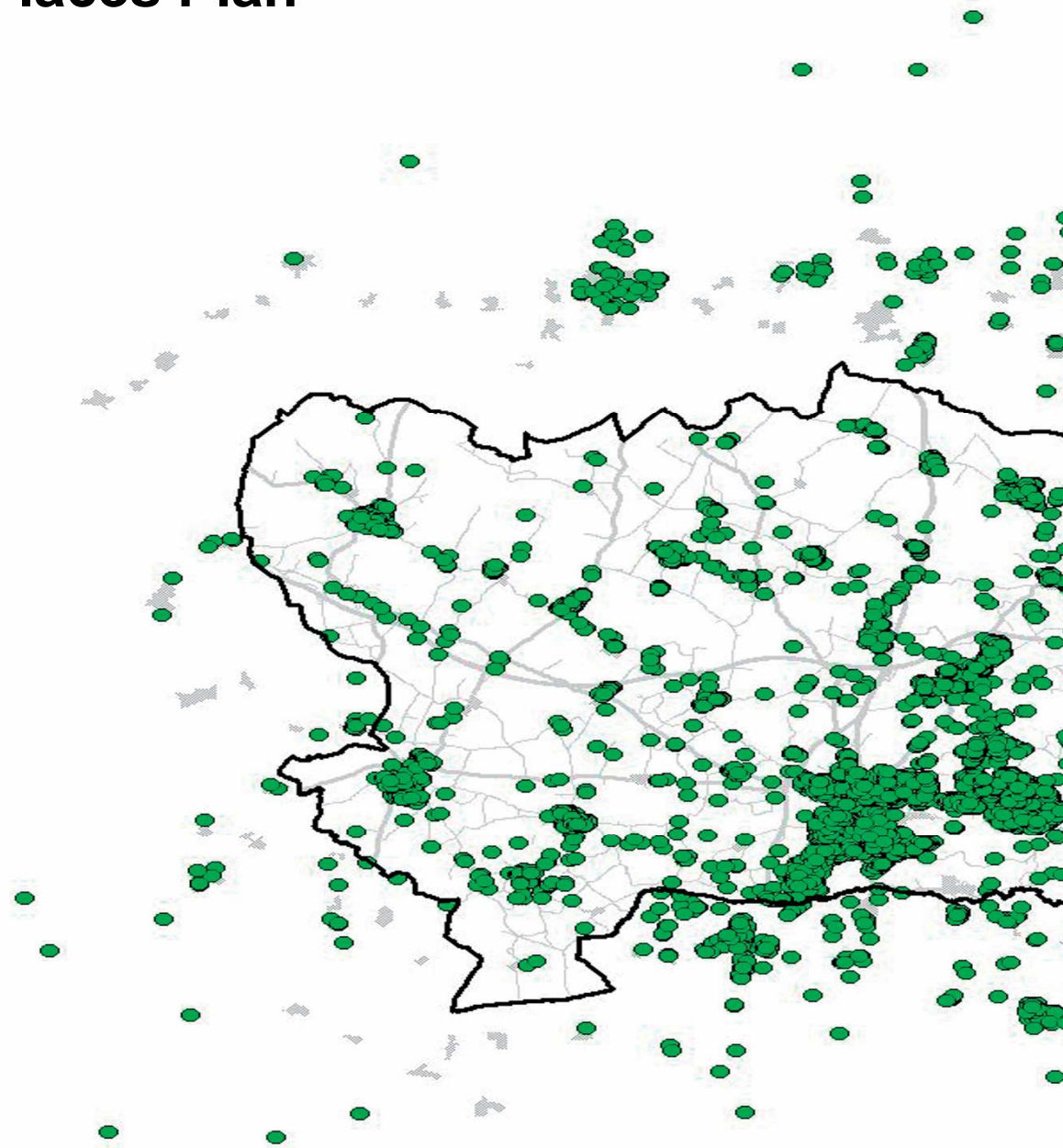


School Places Plan 2010



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INTRODUCTION

1. West Berkshire Council's aim is "to enable all children and young people to maximise their potential while intervening positively to ensure that the most vulnerable have an equal opportunity to succeed". To achieve this the Council provides high quality education through a diverse provision of school types giving a wide selection of school places in order to maximise meeting parental preferences as much as possible.
2. The Local Authority (LA) has a duty to provide enough places for pupils resident in its area. The duty extends to managing those school places by controlling both over and under supply of places, as well as ensuring diversity in the type of places provided. In addition, the LA has a strategic planning role for the provision of sufficient places over time. The planning of school places therefore aims to achieve a workable balance between the number of places available in the LA and the number of pupils for whom the LA will need places. To meet this duty, the LA monitors the number of places and pupils through forward planning. Whilst it is no longer a statutory requirement to produce a School Organisation Plan, this Plan summarises the position with regard to school place planning.
3. The Plan sets out the basis on which school places are provided and managed within the LA and the context for the future organisation of required places. The Plan will be reviewed (at least) annually, being updated in line with changes in the factors that influence the demand for places the area, e.g. new housing or changing demographic profile. The Plan assesses the need to remove or add places within schools and describes the policies and strategies employed when managing the number of places and where they are geographically located. It also sets out the strategic framework for the provision of school places and the setting for the future organisation of school places in West Berkshire.

PRINCIPLES REGARDING THE PROVISION OF SCHOOL PLACES

Corporate Aims

- 1.1 The West Berkshire Council Plan describes how the Council intends to achieve its aim that children and young people will be educated in excellent, inclusive, high performing schools with high quality school buildings. This aim will be achieved by managing the provision and diversity of school places and balancing that against demand.

Principles of School Place Planning

- 1.2 As a Local Authority, West Berkshire Council is responsible for planning and providing sufficient school places in appropriate locations. In order to do so the LA must monitor the supply of school places against forecasts of future demand. School place planning and management of school places ensures that schools are of the right size all the time.
- 1.3 As the number of pupils at a school is the largest determinant of a school's budget, it means that surplus places above 10% translate into less money for the school, which may in some circumstances affect the ability to maintain standards or recruit and retain teachers. Removing surplus places and taking positive steps to rationalise schools, as well as putting surplus places to other uses in areas of less demand, ensures that the LA can generate funds that can be invested in areas of more demand. For example, in the Extended Schools programme, extra spaces at schools have been turned into community libraries, youth centres, children's centres and used for Adult and Community Learning.
- 1.4 The LA will consider reorganisation of provision under a range of circumstances. Where any major reorganisation of provision is proposed, the LA consults with the headteacher and staff, governors, the relevant Diocesan Authority (where appropriate) and relevant stakeholder groups/local community. Factors taken into account in the decision-making process include school performance, surplus places, the quality and suitability of the school buildings as well as any parental or community concerns.
- 1.5 The Council has developed a series of School Organisation protocols which detail the processes, consultations, and statutory proposal process that will be followed. These cover circumstances such as proposals for a new school, amalgamations, reorganisations and school federations. There may be adjustments to Net Capacity, for example, following a review of school numbers and teaching spaces.
- 1.6 School place planning uses the knowledge from school admissions to inform pupil forecasts, pre-empting the demand for places and aligning places to demand. It also takes account of recommendations from the Admissions Forum on matters relating to admissions and Fair Access; advice from whom is a statutory requirement for all admission authorities when considering and determining their admission arrangements.

School Performance

- 1.7 The LA supports the raising of achievement through prompt and appropriate intervention. This is done mainly through the School Improvement Team who support all schools and give targeted support to individual schools based on assessed level of performance, graded A - D. For example, an A grade is a high performing schools where support is targeted at maintaining the high standards, whilst a D grade would refer to a school in the Ofsted category of Special Measures. This method allows support to be targeted appropriately according to need and there will be prompt intervention in schools providing poor quality education.
- 1.8 School organisation and reorganisation planning takes account of performance data (OFSTED and exam results as well as other appropriate quality indicators). School place planning is supported and informed by the work of the School Improvement Service, which works with head teachers and other school staff to improve the quality of school management and the quality of teaching and learning to ensure higher levels of pupil attainment.
- 1.9 Raising achievement for all learners is a key aim of the West Berkshire Council Plan. School planning decisions should promote the improvement of educational standards. This means the performance of a school or group of schools is an important factor to be considered when changes are being formulated.
- 1.10 Statutory guidance in education links all school organisational, building and governance planning to the promotion of improvement of educational standards. Thus any decisions would be assessed for their potential to increase educational standards. Similarly any school reorganisations will be assessed for their potential to raise standards.

Access and Diversity

Categories of Schools

- 1.11 West Berkshire has a diverse co-educational mainstream provision comprising 66 Primary schools and 10 Secondary schools.

In the Primary phase, the 66 schools comprise:

- 8 Infant schools (4 - 7)
- 7 Junior schools (8 - 11)
- 51 Combined Primary schools (4 - 11)
- (Within these schools are 14 Nursery Classes (3 - 4))

Of these:

- 20 Voluntary Controlled schools (Church of England),
- 14 Voluntary Aided schools (11 x Church of England and 3 x Roman Catholic)
- 32 Community schools.

There are also:

- 2 Special Schools (2 - 19)
- 2 Community Nursery Schools (3 - 4)
- 2 Pupil Referral Units

In the Secondary phase, the 10 comprehensive schools (age 11-18 years) comprise:

- 6 Community schools
- 1 Voluntary Aided school (without a religious character)
- 3 Foundation schools

Encouraging Diversity

- 1.12 The LA recognises that local communities are diverse and supports the local management of schools. This means that schools need to serve their local community and where the needs of the community are best served by some specialism or federated/trust type governance, the LA will support it.
- 1.13 The current pattern of school provision includes Faith schools and Foundation schools. The governors of these schools as well as the Catholic and the Church of England dioceses work closely with the Council. New categories of school introduced in recent years include Trust schools, which are Foundation schools with Trust governance, and Academies which were subject to new legislation from July 2010.
- 1.14 There is currently good diversity in school provision in West Berkshire and the Council is committed to maintaining such provision in the future. All the secondary and special schools have at least one specialism. All secondary schools have Sixth Forms. A list of schools and their specialisms are shown in the table below:

School Name	Specialism(s)
Denefield School (F)	Technology
The Downs School (F)	Language
John O Gaunt Community Technology College	Technology
Kennet School	Technology; Modern Foreign Languages; Theatre Arts
Little Heath School (VA)	Science and Maths
Park House School and Sports College	Sports
St Bartholomew's School (F)	Business & Enterprise
Theale Green Community School	Arts; Science
Trinity School and Performing Arts College	Performing Arts
The Willink School	Language
Brookfields School (Special)	Cognition and Learning
The Castle School (Special)	Communication and Interaction

F = Foundation school
VA = Voluntary Aided school

Appropriate School Size

1.15 School size is becoming an increasingly important factor in discussions concerning school effectiveness, particularly those concerning cost-effectiveness. School sizes are often referred to in terms of a number of Forms of Entry (FE). Each Form of Entry is regarded as referring to a group of 30 pupils admitted as a single year group; therefore a 1FE school would admit and contain a maximum of 30 pupils at the normal point of entry and in each year group. Schools, depending on their capacity, may be able to admit multiples of this figure each year, including half forms of entry where appropriate (i.e. 1.5 FE = 45 pupils). A study on 'Better Schools' (1985) concluded that:

- 5-11 schools where possible should be at least 1FE (form of entry);
- 7-11 schools where possible should be at least 2FE;
- 11-16 schools with 5FE or fewer would be unlikely to offer a good curriculum without disproportionately generous staffing; and,
- Sixth forms should have at least 150 students.

More recently, the Council's Primary Strategy for Change document reiterates the desire for schools to be multiples of 1FE. The Audit Commission have suggested a minimum sixth form size threshold of 160.

1.16 West Berkshire Council plans school places in appropriate school sizes that will support:

- Adequate curriculum coverage and curriculum choice
- Viable and sustainable schools which do not require disproportionate financial support
- Viable class organisation structures
- Adequate non-contact time for staff
- Sustainable sixth form provision where appropriate

Primary Schools

1.17 The rural / urban split across the LA area means that there is not a standard pattern of provision in terms of size of school. This is considered to be a strength because it allows for variability and flexibility to match number of school places to local conditions, rather than adhering to formulaic fixed and often inflexible sizes of school that could result in inefficiencies.

1.18 In West Berkshire, the size of a school is aligned to the Pupil Admission Number based on the net capacity of the school. The emphasis in existing schools is on the provision of schools of sufficient size, good quality and standards to deliver the high quality education in a cost-effective manner.

1.19 The optimum size for new Primary Schools is within the range of 210 places to 420 places (1FE to 2FE) ¹ and the Council will seek to open new "all-through" primary schools of 1, 1.5 or 2 forms of entry. However, the final determination will be made on a case by case basis.

¹ This number excludes nursery, e.g. F1 stage

Table 1.19 Primary School Sizes

Admission number	Below 1/2 Form Entry	1/2 Form Entry	1 Form Entry	1 1/2 Form Entry	2 Form Entry	2 1/2 Form Entry	Above 2 1/2 Form Entry
No. of schools	6	16	18	6	15	1	4

Secondary Schools

1.20 At the secondary school level, school size varies across the LA, with admission numbers ranging from 120 to 280 pupils. The Audit Commission has suggested that a secondary school as one with 600 or less pupils could be regarded as a small school. Furthermore, it has indicated the optimum size for an 11-16 age secondary school as between 900 to 1200 pupils. The size of secondary schools in the authority is based on individual circumstances, resulting in a wider range of admission numbers. Table 1.T2 below shows the range of secondary school sizes by the number of forms of entry.

Table 1.20 Secondary School Sizes

Admission number	4 Form Entry	5 Form Entry	6 Form Entry	7 Form Entry	8 Form Entry	9 Form Entry	10 Form Entry
Number of schools	1	0	4	1	2	1	1

Special Schools

1.21 Special schools need to be of a sufficient size to provide the necessary opportunities for the needs of the range of pupils they admit, and to be able to act as resource/outreach centres for other schools and pupils. Their optimum size will depend on the age range of pupils and the types of special educational needs that they cater for. The LA has two special schools which take children with severe/profound/multiple learning difficulties across the age range of 2-19 years. In cases where the type of special educational needs cannot be met within the LA, the appropriate special school or special setting is sourced in other Local Authorities.

Small Schools

1.22 There is no agreed definition of what constitutes a small school and the term is used in different ways with parameters set differently for different reasons. The Audit Commission have referred to primary schools with 90 pupils and secondary schools with 600 or less pupils as small schools. The predominately rural nature of the LA area means that there are a large number of small rural schools. On the basis of the Audit Commission's definition, 20 out of the 66 primary schools (30%) in West Berkshire would be considered as small schools.

1.23 West Berkshire has undertaken a Small Schools Review using the parameter of schools with less than 100 registered pupils. The Council is committed to supporting small schools and the Review focused on strengthening the viability of small schools to deliver high quality education, with a focus on pupil entitlement and outcomes and community contribution. The outcomes of the review were:

- Review of the DSG formula and small schools' funding by the Heads' Funding Group/Schools' Forum
- Encourage schools to explore the benefits of affiliations, creative partnerships and federations (structural and non-structural) where appropriate.
- Encourage the sharing of capacity and resources e.g. business managers and curriculum expertise
- Establish a set of broad criteria that could trigger a support and viability review to consider the best way forward for a school. These criteria would include pupil numbers and trends, standards, finance and Headteacher/staff recruitment issues.
- Develop an accommodation entitlement schedule, and assess schools against this. Deficiency to be added to capital programme criteria
- Develop a means by which innovative building solutions can be shared and school based projects can be offered project management support
- Review the feasibility of cooking meals on all sites
- Work with schools to promote and share community links

New Housing Developments

1.24 New housing developments usually increase demand in the system. Where developments are proposed in areas where pupil numbers are already at or over capacity, the effect of the all planned and actual developments are included in our assessment of impact. The process is further explained in the Council's Primary Strategy for Change and supplementary Topic Paper 3 for Education. The Capital Investment Strategy and School Organisation Planning take account of the sustainability and pupil forecasts of existing schools and explore how to plan for the required number of school places. The Council has a policy and process for seeking Section 106 contributions from developers and for using these for schools in the area affected by a development. These principles apply to new schools resulting from new housing developments as well as school relocations to new sites and onsite expansion works. In respect of major new housing developments and where the indicated pupil numbers warrant, the Council's policy is that:

- a new primary school should be provided with the development (in line with the approach on school size in paragraph 1.19)
- where developments are large enough to yield viable secondary school, a six form entry secondary school will be considered as a minimum requirement, where this will not create surplus places
- new schools should be within walking distance with safe walking routes for catchment area pupils, and with safe cycling routes for cyclists.

Capital Investment

- 1.25 Funding for additional capacity can be sourced in a number of ways including Basic Need bids to the DfE and private funding taking into account any borrowing approval requirements from the DfE. The Council also raises money from Section 106 contributions from housing developments as set out in the various Town and Country Planning legislation and regulations. The LA has developed a process for obtaining funding from housing developments (supplementary Topic Paper 3 for Education refers). This is an important source of funding school places. The Council should review the guidelines on use of funds to take into account the effects of parental preference on where the impact of new pupils is actually felt.

Accessibility of Schools

- 1.26 A key focus for the Council is to ensure that all pupils have access to high quality educational provision, irrespective of where they live and their social and personal circumstances. The LA provides for inclusion into mainstream education for the majority of pupils with a disability. However, there are a number of mainstream schools which host special needs resources bases for specific disabilities. The Council also maintains two special schools for pupils with specific needs which cannot be fulfilled in a mainstream setting. The Topic Paper 3 for Education also covers the position on S106 contributions for SEN.
- 1.27 In terms of general accessibility of buildings, in line with statutory requirement, work has been undertaken to modify entrances to and access within many schools, improving toilet facilities and providing wheelchair accessibility. Accessibility work remains ongoing.

Schools in the Wider Community

- 1.28 All West Berkshire schools offer extended services either through direct delivery of signposting. The range of services include:
- A safe place for children to be from 8 am - 6 pm
 - Parenting support
 - Study Support for school age children and young people through a varied menu of activities
 - Swift and easy access to support services
 - Community access to school sites outside school hours
 - Provision of adult and family learning

Meeting Special Educational Needs

- 1.29 Special Education provision is provided through:
- Two Special schools for severe, profound and multiple learning difficulties, and learning difficulties associated with an autistic spectrum disorder. There is not a fixed admission number and admission is dictated by appropriateness of placing. These schools take Nursery, Primary and Secondary aged children 2 – 19 years.
 - Specialist SEN Resources attached to schools. There are 7 SEN Units attached to Primary schools and 4 SEN Units attached to Secondary Schools.
 - Inclusion in mainstream education at mainstream schools where possible.

1.30 Within the primary phase there is a suitable and sufficient range of resourced provision to meet current and expected needs, as follows:

Type of Provision	Location of Provision
Autistic Spectrum Disorder (ASD)	Theale Primary School
Language and Literacy (LAL)	Theale Primary School
Hearing Impaired (HI)	Westwood Farm Infant and Junior Schools
Physical Disability (PD)	Speenhamland Primary School
Speech and Language (SAL)	The Winchcombe School
Language and Literacy (LAL)	The Winchcombe School

There is one centrally located primary Reintegration Pupil Referral Unit which is attended on a part-time basis. There are currently sufficient places to meet service needs.

- 1.31 The Council's has made a commitment relating to the inclusion of pupils with SEN into mainstream schools. For example:
- Nursery pupils from the Castle special school are co-located with Victoria Park Nursery.
 - Primary schools are part of a rolling programme to increase accessibility to their premises.
 - Opportunities to expand the Resource Base (ASD) at Theale Primary school are being explored
 - Co-location of Castle post-16 on College site
 - Provision of resources supporting inclusion in mainstream schools and the co-location of the special schools will be considered within the Primary Strategy for Change programme.

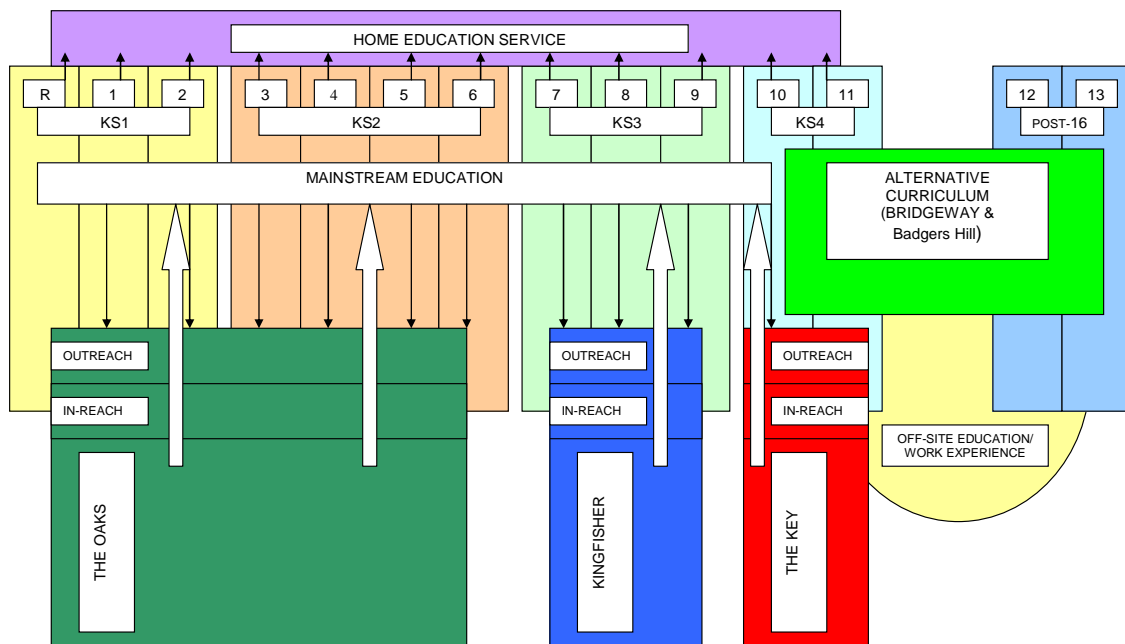
1.32 Within the secondary phase there is a suitable and sufficient range of resourced provision to meet current and expected needs, as follows:

Type of Provision	Location of Provision
Autistic Spectrum Disorder (ASD)	Theale Green Community School
Hearing Impaired (HI)	Kennet School
Physical Disability (PD)	Kennet School
Specific Literacy Difficulty	Trinity School

1.33 Within the West Berkshire area, there are also non-maintained providers, such as Mary Hare School for Hearing Impaired. The Council will place children with very specialist requirements outside the LA if they require very specialised facilities, but the number of pupils in this category is small.

Reintegration Service and Pupil Referral Units

1.34 West Berkshire operates two Pupil Referral Units: Alternative Curriculum (14-19 Key Stage 4 – that includes Badgers Hill, Bridgeway and The Porch) and the Reintegration Service (that includes The Oaks, Kingfisher, The Key and the Home Education Service as well as various assistance with In-reach and Out-reach support). The Reintegration Service provides short stay facilities as the focus is on re-integration into mainstream education as quickly as possible. The detail of how this provision links with mainstream education is shown in the diagram below:



The expansion of successful and popular schools

- 1.35 Some schools are more popular with parents than others and parents can be disappointed if they do not secure a place for their child in their preferred school. In an effort to satisfy parental preference, the DFE has encouraged the expansion of popular schools by giving guidance that the existence of surplus places should not be used to prevent the addition of additional places to popular schools. The LA is committed to examining ways of increasing parental choice in school admissions and ensuring that places are located where parents want them.
- 1.36 In West Berkshire, school place planning policies and procedures are tailored to schools expanding when a number of indicators become apparent, such as:
- Where a school is unable to accommodate catchment area pupils at the first point of entry
 - Where infant class size regulations cannot be maintained and there are no spaces in schools within 2 miles
 - Where there is an observed rise in Reception Year intake that takes a school above its published admission number and a rise is sustained for three years, taking into account the number of catchment area pupils in that year.
 - Where the output of brown-site in-fill housing developments result in increases in catchment area pupils arriving at the school is observed and peaks at a level above the planned admission number
 - Where the site of a school with rising catchment pupils participation allows for proportionate expansion, taking into account the points above.
 - Where the provision of an additional classroom will not lead to surplus places or the filling of those places by children who have to travel a long distance to the school.

Admissions Issues

- 1.37 The School Admissions and Transport team administers admissions to schools through the West Berkshire Co-ordinated Admissions Scheme, in line with the requirements of the School Admissions Code 2010. Legislation requires that admissions to all types of schools in an area, whether Community, VC, VA or Foundation, are co-ordinated and administered by LAs. The LA also manages the In-Year co-ordination of admissions of school age pupils who arrive in the area during the academic year or wish to transfer schools.
- 1.38 An In-Year Fair Access Protocol exists to manage the appropriate allocation of school places when no school places exist for new arrivals or where transfers are considered in the interest of the pupils, with decisions taken by a Pupil Placement Panel (PPP); this also ensures that no school receives more than their fair share of difficult or challenging pupils. Other legislation which affects admissions includes the:
- requirement to maximise parental preference for school places
 - independent appeals process; decisions from which must be accepted by admissions authorities
 - Infant Class Size Legislation, which limits the class size to 30 children, the majority of which are 4, 5 or 6 years old, being taught by a single qualified teacher. Infant Class size continues to be an issue in some areas, where alternative places are not easily accessible.

Response to Parental preference

- 1.39 It is the Council's policy to meet parental preference wherever this is possible for all school admissions at any time of the year, in accordance with the requirements of the law. The Council had developed robust oversubscription criteria which are applied consistently to achieve fair school places allocation outcomes for Community and VC schools. Admission arrangements are consulted on and agreed annually by Council members for Community and VC schools and by governing bodies for VA and Foundation schools. These include the oversubscription criteria which will determine how places will be allocated for each school.
- 1.40 In West Berkshire, the wide diversity of types of schools in the LA makes it possible for a large percentage of parents to be allocated their first preference school. On average 83% of parents gain their first preference for primary school and 90% their first preference for secondary school. The admissions team works consistently with headteachers and all governing bodies, including those that are their own admission authorities, in order to achieve a system that maximises parent's ability to gain their preferred schools, bearing in mind admission numbers and capacity of schools as well as the need to provide effective and efficient education for all pupils.

Early Years and Childcare

- 1.41 In West Berkshire all three and four year olds have access to the 15 hours Free Entitlement to early education and care through the delivery of EYFS (Early Years Foundation Stage). The Free Entitlement is available in maintained nursery classes and schools, pre-schools, day nurseries, private nursery and independent schools and with accredited childminders. West Berkshire currently has 2 nursery schools, 13 schools with nursery classes and 87 PVI (private, voluntary and independent) settings. West Berkshire operates a single point of entry into school for children once they are 4 years old. This place may be deferred until the child reaches statutory school age.

- 1.42 Sufficiency of early years' provision is assessed every 3 years. This is a statutory duty within the Childcare Act 2006. The 2008 audit found that:
- There is currently sufficient childcare, including early education places, for children under 5 in West Berkshire;
 - Transport is an issue for families where early years provision is not within walking distance; this particularly affects rural areas.
- 1.43 Sure Start Children's Centres exist across West Berkshire offering a range of services to meet the needs of 0-5 year olds and their families. Services operate from the centre and through outreach into other communities. This is particularly important in rural areas. Information regarding early years provision is available from the Family Information Service at www.familyresourceserviceuk.org or 0800 3289148

Collaboration for provision to pupils aged 14-19

- 1.44 West Berkshire Council is committed to working in partnership with schools and colleges regarding the provision of 14-19 opportunities in the county. Strategic planning for post 16 provision reverted to the Local Authority from April 2010. West Berkshire Council works closely with schools, colleges and work-based learning providers to ensure that post-16 provision responds to the changing national agenda and meets local need.
- 1.45 The LA offers 14-19 education in its secondary schools, with each school having 6th form provision. Provision is also made at both special schools in the area and in an Alternative Education PRU. Newbury College offers further education opportunities. There is also access to colleges outside of the West Berkshire area within reasonable travelling distances.
- 1.46 The statutory change to raise of the age of participation to 18 from must also be factored into school place planning. The change is being phased in and will raise the education leaving age to 17 in 2013 and to 18 from 2015. Although many 16+ students may prefer to undertake work based learning, there could be a growth of students staying on at school, or on the role of the sixth form whilst attending other institutions for course elements. As reforms of the 14-19 agenda continue, the Council will develop plans to ensure that adequate, high quality facilities are available to support emerging requirements.

MANAGING THE SUPPLY OF SCHOOL PLACES

School Capacity

- 2.1 There is a statutory requirement for each local authority to provide sufficient school places. Discharging this duty can involve opening new schools or adding places to existing schools where extra capacity is required. It also involves rationalising school sizes, and considering federations, amalgamations and closure, as well as reducing surplus places where required. The challenge for the local authority is to provide the right number of places in the right locations at the right time.
- 2.2 Where a sudden unexpected increase in demand for school places is observed, it will be considered as a temporary increase. Temporary one year increases will be managed by means other than increasing building capacity until a sustained pattern/trend can be established. Trends cannot be discerned from single year occurrences. This approach should avoid costly permanent classroom construction and the potential outcome of excessively increasing surplus places, especially where surplus places may already be high in neighbouring schools.
- 2.3 An increase in the capacity of a school should normally only be justified where it can be shown that there are not enough places within a planning area of a two-mile radius for infant and primary schools, three miles for secondary schools, depending on the availability of safe walking routes. Consideration of increasing capacity should also be based on whole school figures across the year groups, not just reception classes, unless infant class size would be compromised; schools are required to manage their space available and size can be controlled by changes to admission numbers where necessary. Annual monitoring of a school capacity allows for the re-assessment of capacity and admission numbers for consultation during the school admissions annual consultations each autumn.
- 2.4 Variations in school admission numbers within an admission year would normally have to be approved by the Office of the Schools Adjudicator. Therefore in-year changes to admission numbers will not be supported except where there are unforeseen circumstances. In deciding where to add capacity, consideration will be given to the following:
 - securing suitable provision for all children, including those with special educational needs
 - pupil place forecasts
 - actual demand and use of available places from census data
 - lack of availability of spaces in the areas defined above in other local schools
 - expanding successful and popular schools on the basis of legislative guidance and responding to parental demand, where justified.

Such considerations will take into account the suitability of a school's buildings for expansion, including:

- the number of surplus places in adjacent catchment areas or schools within a 3-mile radius
- the size of school
- the sufficiency of playing field space
- the likely impact of an expansion on the local community and on community cohesion
- sustainability issues, including extra car journeys and other pupil transport issues.

- 2.5 Primary schools in West Berkshire generally serve their local communities and normally children living within a local area will have priority for admissions. Wherever possible provision of school places should be in the area where demand is high and should be accompanied by reduction of places and other measures in the areas of least demand.

Decreasing Capacity and Removal of Surplus Places

- 2.6 There is a requirement on local authorities to reduce surplus places although it is recognised that some surplus places are necessary for the smooth operation of placing pupils in schools during the academic year. In LA inspection work, Ofsted and the Audit Commission set criteria for a 'good' authority, which included achieving a low number of surplus places. This means less than 10% surplus overall for a local authority and no more than 25% surplus for any individual school.
- 2.7 It is not possible to eliminate all surplus capacity. A certain level of surplus places is advantageous because:
- it allows greater opportunity to respond to parental choice
 - there may be unpredicted changes to demographic patterns, with a sudden influx of children to particular areas
 - there may be special circumstances in some areas
 - in some areas, changes in the state of the economy affect the number of children leaving the state sector for the independent sector.
- 2.8 West Berkshire Council should develop a formal policy for the removal of surplus places by exploring strategies that would effectively reduce excess places where this is required, linked to workable cost effective strategies for moving places to where they are needed. In order to achieve this, an annual review is required to identify places that are not needed. Such a review would take into account trends in data, such as analysis of:
- demand for school places in the LA and the source of that demand
 - pupil migration and mobility within and into the local authority
 - forecasts
 - parental preferences
- 2.9 The reduction of surplus places is important to make best use of revenue funding and to open up capital funding opportunities for improvements. Proposals to remove surplus places should take account of the quality of education provided, parental preferences and community use of the premises. To date, some reductions have been made through:
- amalgamating junior and infant schools
 - amalgamating secondary schools
 - using excess space for extended school activities and Children's Centres
 - remodelling space use within schools to provide ICT suites and other learning support activity areas
 - decommissioning of general teaching areas.

Table 2.09 shows the number and percentage of school places as well as surplus places by category of school.

Table 2.09 Number of Places and surplus places by school Category- 2009

Category	Primary Places	Primary surplus (%)	Secondary places	Secondary surplus (%)
Community	8041	10%	7199	9%
Foundation	N/A	N/A	3902	3%
Voluntary Aided	2152	4%	N/A	N/A
Voluntary Controlled	2670	10%	1665	0%

- 2.10 Net capacity calculations produce both a physical capacity number for the school as well as an indicated admission number within a range. Calculations for all schools in the authority were carried out in 2006 as part of the Surplus Places return to the DCSF. The review of net capacity calculations is a major tool in establishing a decrease or increase in required admission numbers, and these are carried out on an individual basis for schools when required to take account of changes of space usage.
- 2.11 One way to decrease capacity would be to consider school reorganisation; this may involve the opening of a new school to replace a failing school or an amalgamation with or expansion of a neighbouring successful one. The particular circumstances would dictate if there would be a need for decrease or an increase in provision and if this possibility would improve the teaching and learning for the affected community.

Increasing Capacity

- 2.12 In addition to considering how to reduce surplus places in some areas of the LA, the Council must also consider actual and potential under supply of school places in other geographical areas, taking account of trends and available data, such as school forecasts, housing data, birth and GP registrations and parental preferences. When reviewing primary school provision, the possibility of a reorganisation to bring school admission numbers to a full form entry will always be considered. Where there is a demonstrable need for additional places, consideration will be given to the possibility of expanding existing successful and popular schools in the area. Where additional accommodation is required for a relatively short time, for example to accommodate an unusually large year group, or to provide temporary capacity whilst a new school or school amalgamation site is being constructed, temporary classrooms may be used. However, permanent accommodation will be used, wherever possible, where growth is likely to be sustained for the foreseeable future and there is a long term need. Wherever there are proposals to increase, reduce or reorganise school places, there will be consultation with the governing bodies, staff, parents, the Admissions Forum and other interested groups in the community.

- 2.13 The main school reorganisations that can increase the number of school places in an area are the building of new schools, expanding existing schools and mergers of schools. Recent legislation has introduced the concept of a competition between possible promoters for the right to open a new school, although some exceptions exist. New schools which are a result of a reorganisation, amalgamation or the replacement of existing schools may not require competitions. Academies are also outside the competition arrangements. Many factors are taken into account when considering the location of new schools and the LA aim to ensure is that schools are located within communities or within new developments. Ideally these will be within walking distance for pupils in that community, with safe walking and or cycling routes as well as being connected to public transport as much as possible.
- 2.14 New housing developments often have the effect of increasing demand in a system. Due to this, any decision on the placement of housing should take into account the effect of the type of developments on school places in the authority. There is an expectation that the impact of new developments on school places should be addressed by the development itself. This means that as far as possible the cost should fall on the landowners and/or developers through contributions within planning obligations. Capital investment strategy and school organisation planning must therefore take account of the sustainability of schools within any strategic planning. It therefore follows that school place planning should have a direct input into such plans, including the Local Development Plan.
- 2.15 The current legislation has placed a presumption for approval of proposals to expand places at successful and popular schools, if there is a strong case for these additional places. This is always considered within the context of local area capacity and effect; however, the LA is then expected to consider parallel action to remove the surplus capacity should they be created elsewhere.

Pupil Forecasts

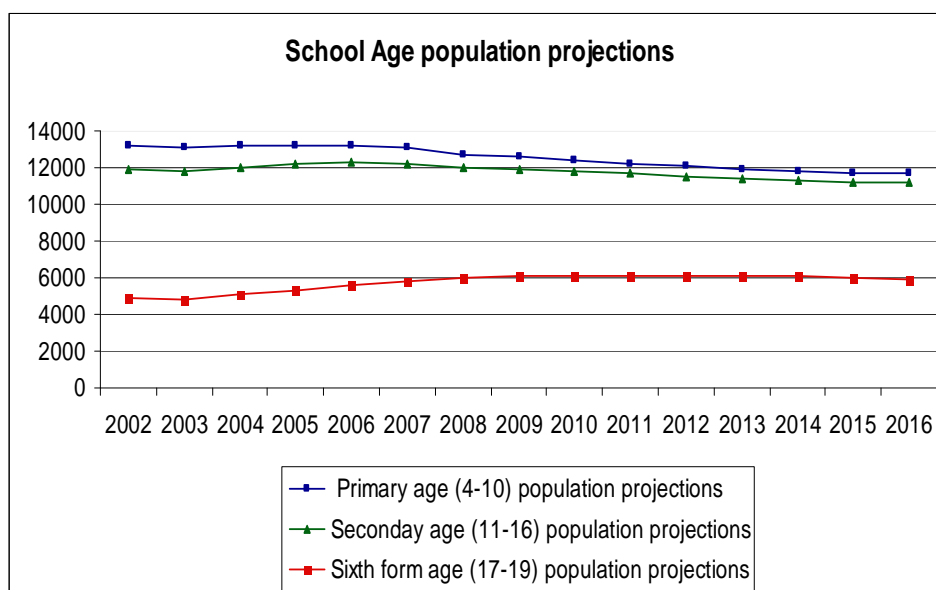
Population Overview

- 2.16 West Berkshire has a total population of just over 144,000 people living within the urban areas of Thatcham, Newbury and Hungerford, Tilehurst and Calcot. The Office for National Statistics (ONS) gives the population projections for West Berkshire as:

Year	Total population
2001	144494
2006	147955
2011	152851
2016	156574

- 2.17 The largest increase in population by 2016 is projected to be in older age groups of 50 and above but the total school age population in West Berkshire is projected to decline. For example, school age population projections from the Office of National Statistics (ONS) compared 2002 pupil numbers against projections for 2016 pupil numbers and indicated that:
- the number of 4-year old pupils would decline from 1895 to 1655 (Reception Year)
 - the number of 5-year olds pupils would decline from 1809 to 1607 (Year 1)
 - the number for 11-year olds pupils would decline from 2011 to 1787. (Year 7)

Graph 2.17 School Age Population projections to 2016 (resident population)



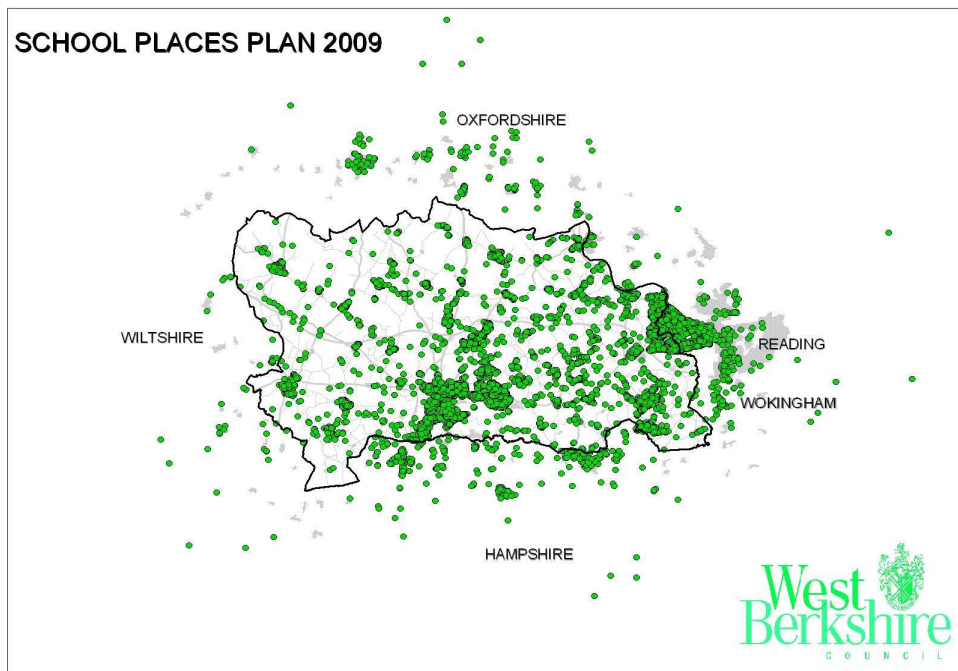
2.18 Graph above shows school age population projections from the Office of National statistics (ONS), showing a declining trend in school age pupils in West Berkshire, in the medium and long term. The Joint Strategic Planning Unit's population in Berkshire review projects the 0-15 year old population for West Berkshire as shown in the table below, and confirm the projected declining trend in numbers. It should be noted that any decline in the resident school population could be ameliorated by cross-border applicants for school places.

Table 2.18 West Berkshire 0-15 year old population projections.

Year	0-4	5 - 15
2001	9,123	21,644
2002	8,830	21,725
2003	8,759	22,279
2004	8,684	22,567
2005	8,619	22,424
2006	8,505	22,143
2007	8,418	21,802
2008	8,337	21,503
2009	8,261	21,235
2010	8,185	20,979
2011	8,119	20,730
2012	8,078	20,510
2013	8,050	20,275
2014	8,070	20,136
2015	8,106	20,049
2016	8,154	20,052

Pupil Migration and Mobility

- 2.19 Pupil mobility refers to the distances and patterns of transportation undertaken by children to attend schools on a daily basis, some of which are of a considerable distance given the rural nature of the area.
- 2.20 One level of pupil mobility that affects school places in West Berkshire is the significant movement of pupils who are resident in neighbouring local authorities who commute daily across the LA borders in order to attend schools in West Berkshire. There is high level of inward migration of pupils into West Berkshire from other LAs at both Primary and Secondary school. This is most pronounced on the Eastern border of the LA at both primary and secondary level, with other appreciable levels of inward migration on the Wiltshire and Oxfordshire borders (Secondary) and the Hampshire border (Primary). The most significant movement of pupils at both primary and secondary levels into West Berkshire is from Reading Borough Council. In some primary schools, places used by non-resident pupils averaged 40% of the provision (source 2008 WBC data). In some secondary schools the demand from neighbouring authorities is very high with over 50% of pupils being from neighbouring LAs.
- 2.21 In some areas of the LA, there is significant internal pupil mobility, often driven by parents seeking places at the more popular schools; affecting mainly the urban areas of Newbury and Thatcham. This type of internal pupil mobility affects the demand for school places in specific schools and the planning for school places to be available in line with parental preferences and where they are needed. It is worth noting that the LA is funded for the pupils they have on roll i.e. there is no inter-authority recouping of funds for mainstream provision, other than for statemented pupils.
- 2.22 Pupil migration refers to the situations where families move into different areas and specific catchment areas in the LA in order to secure a place at particular schools. This different type of movement also has an impact on school places and directly on the ability to meet catchment area demand for places at the local schools.
- 2.23 In terms of outward migration, the number of pupils who are resident in West Berkshire and go to schools in neighbouring LAs, is very small; on average less than 50 each year. Some of these are pupils seeking places at grammar schools in neighbouring authorities. The fact that West Berkshire schools are able to accommodate this level of inward migration demonstrates the level of over-capacity in the West Berkshire schools system. The scatter diagram overleaf shows the level of inward migration into West Berkshire schools. Each green dot represents a location/address where there is at least one child who attends a school in West Berkshire; and it is important to note that if there are 2 or more siblings at that address, the dots are superimposed and therefore there are more pupils than the visible countable dots.



Birth Data

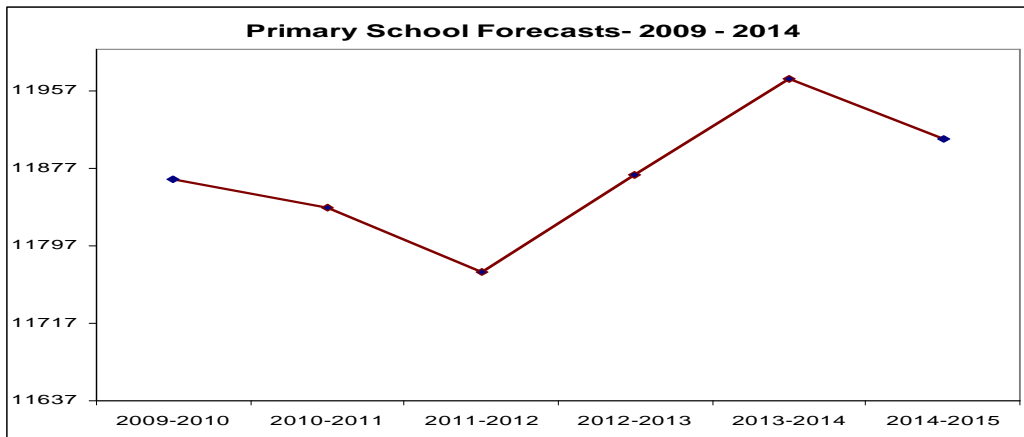
2.24 Birth data is used in forecasting methodologies in a variety of ways. It is usually assumed at a commonsensical level that the relationship between births in an area and the number of children requiring school places in that area is a straight forward one, but this is not the case. Although the assumption is a reasonable one, this pertains only if there is little movement in the population and although this was usual in the past, it is no longer the case. In addition to this, admission legislation has allowed greater flexibility for parents to seek and obtain places for their children in any school, even if it is not in the area where they reside or where the child was born. The ability and willingness of parents to transport their children some distance to schools increases this likelihood. In effect, therefore, an increase in birth in an area may not mean that school places need to be increased. The forecasting carried out takes account of these complex relationships. There are different types of birth data that can be used, including Office of National Statistics births projections, live birth data and strategic Health Authority data on young people registered with doctors (GP data). There is currently no correlation between birth in West Berkshire and the pupils arriving in the schools. If the trajectory of the actual intake continues to rise sharply, there will continue to be no correlation.

Primary School Forecasts

2.25 Currently, and for the last three years, there has been some targeted increase in places. In some parts of the LA, such as south Newbury and parts of Thatcham, there is a need to redistribute places due to both parental preference and the lack of school area space at some schools where it is not possible to expand in order to respond to rising demand. Indications are that there is an increase in families moving into this area but it is not clear whether this is ongoing growth. In the short and medium term a realignment of catchment areas would relieve the situation.

2.26 Forecasts of total pupil numbers have been very accurate. The variation between the forecasts for total primary pupil numbers for January 2008 and the accuracy of pupil projections in the January 2009 census was $\pm 0.2\%$. Graph 2.21 shows primary school forecasts to 2015. Note: these forecasts include all pupils in schools, including those who are from other authorities. The general trend is for numbers to fall in the near term until 2012, rise in the medium term and then fall from 2013.

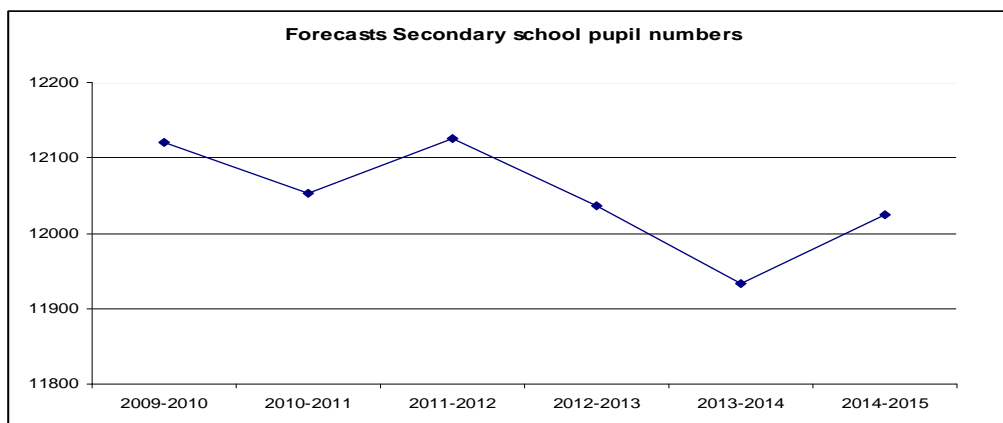
Graph 2.28 Primary schools Forecasts



Secondary School Forecasts

2.27 Forecasts for Year 7, the first year of secondary school, are based on the preceding Year 6 numbers in primary schools modified by admission numbers and net capacity. Differences between these and Year 7 numbers are attributed to out-of-area pupils entering schools in the LA at this phase. Forecasts suggest the total Year 7 numbers will remain within the net capacities as there is already over-provision at this level. The figures also suggest that total secondary pupil numbers have peaked compared to net capacity, therefore the LA will need to carefully decide whether to reduce places (and if so, when and where). All forecasts of pupil numbers are reviewed yearly and the total pupil numbers have been within the accuracy definitions of the Audit Commission ± 1.0 . Graph 2.23 shows secondary school forecasts. The general trend is for numbers to fall after 2014 but then to remain lower than for pre-2009.

Graph 2.28 Secondary Schools Forecasts



DEVELOPMENTS IN SCHOOL ORGANISATION SINCE THE LAST SCHOOL ORGANISATION PLAN

Changes to Primary Schools

- 3.1 Two schools, Dunstan Park Infant (Community) and Thatcham St Mary's Junior (Voluntary Controlled) schools were amalgamated to form Thatcham Park Church of England Primary (Voluntary Controlled) school.
- 3.2 Two schools, Winchcombe Infants and Winchcombe Junior were similarly amalgamated to create The Winchcombe Primary school.

Changes to Secondary Schools

- 3.3 School organisation changes that have taken place are listed below:
- Under the pilot programme of the Building Schools for the future, West Berkshire was able to secure funding for the rebuilding of St Bartholomew's secondary school. This project is now completed.
 - Little Heath School changed category from Foundation to VA without a religious character.
 - Denefield school consulted on and adopted a catchment area for the school. This change means that all schools in West Berkshire now operate on a catchment area ethos.
 - There was a consolidation of the Hearing Impaired provision in the authority by the closure of the resources at Denefield school and at Park House school and the opening of a new Hearing Impaired resource at Kennet School.

Changes in Special Schools

- 3.4 There have been no school organisational changes to the organisation of special schools.

Changes in Early Years provision

- 3.5 Nursery Class provision at primary schools has reduced. There are now 14 nursery classes.

PRIMARY SCHOOLS – ANALYSIS BY SECONDARY SCHOOL CATCHMENT

Overview

4. 1 In this section the total capacity for each area is compared to the forecast pupil numbers and conclusions are drawn about the sufficiency of places. The LA comprises a number of communities with differences between rural and urban localities; Newbury, Thatcham (urban), the East of the LA including Calcot (urban / peri-urban), West, North and South. School place planning in these localities is characterised by clusters of schools within the catchment areas of secondary schools. Area reviews allow a more targeted analysis of school places and give a better picture of the sufficiency/deficiency of places for an area. The total capacity for each area is compared to the forecast pupil numbers below in order to illustrate sufficiency of places and the relationship between provision and demand in smaller localities.

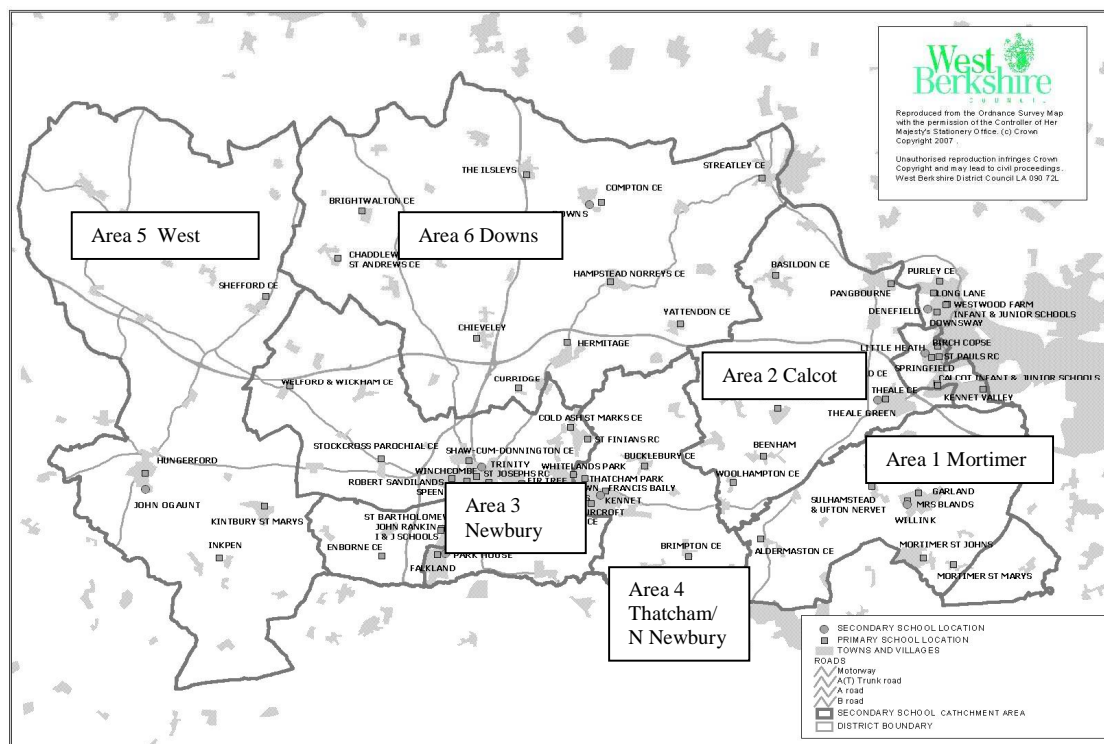


Table 4.1 number of schools and Capacity by area.

Number of Schools, Type and Capacity for each individual Area 2009						
	Area 1	Area 2	Area 3	Area 4	Area 5	Area 6
Number of Community & VC schools	5	14	4	15	5	9
Number of VA Schools	2	4	3	3	0	2
Total number of schools in the Area	7	18	7	18	5	11
Total capacity in schools	1250	3750	1670	4154	905	1199
Total number of pupils on roll	1204	3481	1505	3774	772	1039
Total surpluses	5%	8%	11%	9%	15%	9%

AREA 1: BURGHFIELD / MORTIMER

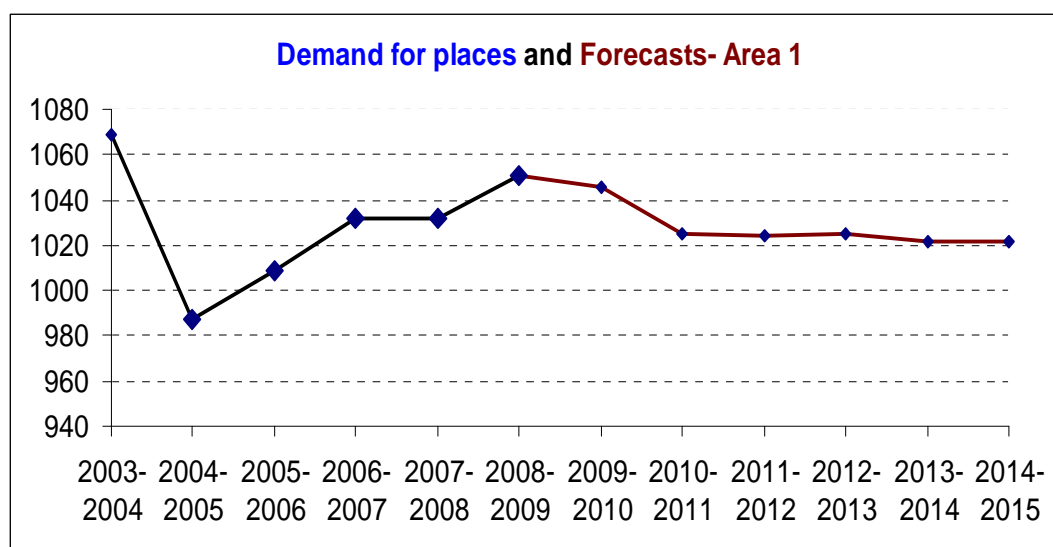
4.2 Seven (7) Primary Schools

- Aldermaston C of E Primary
- Burghfield St Mary's Primary
- Garland Junior
- Mortimer St John's C of E Infant
- Mortimer St Mary's C of E Junior (VA)
- Mrs Bland's Infant & Nursery
- Sulhamstead and Ufton Nerve C of E VA Primary

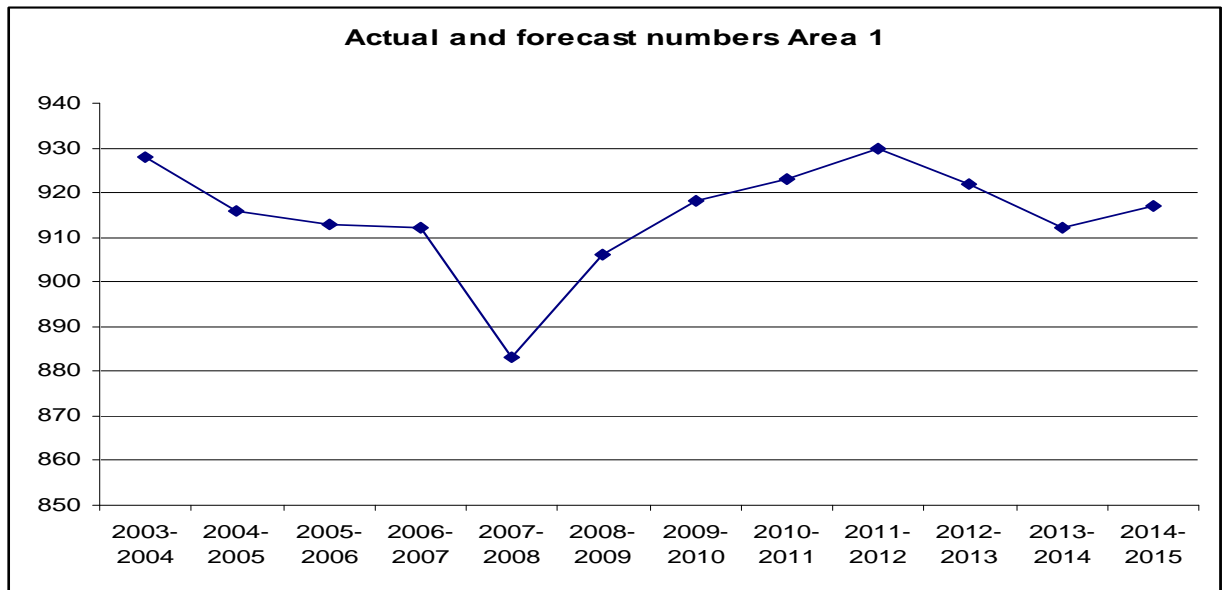
Area Characteristics

Number of Community and VC schools	5
Number of VA schools	2
Infant & Junior schools	4
Total capacity in area schools	1250
Total number of pupils on roll in area 2009	1204
Total surplus percent in the area	5%
Schools with no surpluses at all	3
Schools with surpluses below 10%	3
Schools with surpluses between 10 & 24 %	1
Schools with surpluses 25% and above	0

Demand and Forecasts

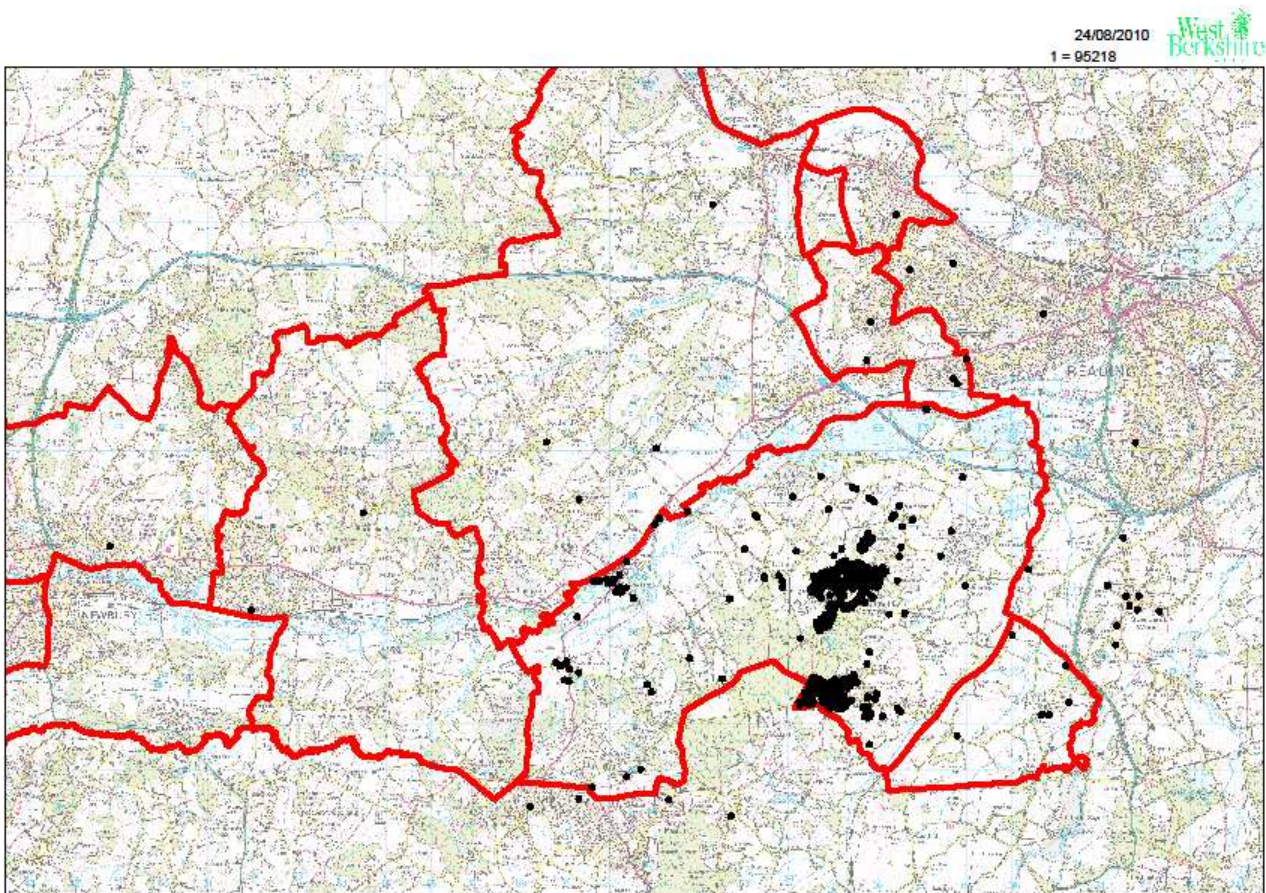


Secondary School - The Willink School



Demand for The Willink School

Pupils attending the Willink School



AREA 1 - ANALYSIS

- 4.3 The 7 primary schools which service this area are heavily subscribed with 3 out of the 7 schools operating at full capacity and a further 3 being very close to full capacity. Mrs Bland's Infant and Nursery school has 15% surplus places (26 places). However, the overall surplus capacity in Area 1 is low at 5% (46 places).
- 4.4 There is currently pressure for places in this area and very little flexibility for admissions allocations. There is not sufficient space to expand at most of the schools in this area, and analysis shows that these schools are accommodating pupils from out of catchment. If numbers increased within the catchment area, this would be accompanied by a corresponding reduction in the number of out of catchment allocations. However, this could create pressure elsewhere in the West Berkshire schools system, unless the out of catchment pupils are cross-border applications. Demand forecasts up to 2015 indicate that the numbers in this area should remain comparatively stable. There is potential to increase capacity at Burghfield St Mary C of E Primary school which could accommodate an extra classroom and is taking out of catchment pupils. This additional capacity would increase flexibility in allocations across the Mortimer schools.
- 4.5 The Willink secondary school has the capacity to accommodate pupils from its catchment area. A recent increase in the Admission Number, within its net capacity range, should allow for the school to take all its catchment area pupils for the period to 2015.

AREA 2: EAST – CALCOT /TILEHURST

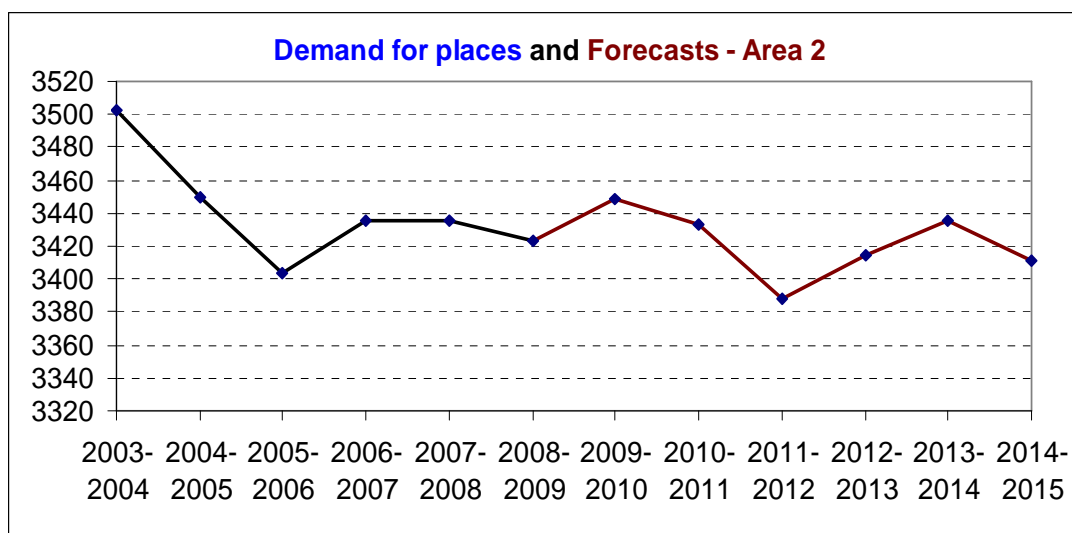
4. 6 Eighteen (18) Primary schools

- Basildon C of E Primary
- Beenham Primary
- Birch Copse Primary
- Bradfield C of E Primary (VA)
- Calcot Infant School and Nursery
- Calcot Junior
- Downsway Primary
- Englefield C of E Primary (VA)
- Kennet Valley Primary
- Long Lane
- Pangbourne Primary
- Purley C of E Infant
- Springfield Primary
- St Paul's Catholic VA Primary
- Theale C of E Primary
- Westwood Farm Infant
- Westwood Farm Junior
- Woolhampton C of E Primary (VA)

Area Characteristics

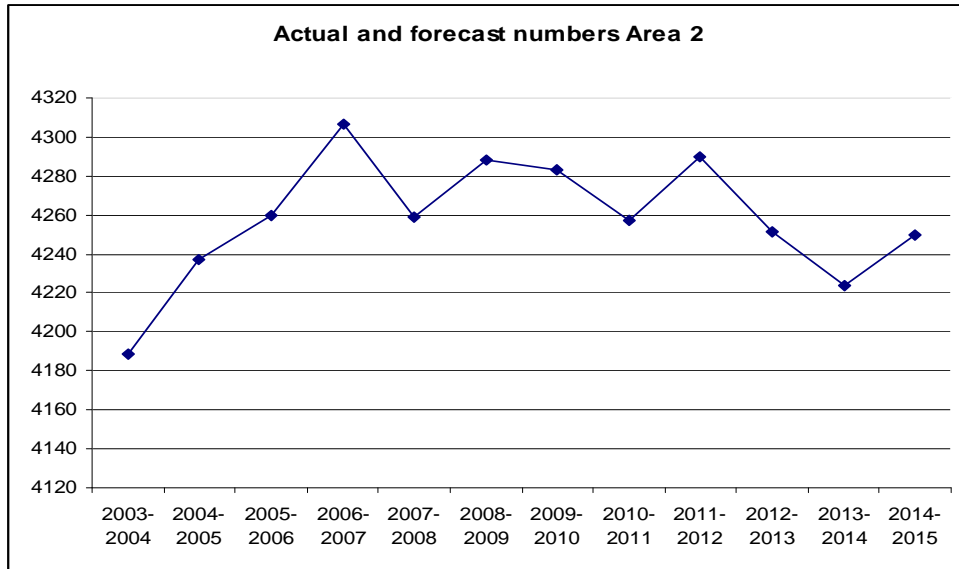
Number of Community and VC schools	14
Number of VA schools	4
Infant & Junior schools	5
Total capacity in area schools	3750
Total number of pupils on roll in area 2009	3481
Total surplus percent in the area	8%
Schools with no surpluses at all	6
Schools with surpluses below 10%	6
Schools with surpluses between 10 & 24 %	4
Schools with surpluses 25% and above	2

Demand and Forecasts



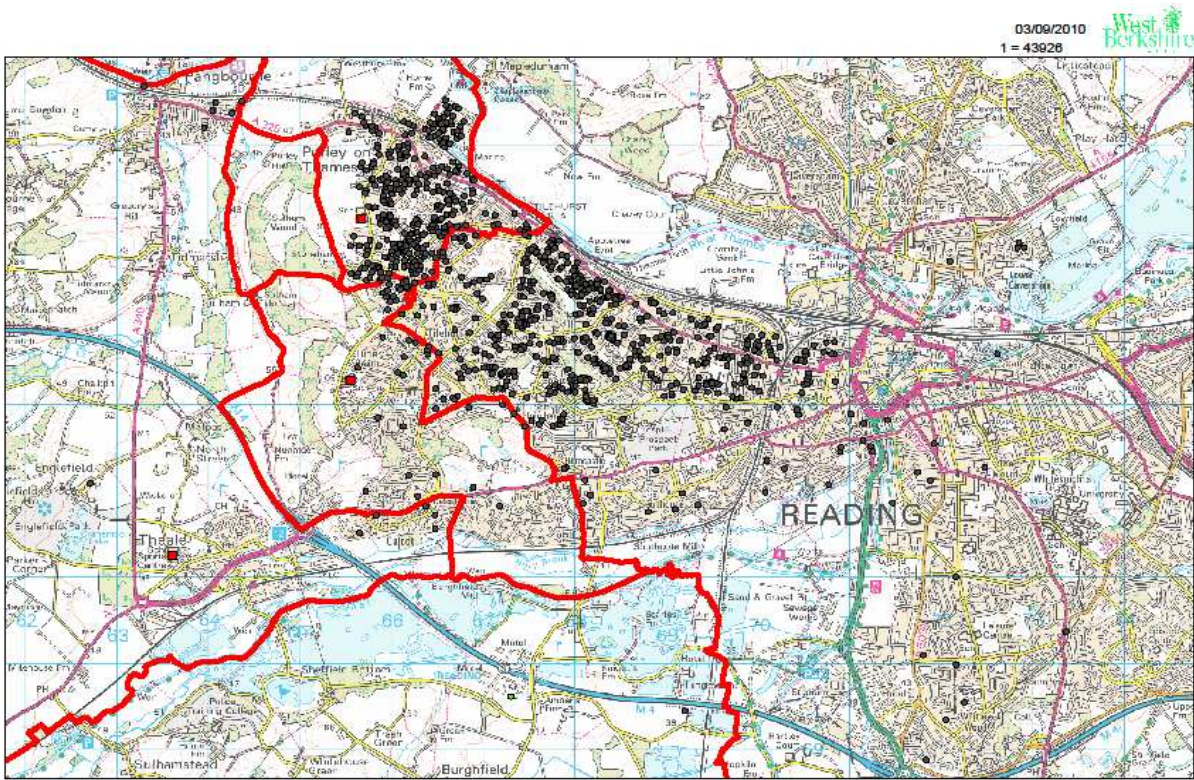
Secondary Schools - Denefield School, Little Heath School & Theale Green School

Total Number of pupils for the 3 secondary schools



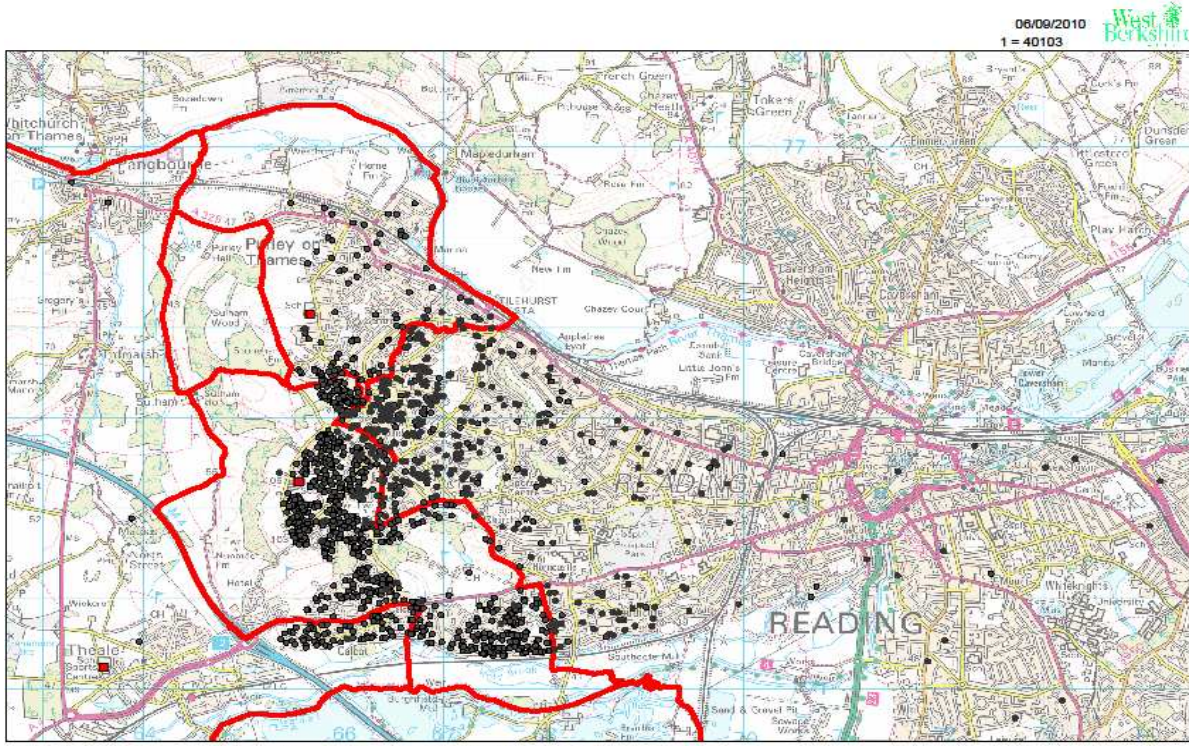
Demand for Denefield School

Pupils attending Denefield School



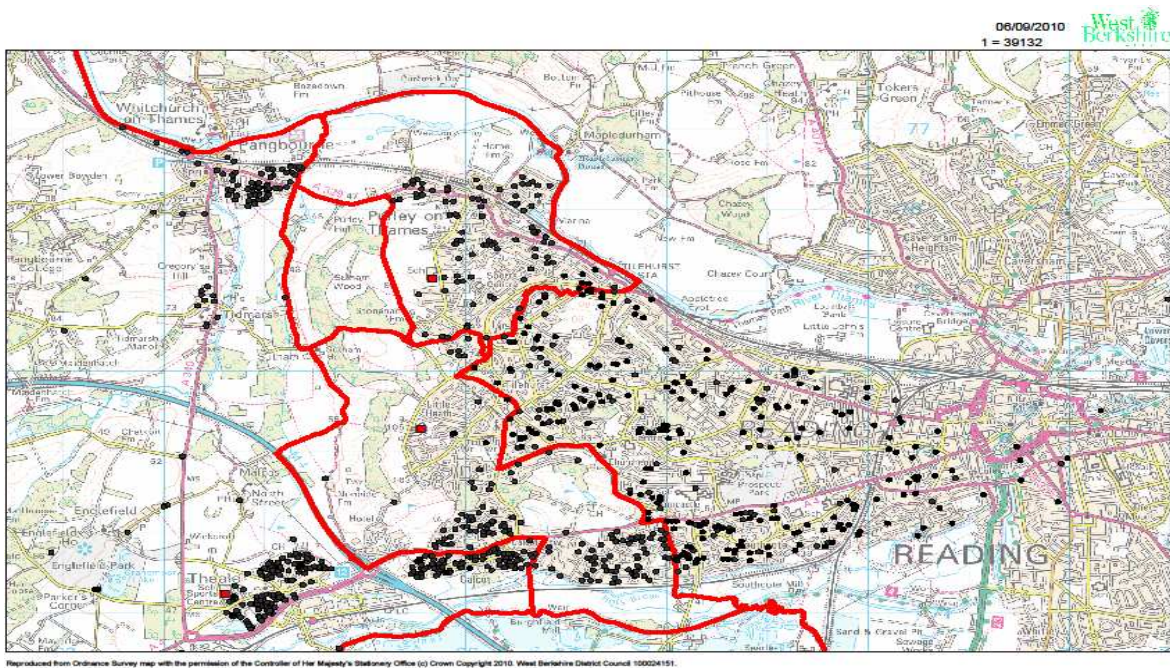
Demand for Little Heath School

Pupils attending Little Heath School



Demand for Theale Green School

Pupils attending Theale Green School



AREA 2 - ANALYSIS

4. 6 66% of the eighteen primary schools which service this area are heavily subscribed with six schools operating at full capacity and a further 6 being below 10% surplus places. Higher levels of surplus places are found at Calcot Infant school (32%), Calcot Junior school (26%), Basildon Primary school (21%), Beenham Primary school (18%), Woolhampton CE primary school (13%) and Bradfield CE Primary school (11%). The surplus capacity in Area 2, overall, is moderate at 8% (269 places).
4. 7 Calcot Infant and Junior schools are consulting on a proposal to federate. The development of a federated approach (if this proceeds after consultation) will be monitored to establish whether this impacts on surplus places and reduces spare capacity at these schools.
4. 8 There is a range of factors affecting to the provision and demand for places in this area. The area's geographical position leads to cross-border demand for pupils and pupil migration as well as cross-border catchment areas for some of the schools. 4 out of the 18 schools are Voluntary Aided schools with wider catchment areas and faith-based allocation categories. This area is urban with some small schools (intakes of up to 15), and a combination of primary schools (4-11 years old), Infant schools (4-7) and Junior schools (8-11). Overall, there are sufficient places in this area and schools have generally been able to take all their catchment area pupils in the past.
4. 9 March 2010 late in-catchment applications have had an impact at Theale C of E Primary school and Purley C of E Infant school.
4. 10 The three secondary schools have ample capacity to accommodate the pupils in their catchment area. The excess capacity is taken up by pupils from out of the authority, with the secondary schools in this geographical area showing the highest level of pupil mobility cross border in West Berkshire.

AREA 3: NEWBURY

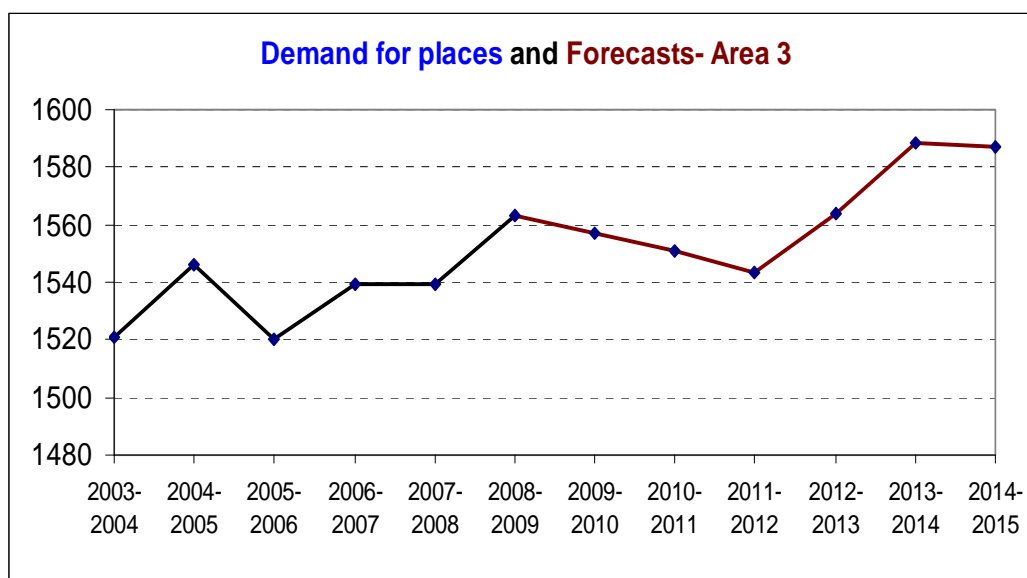
4. 11 Seven (7) Primary schools

- Enborne Church of England Primary (VA)
- Falkland Primary
- John Rankin Infant and Nursery
- John Rankin Junior
- St John the Evangelist Church of England Infant and Nursery (VA)
- St Nicolas Church of England Junior (VA)
- The Willows Primary

Area Characteristics

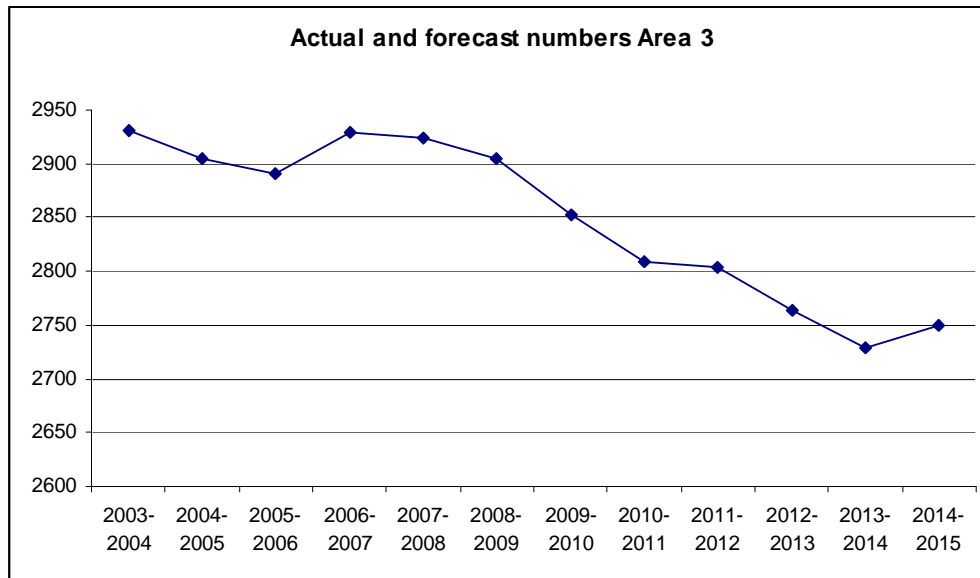
Number of Community and VC schools	4
Number of VA schools	3
Infant & Junior schools	4
Total capacity in area schools	1670
Total number of pupils on roll in area 2009	1505
Total surplus percent in the area	11%
Schools with no surpluses at all	3
Schools with surpluses below 10%	2
Schools with surpluses between 10 & 24 %	1
Schools with surpluses 25% and above	1

Demand and Forecast



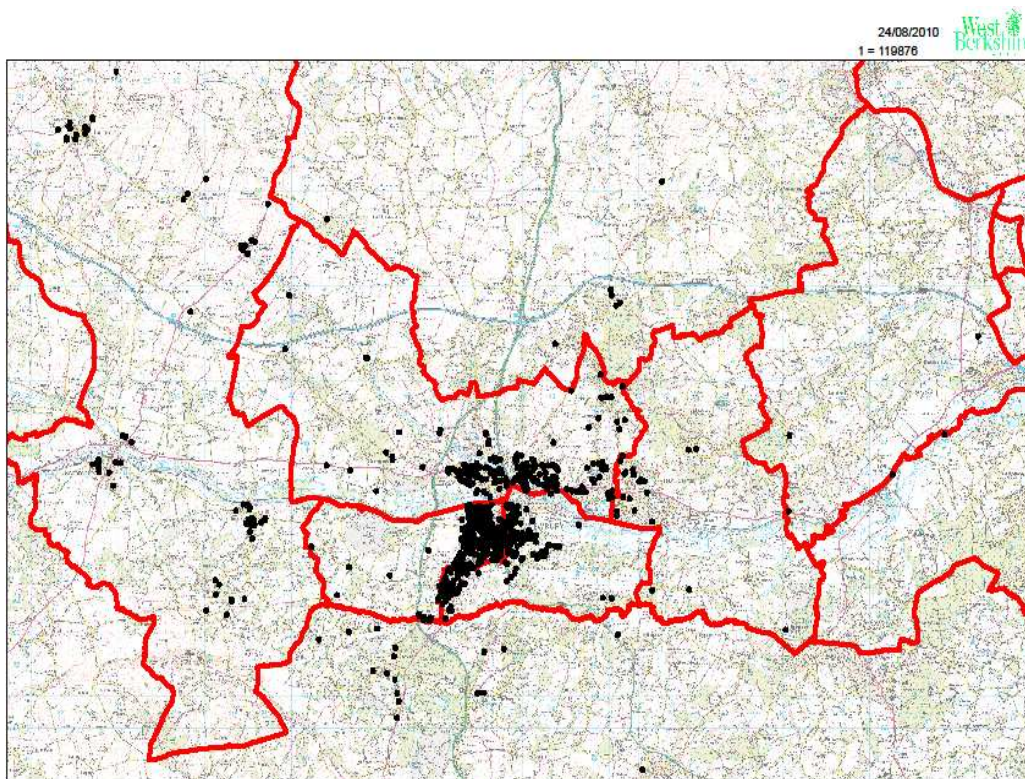
Secondary Schools - Park House School & St Bartholomew's School

Total Number of pupils for the 2 secondary schools



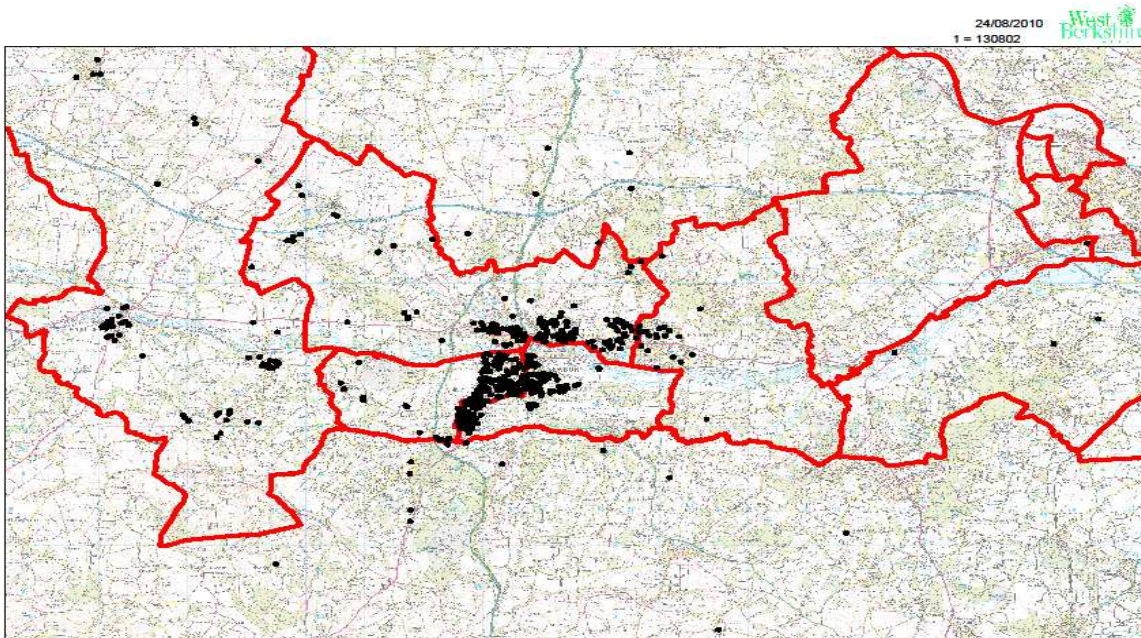
Demand for St Bartholomew's School

Pupils attending St Bartholomew's School



Demand for Park House School

Pupils attending Park House School



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AREA 3 – ANALYSIS

4. 12 Seven primary schools serve Area 3, which has high percentage of surplus places, overall, of 11% (165 places). Three out of seven schools are fully subscribed with two other schools having very low surpluses of 1% and 2% respectively. Enborne CE Primary school has a surplus of 13% and The Willows Primary school has a high level of surplus places but the trend is that the number of surplus places is reducing; the expectation is that proposed new housing developments with the expected high pupil yield would reduce these surplus places in the medium term. Two of the schools are very popular but due to a lack of building space expansion is not possible. A review of catchment areas for the affected schools has been initiated in order to increase the schools' capacity to accommodate their catchment area pupils. The remaining schools have the capacity to take their catchment area pupils, as some capacity is currently taken up by demand from other LA areas. As the majority of schools in this area are quite popular, the review would balance demand against capacity quite well and would need to be in place for the 2012-13 intake.

4. 13 The pressure currently felt at the primary school level will not be reflected at the secondary level. The two secondary schools serving this area have enough capacity to accommodate all pupils in their catchment areas both now and up to 2020 based on current projections and demand patterns. The realignment of the primary schools catchment area will not disadvantage either secondary school.

AREA 4: THATCHAM/NORTH NEWBURY

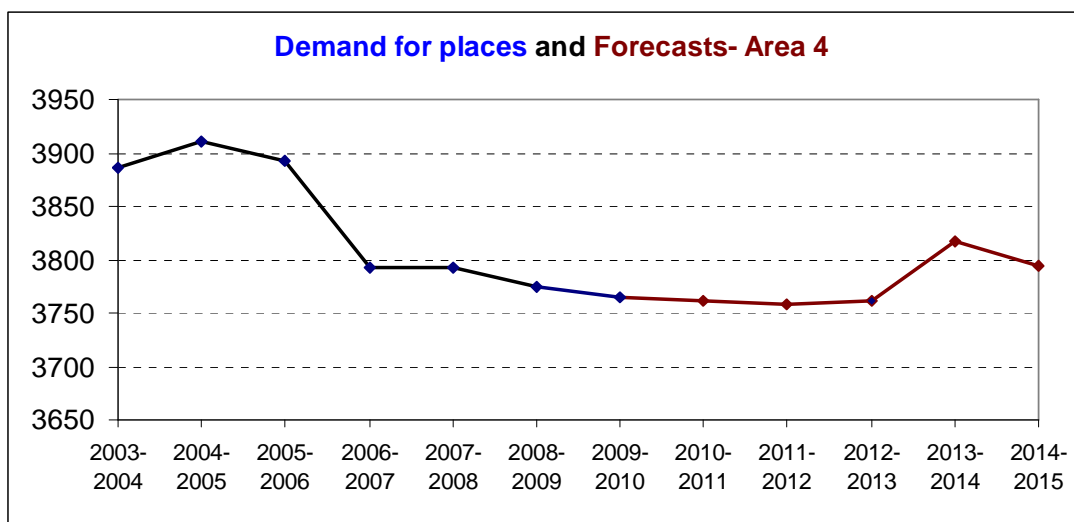
4. 14 Eighteen (18) Primary schools

- Brimpton C of E Primary
- Bucklebury C of E Primary
- Cold Ash St Mark's C of E Primary (VA)
- Fir Tree Primary
- Francis Baily Primary
- Parsons Down Infant
- Parsons Down Junior
- Robert Sandilands Primary & Nursery
- Shaw-Cum-Donnington C of E Primary
- Spurcroft Primary School
- Stockcross C of E Primary School
- St Finian's Catholic VA Primary
- St Joseph's Catholic VA Primary
- Thatcham Park C of E Primary
- The Winchcombe School
- Welford and Wickham C of E Primary
- Whitelands Park Primary
- Speenhamland Primary

Area Characteristics

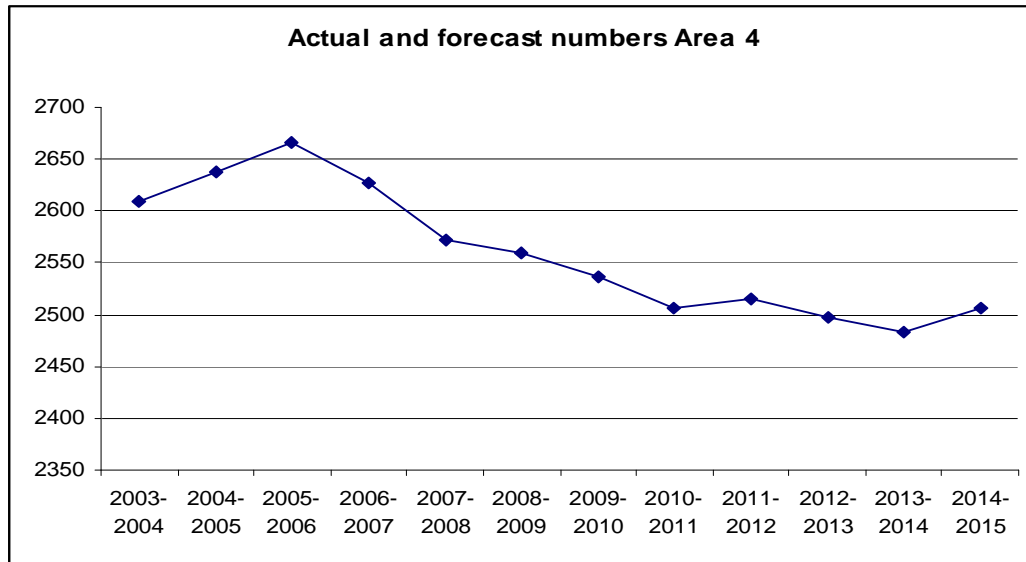
Number of Community and VC schools	15
Number of VA schools	3
Infant & Junior schools	2
Total capacity in area schools	4154
Total number of pupils on roll in area 2009	3774
Total surplus percent in the area	9%
Schools with no surpluses at all	1
Schools with surpluses below 10%	9
Schools with surpluses between 10 & 24 %	7
Schools with surpluses 25% and above	1

Demand and Forecasts



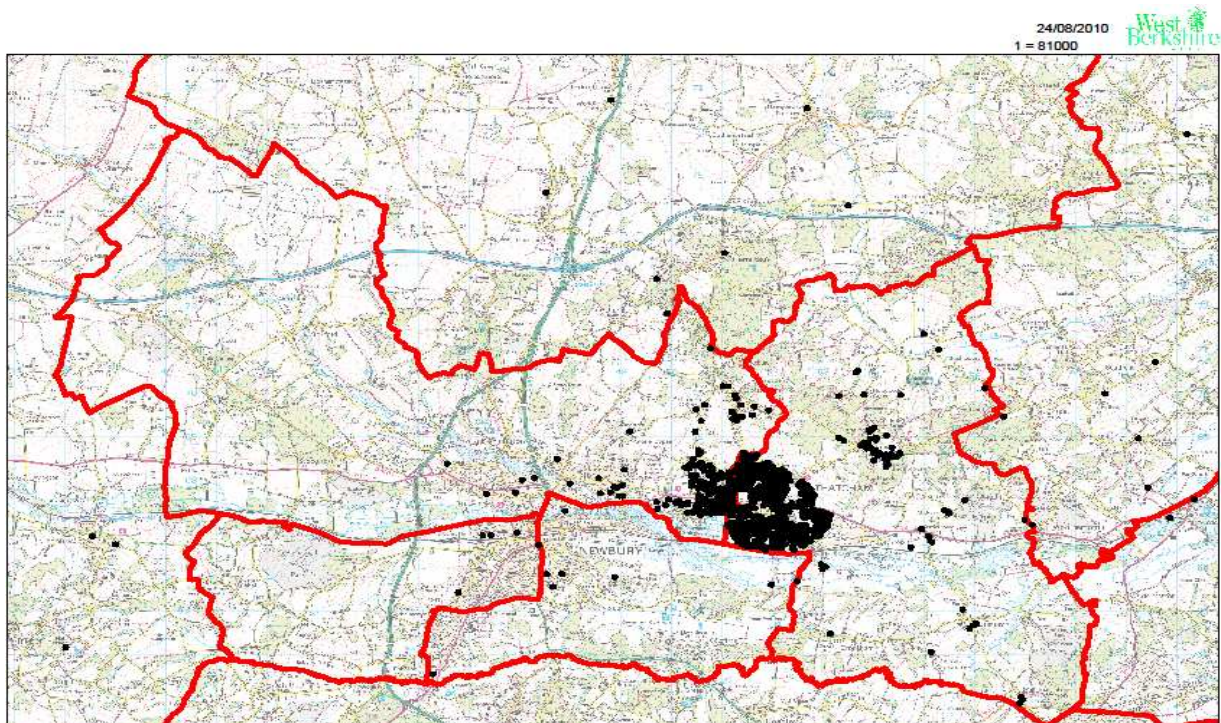
Secondary schools - Kennet School & Trinity School

Total Number of pupils for the 2 secondary schools



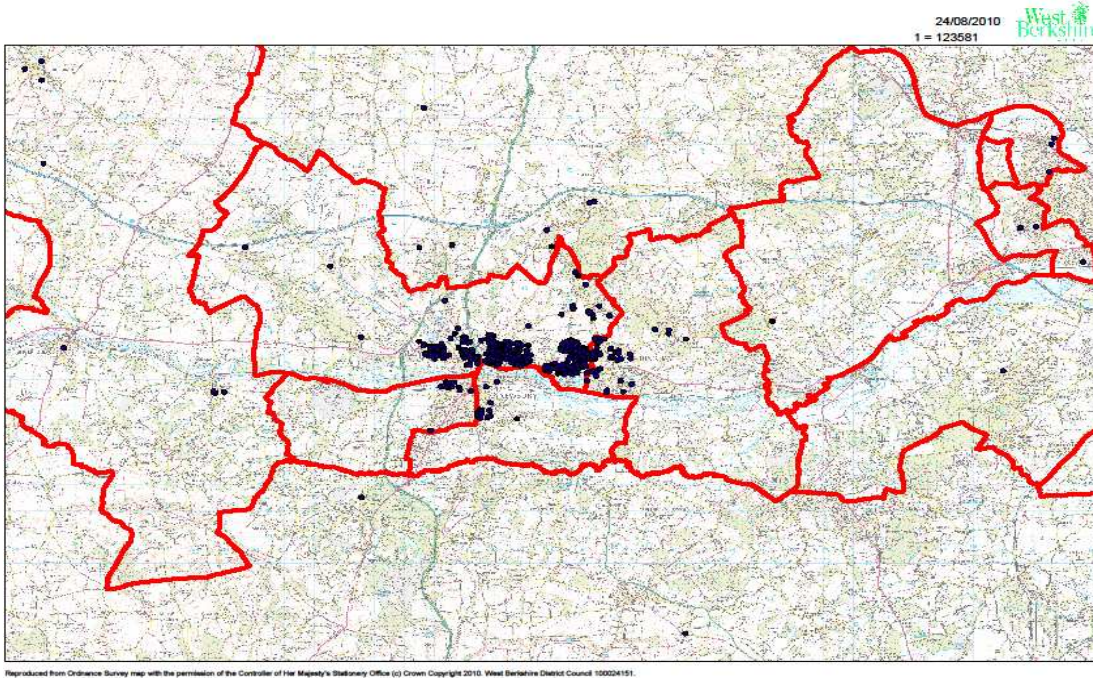
Demand for Kennet School

Pupils attending Kennet School



Demand for Trinity School

Pupils attending Trinity School



AREA 4 – ANALYSIS

4. 15 Eighteen primary schools service Area 4, which has a moderate level of surplus places overall of 9% (380 spare places). 10 schools have low surpluses whilst the other 8 have some capacity, including higher surplus places at Parsons Down Infant school (25%), Brimpton CE Primary school (24%), The Winchcombe school (22%) and Welford & Wickham school (21%). The schools are near each other geographically and this provides flexibility in the area. The forecast for demand shows a significant increase in 2013-2014 of approximately 70 places, so it is desirable to keep some surplus capacity available in this area ready for this change.
4. 16 A review of places in Thatcham has already been undertaken and a further review of North Newbury will follow shortly, which will also consider the overall picture for Area 4.
4. 17 There is an issue between Brimpton School (Area 4) and Aldermaston School (Area 1). Parental choice has led to low numbers in this small school as many pupils from its catchment attend Aldermaston School. This is an area to be considered for review. There could be some other targeted work with schools in Area 4 to explore reducing their surplus capacity through the re-allocation of space for other purposes.
4. 18 The capacity at Thatcham Park, The Winchcombe and Parsons Down schools is already under review. Both The Winchcombe School and Thatcham Park School are the result of amalgamations where the admission numbers were initially kept low, but where capacity can be raised to accommodate higher intakes as the schools become more popular. The effect would be to even out demand and increase flexibility as well as retain community characteristics of the current mix of schools. A swing in catchment area demand has resulted in a review of capacity at Thatcham Park school and an imbalance between catchment demand and capacity at Spurcroft and Francis Baily has led to an additional review.
4. 19 The catchment pupil population can be accommodated at the two secondary schools. While Kennet School is one of the most popular schools in the Authority, Trinity School has surplus places and has had sustained support including a working relationship with the management of the Kennet school which in the short term should increase participation. Some of the catchment area is shared between the two schools creating enough places and flexibility.

AREA 5: WEST

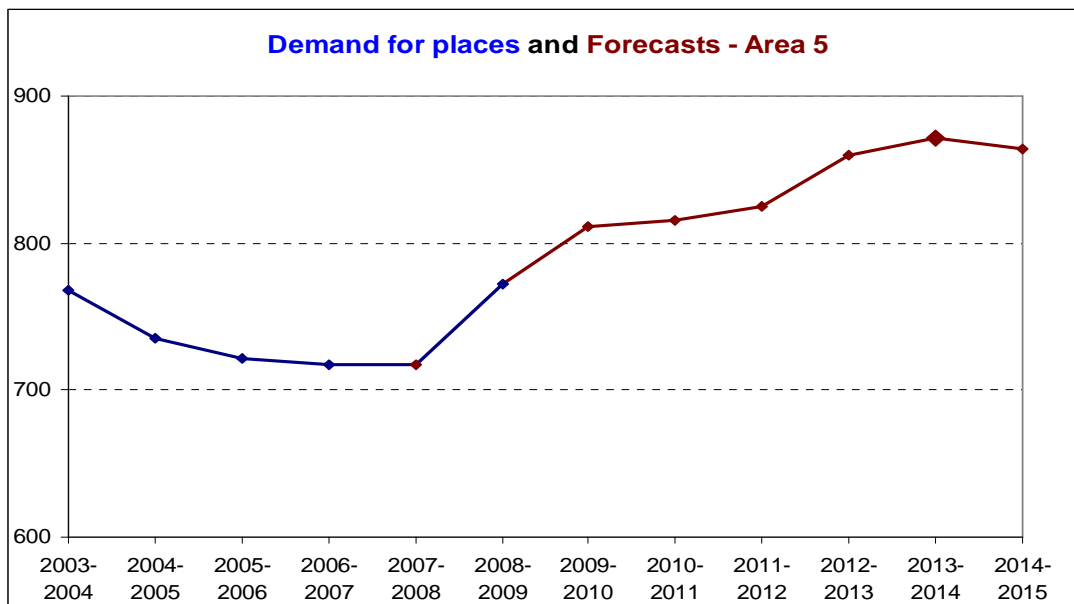
4. 20 Five (5) Primary schools

- Hungerford Primary School
- Inkpen Primary School
- Kintbury St Mary's C of E Primary
- Lambourn C of E Primary
- Shefford C of E Primary (Federated with Chaddleworth St. Andrew's C of E Primary)

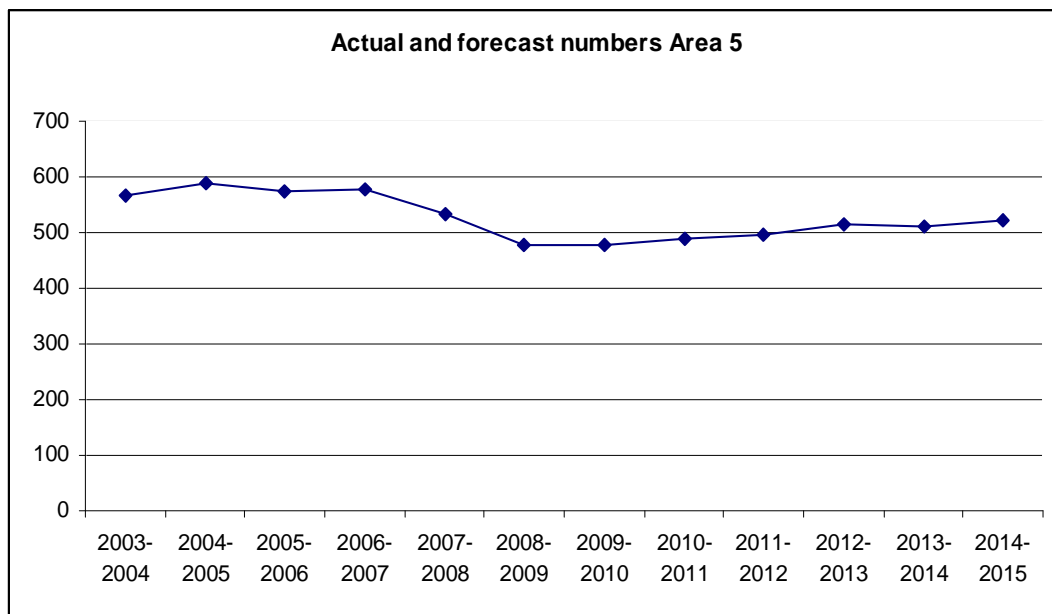
Area Characteristics

Number of Community and VC schools	5
Number of VA schools	0
Infant & Junior schools	0
Total capacity in area schools	905
Total number of pupils on roll in area 2009	772
Total surplus percent in the area	15%
Schools with no surpluses at all	0
Schools with surpluses below 10%	2
Schools with surpluses between 10 & 24 %	1
Schools with surpluses 25% and above	2

Demand and Forecasts

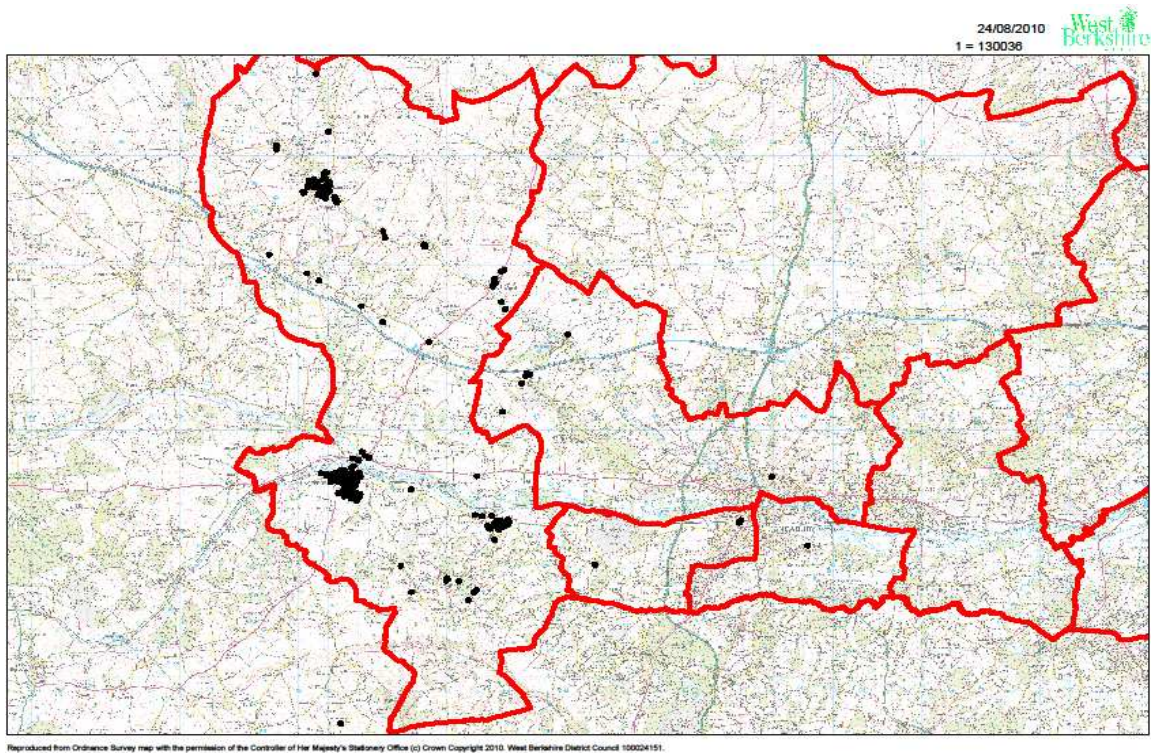


Secondary Schools - John O Gaunt



Demand for John O'Gaunt School

Pupils attending John O'Gaunt School



AREA 5 - ANALYSIS

4. 21 Five primary schools service this area (four are rural schools) and the overall surplus in Area 5 is high at 15% (133 spare places).
4. 22 The two small schools in Area 5 have a high level of surplus places – Shefford CE Primary (50%) and Inkpen Primary school (34%) and this may be an area for future review, although demand has been uneven from year to year.
4. 23 Shefford and Chaddleworth schools have federated, effectively creating a “junior” school across both catchment areas for Shefford and a similar “infant” school for Chaddleworth school.
4. 24 At Hungerford Primary school, demand has been consistently met in the last three years but there is less flexibility because there is no other nearby school in this geographic location. The current approach is to monitor the number of pupils in the area with a view to redesign the school if the need arises.
4. 25 The secondary school has a large number of surplus places (225 surplus places, 33%). Its admission number remains at the level it was when the school was more popular but the intake has fallen below 100 pupils in recent years. The forecast shown in the graph above is sympathetic to the possibility of slight improvement in pupil numbers. Clearly the school needs to attract more pupils from its catchment area and there should be a review to establish actions to support this aim.

AREA 6: THE DOWNS

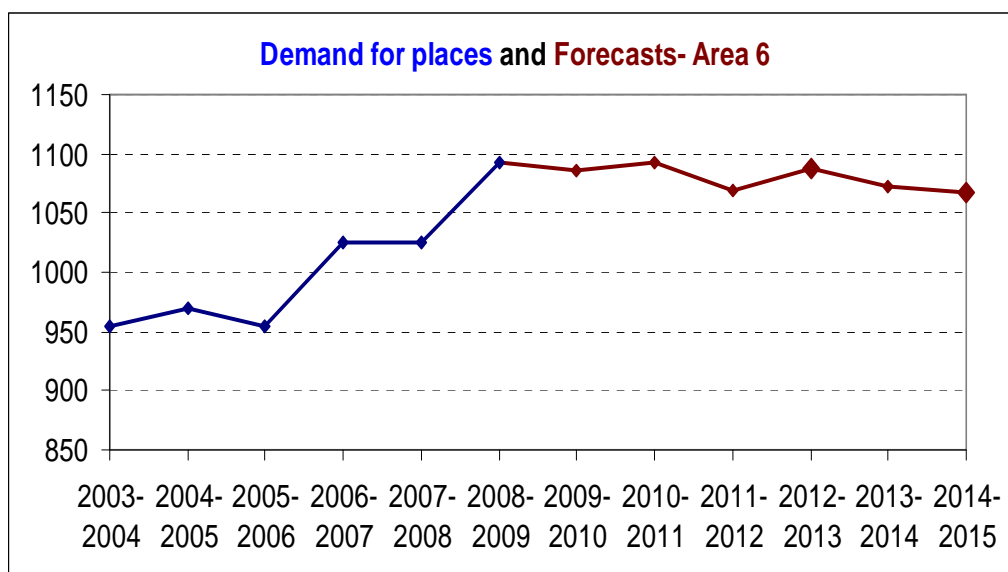
4. 26 Eleven (11) Primary schools

- Beedon C of E Controlled Primary
- Brightwalton C of E Primary (VA)
- Chaddleworth St Andrew's C of E Primary (Federated with Shefford C of E Primary)
- Chieveley Primary
- Compton C of E Primary
- Curridge Primary School
- Hampstead Norreys C of E Primary
- Hermitage Primary
- Streatley C of E Voluntary Controlled
- The Ilsleys' Primary
- Yattendon C of E Primary (VA)

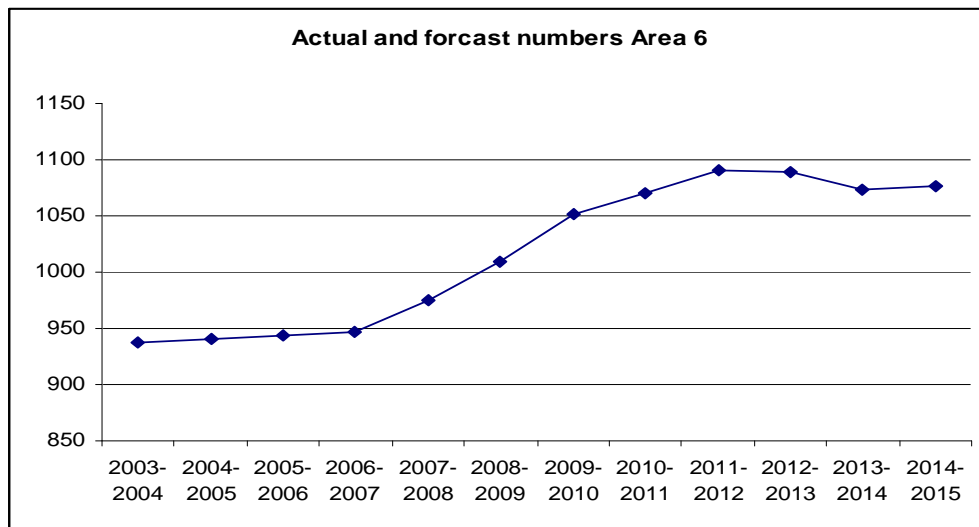
Area Characteristics

Number of Community and VC schools	9
Number of VA schools	2
Infant & Junior schools	0
Total capacity in area schools	1199
Total number of pupils on roll in area 2009	1093
Total surplus percent in the area	9
Schools with no surpluses at all	2
Schools with surpluses below 10%	5
Schools with surpluses between 10 & 24 %	2
Schools with surpluses 25% and above	2

Demand and Forecasts

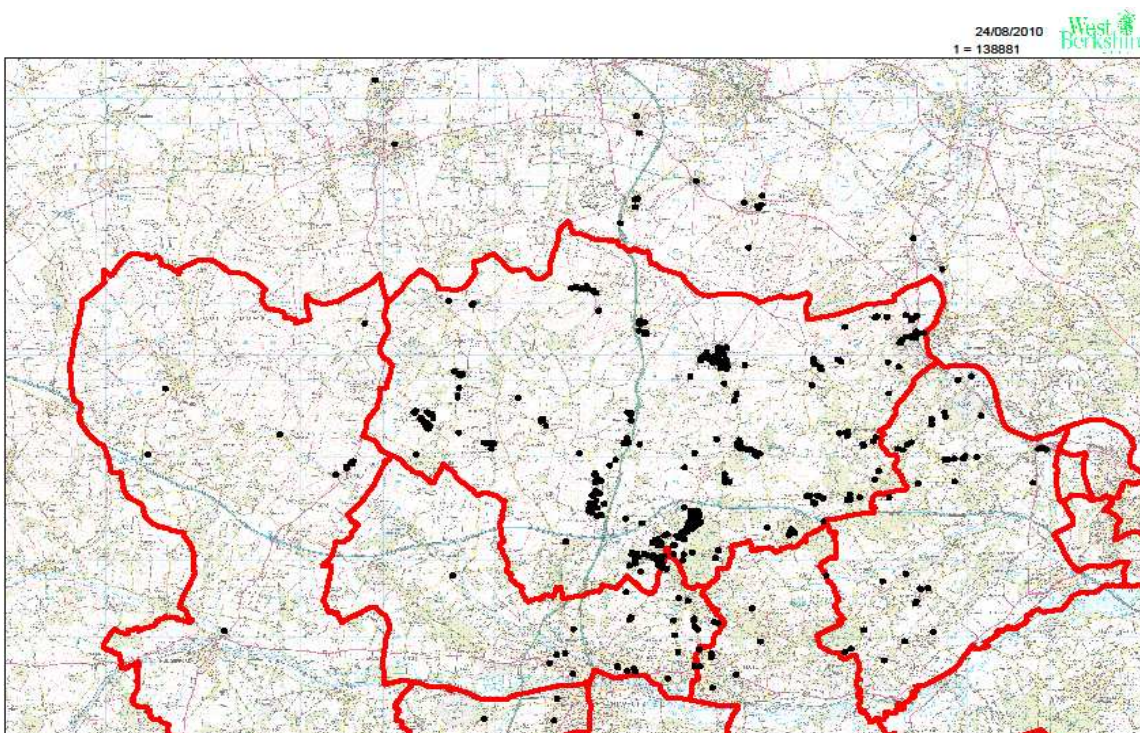


Secondary schools- The Downs School



Demand for The Downs School

Pupils attending The Downs School



AREA 6 - ANALYSIS

4. 27 Eleven primary schools service Area 6 and the overall surplus is moderate at 9% (206 spare places). Two schools have no surpluses and five other schools are below 10% surplus. Higher surplus place percentages are found at The Ilsleys Primary school (27%), Compton CE primary school (26%) and Chaddleworth St. Andrews CE school (21%) and Yattendon CE Primary school (11%).
4. 28 Chaddleworth and Shefford schools have federated, effectively creating a “junior” school across both catchment areas for Shefford and a similar “infant” school for Chaddleworth school.
4. 29 In recent years Curridge School has had high demand for places from the military barracks nearby and is often full. The school site is small and not suitable for expansion, but an extra classroom has been added to nearby Chieveley School to relieve the current pressure in the area and this solution has worked well.
4. 30 Demand is also high at Hermitage school, due to pupils from new housing. However, the school meets the demand from catchment and there has been a good balance.
4. 31 There are two Voluntary Aided schools located in small villages which have traditionally had fewer pupils and higher surplus places.
4. 32 There is a good mix across Area 6 and enough places especially since the pressure at Curridge is being relieved by the Chieveley expansion.
4. 33 The secondary school, although one of the smaller secondary schools in the LA, is able to meet the demand for places from its catchment area and any surplus places are often taken up by cross-border pupils from Oxfordshire. In recent years, the capacity of the school was increased to better accommodate demand and improve teaching arrangements in delivering the curriculum. In line with the predictions of the ONS, numbers are expected to fall in the near term then remain flat in the medium term.

APPENDICES

The following tables provide summaries of capacity, actual and forecast number on roll and surplus places. They are presented in secondary school areas, where the primary school catchment areas are co- terminus with the secondary school.

APPENDIX 1 – Primary schools (as at January 2010)

School Name	Number on Roll	Net Capacity	Surplus Capacity (Actual)	Surplus Capacity (%)
ALDERMASTON CE PRIMARY	150	168	15	9%
BURGHFIELD ST MARYS PRIMARY	156	140	0	0%
GARLAND COUNTY JUNIOR	214	240	10	4%
MORTIMER ST JOHN'S CE INFANT	182	180	0	0%
MORTIMER ST. MARY'S CE JUNIOR	241	240	6	3%
MRS BLAND'S INFANT & NURSERY	192	177	26	15%
SULHAMSTEAD AND UFTON NERVET	109	105	0	0%
Totals for Area 1	1244	1250	57	5%
DOWNSWAY PRIMARY	196	210	12	6%
LONG LANE PRIMARY	287	290	3	1%
PURLEY C. OF E. INFANT	55	51	0	0%
WESTWOOD FARM INFANT	200	180	7	4%
WESTWOOD FARM JUNIOR	227	240	16	7%
BIRCH COPSE PRIMARY	404	392	0	0%
KENNET VALLEY PRIMARY	212	210	0	0%
SPRINGFIELD C P	284	280	8	3%
BASILDON PRIMARY	118	133	28	21%
BEENHAM PRIMARY	89	105	19	18%
BRADFIELD C.E. PRIMARY	169	175	20	11%
CALCOT INFANT AND NURSERY	201	253	81	32%
CALCOT JUNIOR	220	280	73	26%
ENGLEFIELD C.E. PRIMARY	111	105	0	0%
PANGBOURNE PRIMARY	242	216	0	0%
THEALE C OF E PRIMARY	239	210	2	1%
WOOLHAMPTON CE PRIMARY	95	105	14	13%
ST PAULS RC PRIMARY	248	315	0	0%
Totals for Area 2	3597	3750	283	8%
FALKLAND PRIMARY	425	420	0	0%
THE WILLOWS PRIMARY	206	350	165	47%
ENBORNE CE PRIMARY	59	60	8	13%
JOHN RANKIN INFANT	196	180	2	1%
JOHN RANKIN JUNIOR	232	240	0	0%
ST JOHN THE EVANGELIST INFANT	205	180	4	2%
ST. NICOLAS CE JUNIOR	300	240	0	0%
Totals for Area 3	1623	1670	179	11%

School Name	Number on Roll	Net Capacity	Surplus Capacity (Actual)	Surplus Capacity (%)
BRIMPTON C OF E PRIMARY	43	63	15	24%
BUCKLEBURY C.E. PRIMARY	129	126	2	2%
COLD ASH ST MARK'S CE PRIMARY	190	195	4	2%
FRANCIS BAILY PRIMARY	521	525	4	1%
PARSONS DOWN INFANT	213	240	60	25%
PARSONS DOWN JUNIOR	252	324	27	8%
SPURCROFT PRIMARY	355	315	4	1%
ST FINIAN'S CATHOLIC PRIMARY	186	182	9	5%
ST JOSEPH'S CATHOLIC PRIMARY	192	210	14	7%
THATCHAM PARK C OF E PRIMARY	345	315	36	11%
WHITELANDS PARK PRIMARY	309	378	60	16%
FIR TREE PRIMARY	172	210	37	18%
ROBERT SANDILANDS PRIMARY	236	210	1	0%
SHAW-CUM-DONNINGTON PRIMARY	68	77	9	12%
SPEENHAMLAND PRIMARY	277	280	5	2%
STOCKCROSS CE PRIMARY	102	105	7	7%
THE WINCHCOMBE	256	315	68	22%
WELFORD AND WICKHAM	76	84	18	21%
Totals for Area 4	2488	4154	380	9%
HUNGERFORD PRIMARY	387	392	20	5%
INKPEN PRIMARY	59	87	30	34%
KINTBURY ST MARY'S CE	147	140	12	9%
LAMBOURN PRIMARY	208	196	26	13%
SHEFFORD C OF E PRIMARY	44	90	45	50%
Totals for Area 5	845	905	133	15%
BEEDON CE PRIMARY	51	52	1	2%
BRIGHTWALTON CE PRIMARY	102	105	3	3%
CHADDLEWORTH ST. ANDREW'S CE	19	56	12	21%
CHIEVELEY PRIMARY	147	140	11	8%
COMPTON CE PRIMARY	140	180	46	26%
CURRIDGE PRIMARY	108	105	0	0%
HAMPSTEAD NORREYS CE PRIMARY	105	102	1	1%
HERMITAGE.PRIMARY	197	189	0	0%
STREATLEY CE PRIMARY	105	112	3	3%
THE ILSLEYS PRIMARY	72	88	24	27%
YATTENDON C E PRIMARY	72	70	8	11%
Totals for Area 6	1118	1199	109	9%

APPENDIX 2 – Secondary schools (as at January 2010)

School Name	Number on Roll	Net Capacity	Surplus Capacity (Actual)	Surplus Capacity (%)
THE WILLINK SCHOOL	955	995	40	4%
TOTAL FOR AREA 1	955	995	40	4%
THEALE GREEN COMMUNITY	1389	1389	0	0%
DENEFIELD SCHOOL	1148	1300	152	12%
LITTLE HEATH	1715	1665	-50	-3%
TOTAL FOR AREA 2	4252	4354	102	2%
PARK HOUSE	1208	1404	196	14%
ST BARTHOLOMEW'S	1636	1585	-51	-3%
TOTAL FOR AREA 3	2844	7343	145	2%
KENNET	1755	1691	-64	-4%
TRINITY	790	1040	250	24%
TOTAL FOR AREA 4	2545	10074	186	2%
JOHN O'GAUNT COMMUNITY TECHNOLOGY COLLEGE	455	680	225	33%
TOTAL FOR AREA 5	455	680	225	33%
THE DOWNS	1086	1017	-69	-7%
TOTAL FOR AREA 6	1086	1017	-69	-7%

