

**Meeting:** Children & Young People's Trust Board

**Date:** 17<sup>th</sup> March 2008

**Report of:** The Director of Children's Services

**Subject:** Education and School Organisation Plan 2008 to 2013

## **1. Purpose of the report**

1.1 The Education and School Organisation Plan (ESOP) provides the basis for the planning of school places in Brighton and Hove (B&H) for 2008 to 2013, and also the basis for future planning for children and young people with special educational needs in B&H. Although no longer required by law, the Council considers that the principles underlying the Education and School Organisation Plan remain of value as a planning and improvement tool and as the basis for consultation and joint planning with schools and other interested parties. The report sets out the principles and key aims of the ESOP.

## **2. Recommendations**

- 2.1 To note progress with the Education and School Organisation Plan and the expected date of completion as the end of March.
- 2.2 To consider the draft executive summary.

## **3. Background**

- 3.1 A number of major developments in the city are taking place, some, such as the Station Site are at the building stage, others, such as the King Alfred and Brighton Marina developments are still working through the planning process. This level of development is almost unprecedented, and we need to work in close co-operation with planning colleagues. Precedent suggests that social housing developments tend to re-distribute the population within the city. Given the scale of the developments planned and underway we need to test that precedent and identify the likely population of the other housing units, middle and top end. We believe that the scale and type of developments may well attract new residents from outside the city. The numbers could have a significant effect on existing population projections and school place requirements.
- 3.2 In addition to the potential for new build and new arrivals in the city the ESOP will be used to identify the likely population shifts within the city, and we must work closely with Planning and with Research and Consultation colleagues to achieve this. A variety of sources including GP registration data, ONS data, and school census data will be used to produce the best possible forecast for the medium and long term. It is important that we

identify both overall numbers and the likely distribution of children in different age groups within the city so that school place planning can be as responsive as possible to local demand in the different community areas within the city.

**3.3 In order to identify how the Council should respond to the changing demography of the City in providing school places to meet the needs of all the child population, some key aims and objectives have been developed. They are set out below. Some will be used to prioritise resources and deliver best value, others to identify the best models for delivering a high quality education across the spectrum of need. They underpin the specific priorities set out in 4.**

### **3.4**

- a) To prioritise capital spending in primary, secondary, and special schools. To link that prioritisation as necessary with early years sites, including nursery schools and classes within the education framework.
- b) To incorporate joint planning with extended schools initiatives, Children's centres and the new area structure.
- c) To seek opportunities for joint developments with other partners within and outside the City Council where opportunities for joint working present themselves and best value results.
- d) To incorporate planning arising from major development sites within the city at all stages of the planning process, and tie in with resultant population projections.
- e) To investigate the possibility of planning gains through section 106 where appropriate.
- f) To consider the removal of surplus places and the possible redistribution, within capital constraints, to areas with increased demand.
- g) To format the plan in such a way as to make best use population data from a variety of sources, and to involve corporate colleagues from the Research and Consultation Team and Planning teams in producing and maintaining the plan.
- h) To introduce the notion of community areas and community issues into the school places planning process, and to involve those communities in planning for children's and young peoples' services.
- i) To ensure that the principles of inclusion are central to the plan and that the outputs of the continuing SEN review are included in the wider places planning process.
- j) To address the possibility of school amalgamation within the council's stated policies for review and to produce outline proposals/impact analysis where the opportunity presents itself.
- k) To consider options for adapting schools currently phase based (infant and primary) to all through primary provision if that better meets community needs.
- l) To consider potential changes arising from the local and national 14-19 agenda in all planning for secondary schools or consideration of joint ventures with post-16 providers.
- m) To consult as appropriate with schools, communities, other departments within the council and with other public bodies.

## **4 Key priorities and constraints**

- 4.1** The Education and School Organisation Plan must provide the foundations of accessible college, school and early year's provision throughout the City. It must operate within the Government's frameworks for early years, special, primary, secondary and post-16 capital funding. Local capital priorities should be identified through the ESOP. The outcome should be a plan which prioritises and funds on the basis of a complete view of education needs and planning within the city.
- 4.2** The Primary Capital Programme (PCP) initiative will provide funding for authorities to improve their primary stock. Funding is to be made available in Brighton and Hove from 2009 and is expected to continue for 14 years. The stated intention of the PCP is that authorities will be able to rebuild or significantly refurbish 50% of its primary schools making them fit for 21<sup>st</sup> Century education. Within this programme and also drawing on local capital resources we must address the need for an increase in primary places in the central areas of Brighton and Hove. A number of school expansions are under consideration. The option of new build may also be considered. At the same time pockets of significant surplus places will be reviewed with the expectation that spare capacity will be removed unless we expect an increase in demand in that area. The council's wishes to establish all through primary education across the City with a minimum of two form entry wherever possible, at least within Community Schools where this will be achieved so far as possible through amalgamations. Infant and Junior Schools not on the same site may become separate primary schools if that best serves community needs. Understandably voluntary aided schools may not be able to conform to the preferred LA models, but will be part of the consultation on the wider planning process along with diocesan authorities.
- 4.3** The Building Schools for the Future (BSF) programme to refurbish and rebuild the secondary education stock is not anticipated to come to Brighton and Hove until 2016 according to the initial programme set out by the DCSF. We will use the ESOP to re-state our case to the DCSF for earlier consideration, but cannot anticipate any change in the time scale. Of our 9 secondary schools three have more than 30 unfilled places but only one, Falmer High School, is above the 25% level with 372 (36%) unfilled places. The remaining 7 community schools in the city are either full or well under the 25% level. Cardinal Newman School, the only voluntary aided secondary school in the City is full. The trend for the next five years suggests that any spare secondary capacity will be absorbed. A significant rise in numbers from new developments may require new provision, both secondary and primary, so care will be exercised before any capacity is removed. The ESOP will address both the need for new places and priorities for improvement within existing secondary provision.
- 4.4** If all City planned building developments progress as suggested they may result in increased demand for an additional 558 primary aged children

and 492 additional secondary aged children by 2013 the final year of this plan, depending on the timing of some of the new developments.

4.5 Consideration will be given to additional early years provision in certain areas of the city and the priorities for sustaining existing provision. The Trust will not support any new childcare places which duplicate existing good quality provision.

4.6 Work is underway with all special schools to develop increased outreach support and greater inclusive practice. Discussions with special school headteachers have identified possible future provision and this will be fully explored with mainstream schools during the next year.

## **5 Consultation**

5.1 Consultation on the LA's proposed Education and School Organisation Plan continues with schools in the city, diocesan officials and with relevant officers.

5.2 The draft plan will be completed by the end of March and will then be circulated to schools and governing bodies for comment before the final document is considered by the CYPT Board in May.

5.3 The Education and School Organisation Plan will form the basis of our submission to the DCSF detailing our Strategy for Change which underpins our proposals for using funds available through the Primary Capital Strategy. As Building School for the Future does not begin in Brighton and Hove until 2016 the ESOP will be used in any further negotiations with the DCSF around that time scale.

5.4 Consultation continues with the LSC regarding 14-19 provision within the City.

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**Financial implications**

Any revenue costs of any school reorganisations would have to be met from the existing Individual School Budget (ISB) for that financial year, as there are no additional resources available to fund any associated costs that may arise for any school reorganisation. For Primary schools any capital costs of a school reorganisation would have to be met from the Primary Capital Strategy budget and for Secondary schools from the Building Schools for the Future (BSF) Capital budget, for that financial year."

Finance Officer consulted: **Andy Moore** Schools Principal Accountant.  
Date. **28th February 2008**

**Legal implications**

The statutory requirement that each Local Education Authority draw up a School Organisation Plan was repealed by the Children Act 2004. As a matter of good practice however the Authority is committed to maintaining a SOP as a planning and improvement tool.

There are no other specific legal implications that arise from this Report.

*Lawyer consulted. Serena Kynaston*

*Date. 5 March 2008*

**Corporate/Citywide implications**

All Planning and provision for school places in the city should be operating on the basis of admission limits and admission priorities which have been the subject of broad consultation. The effective co-ordination of planning arrangements should lead to sufficient school places in all areas of the city and the removal of excess provision.

**Risk assessment**

There are no risk issues in terms of risk to city council resources or risk to children and their parents/carers.

**Sustainability implications**

Planning and provision for school places are intended so far as it is possible to provide pupils with local places where they have asked for them. This is subject to limitations in school capacity, the funding available, and the priority order for capital development determined by the council.

**Equalities implications**

Planning and provision for school places is conducted in such a way as to avoid potentially discriminatory admissions priorities or planning processes. The city council and voluntary aided school governing bodies must be mindful of bad practice as described in the School Admissions Code of Practice.

<b>Implications for the prevention of crime and disorder</b> There are no implications for the prevention of crime and disorder.	

<b>Background papers</b> Education and School Organisation Plan 2008 to 2013 – Executive Summary
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## **Education and School Organisation Plan 2008 to 2013 - Executive Summary**

The Education and School Organisation Plan must provide the foundations of accessible college, school and early year's provision throughout the City.

The Primary Capital Programme (PCP) initiative will provide funding for authorities to improve their primary stock. Funding is to be made available in Brighton and Hove from 2009 and is expected to continue for 15 years. The stated intention of the PCP is that authorities will be able to rebuild or significantly refurbish 50% of its primary schools making them fit for 21<sup>st</sup> Century education.

The Building Schools for the Future (BSF) programme to refurbish and rebuild the secondary education stock is not anticipated to come to Brighton and Hove until 2016 according to the initial programme set out by the DCSF

If all City planned building developments progress as suggested they may result in increased demand for an additional 558 primary aged children and 492 additional secondary aged children by 2013 the final year of this plan, depending on the timing of some of the new developments.

To address the need for an increase in primary places in the central areas of Brighton and Hove a number of expansions are proposed including the possibility of creating a new primary school in Hove. Pockets of significant surplus places will be reviewed with the expectation that spare capacity will be removed.

The council's wishes to establish all through primary education across the City with a minimum of two form entry wherever possible. This will be achieved through amalgamations. Infant and Junior Schools not on the same site may become separate primary schools.

Of our 9 secondary schools three have more than 30 unfilled places but only one, Falmer High School, is above the 25% level with 372 (36%) unfilled places. The remaining 6 schools in the city are all oversubscribed. The trend for the next five years suggests that this spare capacity will be absorbed. A significant rise in numbers from new developments may require new provision.

Consideration will be given to additional early years provision in certain areas of the city and the priorities for sustaining existing provision. The Trust will not support any new childcare places which duplicate existing good quality provision.

Work is underway with all special schools to develop increased outreach support and greater inclusive practice. Discussions with special school headteachers have identified possible future provision and this will be fully explored with mainstream schools during the next year.

Gillian Churchill

February 2008