P/0583/O	North of Sandford Primary, Sandford	118	12/10/2016
15/P/1313/O	Says Lane, Churchill	43	24/11/2016

15/P/1414/O	Pudding Pie Lane, Churchill	141	16/08/2016
16/P/1607/F	Land at The Chestnuts, Winscombe	24	13/10/2016
16/P/2094/O	Land East of Wolvershill Road, Banwell, BS29 6DW	44	09/11/2016
15/P/2521/O	Land to North of Pudding Pie Lane, Langford, Churchill	35	09/11/2016
15/P/1979/O	Woodborough Farm, Winscombe	185	09/12/2016
Total		590	
Cluster total		790	

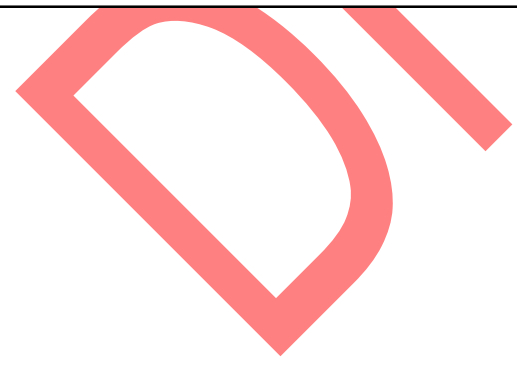
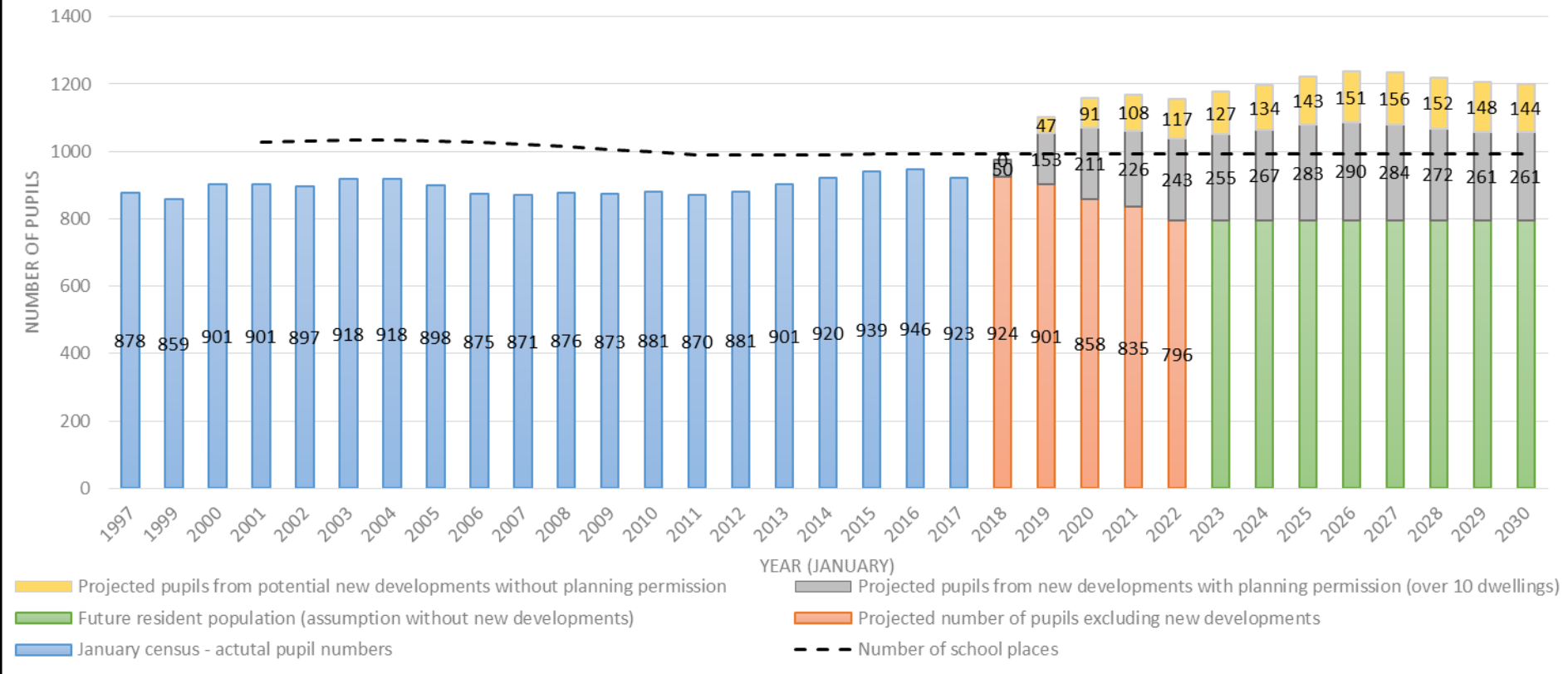
Planning Applications included without planning permission:

Churchill East	Site	Number of dwellings
17/P/1139/PRE		10
Churchill North		
17/P/0125/PRE		24
17/P/0763/PRE		24
Total		48
Churchill South		
16/P/2795/O	Broadleaze Farm, 85 Sandford Road, Winscombe, BS25 1JJ	80
17/P/0888/O	Blagdon Water Garden Centre, Bath Road, Langford	30
17/P/0887/O	Land North of Greenhill Road Sandford Winscombe	93
17/P/1200/O	Land off Bristol Road, Churchill	41
17/P/1282/PRE		24
17/P/1793/PRE		25
17/P/2344/O	Lotswood, Bye Pass, Langford, BS40 5JQ	25
Total		318
Cluster total		376

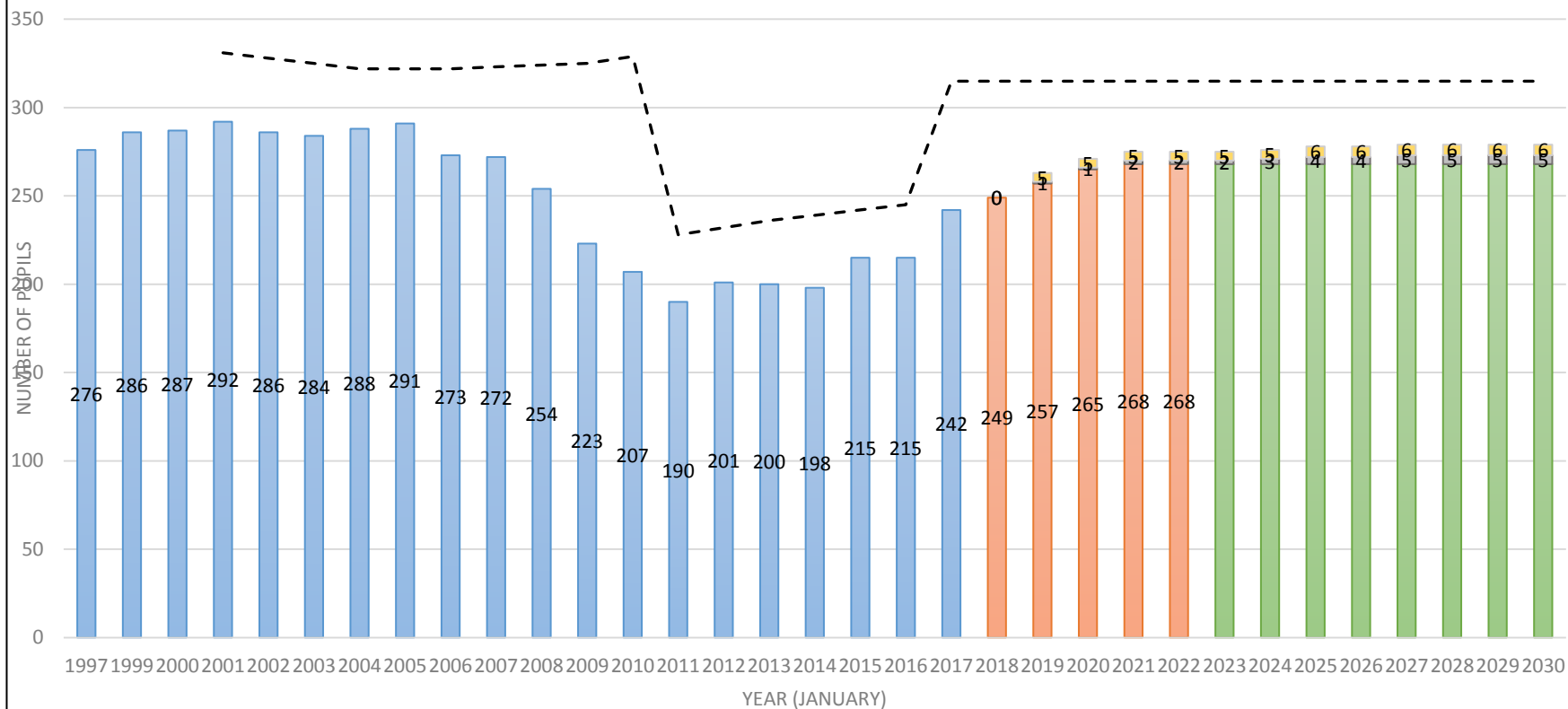
2.4. Based on this data we are projecting the following capacity (+/-) against likely demand within the Churchill clusters:



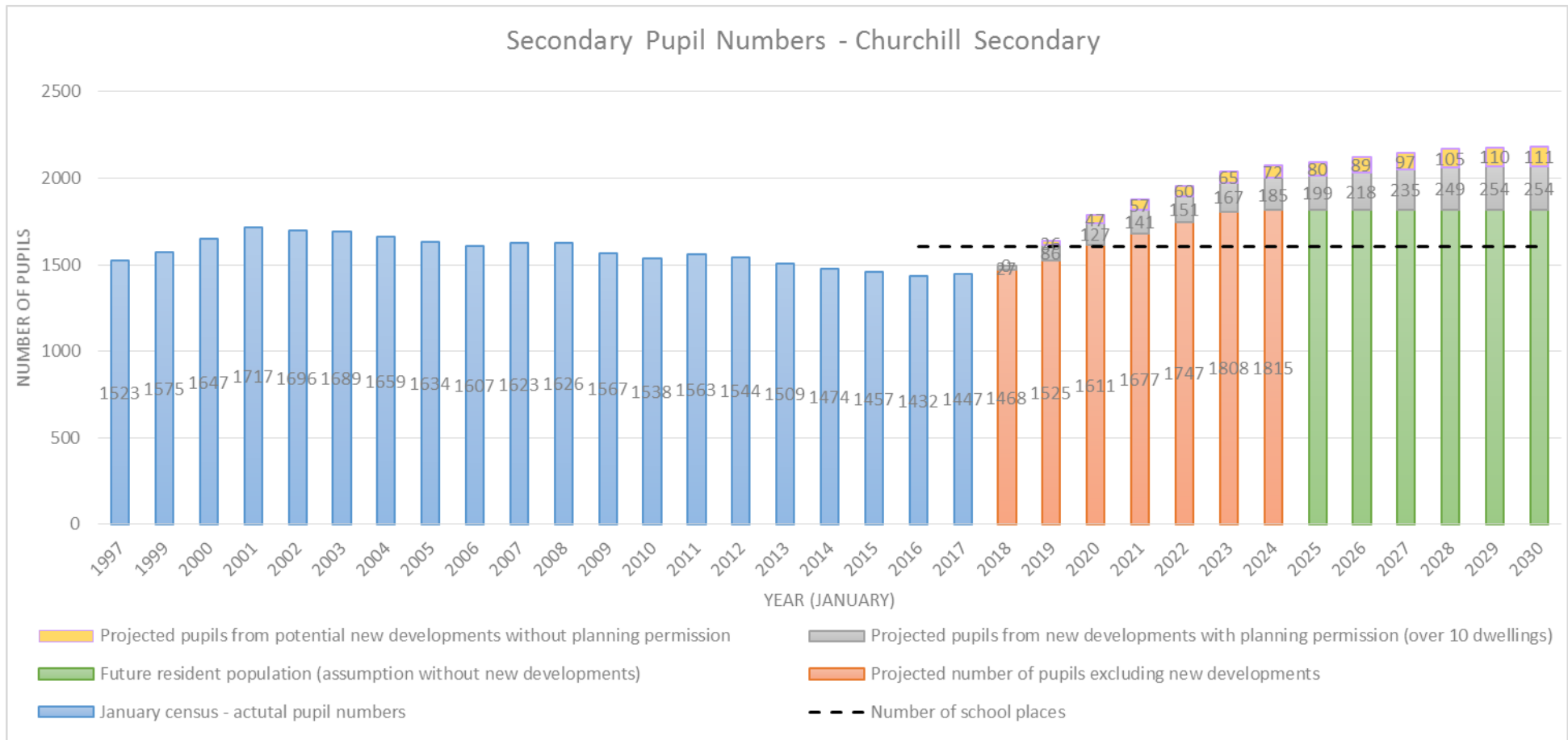
Primary Pupil Numbers - Churchill South



Primary Pupil Numbers - Churchill East

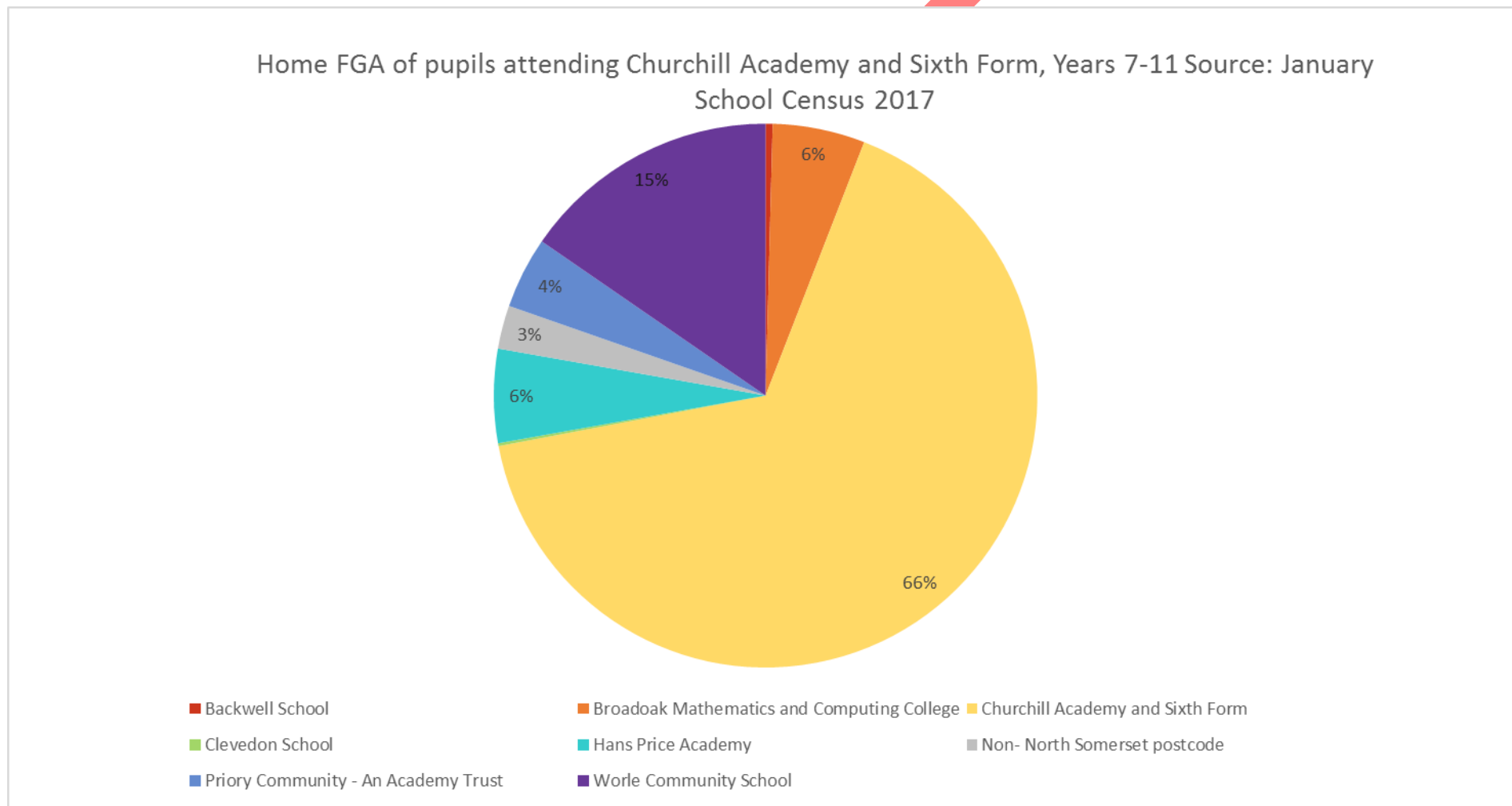


- Projected pupils from potential new developments without planning permission
- Projected pupils from new developments with planning permission (over 10 dwellings)
- Future resident population (assumption without new developments)
- Projected number of pupils excluding new developments
- January census - actual pupil numbers
- - - Number of school places

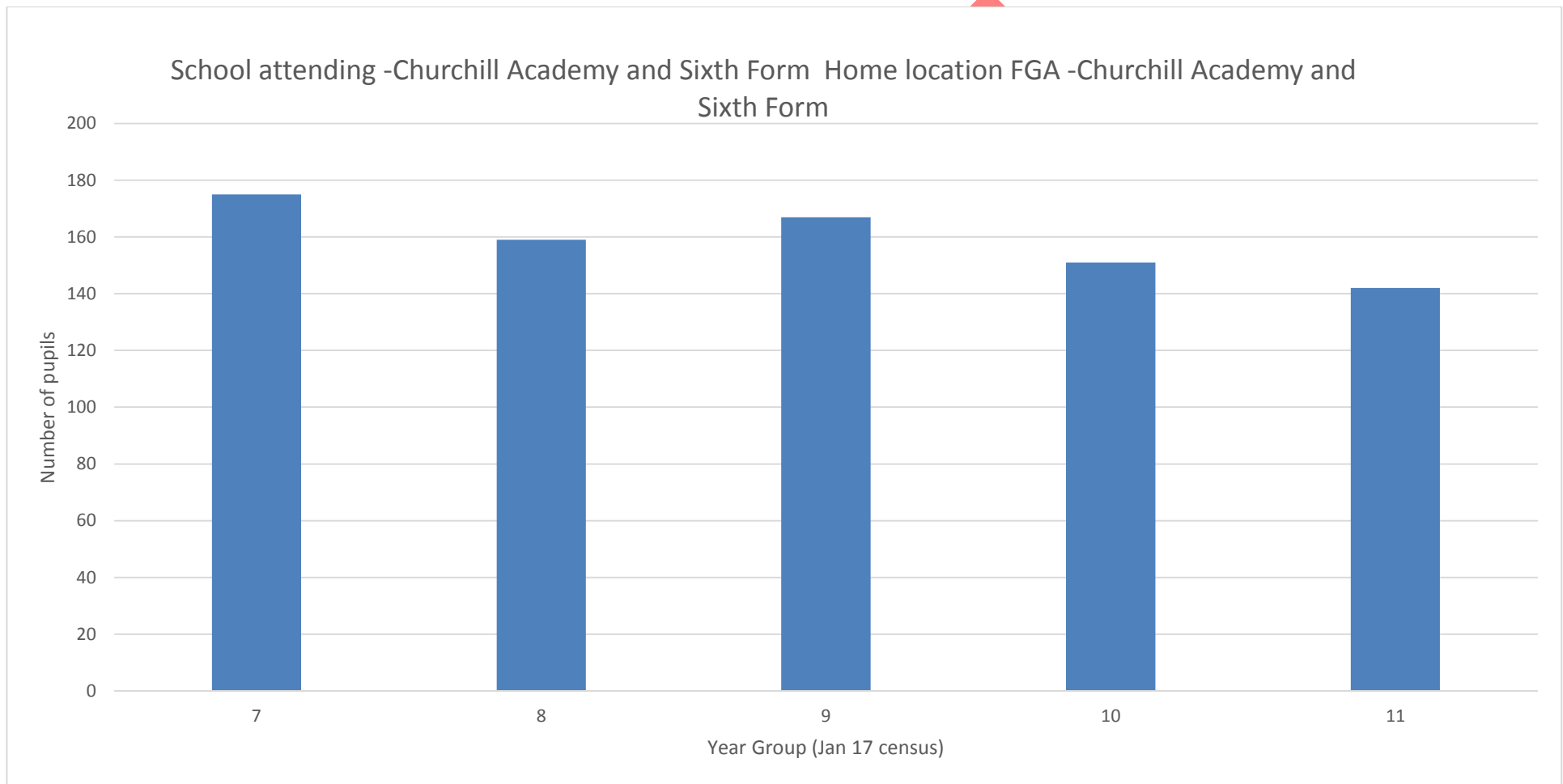


2.5. In the main, local pupils attend their local primary school as shown in the over-subscription criteria summaries for primary schools listed in the Starting School in North Somerset ~A Guide for Parents <http://www.n-omerset.gov.uk/wp-content/uploads/2016/01/starting-school-and-junior-applications- a guide-for-parents.pdf>

2.6. The chart below shows that, based on the latest school pupil census, 66% of pupils attending Churchill Academy and Sixth Form reside in the school's First Geographic Area (FGA). A significant proportion reside in other North Somerset school FGA areas (31%) although the trend for local pupils is increasing (2.5c below).



2.7. Those attending Churchill Academy and Sixth Form based on their home location First Geographic Area (FGA) pupils by year group are:



2.8. The Council's policy is to support the expansion of good and outstanding schools. The categories of schools in the Churchill cluster, together with school type, academy links and expansion feasibility as at September 2017 are as below:

Churchill East	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Dundry Church of England Primary School	Academy	Midsomer Norton Schools' Partnership	Requires Improvement	18/04/2014	15	13%	105	No	£2,062.00	Site is constrained
Winford Church of England Primary School	Voluntary Controlled	N/A-	Good	26/01/2016	30	90%	210	No	£77,464.00	School expanded in 2016

Churchill North	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
St Andrew's Primary School	Voluntary Controlled	N/A	Good	16/01/2018	45	56%	315	Yes	£7,520.00	Site has accommodated up to 420 places in the past and has the infrastructure of this larger sized 420-place school
Wrington Church of England Primary School	Voluntary Controlled	N/A	Outstanding	11/06/2015	30	97%	210	tbc	£33,652.00	No feasibility study has been undertaken although it is anticipated the site could

										accommodate additional pupils
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Churchill South	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Banwell Primary School	Community	N/A	Good	19/03/2014	30	77%	210	Yes, subject to planning	£0	Plans show the site could accommodate a 315 or 420-place school
Blagdon Primary School	Community	N/A	Good	24/02/2015	17	82%	119	tbc	£23,312.00	Site is constrained
Burrington Church of England Voluntary Aided Primary School	Voluntary Aided	N/A	Good	18/05/2017	15	33%	105	No	£27,448.00	Site is constrained
Churchill Church of England Primary School	Voluntary Controlled	N/A	Good	11/05/2017	30	83%	210	Yes, subject to planning	£18,048.00	Plans show the site could accommodate a

										315 or 420-place school
Sandford Primary School	Community	N/A	Outstanding	11/04/2013	20	105%	140	Yes, subject to planning	£0	Plans show the site could accommodate a 210-place school-
Winscombe Primary School	Community	N/A	Good	12/10/2017	30	80%	210	Yes, subject to planning	£5,336.00	Plans show the site could accommodate a 315 or 420-place school

Secondary	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Churchill Academy and Sixth Form	Academy		Outstanding	14/07/2015	270	102%		TBA	£355,812	-

2.9. Primary Churchill East - Following the expansion of Winford C of E Primary School in 2016, the projections for this cluster show a 14% surplus. The new demand for both schools in this cluster remains healthy and the projections may not yet show the increased demand for Winford C of E Primary School following its expansion, and for Dundry C of E Primary School since it's joining with the Midsomer Norton Schools' Partnership. Whilst a significant proportion of pupils attending Dundry C of E Primary School are not local pupils, (76% as at Jan 17), at the time of updating this strategy, Dundry C of E Primary School's infant numbers are near capacity and Winford C of E Primary School is close to full in its younger classes too.

The Council paid for the extra capacity at Winford C of E Primary School from 17 to 20 places per cohort and from 20 – 30 places per cohort and to date demand for new places is at this level.

The admission level (and capacity) of Winford C of E Primary School is 30 (210) Should the school move to academy status, these capacity numbers will form part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity.

The admission level (and capacity) of Dundry C of E Primary School is 15 (105) . When the school moved to academy status, these capacity numbers formed part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity.

2.10. Primary Churchill North - The primary school projections for this group (St Andrew's Primary and Wrington C of E Primary Schools) show significant over-capacity of around 20%, mainly concentrated around the village of Congresbury. This has led to the surplus of places above recommended tolerances at St Andrew's Primary School.

2.11. St Andrew's Primary School admits up to 45 pupils per year group. Demand for the village will often exceed the provision of a 210-place school, but is not yet sufficient to fill a 315-place establishment. The Council had been working with the school to secure sustainability during the changes in pupil demand, but this traded assistance is no longer available. The design of the site allows for further expansion to a 420-place school should demand require this in the longer-term. (This change would be subject to full consultation). In the meantime the numbers of pupils attending St Andrew's Primary School should be kept under regular review during the life of this plan. With planning approval for over 100 new homes in Congresbury and a further c70 new homes being considered for the same, new housing may create the extra numbers needed to counteract a decline in new births within this area.

The admission level (and capacity) of St Andrew's Primary School is 45 (315). Should the school move to academy status, these capacity numbers will form part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity.

2.12. Wrington C of E Primary School's numbers, whilst predicted to be decreasing, may be supplemented by a c60 new homes development in Wrington. At the time of writing this draft strategy, this popular school has a healthy roll with 5% surplus in places overall and is either full or almost full in all of its 7 cohorts.

Burrington C of E Primary and Wrington C of E Primary Schools have formed a Federation following the appointment of a shared Headteacher from January 2018 in order to positively support the long-term sustainability of these schools. This change is supported by the Council.

The admission level (and capacity) of Wrington C of E Primary School is 30 (210) Should the school move to academy status, these capacity numbers will form part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity.

2.13. Primary Churchill South - The projections for this group show a deficit of places for a number of schools. Due to the rural nature of the cluster, it is not always appropriate to expect pupils to travel between villages to attend schools.

There are significant new developments submitted for planning consideration by developers located around Sandford of c230 new homes that, if progressed, would require the expansion of Sandford Primary School. A review of the Sandford school site shows that an increase in capacity to 210-places is feasible. The Council is in negotiations with developers and will work with Sandford Primary School, potentially during the life of this plan, to expand this school if the 230 homes are approved and once funds from developers are received. A scheme costing in the region of c£2m would be needed to create a new school hall and re-allocate the current hall as new class bases. The school may also need some supporting new accommodation. Extra external play space is needed to enable feasibility plans to be fully delivered. There is also an aspiration to include pre-school provision on an expanded site.

The admission level (and capacity) of Sandford Primary School is currently 20 (140) . Should the school move to academy status, these capacity numbers will form part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity.

- 2.14. Primary Churchill South - The 44 new homes agreed for the village of Banwell, along with a potential 35 extra dwellings, should provide extra demand for Banwell Primary School. The school is showing a predicted 20% surplus of places which is above recommended tolerance, although currently the school only has a 10% surplus and is full or near to capacity in most cohorts . A review of the school site at Banwell was undertaken when major applications for significant new housing in the village were being considered. The reviews showed that the site, subject to planning approval, could be expanded to accommodate up to 315 or 420 pupils, although travel and parking in and around the site was a major concern. The major applications were refused at Planning Appeal. It is hoped the numbers at the school will remain healthy as now. They should be kept under regular review during the life of this plan .

The admission level (and capacity) of Banwell Primary School is 30 (210). Should the school move to academy status, these capacity numbers will form part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity.

- 2.15. Primary Churchill South - Blagdon Primary School's pupils numbers are predicted to continue to decline, although the school has some year groups that are over capacity. With no major developments anticipated for this village it is recommended the numbers of pupils attending Blagdon Primary School should be kept under regular review during the life of this plan.

The admission level (and capacity) of Blagdon Primary School is 17 (119) . Should the school move to academy status, these capacity numbers will form part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity.

- 2.16. Primary Churchill South – Burrington C of E Primary School's pupil numbers are predicted to decline with a projected 49 pupils anticipated to be on roll by 2021. Projections are based mainly on historic trends and pupil birth data. The school have incorporated early years pupils into their Foundation stage class base. They have also formed a Federation with Wrington C of E Primary School following the appointment of a shared Headteacher from January 2018 in order to positively support the long term sustainability of these two schools. These are seen as positive changes for this school.

The admission level (and capacity) of Burrington C of E VA Primary School is 15 (105). Should the school move to academy status, these numbers will form part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity, unless a reduction was agreed by all the stakeholders.

- 2.17. Primary Churchill South - Significant housing developments are taking place in and around Churchill with c220 new homes agreed by planners and a further c70 expected to be approved shortly. A feasibility assessment has determined that Churchill C of E Primary School could be expanded to accommodate up to either 315 or 420 pupils. Changes would cost in the region of £2m and would require new classbases and an expansion of the school hall. The governors have been consulted about their views for expansion and are considering options. During the life of this plan it is anticipated that initial extra demand should be capable of being accommodated within the school's current capacity as, without the new developments, there is a projected 16% surplus of places by 2021.

The admission level (and capacity) of Churchill C of E Primary School is 30 (210). Should the school move to academy status, these capacity numbers will form part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity.

- 2.18. Primary Churchill South - There are c210 new homes being delivered by developers in and around Winscombe with a further c100 expected to be agreed for delivery in the near future. A feasibility assessment has determined that Winscombe Primary School could be expanded to accommodate up to either 315 or 420 pupils. Changes would cost in the region of £2m and would require new class bases and some group areas and a possible hall expansion. Winscombe Primary School and Sandford Primary School formed the Strawberry Line Federation and work closely together, overseen by a single governing body and Headteacher. Dependent on the progress of any changes at Sandford School and the realisation of new developments in this area, it may be necessary to develop plans for this school during the life of this plan. Currently there is a projected surplus of around 12% of primary places.

The admission level (and capacity) of Winscombe Primary School is 30 (210) . Should the school move to academy status, these capacity numbers will form part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity.

- 2.19. Children attending Dundry C of E Primary School and Winford C of E Primary School normally transfer to Chew Valley School in Bath & North East Somerset. There are up to 45 school places per cohort at these two schools.

- 2.20. Churchill Academy and Sixth Form currently admits up to 270 pupils per 11 – 16 year groups. The numbers of children per cohort attending primary schools in the Churchill First Geographical Area total up to 217 pupils.

Whilst it is predicted that demand for Churchill Academy and Sixth Form will continue to be strong, the Council would not be looking to work with the school to increase either its 11 - 16 or post-16 provision at this time. We are grateful the school continues to give a high priority to local pupils in its over-subscription admissions policies and would want to work with the academy to ensure that local demand can be accommodated, with beaches in provision should they be needed, whilst future options for place delivery are in development. Churchill Academy and Sixth Form admits a significant number of pupils from outside its First Geographical Area (FGA), 31% of which are from Weston super Mare. The numbers of local pupils from the school's FGA have been increasing year on year over time.

The impact of both the increases in residential developments in this area, and the plans to accommodate extra pupils within local solutions in Weston, will need to be considered and carefully monitored both for 11-16 and 11-18 provision at Churchill Academy and Sixth Form. Post-16 provision may need to be kept under review as the school has historically offered places to pupils leaving 11-16 education in Weston who wish to continue their post-16 education at a school rather than a local FE college. Demand may increase or decrease in the future dependent on the market and the success of the new North Somerset Enterprise Technology College.

The Council has an expectation that Churchill Academy and Sixth Form will admit at least 270 pupils per 11 -16 cohort in perpetuity. The academy's capacity is based on this Published Admission Number (PAN) which forms part of their current Funding Agreement with the Education Funding & Skills Agency (EFSA).

2.21. Whilst it is likely secondary growth in Churchill Academy and Sixth Form's FGA will be contained during the life of this plan, the growth of new homes in Yatton and the Churchill corridor supports the creation of extra secondary-aged places across the Backwell and Churchill clusters in the future. The table below indicates the numbers of secondary-aged pupils that could be generated per cohort from a new First Geographic Area of Yatton covering, hypothetically, the villages in and around Yatton, Congresbury, Kingston Seymour and Claverham between now and 2023:

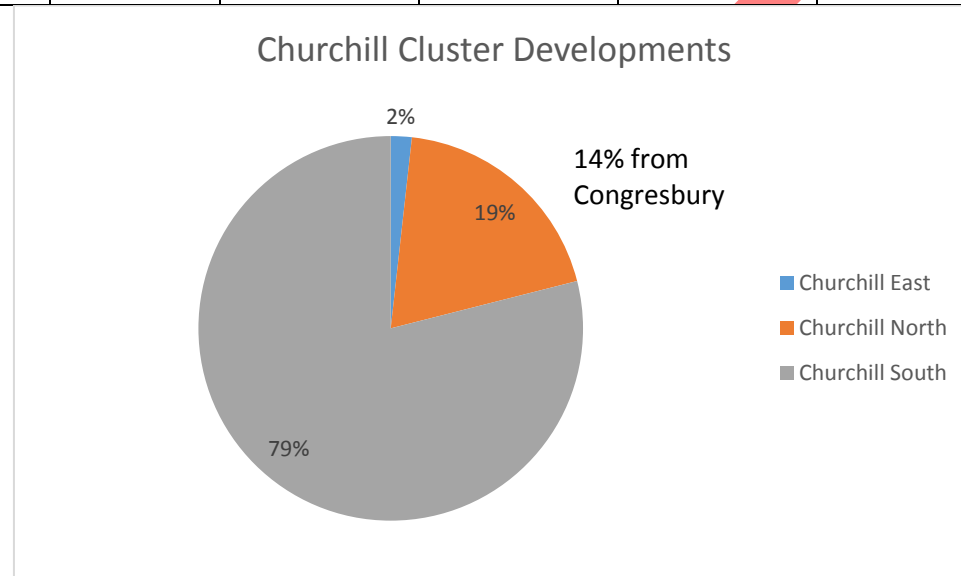
	2017	2018	2019	2020	2021	2022	2023
Yatton	73	80	91	91	79	90	86
Claverham	19	18	17	22	24	16	18
Congresbury	29	44	35	43	30	45	26
* New developments of which:		(12)	(48)	(92)	(120)	(134)	(150)
• Yatton		(7)	(27)	(58)	(81)	(93)	(104)
• Claverham		(0)	(0)	(0)	(0)	(0)	(0)
• Congresbury		(5)	(21)	(34)	(39)	(41)	(46)
Total	121	154	191	248	253	285	280

* The figures for the new developments in the above table are for the total number of secondary aged pupils projected from the developments and are not broken down by school year group.

The changes that a new school could have on Churchill Academy and Sixth Form, based on current numbers are as below:

	2017	2018	2019	2020	2021	2022	2023
Congresbury	-29	-44	-35	-43	-30	-45	-26
New developments elsewhere in the Churchill cluster (excluding new Congresbury)		22	91	140	159	170	186

Developments)							
Total	-29	-22	56	97	129	125	160



The above would indicate that any changes may be contained within existing infrastructures during the life of this plan based on agreed developments assuming that the intake at Churchill Academy and Sixth Form from Weston is no longer accommodated. With regard to potential new homes due to new developments however, a greater priority may need to be given to plans for increases in provision during the life of this plan. The Council will be reviewing:

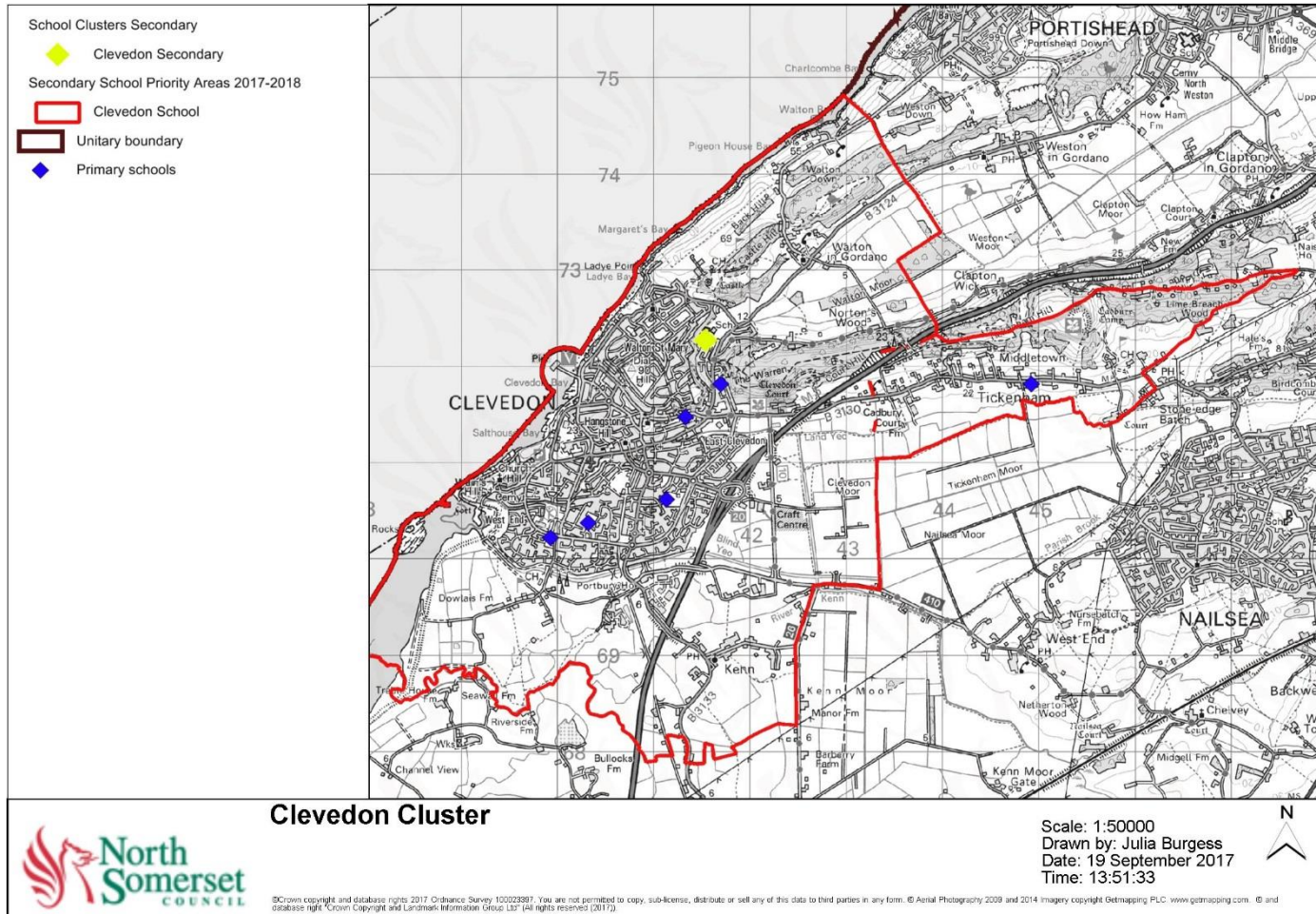
- whether to work with the two academies in the Backwell and Churchill clusters to expand their provisions on their current sites to meet any new demand within their existing FGA
- whether to seek a new site and resources to support the creation of a new 900 place secondary school with 6th form with the capability of expanding to a 1200 - place secondary school with 6th form within the area of a 12th and new school planning cluster

Should a new school be proposed, a site in the region of around 11ha would be required, centrally located within the new FGA. The cost estimated for this is could be in the region of c£10m if assessed as development land (but could be lower if of a lesser value per ha). A new 1200-place secondary school would cost in the region of £25 – 30m plus land. Allowing for the appointment of a sponsor, planning permission and build delivery, an approximate three year timescale would be needed from approval to commission to delivery.

2.22. Summary of actions to be progressed (RAG rated):

	Action	Deadline for delivery	Progress to date	Overall RAG assessment success measures
1	To progress an increase in provision at Sandford Primary School from a 140 to a 210-place school to meet new demand from developments in Sandford – date to be agreed	TBA – could be by September 2021 (dependant on new homes with planning approvals)	Feasibility of site assessed Early draft expansion plans explored	Not yet started
2	To keep the demand for schools with significant surplus places in the cluster under review – to work to remove significant surplus places if appropriate	August 2021 - during the life of this plan	The Council has worked with the governing bodies of some schools in this cluster to support them in progressing measures to support their sustainability during 2016/17	Not yet started
3	To review place demand at Churchill C of E Primary School and Winscombe Primary Schools in light of new housing developments	Ongoing and by September 2021	Feasibility assessments of both sites have been undertaken	Not yet started
4	To review the need for new secondary places across the cluster that may include an expansion of Churchill Academy and Sixth Form or an option to open a further secondary School and create a new cluster area in the centre of North Somerset	TBA	TBA	Not yet started

3 The Clevedon Cluster



3.1. The pupil projections for the Clevedon area for pupil planning purposes are shown below. Pupils from this area are linked to the First Geographic Area (FGA) of two secondary schools – Clevedon School and, for pupils living in Tickenham, Clevedon School and Nailsea School. Living in either of these areas does not preclude residents applying for places in these or other FGAs. Details of plans for Nailsea School are shown in section 6 below.

a) North Somerset Whole School Primary Pupil Projections 2017-2021

The table below shows the projected demand for primary school places across whole schools, including changes in demand to reflect known new housing developments.

Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall, please also refer to 2017-2021 Year R Pupil Projections sheet)				
	Net Capacity	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Clevedon Group																
All Saints East Clevedon C of E Primary School	115	119	119	119	119	119	114	112	112	109	107	5	7	7	10	12
Mary Elton Primary School	Academy	420	420	420	420	420	411	402	394	381	375	9	18	26	39	45
St John the Evangelist Church School	Academy	315	315	315	315	315	303	300	299	292	290	12	15	16	23	25
St Nicholas Chantry C of E VC Primary	420	375	390	405	420	420	386	385	395	381	376	-11	5	20	39	44
Tickenham C of E Primary School	Academy	105	105	105	105	105	81	84	87	88	95	24	21	18	17	10
Yeo Moor Primary School	Academy	450	450	450	450	450	363	373	378	360	368	87	77	72	90	82
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	4	4	4	4	0	-4	-4	-4	-4
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	17	21	22	24	0	-17	-21	-22	-24
Group total	1,795	1,784	1,799	1,814	1,829	1,829	1,658	1,677	1,690	1,637	1,639	126	122	134	192	190

b) North Somerset Whole School Secondary Pupil Projections 2017-2023

The projected demand for secondary school places across the Clevedon cluster, including changes in demand to reflect known new housing developments, is as below:

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2017 - 2023 Secondary School Projections shown including and excluding housing gain, years 7-13									Predicted empty places (negative values = shortfall)						
School	2017 Net Capacity	2017	2018	2019	2020	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023
Clevedon School	1409	1196	1211	1232	1264	1283	1294	1333	213	198	177	145	126	115	76
Y7-11 pupils from new developments		0	9	9	9	9	9	9							
Clevedon Total		1196	1220	1241	1273	1292	1303	1342	213	189	168	136	117	106	67

c) Projected intake into the Reception Cohort – 2017 – 2021

The projected demand for new reception-aged classes, excluding demands from new housing is as follows:

Projected Reception pupil numbers 2017-2021 excluding pupils from new housing.	2017 Admission Level	2017 projected demand: allocations at 19th June 2017	2017 diff to PAN	2018 provisional PAN	2018 projected	2018 diff to PAN	2019 provisional	2019 projected	2019 diff to PAN	2020 provisional	2020 projected	2020 diff to PAN	2021 provisional	2021 projected	2021 diff to PAN
Clevedon															
All Saints, East Clevedon C of E Primary School	17	17	0	17	15	2	17	16	1	17	12	5	17	14	3
Mary Elton Primary School	60	61	-1	60	50	10	60	54	6	60	46	14	60	50	10
St. John the Evangelist CE Primary School	45	41	4	45	39	6	45	42	3	45	37	8	45	39	6
St. Nicholas Chantry CE Primary School	60	57	3	60	51	9	60	56	4	60	43	17	60	50	10
Tickenham Church of England Primary School	15	10	5	15	13	2	15	13	2	15	11	4	15	12	3
Yeo Moor Primary School	60	45	15	60	51	9	60	55	5	60	47	13	60	51	9
Group total	257	231	26	257	219	38	257	236	21	257	196	61	257	216	41

d) Projected intake into the Year 7 cohort – 2017 – 2023

Projected demand for new secondary-aged classes based on feeder schools, new developments and the January 2016 school census is shown below:

Secondary Y7 intake projections - without reallocation	PAN	2017 allocations at July 2017	2017 diff to PAN	2018	2018 diff to PAN	2019	2019 diff to PAN	2020	2020 diff to PAN	2021	2021 diff to PAN	2022	2022 diff to PAN	2023	2023 diff to PAN
Clevedon School	240	236	4	212	28	217	23	239	1	210	30	238	2	241	-1
Projected Y7 from new developments		0		3		3		4		4		4		4	
Clevedon School Total		236	4	215	25	220	20	243	-3	214	26	242	-2	245	-5

3.2. In brief the published pupil projections for the cluster show that:

- for the primary cluster (with the increases at St Nicholas Chantry C of E Primary School following expansion) overall there is a surplus of 90 places by 2021 (or c10%)
- demand for Clevedon Secondary School is increasing and the school will be around capacity/show a small deficit by 2023 in terms of new intakes, with a surplus of places overall.

For secondary school transport purposes, Tickenham Village falls within the First Geographic Area (FGA) for both Nailsea School and Clevedon School. Tickenham C of E Primary School became a member of the Clevedon Learning Trust, a Multi -Academy Trust (MAT) on 1 January 2015. With greater links with Clevedon School, the trends for transition for these pupils may change in the future. For the purpose of this plan, Tickenham C of E Primary School is located in the Clevedon cluster to show its links with the Clevedon Learning Trust. This does not prevent pupils from Tickenham opting to attend Nailsea School or any other secondary school in or outside of the North Somerset district.

3.3. The pupil forecast figures within this document include residential developments for which planning permission has either a) been obtained or b) the Council thinks it likely that a planning applications will be received.

Planning Applications included with planning permission:

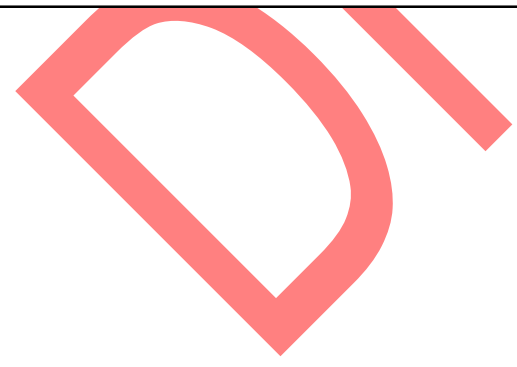
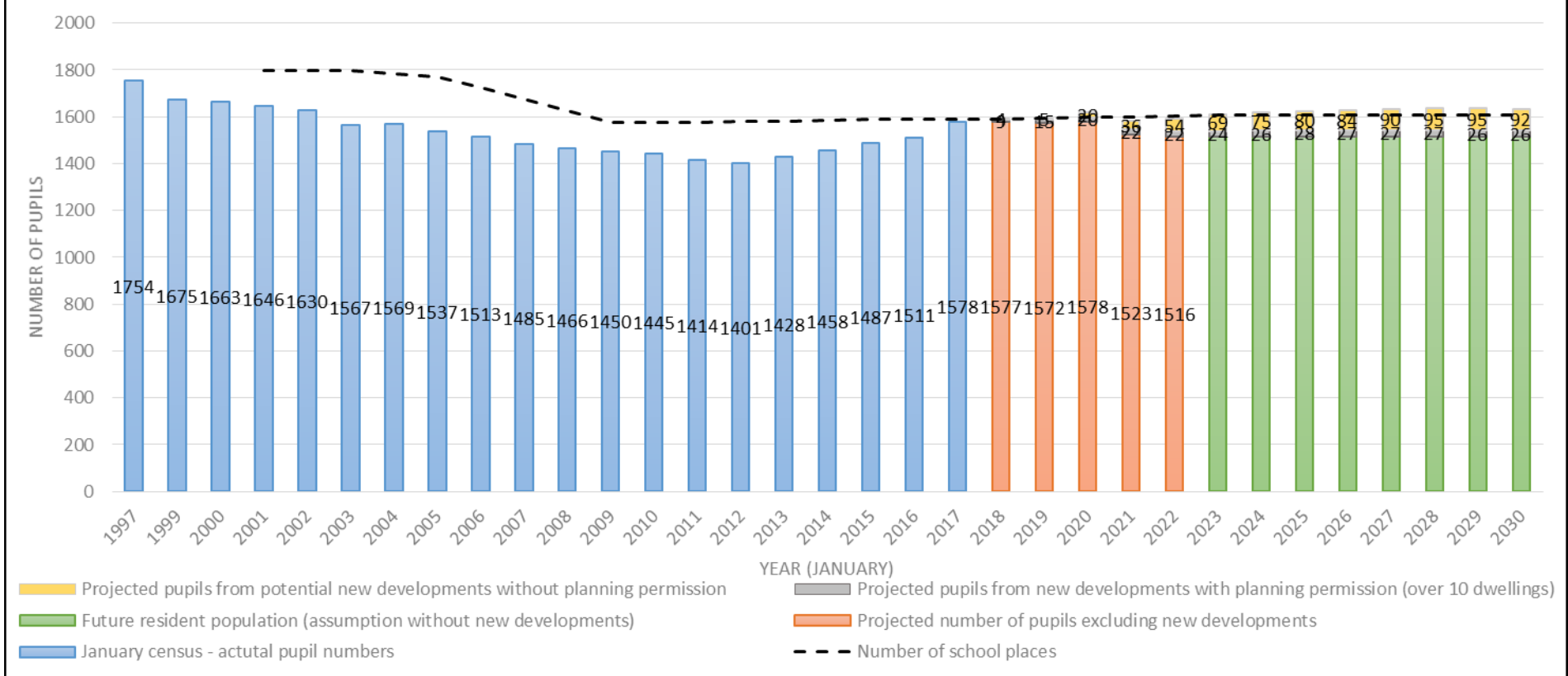
Clevedon	Site	Number of dwellings	Permission Date
15/P/2135/F	North Field, Clevedon Hall Estate, Victoria Road, Clevedon	18	23/03/2016
16/P/0032/O	Tickenham Garden Centre, Church Lane, Tickenham	32	23/06/2017
13/P/2400/F	22 Marine Parade Clevedon BS21 7QS	9	16/10/2014
Total		59	

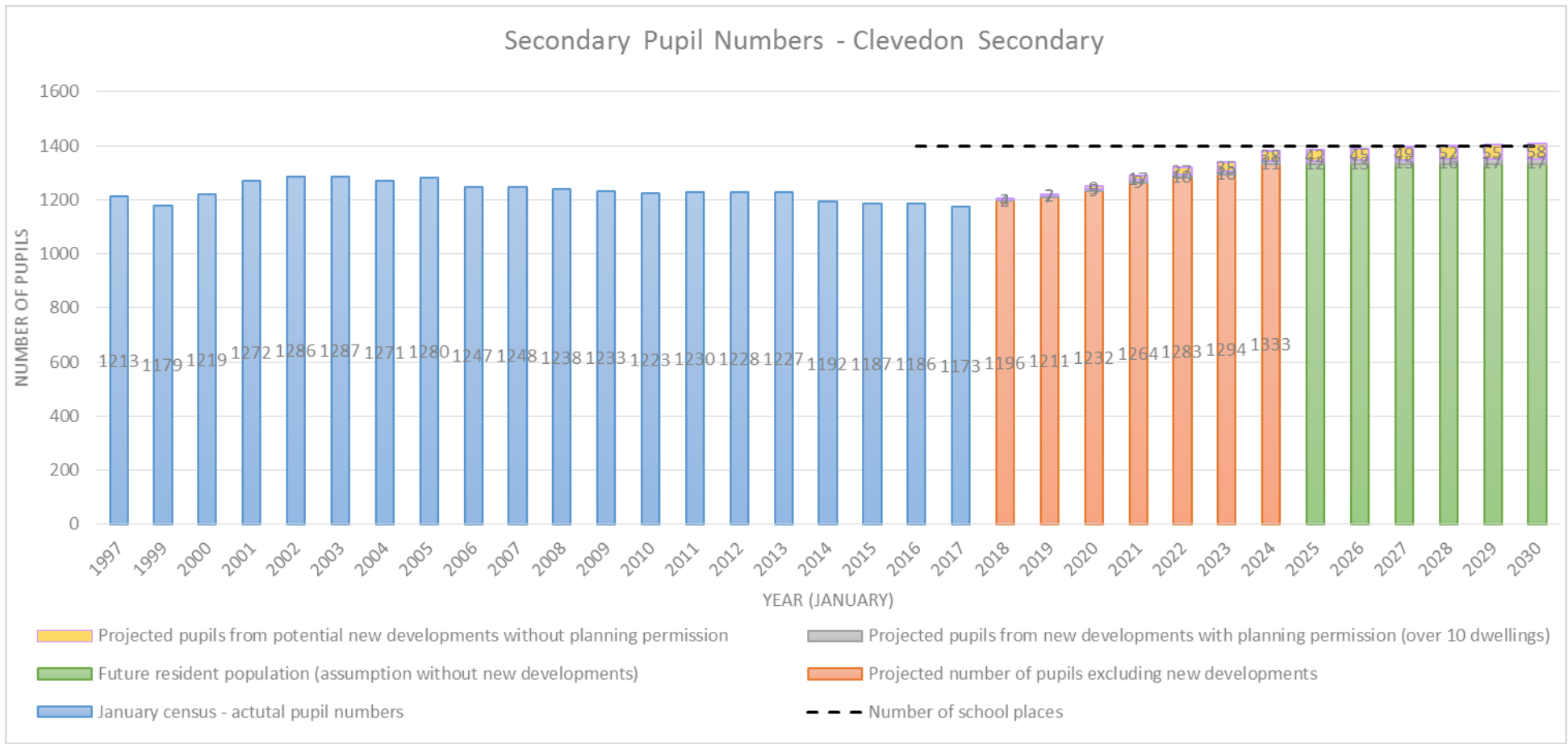
Planning Applications included without planning permission:

Clevedon	Site	Number of dwellings
16/P/1901/O	Land to the West of Kenn Road Clevedon	200
17/P/0374/PRE		10
17/P/0720/CUPA	Waverley House, Old Church Road, Clevedon, BS21 6NN	21
17/P/1078/F	2 - 6 Bay Road, Clevedon, BS21 7BT	19
Total		250

3.4. Based on this data we are projecting the following capacity (+/-) against likely demand:

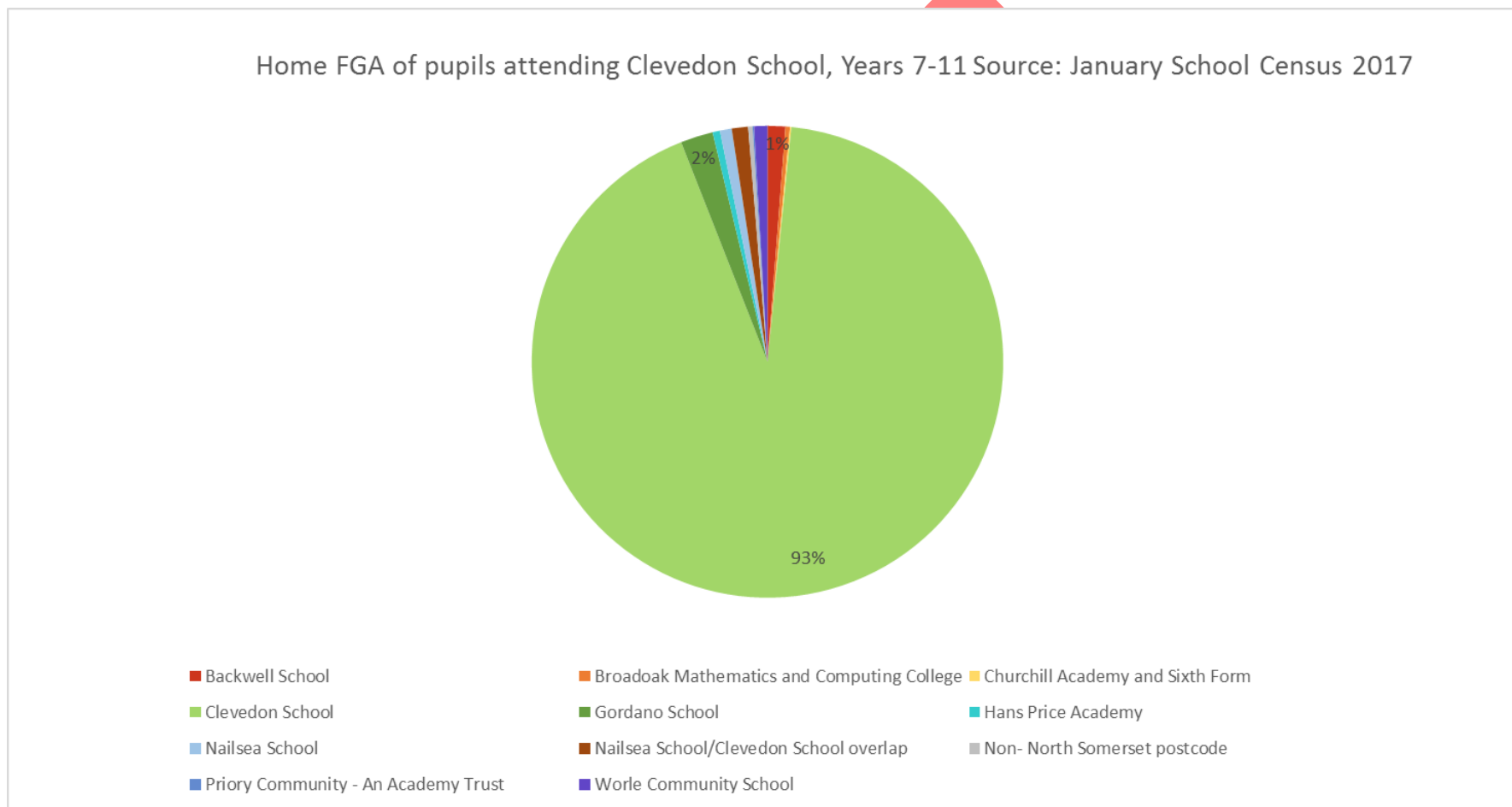
Primary Pupil Numbers - Clevedon



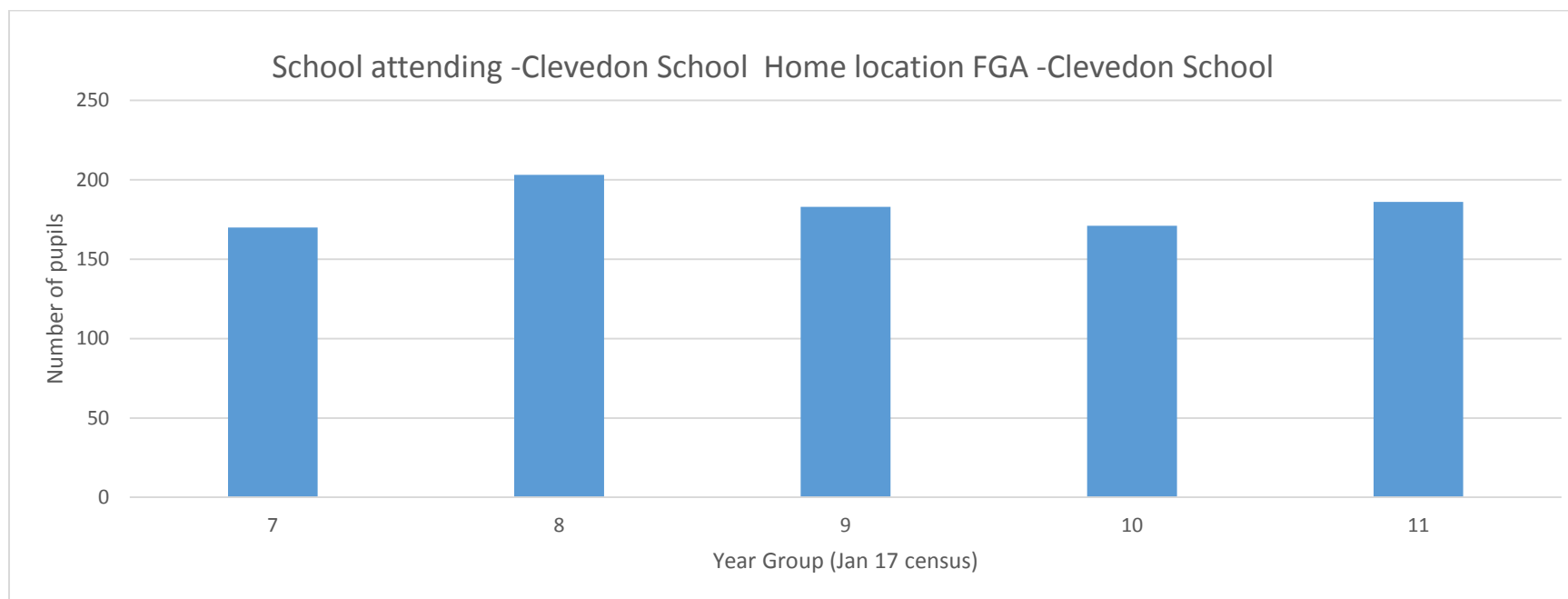


3.5. In the main, local pupils attend their local primary school as shown in the over-subscription criteria summaries for primary schools listed in the Starting School in North Somerset ~A Guide for Parents <http://www.n-omerset.gov.uk/wp-content/uploads/2016/01/starting-school-and-junior-applications- a guide-for-parents.pdf>

3.6. The charts below shows that, based on the latest school pupil census, 93% of pupils attending Clevedon School reside in the school's First Geographic Area (FGA). The numbers of pupils joining the school fluctuate dependent on the numbers of pupils across the primary phase in the town.



3.7. The chart below shows the numbers of pupils per year group that live in the home FGA by year group.



3.8. The Council's policy is to support the expansion of good and outstanding schools. The categories of schools in the Clevedon Cluster, together with school type, academy links and expansion feasibility as at September 2017, are as below:

Clevedon	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017 based on 1 st preferences	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
All Saints East Clevedon Church of England Primary School	Voluntary Controlled	N/A	Good	01/03/2017	17	141%	119	No	£0	Rebuilt 2017
Mary Elton Primary School	Academy	Clevedon Learning Trust	Good	25/01/2012	60	98%	420	No	£0	Site not large enough to accommodate extra capacity
St John the Evangelist Church School	Academy	Bath and Wells Multi	Good	04/06/2013	45	84%	315	tbc	£0	-

		Academy Trust								
St Nicholas Chantry Church of England Voluntary Controlled Primary School	Academy	Clevedon Learning Trust	Requires Improvement	18/05/2016	60	83%	420	No	£0	Site expanded in 2015 to 420-place capacity
Tickenham C of E Primary School	Academy	Clevedon Learning Trust	Academy - Requires Improvement at last inspection	06/03/2013	15	67%	105	No	£3,572	Site not large enough to accommodate extra capacity
Yeo Moor Primary School	Academy	Clevedon Learning Trust	Good	31/10/2017	60	68%	420	Yes	£0	Site has previously accommodated 630 pupils and the supporting infrastructure for a larger school is in place

Secondary	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR 7 over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Clevedon School	Academy	Clevedon Learning Trust	Outstanding	20/10/2011	240			TBA	£18,941	-

3.9. A Priority Schools Building Programme – Phase 2 bid to replace parts of the accommodation at All Saints East Clevedon C of E Primary School (All Saints) was submitted in July 2014 but regrettably was unsuccessful. Despite the set-back of the of unsuccessful

government bid, a £2.65m capital allocation was included in the People and Communities (Children's) capital programme for 2015 – 2017.

Following a complex planning process that required adherence to historic local building restriction covenants, the purchase of Saxby Cottage next door to the site to enable extra land to be available and the removal of temporary accommodation that contained significant asbestos, a project to deliver a new 4-classroom teaching block and to remodel the remaining site started in September 2016. Despite working with only 3 classrooms for a 4-class school for over a school year, the school took delivery of 'new' school buildings in October 2017 and will be handed their refurbished site by Easter 2018. This is one of the most complex projects the Council has ever undertaken and the support of the school and local church to help make the changes possible was exemplary. The school now have the capacity to increase to a 20 intake with 5-classes and a net capacity of 150. Consultations to increase the size of the school year-on-year will form part of admissions consultations for the 2019/20 school year. Subject to demand the school could take a breach intake into the reception class of up to 20 pupils in September 2018.

Whilst All Saints has not yet currently determined when it will move to academy status, in paying for the changes via the allocation of basic need and s106 funding, the Council has the expectation that either as a school or an academy, All Saints will admit at least to the above numbers of pupils per school in perpetuity. Such capacity numbers form part of any current and/or future Funding Agreement with the Education Funding & Skills Agency (EFSA). Current overall demand for the school shows a small decline.

The admission level (and capacity) of All Saints East Clevedon C of E Primary School is 17 (119) moving to 20 (140). Should the school move to academy status, these capacity numbers will form part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity.

- 3.10. Mary Elton Primary School, Tickenham C of E Primary School and Yeo Moor Primary School have joined the Clevedon Learning Trust. Whilst the sites at Mary Elton Primary School and Tickenham C of E Primary School are at capacity, it would be possible to physically expand Yeo Moor Primary School in the future if needed. Reception aged demand for new places in 2016 showed a deficit of places and Yeo Moor Primary School agreed to take an additional reception-aged class. Basic Need and s106 resources were allocated to enable four reception aged classes to be available for the 2016/17 school year. The numbers of places required across Clevedon is showing a small decline, although demand for Yeo Moor Primary School and Tickenham C of E Primary School show a small increased in demand. Places at these and the other Clevedon primary schools will need to be kept under review.

The admission levels (and capacities) of Mary Elton Primary School, Tickenham C of E Primary School and Yeo Moor Primary School are 60 (420); 15 (105) and 60 (420) respectively. These capacity numbers formed part of their Funding Agreements with the Education Funding & Skills Agency (EFSA) when the schools converted to academies and the Council would expect them to keep to at least these numbers in perpetuity.

- 3.11. In response to the demand for primary places in the cluster, approval was granted to a £1.5m scheme to expand St Nicholas Chantry C of E VC Primary School from a 315 to a 420-place school with extra places available from September 2015. Whilst the school has not yet converted to an academy, the Council paid for the extra capacity from 315 – 420 places partly via the allocation of basic need and s106 funding, and has an expectation that either as a school or an academy, St Nicholas Chantry C of E VC Primary School will

admit at least to the above numbers of pupils per school in perpetuity. Such capacity numbers form part of any current and/or future Funding Agreement with the Education Funding & Skills Agency (EFSA). Current demand for the school shows a small decline.

The admission level (and capacity) of St Nicholas Chantry C of E VC Primary School is 60 (420) . The school joined the Clevedon Learning Trust on 1 February 2018 and these capacity numbers formed part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect this school to keep to at least these numbers in perpetuity.

- 3.12. St John the Evangelist Church School (St John's) has joined the Diocese of Bath & Wells MAT. Demand for the school shows a small decline. As with the other primary schools in the town, current demand should be capable of being met within current resources. If new major developments are to be delivered in the future, a review of this site may then be needed to ascertain whether, subject to all approvals, it may be capable of expansion to meet increased local demand in the future.

The admission level and capacity of St John the Evangelist Church School is 45 (315). These capacity numbers formed part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect St John the Evangelist Church School to keep to at least these numbers in perpetuity.

- 3.13. Clevedon School admits up to 240 pupils per year group. The numbers of children per cohort attending primary schools in the Clevedon First Geographical Area currently total up to 257 pupils (including the Tickenham intake). Based on its current funding agreement capacity assessment, Clevedon School should have sufficient capacity to meet the needs of secondary aged provision across the town during the life of this plan. Demand for new intakes are increasing however, and the Council would want to work with the Trust to ensure that if local demand were to exceed the school's Planned Admission Number (PAN) of 240, that local breaches in admission could be accommodated.

The PAN and capacity of Clevedon School formed part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect Clevedon School to keep to at least these numbers in perpetuity.

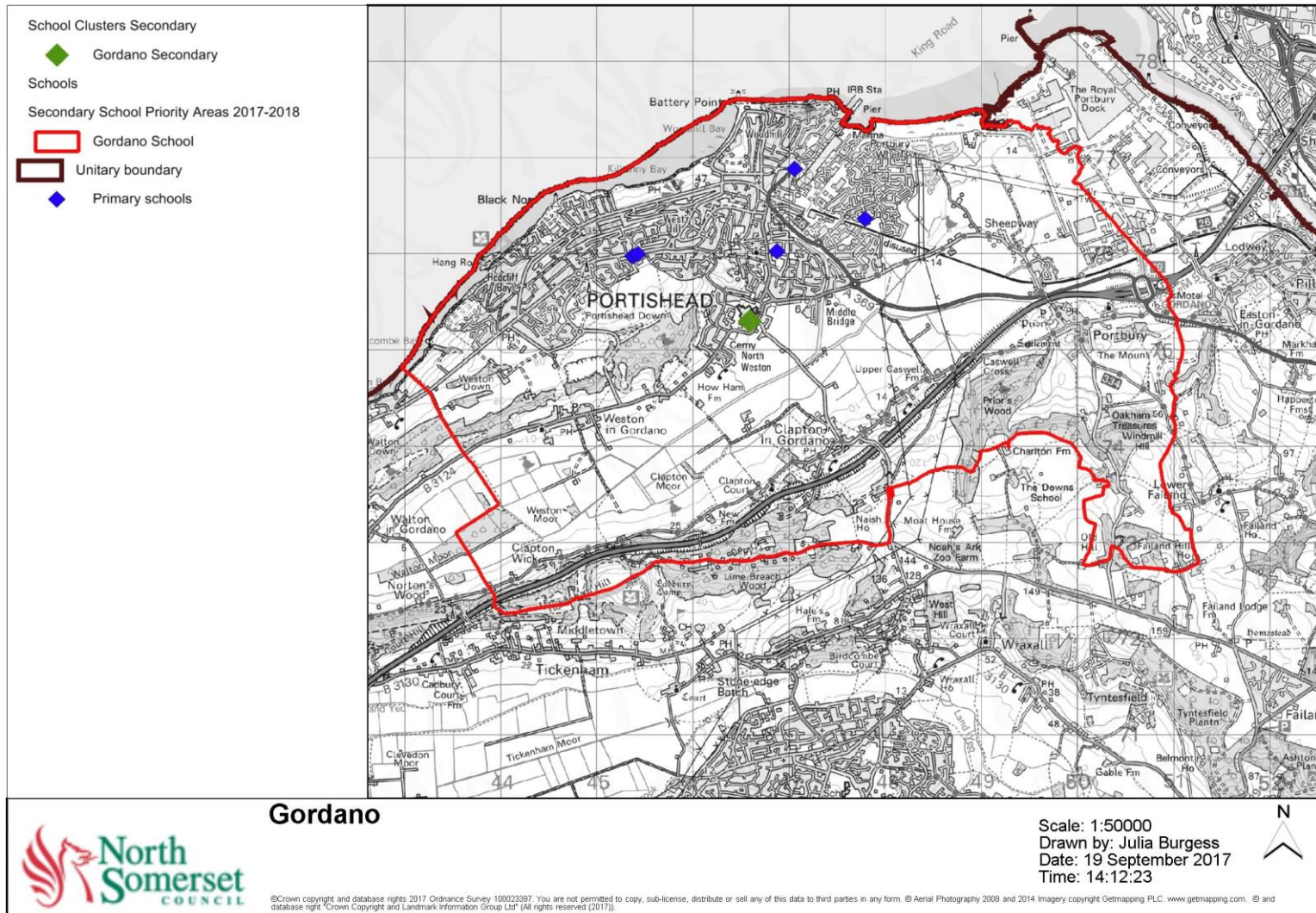
- 3.14. Summary of actions to be progressed (RAG rated):

	Action	Deadline for delivery	Progress to date	Overall RAG assessment and success measures
1	Following the completion of building upgrades at All Saints East Clevedon C of E Primary School, to change the school's PAN from 17 to 20 as part of the 2019/20 school admissions consultations	By April 2019 for the 2019/20 new intake	Building changes are on schedule	Building changes in progress

2	To look to progress the increase in provision at Yeo Moor School and St John the Evangelist Primary School if demand due to new housing in the area requires this	TBA	None required to date	Not yet started
3	To review the need for breach secondary Places for 2020 if local demand exceeds supply	For review and agreement by September 2019	TBA None required to date	Not yet started

DRAFT

4 The Portishead Cluster



4.1. The pupil projections for the Portishead cluster for pupil planning purposes are shown below. Previously the Gordano Cluster had covered the Portishead and Pill areas. With the move to academy status and Trusts, for the purpose of this document and to assist the Trusts in their planning, the areas have been sub-divided into Section 4 - Portishead and Section 5 - Pill (see below) areas. Living in either of these areas does not preclude residents from applying for school places in other FGAs.

a) North Somerset Whole School Primary Pupil Projections 2017-2021

The table below shows the projected demand for primary school places across whole schools, including changes in demand to reflect known new Housing developments.

Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall,				
	Net Capacity	2017	2019	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Portishead Group																
High Down Infant School	Academy	300	270	270	270	270	283	251	258	248	255	17	19	12	22	15
High Down Junior School	Academy	390	420	390	390	390	387	411	372	373	361	3	9	18	17	29
Portishead Primary School	Academy	480	450	450	450	450	479	450	450	445	412	1	0	0	5	38
St Joseph's Catholic Primary School		210	210	210	210	210	206	201	196	190	185	4	9	14	20	25
St Peter's C of E Primary School	Academy	600	600	630	630	630	595	588	609	597	586	5	12	21	33	44
Trinity Anglican Methodist Primary School	Academy	450	450	450	450	420	447	444	442	434	404	3	6	8	16	16
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	7	10	10	10	0	-7	-10	-10	-10
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	28	38	41	45	0	-28	-38	-41	-45
Group total		2,310	2,430	2,400	2,400	2,400	2,397	2,380	2,375	2,338	2,258	33	20	25	62	112

St Mary's C of E VA Primary	Academy	120	120	120	120	120	114	114	111	113	112	6	6	9	7	8
Extended group total	2,415	2,550	2,520	2,520	2,520	2,520	2,511	2,494	2,486	2,451	2,370	39	26	34	69	120

b) North Somerset Whole School Secondary Pupil Projections 2017-2023

The projected demand for secondary school places across the Portishead cluster, including changes in demand to reflect known new housing developments is as below:

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2017 - 2023										Predicted empty places (negative values = shortfall)					
Secondary School Projections shown including and excluding housing gain, years 7-13															
School	2017 Net Capacity	2017	2018	2019	2020	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023
Gordano School	Academy	1840	1948	2022	2077	2192	2269	2276	76	-32	-106	-161	-276	-353	-360
Y7-11 pupils from new developments		0	14	18	21	21	23	25							
Gordano Total	1940	1840	1962	2040	2098	2213	2292	2301	76	-46	-124	-182	-297	-376	-385

c) Projected intake into the Reception Cohort – 2017 – 2021

Projected demand for new reception-aged classes, excluding new housing, is as follows:

Projected Reception pupil numbers 2017-2021 excluding pupils from new housing.	2017 Admission Level	2017 projected demand: allocations at 19th June 2017	2017 diff to PAN	2018 provisional PAN	2018 projected demand	2018 diff to PAN	2019 provisional PAN	2019 projected demand	2019 diff to PAN	2020 provisional PAN	2020 projected demand	2020 diff to PAN	2021 provisional PAN	2021 projected demand	2021 diff to PAN
Portishead															
High Down Infants School	90	90	0	90	78	12	90	90	0	90	80	10	90	85	5
High Down Junior School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Portishead Primary School	60	60	0	60	58	2	60	61	-1	60	55	5	60	58	2
St Joseph's Catholic Primary School	30	30	0	30	25	5	30	26	4	30	24	6	30	25	5
St. Peter's CE Primary School	90	90	0	90	80	10	90	81	9	90	78	12	90	79	11
Trinity Anglican Methodist Primary School	60	60	0	60	56	4	60	59	1	60	51	9	60	55	5
Group total	330	330	0	330	297	33	330	317	13	330	288	42	330	302	28
St Mary's C of E VA Primary School	30	28	2	15	11	4	15	11	4	15	11	4	15	11	4
Extended Group total	360	358	2	345	308	37	345	328	17	345	299	46	345	313	32

d) Projected intake into the Year 7 cohort – 2017 – 2023

The projected demand for new secondary-aged classes based on feeder schools, new developments and the January 2016 school census, is shown below;

Secondary Y7 intake projections - without reallocation	PAN	2017 allocations at July 2017	2017 diff to PAN	2018	2018 diff to PAN	2019	2019 diff to PAN	2020	2020 diff to PAN	2021	2021 diff to PAN	2022	2022 diff to PAN	2023	2023 diff to PAN
Gordano School	308/336*	315	-7	381*	-45	365*	-29	358*	-22	418*	-82	386*	-50	348*	-12
Projected Y7 from new developments		0		5		6		6		6		8		8	
Gordano School Total	308/336	315	-7	386	-50	371	-35	364	-28	424	-88	394	-58	356	-20

* Denotes the higher PAN of 336 from 2018 onwards

4.2. In brief the [pupil projections](#) for this cluster show that

- for the primary Portishead Group (High Down Infant School, High Down Junior School, Portishead Primary School, St Peter's C of E Primary School, Trinity Anglican Methodist Primary School and St Joseph's Catholic Primary School) overall a projected surplus of 112 places by 2021, with sufficient new school places based on current housing development.
- demand for places in St Mary's C of E VA Primary School, Portbury remains stable. As this school is further integrated into the Lighthouse Partnership, a trend for its synergies with Portishead will need to be reviewed.
- demand for secondary places at Gordano School is increasing and if current admission trends/admission levels were to continue the school would have a significant deficit of around -219 places by 2023

For *school transport purposes* as per North Somerset Council's Home to School Transport Policy (<http://www.n-somerset.gov.uk/wp-content/uploads/2017/08/DEC-1718-DE-109-HOME-TO-SCHOOL-POLICY.pdf>), Portbury Village falls within the transport First Geographic Area (FGA) for St Katherine's School.

St Mary's C of E VA Primary School (St Mary's) in Portbury became a member of the Lighthouse Trust (MAT) on 1 September 2016. For the purpose of this plan, St Mary's C of E VA Primary School is located in the Gordano Portishead cluster to show its links with the Lighthouse (Portishead) Cluster MAT. This does not prevent pupils from Portbury opting to attend Gordano School in Portishead, St Katherine's School in Pill or any other secondary school in or outside of the North Somerset district.

Whilst the projections for St Joseph's Catholic Primary School are contained within the Catholic Cluster section of this document (section 8), it is recognised that St Joseph's Catholic Primary School serves pupils in the Portishead, Pill and wider community area. Any plans for this cluster in the general sense will automatically include the needs and opportunities available at St Joseph's Catholic Primary School.

- 4.3. The pupil forecast figures within this document include residential developments for which planning permission has either a) been obtained or b) the Council thinks it likely that a planning applications will be received.

Planning Applications included with planning permission:

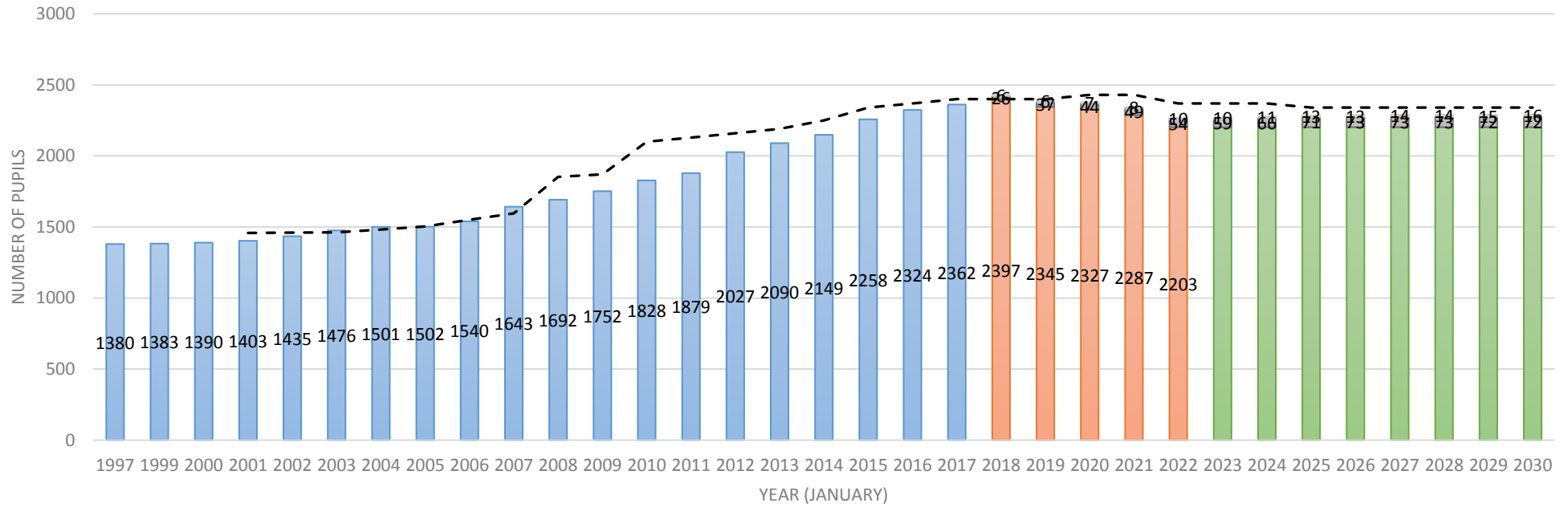
Gordano - Portishead	Site	Number of dwellings	Permission Date
15/P/2100/O	Land off Elm Walk, Battens Walk, Portishead	14	28/10/2016
12/P/2035/F4	Land at Former Severn Paper Mill, Harbour Road, Portishead	117	11/04/2013
16/P/2066/F	Land at Harbour Crescent, Serbert Road, Portishead, BS20 7FT	94	09/08/2017
16/P/1608/F	Land at Former Severn Paper Mill Harbour Road Portishead BS20 7DF	69	10/05/2017
Total		294	

Planning Applications included without planning permission:

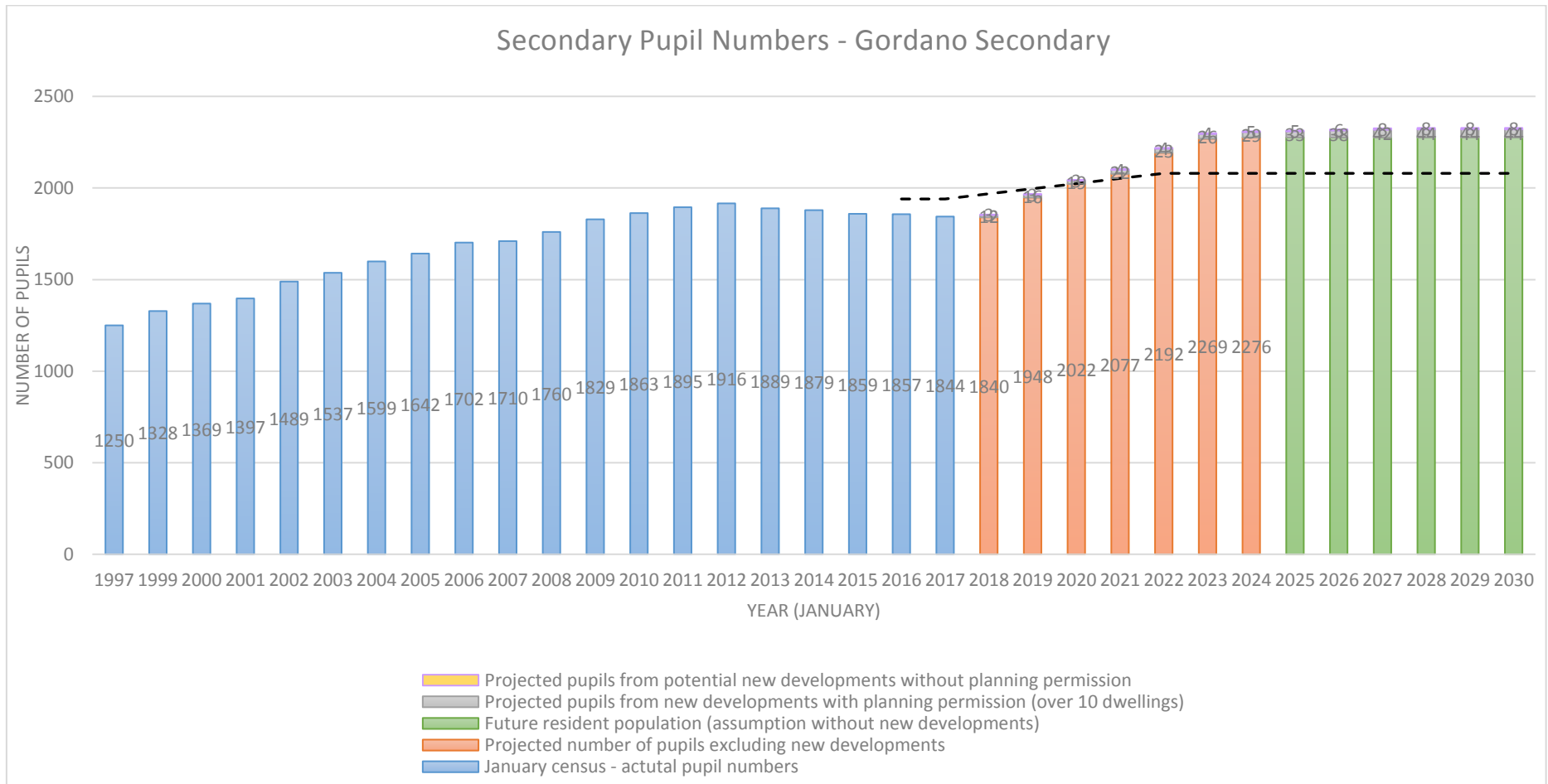
Gordano - Portishead	Site	Number of dwellings
16/P/0445/PRE		23
17/P/0619/PRE		30
17/P/1229/F	Land off Wyndham Way, Portishead	33
Total		86

- 4.4. Based on this data and known forecasts, we are projecting the following capacity (+/-) against likely demand (excluding Portbury):

Primary Pupil Numbers - Gordano - Portishead

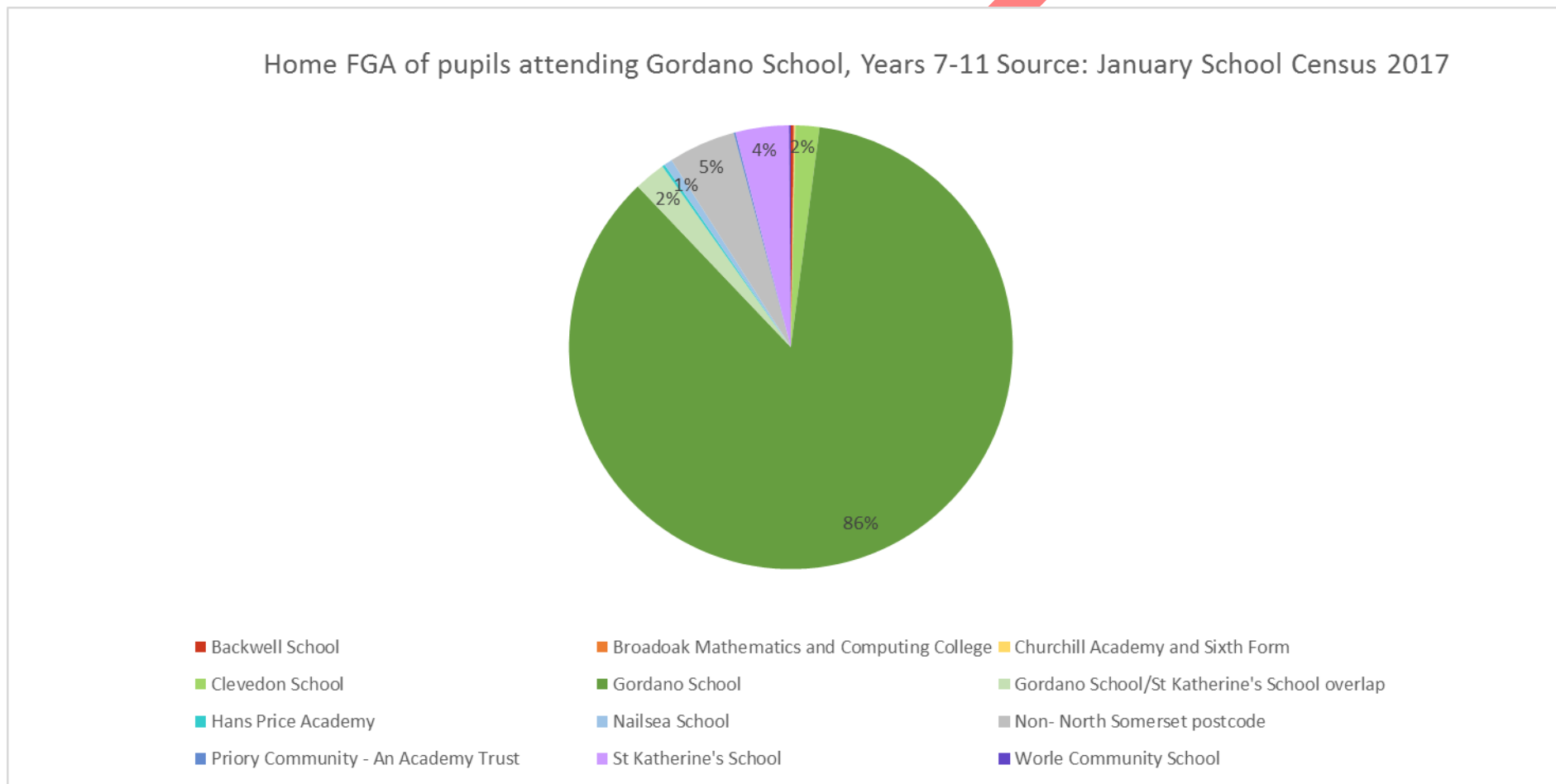


- Projected pupils from potential new developments without planning permission
- Projected pupils from new developments with planning permission (over 10 dwellings)
- Future resident population (assumption without new developments)
- Projected number of pupils excluding new developments
- January census - actual pupil numbers
- - - Number of school places

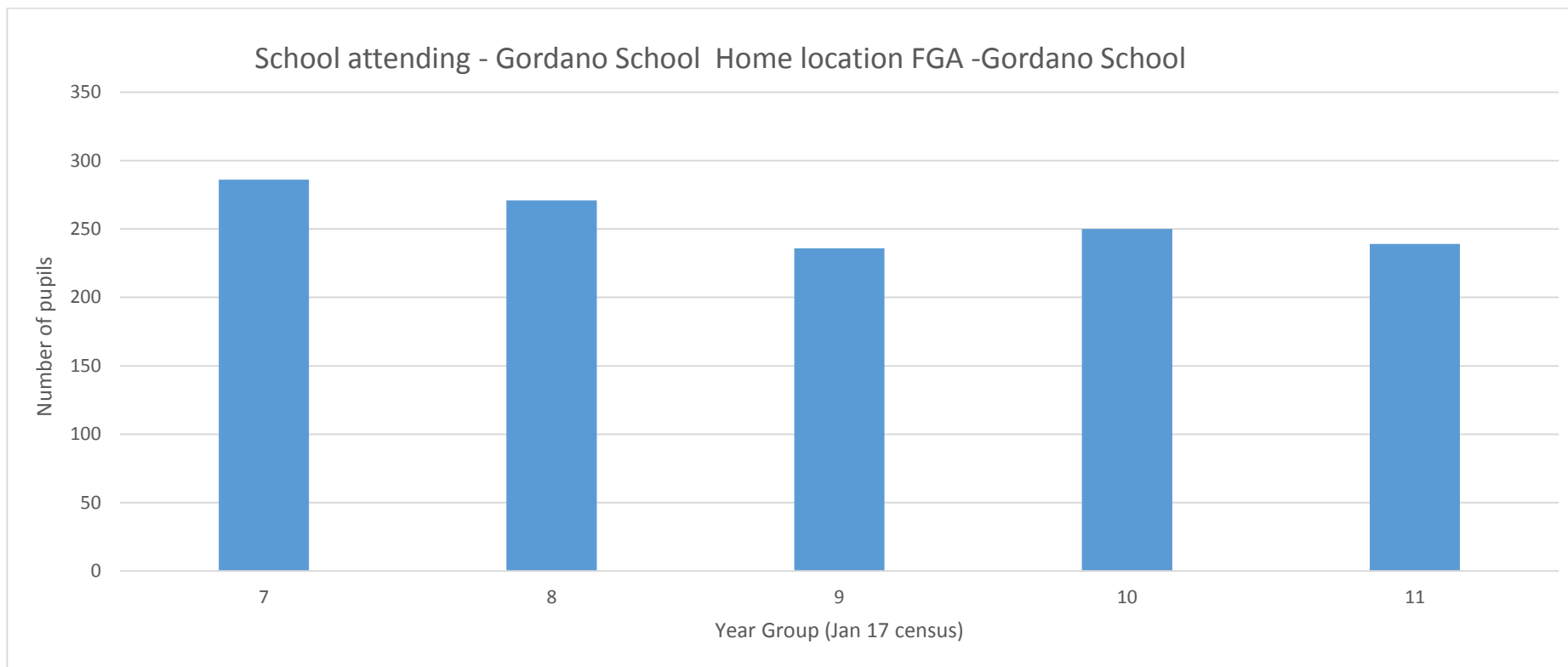


4.5. In the main, local pupils attend their local primary school as shown in the over-subscription criteria summaries for primary schools listed in the Starting School in North Somerset ~A Guide for Parents <http://www.n-omerset.gov.uk/wp-content/uploads/2016/01/starting-school-and-junior-applications- a guide-for-parents.pdf>

4.6. The charts below shows that, based on the latest school pupil census, 86% of pupils attending Gordano School reside in the school's First Geographic Area (FGA).



4.7. The numbers of pupils attending Gordano Schools per year group that live in the school's FGA are as below:



4.8. The Council's policy is to support the expansion of good and outstanding schools. The categories of schools in the Portishead Cluster, together with school type, academy links and expansion feasibility as at September 2017, are as below:

Portishead	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
High Down Infant School	Academy	Lighthouse Schools Partnership	Outstanding	01/10/2008	90	98%	300	No	£0	School has been remodelled and there are no current plans for further expansion. The school has extra

										capacity to accommodate a breach class and this could be utilised again once the present larger cohort leaves in July 2018
High Down Junior School	Academy	Lighthouse Schools Partnership	Good	01/12/2015	-	-	390	No	£0	<p>School has been remodelled and there are no current plans for further expansion.</p> <p>The school has extra capacity to accommodate two breach classes and this could be utilised again once the present larger cohorts leave in July 2019 and July 2022</p>
Portishead Primary School	Academy	Lighthouse Schools Partnership	Good	19/03/2014	60	118%	420	No	£0	<p>The school site is of a minimum size for its capacity.</p> <p>The school has extra capacity to accommodate two breach classes and this could be utilised again once the present larger cohorts leave in</p>

										July 2018 and July 2021
St Joseph's Catholic Primary School	Voluntary Aided	N/A	Good	02/03/2016	30	90%	210	tbc	£15,580.00	-
St Mary's Church of England Voluntary Aided Primary School, Portbury	Academy	Lighthouse Schools Partnership	Good	17/11/2015	15	127%	105	tbc	£4,450.00	A review of the site was undertaken in 2016. It is possible, subject to approvals, to expand this school to accommodate up to 210 pupils. -
St Peter's Church of England Primary School	Academy	Lighthouse Schools Partnership	Good	09/10/2014	90	102%	630	No	£0	This school was expanded to take up to 630 pupils in 2014
Trinity Anglican-Methodist Primary School	Academy	Bath and Wells Multi Academy Trust	Good	18/06/2013	60	102%	420	No	£0	This school was expanded in 2011 from 210 to 420 places. Whilst it has a breach class that will leave the school in July 2021, the accommodation provided to assist this will be utilised to support early year's provision for 2-year olds. There are no current plans for further expansion at this time.

Gordano	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% Y7 over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Gordano School	Academy	Lighthouse Schools Partnership	Outstanding	24 April 2012	309	107%	1940		£81,714	The school is being expanded from PAN of 309 to 336 for September 2018

4.9. Portishead continues to be an area of residential growth, although the extent of rapid new growth is now declining. This is reflected in the latest projections that shows the demand for new reception aged places being capable, in the main, of being met within the overall capacity for this cluster, with an 8% overall surplus by 2021. The town is at capacity in terms of its primary provision and any new demand from new housing is in danger of exceeding supply unless its delivery coincides with the declines in the birth rates across the town.

4.10. There are three primary academies within the town with the capacity to accommodate additional bulk classes as current larger cohorts transfer to junior or secondary schools. They are High Down Infant School, High Down Junior School and Portishead Primary School. Council officers will continue to work with the Portishead cluster to seek interim solutions to meet the need for any additional breach classes should they arise in the future.

4.11. High Down Infant School and Junior School became the High Down Federated Schools on 1 January 2015 and they joined the Lighthouse Partnership Multi-Academy Trust in September 2016. A significant capital allocation was given by the Council to support class and infrastructure changes across the two sites. This has ensured that the education of the pupils in attendance at both schools is not compromised by the 'breach' additional allocations of places made across both schools.

The admission levels (and capacities) of High Down Infant School and High Down Junior School are 90 (270) and 90 (360) respectively. These capacity numbers formed part of their Funding Agreements with the Education Funding & Skills Agency (EFSA) and the Council would expect these schools to keep to at least these numbers in perpetuity.

4.12. Portishead Primary School has benefited from a hall extension and some internal remodeling to enable it to accommodate two breach classes. These classes will work through the school, and it should return to a 420-place structure in September 2022. The school joined the Lighthouse Partnership Multi-Academy Trust in September 2016.

The admission level (and capacity) of Portishead Primary School is 60 (420). These capacity numbers formed part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect this school to keep to at least these numbers in perpetuity.

- 4.13. St Peter's C of E Primary School was expanded formally to a 630-place school in September 2014. The phased increase in provision should be fully in place by September 2019 at the latest. The school joined the Lighthouse Partnership Multi-Academy Trust in September 2016.

The admission level (and capacity) of St Peter's C of E Primary School is 90 (630). These capacity numbers formed part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect this school to keep to at least these numbers in perpetuity.

- 4.14. Trinity Anglican Methodist Primary School expanded to become a 420-place primary in September 2011. It has taken a breach class for 2015 that will remain at the school for 7 years. The accommodation for this additional 30 pupils has been designed to enable it to become a nursery class for 2-year olds from September 2022 onwards. The school joined the Diocese of Bath & Wells Multi-Academy Trust on 1 March 2016.

The admission level (and capacity) of Trinity Anglican Methodist Primary School is 60 (420). These capacity numbers formed part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect this school to keep to at least these numbers in perpetuity.

- 4.15. St Joseph's Catholic Primary School is one of three Catholic schools serving North Somerset and serves pupils in the Portishead, Pill and wider community area. Any plans for this cluster in the general sense will automatically include the needs and opportunities available at St Joseph's Catholic Primary School. 43.3% of the latest intake of pupils to this school (September 2017) requested this school for denominational reasons. There are no plans to look to expand this schools at this time.

The admission level (and capacity) of St Joseph's Catholic Primary School is 30 (210). If /when the school coverts to academy status, there is an expectation that its admissions level (and capacity) will remain at least these numbers in perpetuity.

- 4.16. The numbers of pupils able to transfer from primary schools within the town of Portishead to Gordano School are such that it is predicted there will be insufficient places to meet short-term local demand, although longer-term Portishead resident demand should be accommodated within the school's new higher admission level of 336. . The Council has worked with the academy to increase provision. It supported the school's application to the Regional School's Commissioner to increase its intake from 308 to 336 places per cohort from September 2018 and is funding and delivering a £4.5m scheme to increase the physical capacity on the school's site. A new dining facility and new/refurbished classrooms should be in place by Easter 2018. The Council will continue to work with the senior leaders and governors/Academy Trust of Gordano School to determine how best to meet new demand from 2019 onwards, especially whilst the larger cohorts in primary schools in the town become of secondary age.

One area of significance is the link between the town of Portishead's primary schools and the schools in the Lighthouse Partnership. The numbers of children per cohort attending primary schools in Portishead total up to 330 pupils. This increases to 345 pupils when including St Mary's C of E VA Primary School in this planning area. Demand for new Year 7 places could rise to 424 pupils by 2021. Options available to the school/the community are:

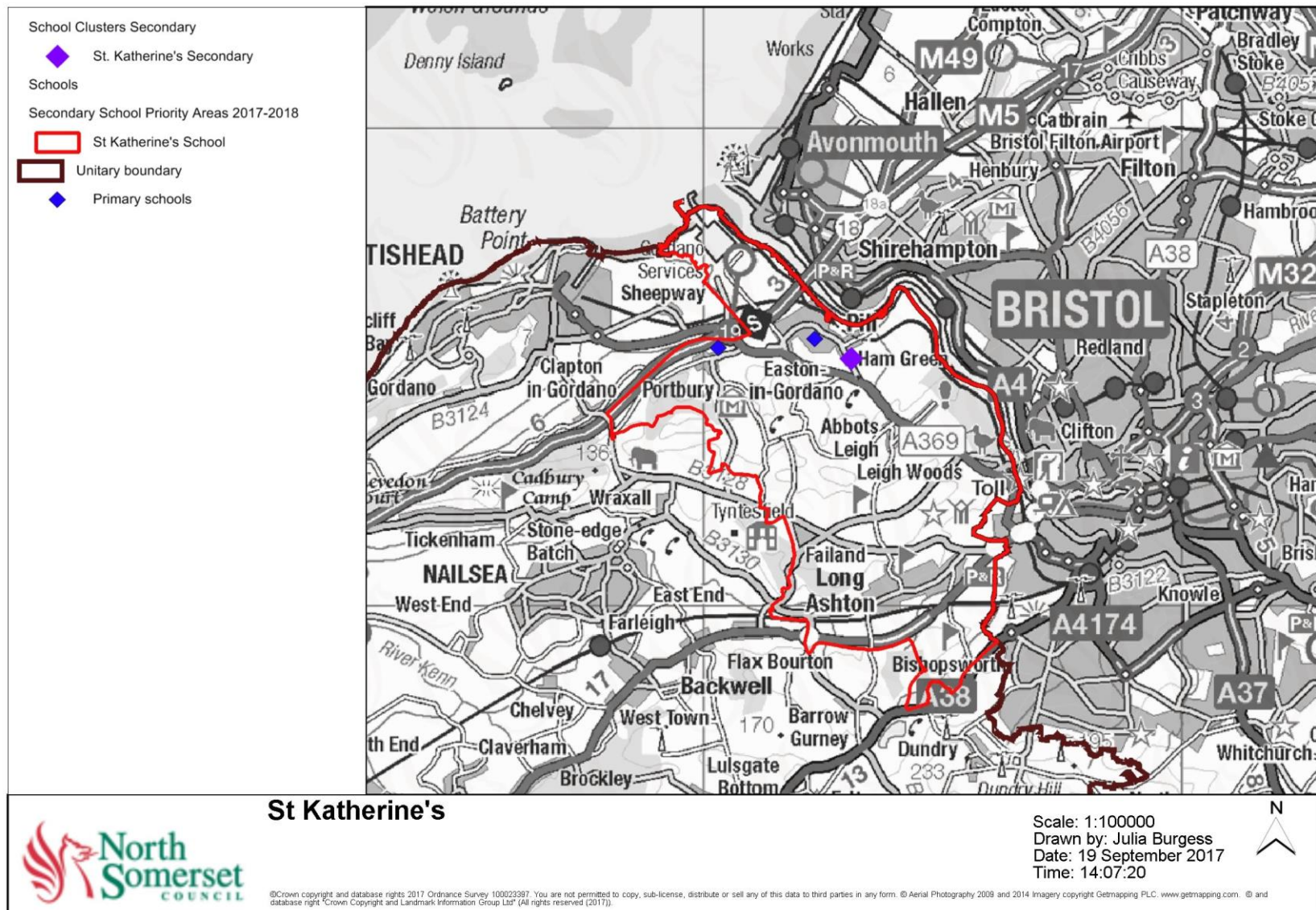
- Gordano School increasing the sizes of its 12 tutor groups and having 30 -32 pupils (instead of the current 28) that could generate an additional 240 places within the current capacity (up to 48 places per cohort)
- The school giving priority to pupils living in the town of Portishead within its admission arrangements over those from outside the area. This may require the school to revise its First Geographic Area and could result in a lower priority for places to pupils living in areas such as Portbury
- Working with the local community to promote St Katherine's School as a preference for those who are less likely to obtain a place at Gordano School when it becomes heavily over-subscribed
- To accept 'breach' classes as follows – up to 2 x breach classes in the 2021 intake; and 1 x breach class into the 2022 intake

The admission level (and capacity) of Gordano School is 336 pupils (1940 currently and before new accommodation has been added to the capacity assessment). These capacity numbers formed part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect this academy to keep to at least these numbers in perpetuity.

4.17. Summary of actions to be progressed (RAG rated):

	Action	Deadline for delivery	Progress to date	Overall RAG assessment success measures
1	To complete the delivery of the extra Accommodation at Gordano School to enable it to admit 336 pupils per cohort incrementally from September 2018 onwards	September 2018	Building construction in progress	On site
2	To work with Gordano School and St Katherine's School to determine solutions for the potential deficit of secondary places in Portishead during and after the life of this plan	September 2018 and ongoing	Working with the schools on options	Not yet started

5 The Pill Cluster



5.1. The pupil projections for the Pill cluster for pupil planning purposes are shown below. Previously the Gordano Cluster had covered the Portishead and Pill areas. With the move to academy status and Trusts, for the purpose of this document and to assist the Trusts in their planning, the areas have been sub-divided into Section 4 – Portishead (see above) and Section 5 – Pill. Living in either of these areas does not preclude residents from applying for school places in these and other FGAs.

a) North Somerset Whole School Primary Pupil Projections 2017-2021

the table below shows the projected demand for primary school places across whole schools, including changes in demand to reflect known new housing developments.

Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall)					
	Net Capacity	2017	2019	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	
Crockerne C of E Primary School	Academy	315	315	315	315	315	298	297	301	304	306	17	18	14	11	9	
*St Mary's C of E VA Primary School	Academy	120	120	120	120	120	114	114	111	113	112	6	6	9	7	8	
Year R not specifically allocated (excluding new housing)							0	2	0	3	0	0	-2	0	-3	0	
Estimated Year R pupils from new housing							0	0	0	0	0	0	0	0	0	0	0
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	0	2	2	5	0	0	-2	-2	-5	
Group total	403	435	435	435	435	435	412	413	414	422	423	23	22	21	13	12	

* Details of St Mary's C of E VA Primary School's projections are included for information

b) North Somerset Whole School Secondary Pupil Projections 2017-2023

The projected demand for secondary school places across the Pill cluster, including changes in demand to reflect known new housing developments as below:

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2017 - 2023									Predicted empty places (negative values = shortfall)						
Secondary School Projections shown including and excluding housing gain, years 7-13															
School	2017 Net Capacity	2017	2018	2019	2020	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023
St. Katherine's School	1055 (funding agreement 900)	769	804	808	838	858	872	872	286	251	247	217	197	183	183
Y7-11 pupils from new developments		0	0	0	0	0	0	0							
St Katherine's Total		769	804	808	838	858	872	872	286	251	247	217	197	183	183

Projected Reception pupil numbers 2017-2021 excluding pupils from new housing.	2017 Admission Level	2017 projected demand: allocations at 19th June 2017	2017 diff to PAN	2018 provisional PAN	2018 projected demand	2018 diff to PAN	2019 provisional PAN	2019 projected demand	2019 diff to PAN	2020 provisional PAN	2020 projected demand	2020 diff to PAN	2021 provisional PAN	2021 projected demand	2021 diff to PAN
Pill															
Crockerne C of E Primary School	45	38	7	45	51	-6	45	43	2	45	52	-7	45	48	-3
* St Mary's C of E VA Primary School	30	28	2	15	11	4	15	11	4	15	11	4	15	11	4
Group total	75	66	9	60	62	-2	60	54	6	60	63	-3	60	59	1

* Details of St Mary's C of E VA Primary School's projections are included for information

d) Projected intake into the Year 7 cohort – 2017 – 2023

The projected demand for new secondary-aged classes based on feeder schools, new developments and the January 2016 school census data is shown below:

Secondary Y7 intake projections - without reallocation	PAN	2017 allocations at July 2017	2017 diff to PAN	2018	2018 diff to PAN	2019	2019 diff to PAN	2020	2020 diff to PAN	2021	2021 diff to PAN	2022	2022 diff to PAN	2023	2023 diff to PAN
St Katherine's School	180	162	18	163	17	145	35	151	29	160	20	163	17	157	23
Projected Y7 from new developments		0		0		0		0		0		0		0	
St Katherine's School Total	180	162	18	163	17	145	35	151	29	160	20	163	17	157	23

5.2. In brief the pupil projections for this cluster with agreed new housing shows that:

- for the primary intake, an overall projected surplus of 12 places by 2021 (including St Mary's), although a small deficit of places is shown for new intakes in 2018 and 2020
- Overall demand for secondary places at St Katherine's School is increasing but with demand for new places remaining constant at around 160 places per new intake

For *school transport purposes* as per North Somerset Council's Home to School Transport Policy (<http://www.n-somerset.gov.uk/wp-content/uploads/2017/08/DEC-1718-DE-109-HOME-TO-SCHOOL-POLICY.pdf>), Portbury Village falls within the transport First Geographic Area (FGA) for St Katherine's School.

Details of demand for St Mary's C of E Primary, Portbury are included in this section for information as the school is physically located within the Pill school place planning and FGA of St Katherine's Secondary. This planning area for school places purposes will be kept under review during the life of this plan.

The First Geographic Area (FGA) for St Katherine's School includes Long Ashton. For primary place planning purposes, this village is located in the Backwell Planning Cluster in section 1 above. Pupils from Long Ashton opt to attend both St Katherine's School and other nearby schools both within North Somerset and in Bristol for their secondary education.

5.3. The pupil forecast figures within this document include residential developments for which planning permission has either a) been obtained or b) the Council thinks it likely that a planning applications will be received.

Planning Applications included with planning permission

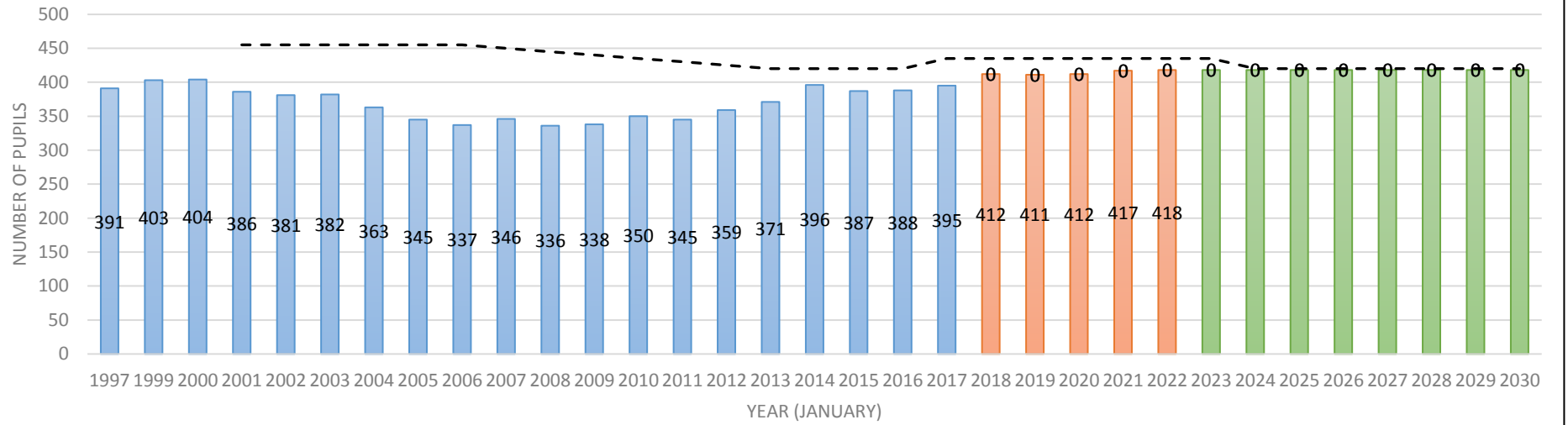
There are no planning applications live at the time of compiling this report that will directly affect the schools serving the Pill Cluster.

Planning Applications included without planning permission

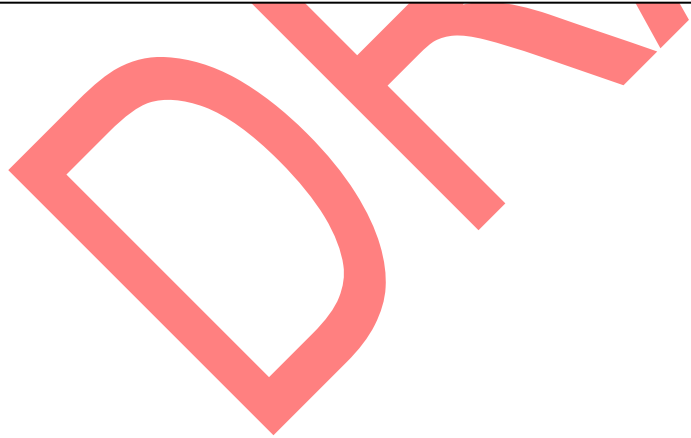
There are no planning applications live at the time of compiling this report that will directly affect the schools in the Pill Cluster

5.4. Based on this data we are projecting the following capacity (+/-) against likely demand (including Portbury):

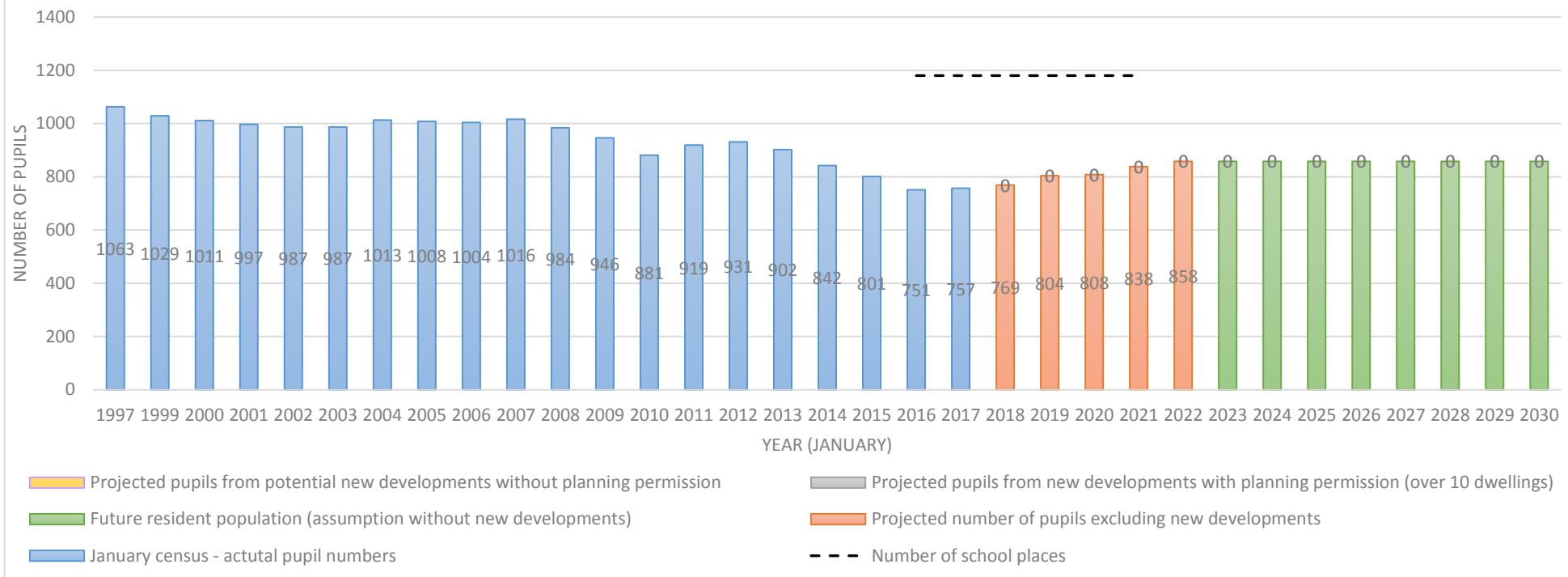
Primary Pupil Numbers - Gordano - Pill



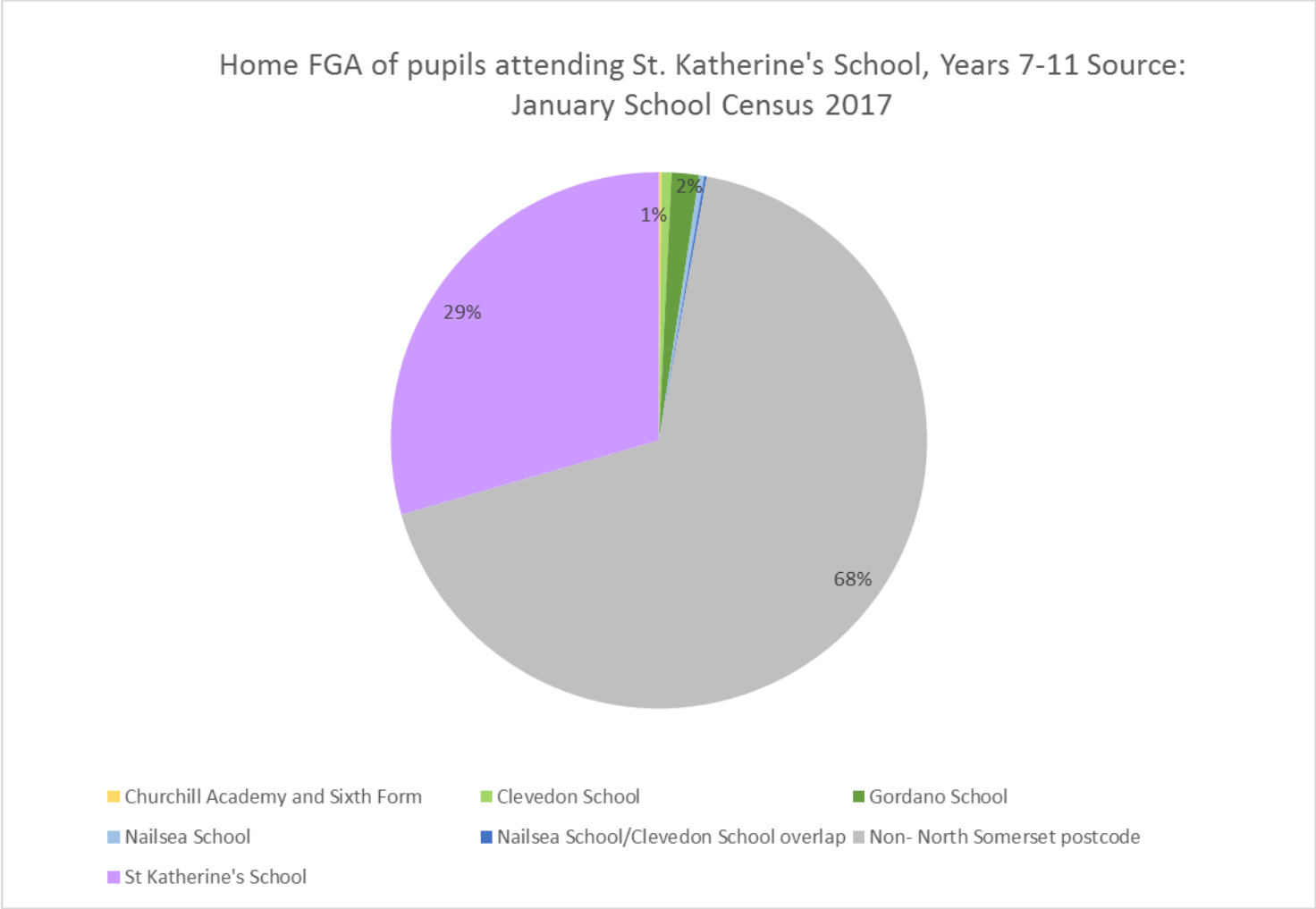
- Projected pupils from potential new developments without planning permission
- Projected pupils from new developments with planning permission (over 10 dwellings)
- Future resident population (assumption without new developments)
- Projected number of pupils excluding new developments
- January census - actual pupil numbers
- Number of school places



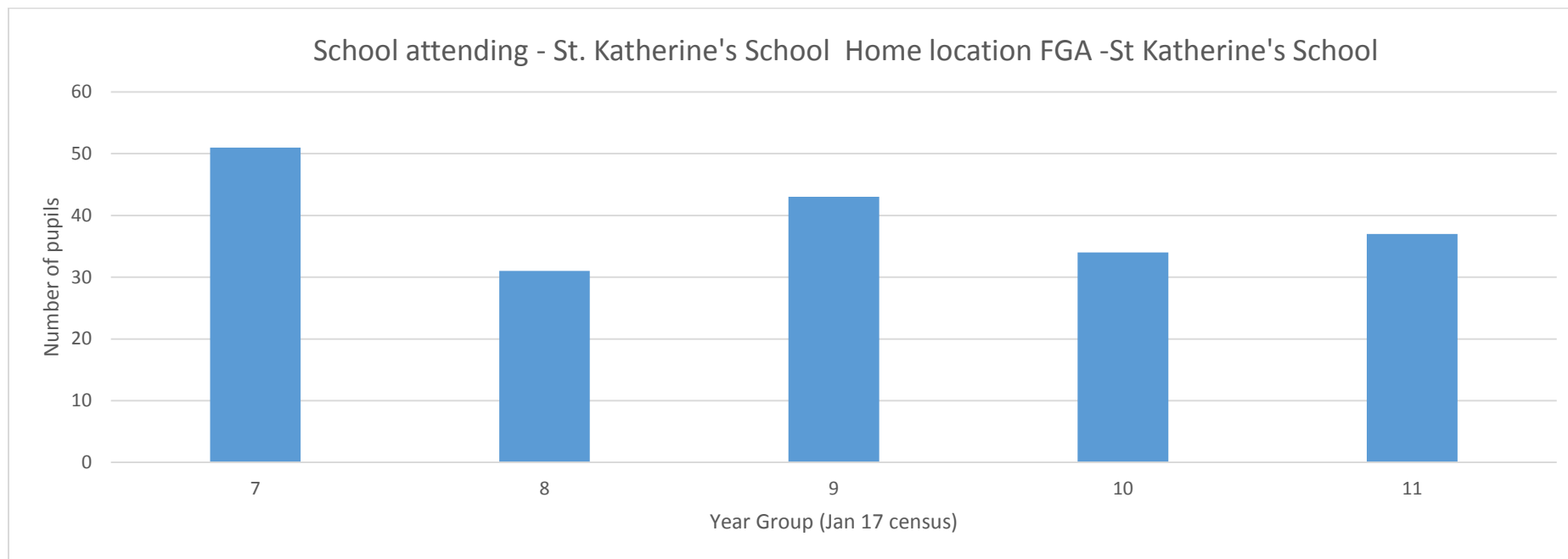
Secondary Pupil Numbers - St Katherine's Secondary



- 5.5. In the main, local pupils attend their local primary school as shown in the over-subscription criteria summaries for primary schools listed in the Starting School in North Somerset ~A Guide for Parents <http://www.n-omerset.gov.uk/wp-content/uploads/2016/01/starting-school-and-junior-applications-a-guide-for-parents.pdf>
- 5.6. The charts below (4.5a) shows that, based on the latest school pupil census, 29% of pupils attending St Katherine’s School reside in the school’s First Geographic Area (FGA). 68% of pupils reside outside of North Somerset.



5.7. Those attending St Katherine's School based on their home FGA by year group are:



5.8. The Council's policy is to support the expansion of good and outstanding schools. The categories of schools in the Pill Cluster, together with school type, academy links and expansion feasibility as at September 2017, are as below:

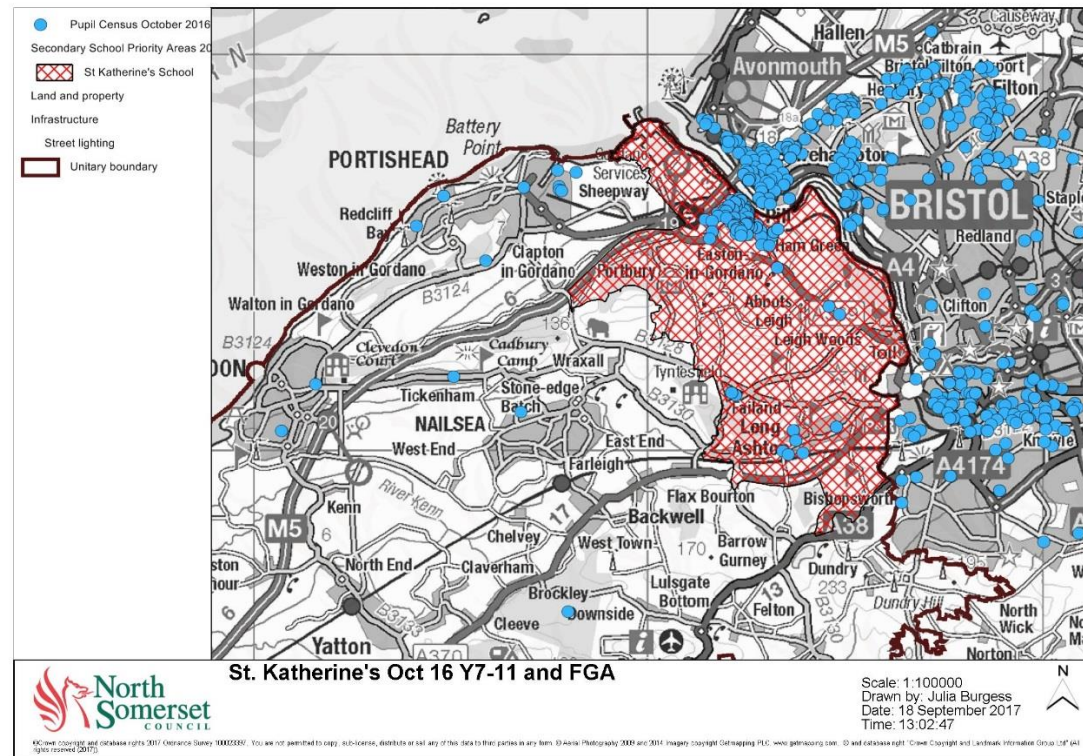
Pill	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Crockerne Church of England Primary School	Academy	Inspirational Futures Trust	Good	10/07/2013	45	73%	315	tbc	£7,380.00	-
For St Mary's C of E VA Primary School– See the Portishead cluster in section 4 above										
For Birdwell Primary School and Northleaze C of E Primary Schools - See the Backwell Cluster in section 1 above										

Secondary	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR 7 over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
St Katherine's School	Academy	Inspirational Futures Trust	Good	29/9/2015	180		900		£24,910	

5.9. Demand for places at Crockerne C of E Primary School is expected to be within tolerance levels at both schools. Currently the school meets the demand for places in the village of Pill. The school joined the Inspirational Futures Trust Multi-Academy Trust on 1 June 2016.

The admission level (and capacity) of Crockerne C of E Primary School is 45 (315). These capacity numbers formed part of the school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect this school to keep to at least these numbers in perpetuity.

5.10. St Katherine's School has a First Geographic Area that covers Long Ashton, Pill and Portbury. It has an intake that covers significant areas of Bristol. Projections show a positive increase in demand from 769 to 872 places between 2017 to 2023, although Y7 applications are also showing a small decrease from 162 to 157 during the same period. The map below shows the home locations of pupils attending St Katherine's Secondary based on the latest census details. St Katherine's joined the Inspirational Future's Trust Multi-Academy Trust on 1 April 2015.



Changes had been made to the First Geographical Area (FGA) for St Katherine's School so that new pupils living in Portbury and the surrounding villages on the Portbury side of the M5 could be given priority to transfer to St Katherine's School within this academies admission over-subscription criteria. Some of this area overlaps with the FGA for Gordano School. The Council's home to school transport policy only normally offers new home to school transport within this shared area to eligible students attending St Katherine's Secondary school.

Whilst the numbers of places per cohort of the primary schools located within the St Katherine's School First Geographical Area total up to 150 pupils, its North Somerset Year 7 school preferences tend to be from pupils attending Crockerne C of E Primary School in Pill, one of its local feeder schools. The cohorts for this school total 45 per year group. St Katherine's may wish to consider extending its First Geographic Area (see 5:10 above) to support its intake area rather than the historic area within North Somerset only.

- 5.11. The numbers of pupils able to transfer from primary schools within the town of Portishead to Gordano School are such that it is predicted there will be insufficient places for all local pupils within Portishead from 2018 (including late applications). St Katherine's

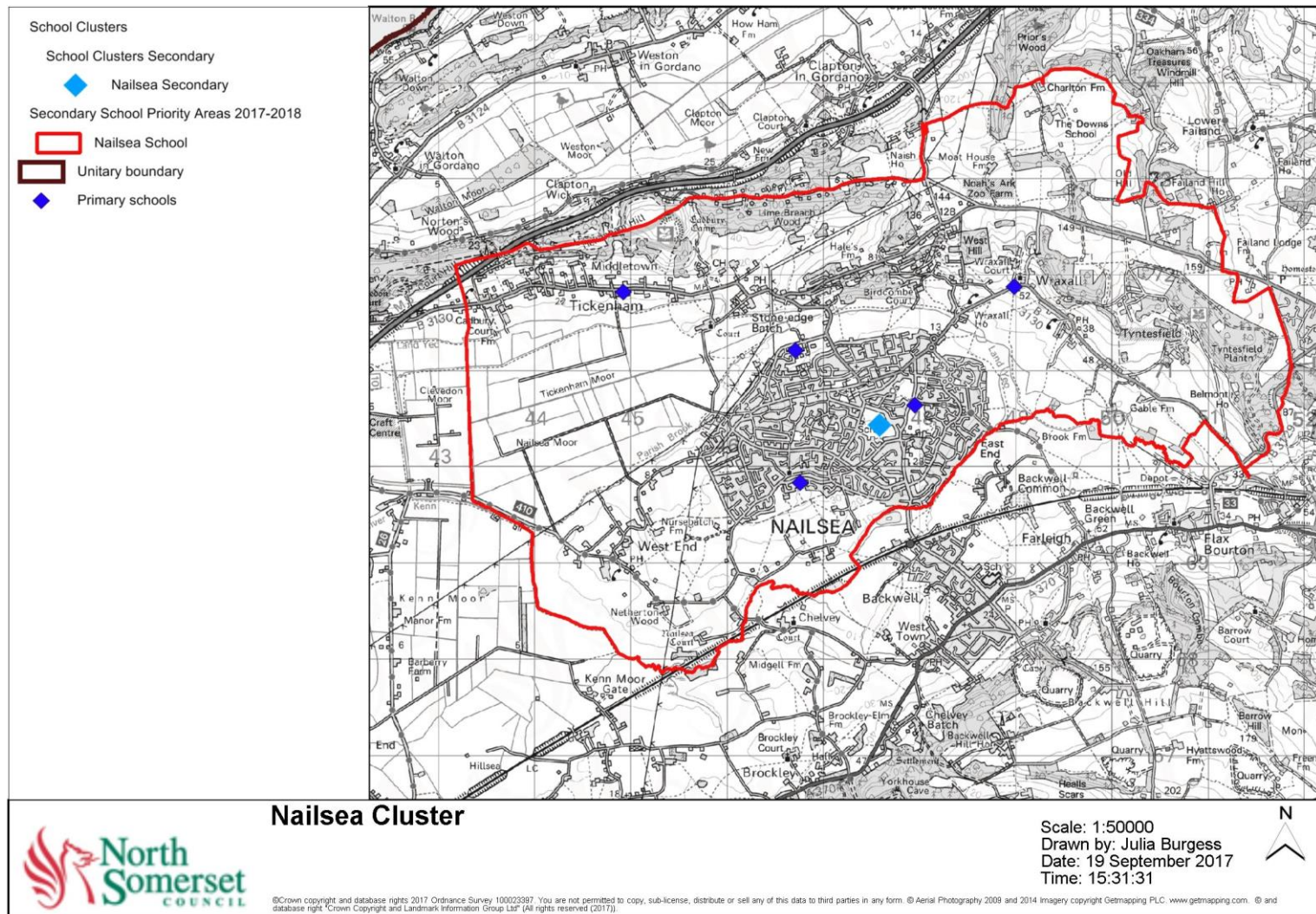
School is the next nearest school for a significant number of Portishead residents living within the new development area close to the Sheepway, Portishead. Working with the local community and Gordano School, St Katherine’s School could be promoted as a preference for those who are less likely to obtain a place at Gordano School when it becomes heavily over-subscribed if Gordano School is unable to accommodate pupils resident in Portishead.

The admission level (and capacity) of St Katherine’s School is 180 pupils (900). These capacity numbers formed part of the school’s Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect this academy to keep to at least these numbers in perpetuity.

5.12. Summary of actions to be progressed (RAG rated):

	Action	Deadline for delivery	Progress to date	Overall RAG assessment success measures
1	To work with Gordano School and St Katherine’s School to determine solutions for the potential deficit of secondary places in Portishead during and after the life of this plan	September 2018 and ongoing	Working with the schools on options	Not yet started
2	To support St Katherine’s School in discussions to review the school’s FGA if relevant	September 2019 – part of Admissions Consultations 2020 intake	To work with the school on possible options	Not yet started

6 The Nailsea Cluster



6.1. The pupil projections for the Nailsea cluster for pupil planning purposes are shown below.

a) North Somerset Whole School Primary Pupil Projections 2017-2021

The table below shows the projected demand for primary school places across whole schools, including changes in demand to reflect known new housing developments.

Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall)				
	Net Capacity	2017	2019	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Nailsea Group																
Golden Valley Primary school	357	420	420	420	420	420	406	403	398	388	382	14	17	22	32	38
Grove Junior School	240	285	255	255	240	240	226	227	210	211	219	59	28	45	29	21
Hannah More Infant School	180	180	180	180	180	180	164	159	162	150	142	16	21	18	30	38
Kingshill Church School	Academy	210	210	210	210	210	132	131	128	126	127	78	79	82	84	83
Wraxall C of E VA Primary School	105	105	105	105	105	105	97	94	91	88	87	8	11	14	17	18
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	4	9	13	17	0	-4	-9	-13	-17
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	18	38	56	74	0	-18	-38	-56	-74
Group total	1,069	1,200	1,170	1,170	1,155	1,155	1,025	1,036	1,036	1,032	1,048	175	134	134	123	107
St Francis Catholic Primary School	194	210	210	210	210	210	197	195	192	185	187	13	15	18	25	23
Extended Group Total	1,263	1,410	1,380	1,380	1,365	1,365	1,222	1,231	1,228	1,217	1,235	188	149	152	148	130
For Information																
Tickenham C of E Primary School	Academy	105	105	105	105	105	81	84	87	88	95	24	21	18	17	10

* Tickenham C of E Primary School's data is shown for information purposes

b) North Somerset Whole School Secondary Pupil Projections 2017-2023

The projected demand for secondary school places across the Nailsea cluster, including changes in demand to reflect known new housing developments is as below:

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2017 - 2023 Secondary School Projections shown including and excluding housing gain, years 7-13									Predicted empty places (negative values = shortfall)						
School	2017 Net Capacity	2017	2018	2019	2020	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023
Nailsea School	1383 (funding agreement 1300)	884	912	926	962	979	1007	1027	499	471	457	421	404	376	356
Y7-11 pupils from new developments	Academy	0	9	21	30	39	43	44							
Nailsea Total		884	921	947	992	1018	1050	1071	499	462	436	391	365	333	312

c) Projected intake into the Reception Cohort – 2017 – 2021

Projected demand for new reception-aged classes, excluding new housing, is as follows:

Projected Reception pupil numbers 2017-2021 excluding pupils from new housing.	2017 Admission Level	2017 projected demand: allocations at 19th June 2017	2017 diff to PAN	2018 provisional	2018 projected demand	2018 diff to PAN	2019 provisional	2019 projected demand	2019 diff to PAN	2020 provisional	2020 projected demand	2020 diff to PAN	2021 provisional	2021 projected demand	2021 diff to PAN
Nailsea															
Golden Valley Primary School	60	54	6	60	57	3	60	54	6	60	50	10	60	52	8
Grove Junior School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hannah More Infant School	60	55	5	60	55	5	60	51	9	60	44	16	60	47	13
Kingshill Church School	30	25	5	30	17	13	30	16	14	30	15	15	30	16	14
Wraxall C of E VA Primary School	15	14	1	15	11	4	15	11	4	15	10	5	15	11	4
Group total	165	148	17	165	140	25	165	132	33	165	119	46	165	126	39
St Francis' Catholic Primary School	30	28	2	30	27	3	30	25	5	30	22	8	30	24	6
Extended Group total	195	176	19	195	167	287	195	157	38	195	141	54	195	150	45
For information															
*Tickenham C of E Primary School	15	10	5	15	13	2	15	13	2	15	11	4	15	12	3

6.2. In brief the pupil projections with agreed new housing for the cluster show that:

- for the primary cluster overall there is a surplus of 15% of the extended group's capacity, although this will reduce to 10% by 2021
- demand for Nailsea School is increasing, but remains below the 195 pupils per cohort attending the town's primary schools

Tickenham Village falls within the First Geographic Area (FGA) for both Nailsea School and Clevedon School. Tickenham C of E Primary School became a member of the Clevedon Learning Trust on 1 January 2015. With greater links with Clevedon School, the trends for transition for these pupils may change in the future. For the purpose of this plan, Tickenham C of E Primary School is located in the Clevedon cluster – see section 3 above - to show its links with the Clevedon Learning Trust. This does not prevent pupils from Tickenham opting to attend Nailsea Secondary or any other secondary school in or outside of the North Somerset district.

Whilst the projections for St Francis Catholic Primary School are contained within the Catholic Cluster section of this document (section 8), it is recognised that St Francis Catholic Primary School serves pupils in the Nailsea, Clevedon and the wider central rural community of North Somerset. Any plans for this cluster in the general sense will automatically include the needs and opportunities available at St Francis Catholic Primary School.

- 6.3. The pupil forecast figures within this document include residential developments for which planning permission has either a) been obtained or b) the Council thinks it likely that a planning applications will be received.

Planning Applications included with planning permission:

Nailsea	Site	Number of dwellings	Permission Date
16/P/0907/F	Royal Oak Garage 41 High Street Nailsea BS48 1AS	10	05/01/2017
16/P/2046/CUPA	First, Second and Third Floors, Coates House, 4 High Street, Nailsea, BS48 1BT	25	18/10/2016
10/P/0103/F4	Former Esso Petrol Station, Crown Glass Shopping Centre, Nailsea, BS48 2QU	14	18/05/2010
16/P/0789/F	Flat roof above 7 Clevedon Walk & 21 Somerset Square, Nailsea	8	16/06/2016
12/P/1353/F	18 High Street Nailsea BS48 1BT	9	10/06/2014
17/P/1250/F	Land West of, Engine Lane, Nailsea, BS48 4RH	183	13/12/2017
Total		280	

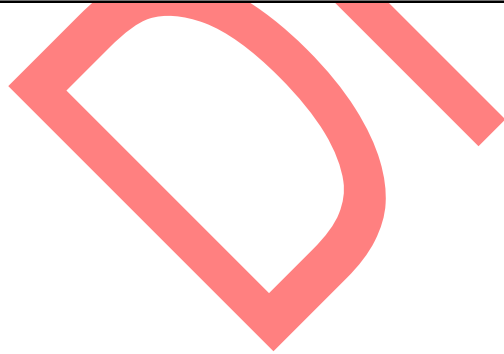
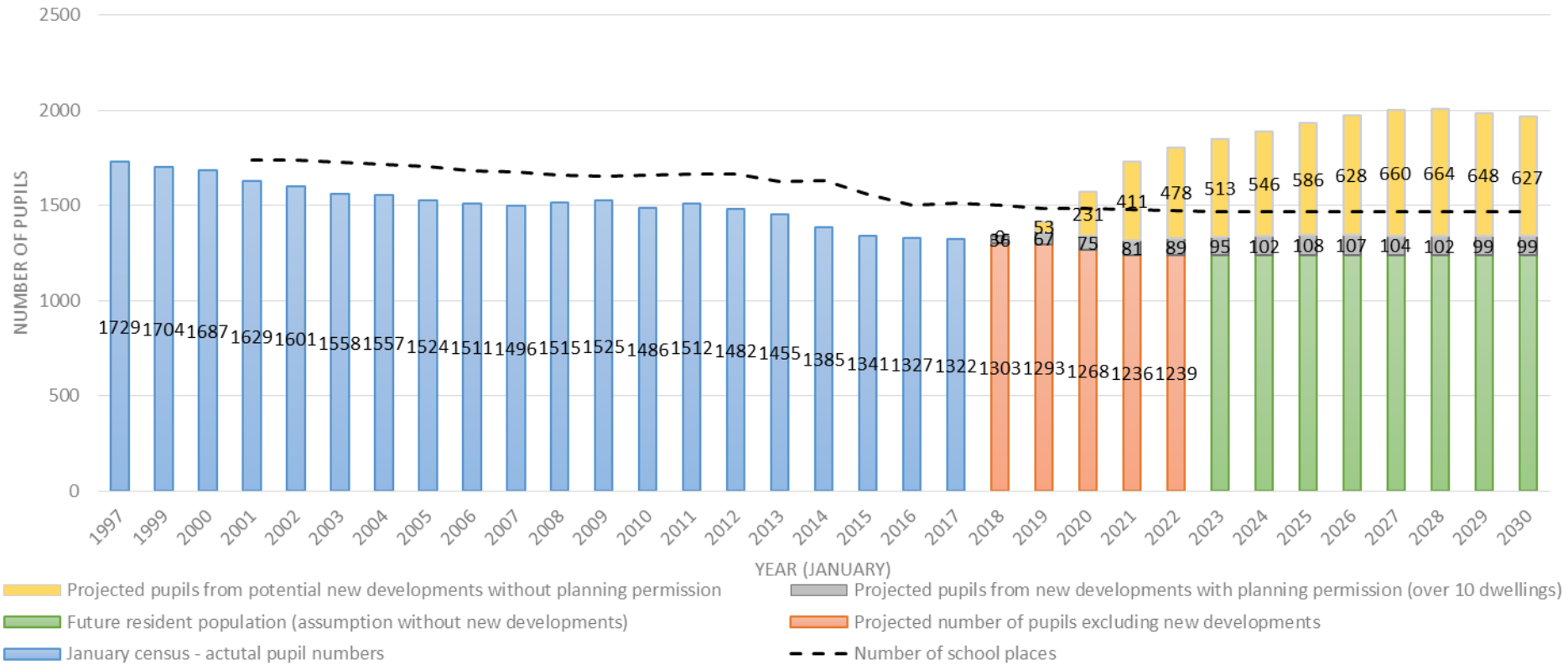
Planning Applications included without planning permission:

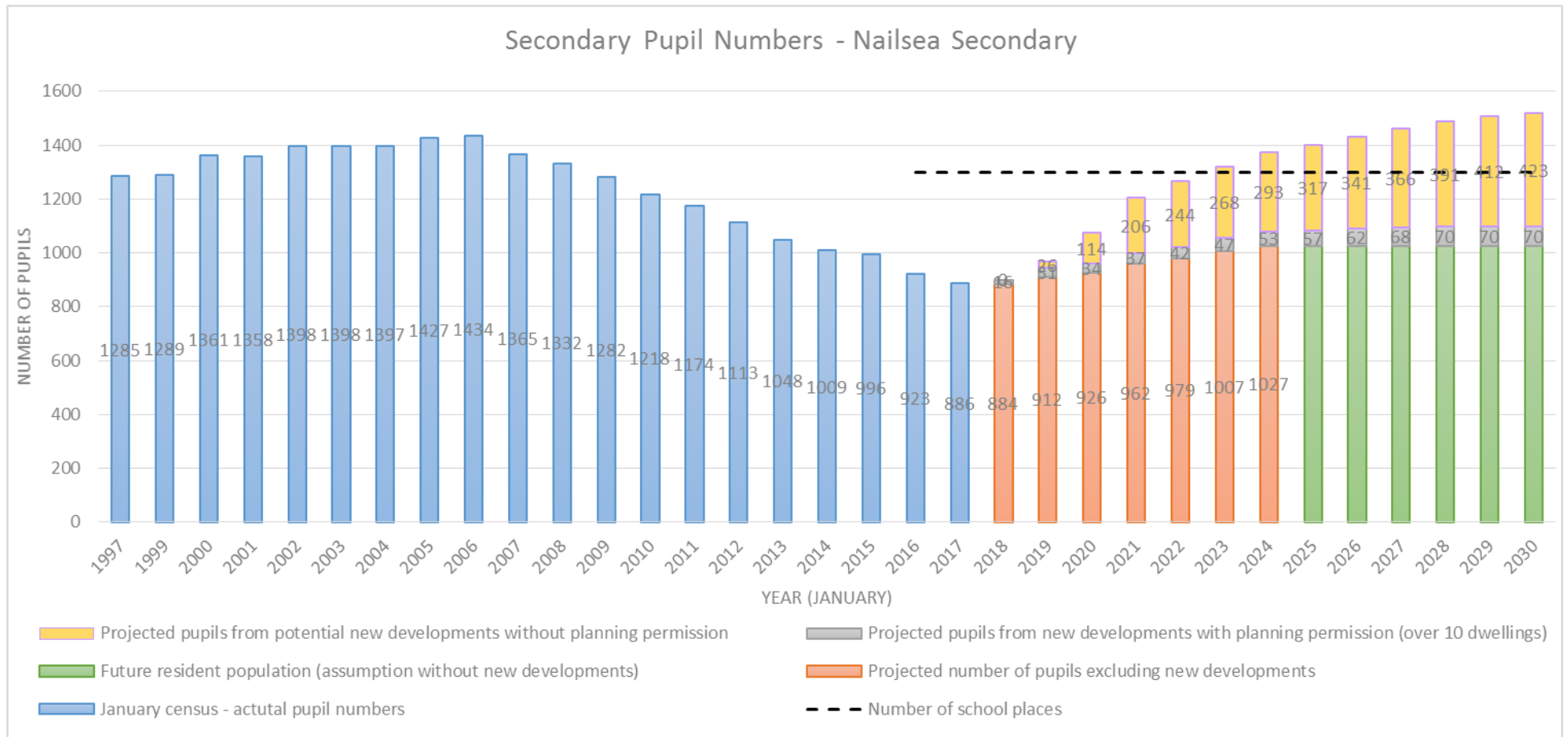
Nailsea	Site	Number of dwellings
17/P/0712/O	Land adjacent to Sweet Briar , West End Lane, Nailsea, BS48 4BY	10
16/P/1677/OT2	Land North of Youngwood Lane and east of Netherton Wood Lane, Nailsea	450
16/P/3039/PRE		450
16/P/0449/PRE		60
17/P/0154/PRE		600
Total		1570

6.4. Based on this data we are projecting the following capacity (+/-) against likely demand:

DRAFT

Primary Pupil Numbers - Nailsea

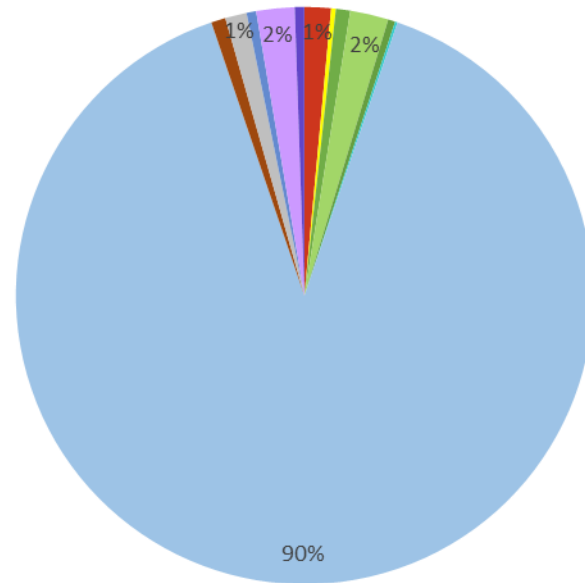




6.5. In the main, local pupils attend their local primary school as shown in the over-subscription criteria summaries for primary schools listed in the Starting School in North Somerset ~A Guide for Parents <http://www.n-somerset.gov.uk/wp-content/uploads/2016/01/starting-school-and-junior-applications- a guide-for-parents.pdf>

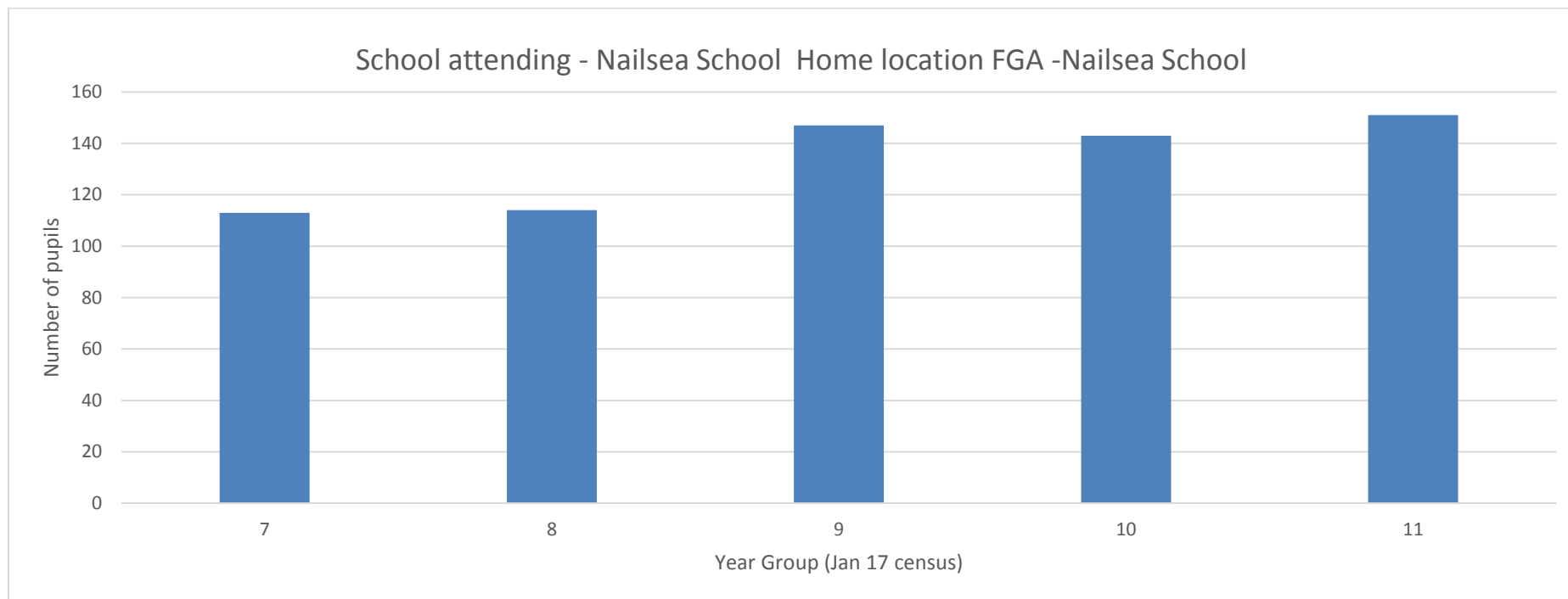
6.6. The charts below shows that, based on the latest school pupil census, 90% of pupils attending Nailsea School reside in the school's First Geographic Area (FGA). The numbers of pupils joining the school fluctuate dependent on the numbers of pupils across the primary phase in the town.

Home FGA of pupils attending Nailsea School, Years 7-11 Source: January School Census 2017



- Backwell School
- Chew Valley School
- Churchill Academy and Sixth Form
- Clevedon School
- Gordano School
- Hans Price Academy
- Nailsea School
- Nailsea School/Clevedon School overlap
- Non- North Somerset postcode
- Priory Community - An Academy Trust
- St Katherine's School
- Worle Community School

6.7. Those attending Nailsea School based on their home location within the school's FGA by year group are shown below:



6.8. The Council's policy is to support the expansion of good and outstanding schools. The categories of schools in the Nailsea Cluster, together with school type, academy links and expansion feasibility as at September 2017, are as below:

Nailsea	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Golden Valley Primary School	Community	N/A	Outstanding	11/03/2014	60	95%	420	tbc	£0	The current site is too small for expansion, but its location adjacent to Nailsea School's playing fields could offer

										some opportunities in the future
Grove Junior School	Community		Good	02/11/2015	-	-	240	tbc	£0	With the provision of new classrooms this site is capable of expansion back to a 630-place site
Hannah More Infant School	Community		Good	16/05/2017	60	90%	180	tbc	£0	
Kingshill Church School	Academy	Bath and Wells Multi Academy Trust	Good	28/01/2015	30	70%	210	Yes, subject to planning	£0	A feasibility of the site has shown it capable of expansion to 315 to 420 places, subject to all approvals
St Francis Catholic Primary School	Voluntary Aided	N/A	Outstanding	10/03/2009	30	93%	210	tbc	£0	-
Wraxall Church of England Voluntary Aided Primary School	Voluntary Aided	N/A	Good	01/10/2015	15	100%	105	tbc	£35,224.00	This site is too constrained for expansion

Secondary	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR 7 over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Nailsea School	Academy	N/A	Good	18/6/2015	180		1300		£45,120	The school was rebuilt under BSF to have an intake of 240 pupils per cohort. The school has the capacity to admit

										extra pupils when required
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6.9. There is currently over-capacity for both primary and secondary school places within Nailsea, although potential new housing in the town could lead to a lack of supply overall by 2021 for the primary phase and 2025 for secondary provision. The Council has shared its concerns about the recorded over-capacity of schools in this cluster and the impact this has on securing new capital funding (nationally and from developers). In many cases accommodation may have different uses from when net capacity assessments were last undertaken. 'Spare' capacity at one school will prevent the allocation of new resources at both it and other local schools in the future.

6.10. Whilst redundant old temporary buildings have and can continue to be removed from the school's capacity once no longer required, the Federated Hannah More Infant School and Grove Junior School have an overall teaching capacity for up to 420 pupils between the two schools. Works to remodel the sites to allow these federated schools to work more closely together was completed in 2015. If extra capacity is needed in the future, funds from developers to re-provide class bases would enable the schools to expand back to a 630-place provision overall. The schools halls and other supporting spaces have been retained within a 630-place structure. There is a decline in population demand for these schools, although new housing close by could reverse this trend.

The admission level and capacities of Hannah More Infant School and Grove Junior School is 60 (180 and 240) respectively. When these schools convert to academy status these capacity numbers will form part of each of these schools Funding Agreements with the Education Funding & Skills Agency (EFSA). The Council would expect the Federation to keep to at least these numbers in perpetuity.

6.11. Kingshill Church School joined the Diocese of Bath & Wells Multi-Academy trust in 2012/13. Whilst currently the school has a significant number of surplus places, as indicated above, it is located close to an area of potential development growth. The Council has approached the Trust to see if, subject to all approvals, it would be willing, in principle, to expand in the future. The Council will work with the governors and the Diocese of Bath & Wells' MAT to progress plans if appropriate. The population trend of demand for this school continues to decline and it is predicted to have around 80 spare places by 2021.

The admission level and capacity of Kingshill Church School is 30 (210). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFS) and the Council would expect the academy to keep to at least these numbers in perpetuity

6.12. Wraxall C of E VA Primary School has a capacity of 105 places and a Planned Admission Level of 15 per cohort. Its projections show a small decline in numbers overall. There are no plans to expand this school at this time.

The admission level and capacity of Wraxall C of E VA Primary School is 15 (105). When this school converts to academy status these capacity numbers will form part of the school's Funding Agreements with the Education Funding & Skills Agency (EFSA) and the Council would expect the school to keep to at least these numbers in perpetuity.

- 6.13. Despite upgrades to the school site in 2016, Golden Valley Primary School's accommodation is undersized for its 420 pupils and has some suitability challenges in terms of the size of its hall and supporting accommodation. It's location adjacent to open land does offer some opportunities for expansion should a change of use and ownership of this land be possible in the future. Whilst the projections show a decline in demand, there are potential housing developments planned for this area that could increase the schools demand in the near future.

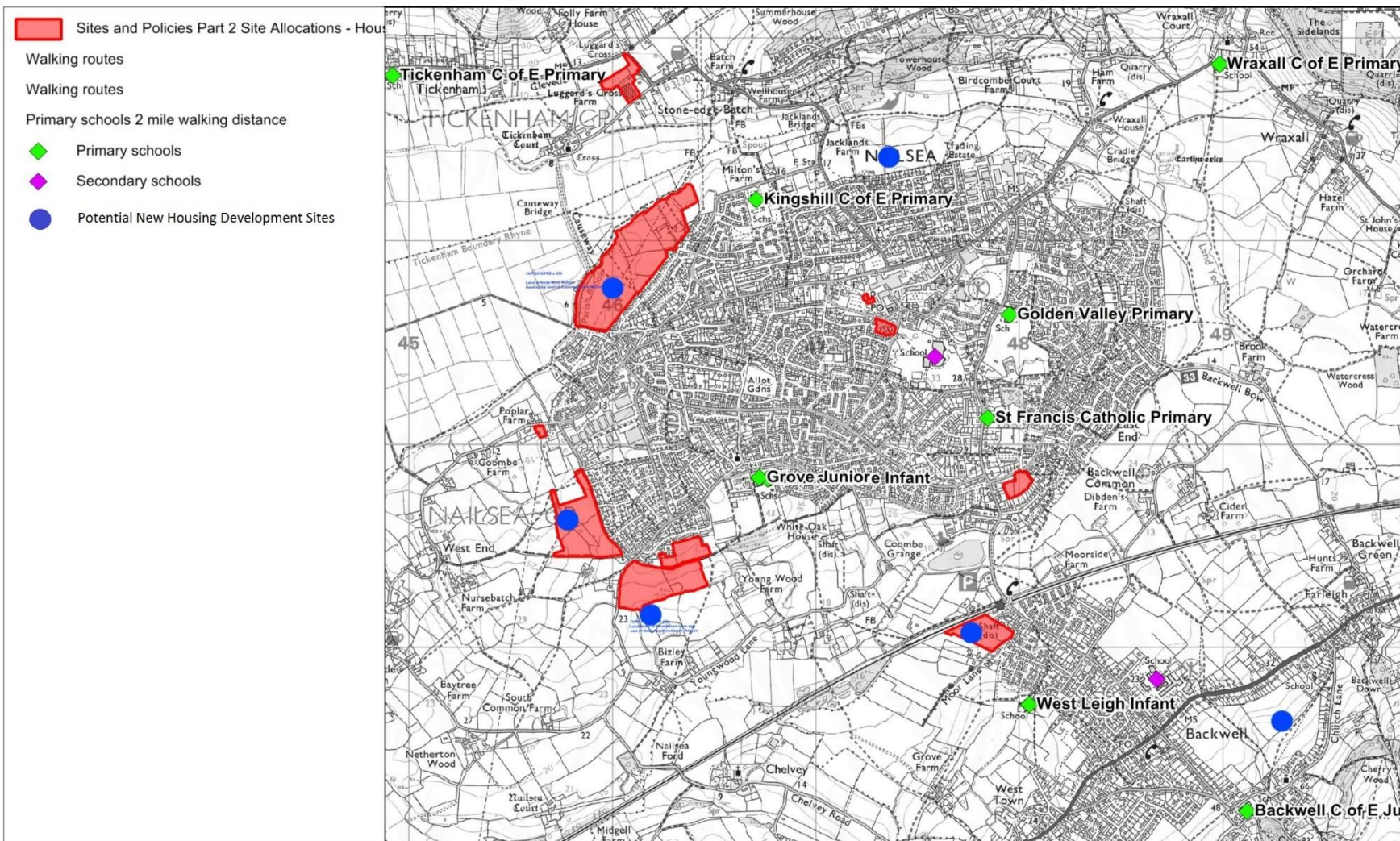
The admission level and capacity of Golden Valley Primary School is 60 (420). If/when this school converts to academy status these capacity numbers will form part of the school's Funding Agreements with the Education Funding & Skills Agency (EFSA) and the Council would expect the school to keep to at least these numbers in perpetuity.

- 6.14. St Francis Catholic Primary School continues to serve the pupils of Clevedon, Nailsea and wider Catholic community area. The school continues to serve both the local Catholic and Nailsea community by offering up to 210 places (30 per cohort). The demand for this school is showing a slow decline.

The admission level and capacity of St Francis Catholic Primary School is 30 (210). If/when this school converts to academy status these capacity numbers will form part of the school's Funding Agreements with the Education Funding & Skills Agency (EFSA) and the Council would expect the school to keep to at least these numbers in perpetuity.

- 6.15. Whilst there are only around 70 homes with planning permission to proceed to be delivered by developers at the time of writing this strategy, Nailsea could potentially be the location for an additional 1,750 new dwellings in the near future. This change would necessitate the need for potentially two primary school expansions and one or two new 210/420-place new primary school sites. Whilst at the pre-planning stage it is not possible to give definitive options, the following may need to be considered during the life of this plan for delivery towards the end/at the start of any new strategy period:

- The expansion of existing primary schools where their sites permit – i.e. at Hannah More Infant and Grove Junior Schools (Federated) and Kingshill Church School by 105 and/or 210 places at each
- The expansion of existing primary schools where the acquisition of new land could facilitate the school's increase in– i.e. at Golden Valley Primary School
- With the provision of land, a new school within at least two of the proposed developments



Nailsea Potential Developments

Identified by blue annotation

Scale: 1:25000
 Drawn by: Julia Burgess
 Date: 19 September 2017
 Time: 16:55:27



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All of the above schools are classed as good/outstanding at the time of writing this document and therefore, in accordance with the principles outlined in this strategy, could be supported by the Council for expansion.

- 6.16. Nailsea School admits up to 180 pupils per 11 – 16 year group, although it has previously had a Planned Admission Level of 240 per cohort. The numbers of children per cohort attending primary school in the Nailsea First Geographic Area total up to 195 pupils (excluding the 15 intake at Tickenham C of E Primary School).

Nailsea School is predicted to have a 23% surplus of places by 2023. Currently 21% of Backwell School’s pupil population live in Nailsea. There is an expectation that any increase in demand from new developments, during the life of this plan, should be capable of being accommodated at this school without any physical increases in accommodation. If the trend for out-commuting at secondary level in Nailsea were to change, accommodation and the capacity at the school may need to be reviewed. The Council would want to work with Nailsea School to increase its intake back to 240 pupils per cohort as soon as possible. It would seek to work with the school to determine how to meet future demand locally once demand exceeds the capacity of the current site.

The admission level and capacity of Nailsea School is 180 (1300 capacity which includes 250 place sixth form). The school was rebuilt under Building Schools for the Future (BSF) and had capacity for 240 pupils per cohort plus sixth form. When the school converted to academy status it had an admission level of 210 with a 250 place sixth form. These capacity numbers formed part of the school’s Funding Agreements with the Education Funding & Skills Agency (EFSA) and the Council would expect the school to offer places within a range of 180 – 240 places per cohort in perpetuity.

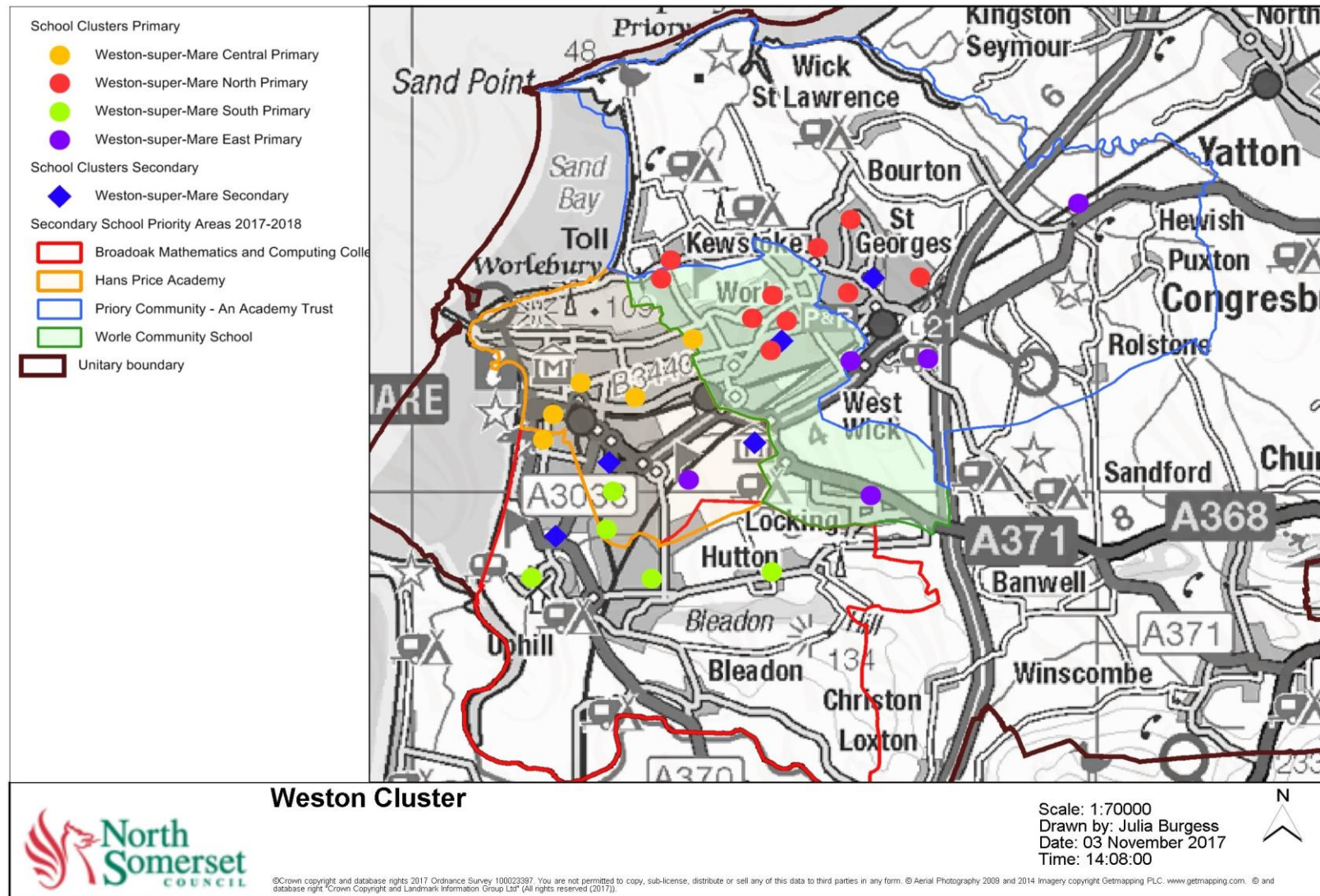
- 6.17. Summary of actions to be progressed (RAG rated):

	Action	Deadline for delivery	Progress to date	Overall RAG assessment success measures
1	To consider the expansions of some schools the primary population within this cluster if major developments within the town are progressed	TBA	TBA None required to date	Not yet started
2	To consider new school competitions if new major developments within the town are progressed during the life of this plan	TBA	TBA None required to date	Not yet started
3	To review the need for breach secondary places for 2020 if local demand exceeds	For review and agreement by	TBA None required to date	Not yet started

	supply	September 2019		
4	To work with Nailsea School to expand its intake to meet new demographic demands within the town.	By September 2021	TBA None required to date	Not yet started

DRAFT

7 The Weston-super-Mare Cluster



7.1. The pupil projections for the Weston super Mare cluster for pupil planning purposes are shown below. The town of Weston, for school place planning purposes, is divided into 4 clusters – Weston Central; Weston East; Weston South and Weston North.

a) North Somerset Whole School Primary Pupil Projections 2017-2021

The table below shows the projected demand for primary school places across whole schools, including changes in demand to reflect known new housing developments.

Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall)				
	Net Capacity	2017	2019	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
WSM Central Group																
Ashcombe Primary School	630	600	630	630	630	630	599	618	617	618	618	1	12	13	12	12
Christ Church C of E VC Primary School	205	210	210	210	210	210	206	205	206	206	206	4	5	4	4	4
Milton Park Primary School	420	420	420	420	420	420	390	380	368	367	356	30	40	52	53	64
Walliscote Primary School	315	315	315	315	315	315	292	286	284	295	294	23	29	31	20	21
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	4	4	4	4	0	-4	-4	-4	-4
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	16	18	20	25	0	-16	-18	-20	-25
Group total	1,570	1,545	1,575	1,575	1,575	1,575	1487	1509	1497	1510	1503	58	66	78	65	72
Corpus Christi Catholic Primary School	210	210	210	210	210	210	211	208	207	207	207	-1	2	3	3	3
Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall,)				

WSM East Group	Net Capacity	2017	2019	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Haywood Village Academy	Academy	120	210	270	330	390	111	169	229	289	349	9	41	41	41	41
Herons' Moor Academy	Academy	420	420	420	420	420	419	413	400	392	382	1	7	20	28	38
Locking Primary School	420	405	420	420	420	420	404	404	383	376	364	1	16	37	44	56
St Anne's C of E Primary School - Hewish	199	210	210	210	210	210	290	289	286	276	240	-80	-79	-76	-66	-30
St Anne's C of E Primary School - West Wick	210	120	150	180	210	210	32	59	81	105	128	88	91	99	105	82
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	65	112	162	215	0	-65	-112	-162	-215
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	254	437	638	858	0	-254	-437	-638	-858
Group total	829	1,275	1,410	1,500	1,590	1,650	1256	1653	1928	2238	2536	19	-243	-428	-648	-886
WSM North Group																
Net Capacity	2017	2019	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	
Becket Primary School	210	210	210	210	210	208	204	197	191	184	2	6	13	19	26	
Castle Batch Community Primary School	Academy	439	439	439	439	436	434	423	408	394	3	5	16	31	45	
Kewstoke Primary School	105	105	105	105	105	87	87	85	84	83	18	18	20	21	22	
Mead Vale Community Primary School	418	420	420	420	420	391	383	369	359	347	29	37	51	61	73	
Mendip Green Primary School	480	660	630	630	630	669	627	607	587	567	-9	3	23	43	63	
St Mark's Ecumenical Anglican/Methodist Primary School	Academy	420	420	420	420	414	407	396	381	368	6	13	24	39	52	
St Martin's C of E Primary School	628	600	630	630	630	541	559	545	532	512	59	71	85	98	118	

St. Georges VA Church Primary School	Academy	210	210	210	210	210	209	210	202	194	186	1	0	8	16	24
Worle Village Primary School	206	210	210	210	210	210	199	193	190	184	178	11	17	20	26	32
Worlebury St Paul's C of E VA School	210	210	210	210	210	210	207	203	201	196	193	3	7	9	14	17
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	1	1	1	2	0	-1	-1	-1	-2
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	4	6	7	6	0	-4	-6	-7	-6
Group total	3,275	3,484	3,484	3,484	3,484	3,484	3361	3312	3222	3124	3020	123	172	262	360	464
WSM South Group	Net Capacity	2017	2019	2020	2021		2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Bournville Primary School	420	420	420	420	420	420	414	408	411	412	412	6	12	9	8	8
Hutton C of E Primary School	210	210	210	210	210	210	210	206	198	194	189	0	4	12	16	21
Oldmixon Primary School	210	210	210	210	210	210	197	201	198	197	195	13	9	12	13	15
Uphill Primary School	315	315	315	315	315	315	308	310	307	311	307	7	5	8	4	8
Windwhistle Primary School	390	420	420	420	420	420	404	404	408	411	410	16	16	12	9	10
Year R not specifically allocated (excluding new housing)							0	0	0	0	0	0	0	0	0	0
Estimated Year R pupils from new housing							0	0	3	10	16	0	0	-3	-10	-16
Estimated Years 1-6 pupils from new housing and previously unallocated YR							0	0	13	39	63	0	0	-13	-39	-63
Group total	1,545	1,575	1,575	1,575	1,575	1,575	1533	1529	1538	1574	1592	42	46	37	1	-17

b) North Somerset Whole School Secondary Pupil Projections 2017-2023

The projected demand for secondary school places across the Weston cluster, including changes in demand to reflect known new housing developments is as below:

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2017 - 2023 Secondary School Projections shown including and excluding housing gain, years 7-13									Predicted empty places (negative values = shortfall)						
School (all academies)	2017 Net Capacity	2017	2018	2019	2020	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023
Broadoak Mathematics and Computing College	900	884	875	876	881	868	861	860	16	25	24	19	32	39	40
Y7-11 pupils from new developments		0	0	5	19	32	36	37							
Total		884	875	881	900	900	897	897	16	25	19	0	0	3	3
Hans Price Academy	1200	652	735	830	859	945	1009	1075	548	465	370	341	255	191	125
Y7-11 pupils from new developments		0	145	246	350	466	585	693							
Total		652	880	1076	1209	1411	1594	1768	548	320	124	-9	-211	-394	-568
Priory Community School	1200 rising to 1500 in 2018	1264	1311	1348	1391	1432	1467	1469	-64	189	152	109	68	33	31
Y7-11 pupils from new developments		0	2	2	2	3	3	3							
Totals		1264	1313	1350	1393	1435	1470	1472	-64	187	150	107	65	30	28
Worle Community School	1500	1362	1368	1380	1391	1418	1460	1463	138	132	120	109	82	40	37
Y7-11 pupils from new developments		0	0	0	0	0	0	0							
Totals		1363	1368	1380	1391	1418	1460	1463	138	132	120	109	82	40	37
NSETC	700	360	403	406	406	406	406	406							
Y7-11 pupils from new developments															
Totals		360	403	406	406	406	406	406							
Weston Total	5500-5800	4522	4691	4841	4928	5069	5202	5273	638	664	413	207	-64	-321	-500

c) Projected intake into the Reception Cohort – 2017 – 2021

Projected demand for new reception-aged classes, excluding new housing, is as follows:

Projected Reception pupil numbers 2017-2021 excluding pupils from new housing.	2017 Admission Level	2017 projected demand: allocations at 19th June 2017	2017 diff to PAN	2018 provisional PAN	2018 projected demand	2018 diff to PAN	2019 provisional PAN	2019 projected demand	2019 diff to PAN	2020 provisional PAN	2020 projected demand	2020 diff to PAN	2021 provisional PAN	2021 projected demand	2021 diff to PAN
Roman Catholic															
Corpus Christi Catholic Primary School	30	30	0	30	28	2	30	29	1	30	31	-1	30	30	0
Group total	30	30	0	30	28	2	30	29	1	30	31	-1	30	30	0
WSM Central															
Ashcombe Primary School	90	90	0	90	79	11	90	89	1	90	91	-1	90	90	0
Christ Church C of E Primary School	30	30	0	30	26	4	30	30	0	30	31	-1	30	31	-1
Milton Park Primary School	60	52	8	60	50	10	60	46	14	60	51	9	60	49	11
Walliscote Primary School	45	45	0	45	38	7	45	41	4	45	43	2	45	42	3
Group total	225	217	8	225	193	32	225	206	19	225	216	9	225	212	13
WSM East															
Haywood Village Academy	60	58	2	60	58	2	60	60	0	60	70	-10	60	65	-5
Herons' Moor Academy	60	60	0	60	55	5	60	48	12	60	51	9	60	50	10
Locking Primary School	60	57	3	60	45	15	60	40	20	60	43	17	60	42	18
Saint Anne's CE Primary School - Hewish	30	28	2	30	26	4	30	26	4	30	21	9	30	23	7
Saint Anne's CE Primary School - West Wick	30	31	-1	30	27	3	30	22	8	30	24	6	30	23	7
Group total	240	234	6	240	211	29	240	196	44	240	209	31	240	203	37
WSM North															
Becket Primary School	30	30	0	30	26	4	30	23	7	30	23	7	30	23	7
Castle Batch Community Primary School	60	59	1	60	60	0	60	51	9	60	48	12	60	50	10
Kewstoke Primary School	15	6	9	15	12	3	15	13	2	15	13	2	15	13	2

Projected Reception pupil numbers 2017-2021 excluding pupils from new housing.	2017 Admission Level	2017 projected demand: allocations at 19th June 2017	2017 diff to PAN	2018 provisional PAN	2018 projected demand	2018 diff to PAN	2019 provisional PAN	2019 projected demand	2019 diff to PAN	2020 provisional PAN	2020 projected demand	2020 diff to PAN	2021 provisional PAN	2021 projected demand	2021 diff to PAN
	Mead Vale Community Primary School	60	44	6	60	53	7	60	46	14	60	50	10	60	48
Mendip Green Primary School	90	90	0	90	79	11	90	72	18	90	73	17	90	72	18
St Mark's Ecumenical Anglican/Methodist Primary School	60	53	7	60	53	7	60	49	11	60	45	15	60	47	13
St Martin's C of E Primary School	90	50	40	90	78	12	90	70	20	90	71	19	90	70	20
St. Georges VA Church Primary School	30	30	0	30	30	0	30	22	8	30	22	8	30	22	8
Worle Village Primary School	30	22	8	30	25	5	30	25	5	30	23	7	30	24	6
Worlebury St Pauls C of E VA School	30	26	4	30	26	4	30	28	2	30	26	4	30	27	3
Group total	495	410	85	495	442	53	495	399	96	495	394	101	495	396	99
WSM South															
Bournville Primary School	60	59	1	60	53	7	60	62	-2	60	61	-1	60	62	-2
Hutton C of E Primary School	30	30	0	30	27	3	30	22	8	30	26	4	30	24	6
Oldmixon Primary School	30	24	6	30	29	1	30	24	6	30	28	2	30	26	4
Uphill Primary School	45	45	0	45	48	-3	45	42	3	45	42	3	45	42	3
Windwhistle Primary School	60	53	7	60	56	4	60	59	1	60	60	0	60	59	1
Group total	225	211	14	225	213	12	225	209	16	225	217	8	225	213	12

d) Projected intake into the Year 7 cohort – 2017 – 2023

The projected demand for new secondary-aged classes based on feeder schools, new developments and the January 2016 school census is shown below:

Secondary Y7 intake projections - without reallocation	PAN	2017 allocations at July 2017	2017 diff to PAN	2018	2018 diff to PAN	2019	2019 diff to PAN	2020	2020 diff to PAN	2021	2021 diff to PAN	2022	2022 diff to PAN	2023	2023 diff to PAN
Broadoak Mathematics and Computing College	180	178	2	193	-13	196	-16	188	-8	203	-23	201	-21	198	-18
Projected Y7 from new developments		0		0		2		7		10		11		12	
Broadoak Mathematics and Computing College Total		178	2	193	-13	198	-18	195	-15	213	-33	212	-32	210	-30
Hans Price Academy	240	163	77	137	103	151	89	148	92	156	84	168	72	188	52
Projected Y7 from new developments		0		45		76		108		143		176		210	
Hans Price Academy Total		163	77	182	58	227	13	256	-16	299	-59	344	-104	398	-158
Priory Community School	256	256	0	291	9	294	6	294	6	311	-11	306	-6	302	-2
Projected Y7 from new developments	300 from 2018	0		1		1		1		1		1		1	
Priory Community School Total		256	0	291	9	295	5	295	5	312	-12	307	-7	303	-3
Worle Community School	300	281	19	335	-35	342	-42	339	-39	355	-55	345	-45	337	-37
Projected Y7 from new developments		0		0		0		0		0		0		0	
Worle Community School Total		281	19	335	-35	342	-42	339	-39	355	-55	345	-45	337	-37
Weston	976	878	98	955	65	982	38	968	52	1024	-4	1019	1	1024	-4
Projected YR from new developments	1020 from 2018	0		46		79		116		154		188		223	
Weston Total		878	98	1000	20	1061	-41	1084	-64	1178	-158	1207	-187	1247	-227

7.2. In brief the pupil projections with agreed new housing for the cluster show that:

- for the primary Weston super Mare Central group overall there is a
- for the primary Weston super Mare East group there is projected to be a deficit of -886 places by 2021. With the opening of Parklands Educate Together Primary School in 2018 (in temporary accommodation) and in 2019 on their permanent site, 420 new places will be delivered. Some of the excess demand will initially be resolved by the opening of this school and by filling spare capacity elsewhere in Weston super Mare
- for the primary Weston super Mare North group overall there is a projected surplus of primary place, although demand from new m new developments will reduce this to around 13% by 2021
- for the primary Weston super Mare South group overall there is a projected school place deficit of -17 places by 2021
- across the whole Weston super Mare primary phase the projections show a deficit of -367 places. This may be resolved by the new capacity to be created when opening Parklands Educate Together Primary (a 420 place school) in September 2018
- secondary place projections for the town show that, allowing for the increases at Priory Community School, there is projected to be a deficit of 500 places by 2023
- the North Somerset Enterprise Technology College opened in September 2014 to year 12 pupils. The growth of this college is phased and it now takes pupils across all cohorts. Projections for the NSETC show a deficit in demand from 2020 onwards

Whilst the projections for Corpus Christi Catholic Primary School are contained within the Catholic Cluster (section 8), it is recognised that Corpus Christi Catholic Primary School serves pupils across all of the Weston super Mare clusters. Any plans for the Weston clusters in the general sense will automatically include the needs and opportunities available at Corpus Christi Catholic Primary School.

7.3. The pupil forecast figures within this document include residential developments for which planning permission has either a) been obtained or b) the Council thinks it likely that a planning applications will be received.

Planning applications included with planning permission:

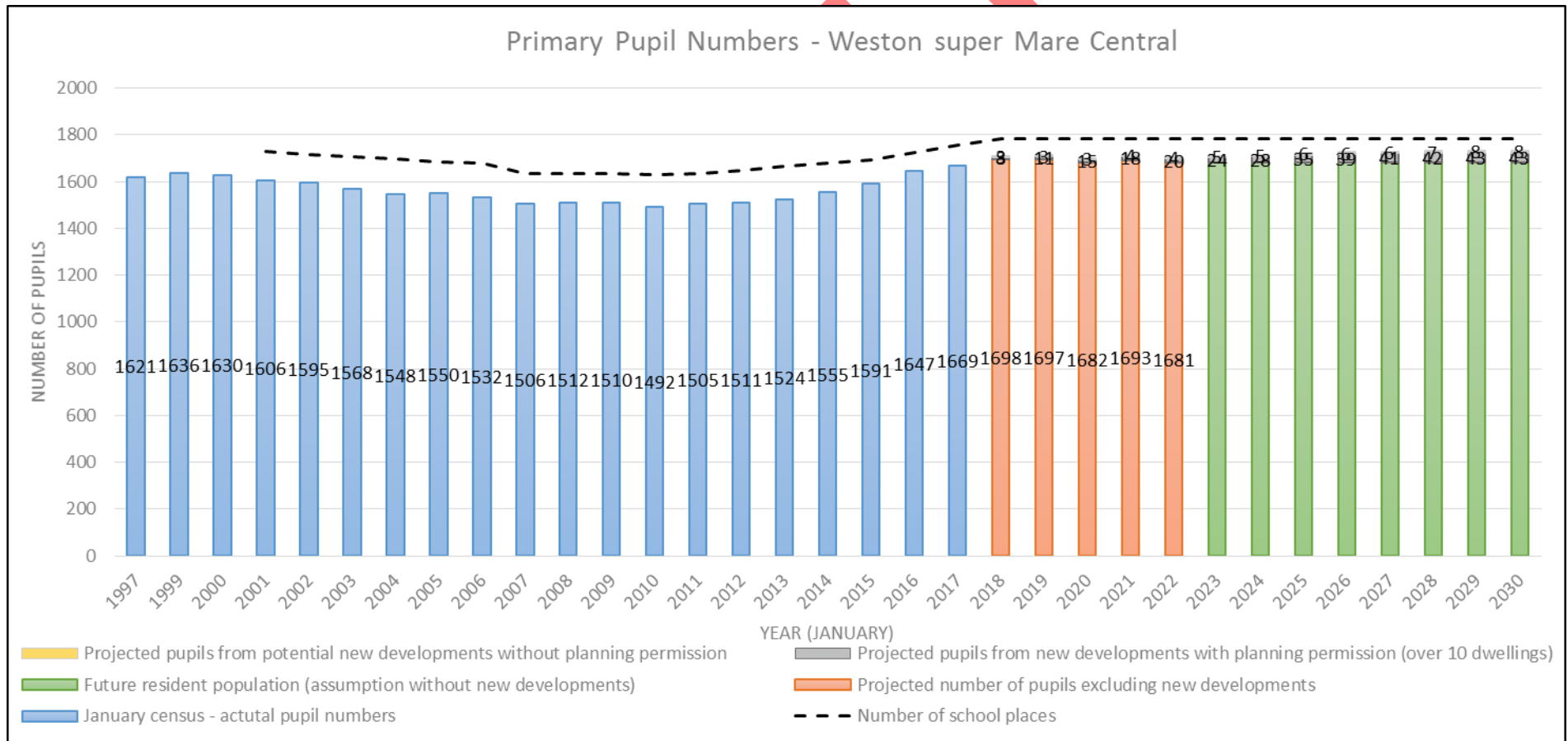
Weston super Mare Central	Site	Number of dwellings	Permission Date
12/P/2268/F	18 Madeira Road, WsM - Dorville Hotel	20	24/06/2014
11/P/0006/F	Former Royal Pier Hotel Site 55 - 57 Birbeck Road Weston-super-Mare BS23 2EF	63	21/09/2011
16/P/0507/F	Weston-super-Mare Library, Boulevard, Weston-super-Mare	23	22/02/2017
14/P/1210/LDE	Land between Maywood & Pinewood and 12 Atlantic Road South Weston-super-Mare	23	24/07/2014
08/P/0570/RM	Land at Milton Hill	12	05/06/2008
17/P/0624/F	14-16 Madeira Road, Weston-super-Mare, BS23 2EX	10	21/07/2017
17/P/0527/F	Bayside Hotel, WsM,	27	03/11/2017
Total		178	
Weston super Mare East			
12/P/1266/OT2	Land South of Churchland Way, Wolvershill Road Banwell Weston-super-Mare	1150	08/04/2015
10/P/0756/OT2	Weston Park former Weston Airfield off Winterstoke Road Weston super Mare Somerset (Hayward Village Phase 1) (543/900 built and accounted for in projections)	900	10/08/2012
13/P/0997/OT2	Locking Parklands (Former RAF Locking) Locking Moor Road Locking (Exc P1 & P2)	1200	17/07/2015
16/P/2758/RG4	Land to the South of Locking Head Drove Locking	711	12/01/2018
16/P/1881/OT2	Land West of Locking Parklands Parklands Village Locking	300	17/01/2018
16/P/2744/OT2	Land off Wolvershill Road/Churchlands Way (Parklands Village)	250	27/10/2017
12/P/1510/OT2	Former Weston Airfield Winterstoke Road Weston-super-Mare (Phase 2)	1650	17/1/2018
Total		6161	
Weston super Mare South			
14/P/0687/O	Bleadon Quarry, WsM	42	08/08/2016
16/P/0150/O	Land North of Oldmixon Road Hutton Weston-super-Mare BS24	130	10/04/2017
15/P/0983/O	Land at Wentwood Drive Weston-super-Mare BS24 9ND	50	02/12/2016
16/P/2679/CUPA	Weston Court, Oldmixon Crescent, Weston-super-Mare, BS24 9AY	26	28/12/2016
Total		248	
Weston super Mare North			
10/P/1339/F	Land off Diamond Batch, Weston-super-Mare and Bristol Road, St Georges,	89	15/09/2016
13/P/2409/O	Land off Scot Elm Drive, West Wick	72	19/03/2015
15/P/2234/O	Scot Elm Drive, West Wick	9	13/01/2017

11/P/2214/F	Brimbleworth Farm, WSM	14	04/10/2013
14/P/0156/F	Land at rear of Wellsea Grove, Weston-super-Mare, BS23 3LZ	36	11/12/2015
16/P/1914/F	Davan Caravans, Shepherds Way, St Georges, BS22 7XA	9	16/09/2016
Total		229	
Cluster Total		6816	

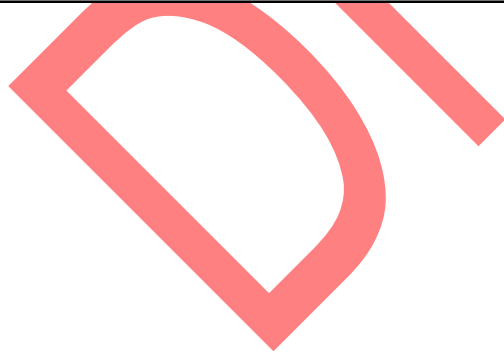
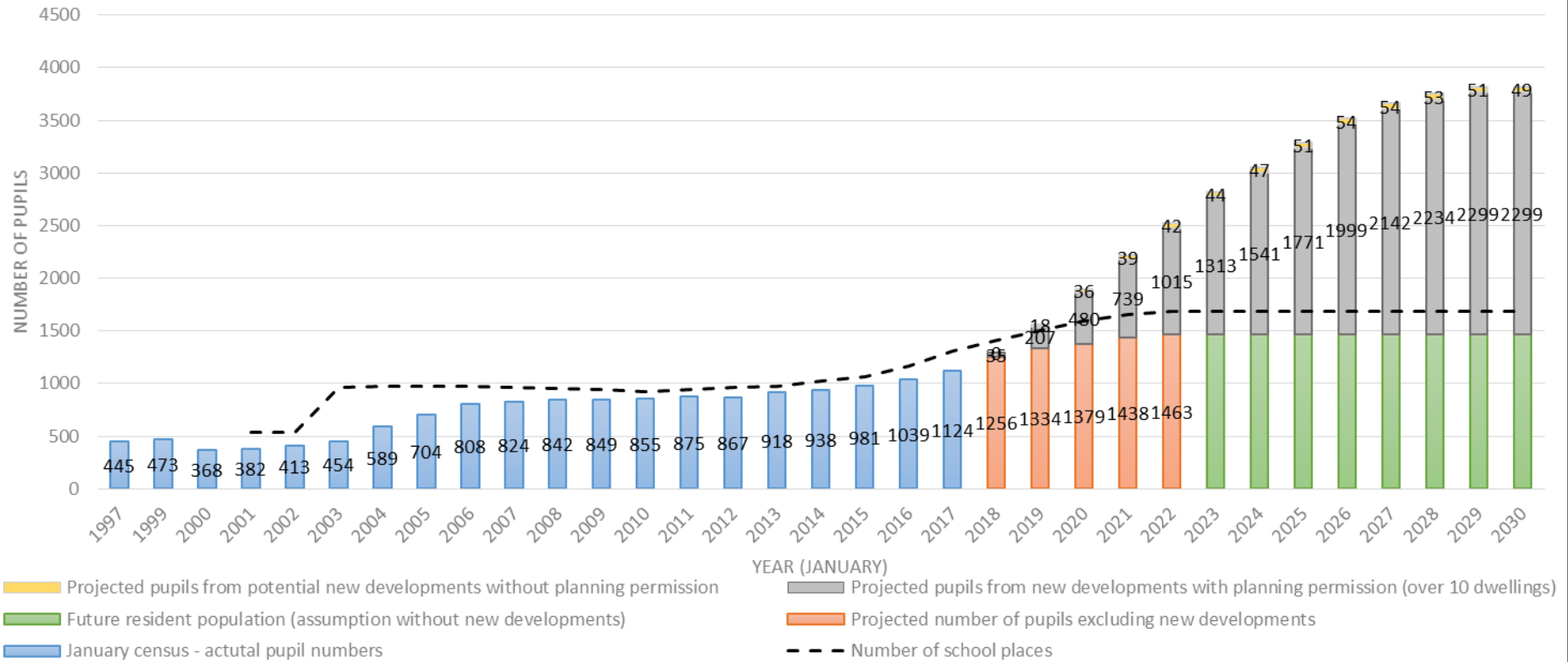
Planning Applications included without planning permission:

Weston super Mare Central	Site	Number of dwellings
17/P/1628/F	The Welbeck Hotel, 1 Greenfield Place, Weston-super-Mare, BS23 2BB	10
17/P/1832/F	Fairfax House, 17 High Street, Weston-super-Mare, BS23 1HA	40
Total		50
Weston super Mare East		
17/P/2482/O	Weston Business Park, Laney's Drove, Locking, Weston-super-Mare, BS24 8RA	115
Total		115
Weston super Mare South		
17/P/1138/O	Land adjacent to Bridgwater Road, Weston-super-Mare	70
Total		70
Weston super Mare North		
17/P/0752/F	North East of Wilson Gardens, West Wick, Weston Gateway	51
14/P/2138/PRE		40
16/P/1033/PRE		35
17/P/5071/PRE		27
17/P/5072/PRE		75
Total		228
Cluster Total		463

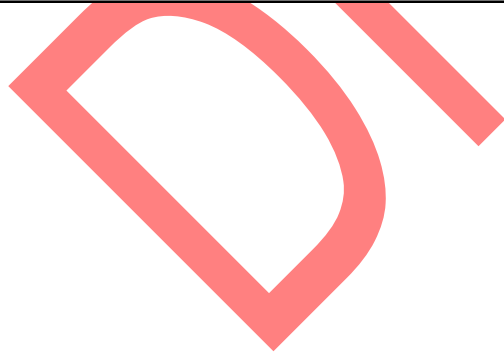
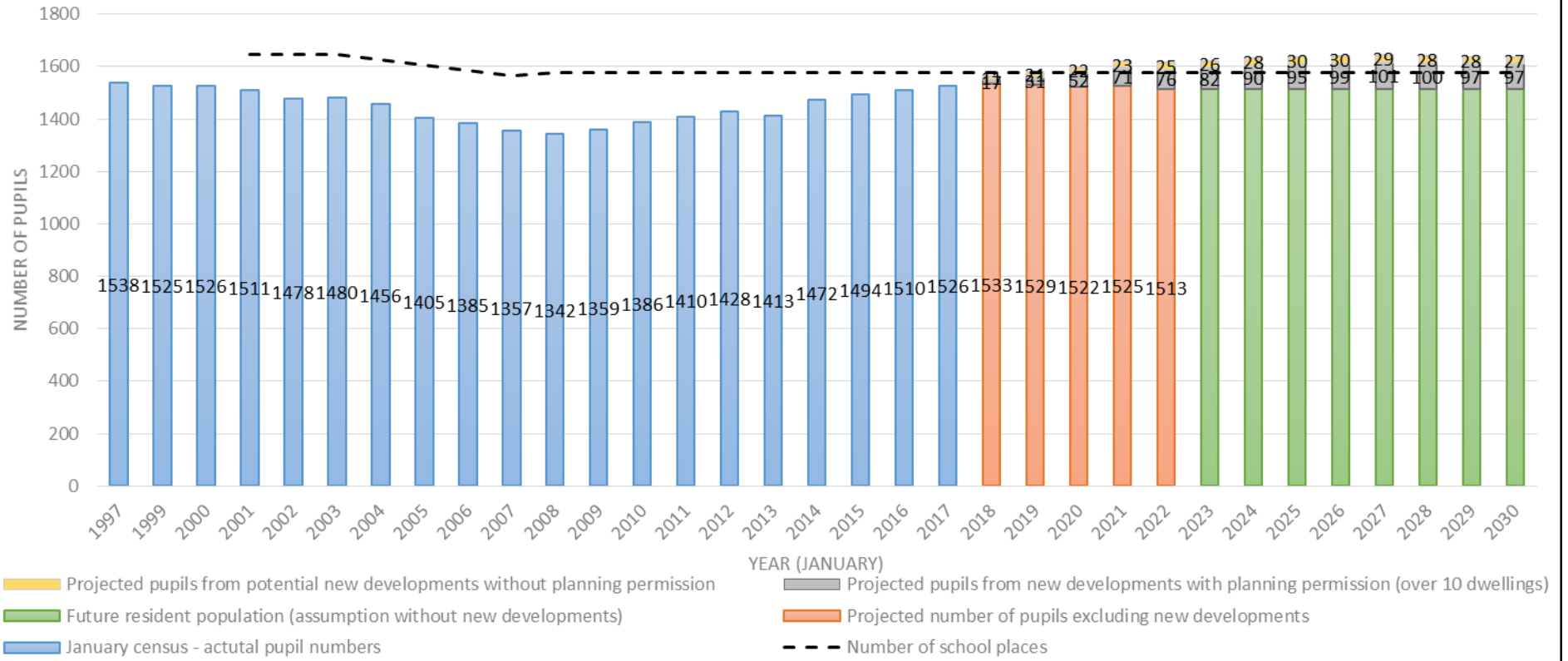
7.4. Based on this data we are projecting the following capacity (+/-) against likely demand:



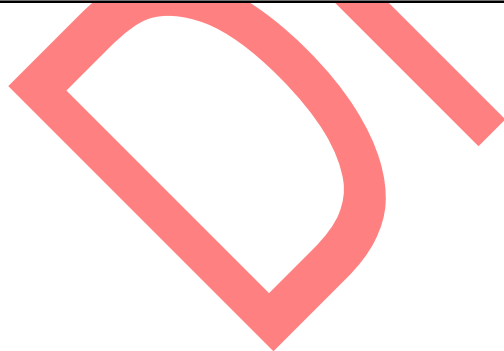
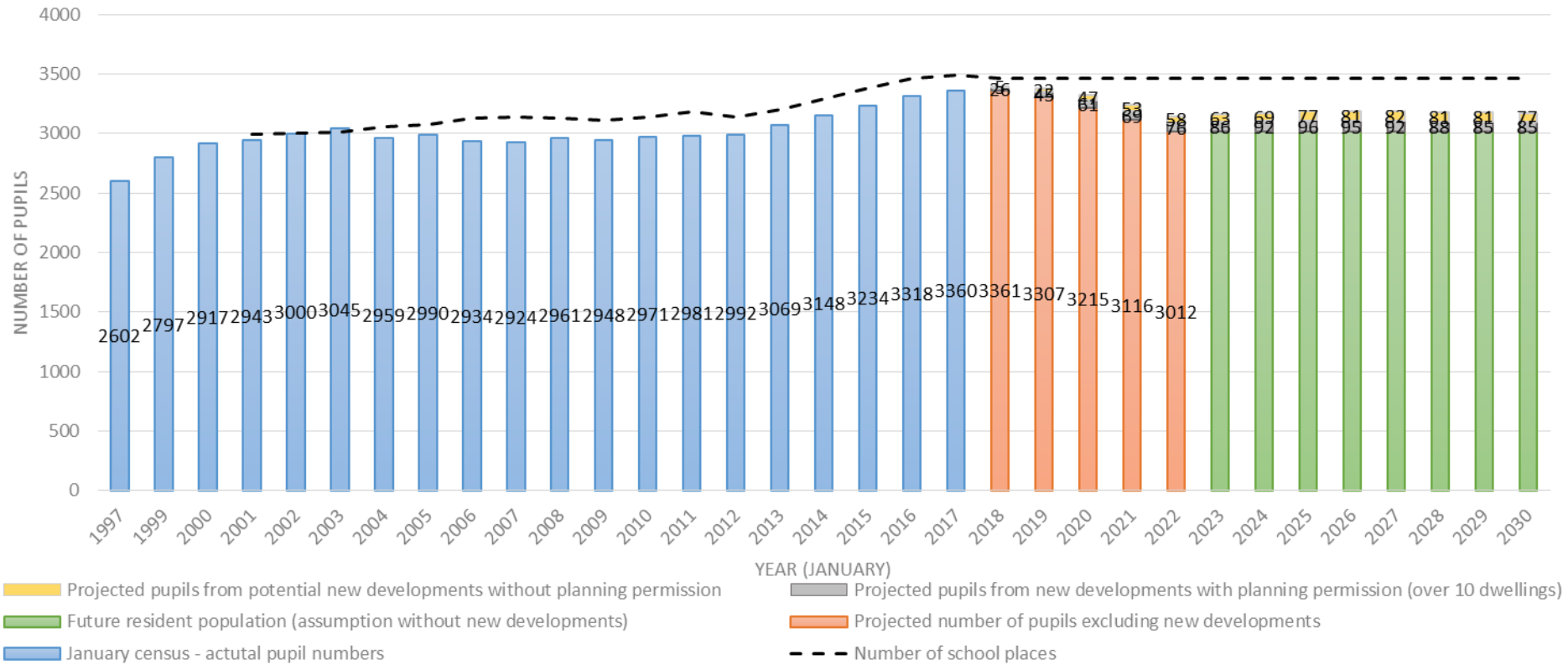
Primary Pupil Numbers - Weston super Mare East

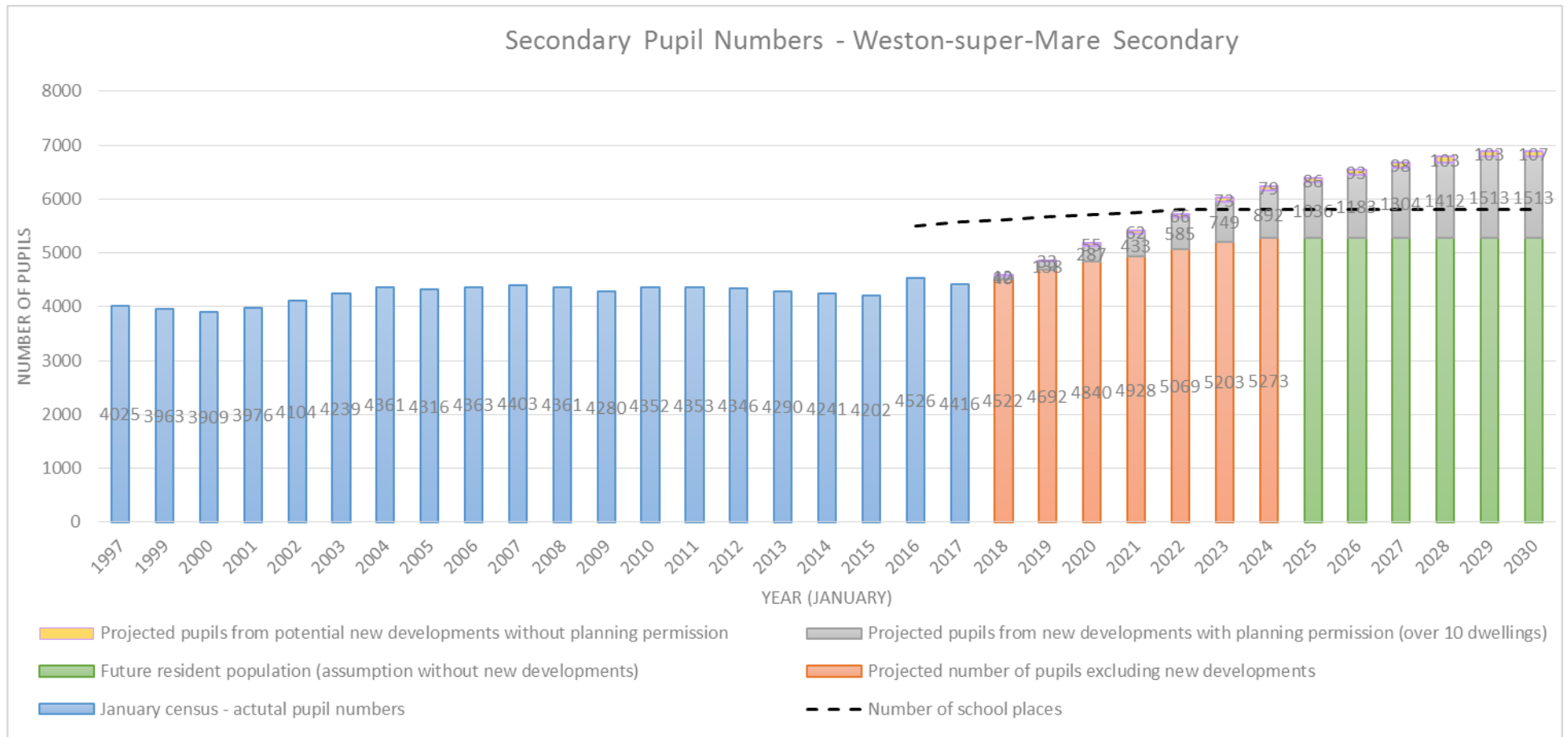


Primary Pupil Numbers - Weston super Mare South



Primary Pupil Numbers - Weston super Mare North

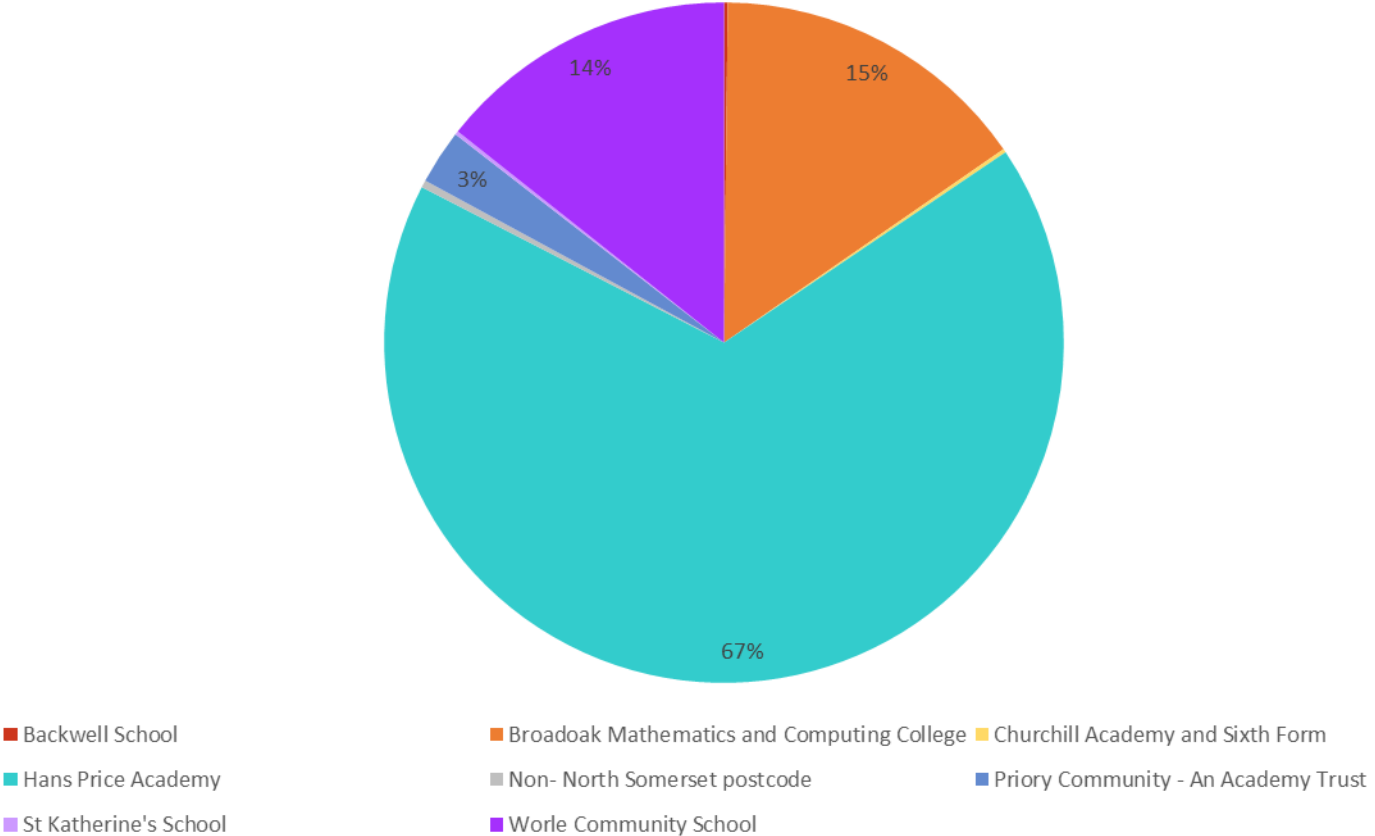




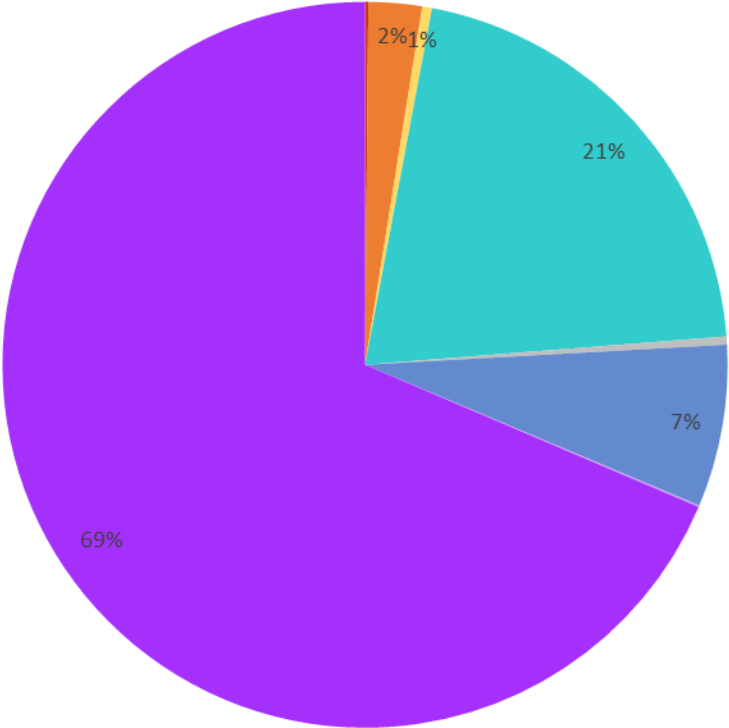
7.5. In the main, local pupils attend their local primary school as shown in the over-subscription criteria summaries for primary schools listed in the Starting School in North Somerset ~A Guide for Parents <http://www.n-omerset.gov.uk/wp-content/uploads/2016/01/starting-school-and-junior-applications- a guide-for-parents.pdf>

7.6. The charts below shows that, based on the latest school pupil census, 67% of pupils attending Hans Price Academy; 69% of pupils attending Worle Community School; 57% of pupils attending Broadoak Mathematics and Computing College; 76% of pupils attending Priory Community School and 88% of pupils attending the NSETC reside in each the schools' First Geographic Areas (FGA)/within Weston when attending the NSETC.

Home FGA of pupils attending Hans Price Academy, Years 7-11 Source: January School Census 2017

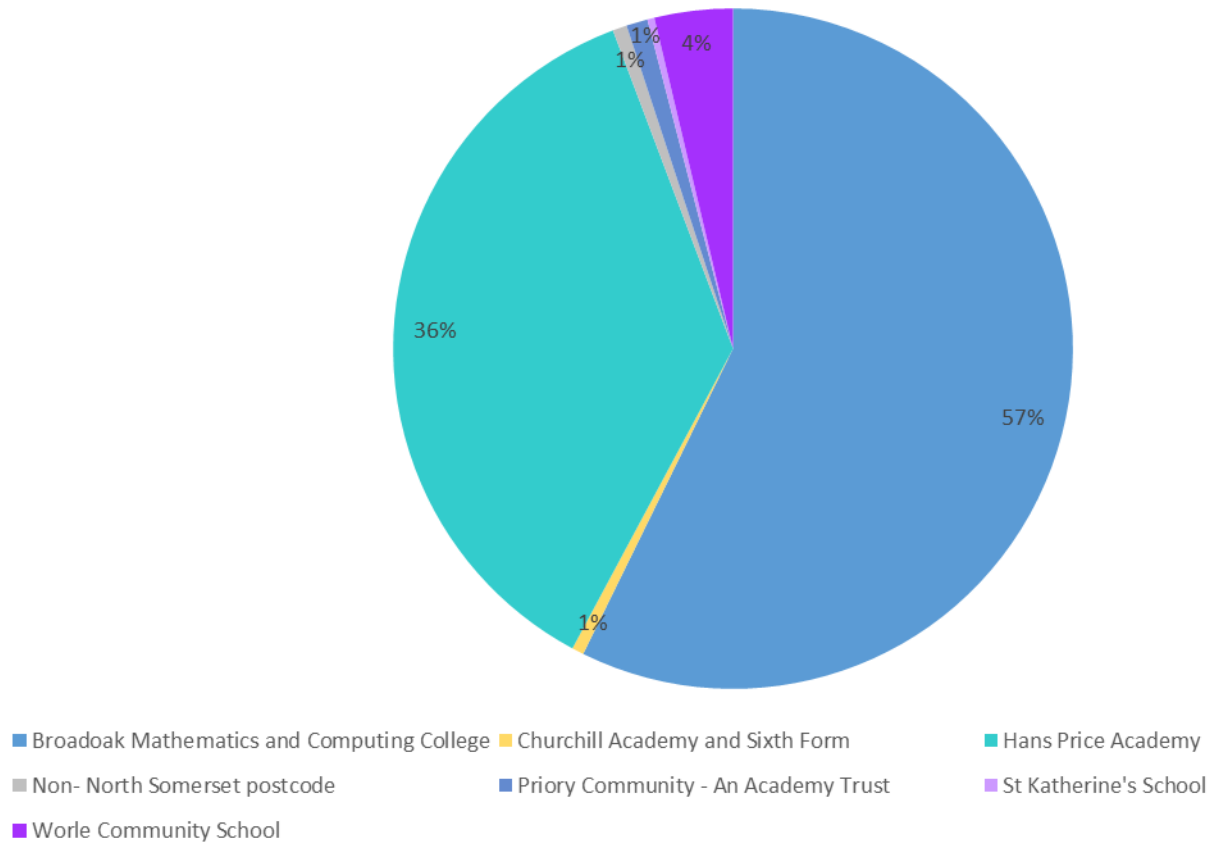


Home FGA of pupils attending Worle School, Years 7-11 Source: January School Census 2017

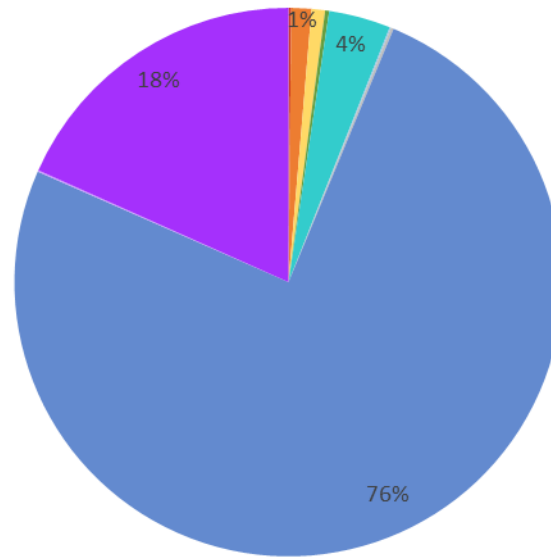


- Backwell School
- Broadoak Mathematics and Computing College
- Churchill Academy and Sixth Form
- Hans Price Academy
- Non- North Somerset postcode
- Priory Community - An Academy Trust
- St Katherine's School
- Worle Community School

Home FGA of pupils attending Broadoak Mathematics and Computing College, Years 7-11
Source: January School Census 2017

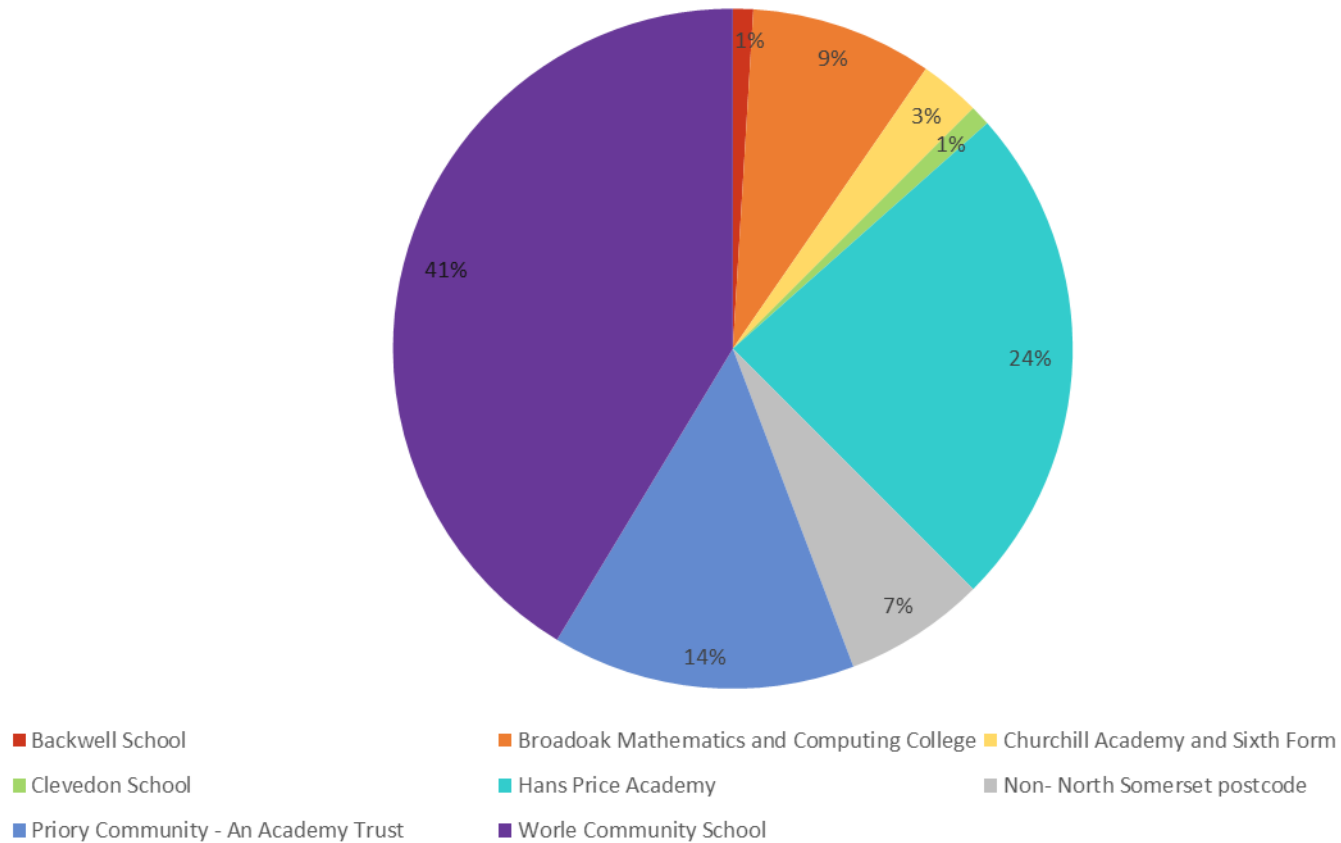


Home FGA of pupils attending Priory Community School, Years 7-11 Source: January School Census 2017



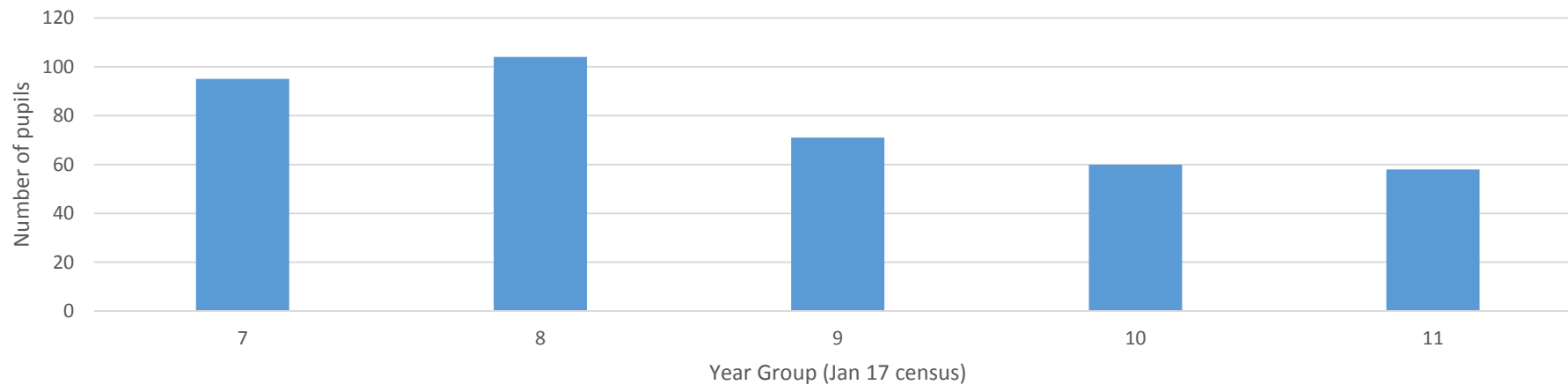
- Backwell School
- Broadoak Mathematics and Computing College
- Churchill Academy and Sixth Form
- Gordano School
- Hans Price Academy
- Nailsea School
- Non- North Somerset postcode
- Priory Community - An Academy Trust
- St Katherine's School
- Worle Community School

Home FGA of pupils attending North Somerset Enterprise Technology College, Years 7-11 Source: January School Census 2017

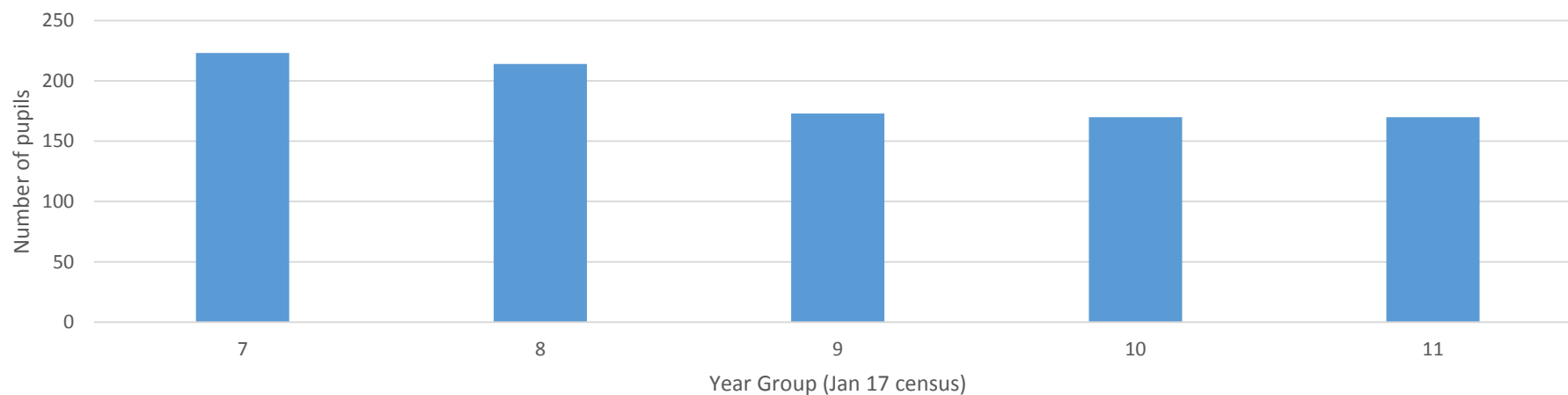


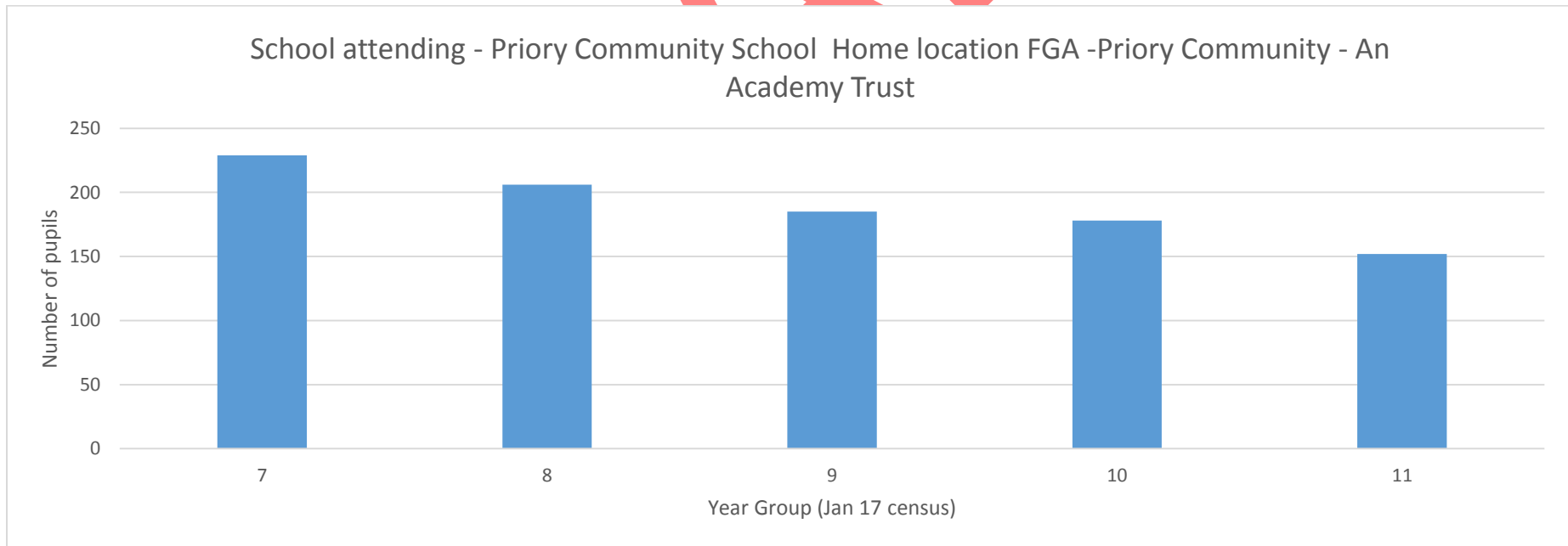
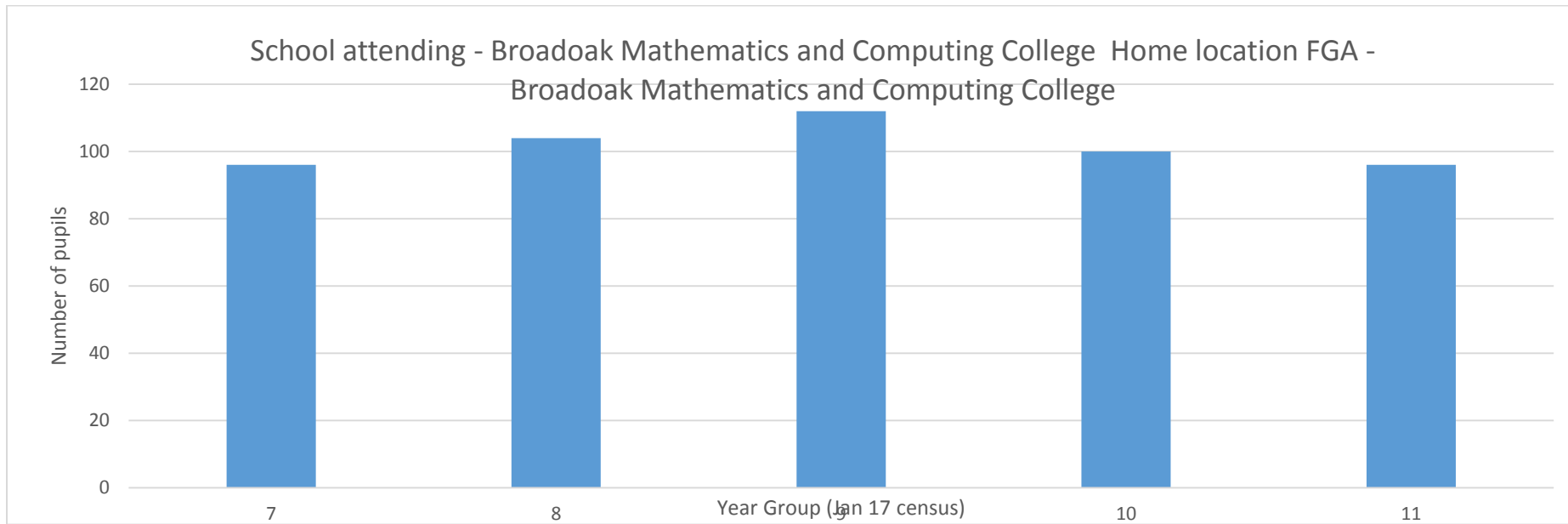
7.7. Those attending Weston secondary schools based on their home location FGA by year group are:

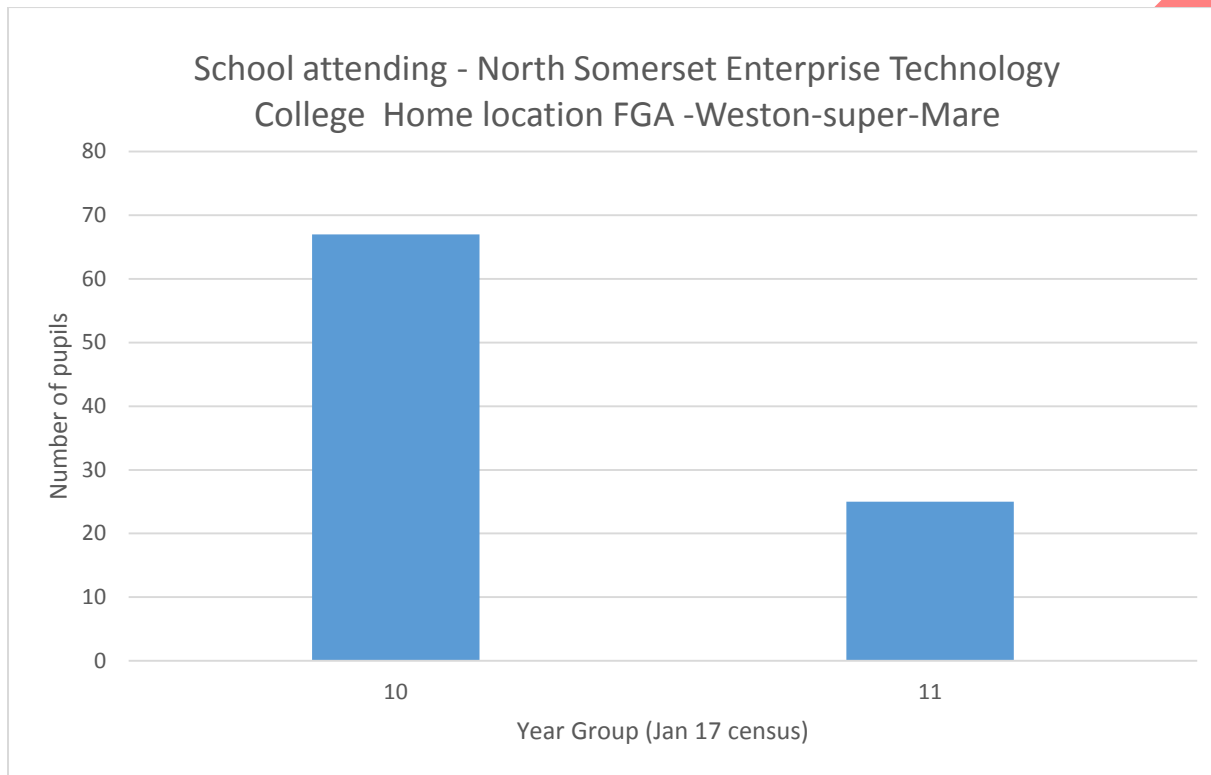
School attending - Hans Price Academy Home location FGA -Hans Price Academy



School attending - Worle School Home location FGA -Worle Community School







7.8. The Council's policy is to support the expansion of good and outstanding schools. The category of schools across the Weston clusters, together with school type, academy links and expansion feasibility as at September 2017 are as below:

Weston super Mare Central	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Ashcombe Primary School	Academy	Kaleidoscope	Good	15/01/2013	90	134%	630	No	£0	School has been expanded to 630 places
Christ Church Church of England Primary School	Academy	Kaleidoscope	Good	09/05/2017	30	83%	210	No	£3,610.00	Site is too constrained to enable expansion
Corpus Christi Catholic Primary School	Voluntary Aided	N/A	Requires Improvement	21/11/2017	30	107%	210	tbc	£0	-
Milton Park Primary School	Academy	ELAN	Good	07/03/2017	60	63%	420	tbc	£ 3,720.00	Site is too constrained to enable expansion
Walliscote Primary School	Academy	ELAN	Good	24/04/2014	45	78%	315	No	£0	Site is too constrained to enable expansion

Weston super Mare East	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Haywood Village Academy	Academy	Cabot Learning Federation	-	-	60	78%	420	tbc	£0	Currently growing
Hérons' Moor Academy	Academy	Inspirational Futures Trust	Good	03/03/2016	60	112%	420	tbc	£0	Site is too constraints to enable expansion
Locking Primary School	Academy	ELAN	Good	18/03/2014	60	82%	420	tbc	£0	School has been expanded to 420 places
St Anne's Church of England Primary School	Voluntary Aided	N/A	Good	21/02/2013	30	53%	210	tbc	£33,921.00	This schools located on 2 sites. The site at West Wick has been designed to enable an expansion from 210 to 315 places in the future

Weston super Mare South	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Bournville Primary School	Academy	ELAN	Outstanding	20/05/2015	60	115%	420	tbc	£2,912.00	-
Hutton Church of England Primary School	Academy	Kaleidoscope	Good	01/07/2014	30	120%	210	tbc	£2,685.00	The school has recently been remodelled with new accommodation. Although the design could allow for an expansion of this school, planning restrictions on future development may prevent this
Oldmixon Primary School	Academy	ELAN	Good	15/10/2013	30	77%	210	Yes, subject to planning	£0	An assessment of the site has been undertaken that shows that the school could be expanded to accommodate up to 315 or 420 pupils at a cost of c £1.7 for an extra 105 and c£3.2m for an extra 210 pupils.
Uphill Primary School	Community	-	Good	24/04/2014	45	116%	315	tbc	£0	-
Windwhistle Primary School	Academy	ELAN	Good	18/03/2014	60	45%	420	tbc	£1,692.00	-

Weston super Mare North	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR over / under subscribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Becket Primary School	Academy	Kaleidoscope	Good	15/10/2013	30	93%	210	No	£3,720.00	-
Castle Batch Community Primary School	Community	N/A	Good	09/10/2012	60	85%	420	tbc	£19,012.00	The site is too constrained to enable expansion
Kewstoke Primary School	Community	N/A	Good	21/01/2015	15	47%	105	No	£6,754.00	The current site is too constrained to enable expansion
Mead Vale Community Primary School	Academy	ELAN	Requires Improvement	06/12/2016	60	62%	420	No	£0	-
Mendip Green Primary School	Community	N/A	Good	05/04/2017	90	93%	630	No	£19,394.00	The school is already a 630-place primary school
St Georges Church School	Academy	Bath and Wells Multi Academy Trust	Requires Improvement	17/05/2016	30	123%	210	No	£0	The site is too constrained to enable expansion
St Mark's Ecumenical Anglican/Methodist Primary School	Academy	Bath and Wells Multi Academy Trust	Good	24/04/2013	60	78%	420	tbc	£0	-
St Martin's Church of England Primary School	Academy	Kaleidoscope	Good	10/02/2015	90	48%	630	tbc	£3,385.00	The school is already a 630-place primary school
Worle Village Primary School	Academy	Kaleidoscope	Good	25/02/2015	30	63%	210	No	£0	- The site is too constrained to enable expansion
Worlebury St Paul's Church of England Voluntary Aided Primary School	Voluntary Aided	N/A	Requires Improvement	21/02/2017	30	83%	210	No	£0	The site is too constrained to enable expansion

Weston	Type	MAT	Ofsted Rating	Ofsted Inspection Date	PAN (2017)	% YR 7 over / under sub-scribed 2017	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Worle Community School	Academy	PLT	Inadequate	20/04/2016	300				£58,468	
Priory Community School	Academy	PLT	Outstanding	06/11/2014	256	134%			£57,048	
Broadoak Mathematics and Computing College	Academy	Single Academy	Requires Improvement	15/11/2017	180				£9,900	
Hans Price Academy	Academy	Cabot Learning Federation	Good	11/07/2013	240				£3,187	
North Somerset Enterprise and Technology College	Academy	Inspirational Futures Trust	Requires Improvement	27/9/2017	100					

- 7.9. During the life of this plan we anticipate the largest single area of growth will be in Weston super Mare. Whilst there are around c500 new homes with planning permission across the central, south and north areas, the east cluster has approval for c3250 new homes in the near future. Plans to increase capacity in Weston are therefore mainly based on the provision of new schools in the Weston East development area.
- 7.10. Primary Weston super Mare (Central) - Ashcombe Primary School was expanded in September 2013 from a 420 to a 630-place school. The school is growing its intake incrementally and should be running 21 class bases by September 2019. As a 630-place school, the Council would not expect it to increase its capacity any further. Its projections support the school being full across all cohorts. Ashcombe Primary School joined the Kaleidoscope Multi-Academy Trust on 1 September 2017.

The admission level and capacity of Ashcombe Primary School is 90 (630). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.11. Primary Weston super Mare (Central) - Christ Church C of E Primary School is a 210-place school on a constrained site. Its projections show a stable intake and the school remains near to full capacity. Christ Church C of E Primary School joined the Kaleidoscope Multi-Academy Trust on 1 September 2017.

The admission level and capacity of Christ Church C of E Primary School is 30 (210). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.12. Primary Weston super Mare (Central) - Milton Park Primary School is a 420-place school on a constrained site. It was refurbished by the Council in 2012. Its projections show a small decrease in demand that will take its surplus places to around 15% by 2021. Milton Park Primary School joined the Extend Learning Academies network (ELAN) on 1 October 2017.

The admission level and capacity of Milton Park Primary School is 60 (420). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.13. Primary Weston super Mare (Central) - Walliscote Primary School is a 315-place school on a constrained site. A review of the site was undertaken in 2016 to ascertain if it could be expanded to accommodate up to 420 pupils in the future. Whilst it would be possible to increase the school's capacity if the nearby Carlton Centre were to be made available for school use, an initial budget of c£4m would be needed to create an extra 105 places. The cost of £38k per additional school place is significantly greater than the DfE's accepted benchmark of £13 – 15k per pupil place. An expansion is therefore considered cost prohibitive at this time.

The school's projections appear to be stable at around 300 places each year. Walliscote Primary School joined the Extend Learning Academies network (ELAN) on 1 October 2017.

The admission level and capacity of Walliscote Primary School is 45 (315). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.14 Primary Weston super Mare (Central) – whilst not required during the life of this plan, the Council notes the need for a new primary school in central Weston super Mare in response to plans to provide new homes within the town.

- 7.15 Primary Weston super Mare (East) – Haywood Village Academy is a new primary school within the Cabot Learning Federation (CLF) Multi-Academy Trust. It opened on September 2016 with two reception classes and, at the time of writing this document, has 120 pupils on roll across 5 classes in all three infant cohorts. The projections show the school growing to meet the demand of its nearby new housing development, being oversubscribed for all new intakes. The school and CLF have been working with the Council to review future intakes into other year group settings to meet local demand (subject to revenue funding viability).
- The admission level and capacity of Haywood Village Academy is 60 (420). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.
- 7.16 Primary Weston super Mare (East) – Herons' Moor Academy joined the Inspirational Future's Trust Multi-Academy Trust on 1 April 2015. The school is on a constrained site. It's projections show a decline in demand resulting in a 10% surplus, although being adjacent to Weston East developments it is likely the school will attract additional pupils from new developments too.
- The admission level and capacity of Herons' Moor Academy is 60 (420). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.
- 7.17 Primary Weston super Mare (East) – Locking Primary School serves the village of Locking and parts of the new Parklands development in Weston super Mare. It was expanded back from a 315 to 420 places in September 2013, partly to meet demand within the area listed above. By 2021 it is projected to have c14% surplus places. Locking Primary School joined the Extend Learning Academies Network (ELAN) Multi-Academy Trust on 1 October 2017.
- The admission level and capacity of Locking Primary School is 60 (420). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.
- 7.18 Primary Weston super Mare (East) - St Anne's C of E Primary School opened its second site in West Wick in Weston super Mare in January 2015 and now operates successfully as a single school across two school sites in Hewish and West Wick. The West Wick site is growing incrementally and the school has an intake of 60 across years R – 3, whilst retaining an intake of 30 in years 4-6. It should take 60 pupils into all cohorts by September 2020.
- The projections for the school are complex due to its dual site, but it is expected to be full or near to full capacity as seen by its demand for new places.
- The school site at West Wick has been designed to enable it to expand to accommodate up to 315 pupils in the future. The school is willing to consider expansion and new developments close to the site at West Wick will be kept under review should extra places be required.

The admission level and capacity of St Anne's C of E Primary is 60 (420). These capacity numbers will form part of any Funding Agreement with the Education Funding & Skills Agency (EFSA) should/when the school converts to academy status. The Council would expect the school to keep to at least these numbers in perpetuity.

- 7.19 Primary Weston super Mare (East) – In 2014 the then Homes & Communities Agency (HCA) asked the Council to bring forward the opening of a new primary school within the Parklands development in Weston super Mare. Whilst, in accordance with the s106 agreement, the likely obligation for the delivery of the school would be by around 2019 – 2021, it was felt that a 'live' primary school near to the commencement of the development would be in the interests of the community and would make the development more attractive to home buyers. Following a competition process overseen by the Council, a sponsor - Education Together (ET) - was appointed by the Secretary of State for Education in December 2015 to run the school. There was an expectation by all that the new Parklands Educate Together Primary School would open in permanent accommodation in September 2017.

Council officers have worked with Homes England (HE), St Modwen and Educate Together since 2015/16 to deliver this new school. Despite St. Modwen submitting and receiving planning approval for new buildings in 2016, the cost of the delivery of the 2016 scheme has been found to be cost and time prohibitive. It was determined in March 2017 that the new school could not open in September 2017, even in temporary accommodation, as the scheme was not sufficiently progressed by the developers to enable the DfE to award Educate Together a funding agreement.

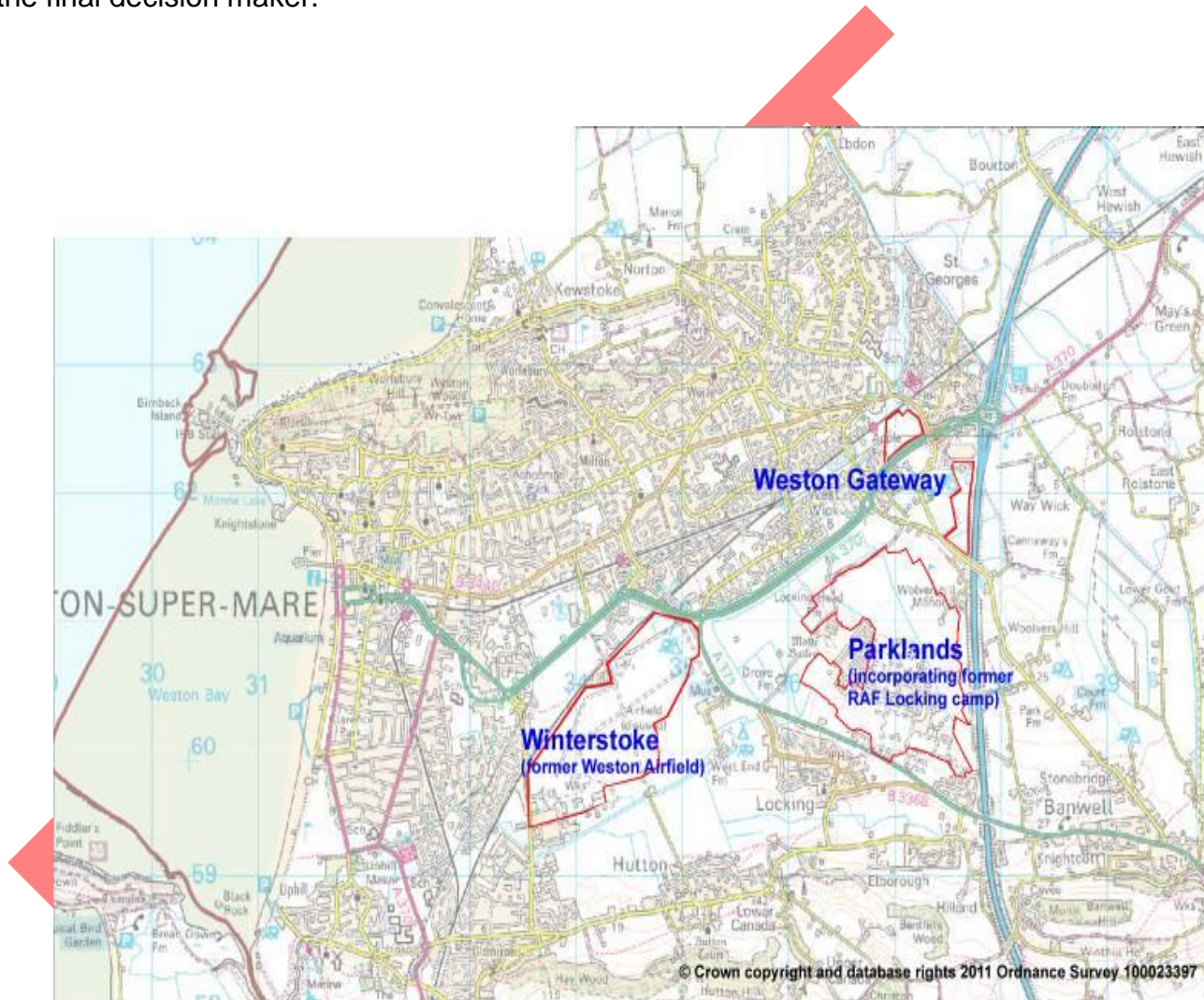
Whilst being bitterly disappointed by the decision to postpone the opening of their new school, Educate Together have agreed to continue to work with the Council and the DfE with the aim of their school opening in September 2018, albeit in temporary accommodation for one year. At the time of writing this document, a planning applications for the temporary school site has been approved and a revised Reserved Matters submission for a changed permanent site has been submitted. North Somerset Council agreed to deliver the new school on behalf of the developer provided the developer funds the scheme at its Council meeting on 14 November 2017.

The design of the Parklands Educate Together Primary School provides a structure for a 630-place school, although only 14 class bases will be delivered in Phase 1. When demand dictates, a further 7 classbases can be added to the building, taking this 420-place school from a 60 to a 90 intake for up to 630 pupils.

The admission level and capacity of Parklands Educate Together Primary will initially be 60 (420). These capacity numbers will form part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) that it is hoped will be agreed (at the time of writing this document) in April 2018. The Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.20 Primary Weston super Mare (East) – New School. Demand for places in Weston super Mare are such that a further new school – 3 of 5 - will be required from September 2021 at the latest. In the absence of any guidance on possible future Free School routes and as the Free School process is outside of the Council's control, it is recommended that the Council oversees a Presumption Route competition for a new school on the former Weston Airfield development with a view to the new school opening by September 2021 at the latest. The Council is able to set the parameters for the new school and invite sponsors to submit expression of interest to run the

school. Whilst it is able to make recommendations, the Regional Schools Commissioner, acting on behalf of the Secretary of State for Education, will be the final decision maker.



The competition would be for a 630 place primary school from 2020 or 2021 as demand dictates. The Council must take all necessary steps to ensure that the widest possible range of groups or organisations that might be interested in establishing the new school are aware of the opportunity to do so and that they have sufficient time to develop proposals. Local good or outstanding schools that are interested in submitting a proposal to run a new school will need to have or will need to acquire both academy status and sponsor

approval. The department's list of approved sponsors can be accessed on the internet. The completion is likely to commence in 2018 and the new school will open during the life of this plan.

- 7.21 Primary Weston super Mare (North) – Becket Primary School expanded its provision to incorporate pupils aged 2 – 11 from September 2015. Demand for the school is showing a decline with around 12% of surplus places by 2020. Its new intakes are predicted to be constant at around 23 per cohort. Becket Primary School joined the Kaleidoscope Multi-Academy Trust on 1 September 2017. With limited new development in the area and surplus places at this school there are no plans to expand this school at this time.

The admission level and capacity of Becket Primary School is 30 (210). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.22 Primary Weston super Mare (North) – Castle Batch Community Primary School is on a constrained site. Its projections show a gradual decline overall in school and new intake number to circa a 6% surplus by 2021. The school has received an Academy Order to join The Priory Learning Trust and this is in progress. With limited new development in the area and surplus places there are no plans to expand this school at this time.

The admission level and capacity of Castle Batch Primary School is 60 (240). These capacity numbers will form part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.23 Primary Weston super Mare (North) – Kewstoke Primary School is on a small and constrained site on the edge of a hillside. It's projections remain stable and show a 20% surplus. Whilst new place demand is positive, this should be kept under review during the life of this plan.

The admission level and capacity of Kewstoke Primary School is 15 (105). These capacity numbers will form part of any Funding Agreement with the Education Funding & Skills Agency (EFSA) should/when the school converts to academy status. The Council would expect the school to keep to at least these numbers in perpetuity.

- 7.24 Primary Weston super Mare (North) – Mead Vale Community Primary's projections are showing a decline in demand, showing a potential surplus of around 17% by 2021. With limited new development in the area and a surplus of places at this school there are no plans to expand this school at this time.

The admission level and capacity of Mead Vale Community Primary is 60 (420). The school converted to academy status with ELAN on 1 February 2018 and these capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect the school to keep to at least these numbers in perpetuity.

- 7.25 Primary Weston super Mare (North) – Mendip Green Primary School converted from a First to a Primary school in September 2020. The school is overseeing a period of transition moving from 4 year groups with 5 classes per cohort to 7 years groups with cohorts of 3 classes. From September 2018 it should have 21 classes overall.

A number of capital projects have been undertaken at the school to replace and reallocate provision to ensure the site can accommodate a 630-place primary school. The latest of these schemes was completed for September 2016. As a 630-place school, the Council would not expect it to increase its capacity any further. The school's projections show a decline in demand with a surplus of 10% of places by 2021.

The admission level and capacity of Mendip Green Primary School is 90 (630). If/when the school converts to academy status, these capacity numbers will form part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect the school to keep to these numbers in perpetuity.

- 7.26 Primary Weston super Mare (North) – St Mark's Ecumenical Anglican/Methodist Primary School joined the Diocese of Bath & Wells Multi-Academy trust on 1 September 2016. Its projections are showing a decline in demand, showing a potential surplus of around 12% by 2021. With limited new development in the area and a surplus of places at this school there are no plans to expand this school at this time.

The admission level and capacity of St Mark's Ecumenical Anglican/Methodist Primary School is 60 (420). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.27 Primary Weston super Mare (North) – St Martin's C of E Primary School converted from a 3-year junior to a Primary school in September 2020. The school is overseeing a period of transition moving from 3 year groups with 5 classes per cohort to 7 years groups with cohorts of 3 classes. From September 2018 it should have a consistent intake across all year groups.

A capital project was undertaken by the Council at this school to ensure it had capacity for 21 class bases in 2011. As a 630-place school, the Council would not expect it to increase its capacity any further. The school's projections show a decline in demand with a surplus of 18% of places by 2021.

St Martin's C of E Primary School joined the Kaleidoscope Multi-Academy Trust on 1 September 2017. The admission level and capacity of St Martin's C of E Primary School is 90 (630). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.28 Primary Weston super Mare (North) – St Georges Church School joined the Diocese of Bath & Wells Multi-Academy trust on 1 July 2016. Its projections are showing a decline in demand, showing a potential surplus of around 11% by 2021. The school is on a constrained site and there are no plans to expand this school at this time.

The admission level and capacity of St Georges Church School is 30 (210). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.29 Primary Weston super Mare (North) – Worle Village Primary School is on a small and constrained site on the edge of a hillside. Its projections show a 15% surplus by 2021.

Worle Village Primary School joined the Kaleidoscope Multi-Academy Trust on 1 September 2017. The admission level and capacity of the school is 30 (210). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.30 Primary Weston super Mare (North) – Worlebury St Paul's C of E VA Primary School has successfully moved from a First to a Primary school. It has been expanded to accommodate extra pupils and is on a constrained site. Its projections show a gradual decline overall in school numbers to circa an 8% surplus by 2021.

The admission level and capacity of Worlebury St Paul's C of E VA Primary School is 30 (210). When the school converts to academy status in the future these capacity numbers will form part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect the school to keep to at least these numbers in perpetuity.

- 7.31 Primary Weston super Mare (South) – Bournville Primary School moved into a new school building in 2008. Demand for the school remains constant and it will be full/near to full capacity by 2021. With limited new development in the area there are no plans to expand this school at this time.

Bournville Primary School joined the Extend Learning Academies Network (ELAN) Multi-Academy Trust on 1 October 2017.

The admission level and capacity of Bournville Primary School is 60 (420). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.32 Primary Weston super Mare (South) – Hutton C of E Primary School has been remodeled by the Council in 2016 and 2017 to replace and refurbish their 7 class bases. This c£2.1m project was completed in 2017. Demand for this school is showing a decline resulting in a surplus of 10% of places, although approvals for new homes may increase demand. The design of the new school buildings will allow for the school to expand to 315 places, although support for this locally may be challenged.

Hutton C of E Primary School joined the Kaleidoscope Multi-Academy Trust on 1 September 2017. The admission level and capacity of the school is 30 (210). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.33 Primary Weston super Mare (South) – Oldmixon Primary school's projections are remaining constant. A review of the site was undertaken in 2016 to ascertain if it could be expanded to accommodate up to 315 or 420 pupils in the future. Both were deemed feasible at a cost of c £1.7 for an extra 105 and c£3.2m for an extra 210 pupils

Oldmixon Primary School joined the Kaleidoscope Multi-Academy Trust on 1 September 2017. The admission level and capacity of the school is 30 (210). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.34 Primary Weston super Mare (South) – Uphill Primary School's demand for places is remaining constant. The school have expressed an interest in expansion, although with a constrained site and restricted vehicle access, this may be problematic in planning terms. Whilst there is limited new housing within Uphill, the school does admit pupils from areas outside of the village. Such areas have had successful new housing requests. Changes at Uphill Primary School may need to be considered as part of a wider review of this area.

The admission level and capacity of Uphill Primary School is 45 (315). When this school moves to academy status these capacity numbers will form part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect the school to keep to at least these numbers in perpetuity.

- 7.35 Primary Weston super Mare (South) – Windwhistle Primary School has recently had parts of its support accommodation upgraded and replaced to meet the needs of its pupil population. The projections for the school are showing a small increase in demand. With limited new development in the area there are no plans to expand this school at this time.

Windwhistle Primary School joined the Extend Learning Academies Network (ELAN) Multi-Academy Trust on 1 October 2017.

The admission level and capacity of Windwhistle Primary School is 60 (420). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.36 Corpus Christi Catholic Primary School's pupil demand remains constant during the life of this plan. With increases in the numbers of new homes in Weston super Mare, the Diocese of Clifton undertook a review of the school site and established that it could be expanded. The school currently admits c40% of pupils who are requiring a Catholic education. If extra places are required, the Diocese of Clifton may wish to submit an Expression of Interest for one of the new schools within the wider Weston Villages developments. It should be noted however, that in bidding for a new school, restricting the intake to preserve the Catholic ethos and proportionality of the school could be against the usual trust requirements for Catholic schools.

The admission level and capacity of Corpus Christi Catholic Primary School is 30 (210). If/when this school converts to academy status these capacity numbers will form part of the school's Funding Agreements with the Education Funding & Skills Agency (EFSA) and the Council would expect the school to keep to at least these numbers in perpetuity. The school is considering a federation with St Joseph's RC Primary in Burnham. This would be seen as a positive partnership by the Council.

- 7.37 Meeting demand for new secondary provision in Weston super Mare is a considerable priority during the life of this plan. Across the 5 schools serving the secondary phase in Weston, there is a projected deficit of -500 places by 2023. New intakes across all five provisions are projected to exceed supply by 2023.

- 7.38 Broadoak Mathematics and Computing College is on a restricted site and opportunities to increase provision are therefore limited. The projections for the school show an overall surplus of 4% of places by 2023.

Broad oak Mathematics and Computing College became a stand-alone Academy on 1 February 2012. The admission level and capacity of Broad oak Mathematics and Computing College is 180 (900). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

There are no plans to increase provision at this school during the life of this plan.

- 7.39 Hans Price Academy's projections are showing a significant increase in demand moving from a c45% surplus to a c10% surplus of places by 2023.

Hans Price Academy was created as part of the Cabot Learning Multi-Academy Trust on 1 May 2011. The admission level and capacity of Hans Price Academy is 240 (1200). These capacity numbers formed part of this school's Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.40 Priory Community School received approval from the Secretary of State to increase their Funding Agreement from a 1200 to a 1500 place school from September 2018 onwards. This has increased the academy's Planned Admission Level from 240 to 300 from this date. The school plans to increase its allocations incrementally.

The Council is supporting the academy's expansion by funding a £2.6m building project to create 300 new places to meet this basic need. Following planning approval in February 2018, work will commence on site in April 2018 to provide enhanced dining facilities and a refurbishment of the school's previous science block to create extra general teaching spaces. Whilst the changes will take place over two academic years, the extra accommodation will be fully in place for the September 2019 intake.

Priory Community School ~ An Academy Trust became a stand-alone academy on 18 August 2011 and formed The Priory Learning Trust on 1 March 2017. The admission level and capacity of Priory Community School is 300 (1500). These higher capacity numbers formed part of this school's latest Funding Agreement with the Education Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.41 Worle Community School's projections show an increase in demand taking the school from a c10% to a c2% of surplus places by 2023.

Worle Community School joined The Priory Learning Trust on 1 March 2017 as a converter academy. The admission level and capacity Worle Community School is 300 (1500). These capacity numbers formed part of this school's Funding Agreement with the Education

Funding & Skills Agency (EFSA) and the Council would expect the academy to keep to at least these numbers in perpetuity. There are no plans for the Council to support an increase in provision at this academy during the life of this plan.

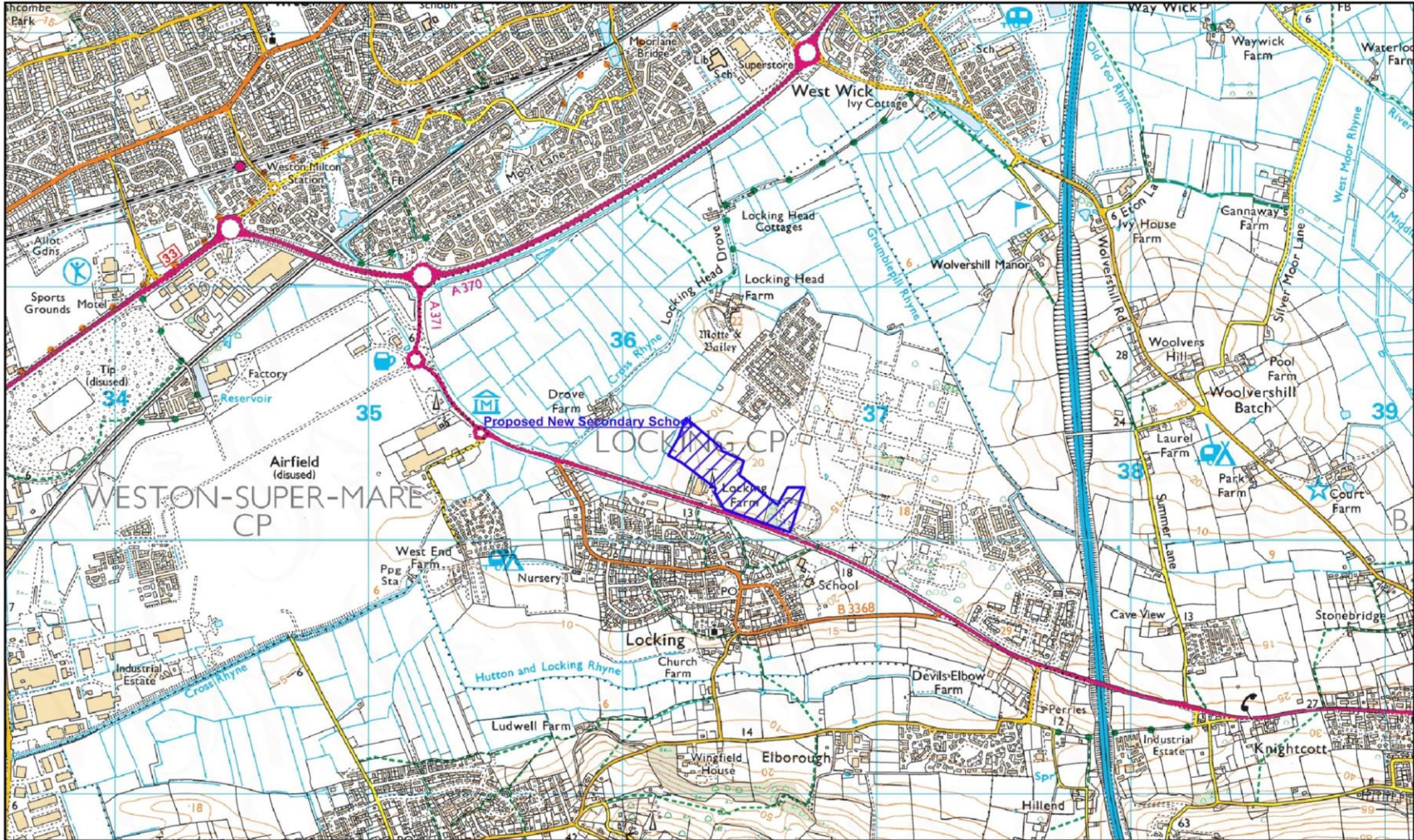
- 7.42 The North Somerset Enterprise Technical College opened in September 2014 to Year 12 pupils and in September 2015 to Year 10 pupils. The school is growing incrementally and as at September 2017 has 160 pupils on roll. It is part of the Inspirational Future's Multi Academy Trust. Demand for the school is around 400 places between 2017 and 2023. There are no plans for the Council to support an increase in provision at this academy during the life of this plan.

The admission level and capacity of The North Somerset Enterprise Technical College for years 10 and 11 is 150 (300). These capacity numbers formed part of the funding approvals from the Council and the academy's Funding Agreement with the Education Funding & Skills Agency (EFSA). The Council would expect the academy to keep to at least these numbers in perpetuity.

- 7.43 The Council has an allocated 7.8ha site to deliver extra secondary places in Weston super Mare. It would like to secure additional land as most new secondary schools require a site of c11ha, although this is unlikely.

Projections show that, when taking into account extra demand from new housing in the town, demand will exceed supply by 2022 by an estimated 282 places. By the end of 2017/18 around 1,077 new homes will have been delivered. This is expected to rise by an additional 1,344 extra homes by 2019/20, 3,464 by 2025 and 618 by 2030 (c6,500 in total).

In planning for new need to 2030 a provision to support 900 new places, rising to a capacity of 1200 places as demand increases, will be required from 2021.



Proposed New Secondary Site

Weston-super-Mare

Scale: 1:20000
 Drawn by: Julia Burgess
 Date: 29 September 2017
 Time: 14:36:06



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The Council has submitted a Home's Infrastructure Bid to government for support in providing new infrastructures to meet its local and national housing demands. This includes a £25m request for funds for new secondary place provision in Weston super Mare. A decision about the outcome of the first stage of this bid is not expected imminently.

7.44 In meeting basic need, a £3m allocation of Basic Need funding has been set aside in the Council's provisional capital programme for the 2019/20 financial year to support an increase in secondary-aged places. Funding from 2020/21 is expected to be announced in March/April 2018 and an allocation of basic need towards the provision of secondary places in Weston should be seen as a priority. This funding, alongside developer contributions of c£4m that are yet to be paid to the Council, and the HIB bid could form the basis of the funding needed to support increases in provision. Dependent on the payment of developer contributions that are subject to viability appeals, and extra land if available, the identified allocation may need to support a phased or interim delivery solution to meet demand and may be influential in determining future delivery outcomes.

7.45 Alongside the above, if local funding cannot be secured for a Presumption Route new school, the Council would want to work with successful MATs to assist one of them in a Free School Bid for a new secondary school. The Department for Education published *Unlocking Talent, Fulfilling Potential ~ A Plan for improving social mobility through education* in December 2017 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf The DfE are keen to 'Prioritise the growth and coverage of high quality MATs and Teaching Schools in challenging areas' and to 'Extend the reach of the free school programme to benefit more areas of educational underperformance'. They will invite a new wave of mainstream free school applications early in 2018, with a particular focus on enabling more challenging areas to 'feel the full benefit of the programme'.

The initiatives outlined in this paper could relate to Weston super Mare and the Council is keen to work with its MAT partners to secure new places. The Council would support whichever free school bid best met the priorities and requirements of this plan.

7.46 Options to secure new secondary provision in Weston are as below:

- To take Expressions of Interest from existing good and outstanding academies able to increase provision on their current sites in line with the principles outlined in this strategy
- To support an existing good/outstanding MAT in their Free Schools application to run a new secondary school in the town, in the 2018 Wave 13 bidding process
- To commence a Presumption Route competition for a new 900-place secondary academy with the future capacity to grow to 1200 places as required if HIB funding/sufficient Basic Need funding is secured
- A combination of the above where appropriate

7.47 The Council is supportive of Weston College's move to offer university studies and welcomes its university site in the centre of Weston super Mare. This addition is a key element of the regeneration of Weston Town Centre. Weston College, the West of England LEP and North Somerset Council are working together to create a learning hub that is recognised nationally as a centre of excellence for higher and further education, providing students and professionals with high-quality study, accommodation and lifestyles built around the new university centre campus.

7.48 Summary of actions to be progressed:

	Action	Deadline for delivery	Progress to date	Overall RAG assessment success measures
1	To work with Haywood Village Academy to support the growth of new places across the Haywood Village development area	Ongoing	The school now have classes the whole infant-aged phase	In progress
2	To work with Educate Together to support the opening of their new school in temporary accommodation within Locking Parklands by September 2018	By September 2018	A temporary site has been identified and planning permission granted. Work will commence during Easter 2018.	By September 2018
3	To work with Educate Together to deliver their permanent school buildings by September 2019	By September 2019	Planning permission was submitted in January 2018 and it is hoped work will commence on the new school buildings (planning permission permitting) in the summer 2018	By September 2019
4	To progress the creation of a new 630-place primary school (no.3) in the Weston East cluster by September 2021 at the latest with the capacity to grow to 630 places	By 2021 at the latest	Early discussions with the developer are taking place to design the new school	In early progress

5	To note the need for a new Weston Central Primary School, required after the life of this plan	From 2021 onwards	Not yet started	Not yet started
6	To review the need for extra provision at St Anne's C of E Primary (West Wick), Oldmixon and Uphill Primary Schools to meet demand if required	As required	To be progressed as necessary	As required
7	To determine and commence (funding permitting) delivery options for increased secondary provision in Weston super Mare from 2021 onwards. The preferred option is for a new secondary school	By September 2021	Not yet started	To progress with urgency
8	To complete a 300 - place expansion with Priory Community School ~ An Academy Trust by late autumn 2018	By autumn 2018	Planning application agreed To be on site in April 2018	In progress

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8 The Catholic Cluster

- 8.1. There are around 10% of the population that are of the Catholic faith, although not all Catholics require a church school place. As at September 2017 across the 3 Catholic primary schools the following percentage of pupils qualified for a place due to their faith:

	No. of children on roll	No. of children who had priority for a place due to their Catholic faith for admission in September 2017 No./No. of places	% of new intake Catholic pupils as at September 2017
Corpus Christi Catholic Primary School	205	12/30	40.0
St Francis Catholic Primary School	196	15/30	50.0
St Joseph's Catholic Primary School	207	13/30	43.3
Total	608	40/90	44.4%

- 8.2. The Catholic Schools have been shown separately in North Somerset Council's pupil projections since at least 2004. Within the co-ordinated admissions processes it was asked that the Council does not seek to generally allocate a pupil to a Catholic school unless the parent has expressed a preference for a Catholic school place (the Local Authority does have the legal right to direct a VA school to admit a child, but would only use this in very rare occasions). Catholic Schools serve a wider area than the towns in which schools are situated alone, which is another reason why they may have been grouped separately.

The pupil projection methodology allocates children from predicted over-subscribed schools to schools with vacancies where agreement has been reached within the co-ordinated admissions schemes to make allocations. The separation of the Catholic Schools is an indication that the arrangements of these schools, by agreement, are different. Their treatment in the pupil projections is therefore resultantly also different.

- 8.3. The pupil projections for the Catholic cluster for pupil planning purposes are shown below.

a) North Somerset Whole School Primary Pupil Projections 2017-2021

The table below shows the projected demand for primary school places across whole schools, including changes in demand to reflect known new housing developments:

Primary School Projections including housing gain.	School Places						Projected demand					Predicted empty places (negative values = shortfall)				
	Net Capacity	2017	2019	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Roman Catholic Group	614	630	630	630	630	630	614	604	595	582	579	16	26	35	48	51
Corpus Christi Catholic Primary School	210	210	210	210	210	210	211	208	207	207	207	-1	2	3	3	3
St Francis Catholic Primary School	194	210	210	210	210	210	197	195	192	185	187	13	15	18	25	23
St Joseph's Catholic Primary School	210	210	210	210	210	210	206	201	196	190	185	4	9	14	20	25
Group total	614	630	630	630	630	630	614	604	595	582	579	16	26	35	48	51

b) Projected intake into the Reception Cohort – 2017 – 2021

Projected demand for new reception-aged classes, excluding new housing, is as follows: Projected Reception pupil numbers 2017-2021 excluding pupils from new housing.	2017 Admission Level	2017 projected demand: allocations at 19th June 2017	2017 diff to PAN	2018 provisional PAN	2018 projected demand	2018 diff to PAN	2019 provisional PAN	2019 projected demand	2019 diff to PAN	2020 provisional PAN	2020 projected demand	2020 diff to PAN	2021 provisional PAN	2021 projected demand	2021 diff to PAN
	Roman Catholic														
Corpus Christi Catholic Primary School	30	30	0	30	28	2	30	29	1	30	31	-1	30	30	0
St Francis' Catholic Primary School	30	28	2	30	27	3	30	25	5	30	22	8	30	24	6
St Joseph's Catholic Primary School	30	30	0	30	25	5	30	26	4	30	24	6	30	25	5
Group total	90	88	2	90	80	10	90	80	10	90	77	13	90	79	11

8.4. In brief the pupil projections for the cluster show that:

- there are sufficient places to meet projected demand across the district

- the percentage of spare non-Catholic capacity in all three schools should be sufficient to meet demand from the Catholic community during the life of this plan

There are no Catholic secondary schools in North Somerset.

- 8.5. For details of new housing, please see the cluster plans (shown in sections 1 – 7 above). It is considered that the number of Catholic school places is sufficient to meet the needs of the Catholic community during the life of this Plan. To meet new demand, particularly in Weston super Mare, a review of provision across all Catholic primary schools may need to be considered by the Diocese of Clifton as part of their strategy for providing extra Catholic primary school accommodation in these towns. This may need to include a decision as to whether they may apply to be a sponsor of one of the new schools or whether they may wish to review the areas their schools currently serve to enable any spare places elsewhere across North Somerset to be prioritised for those of or wishing to be educated in the Catholic faith. There is an expectation that all new schools will be academies or free schools.
- 8.6. For details of OfSTED grades, please see sections 4 (Portishead), 6 (Nailsea) and 7 (Weston super Mare) above.

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9 Special Schools

- 9.1. Many children and young people with Special Educational Needs or Disabilities are educated in mainstream settings. Others require specialist facilities only available in Special Schools or other forms of alternative provision. All pupils' needs are different. Some may require specialist support due to their different needs as below:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Conditions (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require

specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

9.2. Demand for special school placements are dependent on pupil need. Currently local place provision is as follows:

Name of School	Age Range	Planned Places	Descriptor	Placements as of September 2017
Baytree School	3–19	67	Severe and Profound Learning Difficulties	64 (including 1 dual placement)
Ravenswood School	3–19	120	Complex and Severe Learning Difficulties	113 (including 2 dual placements)
Westhaven School	7–16	90	Complex Learning Difficulties	120 (with no dual placements)
Mendip Green Primary School	4-8*	8	Hearing Impaired/ Communication	11
Castle Batch Community Primary School	4-11	19	Speech and Language	20
Weston College	14-25	448	General FE Provider – with specialist provision for: <ul style="list-style-type: none"> • Profound and Complex Learning Difficulties • Complex and Severe Learning Difficulties • Complex Learning Difficulties • Deaf and Hard of Hearing • Visual Impairment • Speech and Language • Autism • Behaviour, Emotional and Social Difficulties • Mental Health • Other (Ranges of specific learning difficulties, physical impairment medical conditions, etc.) 	444 – including 15 places at NSETC

* Pupils in years 4 – 6 will be placed in the mainstream element of the school, but may continue to have support from resources base staff

9.3. As shown above, currently Baytree School in the Worle area of Weston is designated to meet the needs of pupils aged 2-19 who have severe and profound learning difficulties. Ravenswood School in Nailsea is designated to meet the needs of pupils with complex and severe learning difficulties aged 3-19. It has a capacity of 120 but is currently funded for a lower intake. Westhaven School in the Uphill area of Weston is designated to meet the needs of pupils with complex learning difficulties aged 7-16.

Weston College has three main campuses across Weston super Mare and has a wide range of specialist provisions designated to meet the needs of pupils from age 14-25 within a General FE provision. Additionally a residential training facility for learners on the Autism Spectrum which provides training in independent living, social skills and employability.

Each school has its own identity and specialisms. There are similarities between the needs of some pupils at Baytree School and at Ravenswood School and similarly between some at Ravenswood School and at Westhaven School. The Local Authority has to take into account parental preference within the parameters outlined within the SEND Code of Practice and SEN Information. This may be for the nearest appropriate school to their home address. Reports from each school, as published in the Local Offer, provide information to parents about each school's approach.

9.4. The Council commissions Alternative Provision places from Pupil Referral Units and the Youth Offending Service (YOT) These places are funded by the formula and make provision across ages 5 – 16 for North Somerset pupils with identified behavioural difficulties. Decisions on placements are made through the Out of School Panel.

There are currently VLC sites at Nailsea, Worle and Weston super Mare. As at April 2015, there were 147 places available.

The VLC is also commissioned to provide tuition to those pupils unable to attend school on medical grounds.

9.5. The Council's policy is to support good and outstanding schools/provisions. The category of schools within this group together with their academy links where appropriate, home to school transport costs and their feasibility to expand as at January 2018 is as below:

SEND	Type	MAT	Ofsted Rating	Ofsted Inspection Date	No. School places	Feasible to expand?	Home to School Transport costs per year	Comments
Weston College	FE	IFT	Outstanding	9 December 2013			£128,275.30	
Baytree School	Special		Good	24 April 2017		No	£265,738	A number of small adjustments have been made. No further expansions are possible
Ravenswood School	Special		Good	January 2014			£303,631	
Westhaven School	Special		Requires Improvement	10 May 2017		-	£231,307	
Voyage Learning Campus	PRU		Good	10 January 2017			£167,828	

9.6. The numbers of North Somerset pupils with a Statement or Education Health Care Plan (EHCP) are as follows:

	Sep-2011	Aug-2016	Jul-2017
State funded primary, secondary and special schools in North Somerset	489	470	471
Independent schools, educational establishments outside North Somerset and other	112	129	139
Total	601	599	610

Note: Mainstream Further Education colleges excluded. Children Looked After by another council and placed in North Somerset will be included as at schools in North Somerset.

Source: List Report from Capita ONE systems

The percentages of these pupils across this district when compared with the English average is:

	% with Statement or EHCP	
	North Somerset	England
Primary	0.70%	1.30%
Secondary	0.50%	1.70%
Special	99.6%	93.7%

9.7. The numbers of children with Statements or EHC plans at school has remained relatively constant overall, with the numbers being supported in independent schools and educational establishments outside North Somerset increasing moderately.

	Number (July 2017)	Projected % increase of age group over 5 years 2017 - 2022*	Projected % increase of age group over 10 years 2017 - 2027*	Projected number in 2022	Projected number in 2027
Primary schools in NS	139	1.7%	5.1%	141	146
Secondary schools in NS	61	12.9%	15.4%	69	70
Special schools in NS	271	6.1%	9.2%	288	296
Schools outside NS inc. Independent, excl. special	34	6.1%	9.2%	36	37
Special schools outside NS	105	6.1%	9.2%	111	115
TOTAL	610			645	664
Overall percentage increase in pupils with EHCP				5.8%	8.9%

Note: Mainstream Further Education colleges excluded.

* Source: Population projections based on mid-2014 estimates. The ONS population growth estimates will include an element of growth due to the building of new dwellings.

9.8. The current profile of pupils at all North Somerset special schools, broken down by year group and primary area of need are as below as at 2017 are:

Primary need - All schools	NCY														
	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Asperger's Syndrome											<5				
Autistic spectrum disorder		<5	<5	<5	<5	5	<5	10	6	8	7	<5	5	<5	<5
Behaviour, Emotional and Social Difficulty			<5				<5	<5	<5	<5	<5	<5			
Hearing impairment						<5	<5	<5							
Moderate learning difficulty					<5	<5	<5	<5	<5	<5	5	8	<5	<5	
Other difficulty / disorder		<5						<5	<5					<5	
Physical disability						<5	<5			<5	<5	<5			
Profound & multiple learning difficulty	<5	<5	<5	<5		<5	<5	<5	<5		<5	<5	<5		<5
Severe learning difficulty	<5	<5	<5	5	<5	<5	<5	10	7	<5	9	8	<5	6	<5
Social, emotional and mental health			<5			<5	<5	<5	<5	<5	<5	<5			
Specific learning difficulty							<5		<5		<5				
Speech, language and communication needs		<5				<5	5	5	6	5	8	<5	<5	<5	
Visual impairment									<5					<5	
Unknown as yet									<5			<5	<5	<5	

Source: North Somerset Council. These figures contain some pupils who are not North Somerset residents (as at May 2017). Where there are less than 5 children in a category suppression has been applied.

9.9. As at September 2017 there are c200 students at a North Somerset Council mainstream schools with an Education and Health Care Plan/Statement, broken down by NCY and primary area of need are as below:

Primary need - All mainstream schools	NCY													
	R	1	2	3	4	5	6	7	8	9	10	11	12	13
Autistic spectrum disorder	7	<5	<5	<5	5	6	5	<5	<5	5	<5	<5	<5	<5
Behaviour, Emotional and Social Difficulty			<5	<5	<5	<5	<5		<5	<5	<5			
Hearing impairment				<5	<5			<5		<5	<5	<5		
Moderate learning difficulty	<5		<5	<5		<5	<5		<5		<5	<5		
Other difficulty / disorder	<5	<5		<5	<5			<5						
Physical and Medical Difficulty				<5										
Physical disability	<5	<5	<5	<5			<5	<5	<5		<5	<5	<5	
Profound & multiple learning difficulty	<5	<5	<5	<5	<5	<5	<5							
Severe learning difficulty		<5	<5		<5		<5					<5		
Social, emotional and mental health		<5	<5		<5	<5		<5	<5		<5			
Specific learning difficulty		<5						<5	<5	<5	<5	<5	<5	
Speech, language and communication needs	5	<5	7	8	6	6	8				<5	<5		
Visual impairment			<5		<5	<5								
Unknown as yet					<5		<5	<5	<5					

Source: North Somerset Council. Excludes pupils on roll at the Voyage Learning Campus (as of May 2017). These figures contain some pupils who are not North Somerset residents (as at May 2017). Where there are less than 5 children in a category suppression has been applied.

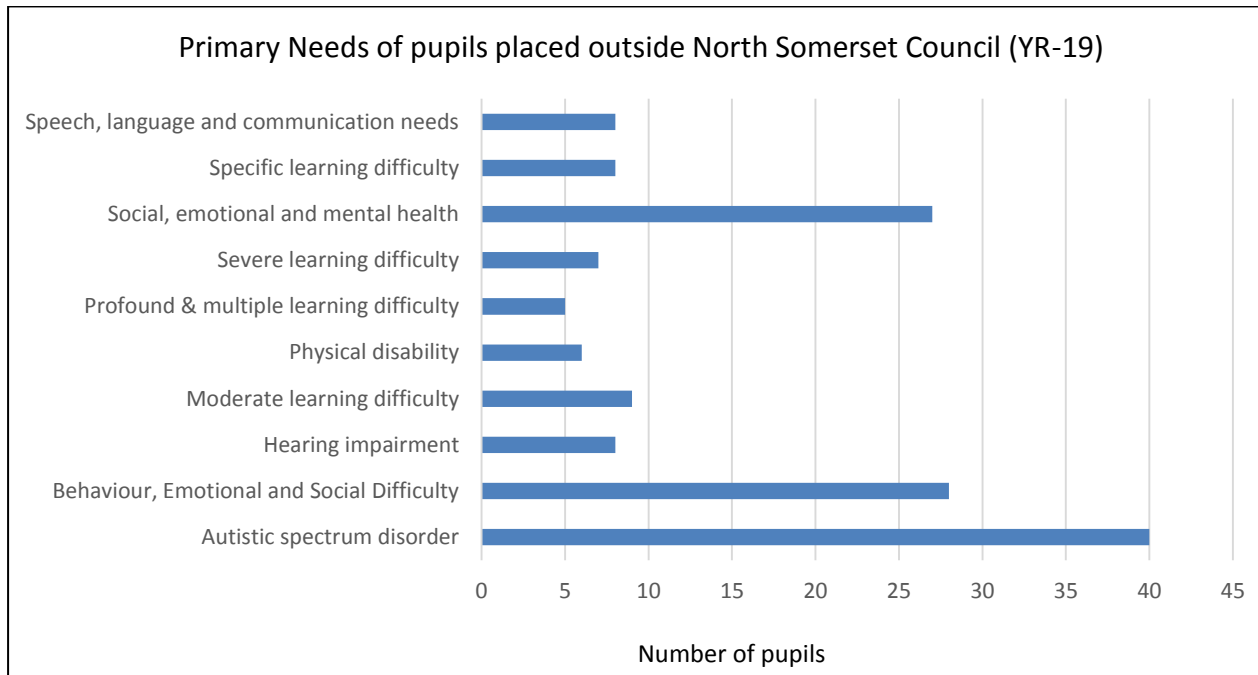
9.10. The numbers of students placed outside of North Somerset schools or at independent schools, broken down by type of school, annual cost, NCY and primary area of need are:

School Type	NCY																		
	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	18	19
Independent Special School				<5		<5	<5	6	7	9	12	11	8	<5	5				
Independent Specialist Provider														<5	<5	<5	<5		<5
Non-Maintained Special School						<5			<5					<5					
OA Maintained Special School	<5	<5	<5	<5	<5	<5	5	<5	<5	5	<5		<5	<5		<5			
OA Ordinary Mainstream School				<5	<5		<5			<5		<5							
OLA Mainstream Academies							<5			<5	<5	<5							
OLA Special Academies				<5						<5	<5	<5							
Other Independent School						<5	<5		<5	<5	<5		<5						
Other LA College of Further Ed													<5	<5	<5	<5	<5	<5	<5
Other/LEA Arranged											<5								<5

Source: North Somerset Council. Where there are less than 5 children in a category suppression has been applied

Primary need	NCY																		
	R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	18	19
Autistic spectrum disorder				<5		<5	<5	<5	<5	<5	7	5	5	<5	<5	<5	<5		<5
Behaviour, Emotional and Social Difficulty						<5	<5	<5	<5	<5	6	<5	5	<5	<5				
Hearing impairment	<5	<5				<5			<5					<5					
Moderate learning difficulty				<5	<5	<5	<5					<5		<5	<5				
Physical disability	<5						<5		<5	<5									<5
Profound & multiple learning difficulty					<5				<5				<5						<5
Severe learning difficulty									<5	<5	<5				<5			<5	<5
Social, emotional and mental health				<5		<5	5	<5	<5	6	5	<5	<5		<5	<5			
Specific learning difficulty								<5	<5			<5		<5	<5				
Speech, language & communication needs		<5					<5			<5	<5		<5	<5					
Unknown as yet					<5		<5	<5	<5		<5	<5							

Source: North Somerset Council. Notes: Where there are less than 5 children in a category suppression has been applied.



Annual cost	Day	Residential	Grand Total
No cost (£0)	35	<5	<40
Under £25K	49	<5	<54
£25K to <£50K	20	10	30
£50K to <£75K	17	6	23
£75K to <£100K		<5	(S)
£100K to <£125K		<5	(S)
£125K to <£150K			(S)
£150K to <£175K		<5	(S)
£175K to <£200K		<5	(S)

Note: Includes SEN annual cost & Top up
 Funding Source: North Somerset Council

9.11. The numbers of pupils attending Alternative Provision as at 2017 is as below:

	NCY											10	11
	R	1	2	3	4	5	6	7	8	9			
Voyage Learning Campus Full-time	<5	<5	<5	<5	<5	<5	<5	<5	7	8	9	13	
Voyage Learning Campus Part-time	<5	<5	<5	<5	<5	<5	<5	<5	<5	14	14	23	
Voyage Learning Campus	<5	<5	<5	<5	<5	<5	<5	<5	10	22	23	36	
Columbus House, Halifax								<5					
Hillside Secure Unit										<5			
Amberleigh Care												<5	
Nine Maidens Cornwall												<5	
Vinney Green Secure Unit												<5	
Inaura												<5	
Engaging Potential												<5	
Path Hill												<5	

Source: North Somerset Council. Where there are less than 5 children in a category or where numbers can be deduced from totals, suppression has been applied (S).

Alternative Provision	NCY						Grand Total
	5	6	8	9	10	11	
	No of pupils	No of pupils	No of pupils	No of pupils	No of pupils	No of pupils	
Bespoke Package					<5	5	(S)
Education Solutions					<5		(S)
Garas Gloucestershire*					<5		(S)
Impact Mentoring			<5	<5	<5	<5	(S)
Malcolm X Centre**					<5		(S)
TBLF Ltd	<5				<5		(S)
TLC Live					<5	<5	(S)
Westhaven Horizons		<5	<5	<5			(S)
Westhaven Phoenix			<5				(S)

Source: North Somerset Council, * GARAS : Gloucestershire Action for Refugee and Asylum seekers, ** Asylum seekers and refugee centre

9.12. When looking at the projected increase (as below) of children with a Statement or EHCP due to population growth, the % of pupils with SEND will increase by just under 9%

	Number (July 2017)	Projected % increase of age group over 5 years 2017 - 2022*	Projected % increase of age group over 10 years 2017 - 2027*	Projected number in 2022	Projected number in 2027
Primary schools in NS	139	1.7%	5.1%	141	146
Secondary schools in NS	61	12.9%	15.4%	69	70
Special schools in NS	271	6.1%	9.2%	288	296
Schools outside NS inc. Independent, excl. special	34	6.1%	9.2%	36	37
Special schools outside NS	105	6.1%	9.2%	111	115
TOTAL	610			645	664
Overall percentage increase in pupils with EHCP				5.8%	8.9%

Note: Mainstream Further Education colleges excluded.

* Source: Population projections based on mid-2014 estimates

The ONS population growth estimates will include an element of growth due to the building of new dwellings.

If the Council were to educate all of its SEND pupils within the district, allowing for population growth, an additional c180 new places could be needed by 2022, rising to c200 new places by 2027.

9.13. At the time of updating this strategy, the LA is undertaking a review of SEND/Alternative Provision (AP) provision across the district with the aim of:

- Decreasing the numbers of students with complex SEND/AP educated out of the area
- Creating sufficient places for students with SEND/AP in light of population growth and increasing severity of needs
- Increasing the simplicity of decision making process
- Securing appropriate accommodation for increasing number of students who are wheelchair users with complex health needs
- Managing budgetary pressures on out of area and transport budgets
- Increasing choice of provision for parents
- Decreasing the number of appeals to SEND tribunal
- Increasing the numbers of students educated in or as near as possible to their local communities

- Decreasing the numbers of pupils educated outside of mainstream schools in Alternative Provision where appropriate inclusive provision can be secured within new or existing accommodation on mainstream school sites

The review was initially commissioned to assist with the use of the SEND capital provision funding and the High Needs Strategic grants from the Department for Education (DfE), but was extended to consider the wider picture of educational provision for vulnerable children and young people in North Somerset. An audit of provision took place in the autumn 2017. This included key preliminary stakeholder engagement sessions with all North Somerset Special Schools, the Voyage Learning Campus and a broad cross-section of mainstream schools in the area, along with managers and decision-makers across the wider support system for pupils with additional needs.

Further engagement will take place in the spring 2018 to inform the strategy for future provision. It was felt to be more appropriate and less disruptive to approach children and families later in this review process for their view on more tangible outcomes and proposals. This has commenced with an extraordinary session of the Education Excellence Partnership Board on 19 February 2018.

The findings to date are:

- The past five years have been a time of considerable change in the education landscape, both nationally and locally. This period has seen a shift of financial decision-making from councils to schools and a change in the role of the Local Authority – essentially moving from being a provider to a commissioner of education services. It is clear from conversations with providers and local authority colleagues alike however, that the shift in this role is not yet complete and that the necessary but disruptive reorganisations of Local Authority services and staffing have further complicated the picture. An important over-arching outcome from both parts of this review has been a need to stabilise the system with clarity on leadership and governance, and on our future commissioning intentions.
- The commissioning of sufficient provision was considered the most pressing issue, with a large cohort of pupils moving outside North Somerset as resources to meet their needs locally are not in place. Consultees stated a need to both reconfigure our existing provision and develop new solutions to meet current and future needs. There is strong evidence for growing demand ahead of need and in increasing clarity on the type of support which needed and the locations it is most likely to need to serve.

Specialist Provision

- The review recognises that the principle of local schools for local children is equally applicable to children with additional needs, and that demand for specialist provision current exceeds supply in North Somerset. Whilst, due to the uniqueness of some of our pupils, their needs may be better met in specialist facilities outside of the district, providing specialist places locally and within the area where possible is to be encouraged. There are differences in opinion as to what is classed as local where more than one school in North Somerset could meet the needs of a pupil/student. The Council would suggest the 'nearest school to the child's

home that is best able to meet their educational, social and emotional needs' should always be the aim when looking for a suitable school place.

- Specifically the need to create a new establishment for Social and Emotional Mental Health (SEMH) within the district is to be seen as a priority, especially as a large number of pupils with these needs are currently educated outside of the area. Demand can be masked by the use of Alternative Provision (AP). Freeing places in AP facilities could enable the specialist expertise in this area to be better utilised to benefit those students with more complex behavioural needs both in off-site and within schools.
- Participants wanted to ensure that planned developments take account of the views of Headteachers and other professionals currently leading specialist provision in terms of their design and delivery. Projects must provide future flexibility and extensibility by design.
- Recognition and consideration of the plans and potential solutions offered by colleagues in special schools that could extend their current offer – including broadening age ranges served, working more effectively with early years providers, and providing more support to mainstream settings in managing complex needs where these plans fit with the principles and needs outlined above
- Improved support in the early years, along with further development of the EHCP pathway to facilitate transition into local mainstream or specialist provision, and to reduce the reliance on out-of-area provision wherever possible.
- Consideration of specialist accommodation in some (eventually all) mainstream schools to meet the behavioural as well as physical needs of pupils with additional needs attending mainstream provisions.

Alternative Provision

The review noted there is a national issue in securing sufficient, high quality alternative provision along with an urgent local concern around the current model of provision, its capacity and its suitability. The diminishing range of early interventions available across the whole school system place the available alternative provision under considerable additional stress. Whilst concerns about the ability of all needs to be addressed within the range of current provision is noted, there is a very limited provider market locally which means the Voyage Learning Campus needs to respond to a wide and sometime incompatible range of needs.

For alternative provision, whilst the availability and sufficiency of services remains a major factor, the culture, leadership and process of collaboration were more pressing issues, with some decisions taken at a national and local level proving divisive and challenging. All partners are attempting to deal with new and emerging issues. The options available to mainstream schools to provide for excluded pupils are limited and alternative provision is challenged to meet an extremely broad range of needs within a single service. Despite considerable efforts, this inevitably leads to numerous challenges. A more cohesive solution agreed with schools and alternative provision should provide better outcomes for our young people. Too few children return/are accepted back into mainstream education after attending alternative provision. It was noted that pupils with behaviours which challenge mainstream schools often fall into alternative provision via a permanent exclusion. All too often these children remain in this provision for the long term – effectively using it as a form of specialist placement. This blurring between these two forms of educational provision creates a problematic

situation where pupils become 'stuck', alternative provision reaches capacity and the need for more specialist support for pupils with emotional and behavioural difficulty is masked until the situation is desperate. The configuration of specialist provision in North Somerset has not kept pace with these changes, which has resulted in increasing placements outside the area.

The following recommendations attempt to both reassert collective responsibility across the partnership, and to improve the range of options available to schools:

- A strengthened and well-attended Out of School Panel must become the single point of discussion between schools and the local authority. This should include clear governance and oversight, with the panel reporting regularly to the Education Excellence Partnership Board.
- The development of a North Somerset Alternative Provision protocol and charter (Fair Access Protocol), to which all schools and providers are urged to sign-up, supporting the work of the Out of School Panel.
- A review of the Tuition Service, to ensure the support can be used more flexibly and efficiently alongside a virtual learning environment.
- A refocusing of the Voyage Learning Campus towards therapeutic and solution based support, with an aim of increasing the number of pupils who return to school settings and the acceptance of schools to this strategy where appropriate.
- The consideration of a short-term 'assessment centre' approach, where plans for managed moves and potential reintegration can be formulated away from the school site, but without the urgent need to secure a new school place. This could be in conjunction with a Free School approach.
- Recognition that some students who are excluded may need to access specialist provision not currently available locally, with a commitment to plans for new specialist provision in the future.
- Development of a commissioning plan for alternative provision including work to broaden the market and to increase the options available to pupils and schools. The plan will take account of areas where need is greatest, including support for SEMH, and support for young people who exhibit violent and aggressive behaviours.
- Support for all providers to share and market their internal support across the local partnership. Locally there are positive, outcomes focused models of support which work well within schools, and a willingness to offer these solutions as part of a local market.
- Provision of professional development resources to schools via the Teaching School's Network around issues such as trauma, attachment, and neglect to support them in their work with students who may face exclusion.

The Council wants to provide highly visible strategic leadership as the commissioner of specialist and alternative provision. This is likely to be shared across a number of service areas rather than via a specific, single post given the current resource considerations.

9:14

The review has highlighted the need to have an agreed set of principles we can all follow when setting the direction of travel for SEND within the district. Whilst the capital and revenue resources needed for considerable change are not yet in place, without an aspiration for change, improvements will not be made. The draft principles for us all to follow are:

1. Work together, sharing knowledge, skills and expertise, to ensure that our children and young people are the focus of all decisions made about their education, health or care and that their placements enable them to fulfil their aspirations and educational potential
2. Work with children and young people and their parents/carers to seek out the nearest school to their home offering the right provision. We will work together and combine our resources to identify the right solutions to enable the child/young person to thrive in the provision that provides appropriate support, seeking local solutions whenever possible.
3. Continue to jointly review progress to ensure that education, health and care provision meets the child or young person's developing needs across the whole 0-25 age range, offering additional appropriate support at key transition points, such as from early years to school, and towards adulthood. We will work together, finding solutions and changing provision when needed. Out of authority placements will be monitored effectively by the Education Excellence Partnership Board and where more effective local placements can be delivered, this option will be shared with children and young people and their parents/carers at regular reviews
4. Use all funds available to directly support children and young peoples' needs, including ensuring top-up funding is dedicated and allocated to those who need it. We will combine our joint resources, recognising that a better use of both the Dedicated Schools Grant and the Council's budgets can have positive impacts across the whole community.
5. Adopt a continuous improvement approach to meet the growing needs for Specialist Provision, developing collaborative local solutions wherever viable. We will build on existing expertise and seek the best possible options when planning for new opportunities. We will work together to develop a range of Alternative Provision which supports children and young people to remain in school wherever possible, and encourage reintegration when they cannot.
6. Allow the Out of School Panel to lead on finding the best solutions for young people. In sharing ownership and whole system responsibility for our children and young people, we will all commit to regular and effective decision making at the Out of School Panel to ensure children and young people are not lost to the system. The Out of School Panel will maintain accurate records of placements to ensure equity and fairness in future placements that will be made within the time-limits included in the Fair Access Protocol

7. Robust plans will be available to support children and young people who cannot attend school for particular reasons. There will be an expectation that the needs and entitlement of all children and young people will be in place for all.
8. Commit to working closely together to implement our plans, doing so in co-production with children and young people, their parents' and carers at all times. All practice and policies will be reviewed at least every three years to ensure they remain fit for purpose, and we will consider and respond to new guidance and legislation which jointly.

Students entitled to home to school transport will have their needs assessed in line with the Council's policies which are based on statutory responsibilities. Offers of assistance will best meet the needs of the child within the funding available. We will ensure that any changes to policy or practice affecting transport are considered carefully, and involve parents, carers and schools in planning changes.

9:15 Whilst the review is not yet complete, to-date the following initial conclusions have been reached. It is felt that provision to pupils with SEND could be improved if the following draft recommendations were put into place:

- The relocation and enlargement from 67 to 130 places of Baytree Special School as part of the Council's Capital Programme. This change will need to be capable of meeting the projected 10-year demand figures based on population growth for pupils with Severe and Complex Learning Difficulties, and should provide support which meets areas of need which are currently not well-served locally or where need exceeds demand. Any new build may also include options for residential units to meet the requirements of young people transitioning from home to more independent living
- The relocation of Baytree School will free up accommodation that would be available, via a Free School route (Presumption or New School Network route) for a new special school for Complex and Complex and Severe Learning Difficulties
- The creation via a Free School route (Presumption or New School Network route) for a new Social, Emotional and Mental Health School
- The possible establishment of a short-stay Alternative Provision site to meet the needs of those pupils who are unable to stay in mainstream provision, preparing them for reintegration as soon as appropriate via a Free School route (Presumption or New School Network route)
- The provision of foundation-stage education on the Westhaven School site
- The ultimate creation of a short-stay residential unit/unit for independence training on all Special Schools sites
- The consideration of addition of resources centres attached to mainstream schools to meet the needs of high-attainment pupils with SEND, specifically for those on the autistic spectrum

9.16 In identifying a need for extra specialist provision, initially the Council considered supporting a local good/outstanding provider in their submission, alongside a Multi-Academy Sponsor Organisation, for a new Free School following the New Schools Network Free School route. In November 2016 the Council invited the North Somerset special schools to submit an Expression of Interest (EOI) asking for the Council's support with their Wave 13 Free School bid for new provision in the area. Baytree School's EOI best met the Council's strategic needs. As such this school was advised of the Council support with their application. This support does not prevent other schools from making submissions.

With the requirement to adhere to purdah around the submission deadline (due to the general election in June 2016), the Wave 13 Free School Programme deadline was put on hold. A new date for national submissions, at the time of updating this strategy, has yet to be announced.

Since this date, the MAT supporting Baytree's application is no longer able to provide the support required by the New Schools Network as part of a Wave 13 Free School bid. The Council had continued to review the need for provision and funds to secure extra places irrespective of the success or not of the Free School opportunity.

To this end, the Council is actively seeking a new site in the centre of the district for pupils with severe and profound learning difficulties and wants to work with Baytree Special Schools to relocate and expand the provision provided by Baytree Special School. The Council has commenced feasibility assessments for a relocated school. Once a scheme has been fully costed and resourced, consultations to seek the relocation and expansion of the school will commence and planning submission requests will be made. Whilst the school remains a maintained school, the Council will be the decision maker for such changes.

9.17 Projections commissioned for the Specialist Provision review suggest a steady increase in the need for post-16 places over the coming decade. Using the current destination of students with EHC plans as a model, this suggests that the Further Education sector will need to expand by 24 places, with less marked increases in students using other local provision.

Year	Mainstream Schools	Special Schools	College & Other FE Provision	Total
2022	1	4	19	24
2027	1	5	24	30

In addition to 9.15 and 9.16 above, the Council will want to continue to work with Weston College and other specialist provision in North Somerset to seek ways to meet the need of students in post-16 studies. This could include ensuring parity of age range provision across the schools in the district.

9.18 New buildings will be delivered in accordance with Building Bulletin 104 (BB104). The suggested space needed is set out in the table below:

Space	Area m2
Medical room	15-25
School nurse	15-20
Store – sundries	2-4
Store – oxygen cylinders	2-4
Physiotherapy/shared use for therapy	25-30
Store	4-10
Speech and language therapy	12-15
Audiology	20-24
Observation room	10-12
Audiology technician	20-30
VI resource	40-60
VI technician	16-20
VI mobility training room	20-50
Sensory room	12-24
Sensory studio	50-60
Hydrotherapy	85
Warm water pool	144
Soft play	20-30
Social/recreational	50-60
Social skills	20-25

9.19 There are a number of children with EHC plans in Early Years (EY) settings. The implementation of the 0 - 25 SEND code of Practice 2014 has meant that more early years children are undergoing the statutory assessment process than was the case previously with Statement of Special Educational Needs. As at August 2017 there were 19 children in EY settings with an EHC plan.

If these figures are being used to project future numbers of children, then the new legislative framework needs to be taken into account and how numbers may be affected.

9.18 A summary of actions to be progressed are as below:

	Action	Deadline for delivery	Progress to date	Overall RAG assessment success measures
1	To complete the Council's review of SEND/AP provision across the district to inform future delivery options	September 2018	Audit of current services near completion	In progress
If approved, it could include the following delivery options:				
2	The relocation and expansion of Baytree Special School to a new site by September 2020 to meet the current and future demand for pupils with Severe and Profound Learning Difficulties (funding and planning permissions permitting)	By September 2020	Team working to Progress as required	In progress
3	The endorsement or progression of plans for new provision to meet increased; Complex and/or Complex and Severe Learning Difficulties/Mental Health Support. This could be delivered via a New Schools Network of Presumption Free School route	From September 2020 onwards	None to date	To start , if appropriate, once the review is completed
4	To endorse a Free School bid for the delivery of Alternative Provision support and/or a new special school; or to progress future Alternative Provision delivery options at existing schools as determined following the conclusions of the Council's review of SEND/AP provision across the district	ASAP	The review is in progress	To start , if appropriate, once the review is completed

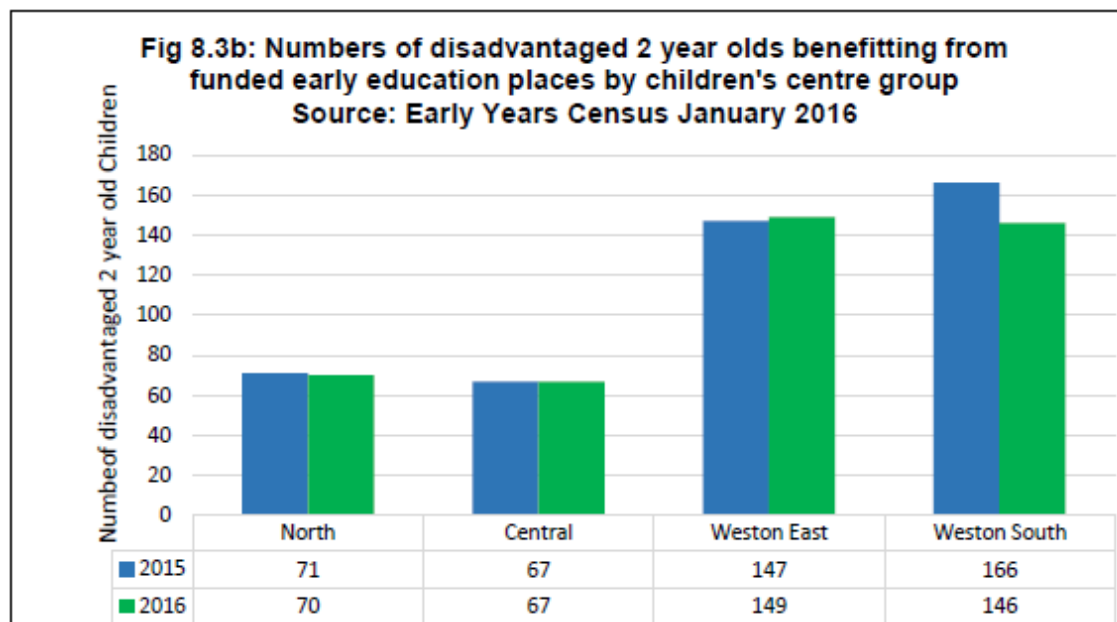
5	To support the provision of foundation-stage education on the Westhaven Special School site. Any provision must be via a good/outstanding early years specialist provider	ASAP	The review is in progress	To start , if appropriate, once the review is completed
6	To support the creation of a short-stay residential unit/unit for independent training on Special School sites appropriate/funding permits	ASAP	The review is in progress	To start , if appropriate, once the review is completed
7	To oversee the addition of specialist provision in new/existing mainstream schools as funds permit to meet the defined needs of SEND pupils attending mainstream provision	ASAP	The review is in progress	To start , if appropriate, once the review is completed
8	To strengthen the remit and decision-making authority of the Out of School Panel	ASAP	The review is in progress	To start , if appropriate, once the review is completed
9	To review top-up funding and measure the effectiveness of its use by schools	ASAP	The review is in progress	To start , if appropriate, once the review is completed
10	To develop and implement and Alternative Provision Charter and Protocol to be followed by all schools and partners in North Somerset (Fair Access Protocol)	ASAP	The review is in progress	Part of the School Admissions Arrangements for the September 2018 intake
11	To provide clarity around the role and remit of the Tuition Service	ASAP	The review is in progress	To start , if appropriate, once the review is completed
12	To refocus the role of the Voyage Learning Campus and secure agreements to reintegrate pupils from the VLC back into mainstream settings as soon as possible and as appropriate	ASAP	The review is in progress	To start , if appropriate, once the review is completed
13	To consider the creation of a short-term provision to meet the needs of those pupils unable to attend mainstream school, either full or part-time	ASAP	The review is in progress	To start , if appropriate, once the review is completed
14	To develop a Commissioning Plan for Alternative Provision	ASAP	The review is in progress	To start , if appropriate, once the review is completed

15	To develop support for providers and resources to enable schools to work together to meet the needs of pupils in relation to behavioural needs and trauma attachment support	ASAP	The review is in progress	To start , if appropriate, once the review is completed
16	Work with all establishments offering or capable of offering post – 16 provision across the district to ensure the most effective outcomes for young people aged 16 - 25	ASAP	The review is in progress	To start , if appropriate, once the review is completed

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10 Early Years Plans

- 10.1. The general duties of the local authority are set out in Sections 6, 8-11 & 13 of the Childcare Act 2006. They require local authorities to assess the local childcare market and secure sufficient childcare for working parents. Childcare will only be deemed sufficient if it meets the needs of the community in general and in particular those families on lower incomes and those with disabled children. Local authorities take the strategic lead in their local childcare market, planning, supporting and commissioning childcare, unless it is not possible to secure childcare through working with the local private, voluntary and independent (PVI), sector providers to meet local need.
- 10.2. Childcare places need to be offered flexibly, for example between the hours of 6.00am – 8.00pm to enable parents:
- to take up or remain in work;
 - to undertake education or training which could reasonably be expected to assist them to obtain work; or
 - to access their entitlement of a funded place
- 10.3. The Childcare Act 2016 details a requirement, for families where all parents are working, to an entitlement to 30 hours of free childcare over 38 weeks of the year for their three and four year olds. All three and four year olds and disadvantaged two year olds who meet the eligibility criteria are entitled to 15 hours a week of free early years provision for 38 weeks of the year.
- 10.4. In North Somerset:
- 77% of eligible 2-year olds took up their funded entitlement in 2016.
 - 99% of 3 and 4 year olds took up their funded entitlement in 2016/17.
- 10.5. The graph below shows two year olds within North Somerset who have been funded reported by Children's Centre Group during 2015/16.



- 10.6. As with other non-ring-fenced funding allocations, nationally there are no dedicated funding streams for new early years place creation. The priority for new places is considered alongside other basic need demands.

Childcare providers are registered for a specific number of places. For example a pre-school can be registered for 24 places opening in the mornings only. This means that 24 children can access their funded 15 hours per week mornings only during term time. If the pre-school were to open in the afternoons then this pre-school could have an additional 24 children accessing their funded places in the afternoon, meaning that 48 children can access 15 hours of provision at this particular childcare setting. Day nurseries that may be open longer than 9am-3pm can have up to 3 children accessing funding during one day, therefore 1 registered space becomes 3 funded places or 1 place for a full time working parent.

- 10.7. North Somerset Council's Core Strategy, adopted in January 2017, states that one of the Local Authorities priority objectives is 'To deliver sustainable housing development across North Somerset to meet housing needs through the provision of a minimum of 20,985 new homes by 2026' It is estimated that for every 100 new homes, 32 childcare places (0-4 years) will be required.

The broad distribution of new dwellings will be a minimum of:

Area	Net additional dwellings 2006/2026
Weston urban area (excluding Weston Villages)	6,300
Weston Villages	6,500
Clevedon, Nailsea and Portishead	5,100
Service villages	2,100
Other settlements and countryside	985
Total	20,985

Any new development will mean an increase need for further childcare places. For sustainable growth, North Somerset will need to build capacity and quality within the workforce. The current childcare offer within North Somerset is shown below:

Provider	No. of provisions
Childminders	155
Day Nurseries	44
School Nursery Classes	10
Pre-schools	39
Governor – run nursery on a school site	2
Independent schools with nursery provision	3
Schools with 2-year-old provision	3
Specialist service provider (Springboard)	4
Breakfast Clubs	19
After School Clubs	34
Holiday Clubs	17

- 10.8. Over the course of the last four years there have been significant reforms to childcare. This includes the introduction of two year old funded childcare, the extended entitlement of 30 hours for children of working families, Early Years Pupil Premium, several revised inspection frameworks, a revised Statutory Framework for the Early Years Foundation stage and changes to childcare support for parents via both Tax Free Childcare and the introduction of Universal Credit.
- 10.9. With the majority of childcare places being provided by private, voluntary and independent providers, North Somerset has to stimulate the childcare market and will do this by the following means:

- Producing and publishing an annual childcare sufficiency report to inform providers and interested parties where gaps in sufficiency may be emerging;
- Facilitating and informing the commercial market through owners and leaders meetings;
- Marketing of the 2, 3 and 4 year old funded offer of 15 hours free childcare per week, working closely with the Council's Corporate Marketing team;
- Promoting partnership working between different providers through information levers and regular briefings;
- Maintaining close links with agency partners to monitor access to childcare for vulnerable groups;
- Working collaboratively with other children's services;
- Ensuring that developers contribute s106 money to ensure a new offer of childcare facilities in new housing developments;
- Working collaboratively with Weston College and Teaching Schools around the training of new childcare providers;
- Creating new child-minders by offering advice and guidance; and
- Identifying and reaching eligible families for two year old funding

10.10. Local authorities should ensure that all children are able to take up their entitlement to funded early education in a high quality setting. Evidence shows that attending high quality early education has a lasting impact on social and behavioural outcomes. The entitlements make childcare more affordable for parents and enables parents to work or increase their working hours if they wish to do so.

Early Years providers in North Somerset are supported to develop and maintain high quality early education through:

- termly (3 times per annum) EYFS cluster meetings led by Early Years Consultants;
- termly (3 times per annum) Out of School club clusters led by Early Years Support Advisors;
- Leaders and managers briefings;
- an Early Years advice line;
- a suite of training and support for SENCOs in Early Years;
- a workforce development day;
- membership of an ongoing research network of Early Years Professionals;
- access to sample policies and procedures online;
- safeguarding advice and guidance through specialised Early Years focused training and designated person clusters,
- lead Childminding practitioner groups;
- a Self-Evaluation tool for all Early Years providers; and
- bespoke advice and guidance for any Early Years provider who has an Ofsted grading of less than 'Good'

Ofsted are the sole arbiters of quality for Early Years providers.

10.11. North Somerset will report annually on the sufficiency of childcare. This report will be made available and accessible to all interested parties which may include Early Years providers, schools and parents. The report will include:

- a specific reference to sufficiency of childcare provision for children with SEND;
- information about the current and projected supply and demand of childcare for particular age ranges; and
- details of how any gaps in childcare provision will be addressed

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Overall 2017-2021 Reception Year (YR) Pupil Projections by cluster

Reception Year (YR) Pupil Projections by cluster A surplus of 5 and below pupils are shown in a red highlighted box with black text. A deficit of pupils is shown with a red highlighted box and red text.	2017				2018				2019				2020				2021**			
	2017 Planned Admission Number (PAN)	2017 projected demand updated with final allocs at June 17	New housing projected YR*	Surplus / deficit	2018 provisional PAN	2018 predicted demand	New housing projected YR	Surplus / deficit	2019 provisional PAN	2019 predicted demand	New housing projected YR	Surplus / deficit	2020 provisional PAN	2020 predicted demand	New housing projected YR	Surplus / deficit	2021 provisional PAN	2021 predicted demand	New housing projected YR	Surplus / deficit
Backwell - Backwell	60	48	0	12	60	55	2	3	60	46	5	9	60	38	6	16	60	43	6	11
Backwell - Long Ashton	120	114	0	6	105	108	2	-5	105	104	1	0	105	86	1	18	105	95	1	9
Backwell - Yatton	110	102	0	8	110	81	16	13	110	78	30	2	110	77	41	-8	110	78	50	-18
Churchill East	45	41	0	4	45	42	0	3	45	36	0	9	45	35	1	9	45	36	1	8
Churchill North	75	55	0	20	75	45	5	25	75	54	9	12	75	41	10	24	75	48	10	17
Churchill South	142	128	0	14	142	111	8	23	142	99	23	20	142	106	39	-3	142	102	48	-8
Clevedon	242	221	0	21	242	206	4	32	242	223	4	15	242	185	4	53	242	204	4	34
Nailsea	180	158	0	22	180	153	4	23	180	145	9	26	180	130	13	37	180	138	17	25
Pill	75	66	0	9	60	62	0	-2	60	54	0	6	60	63	0	-3	60	59	0	1
Portishead	300	300	0	0	300	272	7	21	300	291	10	-1	300	264	10	26	300	277	10	13
Weston Central	225	217	0	8	225	193	4	28	225	206	4	15	225	216	4	5	225	212	4	9
Weston East	240	234	0	6	240	211	65	-36	240	196	112	-68	240	209	162	131	240	203	215	178
Weston North	495	410	0	85	495	442	1	52	495	399	1	95	495	394	1	100	495	396	2	97
Weston South	225	211	0	14	225	213	0	12	225	209	3	13	225	217	10	-2	225	213	16	-4
Roman Catholic***	90	88		2	90	80		10	90	80		10	90	77		13	90	79		11
Total	2624	2393	0	231	2594	2274	118	202	2594	2220	211	163	2594	2138	302	154	2594	2183	384	27

SECONDARY SCHOOL PREDICTED PUPIL NUMBERS 2017 - 2023 Secondary School Projections shown including and excluding housing gain, years 7-13									Predicted empty places (negative values = shortfall)						
School	2017 Net Capacity	2017	2018	2019	2020	2021	2022	2023	2017	2018	2019	2020	2021	2022	2023
Backwell School	1697	1776	1780	1794	1799	1788	1820	1821	-79	-83	-97	-102	-91	-123	-124
Y7-11 pupils from new developments		0	47	80	106	126	133	140							
Backwell School Total		1776	1827	1874	1905	1914	1953	1961	-79	-130	-177	-208	-217	-256	-264
Broadoak Mathematics and Computing College	900	884	875	876	881	868	861	860	16	25	24	19	32	39	40
Y7-11 pupils from new developments		0	0	5	19	32	36	37							
Broadoak Total		884	875	881	900	900	897	897	16	25	19	0	0	3	3
Churchill Academy and 6th Form	1538	1468	1525	1611	1677	1747	1808	1815	70	13	-73	-139	-209	-270	-277
Y7-11 pupils from new developments		0	28	75	112	135	143	146							
Churchill Total		1468	1553	1686	1789	1882	1951	1961	70	-15	-148	-251	-344	-413	-423
Clevedon School	1409	1196	1211	1232	1264	1283	1294	1333	213	198	177	145	126	115	76
Y7-11 pupils from new developments		0	9	9	9	9	9	9							
Clevedon Total		1196	1220	1241	1273	1292	1303	1342	213	189	168	136	117	106	67
Gordano School	1916	1840	1948	2022	2077	2192	2269	2276	76	-32	-106	-161	-276	-353	-360
Y7-11 pupils from new developments		0	14	18	21	21	23	25							
Gordano Total		1840	1962	2040	2098	2213	2292	2301	76	-46	-124	-182	-297	-376	-385
Hans Price Academy	1200	652	735	830	859	945	1009	1075	548	465	370	341	255	191	125
Y7-11 pupils from new developments		0	145	246	350	466	585	693							

Hans Price Total		652	880	1076	1209	1411	1594	1768	548	320	124	-9	-211	-394	-568
Nailsea School	1383	884	912	926	962	979	1007	1027	499	471	457	421	404	376	356
Y7-11 pupils from new developments		0	9	21	30	39	43	44							
Nailsea Total		884	921	947	992	1018	1050	1071	499	462	436	391	365	333	312
Priory Community School - an Academy Trust	1200	1264	1311	1348	1391	1432	1467	1469	-64	-111	-148	-191	-232	-267	-269
Y7-11 pupils from new developments		0	2	2	2	3	3	3							
Priory Total		1264	1313	1350	1393	1435	1470	1472	-64	-113	-150	-193	-235	-270	-272
St. Katherine's School	1055	769	804	808	838	858	872	872	286	251	247	217	197	183	183
Y7-11 pupils from new developments		0	0	0	0	0	0	0							
St Katherine's Total		769	804	808	838	858	872	872	286	251	247	217	197	183	183
Worle Community School	1500	1362	1368	1380	1391	1418	1460	1463	138	132	120	109	82	40	37
Y7-11 pupils from new developments		0	0	0	0	0	0	0							
Worle Total		1362	1368	1380	1391	1418	1460	1463	138	132	120	109	82	40	37
ETC	700	360	403	406	406	406	406	406							
Total without new developments	14498	12455	12871	13232	13544	13916	14272	14417	1703	1331	972	660	289	-67	-213
Y7-11 pupils from new developments		0	254	456	649	831	975	1097							
Overall Total		12455	13125	13688	14193	14747	15247	15514	17033	1077	516	11	-542	-1042	-1310
Weston Total	5500	4522	4691	4841	4928	5069	5202	5273	638	512	366	279	137	4	-67
Y7-11 pupils from new developments		0	147	253	371	501	624	733							
Weston Total		4522	4838	5094	5299	5570	5826	6006	638	365	113	-92	-364	-620	-800

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