Birmingham City Council

Birmingham Mainstream Primary and Secondary Education Sufficiency Requirements

2015 to 2020/21

Edition 3, – November 2015

Subject to further revisions in light of changing landscape

Contact Details

Education and Skills Infrastructure

People Directorate
Birmingham City Council

Click Email: edsi.enquiries@birmingham.gov.uk

Click Web: www.birmingham.gov.uk/schools/esr

Telephone Number: 0121 303 8847

Address:

Visit -
1 Lancaster Circus
Queensway
Birmingham
B4 7DJ

Post -
Education and Skills Infrastructure
PO Box 15843
1 Lancaster Circus
Birmingham
B2 2RT

Schools and providers are invited to submit an Expression of Interest to meet the Basic Need requirements identified within this document. The form can be found by visiting the web-link above or contacting us for a copy.

Timeline

Sufficiency Workshops	Expressions of Interest submitted	Evaluation and schools contacted
23rd November to 7th December 2015	Friday 22nd January 2016	w/c 29th February 2016

Education Sufficiency Requirements 2015-2020/21

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Introduction

Mainstream Education Sufficiency Requirements 2015-2020/21

This document sets out:

- The number and location of additional mainstream primary and secondary school places we expect to require over the period 2015-2020/21
- Any changes we know about in the planned supply of school places
- Further details of information that sits behind our forecasts to help our partners understand the mainstream school places landscape

This is the third publication of this kind, updated annually and replacing the Education Sufficiency Requirements published in February 2015. It should be read in conjunction with the Birmingham Education Development Plan (EDP) which sets out the City's approach to developing our education infrastructure to support the education journey of each young person: www.birmingham.gov.uk/edp

Separate publications will follow to cover the following education settings:

- Special Provision – providing places for young people with complex needs from 0-25.
- Nursery Provision – providing places for 2-4 year olds.
- Post-16 provision – providing places for young people aged 16-19 will be addressed in the 14-25 Strategic Commissioning Statement which sets out the provision and pathways we need to ensure all young people participate fully in education and training beyond age 16.

Growth and School Place Planning

Birmingham has a growing population of young people. The City Council has a statutory duty to ensure there are sufficient school places for all Birmingham children and young people. To meet this duty, we need to ensure sufficient school places are provided to meet local need without creating more places than are required. To do this really well, we need to reliably forecast how many school places we will require at the start of each year and for in-year admissions. We also need good visibility of where new school places will be provided by schools that expand independently of the Local Authority, such as Free Schools and Academies.

School Improvement

Our Basic Need programme is an essential strand of the City's wider school improvement strategy to deliver our ambition for every Birmingham child to benefit from a great education. If we do not have enough school places, children may not be able to find a local school place. On the other hand, having too many school places puts children in undersubscribed schools at a disadvantage and makes it exceptionally challenging for those schools to implement their rapid improvement

programmes. This is currently an issue in our secondary schools. So we have to make sure that new places we provide really do meet Basic Need and that we have enough surplus places for in-year admissions. We do not provide new places specifically to meet parental preference.

Partnerships

To date, there has been highly effective partnership work between the whole landscape of Birmingham schools and the Local Authority to respond to the growth in the school population. For example, by September 2015/16, 74 schools had undertaken the significant challenges of expanding the number of primary places offered. We are deeply appreciative of the hard work undertaken by schools, Governing Bodies and Trusts who work in partnership with the Local Authority to meet Basic Need.

It is exceptionally challenging to co-ordinate school place planning in a fast-changing education landscape where more schools have autonomy to increase the number of places they offer and where central government is delivering the Free Schools and Academies programmes. We are therefore working hard with partners from the Department for Education, the Regional Schools' Commissioner and our local Academy chains and Free School partners to secure the best possible co-ordination of additional and new school places to support Birmingham young people and their families.

Basic Need Strategy

An annual cycle of activity takes place to maintain sufficient school places to meet Basic Need, see Fig 1 below. This cycle forms part of our Basic Need Strategy (Appendix 1). Details of how we forecast school places can be found in Appendix 2.

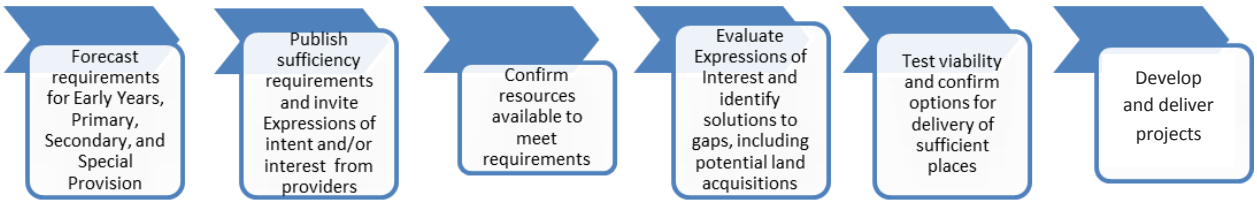


Fig 1: Annual cycle for meeting Basic Need in Birmingham

To deliver all of the places we need, some schools need to physically expand their buildings and require capital investment; these form part of our annual schools capital programme. For the majority of permanent school expansions, school organisation proposals are also progressed through statutory consultation processes. Admissions arrangements and the processes for administering admissions are closely linked to the school place planning process and there are therefore close working relationships between the respective Local Authority teams and all schools.

Key Messages for 2016 and beyond

Safeguarding

- It is a safeguarding priority to ensure that every child has a school place

Forecast

- 2014 Forecasts were reliable to 99% and 99.6% for Reception and Year 7 entry respectively.
- The reliability of forecasts will change as new places are created and patterns of parental preference change accordingly.

Sufficiency

- All cohorts of children are getting larger as they move through their education in Birmingham; this creates particular pressure in some of our primary schools where families may struggle to find a local school place, especially if arriving new into the city. The need for sufficient places is currently most acute in Year 2 and 3
- We require permanent expansions from Year 3 and further bulge classes across Years 1-6 in order to meet anticipated cohort growth and address current pressure from in-year admissions in the primary phase.
- We expect that in-year pressure in our primary years groups will continue and we therefore require further expansions to meet this growth.
- In most parts of the City, there will be more places in Year 7 than are needed for several years. We will consider reducing the intake in some schools to support stability and school improvement in undersubscribed schools.
- We will only support additional secondary school places in areas where there is a compelling argument for additional places based on lack of school places within a reasonable distance to meet local need.
- Requirements for future places are likely to change as sizes and locations of Free Schools are confirmed. We will only support Free School proposals that add to the quality and sustainability of the local education offer.

School Improvement

- School Improvement is at the heart of our approach to basic need; we want every child in Birmingham to benefit from a great education.
- We recognise the school improvement challenges for schools that expand. We will continue dialogue with school improvement colleagues and HMI to ensure there is no disadvantage to schools that take on the challenges of expansion. In particular, we will work with the Birmingham Education Partnership, BEP, to develop tools that enable expanding schools to demonstrate progress of pupils from point of entry. Support from HMI is highlighted on the following page.
- In areas where there is a lack of popular local school places but there remain vacancies in undersubscribed schools, it is our priority to secure rapid improvement so that all children have an equal chance of a great education. We will make best use of existing places and resources before supporting investment in school expansions or new schools.

Partnership; we ask all partners to

- Ensure additional places are provided where and when needed to support school improvement priorities
- Coordinate with the school place planning team on proposed changes to Admissions Numbers. We want all partners, especially where schools that are their own admissions authorities, to give sufficient notice of any plans to change the number of places they offer or their admissions arrangements so that we can co-ordinate our place planning
- Consider flexible expansion – providing new places across year groups to help meet pressures from cohort growth, rather than one class of 30. We have provided a summary of schemes implemented to date in Appendix 5
- Consider exploring age range changes, for example to create all-through provision, where this will meet Basic Need.
- Discuss appropriateness of opening year groups earlier to meet agreed demand in local areas if you school has been permanently expanded
- Work with us to identify the optimum location for new school places while appreciating that the demand and landscape can change rapidly.

We wish to express our gratitude and appreciation to all the schools and partners who have and continue to work with us on ensuring sufficient school places. We welcome interest at any time from any school wishing to assist in meeting demand for school places.

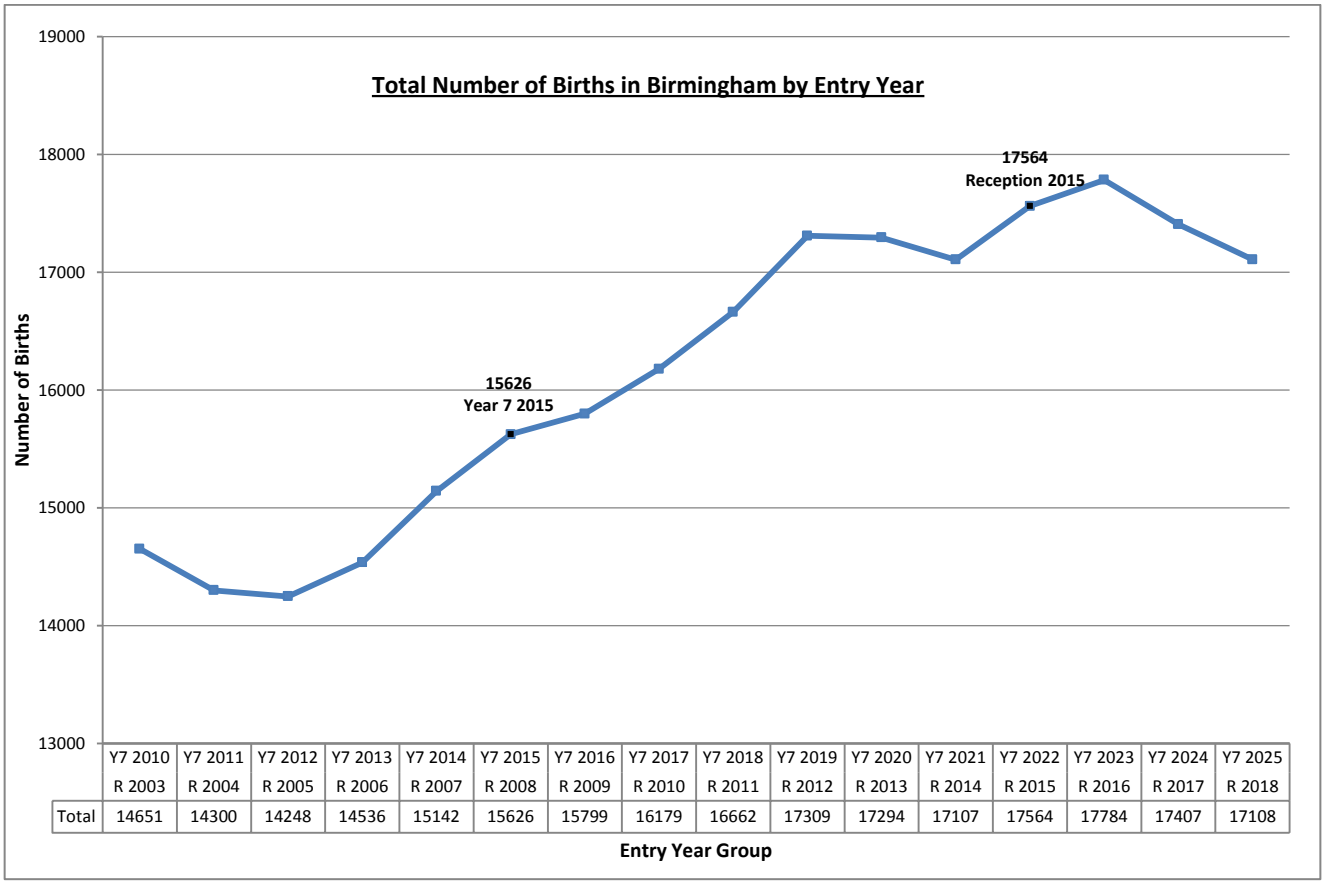
Supporting statement from Ofsted:

"*Her Majesty's Inspectors understand that a number of Birmingham schools are expanding to meet Basic Need. This can lead to high numbers of in-year admissions and at times will mean schools take on students who have not previously attended school in the UK and/or have increased numbers of students with high needs. We also recognise that there is an increased need for some primary schools to open classes part way through a school year and part way through a phase of education. The inspection framework makes it clear that our role is to evaluate the progress being made by students from their starting points. We will take into full consideration the specific context of schools expanding. It is a priority to ensure there are sufficient school places for every child to attend school and we recognise the commitment that schools demonstrate when supporting the City by expanding to meet Basic Need."*

Lorna Fitzjohn - Ofsted Regional Director, West Midlands

Growth Context: Birth Rate Increase and Cohort Growth in Birmingham

Over 12 years from 2000 to 2011, the numbers of children born annually in Birmingham increased by 25% as illustrated in Graph 1 below.



	Y7 2010 R 2003	Y7 2011 R 2004	Y7 2012 R 2005	Y7 2013 R 2006	Y7 2014 R 2007	Y7 2015 R 2008	Y7 2016 R 2009	Y7 2017 R 2010	Y7 2018 R 2011	Y7 2019 R 2012	Y7 2020 R 2013	Y7 2021 R 2014	Y7 2022 R 2015	Y7 2023 R 2016	Y7 2024 R 2017	Y7 2025 R 2018
Total	14651	14300	14248	14536	15142	15626	15799	16179	16662	17309	17294	17107	17564	17784	17407	17108

Graph 1: Total number of births in Birmingham by Year of School Entry. *Source: ONS Live Birth Data reported annually*

- Birth rate increase has already impacted on primary place planning and is now beginning to impact on our secondary school pupil numbers.

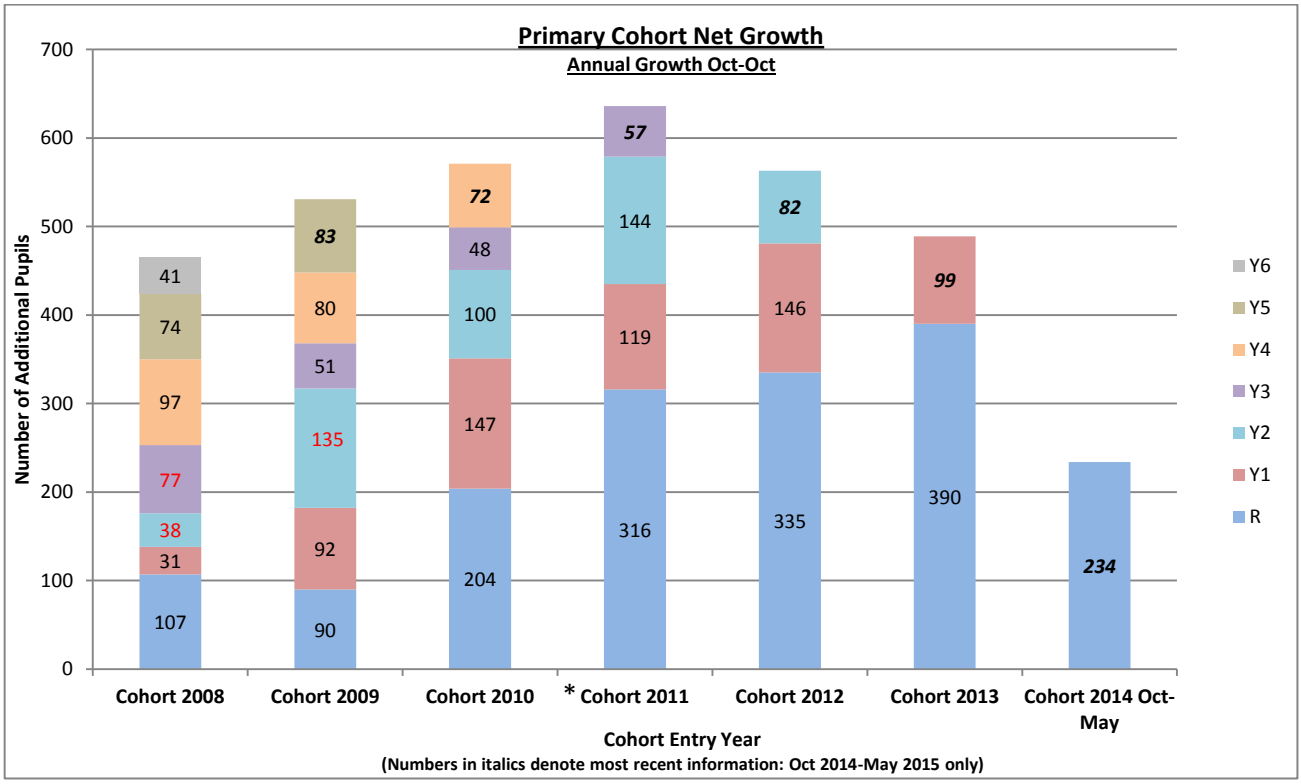
- It appears that birth rate increase is levelling. Latest information suggests the cohort of children born for Reception 2019 entry is continuing to follow a downward trend (early provisional estimate of 16,700 – 17,000 births for children entering Primary schools in 2019)

Primary Cohort Growth

In addition to sustained birth rate increase, most cohorts of children are increasing annually because more young people are moving into the city than leaving: this is particularly evident during Primary School years, suggesting that families with young children are attracted to Birmingham as a place to live.

We expect each primary cohort to grow by between 15 and 30 Forms of Entry (FE) (i.e. 450 – 900 places) between Reception and Year 6, with the majority of cohort growth concentrated from Reception to Year 2.

Recent patterns of cohort growth in mainstream schools in Birmingham are illustrated in Graph 2.



Graph 2: Primary Cohort Net Growth. *Source: School Census Data reported termly. Latest census data received in full is May 2015*

Supporting commentary on Graph 2

If we look at the cohort that started Reception in 2011*: by the time they reached Year 1 they had grown by 316 pupils, they had grown a further 119 before they reached Year 2, a further 144 by the time they reached Year 3 and a further 57 by the end of Year 3 in May 2015. To date this is a total cohort growth of 636 pupils or over 21FE over 3.75 years. In successive years there has been more growth and this trend of growth looks set to continue.

Note: The latest data is up until May 2015 only and therefore we anticipate further growth to Oct 2015.

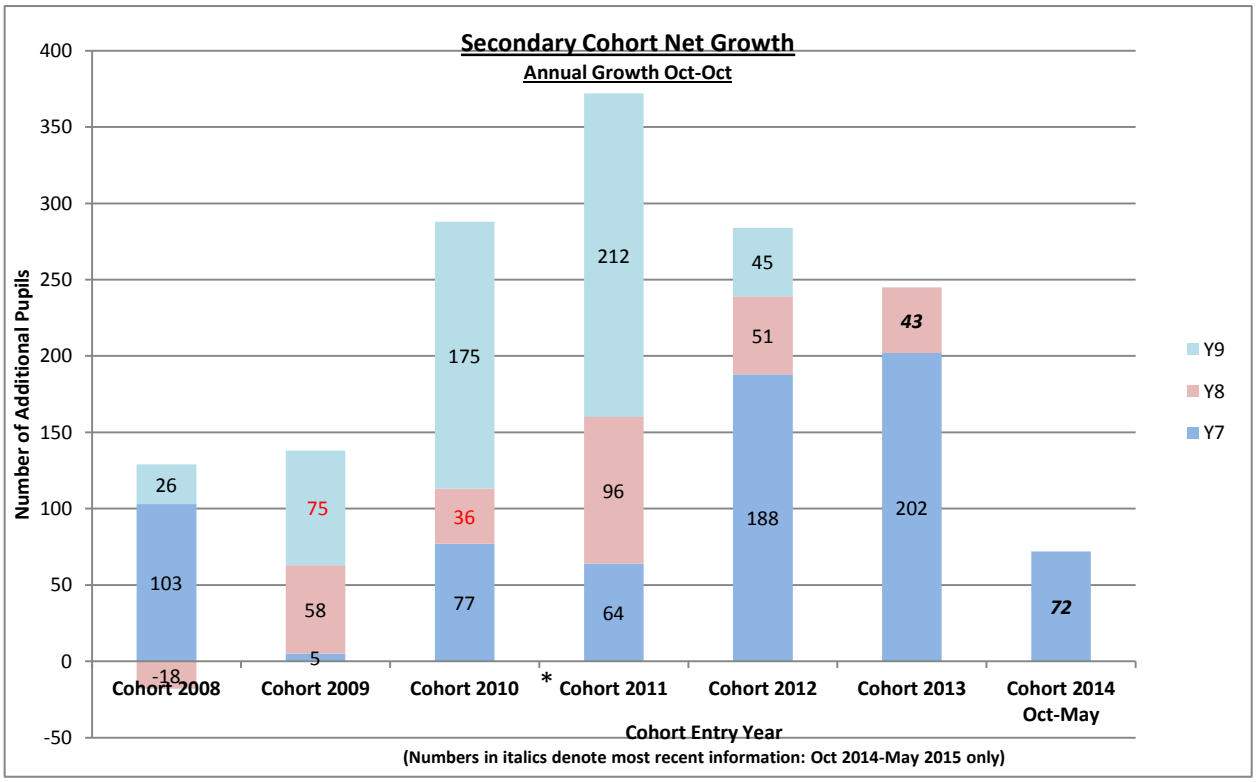
Table 1 below provides a summary of the total growth by cohort since 2008. The cohort starting in 2012 has grown by more pupils in the 3 years to date than the cohort of 2008 grew in full over a 7 year period.

Year Cohort	2008	2009	2010	2011	2012	2013	2014
Total Pupil Net Growth to May 2015	465 in <7 years	531 in <6 years	571 in <5 years	636 in <4 years	563 in <3 years	489 in <2 years	234 in 2 terms
FE equivalent	[15.5FE]	[17FE]	[19FE]	[21FE]	[19FE]	[16FE]	[8FE]

Table 1: Overview of Primary Cohort Net Growth since 2008. *Source: School Census Data reported termly. Latest census data received in full is May 2015*

Secondary Cohort Growth

Graph 3 illustrates the net growth to date of each secondary cohort since 2008:



Graph 3: Secondary Cohort Net Growth. *Source: School Census Data reported termly. Latest census data received in full is May 2015*

Supporting commentary on Graph 3

If we look at the cohort that started in Year 7 in 2011*: by the time they reached Year 8 they had grown by 64 pupils, they had grown a further 96 before they reached Year 9 and a further 212 by the time that they reached Year 10 in 2014. This is a total cohort growth of 372 pupils or over 12 FE over 3 years. Secondary cohorts traditionally reduce in size during years 10 and 11.

Note: The latest data is up until May 2015 only and therefore we anticipate further growth to Oct 2015.

Secondary year groups, in particular years 7-9, show increases in cohort growth since 2010.

In 2013, for example, over 200 additional pupils had joined the Year 7 cohort in Birmingham by the time they entered Year 8 in 2014. (NB - Years 10 and 11 traditionally see a decrease in cohort size as schools are far less likely to take new students in during the GCSE phase).

Table 2 provides a summary of the total growth by cohort since 2008. It shows the increase in cohort growth over time. The cohort starting in 2009 has grown by 138 pupils over 3 years (years 7-9), whilst the cohort starting in 2013 has already grown by 245 pupils during 2 academic years (up to May 2015).

Year Cohort	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
Total Pupil Net Growth across Y7-9 up to May 2015	111 in 3 years	138 in 3 years	288 in 3 years	372 in 3 years	284 in < 3 years	245 in < 2 years	72* in 2 terms
FE equivalent	[4FE]	[5FE]	[10FE]	[12.5FE]	[9.5FE]	[8FE]	[2.5FE]

Table 2: Overview of Secondary Cohort Net Growth since 2008. *Source: School Census Data reported termly. Latest census data received in full is May 2015*

*Whilst the growth in 2014 to date seems to show a lower rate of growth, the increase in pupils over the summer months is anticipated to increase this figure.

Mobility: In-Year and Cross-Border movement

The cohort growth figures paint a clear picture of the net change in the total numbers of students per year group. However, these numbers do not represent the actual numbers of children who move in and out of Birmingham schools during the year. As such, the figures do not provide a true picture of pupil mobility which is extremely high in a number of our schools. High mobility can present both challenges and opportunities and we are developing our work across Birmingham schools to share best practice and support provision for students arriving in-year.

As in every Local Authority, pupils living either side of the Birmingham boundary may attend school in Birmingham or in our neighbouring Authority schools. Appendix 7 provides details of the known movement of pupils into and out of the Local Authority area for their education. Preliminary analysis indicates that there is a general movement of pupils from western authorities into our area whereas our eastern borders sees pupils moving out of the area into neighbouring authorities.

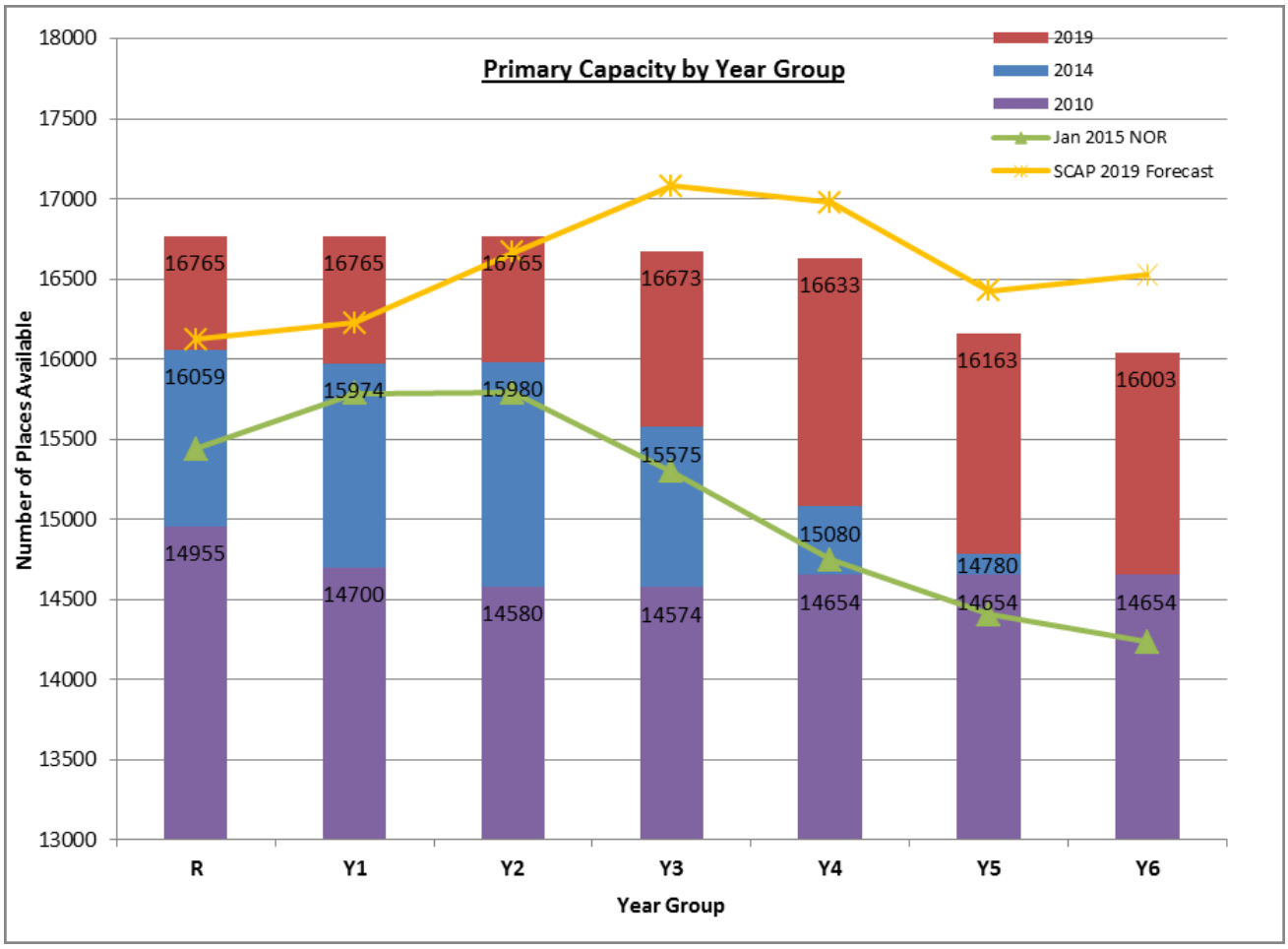
Supply vs Demand: Primary Phase

Context and Steps Taken to Date

- In Birmingham, we began to provide Additional Primary Places (APP) in 2010 in response to increased birth rates.
- In the primary sector the growth varies from area to area.
- We have provided the majority of APP through expansions of existing schools. This has been cost-effective to provide places where they are needed.
- Our asset survey work with schools has helped us make better use of existing space when we are creating additional places.

Current Challenges and Next Steps

- The peak year of entry to Primary schools at Reception age is 2016/2017, after which birth rates appear to be declining. We expect to make more use of flexible expansion so that we do not build permanent reception classes that will not be needed in the future. We are yet to see whether the housing growth and movement of families into the City will lead to further birth rate increases.
- We are short of places to meet cohort growth, which is spread out across the City (Map Set A). Growth in numbers is spread out across the City. We would like to maintain 3% surplus places to be sure we can meet demand during the year. We will require increased flexibility across our primary schools to create bulge expansions as particular year groups fill.
- As a next step we intend to work with the Birmingham Education Partnership on models for expansion that will best provide places for cohort growth while supporting system-wide school improvement. We would like to explore school-led collaborative models to meet Basic Need across a group of schools in a locality, in particular to respond to in-year admissions more flexibly and equitably.
- There is a specific challenge for us to know the confirmed size, location and opening date of approved Free Schools in time to factor these into our planning cycle. There is a risk that large new primary provision will create oversupply in local areas unless we can find creative ways such as admissions nodes to ensure the places serve areas of need.



Graph 4: Primary Capacity by Year Group at 2010, 2014 and 2019 and 2019 forecasts. *Source: School Census Data Jan 2015, SCAP 2015 plus EdSI Capacity records*

Supporting commentary on Graph 4

This graph provides information on the school estate capacity across Reception to Year 6 at 2010, 2014 and 2019 including approved free school provision, planned and approved expansions or known increased admission numbers from own admission authorities. This is marked against the actual Numbers on Roll reported at Schools Census in Jan 2015 and the 2019 forecast as provided to DFE in 2015.

This graph usefully shows the forecast demand and capacity across the entire City but this can mask the pressures that exist at local level, which vary considerably in different parts of the City. Additional places must be provided where they are needed and this is set out in the requirements to follow.

Supply vs Demand: Secondary Phase

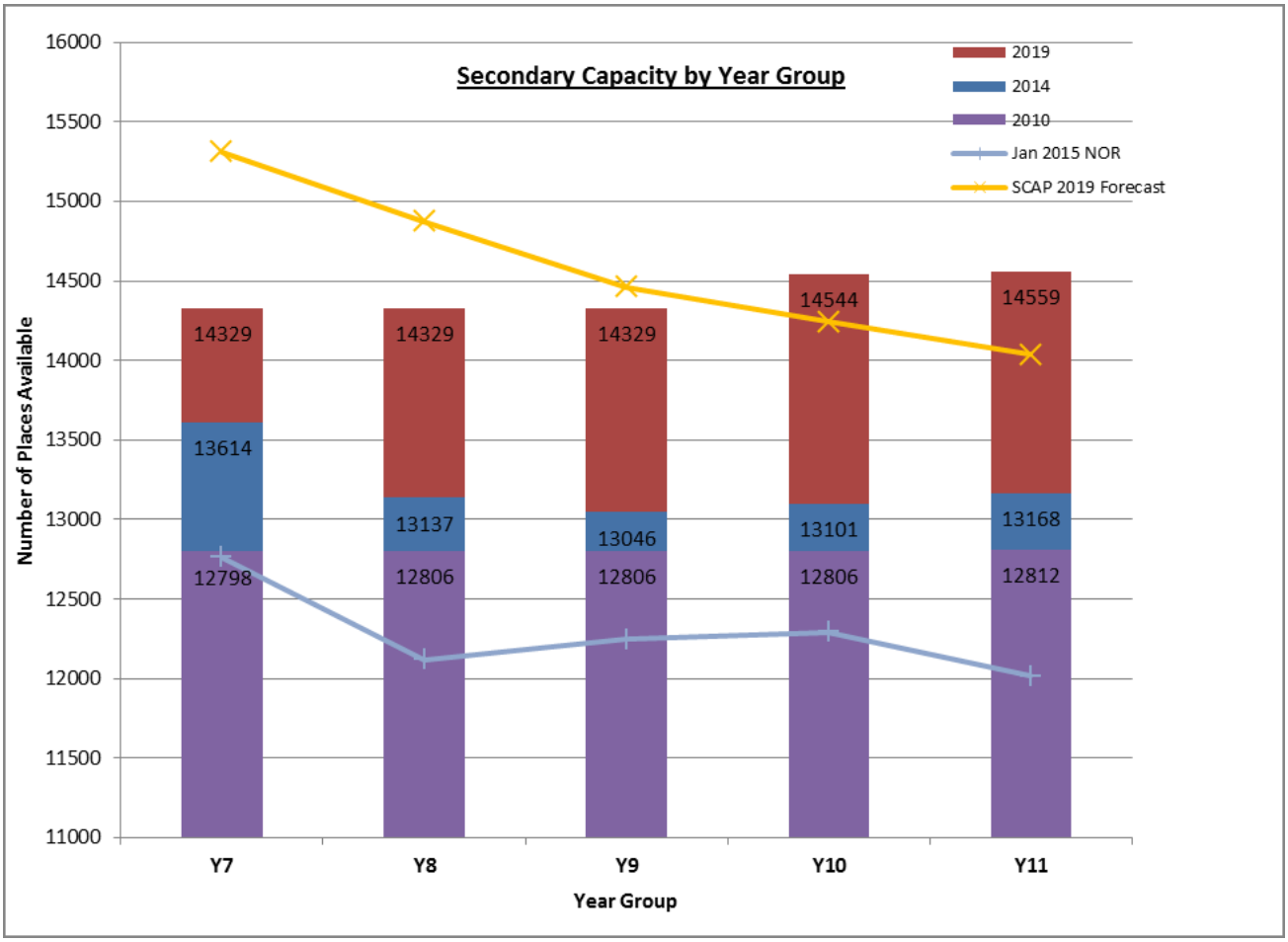
Context and Steps Taken to Date

- In the short term we have more school places than is currently required in our secondary schools. It is our priority to make use of existing school places and prioritise rapid improvement in our least popular schools, so that we give every Birmingham young person an equal chance of a great education.
- There are a number of local areas where pressure for places may be high. Additional Secondary Places (ASP) have been provided in some of these specific areas from 2014.
- The large majority of additional secondary school places provided in the city since 2010 have been created by new Free Schools and by schools that are their own admissions authorities, in advance of the growth in the secondary school population.
- We recognise that within the secondary cohort mobility for school places is high.
- Our asset survey work with schools will help us make better use of existing space when we are creating additional places.

Current Challenges and Next Steps

- We will only support expansion in areas where there is a compelling argument for additional places based on lack of local school places to meet local need and where we can demonstrate this will not negatively impact on outcomes for children in neighbouring schools.
- There is a significant risk of over-supply of year 7 places in some parts of the city for at least the next 2 years. Where appropriate, we will consider reducing the numbers of places in some schools as a temporary measure to aid stability and school improvement.
- In 2015 there were 1000 vacancies in year 7; this is a surplus of 7% and we are aiming to reduce this to no more than 3%.
- The priority across the City is to invest maximum resources and expertise in improving our least popular schools so that pupils attending those schools get a great education.
- Secondary pupils are forecast to increase each year 2016 until a peak is reached in 2023. We anticipate substantial appetite from our existing schools to meet needs for additional places so we may need very few new schools.
- There are particular areas where there may be pressure for local school places and lack of vacancies within a reasonable distance. Where this is the case in the short term, we will look to create small expansions to meet local need.
- We are asking all partners not to expand provision in the short term unless requested to meet specific local pressure. We are also asking partners to begin to plan expansions and new schools with us for places needed from 2018/2019.
- The number and location of additional secondary places we will need from 2018 changes as new places are created. We will keep sharing school census data and requesting information so we can update and share an emerging landscape.

- We anticipate that all of the surplus places in years 7-9 currently provided in our secondary schools will be needed over the next 2-4 years to meet the impending growth; after this time Graph 5 (below) illustrates the need for additional places in years 7-9 by 2019.



Graph 5: Secondary Capacity by Year Group at 2010, 2014 and 2019 forecasts. Source: School Census Data Jan 2015, SCAP 2015 plus EDSI Capacity records

Supporting commentary on Graph 5

This graph provides information on the school estate capacity across Reception to Year 6 at 2010, 2014 and 2019 including approved free school provision, planned and approved expansions or known increased admission numbers from own admission authorities...This is marked against the actual Numbers on Roll reported at Schools Census in Jan 2015 and the 2019 forecast as provided to DFE in 2015.

The graph demonstrates the requirement for additional secondary places at City level by looking at forecast vs current supply. While this shows where forecast demand for Year 7 places will exceed current supply if no further additional places were provided, the picture hides the fact that there are too many Year 7 places in some parts of the city and also masks some areas of local pressure.

Free Schools

While the Department for Education has announced that Birmingham is a priority area for Free School activity, the City's priority is to ensure that resources are managed as effectively as possible to get the best possible education for all of our children. Free Schools opened to date in the City are not always in areas where we need additional places. This has a negative impact on the stability and improvement of neighbouring schools and diverts valuable resources away from where they are most needed. In addition, the location, size and opening date of Free School proposals may change at short notice which makes it extremely difficult for us to plan effectively.

Although we have limited influence on decisions about Free Schools, we will oppose any proposed Free School that we consider will create places surplus to requirements. Conversely, where a proposal clearly aligns to basic need and will add to the quality and sustainability of the local education offer, we will actively partner with the Free School proposer to support identification of appropriate sites and admissions arrangements. We collaborate proactively with colleagues from the Department for Education and the Education Funding Agency to provide local place planning information for them to consider at an early stage in their assessment of Free School proposals.

Where the Local Authority identifies the need for a new school, there is now a requirement this will be created through the Free School programme and met through Local Authority funding and basic need grant funding.

Free Schools may be mainstream primary or secondary schools, Alternative Provision schools or Studio Schools which offer provision for young people aged 14-19 usually with one or more specific links to business / industry. A full list of Free Schools opened or approved to open in Birmingham is provided in Appendix 4.

Headline School Place Requirements in Birmingham 2015-2020/21

	Primary Phase R – Y6	Secondary Phase Y7 - Y11
2015/16	Continue to explore options to create additional capacity in certain areas of the City in years R – 6.	More places in Yr7 than required in the large majority of areas. Small numbers of additional places will be considered where there is a compelling case that there are no vacancies within reasonable distance to meet local need.
2016/17	Planned expansions already underway. More places required in hotspots to accommodate growth in Y1-6. Some further permanent Reception places needed to meet peak entry numbers.	
2017/18	Bulge/flexible classes across R-Y6 to meet temporary need will be required. No permanent Reception places required.	Growth in demand likely to exceed supply in more locations across the city so some permanent additional Y7 places will be required.
2018/19	Bulge/flexible classes across Y1-Y6 to meet temporary need will be required. No permanent Reception places required.	Additional capacity likely to be required in a number of areas as pupil numbers increase beyond capacity. We expect sufficient places will be provided by schools wishing to expand without the need for new schools.
2019 & beyond	Cohort growth remains a consideration together with local pressure in our primary sector.	Additional capacity likely to be required across the city in preparation for the peak of numbers in 2023, potential for a small number of new schools to be required

Types of Expansion: (FE means Form of Entry, or class; so 1FE = 30 places, 2FE = 60 places etc.)

Permanent Expansion creates permanent capacity to take additional pupils year on year.

It usually means expanding your school by 1FE (30 places) until every year group has increased by 1FE. A permanent expansion will start either in Reception, Year 3 or Year 7. Historically, permanent expansions have filled year-on-year, however it is our expectation moving forwards that permanently expanded schools may open classes in some year groups simultaneously when needed. Expansions can also be achieved by an age range change, for example secondary school lowering their age to become an all-through school and accommodate primary provision, or vice versa.

Bulge Expansion is an additional class starting in a specific year group which moves through the school.

A 1FE Bulge expansion starting in Year 2 would create 30 places in Year 2, moving into Year 3, 4, 5, 6 as the children move through the school. Once a bulge class has left, we would hope to negotiate a potential new bulge in a year group where there is a demand for additional places.

Temporary Expansion creates capacity (usually bulge class) on a temporary basis prior to a permanent solution.

Flexible Expansion creates additional places across a number of year groups where needed.

Schools implementing this model are developing a range of ways in which classes and intervention programmes are organised so that the class sizes are preserved while the school is able to offer places flexibly to meet demand, in particular for sibling places. The advantages of flexible expansion are that schools can offer places to siblings who are in different year groups. See Appendix 5 for examples of school models. We are also looking at the possibilities of adopting 'overfill' which has been used in a number of other Local Authorities, particularly in Key Stage 2 and upwards and in year groups 5&6 where opening a completely new class may be detrimental to schools at assessment time. This involves schools admitting over PAN but retaining class size.

New Schools where required will be Free Schools.

There is a continuing level of interest by Free School Proposers in the city. We are prioritising using our existing estate to create additional places in light of the growing knowledge we have on school assets, but we need to plan mindful of the potential need for new schools to meet need e.g. resulting from large housing developments.

Requirements by Phase and Type of Provision

Details of specific measures to provide mainstream school place requirements are included at Appendix 8 of this document.

Primary School Additional Place Requirements 2015-2018/19

Immediate Pressure 2015/16

There are key areas of the City which are currently experiencing high levels of in-year growth.

Key Priorities:

1. Ensure capacity for places is injected into year groups 2 and 3 quickly.
2. Ensure flexibility to manage cohort growth in all Primary age year groups R to 6.
3. Manage the timing of expansions to limit waiting list movement and reduce impact on improvement and finances.

We are targeting specific areas to create additional capacity. The following maps are split by year group to show in-year priority areas in relation to both ward and district boundaries.

Together with schools we have delivered a number of bulge and temporary class solutions to meet these pressures in previous years. This has successfully and flexibly created new places when and where needed.

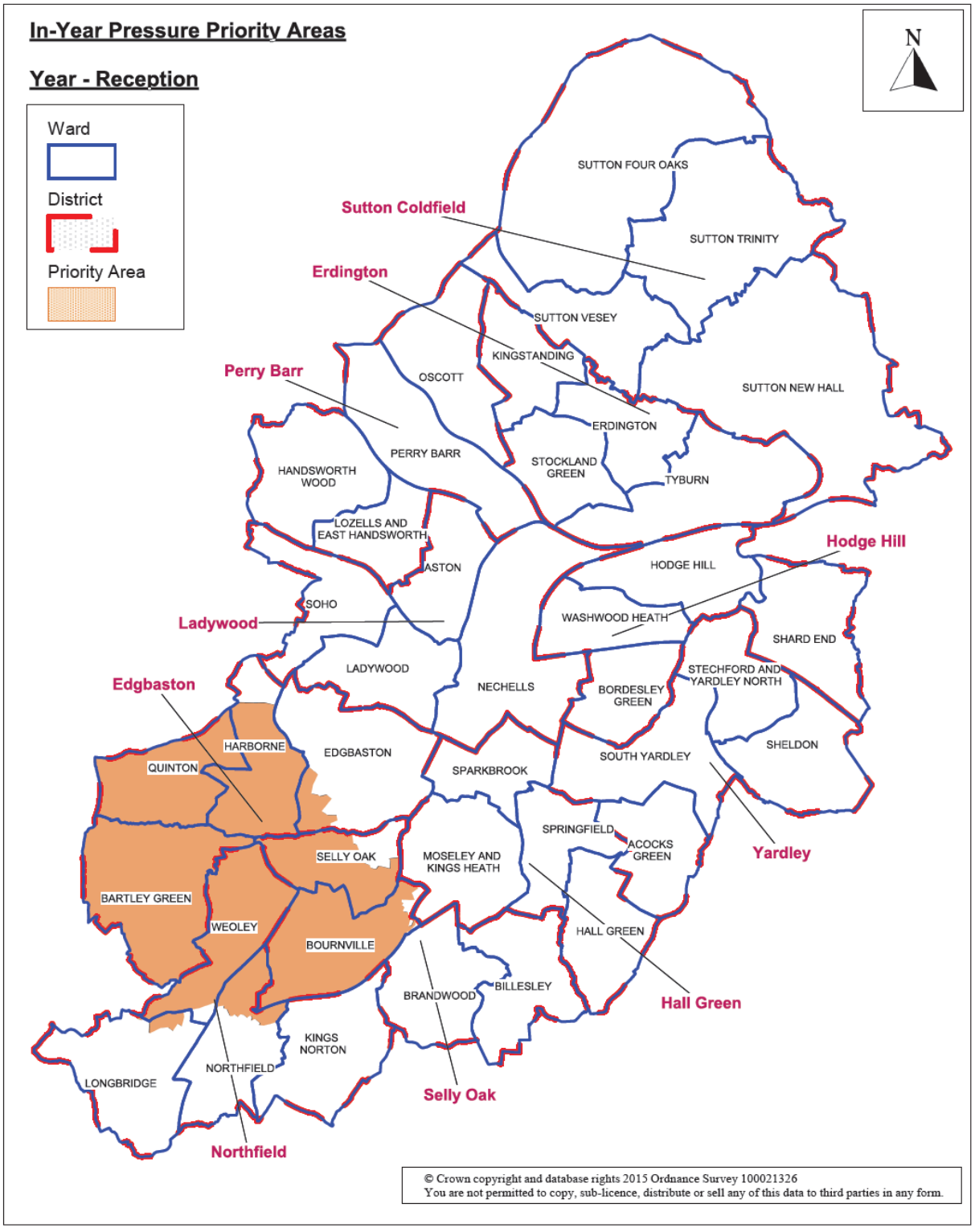
Please refer to Appendix 3A for supporting information on the projects delivered and planned from 2014. Map D1 & D2 show the location of existing schools offering primary provision and primary expansion projects.

Map Set A which follows highlights current pressures across primary year groups during 2015/16.

MAP SET A: IN-YEAR PRESSURE

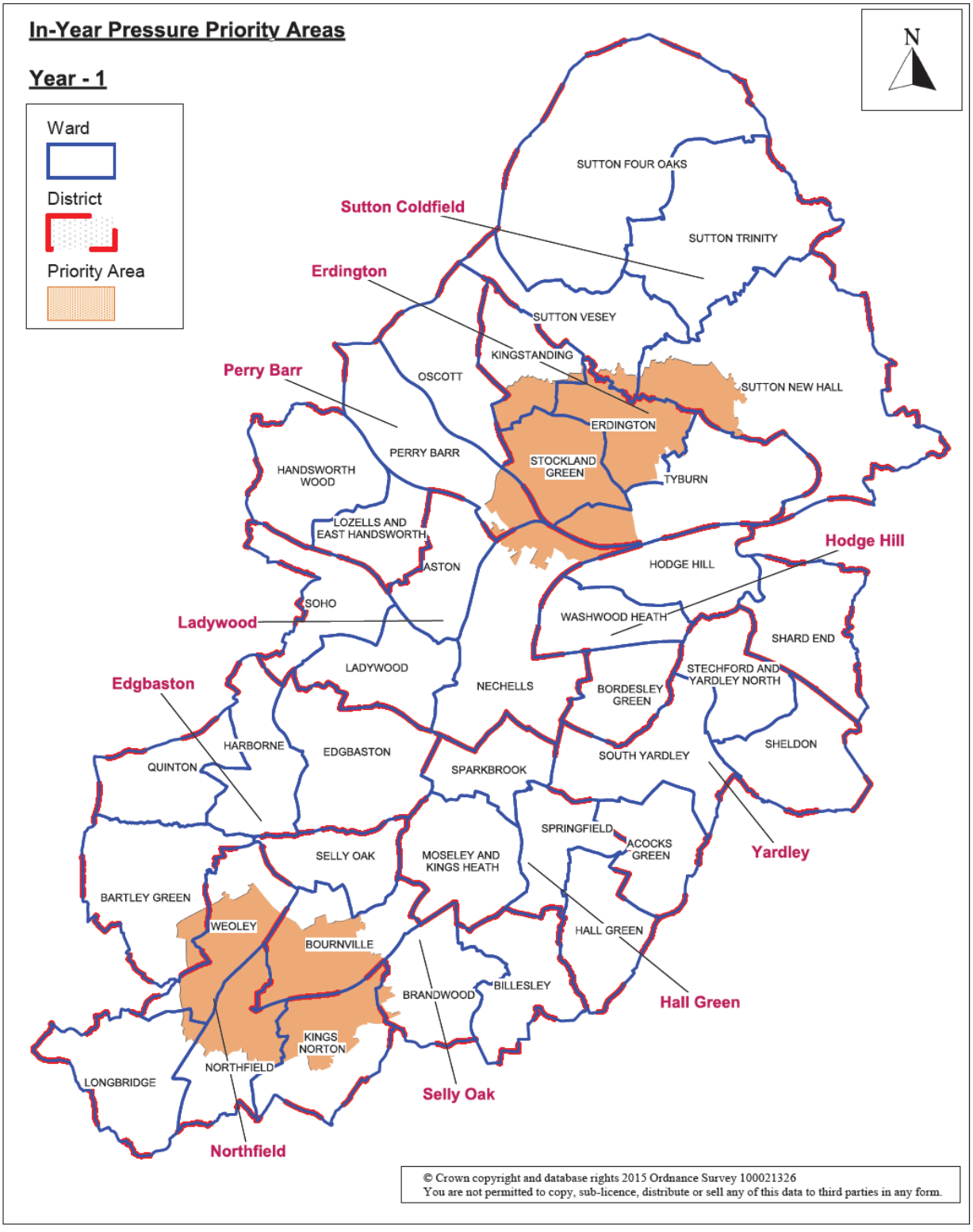
Map A1. Reception 2015/16 Pressure **MAP SET A**

Birmingham City Council



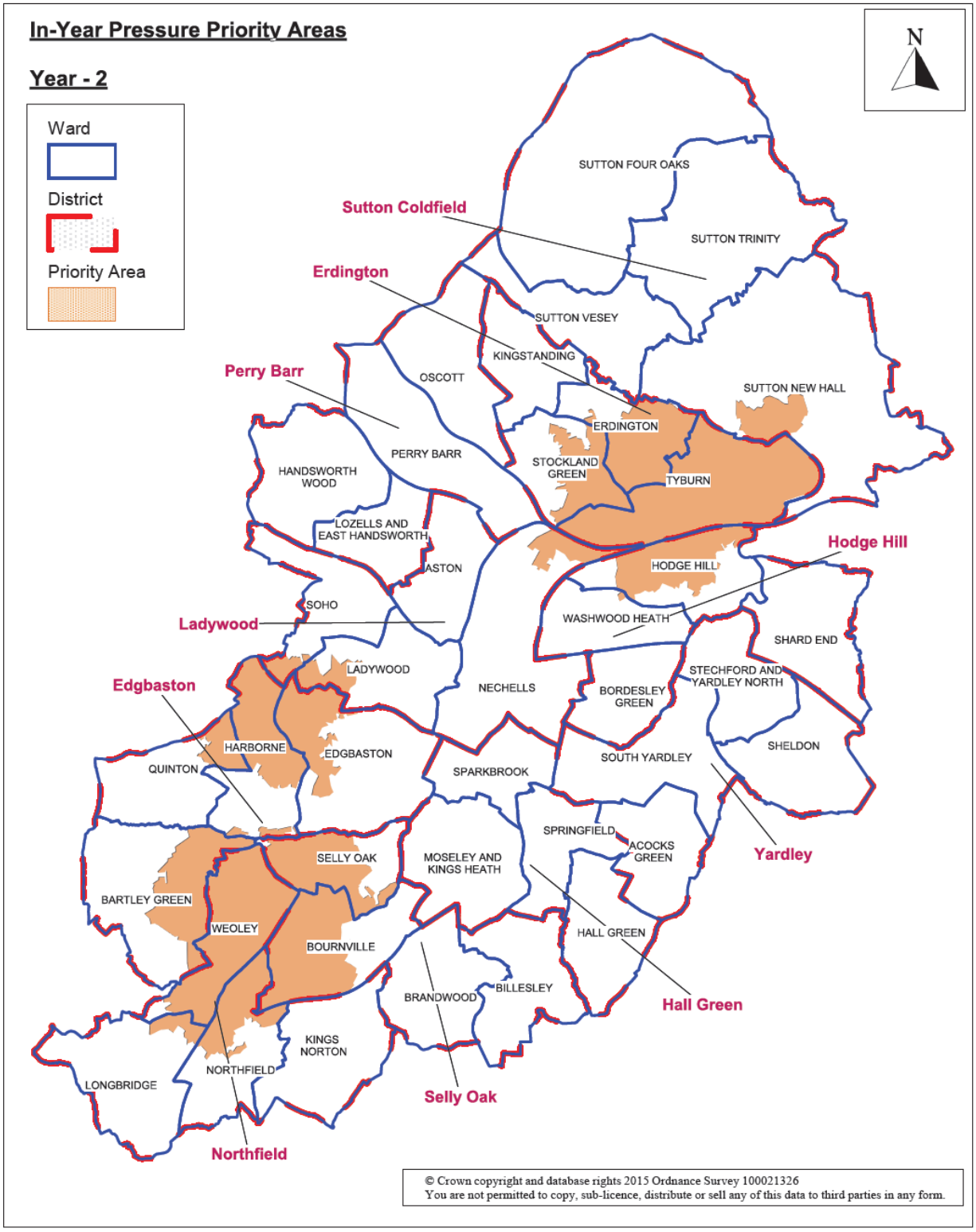
Map A2. Year 1 2015/16 Pressure **MAP SET A**

Birmingham City Council



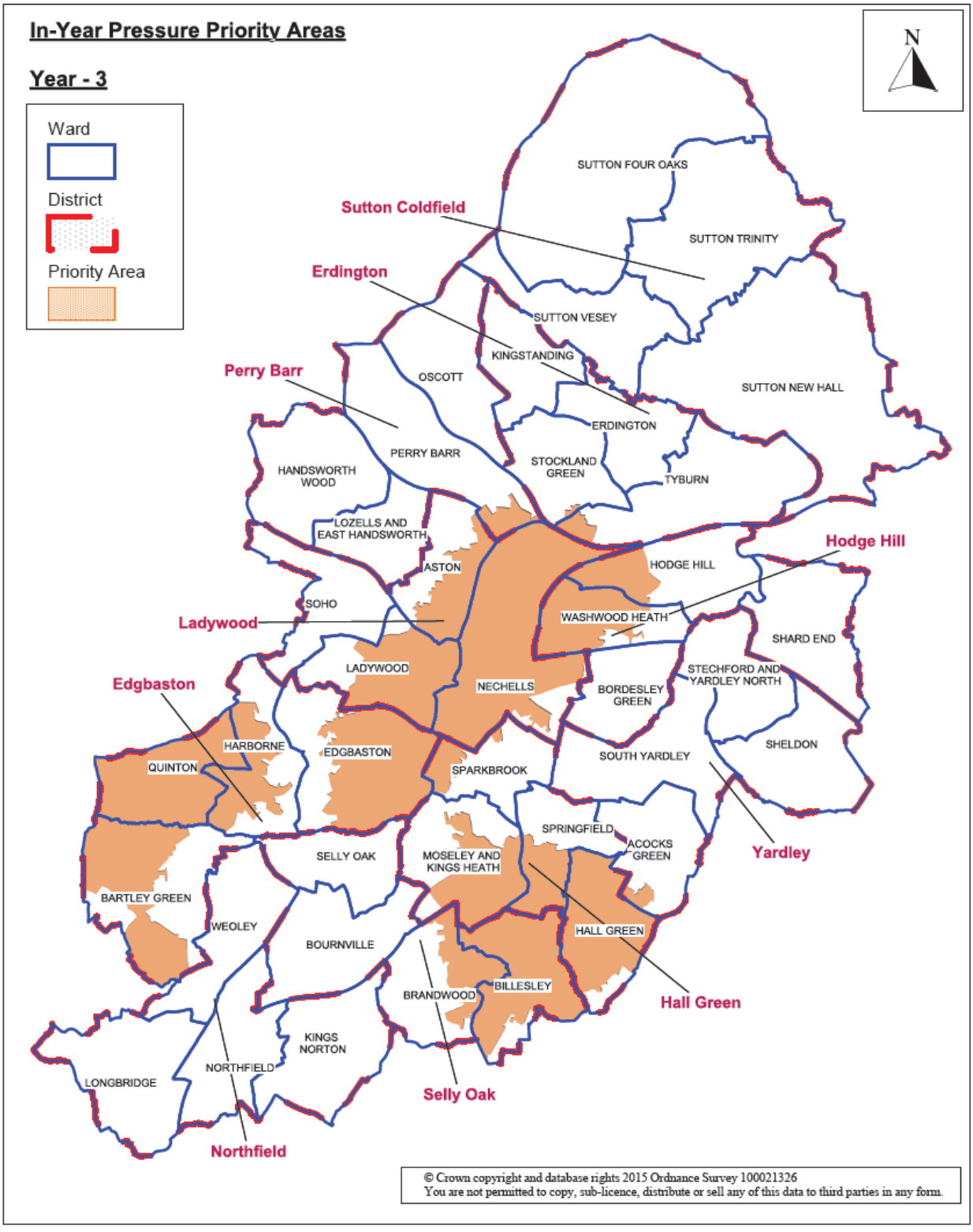
Map A3. Year 2 2015/16 Pressure **MAP SET A**

Birmingham City Council



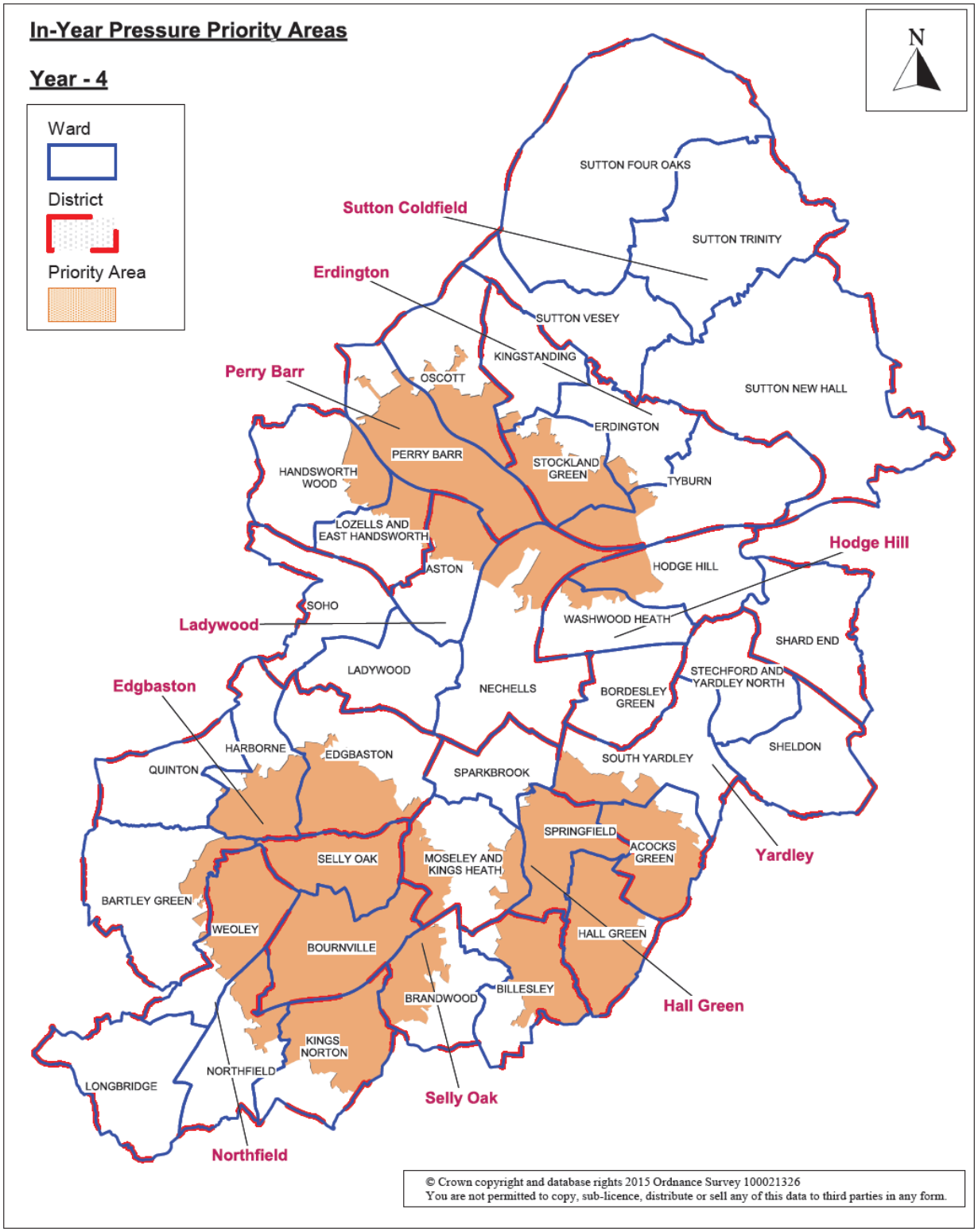
Map A4. Year 3 2015/16 Pressure **MAP SET A**

Birmingham City Council

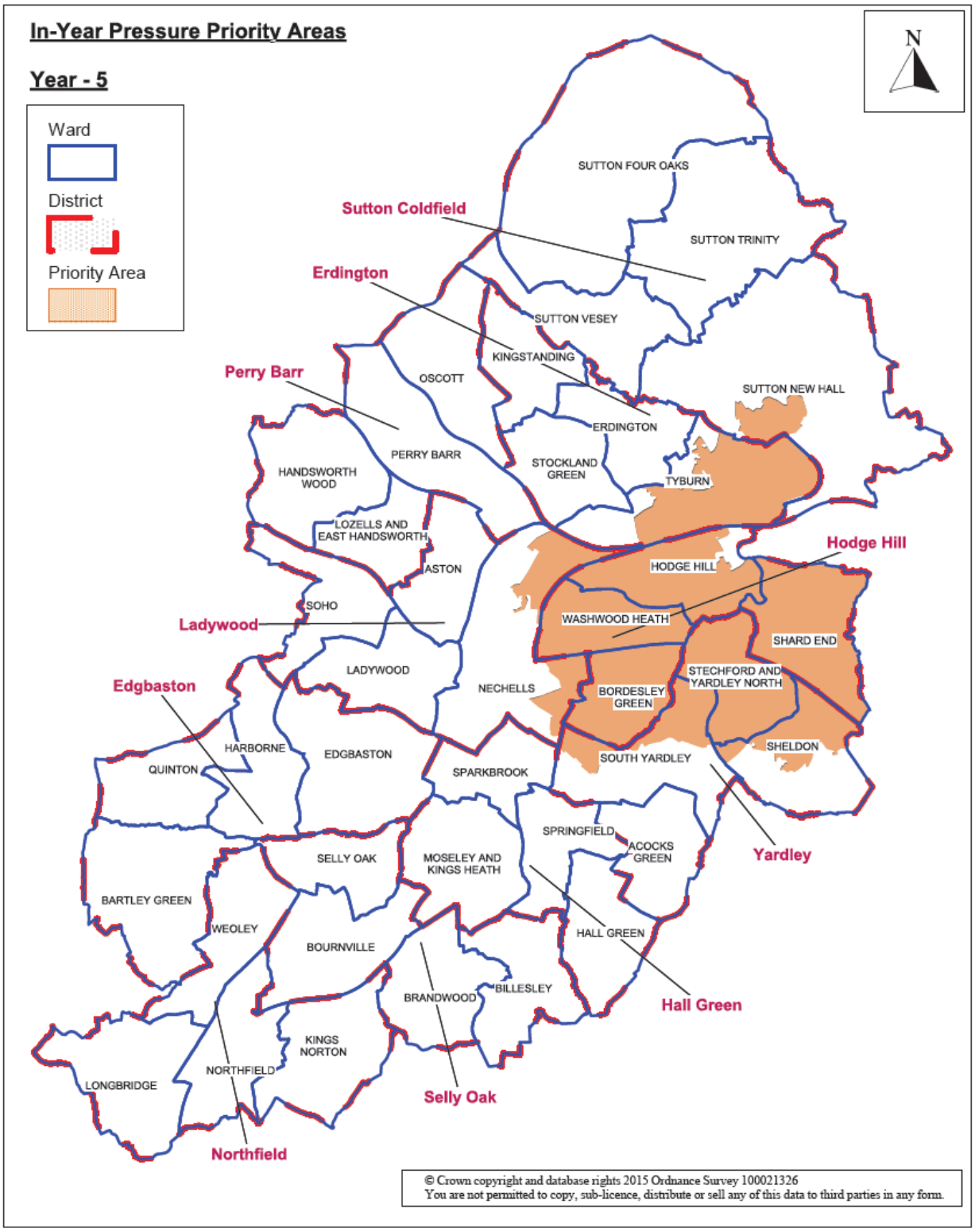


Map A5. Year 4 2015/16 Pressure **MAP SET A**

Birmingham City Council

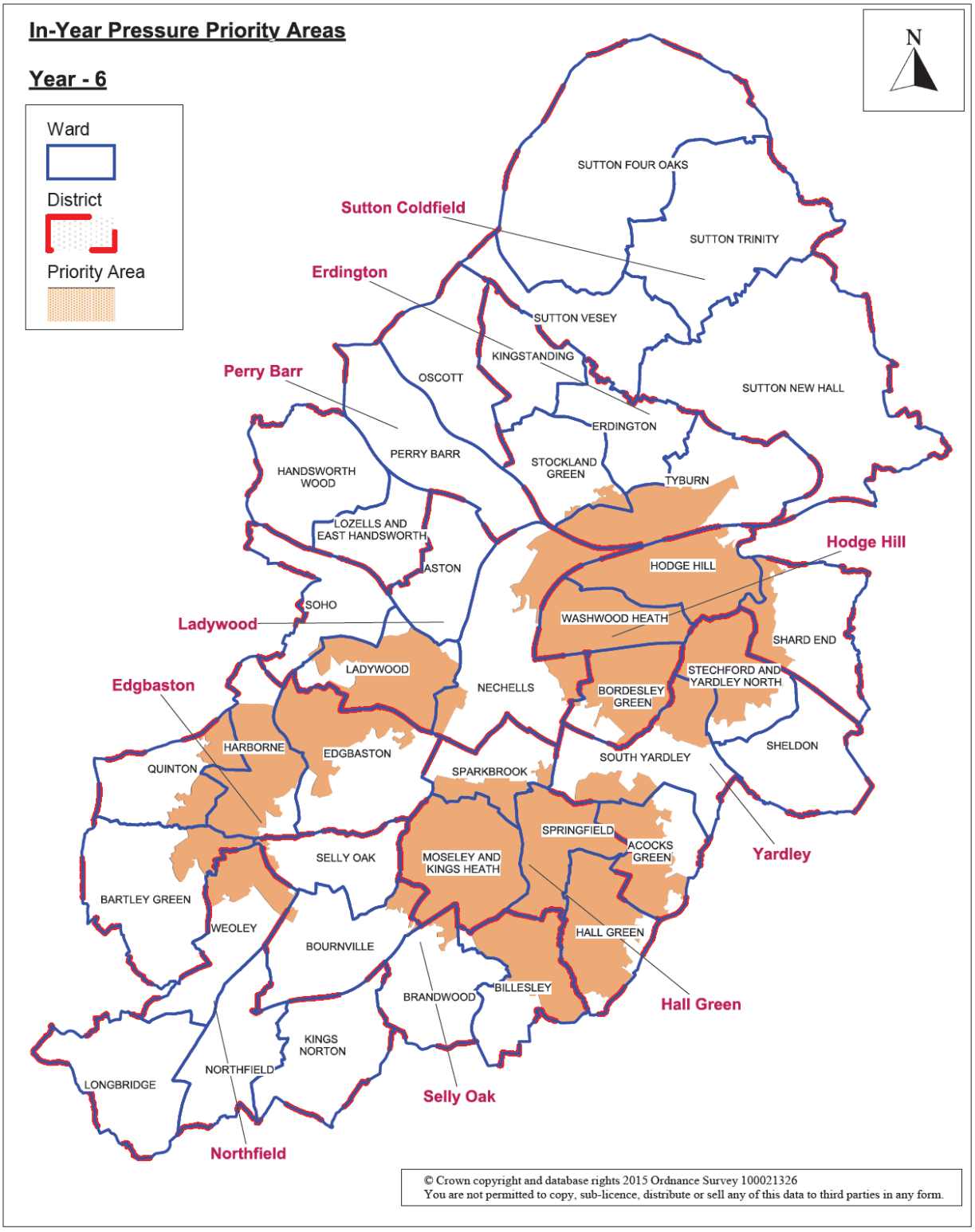


Map A6. Year 5 2015/16 Pressure **MAP SET A**



Map A7. Year 6 2015/16 Pressure **MAP SET A**

Birmingham City Council



Forecast Additional Primary Places 2016 to 2018/19

The City is set to continue to experience growth within primary aged pupils. The tables of requirements which follow and the associated maps demonstrate the change in pupil numbers we anticipate until 2018/19 at ward level.

Please refer to Appendix 3A for supporting information on the projects delivered and planned. Map D1 & D2 show the location of existing schools offering primary provision and primary expansion projects.

Map Set B shows forecast growth for Reception places between 2016 and 2018/19. The maps are correct as at November 2015 using the latest forecasting information submitted to DFE in Summer 2015 and the latest schools census at May 2015. See Appendix 6 for more guidance on how to read this set of maps.

We seek partners to help us provide expansions including;

- Year 3 Permanent provision to assist with in year growth in KS2 year groups.
- Temporary, Bulge and Flexible classes.
- Deploying and opening provision as needed avoiding critical school calendar events i.e. key stage assessment periods.
- Addressing over provision and to explore reuse, for example to accommodate a bulge in a younger year group where numbers are higher.

We highlight;

- Optimum size of expansion is 1FE.
- Where appropriate we will consider larger expansions or over-fill in older year groups.
- Free School Provision – we are working in partnership with the DFE to influence size, location and admissions policies of Free School provision to meet local need. Proposed free schools are tabled alongside our requirements so the Free School offer is recognised and change is possible to track.

Requirements have been adjusted since the last publication. This is as a result of continued cohort growth into the City and a need to meet a 2.5% surplus capacity in order to sustain further cohort growth.

Projected Primary School Place Requirements 2016 to 2018/19 – please refer to Map Set B

City Requirements for Additional Primary Places

Year	Type	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	City
2016	**Permanent[1]**	**4FE**			**9FE**				**13FE**
	Bulge	8FE	9FE	6.5FE	3FE	9.5FE	5FE	3FE	44FE
2017	**Permanent[1]**	**3FE**							**3FE**
	Bulge	5FE	2FE	2FE	2FE	1FE			12FE
2018	**Permanent[1]**								-
	Bulge			1FE					1FE

[1] Likely to be met by a bulge in the first year followed by full works to achieve permanent expansion

CONFIRMED ADDITIONAL RECEPTION PLACES THROUGH FREE SCHOOL, PLANNED EXPANSION UNDER APP OR GROWTH BY OWN ADMISSION AUTHORITY [1]

Year	Edgbaston	Erdington	Hall Green	Hodge Hill	Ladywood	Northfield	Perry Barr	Selly Oak	Sutton Coldfield	Yardley
2015		Yenton Primary **+30 places** bulge		Leigh Primary **+1FE** bulge	King Solomon **+2FE** (50% faith)	Cofton Primary **+1FE[3]**	St Mary's CE Primary **+0.5FE**		Maney Hill Primary **+30 places** bulge	Perry Beeches V **+100 places**
		St Margaret Mary's RC **+15 places** bulge		Guardian Angels Primary **+30 places** bulge	St George's CE Primary **+1FE**				Mere Green Primary **+30 places** bulge	St Thomas More RC Primary **+30 places** bulge
2016	Harborne Primary **+2FE[2]**	Yenton Primary **+1FE[1]**						Bournville School **+2FE[1]**	Maney Hill Primary **+1FE[1]**	
		Osborne Primary **+1FE[1]**							Mere Green Primary **+1FE**	
2017										

EFA APPROVED ADDITIONAL PLACES, LOCATIONS TO BE CONFIRMED OR IMPACT UNKNOWN, NOT TAKEN INTO ACCOUNT IN CAPACITY CALCULATIONS

2016			Olive **+45 places** across 2 nodes		Olive **+15 places** across 1 node					Olive **+30 places** across 1 node
2017					Perry Beeches Primary I **+100 places**		Perry Beeches VI **+100 places**			

[1] Pending School Organisation decision so not taken into account in capacity calculations.
[2] Awaiting build completion so not taken into account in capacity calculations.
[3] Originally expanded by own admission authority however now part of LA Basic Need programme; need still identified.

Ward/District Requirements 2016 – please refer to Map Set B

District	Ward	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Edgbaston t = temporary/ bulge p = permanent	Bartley Green		1FEt		1FEt			
	Edgbaston				1FEp			
	Harborne	1FEp	1FEt	1FEt		1FEt		
	Quinton							
	Total	**1FEp**	**2FEt**	**1FEt**	**1FEp 1FEt**	**1FEt**		
Erdington t = temporary/ bulge p = permanent	Erdington	1FEp		1FEt	1FEp 1FEt			
	Kingstanding	1FEt	1FEt					
	Stockland Green							
	Tyburn							
	Total	**1FEp 1FEt**	**1FEt**	**1FEt**	**1FEp 1FEt**			
Hall Green t = temporary/ bulge p = permanent	Hall Green	1FEp	1FEt		1FEp	1FEt		
	Moseley and Kings Heath							
	Sparkbrook				1FEt			
	Springfield						1FEt	
	Total	**1FEp**	**1FEt**		**1FEp 1FEt**	**1FEt**	**1FEt**	
Hodge Hill t = temporary/ bulge p = permanent	Bordesley Green		1FEt					1FEt
	Hodge Hill				1FEp	1FEt	1FEt	1FEt
	Shard End	1FEp 1FEt	1FEt	1FEt		1FEt		
	Washwood Heath				1FEp	1FEt		
	Total	**1FEp 1FEt**	**2FEt**	**1FEt**	**2FEp**	**3FEt**	**1FEt**	**2FEt**
Ladywood t = temporary/ bulge p = permanent	Aston			1FEt		1FEt	1FEt	
	Ladywood				1FEp	1FEt		
	Nechells			1FEt		1FEt	1FEt	1FEt
	Soho							
	Total			**2FEt**	**1FEp**	**3FEt**	**2FEt**	**1FEt**

District	Ward	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Northfield t = temporary/ bulge p = permanent	Kings Norton			1FEt				
	Longbridge		1FEt		1FEp			
	Northfield							
	Weoley						1FEt	
	Total		**1FEt**	**1FEt**	**1FEp**		**1FEt**	
Perry Barr t = temporary/ bulge p = permanent	Handsworth Wood	1FEt	1FEt					
	Lozells & East Handsworth				1FEp			
	Oscott							
	Perry Barr	1FEt						
	Total	**2FEt**	**1FEt**		**1FEp**			
Selly Oak t = temporary/ bulge p = permanent	Billesley							
	Bournville	1FEt	1FEt					
	Brandwood							
	Selly Oak	1FEt				1FEt		
	Total	**2FEt**	**1FEt**			**1FEt**		
Sutton Coldfield t = temporary/ bulge p = permanent	Sutton Four Oaks							
	Sutton New Hall			0.5FEt		0.5FEt		
	Sutton Trinity							
	Sutton Vesey							
	Total			**0.5FEt**		**0.5FEt**		
Yardley t = temporary/ bulge p = permanent	Acocks Green	1FEt						
	Sheldon	1FEt						
	South Yardley				1FEp			
	Stechford and Yardley North							
	Total	**2FEt**			**1FEp**			

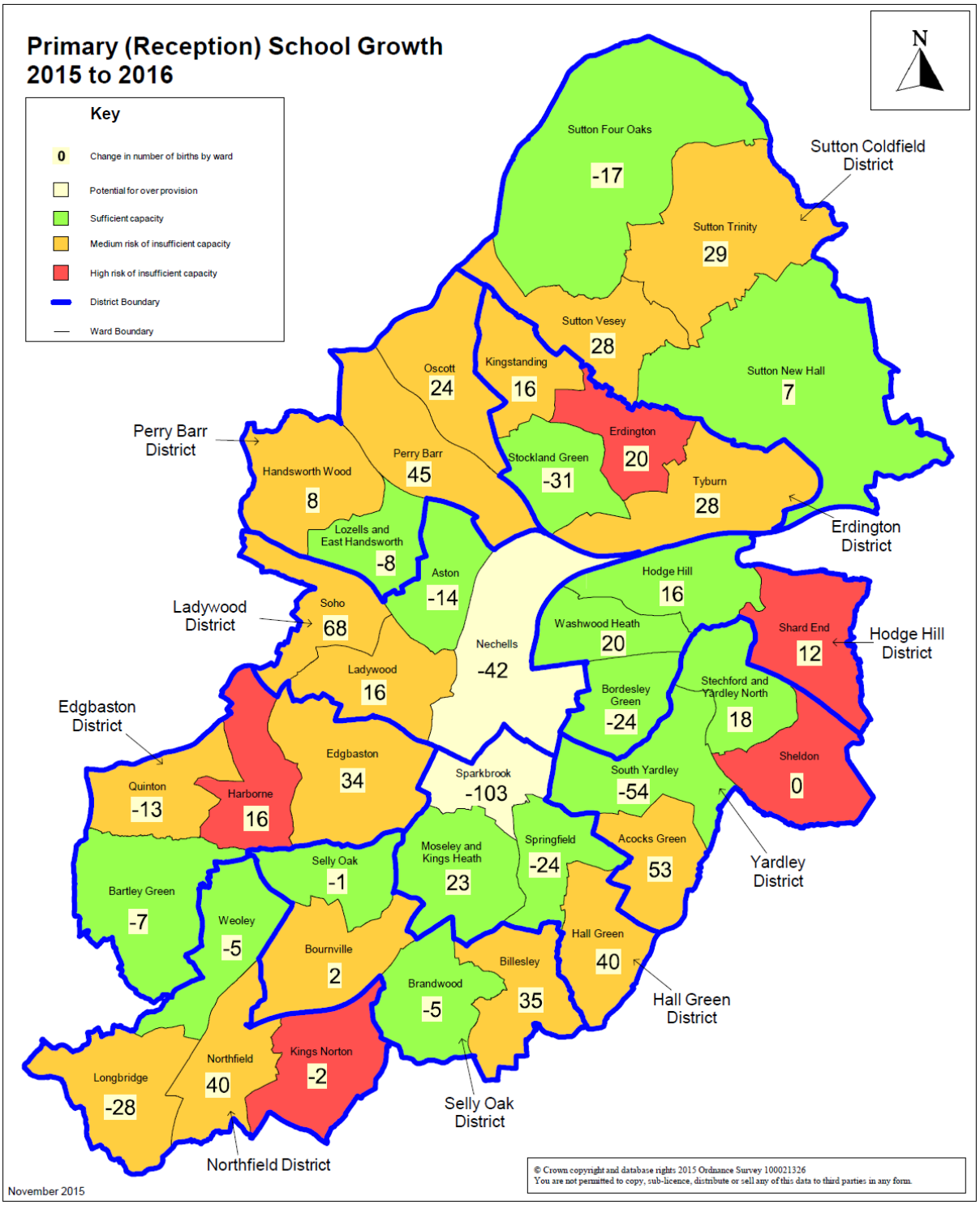
District Requirements 2017 & 2018/19

t = temporary/bulge
p = permanent

District	Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Edgbaston	2017							
	2018							
Erdington	2017							
	2018							
Hall Green	2017							
	2018							
Hodge Hill	2017		1FEt					
	2018							
Ladywood	2017		1FEt	1FEt	1FEt			
	2018							
Northfield	2017	1FEt 1FEp			1FEt			
	2018							
Perry Barr	2017	1FEt 1FEp		1FEt		1FEt		
	2018			1FEt				
Selly Oak	2017	2FEt						
	2018							
Sutton Coldfield	2017	1FEt						
	2018							
Yardley	2017	1FEp						
	2018							

MAP SET B: RECEPTION GROWTH – please refer to Appendix 6 on how to read the maps

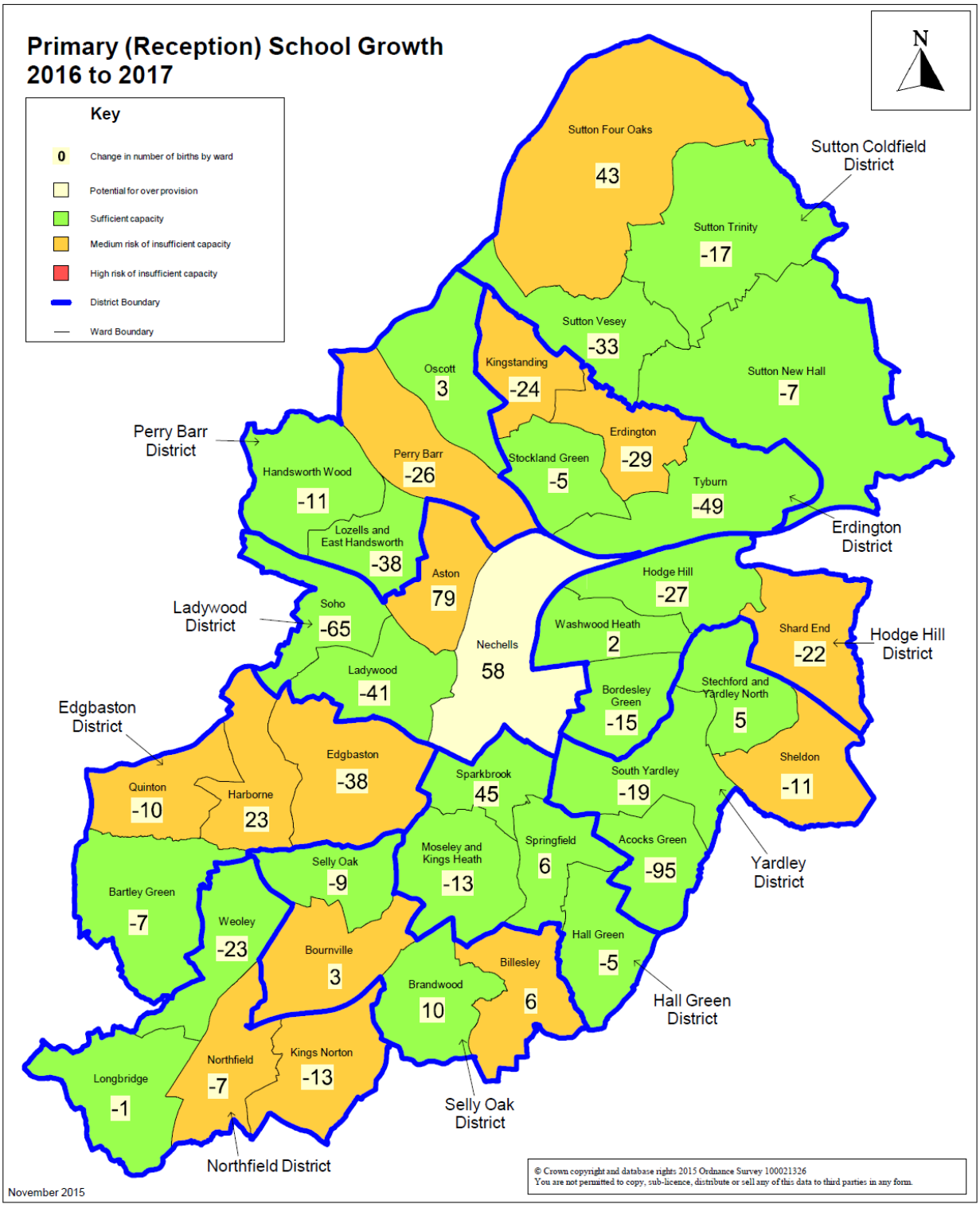
Map B1. Reception Entry 2016 **MAP SET B**



Data Source: ONS Birth data. Subject to revision in light of coordinated admissions, Free Schools, and further growth analysis.

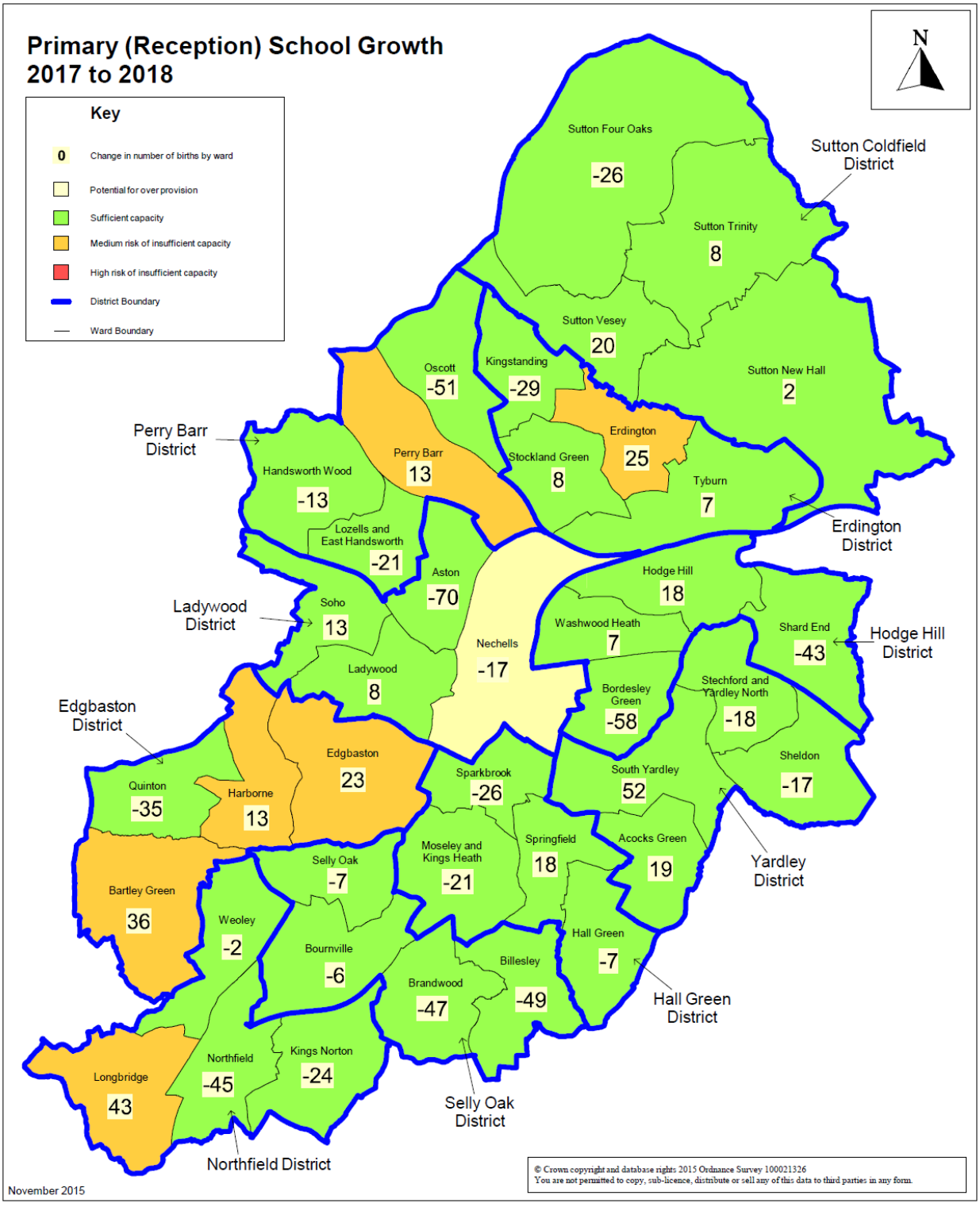
Map B2. Reception Entry 2017 **MAP SET B**

Birmingham City Council



Data Source: ONS Birth data. Subject to revision in light of coordinated admissions, free schools, and further growth analysis.

Map B3. Reception Entry 2018 **MAP SET B**



Data Source: ONS Birth data. Subject to revision in light of coordinated admissions, free schools, and further growth analysis.

Secondary School Additional Place Requirements 2016-2020/21

The table for secondary requirements is presented at district level and year of entry into Secondary school. The Secondary maps (Map Set C) are a useful reference when reviewing the requirements.

We are asking all partner providers to;

- Assist and plan to meet demand for places through permanent expansions from 2018.
- Adopt a flexible and co-ordinated approach to support local pressures between now and 2018 : where necessary, in areas of over-provision, we will consider temporary or permanent decommissioning of places to support sustainability and school improvement.

We highlight;

- There is over-provision in the City at this time (7%) within our Secondary School age range against an optimum position of 2.5% unfilled surplus places. In some areas, the level of over-provision is significant.
- Recently, a number of partners who are their own admissions authority have increased admission limits adding to surplus provision. We are asking partners to wait until there are more children requiring secondary places before further increasing admissions numbers.
- At a city level there are enough places for pupils until we reach 2018; however, as pupil numbers increase in 2016 and 2017 there may be some local pockets of pressure which may require small increases in numbers of places offered to meet basic need. This will only be required where there are no vacancies within the locality to meet local need.
- Free School Provision: a number of approved free Schools are due to open and we are seeking regular updates from the Department for Education in order to confirm the timing, size and location of these proposals. We track and consider the approved Free Schools in our planning but have to consider that the timing, size and location are all subject to further changes sometimes extremely late in the planning cycle.

Please refer to Appendix 3B for supporting information on the projects delivered and planned. Map D3 & D4 show the location of existing schools offering secondary provision and secondary expansion projects.

See Maps Set C for forecast growth for 2016 through to 2020/21. The maps are correct as at November 2015 using the latest forecasting information submitted to DFE in Summer 2015 and the latest schools census at May 2015. These are subject to revision in light of coordinated admissions and Free School initiatives, as well as further growth analysis. See Appendix 6 for more guidance on how to read this set of maps.

Requirements have been adjusted since the last publication. This is as a result of continued over-provision in parts of the city alongside a picture of growth in schools that are their own admissions authority. We need to reduce surplus levels prior to creating any further additional places.

Projected Secondary School Place Requirements 2016 to 2020/21 – please refer to Map Set C

District Requirements for Additional Secondary Places

The table shows the District Requirements for additional permanent Year 7 places and also the number of potential pupils in the corresponding cohort of pupils (in BCC schools living in the city).

Year	Edgbaston	Erdington	Hall Green	Hodge Hill	Ladywood	Northfield	Perry Barr	Selly Oak	Sutton Coldfield	Yardley	City
2016	250 more potential pupils in the cohort										-
2017	312 more potential pupils in the cohort (cumulative 562)										
											<2FE
2018	600 more additional pupils in the cohort (cumulative 1162)										
		1FE	2FE	3FE	2FE	1FE				2FE	11FE
2019	473 more additional pupils in the cohort (cumulative 1635)										
		2FE	2FE	3FE	2FE			1FE		3FE	13FE
2020	29 more additional pupils in the cohort (cumulative 1664)										
				1 FE	1 FE						2 FE

Areas of local pressure may arise requiring some flexibility of provision with admission numbers that could be accommodated by a number of schools providing a small number of additional places as required.

The above table is subject to change as a result of changing patterns of parental preference, alterations to existing admission arrangements and introduction of new provision. It should be reviewed alongside the maps in Set C to identify specifically which parts of the district would benefit from additional provision.

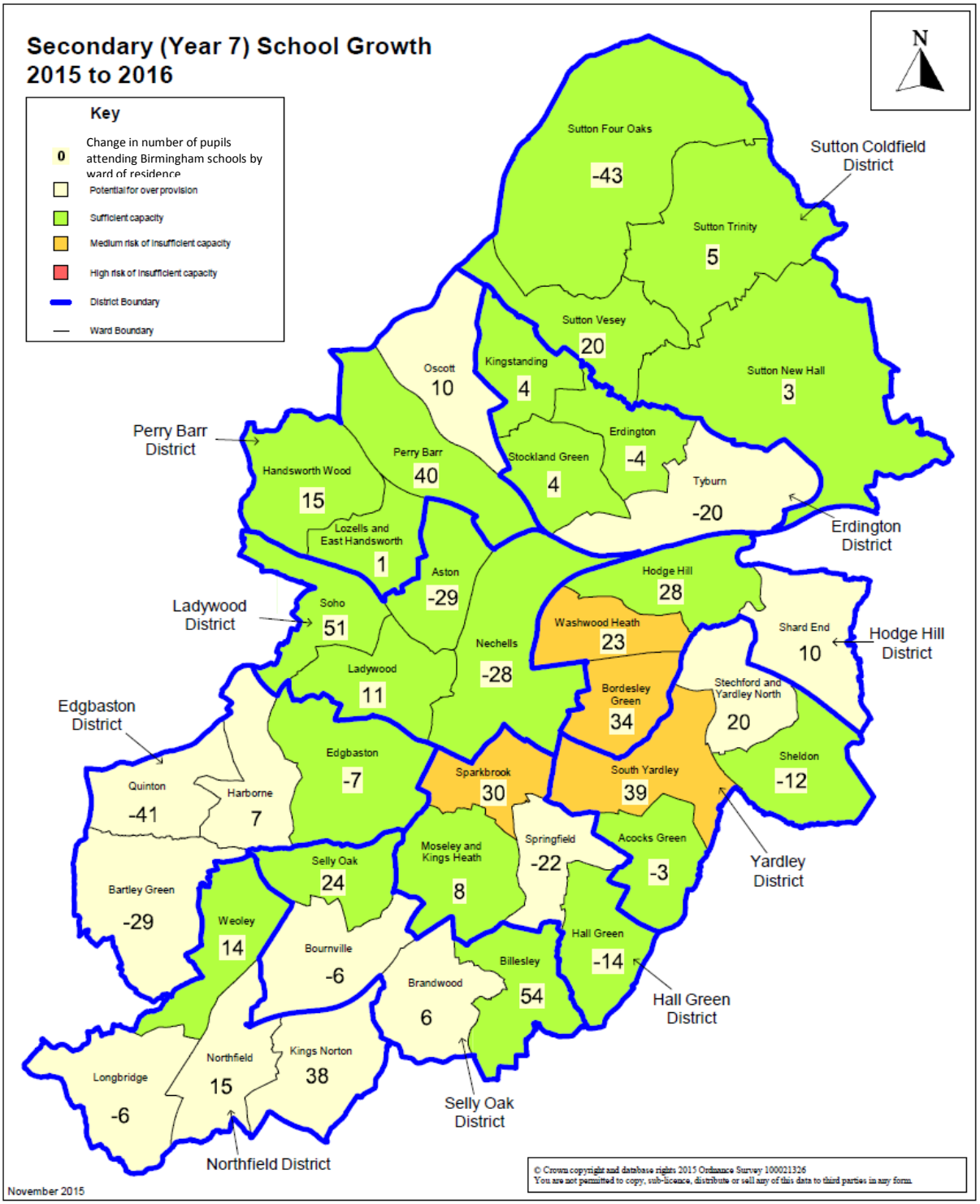
CONFIRMED PERMANENT ADDITIONAL Y7 PLACES THROUGH FREE SCHOOL, PLANNED EXPANSION UNDER ASP OR GROWTH BY OWN ADMISSION AUTHORITY										
Year	**Edgbaston**	**Erdington**	**Hall Green**	**Hodge Hill**	**Ladywood**	**Northfield**	**Perry Barr**	**Selly Oak**	**Sutton Coldfield**	**Yardley**
2015	King Edwards VI Five Ways **+30 places**[2]		Uni. of Birm. **+50 places** across 2 nodes	Starbank **+2 FE**	Uni. of Birm. **+25 places** across 1 node		Eden Boys' **+100 places**	Uni. of Birm. **+75 places** across 1 node	Bishop Vesey's **+32 places**	Perry Beeches V **+100 places**
			King Edwards VI Camp Hill Girls **+30 places**[2]	Queens-bridge **+30 places**	King Solomon **+3FE**		Handswor-th Wood Girls **+10 places**	Kings Norton Girls **+10 places**	Sutton Coldfield Grammar for Girls **+30 places**[2]	Ninestiles **+30 places**
			King Edwards VI Camp Hill Boys **+27 places**[2]		King Edwards VI Aston **+16 places**[2]		King Edwards VI Hands-worth **+32 places**[2]		Fairfax **+28 places**[2]	Archbis-hop Ilsley **+6 places**
2016						Turves Green Boys' **+25 places**[1]				
2017									Plantsbro-ok **+ 1FE**[1]	
EFA APPROVED ADDITIONAL PLACES, LOCATIONS TO BE CONFIRMED OR IMPACT UNKNOWN, NOT TAKEN INTO ACCOUNT IN CAPACITY CALCULATIONS										
2017							Perry Beeches VI **+100 places**			

[1] Being delivered under Priority Schools Building Programme, delivered by EFA

[2] Factored into last sufficiency publication.

MAP SET C: YEAR 7 GROWTH – please refer to Appendix 6 on how to read the maps

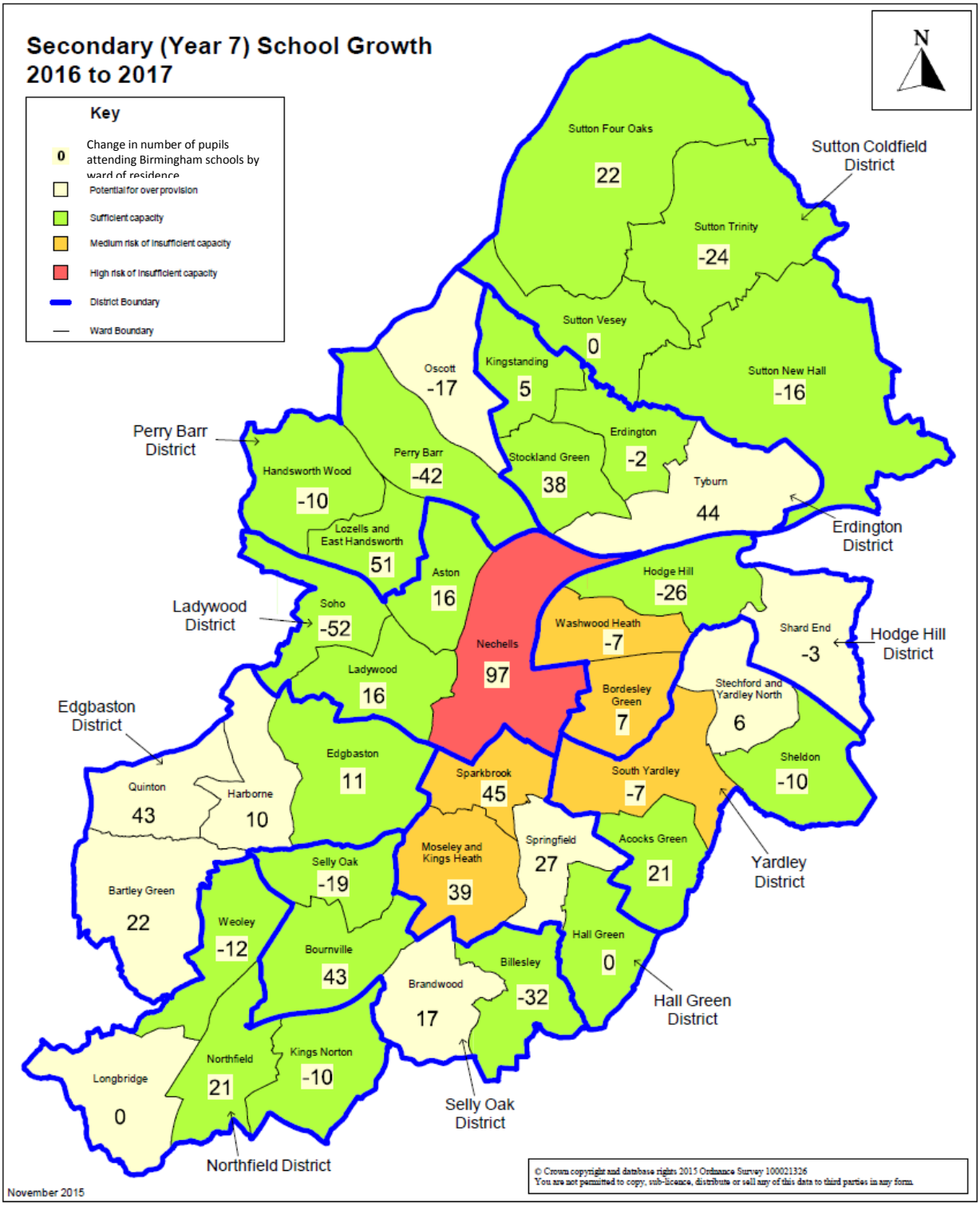
Map C1. Year 7 2016 **MAP SET C**



Data Source: May 2015 Census. Subject to revision in light of coordinated admissions, new Free Schools, and further growth analysis.

Map C2. Year 7 2017 **MAP SET C**

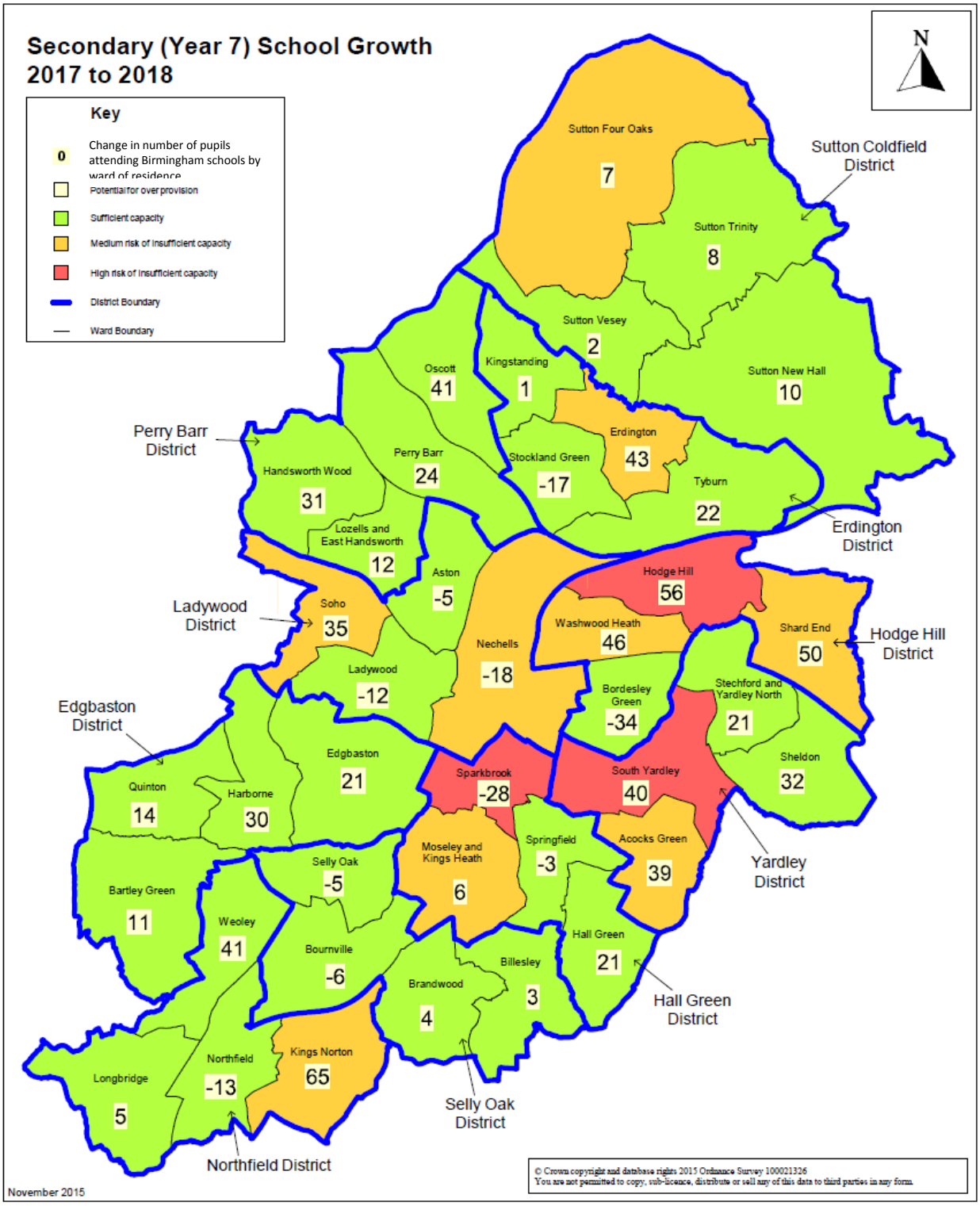
Birmingham City Council



Data Source: May 2015 Census. Subject to revision in light of coordinated admissions, new Free Schools, and further growth analysis.

Map C3. Year 7 2018 **MAP SET C**

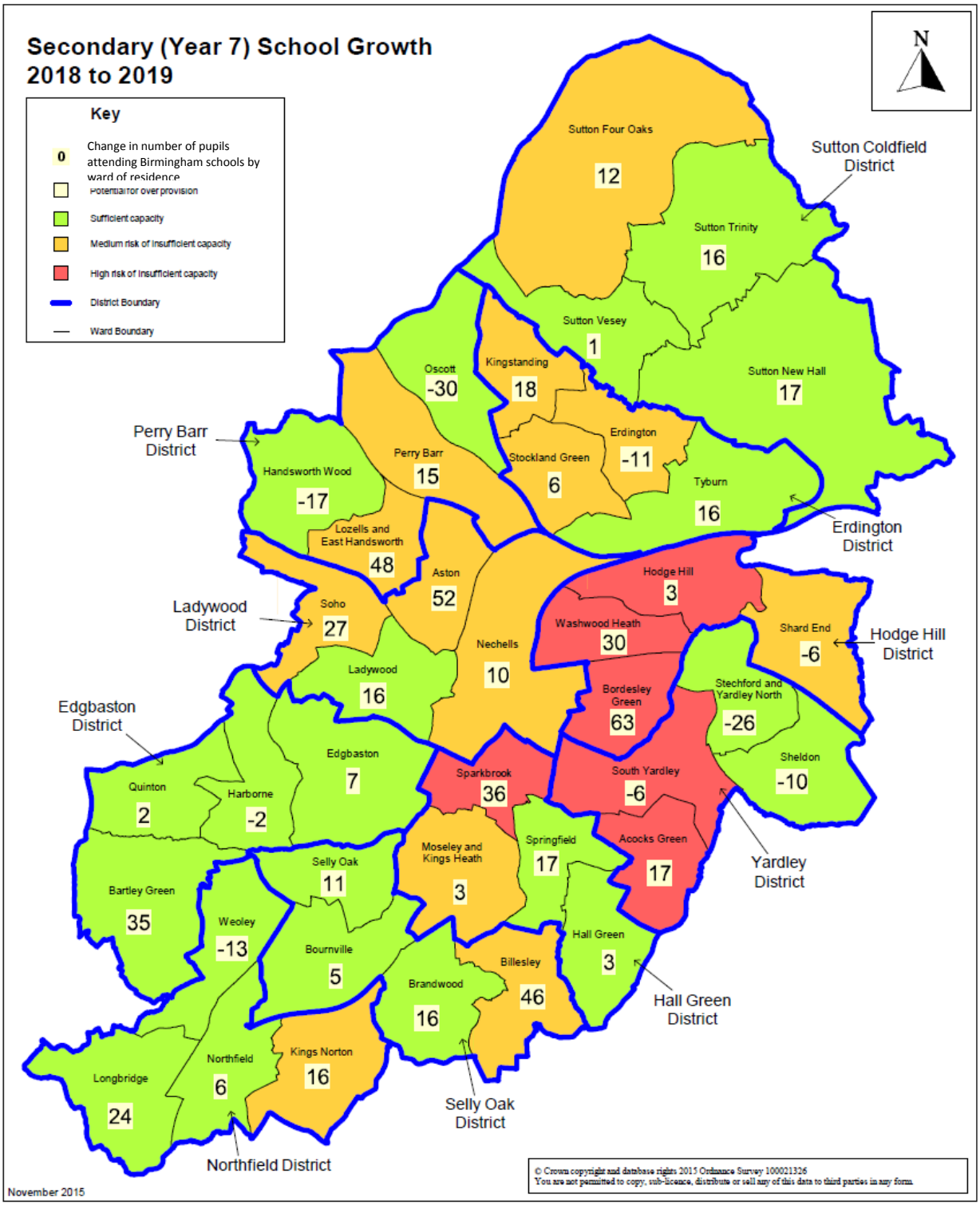
Birmingham City Council



Data Source: May 2015 Census. Subject to revision in light of coordinated admissions, new Free Schools, and further growth analysis.

Map C4. Year 7 2019 **MAP SET C**

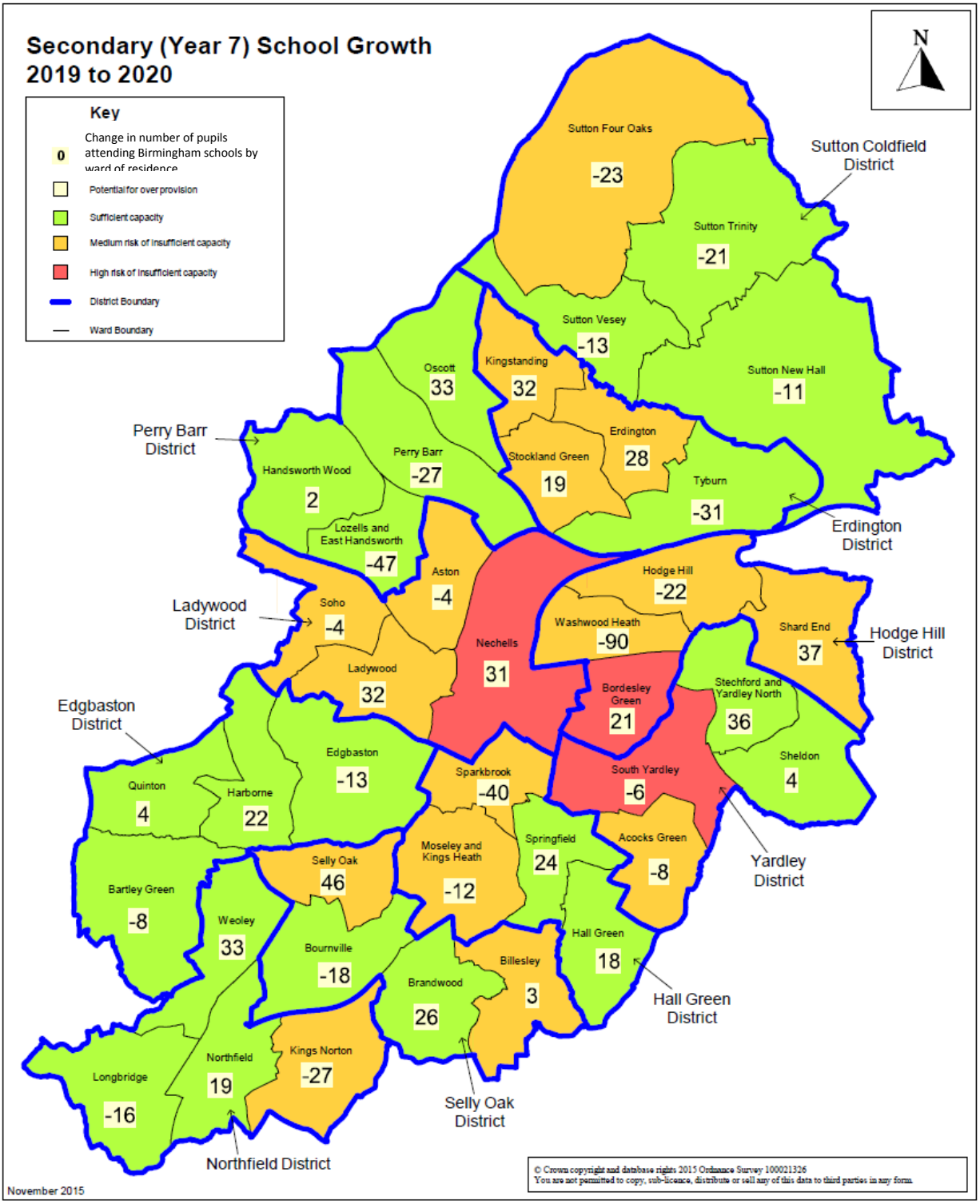
Birmingham City Council



Data Source: May 2015 Census. Subject to revision in light of coordinated admissions, new Free Schools, and further growth analysis.

Map C5. Year 7 2020 **MAP SET C**

Birmingham City Council



Data Source: May 2015 Census. Subject to revision in light of coordinated admissions, new Free Schools, and further growth analysis.

Background Information

Appendix 1: Birmingham's Basic Need Strategy

Birmingham City Council has a statutory duty to provide sufficient school places to meet Basic Need. This involves ensuring that we increase the school places available so that families can be offered a school place within 2 miles from home for children under the age of 8 years and within 3 miles from home for older children. It is essential to plan for local areas to maintain a level of available places in order to accommodate children arriving during the school year without creating excess surplus places in local schools that cannot be filled.

Our strategy in Birmingham to meet Basic Need has 4 key strands:

i) Make optimum use of existing space, buildings and sites to provide sufficient, suitable, high quality additional places where needed;

ii) Work with Maintained Schools, Free Schools and Academies to meet Basic Need through co-ordinated expansion plans;

iii) Allocate annual Basic Need Capital investment effectively and efficiently to areas where basic need requirements can only be met through either re-modelling, refurbishment or new-build projects, ensuring that the needs of our most vulnerable young people are prioritised and capital projects make best use of existing resources;

iv) Identify alternative funding sources and models to deliver requirements including Section 106, school contributions, bidding opportunities, Local Co-ordinated Voluntary Aided Programme (LCVAP), Community Infrastructure Levy, future Basic Need allocations, diversion of other capital funding.

Whenever possible, additional places to meet Basic Need will be introduced at the start of a Phase i.e. in Reception and Year 7. However, the unpredictable nature and location of cohort growth means that it is necessary at times to implement reactive Basic Need measures and introduce additional classes during a phase of education in order to meet our statutory duty to provide sufficient places.

In the event that the supply of school places exceeds demand in an area to a degree that threatens the sustainability of local provision, the Local Authority will consider temporary or permanent decommissioning of places in order to support a sustainable, high quality local offer.

Placing Schools at the Heart of Meeting Basic Need

To place schools at the heart of meeting Basic Need in Birmingham, we will:

i) Share requirements for additional places regularly with all school partners and Early Years Providers;

ii) Invite Free Schools and schools that are their own admissions authority to share and co-ordinate their expansion intentions so that requirements can be modified to factor in new provision;

iii) Invite schools and education providers to express interest in expanding their provision in order to identify optimum solutions to meeting Basic Need and, where necessary, identify projects for Basic Need capital investment;

iv) Ask schools to work with the Local Authority to identify additional funding streams and alternative funding models to meet Basic Need.

Criteria for Expansion to meet Basic Need

Expressions of Interest in expansion from school partners will be evaluated against the following key criteria:

i) Location in relation to Basic Need i.e. 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

ii) Standards in the school: it is expected that schools that expand will be Outstanding or Good*[1]

iii) The capacity of the school to provide suitable accommodation on the site, within existing space and within planning / buildability constraints; whether school has undertaken a BCC asset sufficiency survey

iv) Popularity of the school

v) Potential of any expansion to create overprovision or reduce diversity of provision in an area.*[2]

Process for Decommissioning of School Places

Given the complexity and range of specific local issues that will need to be considered in the event of the need to de-commission school places, a policy and process will be developed for consultation to be reviewed annually. The following criteria are likely to be key considerations:

i) Potential of any decommissioning to leave children and families without the option of a local school place

ii) Standards in the school

iii) The implications for the school running costs of reducing pupil numbers, in particular in relation to fixed overheads such as PFI contract obligations

iv) Popularity of the school

It should be noted that the Local Authority only has powers to decommission places in maintained schools. In the event that options appraisal for decommissioning of school places identifies the preferred option as an Academy, the Local Authority will in the first instance seek a negotiated solution with Academy partners in advance of implementing measures in maintained schools as an alternative, lower preference option.

[1] 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.

[2] At Jan 2015, 16% of our young people attending secondary school were in Girls' only settings, compared with 9% of Boys who attend Boys' only provision. This gap has reduced with more pupils attending Boys provision than in May 2013. Therefore, in order to maintain diversity of provision, the City will support a position to increase Boys' Only position to reach equitable provision, and will support expansion of Girls' Only provision only when matched by expansion of Boys' Only provision.

Appendix 2: School Place Planning Areas and Forecasting Methodology

Birmingham is a large City and for planning and governance purposes is divided into 10 districts and 40 Wards.

Each district is made up of 4 wards with 3 elected members from each Ward sitting on Birmingham City Council. Governance at Ward level is managed through Ward Committees which in turn feed into District Committees. Under the recently elected Labour administration, District Chairs have been elected to co-ordinate and deliver a range of services at local level.

While School Place Planning remains a city-wide strategy, our forecasting builds in a range of factors that influence demand for school places at Ward and District level, including:

- Birth rates (ONS actual births data)
- Conversion of birth rates to applications for Reception places (past 3 years)
- Conversion of Year 6 students to Year 7 applications most recent data having greatest relevance
- Demand for Birmingham school places from neighbouring / other Authorities (past 3 years)
- Cohort growth annually by year group (termly school census data over last 3 years)
- Parental preference (last 3 years admissions data)
- Housing growth (housing plans with outline or detailed planning permission or known to be under construction)
- Long term ONS projections for our City's population

Our annual school place forecasts of demand build in allowances for in-year growth that are adjusted every year to reflect the latest available school census data. In addition, we factor in additional places expected to be required as a result of new housing.

Primary Places are planned at Ward level with attention paid to super-output areas when identifying where increased demand is at its greatest.

Secondary Places are planned at District level. Data is first analysed at Ward level and then aggregated up to district level projections. There is a range of City-wide provision (grammar schools, faith schools) and this is factored into our projections through analysis of demand for City-wide provision by Ward.

The annual statutory school place analysis required by the DfE does not request any information related to special school provision. Despite this omission, Birmingham remains focused on this priority area. Forecasting of special school demand, although not reported to DFE remains a priority, is ongoing and of critical importance and will be addressed in a subsequent publication.

School Place Planning forecasting methodology used is reported annually to the DFE as part of the School Capacity Return (SCAP). Our forecast represents the best estimate of the number and location of places that will be needed if most recent patterns of parental preference, cohort growth, housing proposals and supply of places were to remain constant. Many of these variables change considerably from one year to the next,

sometimes with limited predictability. There is therefore always a level of expected variance between our forecasts and the actual demand. For example, it may be that the popularity of one or more schools in a particular area changes as a result of an OFSTED inspection; this will inevitably have an impact on parental preferences and may reduce or increase the likelihood of local parents attaining a school of first preference.

Ward and District boundaries are to an extent artificial lines in the context of school place planning as families living close to a border may be best served by schools in neighbouring Wards or Districts. While solutions to meeting Basic Need are not driven by these boundaries, we are able to assess how well we are meeting demand and parental preference at Ward and District level as a guide to the success of our Basic Need programme. If a need for additional places is identified in Ward A, this need may best be met by a school just over the border in Ward B.

Forecasting to meet anticipated cohort growth

In order to ensure we are able to provide places for the new children who will require a place at a Birmingham school, our forecasts for school places have built in the following 'in-year growth' allowances, based on the last 3 years pupils growth and analysis of the numbers on roll reported at School Census. For the purposes of the school place forecasts the growth across Wards is split proportionally based upon previous trend. *These allowances will be adjusted to reflect the latest information on in-year growth levels.*

Primary growth by year group:

R	1	2	3	4	5	6
208	221	107	89	58	73	83

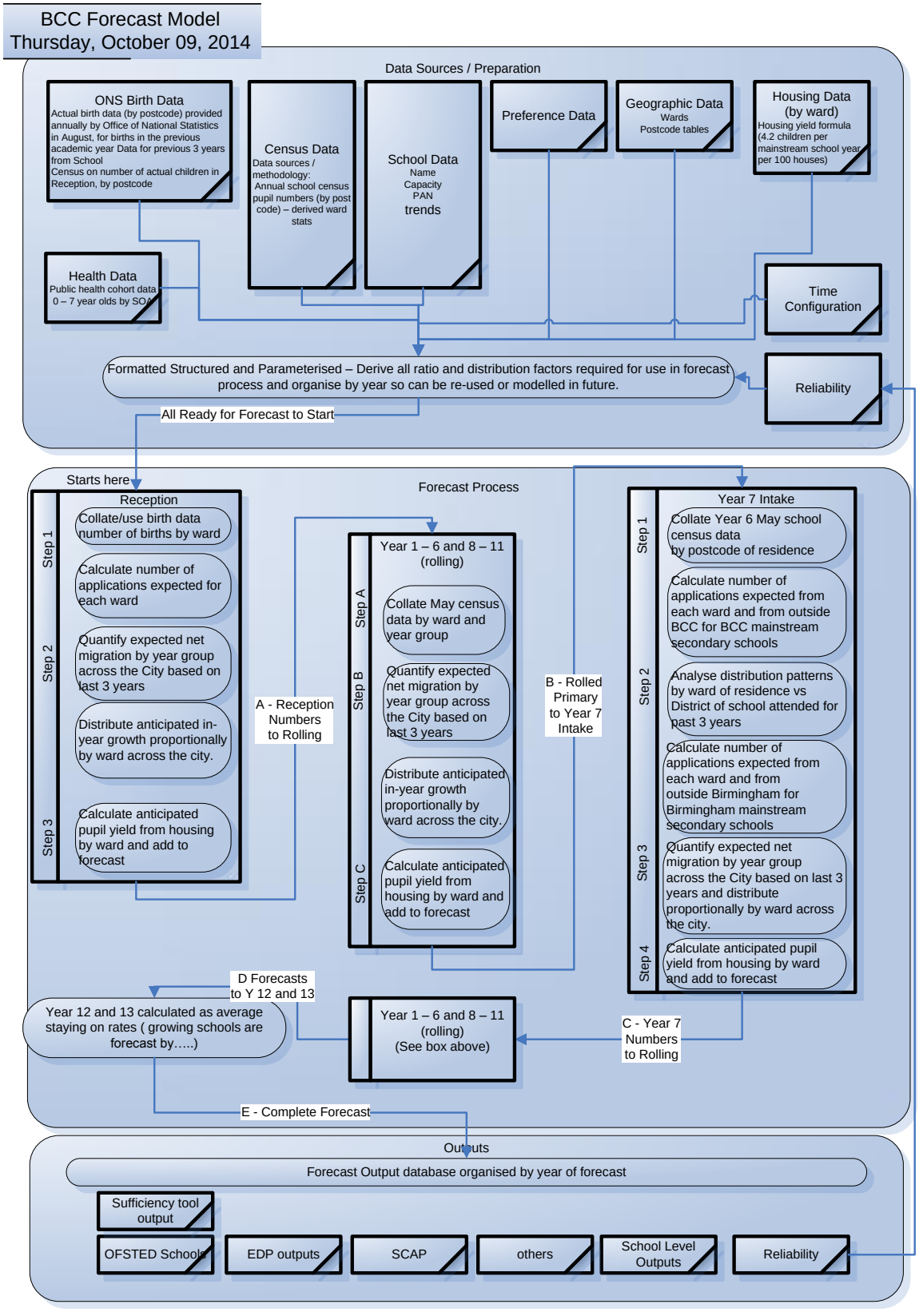
Secondary growth by year group (distributed in accordance with ward specific trends):

7	8	9	10	11
100	100	77	0	0

The changing and unpredictable nature of cohort growth means that our secondary forecasts for future years may change significantly. Trends already suggest an increase in growth which has been applied accordingly. We will feed in actual pupil cohorts rather than forecast growth for the Primary school cohorts that we expect to start Year 7.

Expected housing yield per Ward is subsequently calculated and added into the forecast numbers.

School Place Planning Process Flow



Appendix 3: Provision Delivered through Basic Need Programme

Appendix 3A: Additional Primary Place Provision Delivered and Planned 2015-2016

School Basic Need projects underway through Additional Primary Places (APP) programme 2014/15 and 15/16

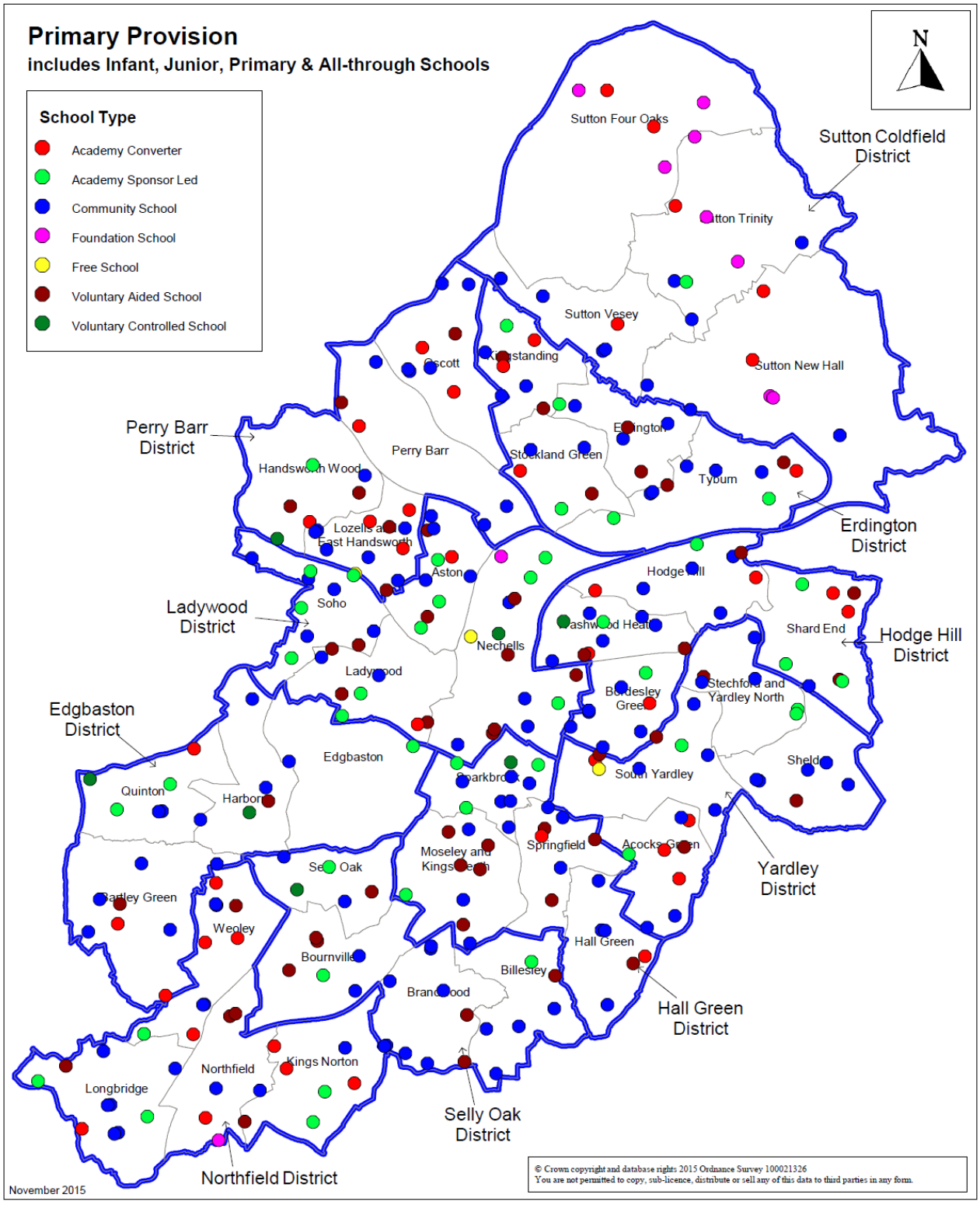
Academic Year places start to be available	School name	Starting year group	Total places to be created R – Y6	Type of Expansion	Ward
2014/15	Rednal Hill Juniors	3	30	Permanent	Longbridge
2014/15	Lea Forest Academy	1	30	Temporary	Shard End
2014/15	Greenholm Academy	R	210	Permanent	Oscott
2014/15	Starbank All Through	R	630	Permanent	Bordesley Green
2014/15	Nonsuch Academy	3	30	Temporary	Bartley Green
2014/15	Rednal Hill Infants	R	30	Permanent	Longbridge
2014/15	Timberley Academy	R	210	Permanent	Shard End
2014/15	Billesley Academy	R	210	Permanent	Billesley
2014/15	St Josephs RC	R	210	Permanent	Sutton Trinity
2014/15	Paganel Primary	R	210	Permanent	Bartley Green
2014/15	Benson Primary	1	90	Temporary/Flexible	Soho
2014/15	St Barnabus CE	R	210	Permanent	Erdington
2014/15	Whitehouse Common	R	0[1]	Permanent	Sutton Trinity
2015/16	Ward End Primary	R	0[1]	Permanent	Ward End
2015/16	Benson Primary	5	30	Permanent	Soho
2015/16	Guardian Angels RC	R	30	Temporary	Shard End
2016/17	Harborne Primary	R	420	Permanent	Harborne
2015/16	Lakey Lane Primary	R	28	Permanent/Flexible	Acocks Green
2015/16	Maney Hill Primary	R	30	Temporary	Sutton Trinity
2015/16	Mere Green	R	30	Temporary	Sutton Four Oaks
2015/16	Yenton Primary	R	30	Temporary	Erdington
2015/16	New Hall Primary	1	75	Permanent/Flexible	Sutton Trinity
2015/16	St Clare's RC	3	15	Temporary/Flexible	Lozells & EH
2015/16	St Thomas More RC	R	105	Permanent	Sheldon
2015/16	St Margaret Marys	R	15	Temporary	Kingstanding
2015/16	St Marys CE	R	30	Temporary	Lozells & EH

Source: SCAP 2015 [1]Replacement of accommodation.

Map D1. Primary Provision at Oct 2015

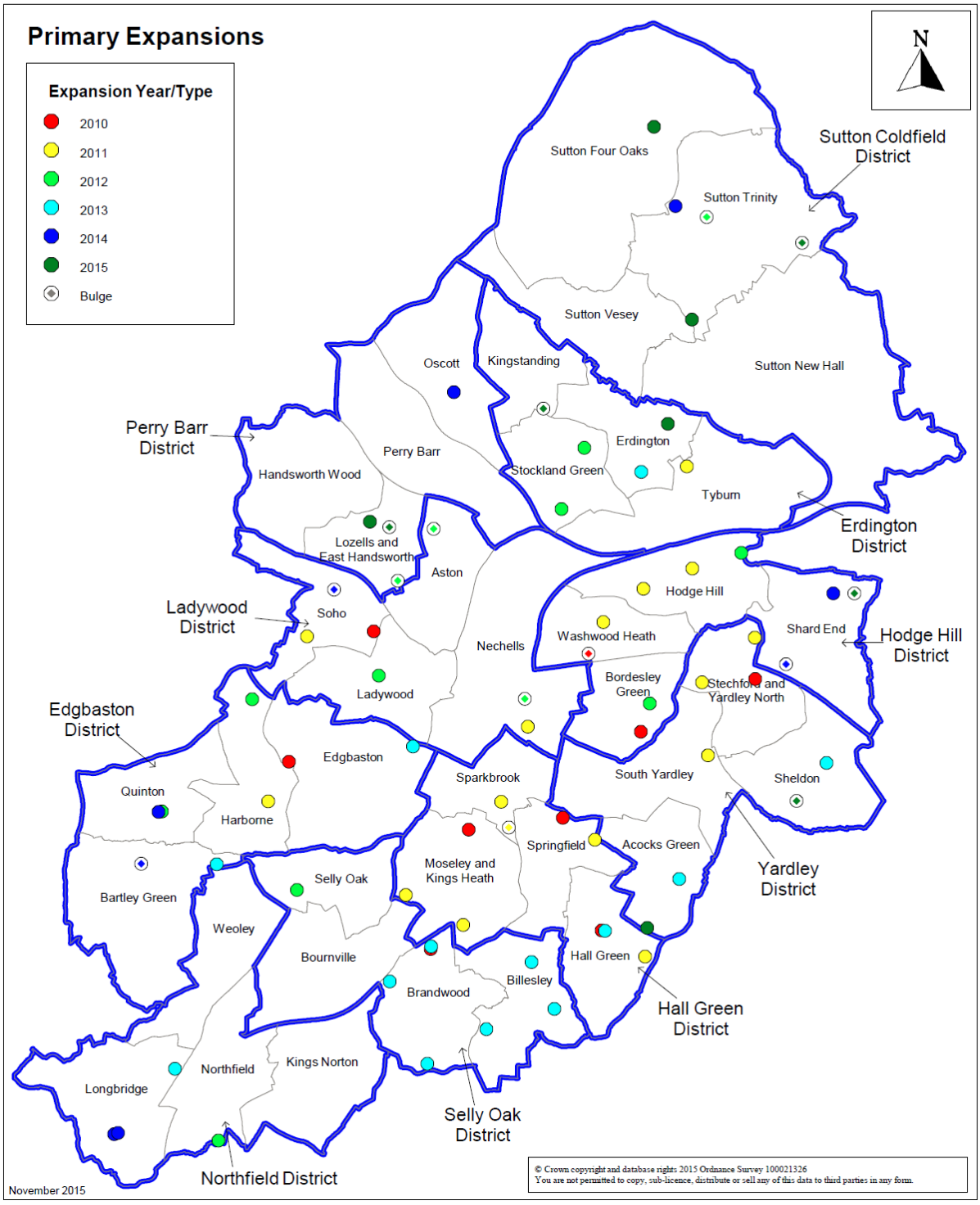
MAP SET D

Birmingham City Council



Map D2. Additional Primary Place Programme – location of schools expanded, Sept 2015

MAP SET D



Will continue to be updated in light of new bulge expansions that open throughout 2015/16

Appendix 3B: Additional Secondary Place Provision Delivered and Planned 2015-2017/18

School Basic Need projects underway through Additional Secondary Places (ASP) programme 2014-17

Academic Year places start to be available	School name	Starting year group	Total places to be created Y7-11	Type of Expansion	Ward
2014/15	Starbank	7	900	Permanent	Bordesley Green
2014/15	Queensbridge	7	150	Permanent	Moseley & KH
2015/16	Bishop Walsh	7	25*	Temporary	Sutton New Hall
2015/16	John Willmott	7	15	Temporary	Sutton Trinity
2016/17	Turves Green Boys'[1]	7	125	Permanent	Northfield
2017/18	Plantsbrook[1]	7	150	Permanent	Sutton Trinity

Source: SCAP 2015

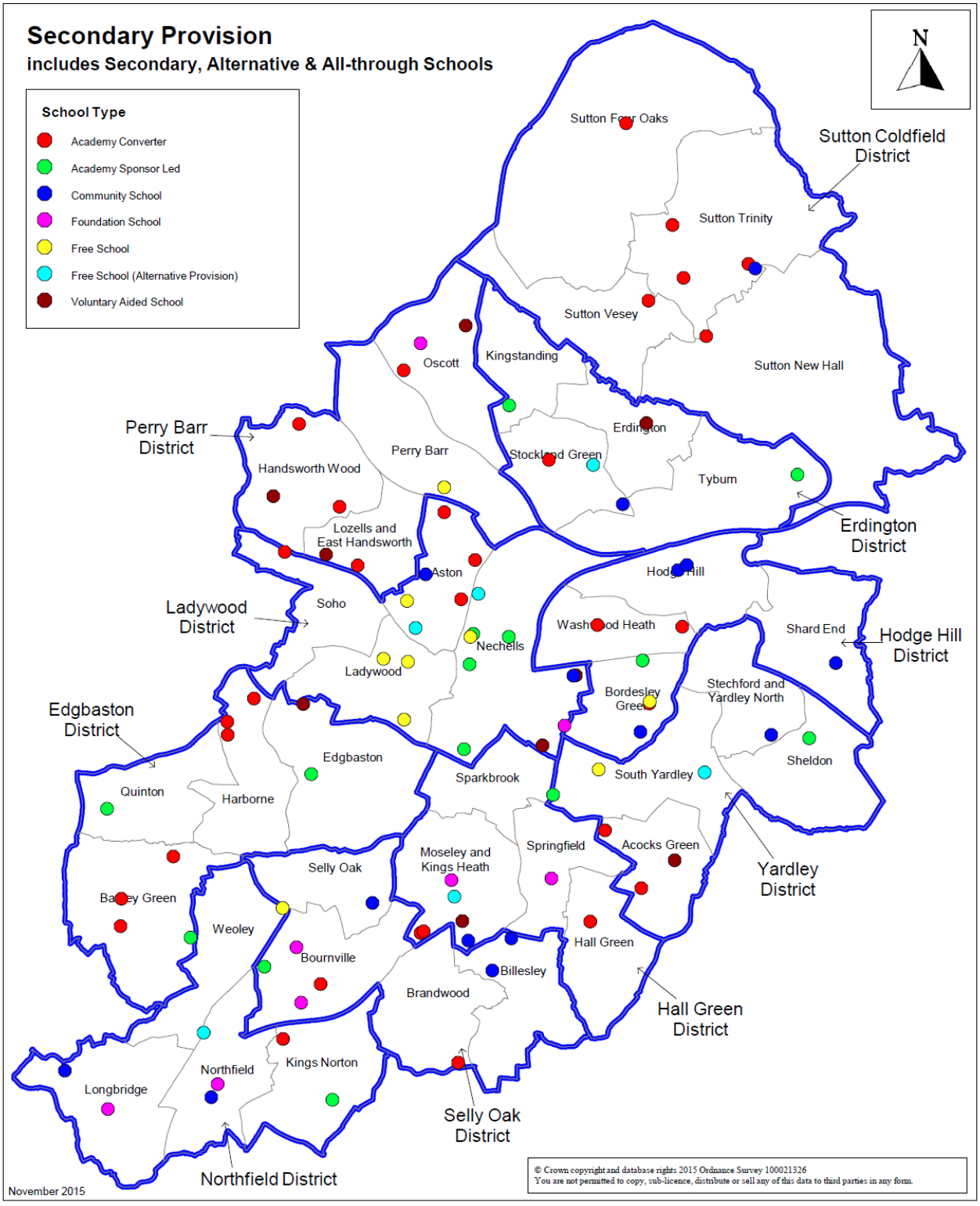
[1] This project is being completed under the Priority Schools Building Programme (PSBP) and managed through the Education Funding Agency (EFA).

*10 of which have been opened due to Appeal

Map D3. Secondary Provision at Oct 2015

MAP SET D

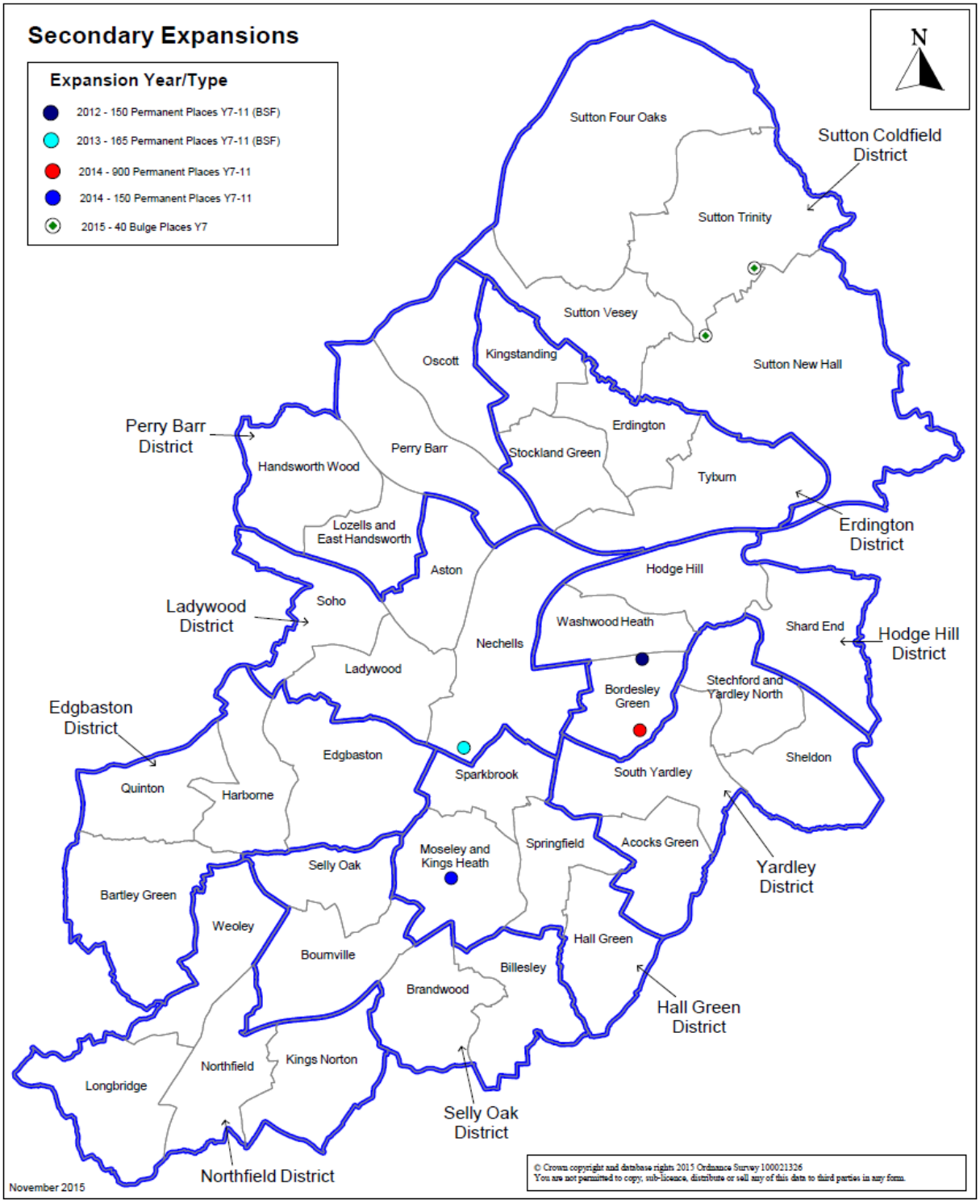
Birmingham City Council



Map D4. Additional Secondary Place Programme – location of schools expanded, Sept 2015

MAP SET D

Birmingham City Council



Appendix 4: List of Free Schools

List of Free Schools open and approved in Birmingham, by need and capacity with details on location when known.
Capacity planned for delivery for 2016 onwards is not included in capacity calculations. When provision is open requirements will change.

DfE Stage: O – Open, A – Approved, C – Closed, P – Proposed **Pupil Needs:** M – Mainstream, A - Alternative

School Name	DFE	Opening Date	DfE Stage	Pupil Needs	Age	PAN	Capacity	Specialism/ Faith/Gender	Postcode	Ward/District
Nishkam Primary Free School	2032	01/09/2011	O	M	4-11	60	420	Sikh	B21 9SN	Soho/Ladywood
Nishkam High Free School	4004	01/09/2012	O	M	11-19	100	700	Sikh	B19 2LF	Aston/Ladywood
Perry Beeches II - The Free School	4002	01/09/2012	O	M	11-18	100	620 includes 120 sixth form		B3 1SE	Ladywood/ Ladywood
East Birmingham Network Academy	1105	17/09/2012	O	A	13-16	NA	90		B26 1AL	South Yardley/Yardley
Perry Beeches III - The Free School	4011	01/09/2013	O	M	11-18	100	620 includes 120 sixth form		B15 1LZ	Ladywood/ Ladywood
Kajans Hospitality and Catering Studio School	-	*01/09/2013*	*C*	*M*	*14-19*	*75*	*300*		*N/A*	*Aston/Ladywood*
Waverley Studio College	4010	01/09/2013	O	M	14-19	75	300		B9 5QA	Bordesley Green/Hodge Hill
St George's Academy	1108	01/09/2013	O	A	14-16	NA	110		B19 3JG	Aston/Ladywood
REACH Free School	1107	01/09/2013	O	A	11-16	NA	64		B14 7BB	Moseley & Kings Heath/Hall Green
Perry Beeches IV - The Free School	4016	01/09/2014	O	M	11-18	100	620 includes 120 sixth form		B1 3AA	Ladywood/ Ladywood
City United Ltd Academy	1109	01/09/2014	O	A	13-16	NA	50		B6 4EA	Nechells/ Ladywood

School Name	DFE	Opening Date	DfE Stage	Pupil Needs	Age	PAN	Capacity	Specialism/ Faith/Gender	Postcode	Ward/District
The University of Birmingham School	4014	01/09/2015	O	M	11-19	150[1]	1150 includes 400 P-16		B29 6QU	Selly Oak/Selly Oak
Eden Boys' School	4021	01/09/2015	O	M	11-19	100	700 includes 200 sixth form	Islamic / Boys	B42 2SY	Perry Barr/ Perry Barr
King Solomon's International Business School	4020	01/09/2015	O	M	4-19	60 R-Y6, 90 Y7-11	1050 includes 180 sixth form	Christian	B7 4BB	Nechells/ Ladywood
Perry Beeches V - The Free School	4019	01/09/2015	O	M	4-19	100	1320 includes 120 sixth form		B10 0HJ	South Yardley/Yardley
East Birmingham Network Academy 2	1110	01/09/2015	O	A	13-16	NA	90		B23 6DE	Stockland Green/Erdington
The Joseph Lucas Centre for Learning	TBC	TBC	A	A	9-13	NA	50		tbc	tbc
The Edge Academy	1111	01/09/2015	O	A	11-16	NA	140		B31 2LQ	Northfield/ Northfield
Olive Primary School	TBC	01/09/2016	A	M	4-11	100[2]	700	Islamic	tbc	tbc
Perry Beeches - The Primary School I	TBC	01/09/2017 (deferred)	A	M	4-11	100	700		tbc	Ladywood/ Ladywood
Perry Beeches VI - The Free School	TBC	01/09/2017	A	M	4-19	100	1320 includes 120 sixth form		tbc	Perry Barr/ Perry Barr
CUSEN Academy	TBC	01/09/2017	P	A	11-18	NA	95	Autistic S Con.	tbc	tbc
Eden Boys' School II	TBC	01/09/2018	P	M	11-19	100	800 includes 200 sixth form	Islamic / Boys	tbc	tbc
Olive Primary School II	TBC	01/09/2018	P	M	4-11	100	700	Islamic	tbc	tbc

[1]Admissions policy based on 4 Nodes across Selly Oak/Hall Green (2)/Ladywood districts

[2]Admissions policy based on 4 Nodes across Hall Green (2)/Ladywood/Yardley districts

Appendix 5: Flexible Expansions in Birmingham

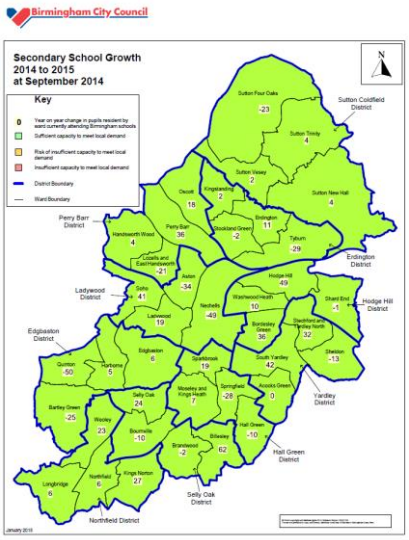
Our definition of 'Flexible Expansion' is that it creates additional places across a number of year groups where needed. Schools implementing this model are developing a range of ways in which classes and intervention programmes are organised so that the class sizes are preserved while the school is able to offer places flexibly to meet demand, in particular for sibling places. We are likely to alter or add to this definition as new models are presented and keen to work with school partners to look at a number of options to meet cohort growth.

In line with our Basic Need requirements, a number of Birmingham schools have implemented flexible classes to date, details provided in the table below. Where expansions are in line with Basic Need requirements, additional revenue funding from the City's Growth Fund is made available to the school upfront in the first year for the agreed number of additional pupils (until pupils are captured on the subsequent census).

School Name	DFE	School Phase – Type	Current Capacity	Year of Opening	Offer	Description / Advantages
Ward End Primary	2108	Primary - Community	840 (4FE)	2013/14	50 pupils across Years 2-6	Taking an additional 50 pupils enabled the school to appoint an additional member of staff to work with small ability-based groups to enhance basic skills in reading writing and maths.
Billesley Primary	2072	Primary - Academy	630 (3FE)	2013/14	75 pupils across Years R-2	Whilst retaining class size, taking an additional 75 pupils enabled the school to appoint an additional member of staff to work with small ability-based groups.
Starbank School	2179	All-through - Community	1200 (6FE phased build)	2014/15	30 pupils across Years 2-6	Taking an additional 30 pupils enabled the school to appoint an additional member of staff to work with a 'new arrivals' group to provide additional support for EAL pupils.

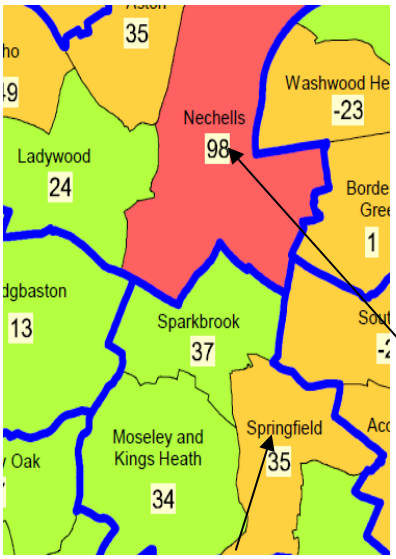
School Name	DFE	School Phase – Type	Current Capacity	Year of Opening	Offer	Description / Advantages
Marlborough Juniors	2283	Juniors - Community	360 (3FE)	2015/16	30 pupils across Years 3-6 (9 in Y3-4, 6 in Y5-6)	The additional places will be phased in during the Autumn term in line with availability of accommodation and to support local KS2 need. Taking an additional 30 pupils enables the school to appoint an additional member of staff to work with small ability-based groups.
New Hall Primary	2469	Primary – Community	315 (1.5FE)	2015/16	75 pupils across Years 1-5 (15 in each)	This is a pilot model to monitor how the school fills as a result of a small local housing development. The transition from a 1.5FE to a 2FE would support the school financially and support curriculum delivery.
St Nicholas RC Primary	3403	Primary - Academy	210 (1FE)	2015/16	8 pupils across Years 3-6 (2 in each)	An informal admissions arrangement has been agreed with the school to enable them to take on siblings.
Lakey Lane Primary	2119	Primary - Community	378 (2FE)	2015/16	28 pupils across Years R-6 (4 in each)	The school have operated at 54/56 PAN to date due to the size of classrooms however the transition to a 2FE would support the school financially and support curriculum delivery. Accommodation is being managed.

Appendix 6: Reading the Sufficiency Growth Maps



Sets B & C (Primary and Secondary Mainstream)

The maps show both the ward and district boundaries for the city. The wards are coloured in accordance with their risk of insufficient school places to meet local need. This can vary from year to year especially where there are fluctuations in the ward resident population. The colouring is also subject to additional factors;



- the number of available spaces in the locality
- the number of pupils placed
- percentage who were offered their first preference
- availability of places for number of resident pupils

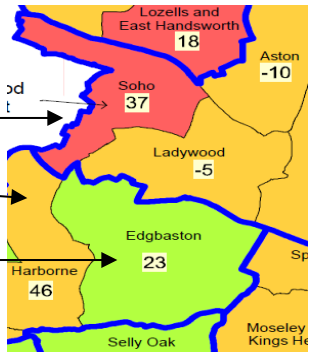
On the Secondary maps the label shows the change in the number of pupils' resident by ward from the previous year. A positive number indicates a growth in pupil numbers. A negative number indicates a drop in pupil numbers, based upon pupils in BCC schools by their ward of residency.

On the Primary Maps the label shows the change in the known births per ward from the previous year relevant to that year of entry. A positive number indicates a growth in birth numbers. A negative number indicates a drop in ward birth numbers.

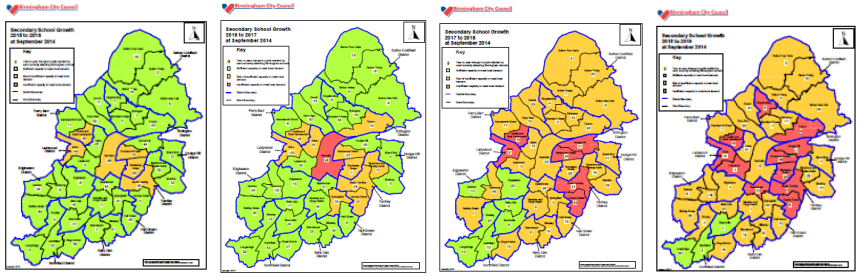
Map Keys:

The colours represent the following:

- Red = High risk of insufficient capacity to meet local demand
- Amber = Medium risk of insufficient capacity to meet local demand
- Green = Sufficient capacity to meet local demand
- Ecru = potential for overprovision (high levels of surplus)



Printing each of the maps and laying them out side by side gives a visual picture of the changing need over time.



Appendix 7: Understanding movement across Authority boundaries into and out of Birmingham

Currently there are different sources of information available that assist in providing a picture about the movement of pupils between Local Authority areas. The data is based on different time periods, has a different scope of age range and is specific to different processes but we are presenting it here for comparison via our mapping tool to establish a picture of movements inward and outward from the city.

Inward Movement: This is assessed by analysing school census. The census data details the home residence of every pupil attending a Birmingham school. It is therefore possible to see which of our Birmingham schools are most attended by pupils from areas outside of the city. The data covers all year groups but for comparison we have looked at the school information for just reception and Year 7 intakes. We can also demonstrate which out Authority areas send the highest proportions of pupils into Birmingham schools. See Map Set E, maps E1 and E2.

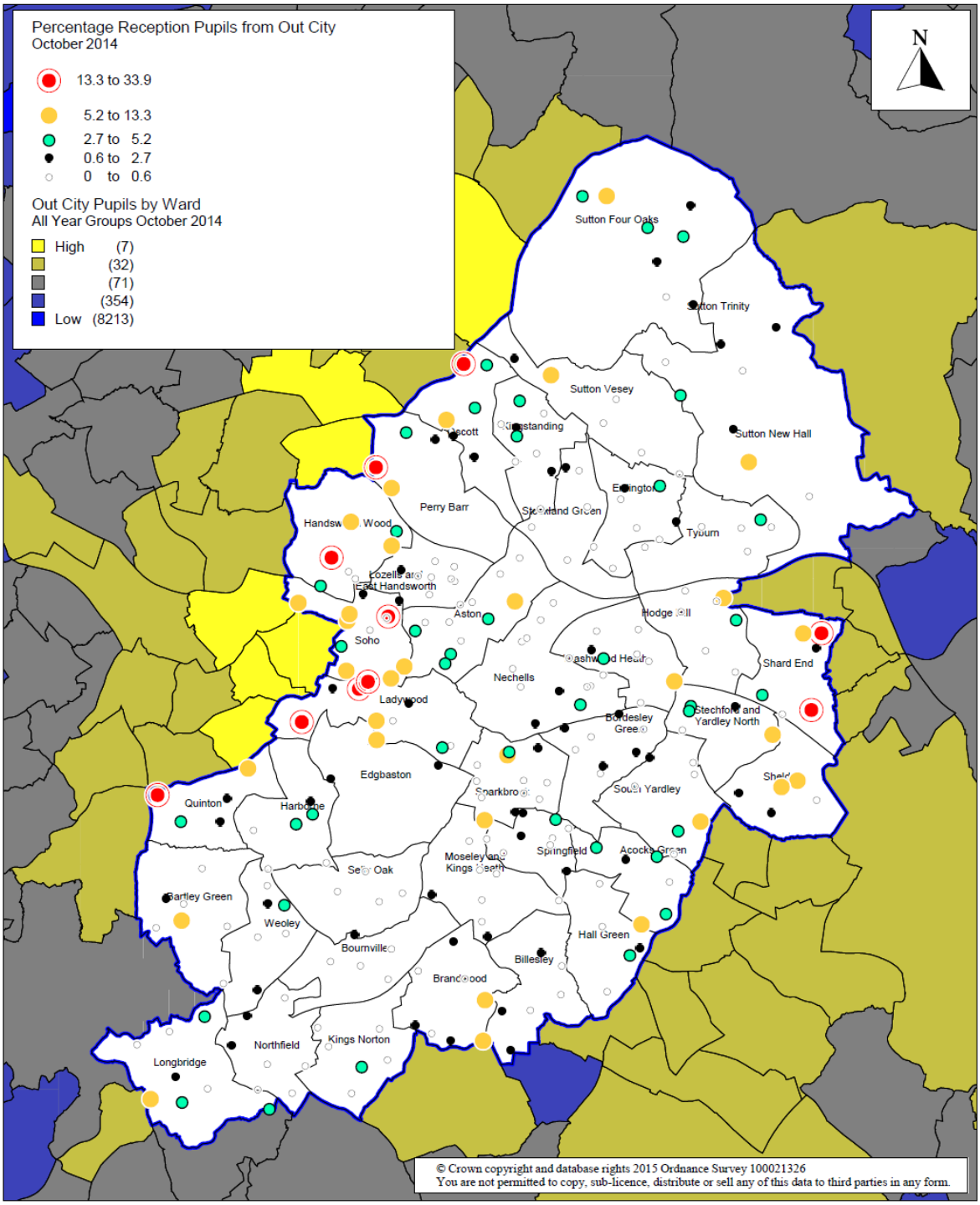
Outward movement: We have data for pupils applying for schools through their home authority where an offer is made for place at Reception and Year 7 entry to schools. While these applications may later change or not happen it does give a picture of pupil applications by home residence. We can therefore highlight which wards are receiving offers for places in out of City schools. See Map Set E, maps E3 and E4.

Key Points

- Secondary pupils are more mobile than counterparts in Primary school provision but both cohorts show movement inward and outward
- There is a general pattern of movement with pupils applying and moving into schools from the Western City boundary while pupils from Birmingham are applying into areas more frequently on our eastern boundary
- Greater numbers of pupils are moving inward on our Western Boundary.
- Greater numbers are moving outward by applying and receiving offers on our eastern boundary.
- Offer data analysed is for all offers made (including late applications).
- It is clear that schools on the outskirts of the city boundary are attracting pupils from over the border, particularly in Reception.
- Primary schools closest to the boundary are most affected by ‘cross-border’ applications whereas Secondary schools across the City attract out of City applications and movements are more likely to be linked to the popularity or type of offer at the school.

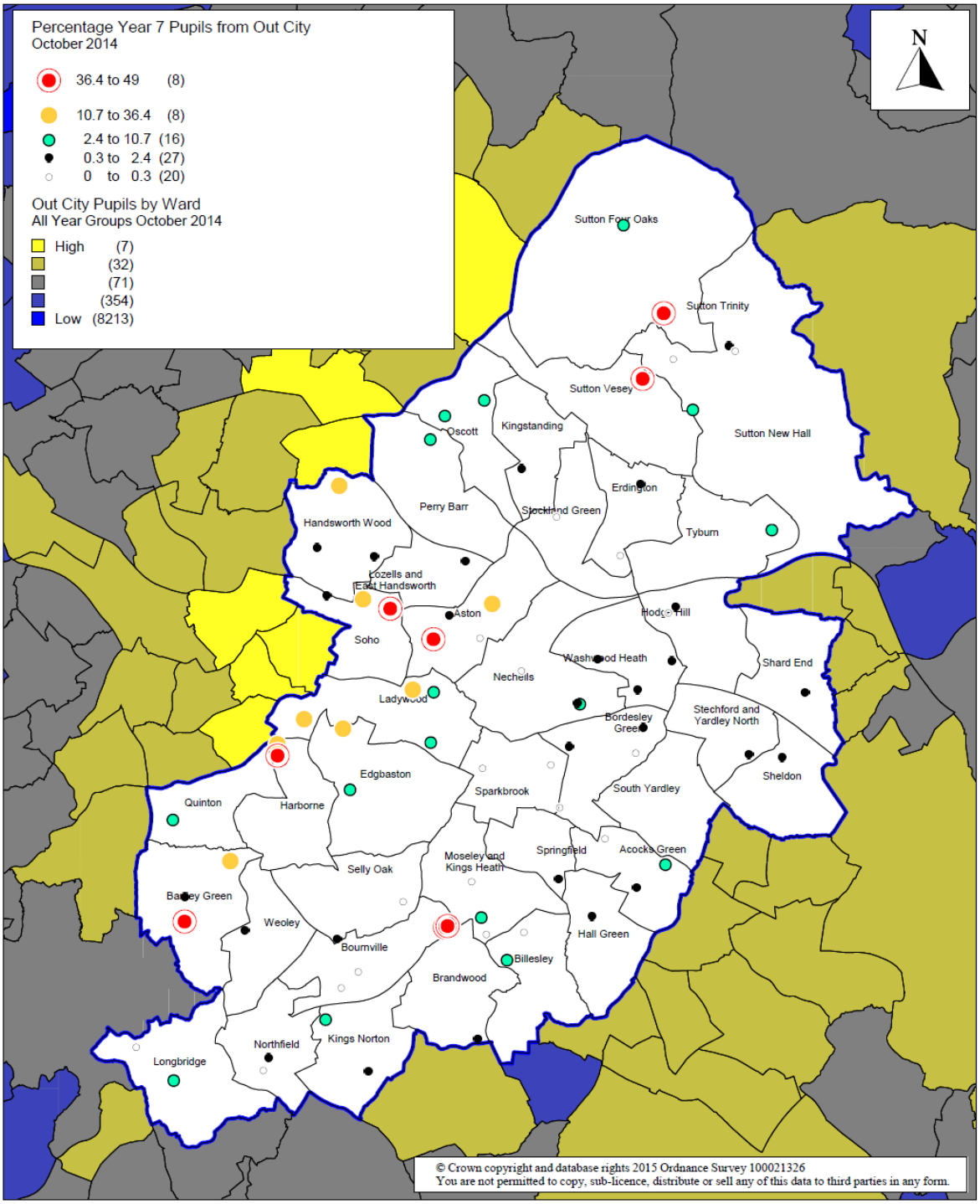
MAP SET E: Map E1: Inward Movement Maps for Reception MAP SET E

The following map show the schools receiving applications from out of City areas at Reception



Map E2: Inward Movement Maps for Year 7 **MAP SET E**

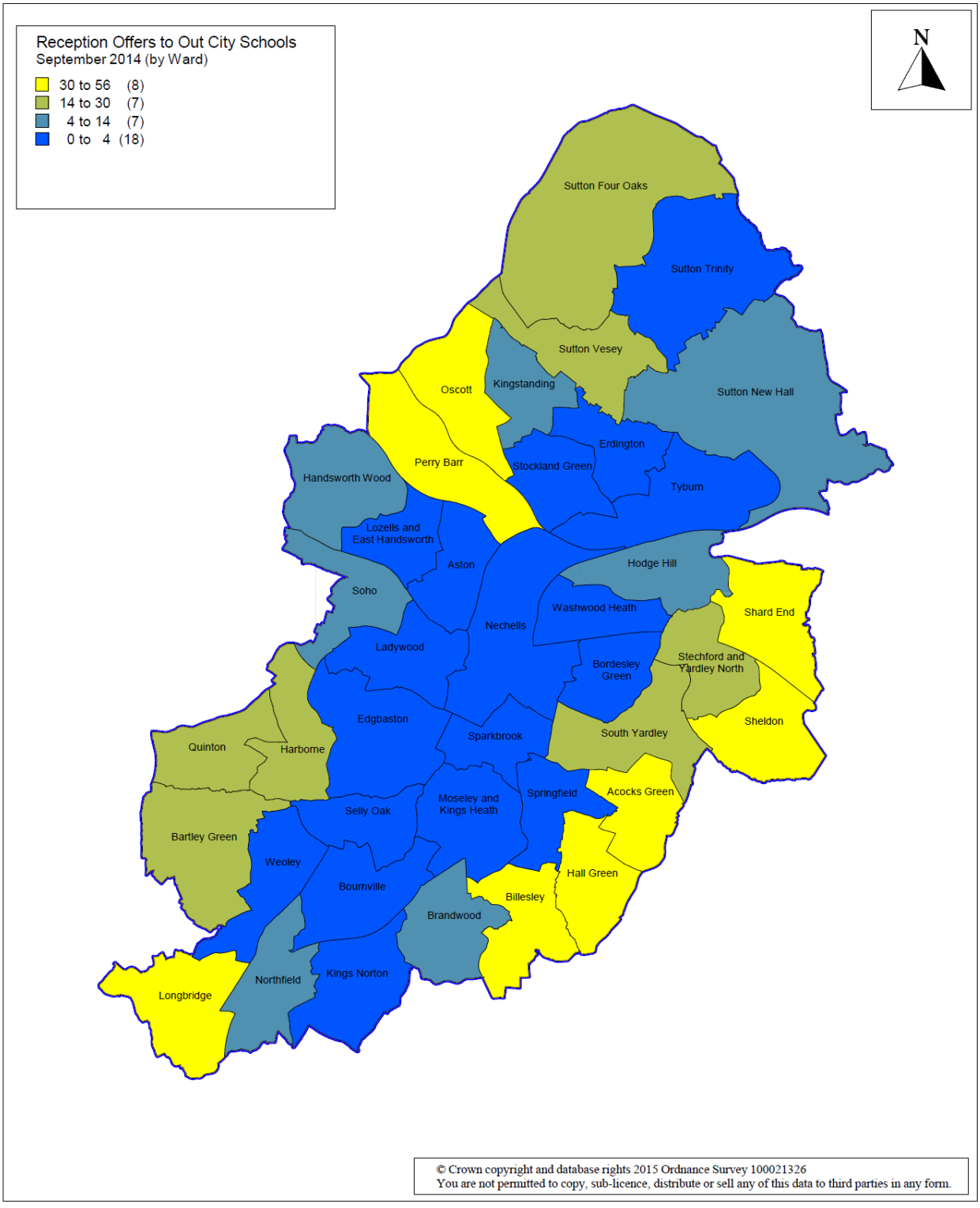
The following map show the schools receiving applications from out of City areas at Year 7



Map E3: Outward Movement Maps for Reception **MAP SET E**

Pupils applying and being offered a place in out of City schools by Ward of residence

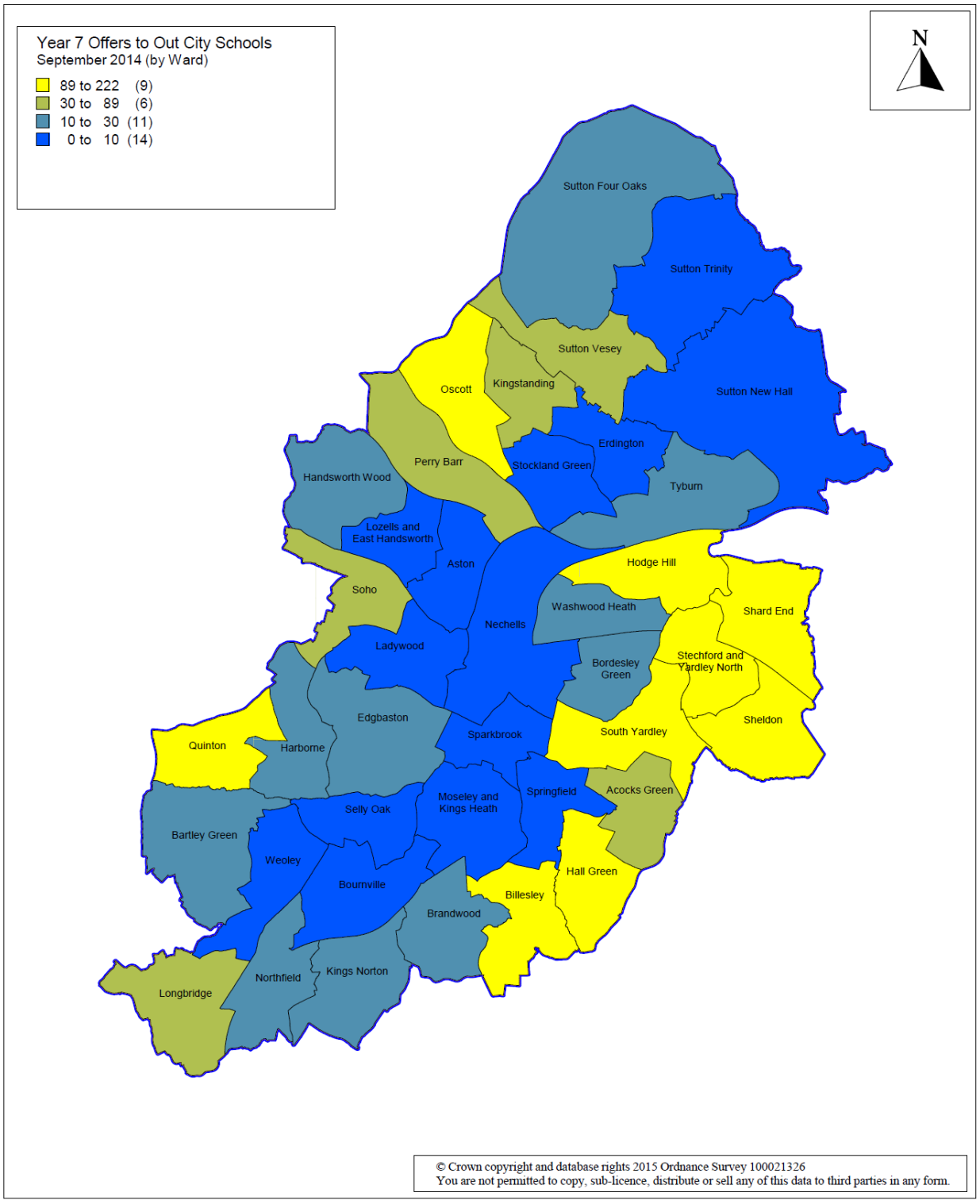
Birmingham City Council



Map E4: Outward Movement Maps for Year 7 **MAP SET E**

Pupils applying and being offered a place in out of City schools by Ward of residence

Birmingham City Council



Appendix 8A: Specific Measures to Provide Mainstream Primary School Place Requirements

a) Measures to increase permanent primary school provision to meet birth rate increase for 2016

i) Balance supply and demand:

- Expand provision by 1FE in a locality unless there is sufficient demand to accommodate a 2FE increase, in order to balance supply and demand aligned with our wider school improvement agenda
- Use a range of options i.e. permanent, temporary/bulge and flexible expansion models to meet demand

ii) Make optimum use of existing space:

- Maximise potential capacity within schools and city-owned assets to permanently expand primary provision
- Using asset survey information to proactively identify potential capacity in the existing estate.

iii) Co-ordinate expansions across all schools including those that are their own Admissions Authority:

- Invite schools that are their own Admissions Authority to share and co-ordinate intentions to expand in a timely manner in order for sufficiency requirements to be updated accordingly. Thank you to those who have submitted a return following the recent briefing
- Support schools that are their own Admissions Authority to attract direct capital investment from other sources (e.g. Education Funding Agency) for additional places to meet Basic Need, including identification of potential new sites
- Update and share changing requirements as new places are provided

iv) Schools Capital Programme:

- Invite expressions of interest from Primary or Secondary providers who wish to expand to provide additional primary places and would require a level of Basic Need capital investment from the Local Authority
- Identify sites for expansion of existing provision through refurbishment or new-build projects to meet Basic Need
- Seek to ensure provision at Key Stage 2 is maximised to meet peak pupil numbers

b) Measures to increase capacity in Reception – Y6 to meet cohort growth resulting from cohort growth in Birmingham

i) Make optimum use of existing space:

- Bring space provided in Additional Primary Place projects into use earlier than planned
- Reorganisation of teaching spaces and reconfiguration of space to improve how the school works

- Invite Expressions of Interest for schools to take an additional 30 students within existing space using one of the two models available: 'bulge' or 'flexible' class. We commit to sharing information around potential impacts on taking in-year classes through risk assessing potential waiting list movement
- Monitor Year 5 and 6 sufficiency and plan reactive measures if required to meet demand, potentially over-fill
- Where no internal space is available, use temporary accommodation solutions

Appendix 8B: Specific Measures to Provide Mainstream Secondary School Place Requirements

i) Balance supply and demand

- Where necessary consider permanent or temporary decommissioning in order to stabilise local offer

ii) Make optimum use of existing space:

- Maximise potential capacity within schools and City-owned assets to permanently expand secondary provision
- Using asset survey information to proactively identify potential capacity in the existing estate.

iii) Co-ordinate expansions across all schools including those that are their own Admissions Authority:

- Invite schools that are their own Admissions Authority to share and co-ordinate intentions to expand in a timely manner in order for sufficiency requirements to be updated accordingly
- Support schools that are their own Admissions Authority to attract direct capital investment from other sources (e.g. Education Funding Agency) for additional places to meet Basic Need, including identification of potential new sites
- Update and share changing requirements as new places are provided

iv) Schools' Capital Programme:

- Invite expressions of interest from Primary or Secondary providers who wish to expand to provide additional secondary places and would require a level of Basic Need capital investment from the Local Authority
- Identify sites for expansion of existing provision through refurbishment or new-build projects to meet Basic Need

Revision Updates

Date	Revised Version	Changes
Oct	1	Initial draft
Nov	2	Updates to context information
Nov	3	Initial requirements draft
Nov	4	Revisions of drafts
Nov	5	Map Inclusions in year
Nov	6	Refining and removal of sections to appendices
Nov	7	Senior officer review and refinement
Nov	8	Further minor edits and refinements
Nov	9	Release candidate 1 for approvals
Nov	10	Adjustments to Primary requirements tables – minor edits for acronyms, punctuation and layout
Nov	11	Date changes for dates of plan; changes to map set headings to align with order of doc. Edit of Free schools. Font change of headers for consistency.
Jan	12	Corrections to some numbers in Primary Requirements tables Amend to Free School opening dates in relevant tables as a result of notice to defer Additions to table identifying secondary school places provided to date Minor amends to formatting in Graph 2 & 3 Amends to key on map set C Small amends to information and timeline on p1