

Report to :	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date :	29 March 2016
Reporting Officer:	Catherine Moseley, Head of Access and Inclusion
Subject :	SCHOOL ORGANISATION AND PLANNING 2016 - 2024
Report Summary :	The report outlines the way that the Council meets its statutory duty to secure sufficient school places in the borough and discusses the factors taken into consideration when planning school places. The report discusses the issues that primary schools have faced and the predicted increase in demand for places that will start to flow into secondary schools from September 2017.
Recommendations :	Members of the Board are requested to note the contents of the report.
Links to Sustainable Community Strategy :	The proposals contained within this report will support the delivery of the Community Strategy, through the delivery of sufficient and suitable places to meet anticipated increased demand for secondary school places in future years.
Policy Implications :	There are no policy implications associated with this report.
Financial Implications : (Authorised by the Borough Treasurer)	<p>The revenue expenditure associated with the education of children is funded by the Dedicated Schools Grant and Pupil Premium Grant. The grants are received by the Council on the basis of numbers of children recorded on annual pupil census returns submitted to the Department For Education (DfE).</p> <p>It should be noted that the Dedicated Schools Grant is a ring fenced grant solely for the purposes of schools and pupil related expenditure. As such it can only be used within the Schools Budget and is not available for use elsewhere in the Council.</p> <p>The Council receives capital funding allocations for Schools via a number of funding streams from the DfE. Between 2011 and 2018, the Council has been allocated £37m of Basic Need and Targeted Basic Need funding which has created primary and special places in the borough and will also be used to support the necessary increase of secondary school places. The Council has recently been informed that it will not receive any allocation of Basic and Targeted Basic Need funding in 2018/2019. The associated rationale for this decision is being challenged with the DfE and relevant updates will be reported to future meetings.</p>
Legal Implications : (Authorised by the Borough Solicitor)	The Council has a statutory duty under the Education Act 1996, to secure sufficient and suitable places for pupils in its area in primary and secondary schools across the borough. It also has the responsibility for the maintenance of community and voluntary aided school buildings, even though it does not own voluntary aided school buildings. The Council, schools and academies have to date received

funding from the Department of Education (DfE) for maintenance of schools, however in the future it appears that Basic Need funding will be targeted through the Council. It should be noted there is no funding allocated for this year.

There needs to be close monitoring of the Education Capital programme to ensure the Council is able to deliver its statutory duty.

The potential for the establishment of free schools and the use of council former school sites means that the Council does not have total control over where places are established and more concern could impact on the ability of the Council to recover capital underwriting the BSF schools.

There is therefore a risk that there will be surplus places in a local area in the future if free schools are established by promoters and approved by the DfE.

Risk Management :

One of the Council's remaining statutory responsibilities is to deliver sufficient and suitable places to meet projected demand for both primary, secondary and SEN pupils. The proposals contained within this report will enable the Council to fulfil its statutory responsibilities in the future, however, careful planning will be required to ensure the provision of both special primary and secondary places in future years.

Access to Information :

The background papers relating to this report can be inspected by contacting Catherine Moseley, Head of Access and Inclusion by:



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1 CONTEXT

- 1.1 All local authorities have a statutory duty to ensure that there are sufficient school places to meet demand in its area. These may be school places available at provision maintained by the local authority, academies, or other non-maintained schools. In order to carry out this statutory duty, Councils need to carry out school place planning and forecasting.
- 1.2 The statutory framework for schools and academies has undergone much change in recent years and with increasing school autonomy a planning mechanism with strong local knowledge is needed to ensure that funding to secure sufficient school places is allocated effectively and efficiently.
- 1.3 Planning for fluctuations in demand for school places is an important function which needs to be carried out at a local level and will differ depending on the phase of learning, for example, pupils will travel further to secondary schools than primary schools and the compact geography of the borough means that place planning can happen at a level higher than wards or towns. So Tameside uses planning areas that fit the geography of the borough but also travel to learn patterns.
- 1.4 School place planning is a complex process, that takes account a range of factors including the number of births in the borough, in year movement and cohort survival rates as well as parental preference and planned housing development. With rapid shifts in economic conditions for families and changing patterns of migration, planning for basic need requires a proactive approach to best respond to both short and medium term demand for places.

2 FACTORS AFFECTING DEMAND

- 2.1 The main factors affecting demand for school places are birth rates, in year movement within and without the borough, cross border travel of pupils into schools in other local authorities and equally pupils travelling to schools in Tameside from other boroughs, housing developments and availability of social housing and parental preference. Many of these are subject to quite short-term uncertainty and are difficult to plan for on a long term basis.

3 FACTORS AFFECTING SUPPLY

- 3.1 The main factors affecting the supply of school places are the availability of capital funding, land and premises. Expansion of existing schools is affected by the capacity of premises, the size of sites as well as wider considerations of their location. Establishing any new schools requires a longer lead in time through the competition framework. Equally, additional places can be introduced into the system through expansion proposals by governing bodies or admission authorities which increase admission numbers into a school and the establishment of Free Schools that receive approval by central government. Additional capital grant funding through the Department for Education funding streams, for example, Targeted Basic Need initiatives may enable some capital projects to be undertaken.

4 CHALLENGES AFFECTING PLANNING TO MEET DEMAND

- 4.1 The main issues that can affect the Council's strategic plan are late applications, in-year admissions and casual applications all of which complicate planning both at school and at local authority level. Previously well-understood trends are changing and are proving difficult to predict, including short term tenancies, mobile populations and other changes in the housing market. Changes in parental preference are also difficult to predict.

- 4.2 As demand increases, there are new challenges. An increase in demand for primary school places mean lower levels of surplus places which could have helped to meet demand for in year transfers and any surplus places are often not in the right geographical area. At secondary level, the right levels of existing unfilled places need to be protected so that they will be available when they are needed, as primary growth feeds through.

5 THE NATIONAL CONTEXT

- 5.1 The Local Government Association (LGA) published a report 'The council role in school place planning' in March 2014. The report examined the current tensions for councils in continuing to balance supply and demand for school places in the current economic climate and shares how some councils have responded through a series of case studies. The report identifies five issues and the changes they believe are necessary to ensure local authorities are able to meet the current challenges:

- *The current schools capital system divides money between school maintenance, new places, and funding for rebuilding crumbling schools. It then further splits things down into separate pots for council maintained schools, faith schools, free schools and academies. A single capital pot locally for schools capital to allow councils and schools to work together locally to make the best possible use of the limited capital funding available for repairing, rebuilding and building new schools.*
- *The recent announcement of three-year allocations, rather than annual grants of basic need funding is very welcome. In the recent Spending Review, a £21 billion schools capital allocation for the whole of the next Parliament was announced so we would like to see a corresponding indicative five-year allocation to councils to allow them to work with schools and potential sponsors to plan ahead to commission and deliver the primary and secondary places that will be needed between 2015 and 2020.*
- *Councils are unable to require academies to expand but the majority of secondary schools are now academies. The hands of councils are also tied in building new schools, which have to be opened as academies, with all the final decisions about proposals and sponsors resting with the Secretary of State for Education. Restoration of decision-making on the provision of new schools to local level, as it was prior to the Academies Act 2011.*
- *Councils need the flexibility to deliver whatever new type of school is required to fulfil their statutory duty to offer places and to contribute to the local education offer. This should include the option of establishing community schools if that is the locally preferred option. Where academies are the preferred option, decisions about sponsors should be taken locally to meet the needs and wishes of local parents and communities.*
- *The process for establishing and funding free schools is completely outside the control of local councils, although councils are increasingly trying to engage potential free school sponsors to make sure that new schools are established in areas of need. We would like councils to be given a greater role in judging and approving free school proposals to ensure that new free schools are established where they are needed and in a way that supports councils in their place planning duties.*

6 THE GREATER MANCHESTER CONTEXT

- 6.1 Since 2013, senior officers responsible for school place planning in each of the 10 Greater Manchester authorities have been meeting to get a better understanding of factors affecting all authorities and in particular, pupil movement between authorities. The Association of Greater Manchester Authorities (AGMA) commissioned a report in January 2015 to give an overall context for Greater Manchester.

6.2 The summary headlines from this report as highlighted the following:

Demographic pressures

6.3 The ten GM authorities had a combined population of just over 2.7 million at mid-year 2013; with an estimated 238,000 children in the 'primary' age ranges (age 4—10) and 157,000 in the secondary age-range (age 11—15).

6.4 The latest population projections from the Office for National Statistics (ONS) suggest that the combined effect of natural change (births and deaths) and migration (both domestic and international) will increase the GM population by 13% over the 25-year period 2012—2037; with an 8.5% change in the primary age population (+19,785) and a 12.7% change in the secondary population (+20,332).

6.5 The latest (January 2014) School Census (which excludes children attending independent schools) suggests that there were 372,530 pupils resident in the ten GM local authority districts: 222,831 attending primary schools both within and outside Greater Manchester; 143,699 attending secondary schools both within and outside Greater Manchester

6.6 In planning for places, population migration and daily 'travel-to-school' movements will affect pupil dynamics between the GM local authorities. The ten areas experience different growth pressures from the, more permanent, migration of pupils (both into and out of each area) and the 'cross'-border' movement associated with parental preference and the daily movement of pupils from where they live to where they attend school.

Growth hotspots

6.7 For the reception year intake, there is a balance between PAN and SCAP totals at an aggregate, GM level (+82 surplus by 2018/19), but there are significant differences in the SCAP: PAN ratios between local authorities. Six authorities have a reception year forecast that does not exceed the corresponding PAN over the five-year period (Bolton, Bury, Oldham, Stockport, Trafford and Wigan); the remaining four authorities have a reception year forecast that exceeds the PAN over the five-year period (Manchester, Rochdale, Salford and Tameside).

6.8 In absolute terms, the discrepancy between the reception year forecasts and PAN is largest in Manchester, with an estimated shortfall in places of 1,201 by 2018/19. Tameside's estimated shortfall is also substantial, -285 by the end of the five-year period. These deficits contrast to the forecast surplus of places in other areas by 2018/19, most significantly in Stockport (+480) and Trafford (+462).

6.9 For the year 7 intake, the discrepancies between PAN and SCAP are more significant, with all authorities having a SCAP figure that exceeds the corresponding PAN by 2020/21. The GM-wide, year 7 deficit is estimated to be -4,328 places by 2020/21, with the most substantial differences evident in Manchester (-2,190) and Tameside (-564).

6.10 Particular hot-spots of growth are being forecast within individual districts. For primary school provision, future growth pressures are forecast to be particularly severe in Manchester and in neighbouring planning areas of Rochdale, Salford, Stockport and Tameside. Other areas of high forecast growth include Wigan North and North West and the Daubhill area of Bolton.

6.11 For secondary school provision, the planning area geography is less disaggregate, with acute growth pressures evident in Bury, Manchester and Tameside. In other areas, more geographically-specific pressures have been estimated for the Altrincham area of Trafford, the Pennines Township in Rochdale, Salford North and Orrell, Wigan West.

All Tameside primary schools January census numbers in each year group								
	R	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
2004/05	2460	2562	2593	2618	2712	2712	2745	18402
2005/06	2397	2472	2550	2591	2615	2706	2718	18049
2006/07	2406	2396	2463	2553	2598	2611	2695	17722
2007/08	2453	2384	2429	2457	2535	2619	2617	17494
2008/09	2586	2463	2400	2427	2470	2536	2617	17499
2009/10	2549	2589	2499	2411	2404	2461	2531	17444
2010/11	2681	2549	2600	2453	2414	2397	2473	17567
2011/12	2760	2690	2574	2581	2467	2420	2369	17861
2012/13	2908	2770	2701	2544	2544	2430	2394	18291
2013/14	2926	2953	2773	2699	2567	2581	2465	18964
2014/15	3104	2929	2931	2761	2692	2597	2580	19594
						% CHANGE		106%

- 8.2 The table below shows the percentage change in numbers and percentages due to in year transfers from one year to the next in Tameside.

Change in numbers year to year								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall
2004/05								
2005/06		12	-12	-2	-3	-6	6	
2006/07		-1	-9	3	7	-4	-11	
2007/08		-22	33	-6	-18	21	6	
2008/09		10	16	-2	13	1	-2	
2009/10		3	36	11	-23	-9	-5	
2010/11		0	11	-46	3	-7	12	13
2011/12		9	25	-19	14	6	-28	-28
2012/13		10	11	-30	-37	-37	-26	-12
2013/14		45	3	-2	23	37	35	12
2014/15		3	-22	-12	-7	30	-1	-6
Percentage change year to year								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall
2004/05								
2005/06		0.49%	-0.47%	-0.08%	-0.11%	-0.22%	0.22%	
2006/07		-0.04%	-0.37%	0.12%	0.27%	-0.15%	-0.41%	
2007/08		-0.92%	1.36%	-0.24%	-0.71%	0.80%	0.23%	
2008/09		0.41%	0.67%	-0.08%	0.53%	0.04%	-0.08%	
2009/10		0.12%	1.44%	0.46%	-0.96%	-0.37%	-0.20%	
2010/11		0.00%	0.42%	-1.88%	0.12%	-0.29%	0.49%	0.53%
2011/12		0.33%	0.97%	-0.74%	0.57%	0.25%	-1.18%	-1.18%
2012/13		0.36%	0.41%	-1.18%	-1.45%	-1.52%	-1.09%	-0.50%
2013/14		1.52%	0.11%	-0.07%	0.90%	1.43%	1.42%	0.49%
2014/15		0.10%	-0.75%	-0.43%	-0.26%	1.16%	-0.04%	-0.23%

- 8.3 The data in the table shows that whilst there might be a large number of transfers in any given year, the overall change in pupil numbers is relatively small. In effect, the number of pupils that start in Reception are then relatively steady.

- 8.4 Comparative figures for in year transfers in our secondary schools are provided below and show a very different picture to primary schools:

January census numbers							
	Y6	Y7	Y8	Y9	Y10	Y11	TOTAL
2004/05	2746	2991	3213	3213	3123	2996	15536
2005/06	2720	2918	2984	3202	3185	3061	15350
2006/07	2695	2858	2915	2983	3177	3159	15092
2007/08	2617	2874	2851	2895	2956	3150	14726
2008/09	2617	2712	2861	2851	2901	2942	14267
2009/10	2531	2714	2705	2829	2830	2876	13954
2010/11	2473	2582	2712	2713	2813	2819	13639
2011/12	2369	2519	2582	2710	2721	2809	13341
2012/13	2394	2438	2504	2581	2697	2683	12903
2013/14	2465	2538	2445	2528	2580	2686	12777
2014/15	2580	2538	2553	2431	2513	2551	12586
					% CHANGE		81%

Change in numbers year to year						
	Y7	Y8	Y9	Y10	Y11	Overall
2004/05						
2005/06	172	-7	-11	-28	-62	
2006/07	138	-3	-1	-25	-26	
2007/08	179	-7	-20	-27	-27	
2008/09	95	-13	0	6	-14	-49
2009/10	97	-7	-32	-21	-25	-42
2010/11	51	-2	8	-16	-11	-39
2011/12	46	0	-2	8	-4	-65
2012/13	69	-15	-1	-13	-38	-29
2013/14	144	7	24	-1	-11	-28
2014/15	73	15	-14	-15	-29	-31
Percentage change year to year						
	Y7	Y8	Y9	Y10	Y11	Overall
2004/05						
2005/06	5.89%	-0.23%	-0.34%	-0.88%	-2.03%	
2006/07	4.83%	-0.10%	-0.03%	-0.79%	-0.82%	
2007/08	6.23%	-0.25%	-0.69%	-0.91%	-0.86%	
2008/09	3.50%	-0.45%	0.00%	0.21%	-0.48%	
2009/10	3.57%	-0.26%	-1.13%	-0.74%	-0.87%	
2010/11	1.98%	-0.07%	0.29%	-0.57%	-0.39%	-1.38%
2011/12	1.83%	0.00%	-0.07%	0.29%	-0.14%	-2.31%
2012/13	2.83%	-0.60%	-0.04%	-0.48%	-1.42%	-1.08%
2013/14	5.67%	0.29%	0.95%	-0.04%	-0.41%	-1.04%
2014/15	2.88%	0.59%	-0.58%	-0.60%	-1.14%	-1.22%

Growth hotspots in Tameside

- 8.5 Date released by the Department for Education in June 2015, shows that Tameside has a large number of pupils taught in infant classes of over 30. This percentage is the second largest in England behind Leicester and just in front of Oldham. All the pupils in Tameside classes are placed as a result of permitted exceptions to the infant class size legislation and so are lawful but this does cause pressure on schools. Permitted exceptions to infant class size legislation include:
- a) children admitted outside the normal admissions round with statements of special educational needs specifying a school;
 - b) looked after children and previously looked after children admitted outside the normal admissions round;
 - c) children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process;
 - d) children admitted after an independent appeals panel upholds an appeal;
 - e) children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance;
 - f) children of UK service personnel admitted outside the normal admissions round;
 - g) children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil;
 - h) children with special educational needs who are normally taught in a special educational needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.
- 8.6 The largest number of placements are made under exceptions d) by independent appeal panels and h) through in year transfers.
- 8.7 The placement of children under criterion h) is made using the Fair Access Protocol and is overseen by the Primary Pupil Placement Panel. The Fair Access Protocol is agreed by all Headteachers and allows for the equitable placing of pupils for a variety of reason including, poor attendance; being out of school for long periods of time; homeless children; children living in refuges etc.
- 8.8 The Fair Access Protocol allows for the placement at all schools not just those with places and allows some equity in the number of pupils in each school.
- 8.9 There is no doubt that the number of pupils moving into Ashton is an issue for schools and the Pupil Placement Panel has placed a significant number of pupils under exception h). The table below shows the number of pupils placed across all Tameside schools in the last three years:

Fair access - no places within 2 miles									
PPP meeting	Family groups	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
2015/16									
Feb-16	3	3			3	1			7
Jan-16	4		3	1	1	2			7
Dec-15	4	1	2		3	1	1		8
Nov-15	8	3	4	2	2	2	3		16
Oct-15	6	1	5	1	1	1	1		10
Sep-15	8	3	1		4	2	1		11
TOTAL	33	11	15	4	14	9	6	0	59
2014/15									
Jun-15	5	3		1	3				7
May-15	2	1	1						2
Mar-15	2	1		1			1		3
Nov-14	2	1	1	1					3
Oct-14	3	2	1	2			1		6
Sep-14	3	1	1	2	2	1			7
TOTAL	17	9	4	7	5	1	2	0	28
2013/14									
Jun-14	0								0
May-14	1	1		1					2
Feb-14	1	1							1
Jan-14	3		3						3
Nov-13	1		1						1
Sep-13	0								
TOTAL	6	2	4	1	0	0	0	0	7

- 8.10 The data shows that there are an increasing number of pupils where a place cannot be offered within a reasonable distance. However, what needs to be borne in mind is that it is often family groups that cannot be placed together in a single school rather than individual pupils.
- 8.11 The table below shows the impact on overall numbers within the Ashton area. As with Tameside as a whole, this shows that whilst there might be a large number of transfers in any given year, the overall change in pupil numbers is relatively small. In effect, the number of pupils that start in Reception are then relatively steady.

Change in numbers year to year								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall
2004/05								
2005/06		-4	-1	-6	-14	3	1	
2006/07		4	-3	-1	-2	-6	-3	
2007/08		-10	11	6	1	9	2	
2008/09		-5	2	-5	13	-13	2	
2009/10		-3	7	-1	-8	-6	-10	
2010/11		3	10	-8	1	7	-2	4
2011/12		4	-11	-8	-1	3	1	10
2012/13		-3	4	2	-5	-6	6	1
2013/14		13	6	-5	7	4	3	-10
2014/15		11	-8	-11	4	7	-6	-8
Percentage change year to year								
	R	Y1	Y2	Y3	Y4	Y5	Y6	Overall
2004/05								
2005/06		-0.77%	-0.18%	-1.17%	-2.64%	0.58%	0.19%	
2006/07		0.75%	-0.58%	-0.18%	-0.39%	-1.15%	-0.58%	
2007/08		-2.08%	2.03%	1.15%	0.18%	1.74%	0.38%	
2008/09		-0.98%	0.41%	-0.93%	2.43%	-2.43%	0.38%	
2009/10		-0.55%	1.36%	-0.21%	-1.51%	-1.13%	-1.91%	
2010/11		0.55%	1.81%	-1.58%	0.21%	1.31%	-0.38%	0.76%
2011/12		0.70%	-2.06%	-1.47%	-0.20%	0.62%	0.19%	1.86%
2012/13		-0.53%	0.70%	0.37%	-0.93%	-1.20%	1.22%	0.20%
2013/14		2.18%	1.05%	-0.88%	1.29%	0.74%	0.60%	-1.99%
2014/15		1.82%	-1.36%	-1.96%	0.70%	1.27%	-1.12%	-1.49%

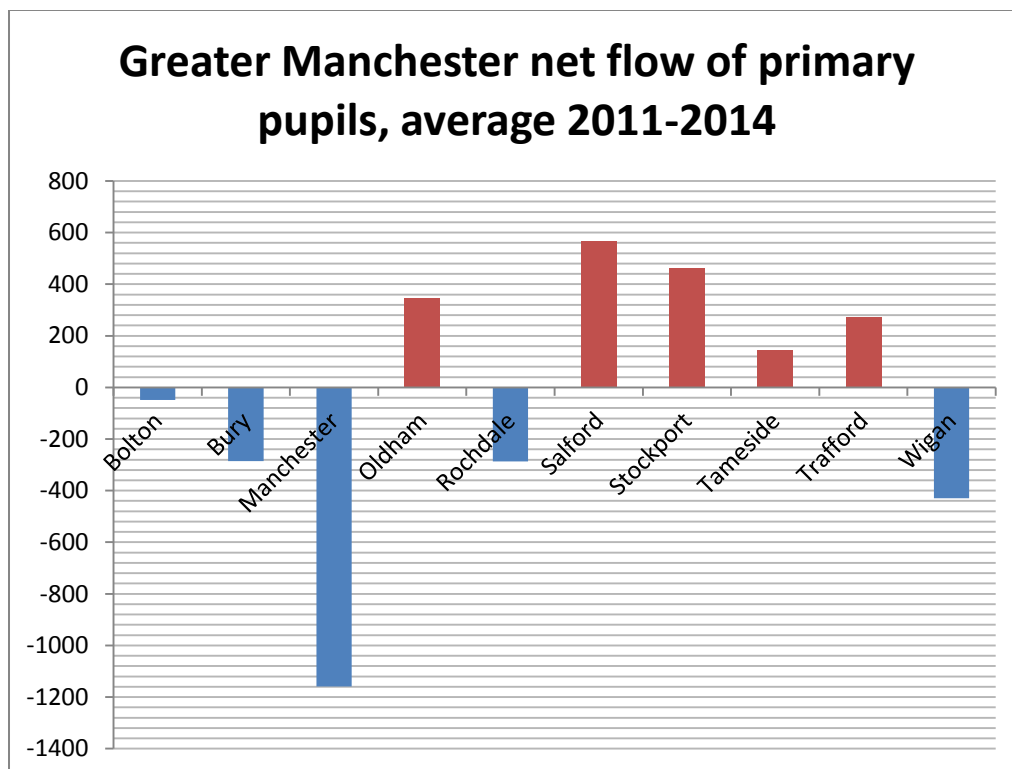
- 8.12 Should the number of pupils being placed in year and in excess of the infant class size level of 30 continue to increase, it may be necessary to open additional class space by utilising the new accommodation at one of the three new build schools which are Inspire Academy (additional 60 places per year group); Broadoak Primary School (additional 15 places per year group) and Holden Clough Primary School (additional 30 places per year group).
- 8.13 A recent Association of Greater Manchester Authorities (AGMA) commissioned report on pupil place planning compared net migration across the conurbation and the table below shows average annual net migration by phase 2009 – 2013 using Office for National Statistics (ONS) and GP registration data:

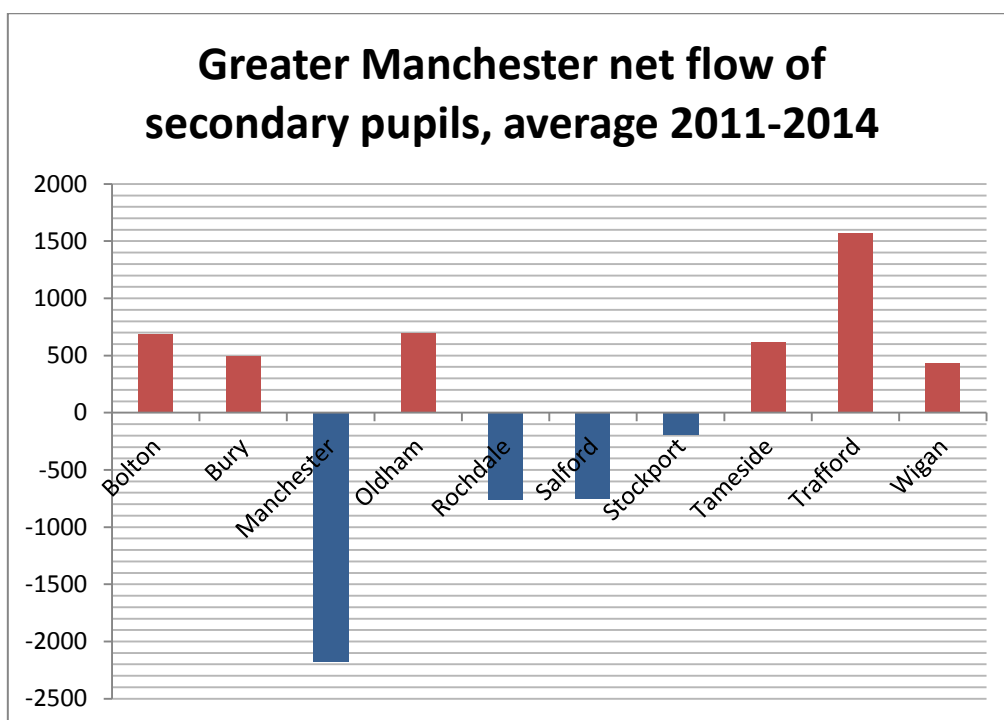
District	Pre-school	Primary	Secondary	Sixth form	Total
Bolton	36	3	24	-12	50
Bury	58	5	1	-7	57
Manchester	-605	-642	-229	11	-1,466
Oldham	6	-84	-57	-27	-162
Rochdale	-14	-130	-69	-30	-243
Salford	-117	-177	-66	17	-343
Stockport	174	83	23	-14	266
Tameside	-39	-26	15	-3	-53
Trafford	180	260	80	-4	516
Wigan	41	-47	-12	-10	-28
Total	-281	-756	-291	-80	-1,407

- 8.14 Net migration is the permanent move of pupils from one borough to another and as can be see, overall, Tameside is a net exporter of children to other boroughs but a net importer at secondary age.

9 TRAVEL TO SCHOOL

- 9.1 Undoubtedly, many of the in-year transfers described above are as a result of people moving house both within the borough and into and out of the borough. However, pupils can be very mobile and the cross border travel patterns of pupils also needs to be taken into account when planning school places. The AGMA report on pupil place planning highlighted the travel patterns of pupils across the conurbation and the primary and secondary net flows are shown in the tables below.





- 9.2 The net balance of inflow and outflow is important for school place planning as it quantifies whether Tameside is a net importer or exporter of pupils in each phase. The graphs above show that Tameside importer at both primary and secondary phase as illustrated numerically below.

District	Travel-to-school		Migration		Combined total	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Bolton	-49	690	3	24	-46	714
Bury	-285	490	5	1	-280	491
Manchester	-1,159	-2,175	-642	-229	-1,801	-2,404
Oldham	346	697	-84	-57	262	639
Rochdale	-287	-764	-130	-69	-416	-833
Salford	566	-757	-177	-66	389	-823
Stockport	463	-188	83	23	546	-165
Tameside	146	615	-26	15	120	630
Trafford	271	1,569	260	80	531	1,649
Wigan	-429	437	-47	-12	-476	425
Total	-416	614	-756	-291	-1,171	323

10 COHORT SURVIVAL RATE

- 10.1 When taken together, all of the above factors gives a cohort survival rate. This is the ratio of the relationship number of pupils from one point in time to another, for example, the birth rate number compared to the number of pupils allocated a place in Reception or the number of pupils in Year 6 in a Tameside school compared to the number of pupils allocated a place in Year 7. A five year rolling average of this ratio is the method used in Tameside to predict the number of places needed in any particular intake year.
- 10.2 The cohort survival rate for Year 7 is shown in the table below:

YEAR 7 ACTUALS								
	2008	2009	2010	2011	2012	2013	2014	2015
Total on time applications	2935	2911	2808	2635	2461	2547	2611	2797
Tameside schools 1st preferences inc SEN	2798	2780	2642	2483	2354	2419	2470	2618
Tameside resident out of borough 1st prefs	137	131	166	152	107	128	141	179
Out of borough 1st prefs for Tameside schools	331	318	239	235	239	253	324	334
Total allocated - Sept	2954	2964	2868	2773	2617	2758	2742	2976
Total allocated for Tameside schools - Sept	2752	2752	2616	2554	2589	2547	2552	2758
Total allocated to out of borough and independent	185	172	220	190	137	166	154	218
Primary school Year 6	2611	2619	2536	2461	2397	2420	2430	2581
Cohort survival rate (Y6 - Y7)	105.4%	105.1%	103.2%	103.8%	108.0%	105.2%	105.0%	106.9%
Birthrate	2684	2,623	2,569	2,454	2,479	2,409	2,487	2,614
Cohort survival rate (birth - Y7)	102.5%	104.9%	101.8%	104.1%	104.4%	105.7%	102.6%	105.5%

11 HOUSING DEVELOPMENT

- 11.1 Another core factor in planning school places, is the amount of new housing development being planned in the borough. Tameside's Core Strategy is the key compulsory Local Development document. Every Local Development document is built on the principles set out in the Core Strategy, regarding the development and use of land in Tameside's planning area. The Core Strategy is currently being reviewed and it is predicted that an additional 11,000 houses, will be built in the borough, over the next 15 years. This will require approximately, an additional 4,000 school places in total or 330 school places per year group.

12 CHANGES IN PUBLISHED ADMISSION NUMBERS

- 12.1 The number of places in both primary and secondary schools has varied immensely over the last few years.
- 12.2 When the birth rate was at its highest in the 1990s, there were 3306 primary school places available in each year group. Two things have had a large impact on the reduction in this number. Firstly, the Infant Class Size legislation effectively wiped out 10% of primary school places. Before the legislation was introduced in September 2001, many primary schools routinely had admission numbers of 32 or 33 pupils. The Infant Class Size legislation limited this to 30 in all but very exceptional circumstances. The second factor was the Department for Education's drive to reduce surplus places to less than 10% within a school. For example, if a school had an admission number of 60 with 420 places overall and 60 surplus places, the DfE required the admission authority to take action to reduce the surplus meaning that admission numbers in many primary school were reduced as the birth rate fell. From a peak of 3306, the number of primary places fell to its lowest point of 2734 in September 2009.
- 12.3 In secondary schools, the number of places reached a peak of 3203 in September 2000. In 2006, the Council undertook a review of secondary school places in order to secure Building Schools for the Future (BSF) funding. At that time, the ONS was predicting that the fall in birth rates would be sustained and in order to be successful with the BSF funding bid, the Council was required to reduce the number of places available and so from September 2011, 2826 secondary school places were available. This has further reduced as the cohort of pupils going into Year 7 has fallen to its lowest level for 25 years with only 2341 places offered in September 2012.

13 AVAILABILITY OF PLACES

Primary schools

- 13.1 Since September 2009, the Council has proactively increased the number of places available in primary schools and for September 2015, there are 3160 places available, a 15% increase since its low in 2009. This includes two new primary academies in Ashton and Hyde. As the birth rate appears to have stabilised over the last three years, there is no immediate pressure to further increase places in the primary phase in the future.
- 13.2 The table below shows where places have been increased across the borough over the last 10 years.

Tameside primary school Reception places											
Town	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Ashton	574	560	560	570	570	570	630	645	690	690	690
Audenshaw	180	180	180	180	195	195	195	195	195	210	210
Denton	425	428	413	431	446	446	450	480	450	450	450
Droylsden	315	315	285	315	330	330	330	330	330	330	330
Dukinfield	240	240	240	240	250	250	285	270	270	270	270
Hattersley	110	110	110	110	110	120	120	120	120	120	120
Hyde	375	375	375	385	390	390	450	450	420	420	420
Longdendale	65	65	65	65	65	65	65	70	130	130	130
Mossley	110	110	125	125	125	125	130	130	135	165	145
Stalybridge	416	381	381	381	426	426	430	435	435	435	435
Grand Total	2810	2764	2734	2802	2907	2917	3085	3125	3175	3220	3200

- 13.3 It is worth noting the final note from the LGA is that “there are real concerns that the ‘easier solutions’ have now been taken in the primary sector and dealing with the surge in demand for secondary school places will become more costly and complex”. The need for collaborative and innovative solutions is more important than ever.

Secondary schools

- 13.4 The focus of increasing places now needs to be on the secondary phase. The predictions based on the cohort survival rate described in section 10 of this report are shown below:

YEAR 7 PREDICTIONS									
	2016	2017	2018	2019	2020	2021	2022	2023	2024
Year 6	2567	2699	2773	2953	2926	2986	2870	3038	2832
Birth rate	2,533	2,772	2,835	2,895	3,064	3,069	2,941	3,071	2,887
Cohort survival Y6 - Y7 (5year rolling)	2695	2834	2912	3101	3072	3135	3014	3190	2974

- 13.5 With 2732 places available from September 2017 in each year 7 group, it can be seen that up to 458 new places need to be created over the next few years to ensure that all Tameside pupils have access to a secondary school place in the borough.
- 13.6 This year has seen discussions with a number of secondary Headteachers in the borough to increase places at schools for 2017 onwards. Some places can be created without significant capital investment, whereas others will require investment to remodel. A rolling programme will be developed over the next 12 months to begin increasing places in the secondary sector.

Places in Special Schools

- 13.5 In common with increases in the population of primary schools, our primary special schools are also seeing an increase in demand, particularly in Key Stage 1. For September 2013, an additional classroom was created at Oakdale School to accommodate 9 more pupils. The space was created by remodelling a small part of the Dukinfield Children's Centre. In September 2014, an additional class was created at both Oakdale and Hawthorns

Academy. Both schools have restricted sites and it is not easy to create additional accommodation so more innovative plans need to be considered.

- 13.6 The Council has 691 pupils with statements of special educational needs or Education, health and Care Plans. Of these, 88 pupils attend schools outside the borough. A significant number of the pupils placed outside the borough are pupils with Autistic Spectrum Conditions. This prompted the Council to successfully bid for funding from the Targeted Basic Need pot. The Council has been allocated £1.7m to create 60 places at Samuel Laycock School from September 2015. Plans are underway for the necessary changes needed to Samuel Laycock to accommodate the additional pupils. The additional places will hopefully attract future pupils to stay in the borough and attend the local school that can meet their needs. It will also help to reduce costs as the Council would not be paying fees to independent specialist providers and arranging and funding daily home to school transport.

14 CAPITAL

- 14.1 The Council receives capital allocations through a number of funding strands from the DfE including maintenance capital, locally coordinated voluntary aided programme capital and schools also receive devolved formula capital. The DfE has also recently introduced basic need funding and Targeted Basic Need Funding to create additional places. Between 2011 and 2016, the Council has received or been allocated £31m of basic need and Targeted Basic Need funding which has already created primary and special places in the borough and will also be used to support the necessary increase of secondary school places. Unfortunately, the Council has just been informed that it will not receive an allocation in 2018/19.

15 NEXT STEPS

- 15.1 Demographic change continues to place considerable pressure upon school place planning. This change is being driven by a sharp increase in the number of births since 2001, the continued impact of international migration, plus the exchange of population between areas. Planned housing growth across Greater Manchester is set to place yet more pressure on the need for pupil places. Whilst the need for primary places in Tameside is predicted to reduce, the secondary sector is facing a significant shortfall if action isn't taken.
- 15.2 Discussions are already underway with Headteachers of our secondary schools and consideration is being given to the balance between permanent and temporary places as has been the case in primary schools. Over the longer term school rolls will again peak and start to reduce. We need to avoid creating permanent places with all the implications for PFI and/or FM contracts if there is no need for it on a permanent basis. Ideally, there needs to be a mixture of permanent and temporary accommodation that can more easily be removed once the peak years are behind us.