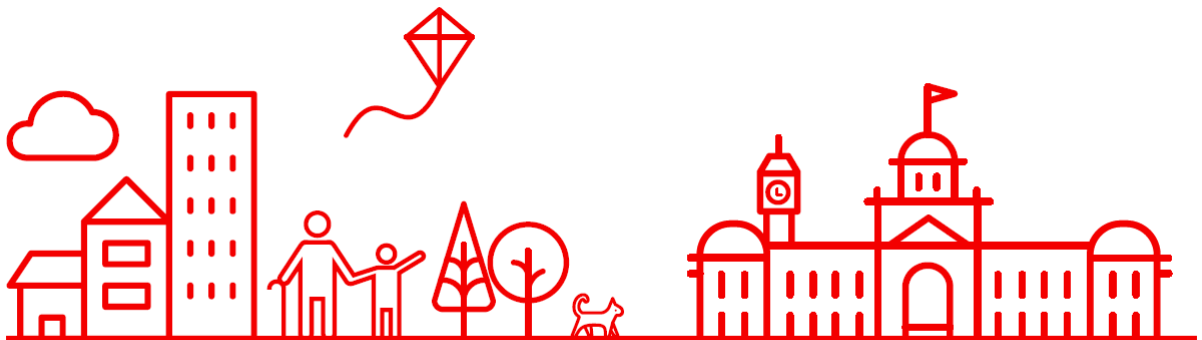


# School Place Planning Requirements 2018/19 to 2024/25

- Mainstream schools
- Primary and secondary phase

December 2018  
Subject to further revision



**Making a positive difference** everyday to people's lives



**Contact:**  
**Birmingham City Council**  
**Education and Infrastructure**  
**Pupil Place Planning**

Email: [eds.enquiries@birmingham.gov.uk](mailto:eds.enquiries@birmingham.gov.uk)  
Telephone: 0121 303 8847  
Postal address: PO Box 15843, 1 Lancaster Circus, Birmingham, B2 2RT

## Table of Contents

Introduction .....	5
Mainstream School Place Planning in Birmingham .....	5
Demand for School Places .....	6
Primary .....	6
Births and Reception places .....	6
Secondary .....	7
Current primary cohorts and Year 7 places .....	7
Map of cross-authority movements .....	8
Map 1A .....	9
Map 1B .....	10
Primary and Secondary Cohort Growth .....	11
Parental preference .....	11
Supply of School Places .....	13
Primary .....	13
Early Years .....	13
Secondary .....	15
Post-16 .....	15
Requirements for School Places .....	18
Primary Requirements .....	18
Number of Reception places to be decommissioned .....	18
Map of Reception decommissioning requirements .....	18
Map 2A .....	19
Map 2B .....	20
Map 2C .....	21
Map 2D .....	22
Number of in-year places to be commissioned .....	23
Secondary Requirements .....	24
Number of additional Year 7 places required .....	24
Meeting local demand .....	25
Map 4A .....	26
Map 4B .....	27
Map 4C .....	28
Map 4D .....	29
Appendix 1 – School Place Planning and Delivery Cycle .....	32

Appendix 2 – Number of births by planning area.....	33
Appendix 3 – Cohort Growth Update.....	35
Primary .....	35
Secondary.....	36
Appendix 4 – Forecasting Methodology .....	37
Housing demands .....	38
Forecast reliability .....	38
Appendix 5 – Basic Need Strategy.....	39
Process for Decommissioning School Places .....	39
Process for Commissioning School Places .....	40
Appendix 6 - Free Schools.....	42
Appendix 7 – School Places Scorecards.....	44
Primary .....	44
Secondary.....	45
Appendix 8 – Additional Places Projects .....	46
Appendix 9 – School Expression of Interest into Expansion .....	50
Guidance Notes to Assist Application.....	52

## Introduction

This document is an update on the “Education Sufficiency Requirements” edition in November 2016 and covers the following:

- Birmingham’s School Place Planning Context
- The changes in birth rate and our future demand for primary and secondary school places
- Our supply of school places, including areas where overprovision may become a challenge and where we may need to decommission places
- The number and location of additional mainstream primary places required from 2018 to 2020
- The number and location of additional mainstream secondary places required between 2019 and 2024.

## Mainstream School Place Planning in Birmingham

It is the aim of Birmingham City Council to provide a local high quality school place for each its resident children. Our Basic Need programme is an essential part of one the outcomes of the Birmingham City Council Plan 2018-22 to ‘give all children from every background and community the best start in life with a clear pathway to achieve success and realise their potential’. Having access to a good quality local school place is a key factor in safeguarding and supporting pupil attendance and attainment, and is integral to our Education Services Delivery and Improvement Plan.

Birmingham’s mainstream school estate is two-tier and is governed by a mixture of providers with 232 maintained schools, 167 academy schools and 18 free schools. 104 mainstream schools offer faith provision. There are 25 single sex schools and 9 selective schools in Birmingham. Overall 81% of schools are judged as good or outstanding. This diverse school landscape provides both opportunities and challenges to meet Birmingham’s place planning needs.

Our statutory pupil place planning duties are as follows:

- Responsibility for securing sufficient education to meet the needs of the population in Birmingham;
- Responsibility for securing sufficient primary and secondary schools in Birmingham, and
- To reasonably consider parental representations regarding school provision

It remains a challenge to ensure there are both sufficient places and financially sustainable schools in each area of the city without creating overprovision or destabilising existing schools. Our approach to delivering school places is part of an annual cycle. See **Appendix 1. Capital grant funding** to meet our Basic Need requirements is driven from our annual submission of the School Capacity (SCAP) return to the Department for Education (DfE).

We have provided information on the latest position for both Early Years and Post-16 place planning within this document. We intend to incorporate place planning requirements for Special Education Needs & Disabilities (SEND) provision in future editions of this document.

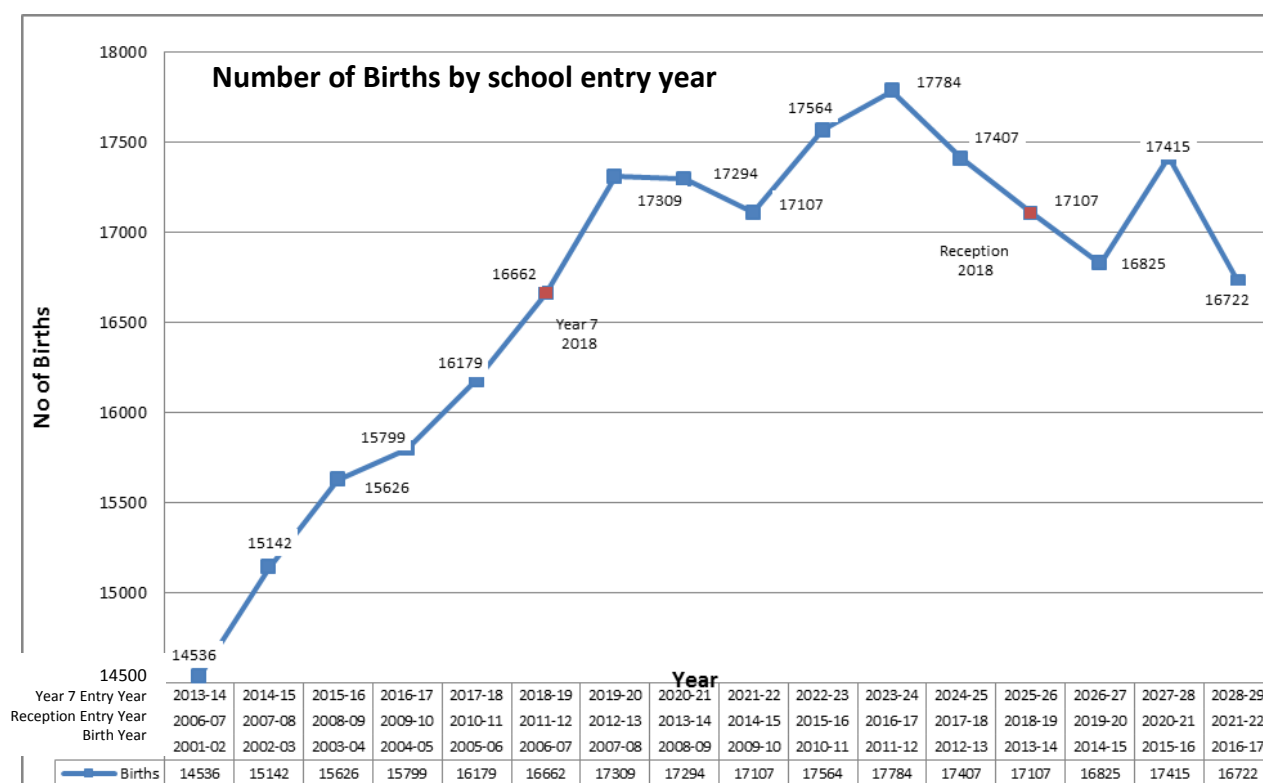
## Demand for School Places

### Primary

Between January 2016 and January 2017 a rise of 2,016 primary aged pupils in Birmingham was reported. Demand for primary school places has grown substantially over the last ten years. This position is now changing.

### Births and Reception places

Birth rates in Birmingham have increased by 20% since 2001/02. The birth rate trend now shows a decline since the peak in 2011/12 (Reception entry 2016). Birth numbers recover somewhat for Reception entry 2020 before falling further for Reception entry 2021.



Graph 1: Total number of births in Birmingham, by birth year and school year of entry (sources Office of National Statistics, ONS or Public Health, PH)

Although overall the birth rate is falling, the position varies across the city. Please see **Appendix 2** for further detail around the change in birth rates across *planning areas*\*.

Birth rates are the base measure by which we start our Reception forecasting. There is always likely to be some difference between the numbers born in an area (age '0') and the numbers that will require a Reception place (age '5'). We anticipate the need to manage falling intake numbers (directly related to the number of births) whilst sustaining a sufficient level of surplus (available) places in areas.

\* Please note that the planning areas are aligned to previous political wards. We are currently undertaking a review to change our planning areas for 2019 to more closely reflect groups of schools and communities, taking into account latest DfE guidance. We are currently working with our DfE Place Planning Advisor on this project.

## Secondary

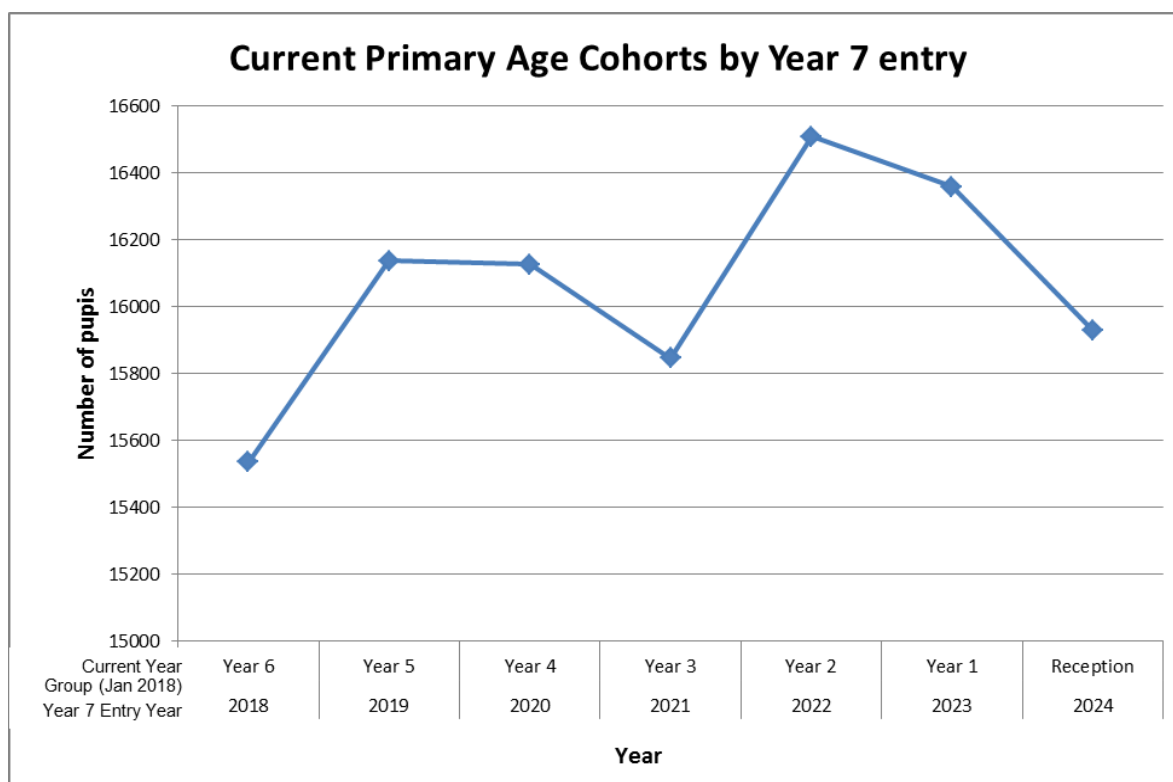
Between January 2016 and January 2017 there was a rise of 2,382 secondary aged pupils in Birmingham. Demand for secondary school places is now rapidly increasing as larger primary cohorts reach secondary age. Secondary aged pupils are mobile and do travel to attend particular types of school, however some pupils are travelling further to access a school place as a result of being displaced (not achieving a place of preference).

The diversity and quality of secondary provision available in Birmingham contributes to a significant number of out of city residents successfully applying for a place in a Birmingham school (see **Map 1B** below). This is particularly prominent at schools in Sutton Coldfield as well the west of Birmingham (Edgbaston, Ladywood and Perry Barr districts).

### Current primary cohorts and Year 7 places

Existing primary cohorts are a base measure by which we start our Year 7 forecasting. There are fewer Year 7 pupils in Birmingham schools than the number of pupils leaving the previous Year 6. This is due to pupils accessing other types of provision including specialist schools and independent settings, as well as provision in neighbouring authorities (see **Map 1A** below). However, since 2013 the number of Year 6 pupils in Birmingham has increased by 14% or nearly 2000 pupils. We anticipate a continued increase to Year 7 intake numbers (directly related to the increasing number of Year 6 pupils).

Graph 2 illustrates the primary age cohorts as at January 2018. It shows the cohort year groups in 2017/18 in relation to the year they are due to enter Year 7. The largest cohort of children in Year 2 (2017/18) is set to start secondary school in 2022.



Graph 2: Primary age year groups as at January 2018 Census by year of entry to year 7 at Secondary school. The numbers do not include any cohort change in future years.

### **Map of cross-authority movements**

The maps below indicate the current trend for cross-authority movements into and out of Birmingham.

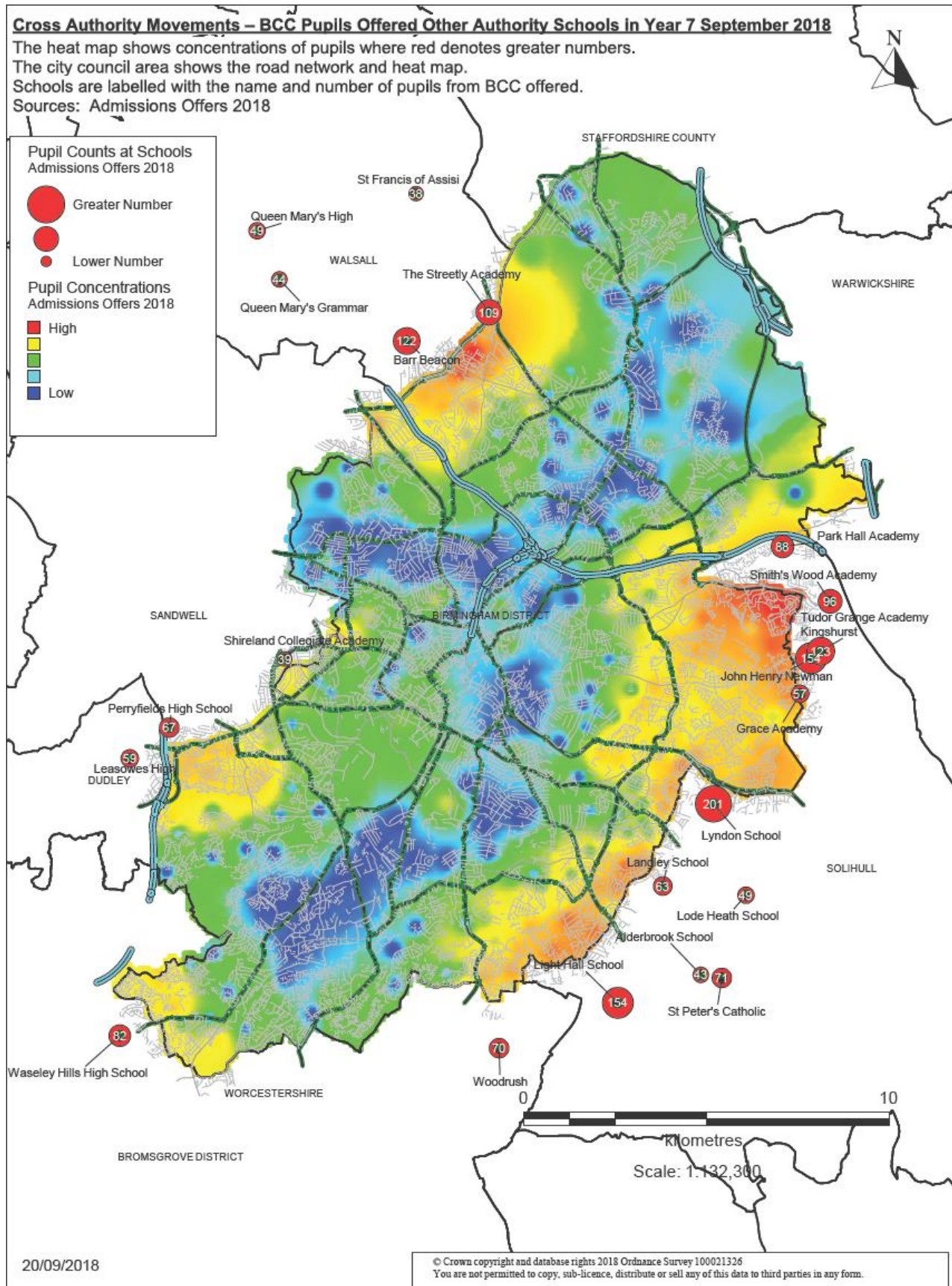
**Map 1A** – Birmingham resident pupils who apply for and are offered places in other Local Authorities (outflow)

**Map 1B** – Pupils resident in other Local Authorities who apply for and are offered places in Birmingham (inflow)

Due to regional population growth, we expect the number of pupils who can access provision in neighbouring authorities to change in the future as these authorities are no longer able to admit the numbers of pupils from Birmingham that has historically been the case.

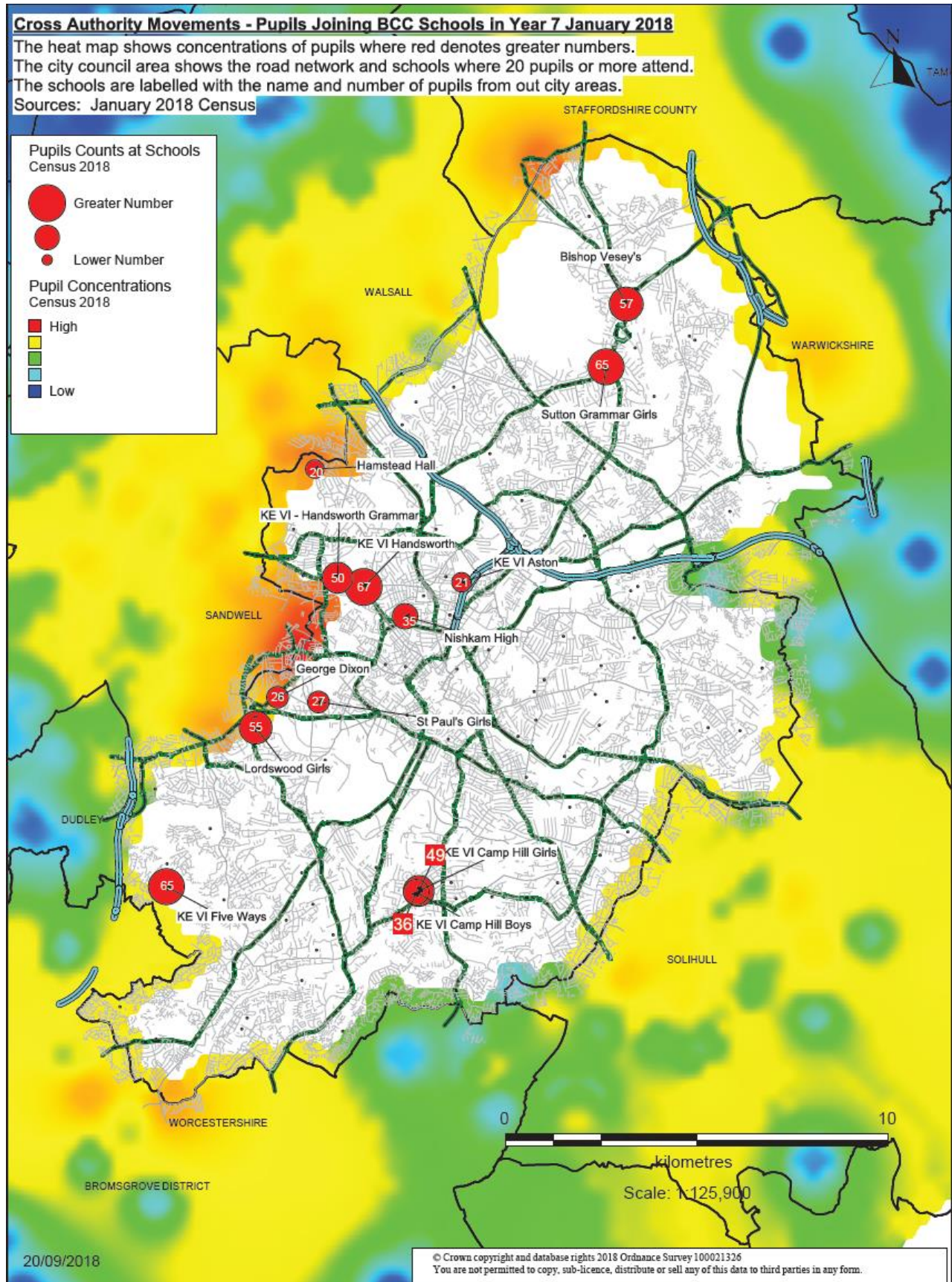


Map 1A





## Map 1B



## Primary and Secondary Cohort Growth

Families and children arrive and leave the city at different points in the year. Cohort growth is a net measure of the number of pupils who join existing year groups throughout an academic year. Birmingham's school population is continuing to increase in size. For the mid-2015 and mid-2016 population estimates published by the Office for National Statistics (ONS), Birmingham Local Authority had the highest inflow for international and domestic migration in the UK. However, latest data suggests that the rate of growth is slowing. Most recent migration data published by the ONS indicates statistically significant changes in migration patterns and a net decline in migration to the UK.

*"Net migration in the year to March 2017 was +246,000; a decrease of 81,000 compared with the previous year" which "indicate that the EU referendum result may be influencing people's decision to migrate into and out of the UK, particularly EU and EU8 citizens..."* (ONS, August 2017).

Whilst in-year net migration is indicating an easing, it is still reasonable for us to expect a cohort starting in Reception to have grown significantly before the pupils leaves primary school at the end of Year 6. Based on recent trends, this growth could be by anything up to 840 additional places (28FE) for one cohort. We can also expect a cohort starting in Year 7 to have grown significantly before it enters Year 10. This growth could be by up to 500 additional places (16FE). The compound effect of growth year on year means that we will need to monitor the supply of places in upper KS2 (Y5 and Y6) and Year 9 in some areas of the city. Please see **Appendix 3** for further detail around the change in cohort growth over recent years.

In addition to births and in-year net migration, families moving to new housing developments also add to our population growth. Details of our forecasting methodology can be found in **Appendix 4**.

## Parental preference

Parental preference is an important consideration in planning school places. As a measurement of National Offer Day statistics, the number of families receiving their first preference has increased year on year since 2015. In the same period of time the number of families who were placed at a school that is not one of their preferences has also fallen. However, as indicated by the scorecard in **Appendix 7**, Birmingham is below the national levels in meeting parental preference. We are looking to address this through our Basic Need Strategy (**Appendix 5**).

There is a substantial variation in the degree to which parental preference is met across different areas. Low parental preference does not necessarily reflect a lack of local school places. The quality of local provision is a significant factor. The picture of parental preference in our secondary schools is also skewed by the number of unsuccessful applications for grammar schools.

It is our objective to ensure all schools are supported on their journey to becoming good or outstanding. It is a key priority to ensure our least popular schools are effectively supported on their improvement journey to become schools of choice within local communities. The DfE's scorecard of metrics (**Appendix 7**) places Birmingham as the top LA for quality of new primary places created across 2015-17.

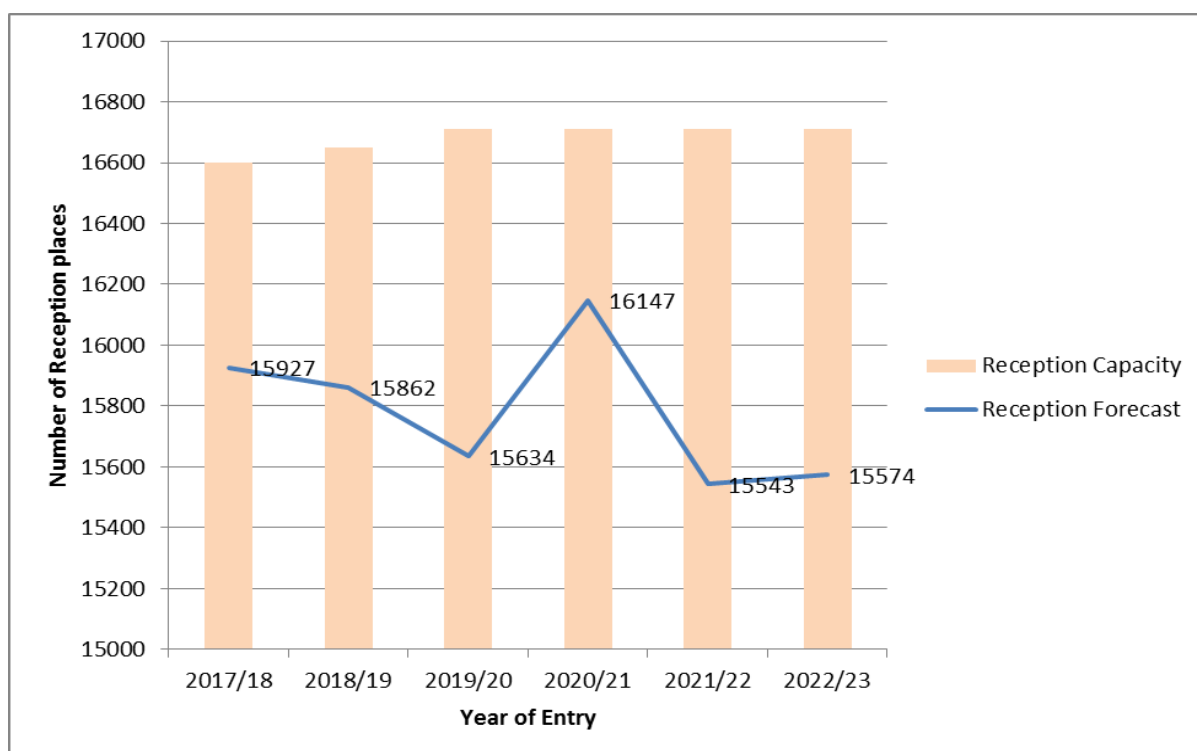
It is possible that figures for meeting parental preference at secondary will reduce over the next 3 years as the number of surplus places reduces; this is likely to have a positive impact on school improvement. We may see preference rates for primary schools increase as birth rates decrease.

## Supply of School Places

### Primary

The Additional Primary Places programme started in September 2010 in Birmingham. By September 2019 16,944 additional primary places will have been provided across 75 mainstream schools.

Reception numbers are now showing a forecast of decline. This means that in the coming years there may be a significant number of surplus places in some areas of the city if the supply of places is not carefully managed. Graph 3 below compares forecast intakes from now until 2022 compared to available capacity.



Graph 3: Forecast Reception intakes for Birmingham schools against available admission capacity (SCAP 2018 and schools master database)

We are working towards a sustainable level of surplus places in the city. There are local fluctuations in birth rates and migration rates which create challenges. It is our intention to ensure sufficient places whilst avoiding oversupply and without exceeding 5% surplus places within a planning area. In practice we are planning to work at 2.5% surplus, however in Year 3, 5 and 6 we are currently seeing some areas with less than 1% surplus. If required, we will address any hot spots with bulge or temporary expansions.

### Early Years

Some capital projects in primary schools have direct implications on the capacity of the Foundation Stage. This is addressed as necessary as part of the overall capital programme. The latest Childcare Sufficiency assessment produced in March 2018 identified that there is a significant oversupply of Under 5 childcare and early education places across the majority of wards in the city. This is confirmed by a number of schools delivering nursery class places experiencing significant challenges around funding and

sustainability due to low occupancy levels. In addition, the oversupply has ensured that the demand for 30 hour early education entitlement places for eligible working parents has been met in the first four terms of roll out. Therefore we expect our involvement with the changing capacity of EYFS provision to increase in coming months. We are already working with a number of schools to potentially close their nursery classes, as well as look at options to move PVI providers onto school sites.

As at March 2018 the number of full time equivalent (fte) EYFS places available in the supply chain were as follows:

<b>Type of Provision</b>	<b>Number of provisions</b>	<b>Number of fte places</b>
Nursery Schools	27	2,617
Nursery Classes managed by schools	173	7,006
<b>Total</b>	<b>200</b>	<b>9,623</b>

Table 1: Number of FTE EYFS places available in Birmingham, at March 2018

The take up of Early Education Entitlement (EEE) 15 hour part time places for the Spring Term 2018 in schools was:

<b>Age</b>	<b>Number of places taken</b>
2 year old EEE	1,004
3&4 year old EEE	9,826
<b>Total</b>	<b>10,830</b>

Table 2: Total EEE takeup in Birmingham, for Spring Term 2018

Converting available fte places of 9,623 into part time places = 19,246 where EEE take-up of 10,830 equates to 56.3% occupancy.

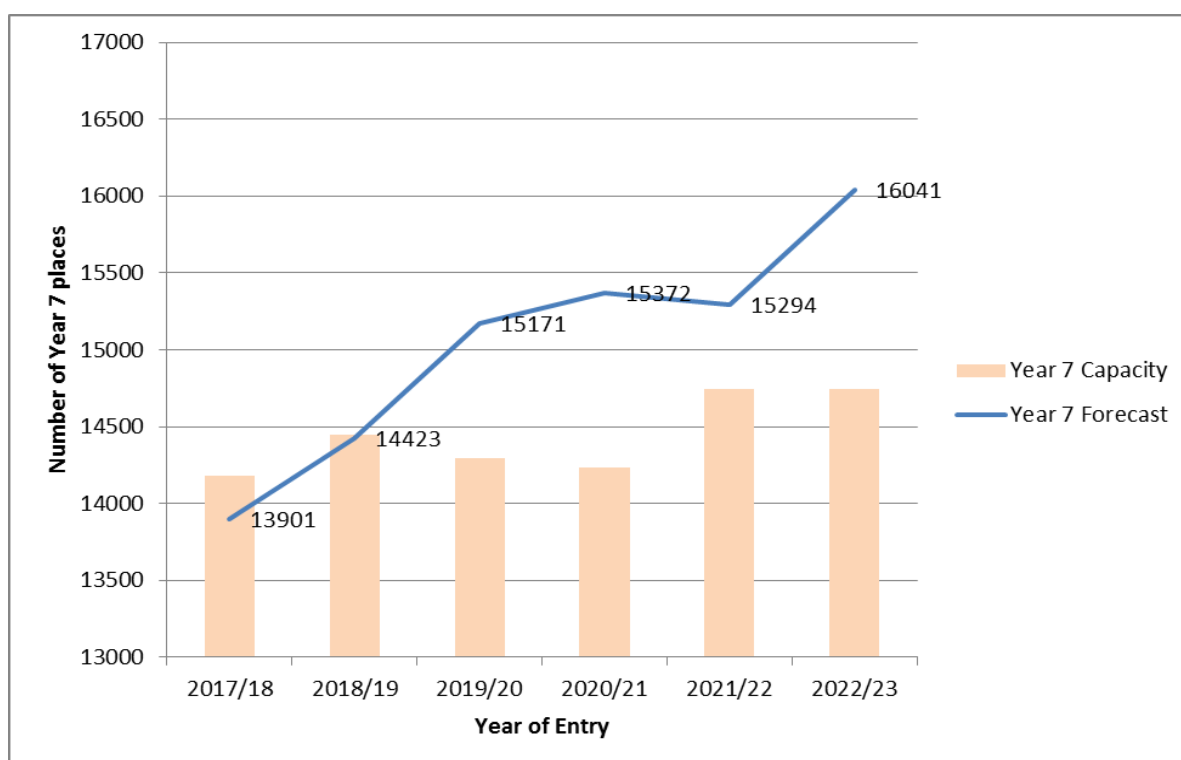
(Please note that a small proportion of schools will be using a number of their available places by delivering wrap around childcare.)



## Secondary

The Additional Secondary Places programme started in September 2014 in Birmingham. By 2019 1405 additional secondary places will have been provided through capital schemes across 16 mainstream schools.

Year 7 numbers are now showing a significant forecast increase. This means that additional places are required and 2018/19 will see some areas of the city experiencing a pressure for places. Graph 4 compares forecast intakes from now until 2022 compared to available capacity. The reduced capacity for 2019 entry may increase if the bulge classes provided in 2018 become permanent expansions. The increase in capacity indicated for 2021 is as a result of new free school proposals expected to open that year (see [Appendix 6](#)) and is also subject to change if the opening of these schools is delayed for any reason.



Graph 4: Forecast Year 7 intakes for Birmingham schools against available admission capacity (SCAP 2018 and schools master db)

As in primary provision, we are working towards a sustainable level of surplus in the city. The picture is similar in terms of local fluctuations in pupil numbers and migration rates which create challenges. Our intention remains the same in that we want to ensure sufficient places whilst avoiding oversupply and without exceeding 5% surplus places within a planning area. In practice we are planning to work at 2.5% surplus, however in Year 9 we are seeing less than this. We will therefore consider addressing any hot spots with bulge and temporary expansions.

## Post-16

There are currently 44 mainstream school sixth-forms in Birmingham. There are three 14-19 Academies, two general Further Education (FE) colleges, two sixth-form colleges, one higher education institution offering FE courses, 13 special school sixth-forms and over

30 independent providers. In 2017/18, 50% of school sixth-forms and 14-19 academies were operating under their ESFA allocated funded places. The lack of demand for school sixth-form places can be attributed in part to the lower secondary phase cohort numbers, changes to funding regulations, and changes to the curriculum offer.

In terms of forecasting, the 16-19 cohort is projected to grow steadily from 2019/20 academic year. Current estimates indicate there is sufficient capacity within the existing provider base for 2019/20 in terms of funded places allocated and space requirements across the provider estate.

However, participation rates for the 16-18 cohort are below the national average at 90.7% compared to 92% nationally<sup>1</sup>. Lower participation rates are an indication of structural and systemic gaps in provision both geographically, at curriculum level and pathway.

Therefore, despite there being sufficient funded-places in the system, the following strategic priorities have been identified to address gaps in 16-19 provision which are:

1. Re-engagement provision for NEET young people focussed on personal development, self-management and employability skills.
2. High quality technical provision below Level 2 leading to employment or higher study in specific vocational trades such as construction, engineering, warehousing and automotive. City-wide and also within South Birmingham (Selly Oak and Northfield constituency areas).
3. Provision for young people with SEND – specialist provision for Autism, Visual Impairment and SEMH leading to employment or higher education.
4. Specialist technical provision up to Level 3 leading to employment and/or higher education pathways, in line with local labour market needs, congruent with the GBSLEP Strategic Economic Plan, A Greater Birmingham for a Greater Britain, for delivering economic growth. Education provision which supports the following growth sectors are a priority:
  - Advanced Manufacturing and Engineering
  - Business, Financial and Professional Services
  - Creative Industries
  - Energy Technologies and Services
  - Life Sciences

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<sup>1</sup> <https://www.gov.uk/government/publications/young-people-neet-comparative-data-scorecard>



## **Next Steps:**

The City Council will:

1. Maintain a strategic overview of post 16 provision across the city and region and publish further projections for future cohort growth.
2. Undertake a post 16 capacity survey with existing providers to understand the supply of places and capacity for growth – January 2019.
3. Develop a specification for SEND sufficiency to understand what types of provision are required and the capacity needed in each area.
4. Understand the impact of travel-to-study patterns of young people in and out of the city enrolling into post 16 provisions.
5. Setting out requirements for the types of provision and the capacity that needs to be built in to meet the needs of a growing cohort and understanding the sufficiency plans for neighbouring LA's plans for post 16 provision.
6. Review growth by localities within the city so existing or new provision can be expanded or developed in areas of the city where the most growth and demand is expected to come from.
7. Build capacity and provision to meet the labour market requirements of the city and wider region in line with the GBSLEP Plan.
8. There are 1600 free school sixth-form places agreed by the DfE, within the five approved free schools with sixth-forms. We will work to implement places incrementally in line with cohort growth. We will work strategically with future Free School proposers to ensure places meet local need.
9. Continue to support governors and school leaders to undertake a review of their sixth-form, where provision is unviable. Our approach is in line with our published policy position, Guiding Principles for School Sixth-Forms.

## Requirements for School Places

### Primary Requirements

In primary, the emphasis going forwards is to adjust supply to meet future reductions in demand. The process of removing places declared as 'surplus to requirements' will need to take place in some areas. This is called decommissioning and our approach is set out in **Appendix 5**.

Whilst we are identifying the potential for a number of places to be decommissioned as set out below in Table 3 and **Maps 2A – 2D**, if birth rates and cohort growth rates change again we will need to review our position in line with future requirements.

#### Number of Reception places to be decommissioned

Birth Year	2014/15	2015/16	2016/17	2017/18 <sub>1</sub>	Total FE
Reception entry year	2019	2020	2021	2022	
Number of estimate FEs <sub>2</sub>	0-2	2	9.5	3.5	<17

Table 3: Number of Reception places that may require decommissioning.

<sub>1</sub> Forecasts based on birth year trend. No actual data received yet for birth data for 2017/18.

<sub>2</sub> 1FE (1 form of entry) is the equivalent of 30 places

We also estimate that we may need further decommissioning in Year 3 in 2022.

#### Map of Reception decommissioning requirements

The maps that follow indicate the locality where places may need to be decommissioned in Forms of Entry (FE).

**Map 2A** – Reception decommissioning requirements for 2019

**Map 2B** – Reception decommissioning requirements for 2020

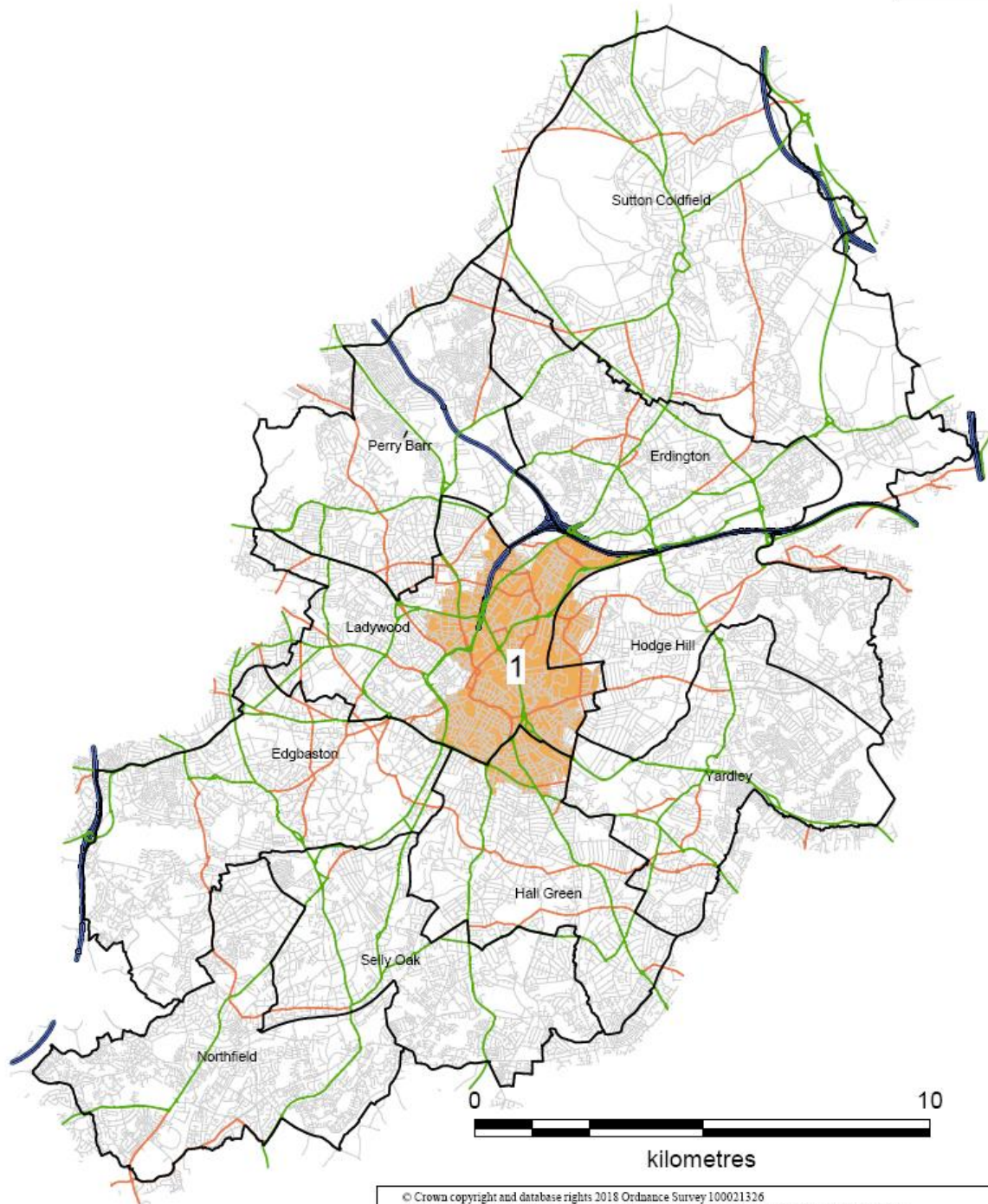
**Map 2C** – Reception decommissioning requirements for 2021

**Map 2D** – Reception decommissioning requirements for 2022

## Map 2A

### Reception Decommissioning Requirements 2019

Shaded area indicates zone for decommissioning and required FE reduction  
1 FE = 30 places



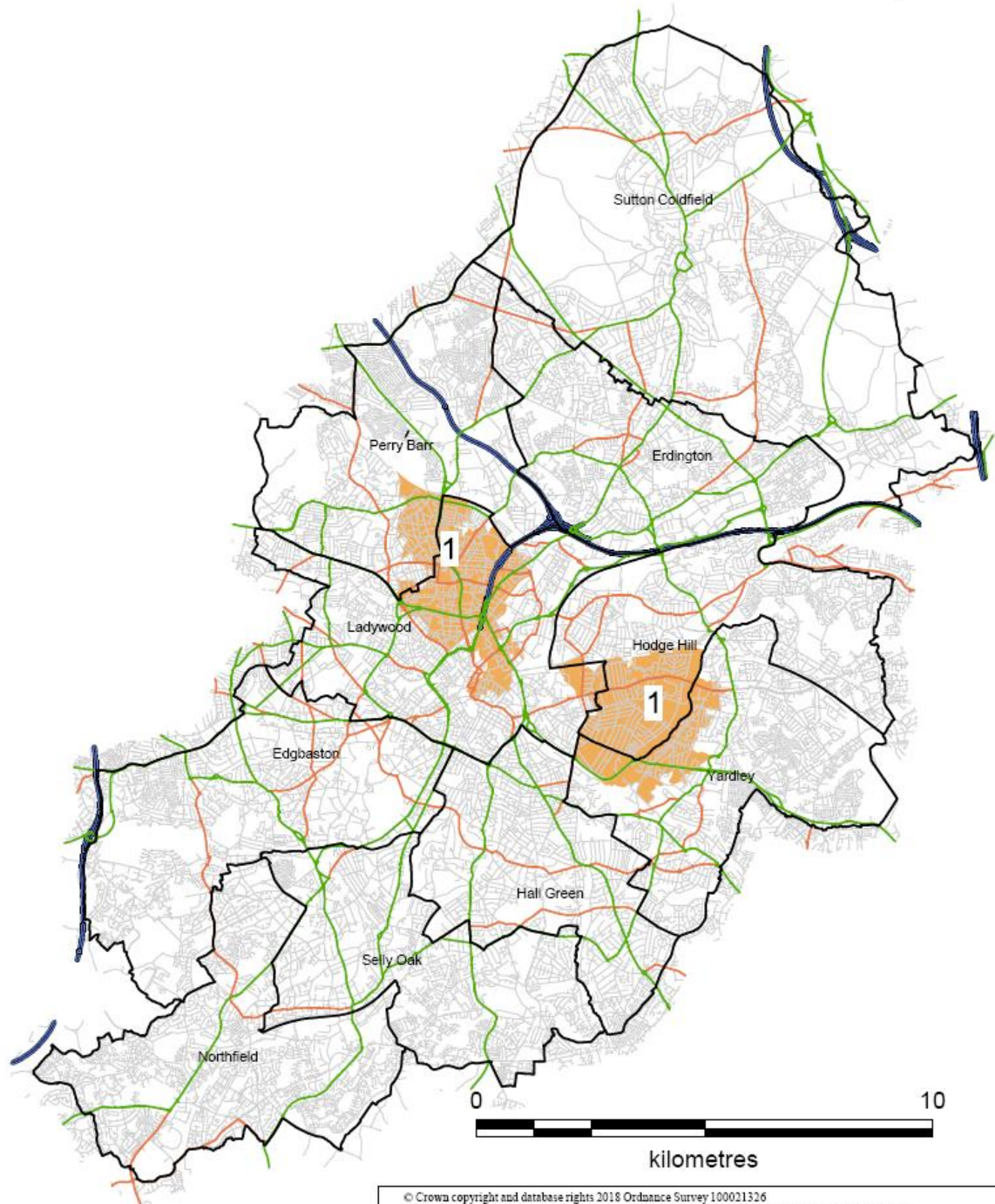
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## Map 2B

### Reception Decommissioning Requirements 2020

Shaded area indicates zone for decommissioning and required FE reduction  
1 FE = 30 places



21/09/2018

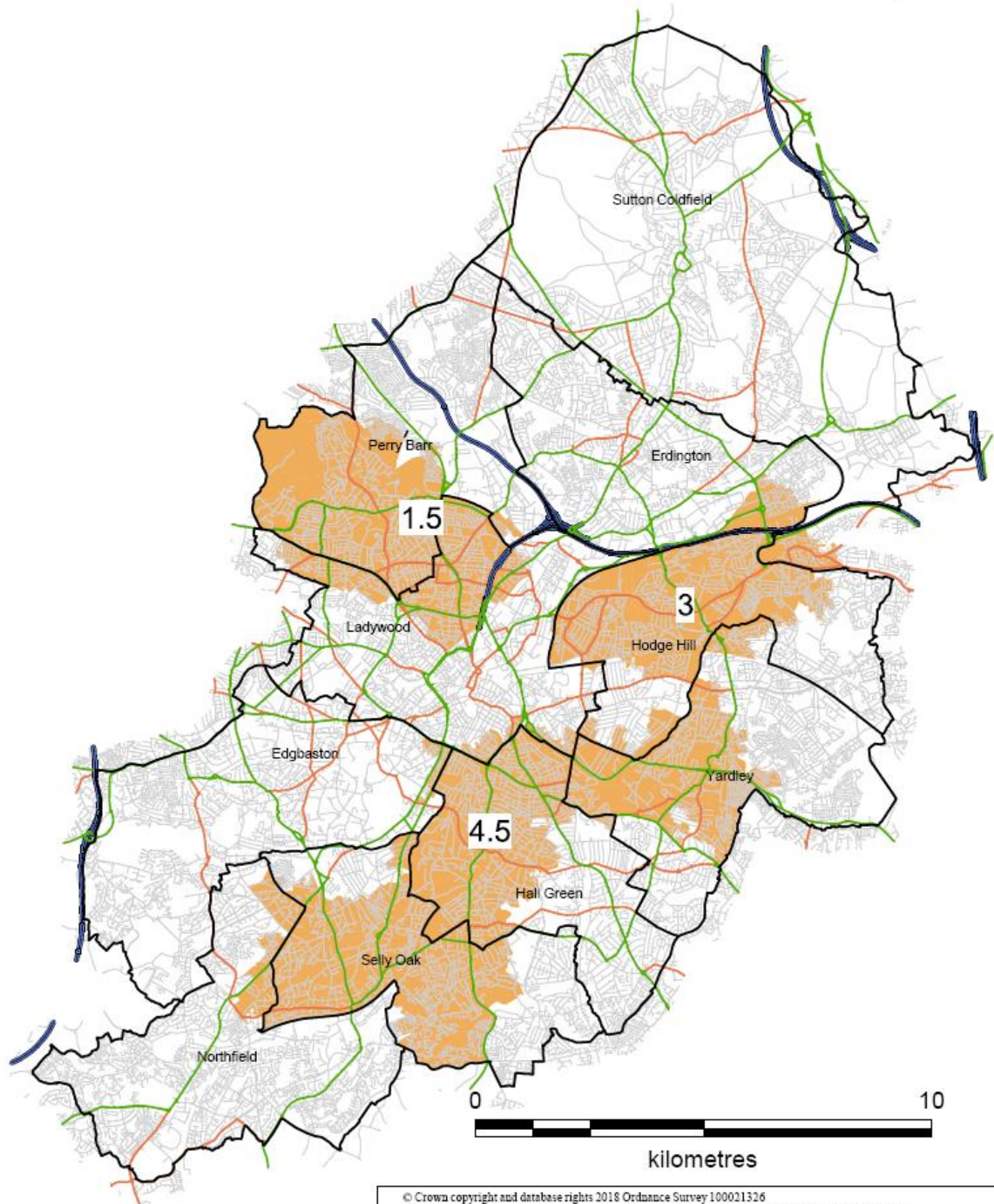
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## Map 2C

### Reception Decommissioning Requirements 2021

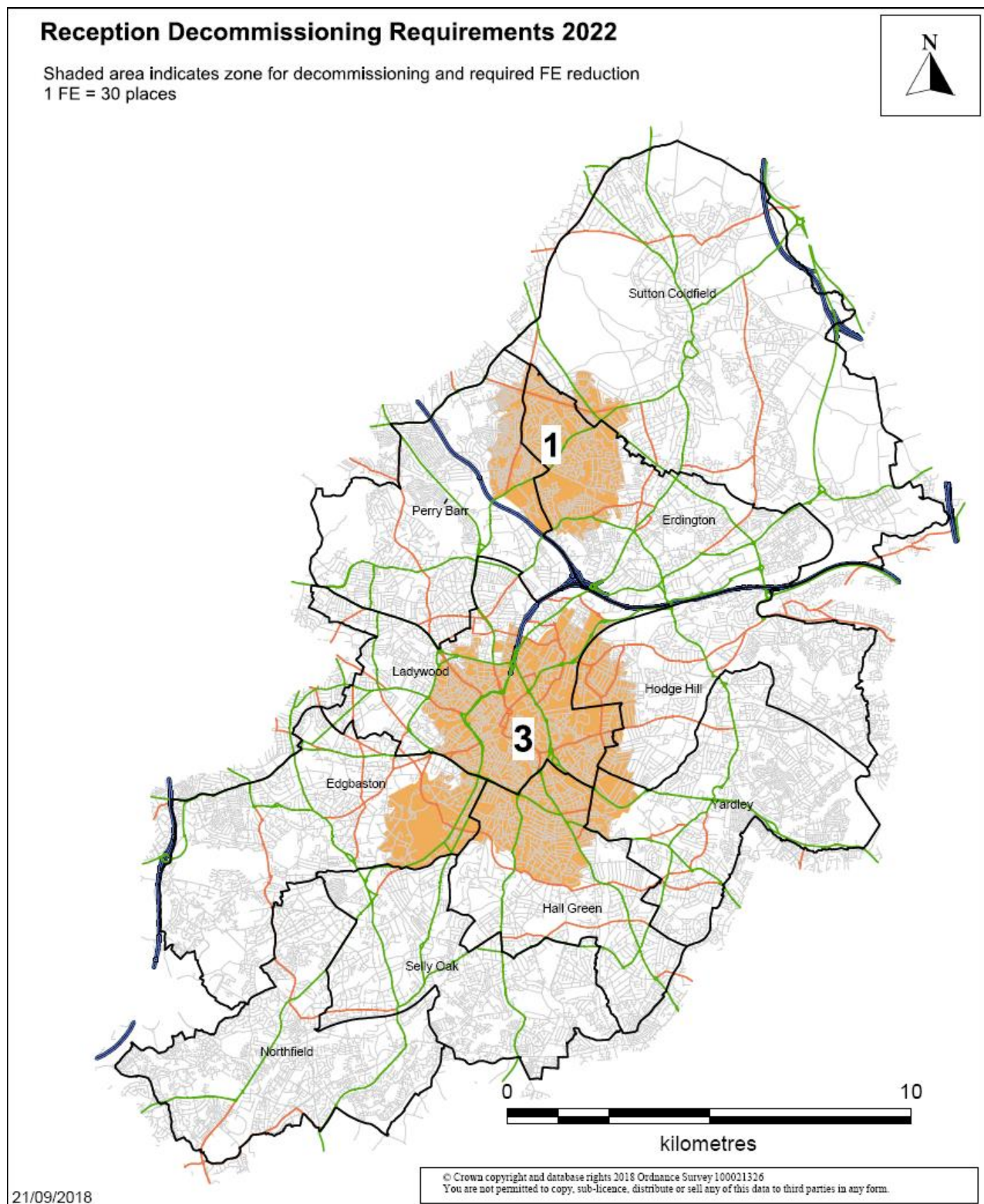
Shaded area indicates zone for decommissioning and required FE reduction  
1 FE = 30 places



21/09/2018

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## Map 2D



### Meeting local demand

Where additional places are needed to manage local variations in demand; temporary and bulge provision will continue to be the preferred solution in order to avoid creating future overprovision.

### Number of in-year places to be commissioned

Number of FE <sub>1</sub> Required – Year – Entry year group			
Area	2018	2019	2020
Billesley			1FE - Reception
Edgbaston			1FE - Year 3
Hall Green			1FE - Reception
Kingstanding	1FE - Year 3		1FE - Year 3
Longbridge	1FE - Reception		
Sutton Four Oaks		0.5FE - Reception	
Weoley			0.5FE - Reception

Table 4: Number of in-year primary places that may require commissioning.

<sub>1</sub>1FE (1 form of entry) is the equivalent of 30 places

We will also be monitoring requirements in a number of other areas. Any additional housing may prompt the need for additional places and will need to be acted on.

## Secondary Requirements

A significant number of secondary places are needed going forwards in order to meet demand. Our approach to commissioning additional secondary places is set out in **Appendix 5**.

Meeting the increased demand for secondary school places presents its own challenges, particularly in light of changes to per pupil funding. Surplus places remain concentrated in a small number of schools situated on the edges of the city, with the majority in the south west of the city. We continue to work with schools to review their admission numbers and provide stability around finance and resource planning to enable their improvement journey. It is also important for us to recognise the challenge for schools with Post-16 provision over the next few years as reduced cohorts enter sixth form.

Whilst we identify the potential for a number of additional places to be commissioned below, these are the minimum forms of entry required and are subject to annual updates around cohort growth. We are currently in discussion with a number of providers to create additional provision for 2019 entry.

### Number of additional Year 7 places required

District / Year 7 entry year	2019	2020	2021	2022	2023	Total
Edgbaston					1	1
Erdington	3			3.5	2	8.5
Hall Green	6	2 <sub>1</sub>		3.5 <sub>1</sub>	1	12.5
Hodge Hill	9			5	0.5	14.5
Ladywood	2	2				4
Northfield		2				2
Perry Barr				2 <sub>1</sub>		2
Selly Oak		2		4		6
Sutton Coldfield				1		1
Yardley	4	3 <sub>1</sub>				7
<b>Total</b>	<b>24</b>	<b>11</b>	<b>0</b>	<b>19</b>	<b>4.5</b>	<b>58.5</b>

Table 5: Number of Year 7 places that will require commissioning.

<sup>1</sup> An assessment of future requirements will inform the nature of these additional places. For example some may be temporary/bulge expansions in order to avoid future oversupply at Year 7.

<sup>2</sup> 1FE (1 form of entry) is the equivalent of 30 places

### Map of commissioning requirements

The maps that follow indicate the locality where additional places are required in Forms of Entry (FE). These places are required permanently, and therefore the requirements for 2020 are in addition to those for 2019 etc. Note: there are no requirements for 2021 providing all requirements for 2019 and 2020 are met.

**Map 4A** – Year 7 Additional Place Requirements for 2019

**Map 4B** – Year 7 Additional Place Requirements for 2020

**Map 4C** – Year 7 Additional Place Requirements for 2022

**Map 4D** – Year 7 Additional Place Requirements for 2023



NB. Schools currently on temporary sites are denoted against this current location.

We seek to coordinate admissions with all schools and admission authorities to ensure the supply of places can meet any unforeseen demands in a meaningful and timely way. Each year we request coordination from all schools to understand their planned admission numbers and any proposed changes to admission arrangements. We invite any provider interested in additional places to complete a copy of the EOI form in **Appendix 9**.

We are seeking to improve the data collection and strengthen collaboration to support place planning and effective school admissions in future years. Visibility of available school places across all schools remains a challenge however we are continuing to enhance ICT processes to support this recording and analysis.

### **Meeting local demand**

Currently in some areas there is an imbalance between the local supply of secondary places and the number of current and future residents. There is an opportunity to address this going forwards and ensure the balance of local supply is much closer aligned to the resident population. Therefore requirements are focussed on the areas of imbalance in particular.

Ensuring that there are enough local places available supports outcomes in terms of attendance, attainment and positive outcomes.

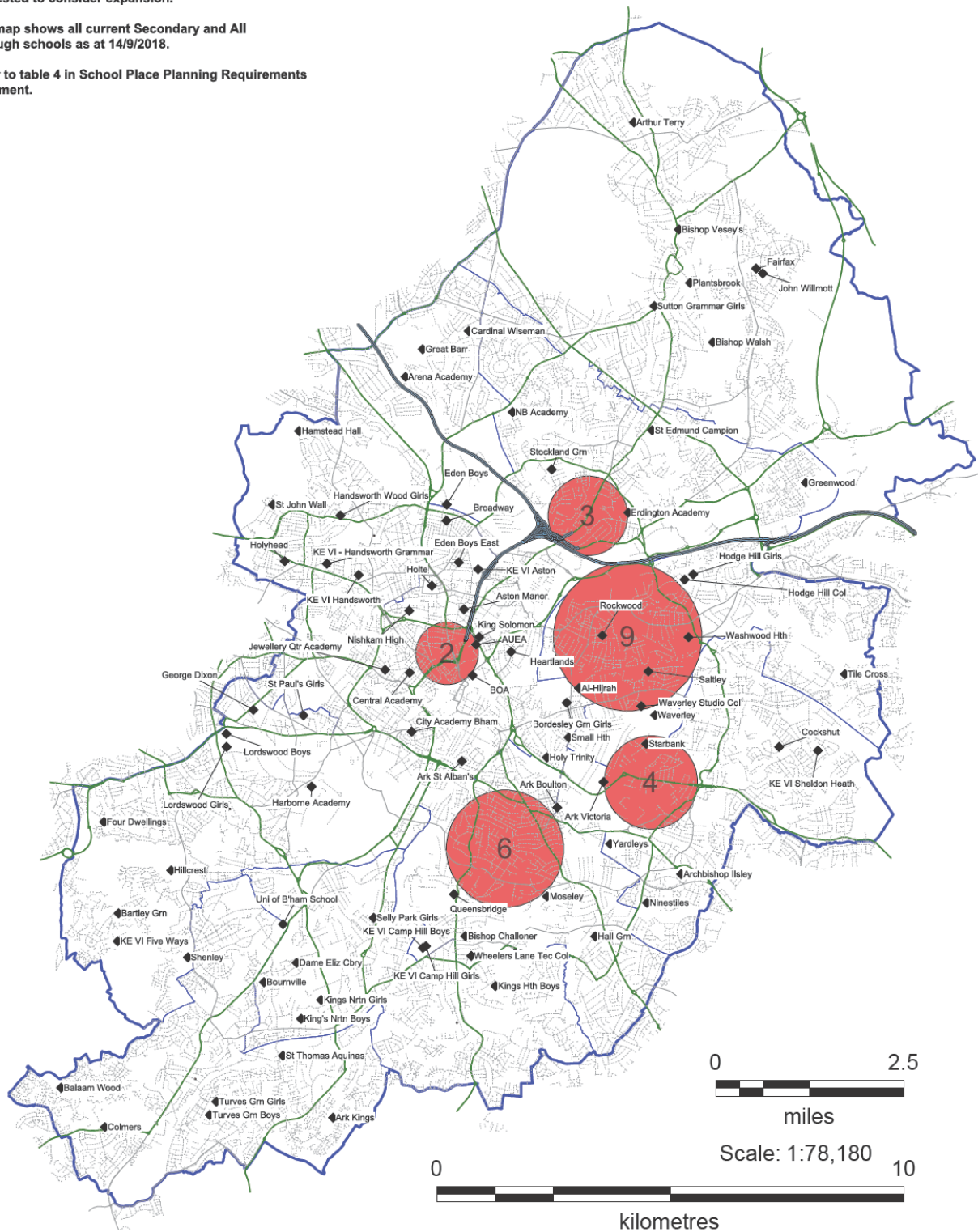
## Map 4A

### Mainstream Year 7 Requirements - 2019

Priority zones are shown in red, each is labelled with the required Forms of Entry (FE); 1 FE = 30 places.  
All schools serving the localities highlighted are requested to consider expansion.

The map shows all current Secondary and All Through schools as at 14/9/2018.

Refer to table 4 in School Place Planning Requirements document.



14/09/2018

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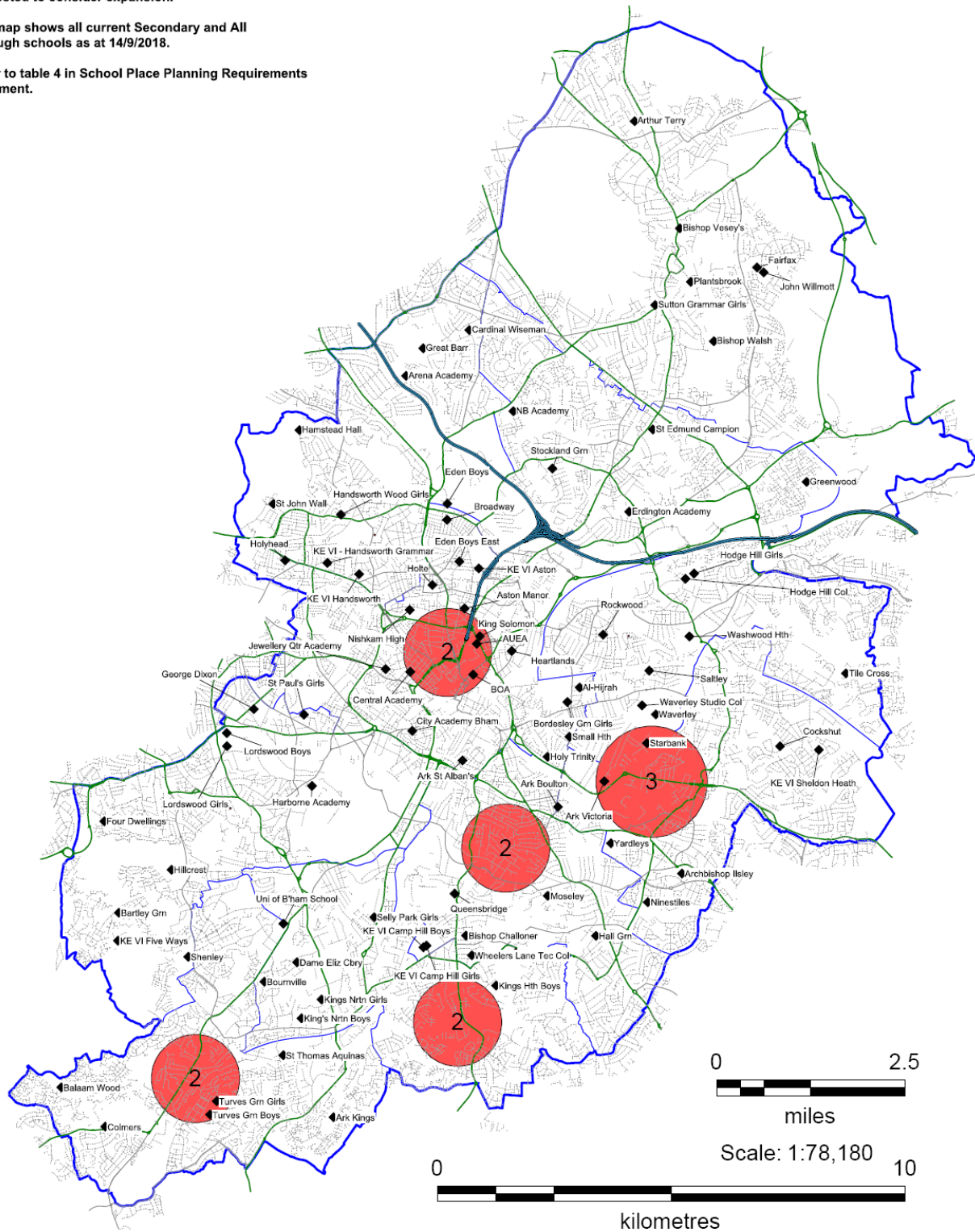
## Map 4B

### Mainstream Year 7 Requirements - 2020

Priority zones are shown in red, each is labelled with the required Forms of Entry (FE); 1 FE = 30 places. All schools serving the localities highlighted are requested to consider expansion.

The map shows all current Secondary and All Through schools as at 14/9/2018.

Refer to table 4 in School Place Planning Requirements document.



14/09/2018

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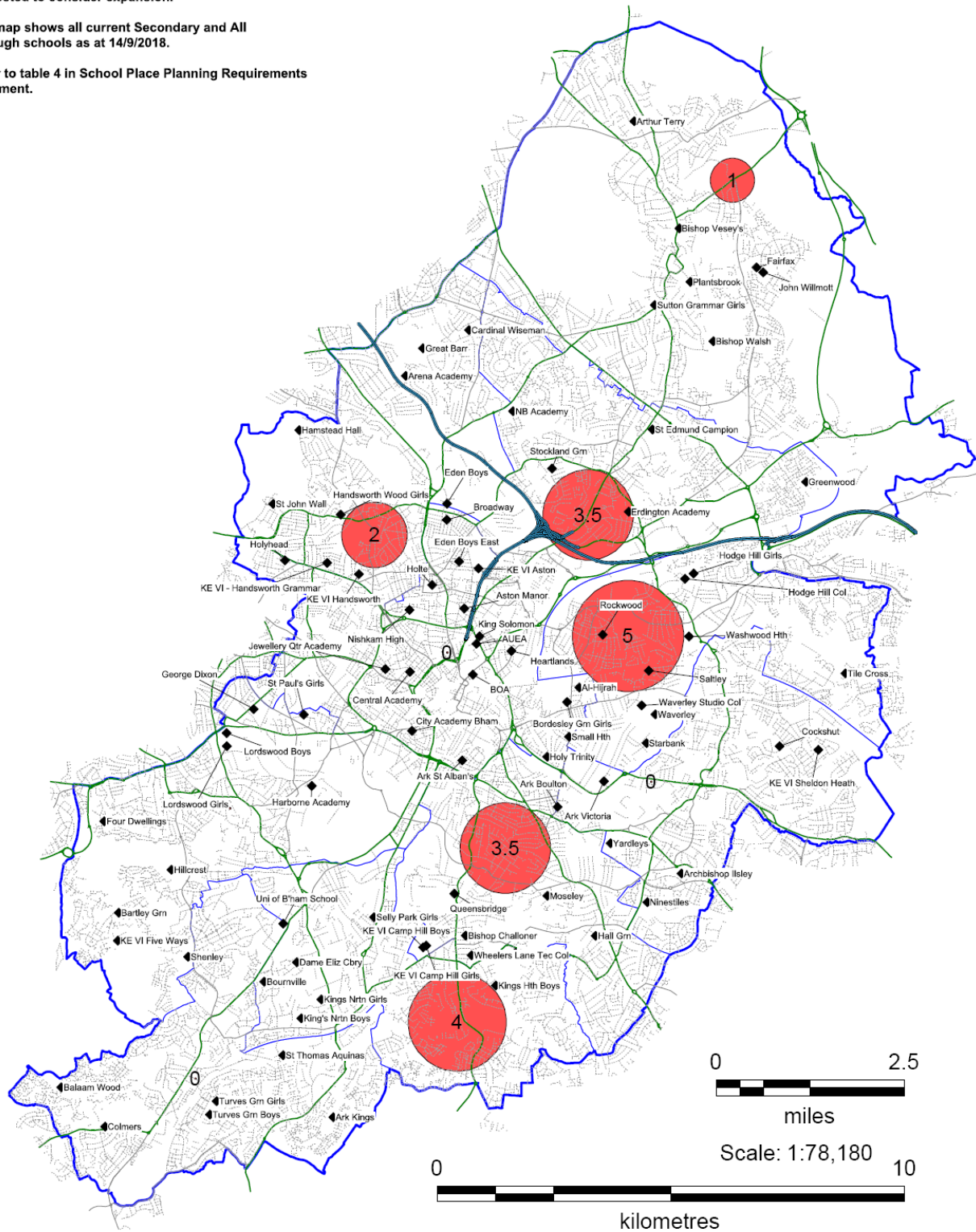
## Map 4C

### Mainstream Year 7 Requirements - 2022

Priority zones are shown in red, each is labelled with the required Forms of Entry (FE); 1 FE = 30 places. All schools serving the localities highlighted are requested to consider expansion.

The map shows all current Secondary and All Through schools as at 14/9/2018.

Refer to table 4 in School Place Planning Requirements document.



0 2.5

miles

Scale: 1:78,180 10

0



kilometres

Scale: 1:78,180

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14/09/2018

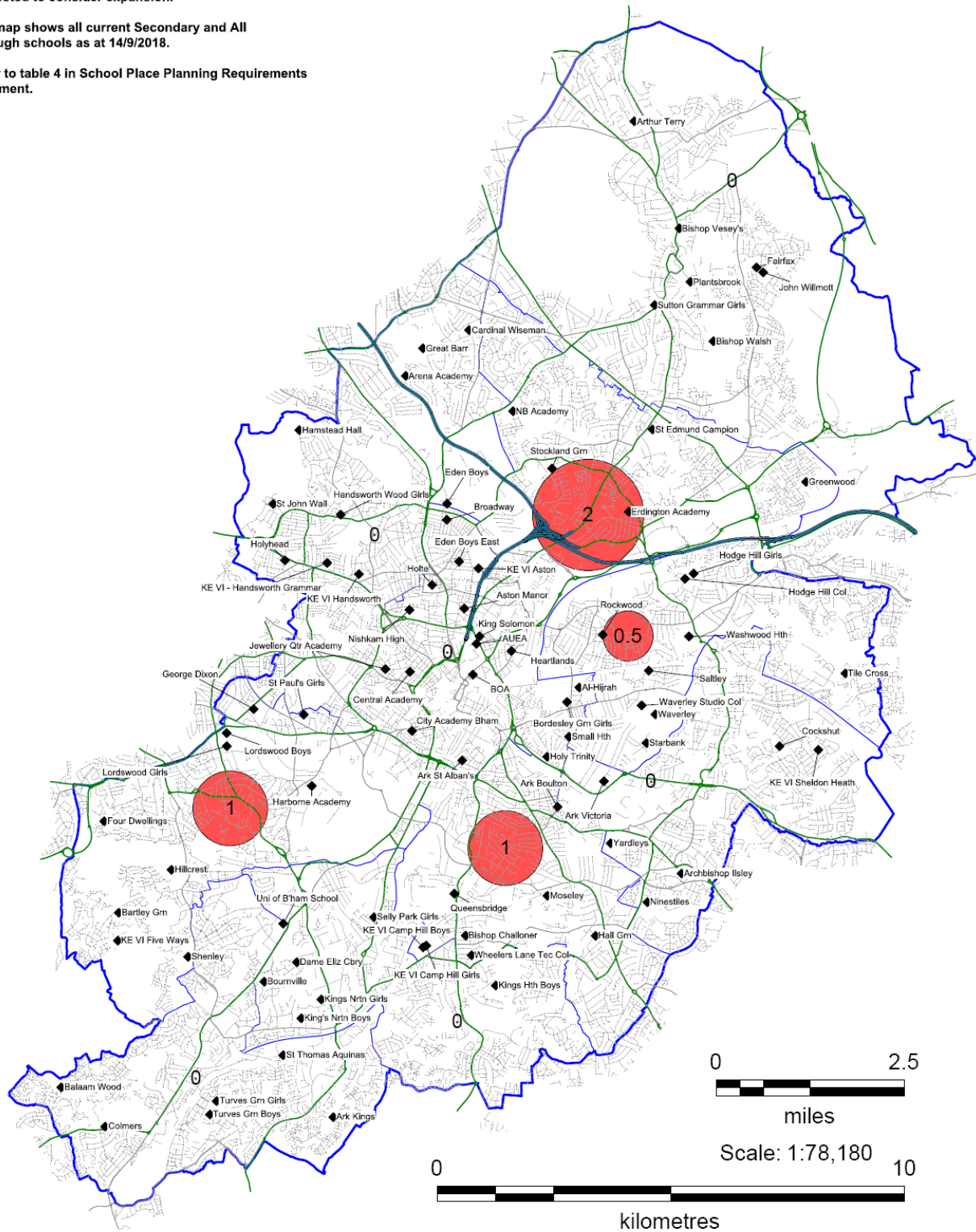
## Map 4D

### Mainstream Year 7 Requirements - 2023

Priority zones are shown in red, each is labelled with the required Forms of Entry (FE); 1 FE = 30 places.  
All schools serving the localities highlighted are requested to consider expansion.

The map shows all current Secondary and All Through schools as at 14/9/2018.

Refer to table 4 in School Place Planning Requirements document.



14/09/2018

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## School Place Delivery

Our approach to delivering school places is part of an annual cycle. See **Appendix 1**.

It ties directly to our Basic Need Strategy, **Appendix 5**.

We are currently in the process of delivering 20 capital projects, and planning for the delivery of an extensive Additional Secondary Place Programme (ASP). Our core stakeholders (all education settings including schools, all trusts or diocesan partners, DfE and Education Funding Agency) are at the heart of our additional places programme. **Appendix 8** provides the projects which have been completed under the Additional Places Programme, including those currently in delivery.

Key notes:

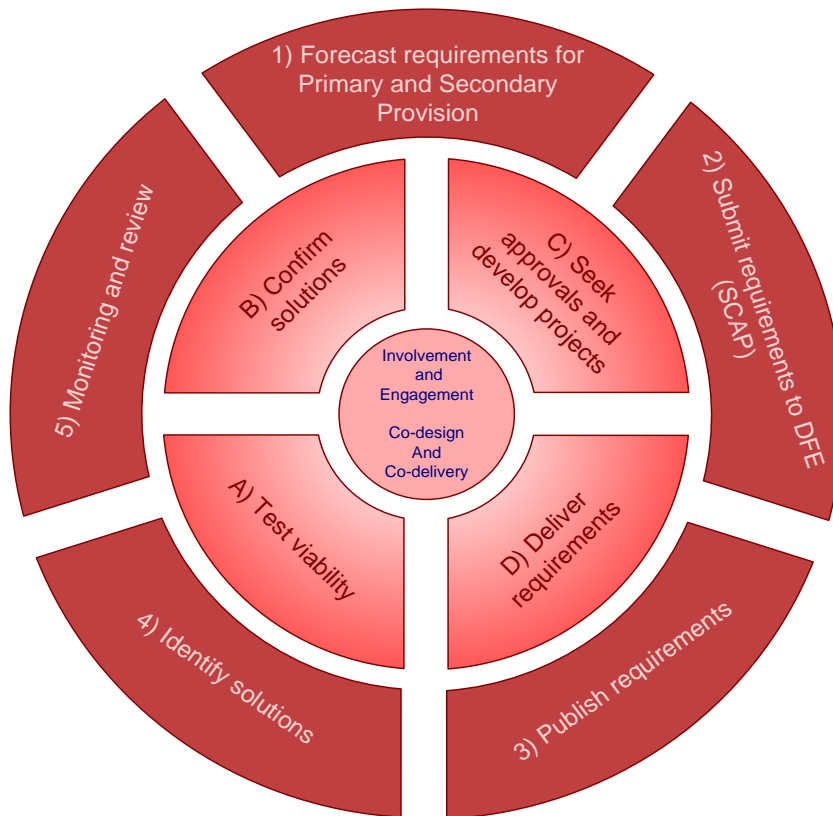
- **Engagement** with all stakeholders is critical to delivering best solutions and outcomes for children and young people in the city.
- **Capital grant funding** to meet our Basic Need requirements is driven from our annual submission of the SCAP return to the DfE. This funding receipt enables us to create additional places through extending and refurbishing existing schools as well as commissioning new schools, however this pot is limited for the scale of requirements that we have. Projects within our Additional Places Programme therefore need to present good **value for money**. A record of Basic Need funding allocations received to date can be found here:  
<https://www.gov.uk/government/publications/basic-need-allocations>.
- Requirements need to be delivered on time and in line with DfE and Birmingham City Council (BCC) **gateways and approvals**.

Following the publication of the SCAP 2017 findings, the DfE have published a scorecard of performance metrics for each Local Authority. BCC's scorecard can be found in **Appendix 7**. The scorecards highlight our strength in delivering lower cost temporary solutions but the need to focus on better value permanent projects.

## Appendices

## Appendix 1 – School Place Planning and Delivery Cycle

The school place planning and delivery programme is cyclical and undertaken annually. The following diagram provides a high level overview of the cycle.



Infograph 1 – Basic Need and Commissioning Cycles



## Appendix 2 – Number of births by planning area

The following planning areas are based on the 2004 political ward areas. We are currently undertaking a review of our planning areas and this information will be reflected in future requirements. In the meantime, please do not hesitate to contact us if you require any information regarding your local area.

Birth Year	2011/ 12	2012/ 13	2013/ 14	2014/ 15	2015/1 6	2016/ 17	Overall Change between 2016 & 2021
Reception Entry Year	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/2 1	2021/ 22	
Planning Area	ONS	ONS	ONS	ONS	ONS	PH	
Acocks Green	568	473	492	489	493	489	-79
Aston	662	741	672	632	711	646	-16
Bartley Green	382	375	411	377	388	367	-15
Billesley	420	426	377	372	445	373	-47
Bordesley Green	818	803	745	731	739	752	-66
Bournville	331	334	328	326	322	300	-31
Brandwood	394	404	357	383	374	353	-41
Edgbaston	307	269	292	300	313	273	-34
Erdington	375	346	371	353	339	352	-23
Hall Green	367	362	355	363	393	350	-17
Handsworth Wood	430	419	406	408	450	353	-77
Harborne	295	318	331	285	347	336	41
Hodge Hill	560	533	551	540	577	541	-19
Kings Norton	383	370	346	353	352	363	-20
Kingstanding	465	441	412	396	403	387	-78
Ladywood	406	365	372	397	399	394	-12
Longbridge	379	378	421	407	390	396	17
Lozells & East Hwh	653	615	594	636	604	641	-12
Moseley & Kings Hth	380	367	346	298	339	318	-62
Nechells	676	734	717	713	690	699	23
Northfield	397	390	345	357	386	328	-69
Oscott	370	373	322	366	356	331	-39
Perry Barr	385	359	372	340	355	372	-13
Quinton	381	371	336	355	362	330	-51
Selly Oak	214	205	196	225	191	208	-6
Shard End	512	490	445	464	440	447	-65
Sheldon	303	292	277	295	311	312	9
Soho	671	606	619	609	652	591	-80
South Yardley	573	554	606	564	580	538	-35
Sparkbrook	676	721	695	621	641	644	-32
Springfield	649	655	673	639	649	636	-13

<b>Birth Year</b>	<b>2011/ 12</b>	<b>2012/ 13</b>	<b>2013/ 14</b>	<b>2014/ 15</b>	<b>2015/1 6</b>	<b>2016/ 17</b>	<b>Overall Change between 2016 &amp; 2021</b>
<b>Reception Entry Year</b>	<b>2016/ 17</b>	<b>2017/ 18</b>	<b>2018/ 19</b>	<b>2019/ 20</b>	<b>2020/2 1</b>	<b>2021/ 22</b>	
<b>Planning Area</b>	<b>ONS</b>	<b>ONS</b>	<b>ONS</b>	<b>ONS</b>	<b>ONS</b>	<b>PH</b>	
Stechford & Yardley Nth	444	449	431	448	456	439	-5
Stockland Green	409	404	412	382	406	394	-15
Sutton Four Oaks	202	245	219	244	229	238	36
Sutton New Hall	206	199	201	194	200	195	-11
Sutton Trinity	291	274	282	270	285	284	-7
Sutton Vesey	244	211	231	231	259	242	-2
Tyburn	409	360	367	365	366	395	-14
Washwood Heath	817	819	826	723	831	747	-70
Weoley	380	357	356	374	392	368	-12
Total	17784	17407	17107	16825	17415	16722	-1062
Year on Year change		-377	-300	-282	590	-693	-913

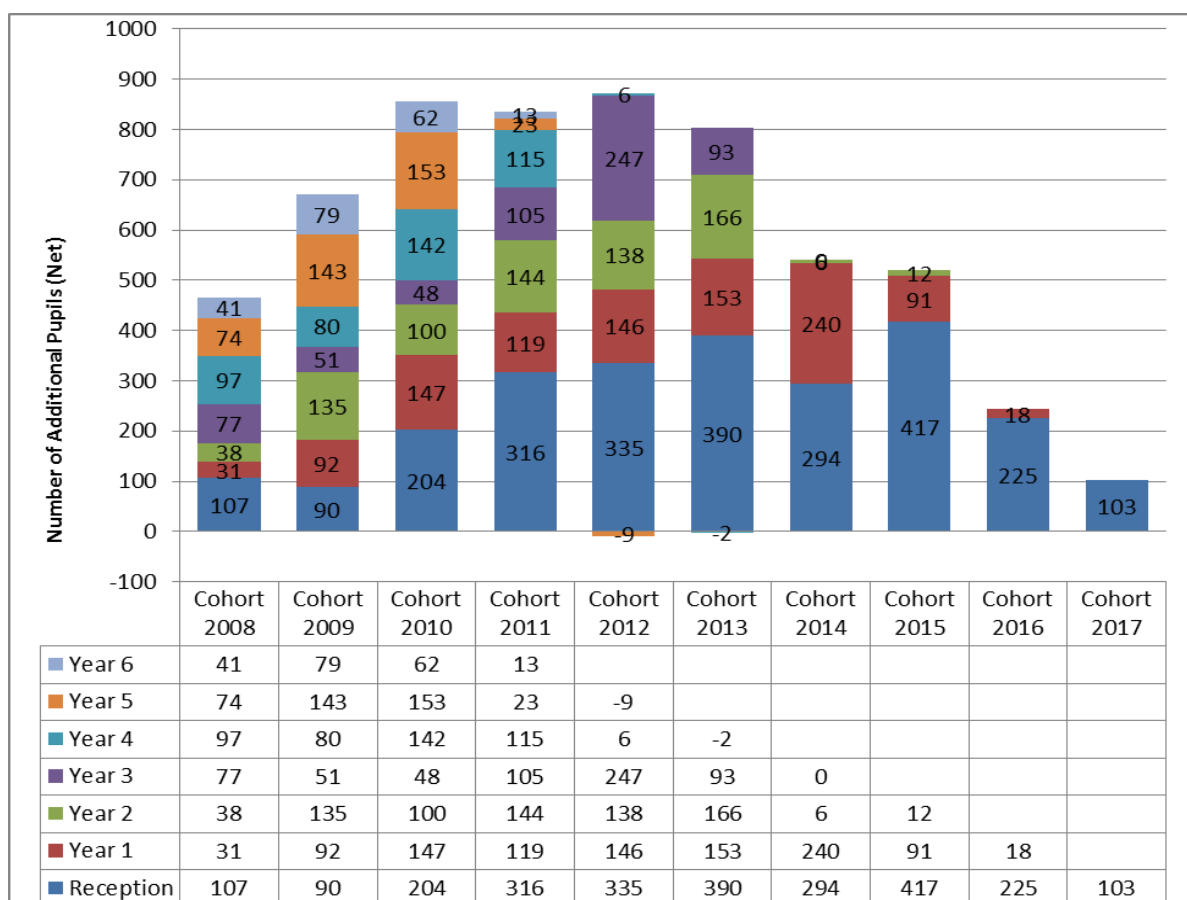
Source: Office of National Statistics or Public Health

## Appendix 3 – Cohort Growth Update

### Primary

The latest full year of census information received (Oct 2016 – Oct 2017) shows continued but significantly slower net growth across all primary year groups. This may be as result of changes in migration rates or reduced capacity to accommodate additional admissions.

We will continue to monitor this picture and work with schools to manage the challenges presented by in-year cohort changes.



Graph 2: Primary Cohort Net Growth Oct to Oct growth – up until Jan 2018 census

#### Explanation of graph

*If we take the cohort that started Reception in (September) 2013:*

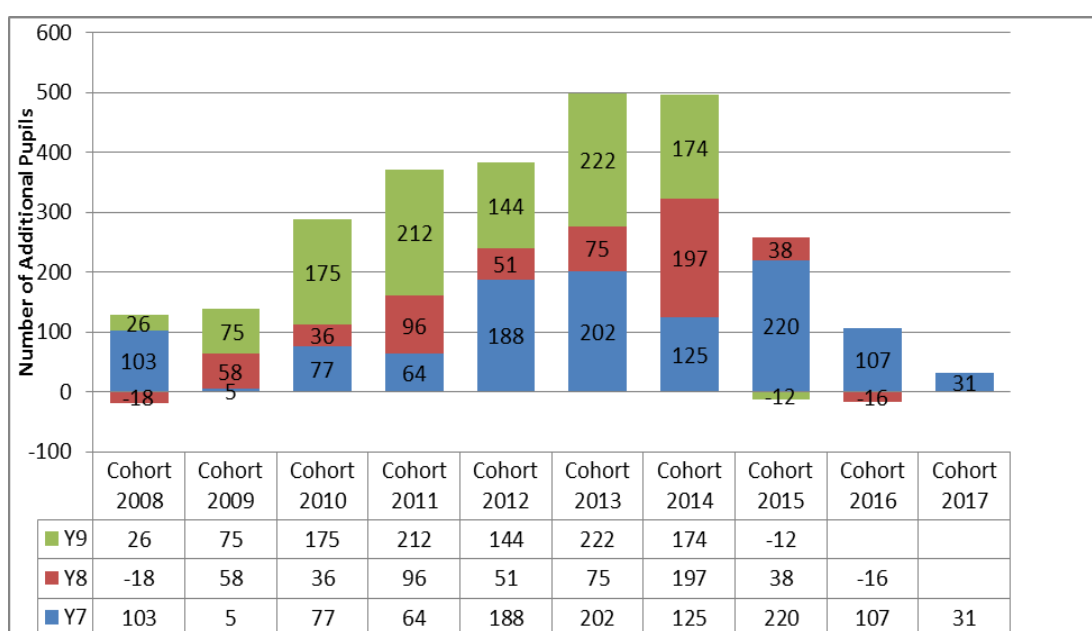
By the time that cohort had entered Year 1 in 2014 there were 390 (13FE) more pupils that had joined that year group in Birmingham. A further 153 (5FE) pupils had joined the same cohort by the time they entered Year 2 in 2015. A further 166 (5FE) by the time they entered Year 3 in 2016 and a further 93 (3FE) by the time they entered Year 4 in 2017. This is already an additional 800 pupils (27FE) across the period of the cohort from Reception to Year 4.

## Secondary

The latest full year of census information received (Oct 2016 – Oct 2017) shows continued but significantly slower net growth across secondary year groups. This may be as result of changes in migration rates or reduced capacity to accommodate additional admissions.

Traditionally Year 10 and 11 see an overall decrease in cohort size. The additional specialist 14-19 provision available from Year 10 impacts on the numbers and in addition new students are less likely to be admitted during the GCSE phase.

We will continue to monitor this picture and will work with all schools to manage the challenges presented by in-year cohort changes.



Graph 3: Secondary Cohort Net Growth Oct to Oct growth – up until Jan 2018 census

### Explanation of graph

*If we take the cohort that started Year 7 in (September) 2013:*

By the time the cohort had entered Year 8 in 2014 there were 202 (7FE) more pupils that had joined that year group in Birmingham. A further 75 (3FE) pupils had joined the same cohort by the time they entered Year 9 in 2015. A further 222 (8FE) by the time they entered Year 10 in 2016. This is already an additional 499 pupils (17FE) across the period of the cohort from Year 7 to Year 9.

## Appendix 4 – Forecasting Methodology

School Place Planning remains a citywide strategy and our forecasting reflects the range of factors that influence demand for school places including:

- Birth rates: actual births data from Office of National Statistics (ONS) and validation against birth data received through Public Health Clinical Commissioning Group (CCG)
- Conversion of birth rates to applications for Reception places: uptake rates for the past 3 years
- Conversion of Y6 pupil numbers to Y7 applications: uptake rates for the past 3 years
- Demand for Birmingham school places from neighbouring and other authorities: out of city uptake for the past 3 years
- Cohort growth by year group: termly school census data from last 3 years
- Parental preference: last 3 years admissions data
- Housing growth: permitted housing developments (please see below)
- Longer term ONS projections for Birmingham

Primary places are currently planned over 40 ward areas, using former (2004) political boundaries. Attention is paid to super-output areas and communities when identifying increased demand and localised need.

Secondary places are currently planned over 10 larger district areas to accommodate the greater mobility of secondary aged pupils. These planning areas are based on political boundaries. There is a range of selective and faith provision admitting pupils from across the city and out of authority which is factored into our projections.

Special Educational Needs sufficiency is not currently in the DfE's annual School Capacity (SCAP) return.

We have introduced a more comprehensive moderation process for SCAP 2018 by comparing entry year forecasts to known capacity in each planning area. Where an area has more pupils forecast than available places in the area we have displaced pupils into adjacent planning areas, in accordance with recent trends. If there is an increase in births locally then as a general principle we have not displaced these pupils in full thereby denoting where there is pressure for places locally. This process is responsive to sufficiency requirements and less responsive to preference trends in historic data. We have also reduced growth factors for our primary and secondary forecasts and updated our ratios by looking at the last 3 years of weighted growth.

We are looking to change our planning areas for SCAP 2019 to reflect groups of schools and communities more closely. We are currently working with our DfE Place Planning Advisor on this. By redesigning our planning areas we will be able to understand and more accurately address the current imbalances between residents and place supply.

## **Housing demands**

The housing demands for Birmingham have increased significantly in order to meet the growth agenda of the city. Housing development plans are shared to us via the Strategic Housing & Land Availability Assessment (SHLAA) and permitted developments are incorporated within our forecasting. There is greater alignment with our planning colleagues to seek the prioritisation of education requirements within any Section 106 (S106) contributions or Community Infrastructure Levy (CIL) arrangements. There are a number of smaller housing developments in the city where we are not in receipt of S106. We are also a recent CIL authority but have not yet benefitted from any CIL arrangements to date.

In our forecasting we identify expected pupil yields from developments and captured any places that can be fully funded through available S106 funding. Given the pressure on school places it is likely that pupil yield generated from housing growth will require the need for both additional mainstream and special school places. We currently apply 0.042 per year group per house, which is in line with other cities. We have applied an interim reduction on our secondary factor after a recent review, and apply 0.034 per year group across Y7-11 per house.

Plans for large housing estates present a challenge as school places will be required in advance of occupation. We therefore continue to seek engagement with our planning team and an understanding from developers.

## **Forecast reliability**

Our forecasts for the total number of places required in Birmingham are highly reliable. The DfE score card in **Appendix 7** measures how accurate our Birmingham's forecasts are in comparison with other authorities. For three year forecasts, we achieved a 99.8% accuracy rate for primary forecasts and 99.3% accuracy rate for secondary forecasts. It is recognised that whilst we are performing well on the scorecard when compared with others, the reliability of forecasts at planning area (District and Ward level) is more variable due to the changing patterns of parental preference, limited information on migration and the changing supply of places.

There are challenges to ensure we achieve reliable forecasts. Planning of medium to long-term requirements takes into account a number of factors such as birth rates, housing and migration patterns. Demand for school places is therefore subject to ongoing change. Changing levels of supply also mean that we have to consider carefully when and where to commission places in some areas, and particularly if we are considering decommissioning places elsewhere. We constantly review and update our methodology, making continual improvements and reliability checks.

## Appendix 5 – Basic Need Strategy

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

1. Make optimum use of existing space, buildings and sites to provide sufficient, suitable, high quality additional places where needed
2. Work with all schools, academies and new schools to meet Basic Need through co-ordinated expansion plans
3. 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
4. Identify alternative funding sources and models to deliver requirements including S106, 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 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.

### Process for Decommissioning School Places

When determining whether places are surplus we will need to:

- Determine which places are **unfilled or 'available'**
- Define how many places are **surplus** to requirements – will they be needed in the future?
- Decide how the surplus space will be **managed** – this could include removal of poorer assets where possible or reconfiguration of space to provide specialist or SEND provision

### Key considerations:

- **Parental choice** – does a reduced number of places mean children will need to travel further. What impact would removing places have on parental preference?
- **Quality of provision** – if the standards are below 'good' we will consider decommissioning, closure or co-location with another provision
- **Financial implications** – will the reduction in pupil numbers have an impact on the school's future financial viability is also a consideration

A full decommissioning strategy will be developed and will be shared with Cabinet Member in due course (the work of the Audit Commission Trading Places report 1996 is referenced).

Currently we are in conversation with a number of schools who have expressed concerns from lower intake numbers in recent times. We will offer support to schools through the following routes, as appropriate:

- Planning area and school level analysis of future demand
- Support to reduce admission limits at the school following the closure of an admissions round, or through formal variation if appropriate
- Consideration of school business case under Falling Pupils fund and subsequent allocation of funding where availability allows

### **Process for Commissioning School Places**

We are co-designing the solutions with our secondary schools and with the DfE. The co-designing will consider different routes to providing additional capacity including:

- **Existing schools** – we are expanding our existing school estate and have four school capital projects currently in delivery. Future projects could include reorganisation of provision to best meet local demand (e.g. change of age range) to make best use of existing infrastructure.
- **Surplus places** – to date a significant number of unfilled places have been in schools that are less popular or on improvement journeys. We have tolerated a certain level of surplus places in the system in order to support these schools to fill and improve. This has led to some pupils to be displaced in the absence of an available school place locally. Schools that traditionally held surplus places are now filling; however we still expect approximately 80 places to remain available in our least popular schools for 2018.
- **Uncoordinated places** – each year we have a significant number of additional places offered by schools that are their own admission authority after the National Offer Day and above PAN and sometimes to the detriment of local schools. For 2018 Year 7, 161 (5.5E) additional places have been offered without any coordination with the LA. Our aim is to reduce the number of places that are not coordinated with BCC.
- **New Schools** – we continue to work closely with the DfE to ensure any free school proposals are aligned to meet our basic need. Further information and the latest known proposals are in **Appendix 6**.
- **Meeting Diversity** - We need to ensure that we provide the right type of school places to meet the needs of Birmingham's changing demographics and growing population.

We also need to take into account any removals of places on a small or large scale basis (e.g. the DfE closure of Baverstock Academy in July 2017).

It is important to highlight the requirement for admission authorities to admit in accordance with Birmingham's Fair Access Protocol to make sure that unplaced children are offered a school place quickly. The Fair Access Protocol sits outside



the arrangements for the coordination of school places and is triggered when a pupil hasn't secured a school place under the in-year admissions procedures.

To enable us to commission the places we need, we will:

- Share requirements for additional places regularly with all schools
- Invite expressions of interest from schools that wish to grow
- Evaluate expressions of interest with a range of service areas
- Invest capital funding for any refurbishment, remodelling or new build
- Work with school networks, the RSC and the Diocese to agree sustainable solutions to meet demand in an area
- Work with the DfE and the RSC to optimise any free school proposals

A School Organisation Plan will be developed and shared with Cabinet Member in due course and will cover faith, gender and selective provisions.

Schools will be asked to:

- Coordinate their expansion intentions so that requirements can be modified to meet our basic need
- Express interest in expanding their provision in order to identify optimum solutions to meeting Basic Need. A copy of the EOI form which includes the Basic Need criteria can be found at **Appendix 9**.
- Carry out consultation requirements as part of the school organisation process, if required
- Contribute to the capital costs
- Meet revenue related costs
- Accept full responsibility for ongoing planned, preventative maintenance of any additional spaces through appropriate utilisation of premises related budgets and facilities maintenance advice

## Appendix 6 - Free Schools

Part of the solution for creating the number of additional places required will be through new schools. We are working with the EFA and free school proposers to provide information on where the greatest need for additional provision is required in line with Basic Need. The size, location and type of provision are all key determining factors for whether a proposal will meet the needs of the authority. It is understood that future free schools will not open from temporary sites.

The following table indicates proposals approved to pre-opening stage at Wave 12 of the Free School application process (announcement in April 2017).

School	Opening	Type	Capacity	Phase	Gender	Faith	Postcode (proposed site)
Eden Boys Leadership Academy, Birmingham East	2018	Mainstream	800	Secondary 11-19	Boys	Islam	B8 3HX (opening in 2018 on a temporary site at B6 6EL)
ARK Birmingham Secondary	tbc	Mainstream	1200	Secondary 11-19	Mixed	-	B24 9BP
Christ Church CE Secondary Academy	2021 <sub>1</sub>	Mainstream	1150	Secondary 11-19	Mixed	Christianity	B14 4EP <sub>1</sub>
Prince Albert High School	2021 <sub>1</sub>	Mainstream	1260	Secondary 11-19	Mixed	-	B42 7UG <sub>1</sub>
BOA Digital (Specialism: Digital Technologies)	2021 <sub>1</sub>	Mainstream	900	Secondary 11-19	Mixed	-	B1 2PJ <sub>1</sub>

<sub>1</sub> Indicative at August 2018 and subject to change if there are any delays in site acquisition, planning and construction

We are also aware of three proposals that have been registered under Wave 13. The window for applications closes in November 2018 and a decision on any successful applications is expected in spring 2019. We have been advised that the earliest opening date if any of these schools were approved would be 2020.

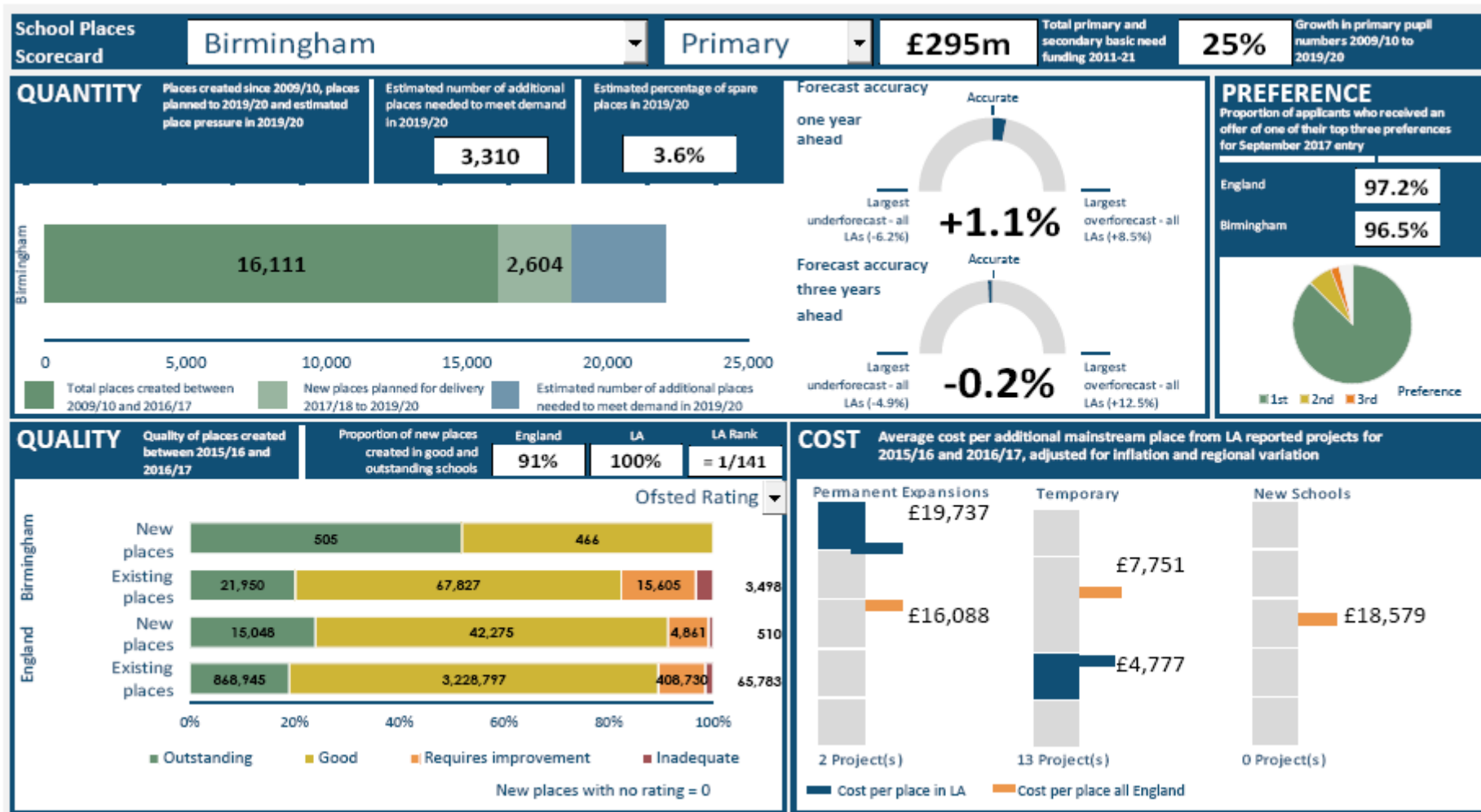
Trust/ Proposer	Opening	Type	Capacity	Phase	Gender	Faith	Postcode (proposed site)
BOA Group	tbc	Mainstream	300	Further education 16-19	Mixed	-	B4 7QD <sub>1</sub>
A plus sixth form	tbc	Mainstream	500	Further education 16-19	Mixed	-	B11 4LP <sub>1</sub>
Avanti Schools Trust	tbc	Mainstream	Nursery: 52 Primary: 420 Secondary: 900 16-19: 360	All-through 4-18	Mixed	-	B4 7UL <sub>1</sub>

<sub>1</sub> Indicative at August 2018 and subject to change

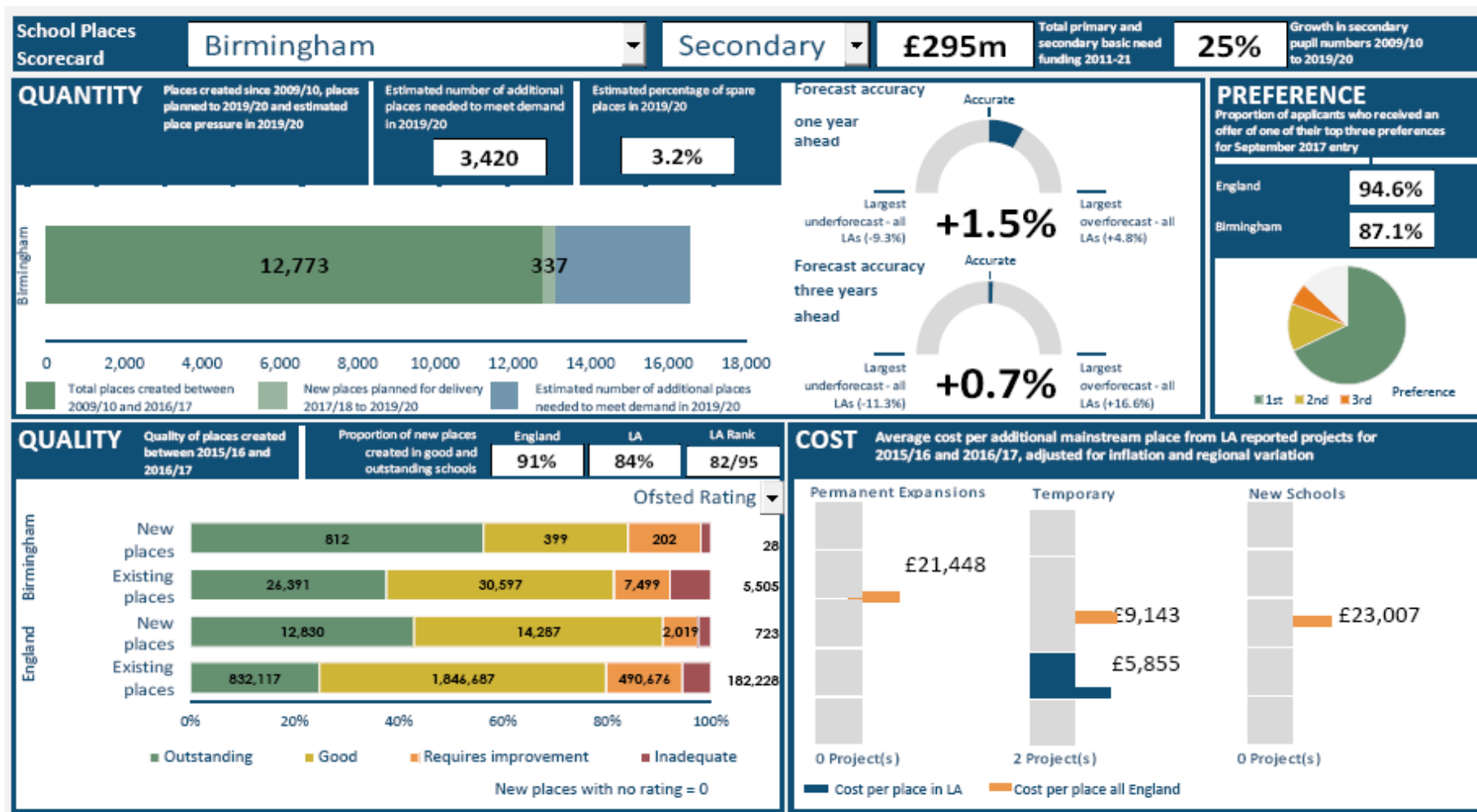
## Appendix 7 – School Places Scorecards

Scorecards published by DfE following SCAP 2017.

### Primary



## Secondary



## Appendix 8 – Additional Places Projects

A list of schools that have provided additional places since the Additional Place Programme began in Birmingham in 2009. This includes schools in the process of being expanded and is derived from the Capital Spend submission for SCAP 2018. There are other projects where places have been 're-provided' e.g. replacing temporary places with permanent places, but these are not captured in this list.

The project spend for these projects comes from a number of funding sources, including Basic Need grant funding, Council reserves, Section 106 (developer funding), Local Authority Coordinated Voluntary-Aided Programme (LCVAP) or through school contributions.

Academic Year Places Start to be available	DFE	School Name	Phase of Provision	Type of Provision	Planning Area (Ward 2004)	Number of additional mainstream places being provided	Number of additional SEN places being provided
2009/10	2447	The Oval School	Primary	Academy	Stechford and Yardley Nth	210	0
2010/11	2196	Brookfields Primary	Primary	Academy	Soho	210	0
2010/11	2054	Colmore Infant and Nursery School	Infants	Community School	Brandwood	90	0
2010/11	2086	Greet Primary School	Primary	Academy	Springfield	210	0
2010/11	2093	Hall Green Infant School	Infants	Community School	Hall Green	90	0
2010/11	2108	Ward End Primary School	Primary	Community School	Hodge Hill	420	0
2010/11	2150	Park Hill Primary	Primary	Community School	Moseley and Kings Hth	210	0
2010/11	2179	Starbank School	All Through	Community School	Bordesley Green	210	0
2010/11	2192	Thornton Primary	Primary	Community School	Washwood Heath	240	0
2010/11	2312	Chad Vale Primary	Primary	Community School	Edgbaston	210	0
2010/11	2453	Leigh Primary	Primary	Academy	Hodge Hill	30	0
2010/11	2458	Parkfield Community School	Primary	Academy	Washwood Heath	30	0
2010/11	7040	Mayfield School	Special	Community School	Lozells and East H'wth	0	30
2011/12	2038	Nansen Primary	Primary	Academy	Washwood Heath	630	0
2011/12	2062	Anderton Park Primary	Primary	Community School	Sparkbrook	47	0
2011/12	2063	Regents Park Community Primary School	Primary	Community School	Nechells	210	0
2011/12	2067	Summerfield Junior and Infant School	Primary	Community School	Soho	105	0
2011/12	2078	Moor Green Primary School	Primary	Academy	Moseley and Kings H'th	210	0
2011/12	2149	Paget Primary	Primary	Community School	Tyburn	210	0
2011/12	2184	Stechford Primary	Primary	Community School	Stechford and Yardley N'th	210	0
2011/12	2460	Robin Hood Academy	Primary	Academy	Hall Green	210	0
2011/12	3344	St Marys Catholic Primary	Primary	Voluntary Aided School	Harborne	210	0
2011/12	3363	St Dunstan's Catholic Primary	Primary	Voluntary Aided School	Moseley and Kings H'th	105	0
2011/12	3412	Audley Primary	Primary	Academy	Stechford and Yardley N'th	210	0
2011/12	3421	Yardley Primary	Primary	Community School	South Yardley	210	0
2011/12	3430	Hodge Hill Primary	Primary	Academy	Hodge Hill	301	0
2011/12	3432	Clifton Primary	Primary	Community School	Sparkbrook	210	0
2011/12	5949	Al-Furqan Primary	Primary	Voluntary Aided School	Springfield	105	0
2012/13	2037	Slade Primary	Primary	Academy	Stockland Green	210	0
2012/13	2142	Nelson Junior and Infant School	Primary	Community School	Ladywood	210	0
2012/13	2171	Bordesley Village Primary School	Primary	Academy	Nechells	30	0
2012/13	2179	Starbank School	All Through	Community School	Bordesley Green	420	0
2012/13	2186	Birchfield Primary	Primary	Academy	Aston	30	0
2012/13	2289	Cofton Primary	Primary	Foundation School	Northfield	30	0
2012/13	2294	Featherstone Primary	Primary	Community School	Stockland Green	210	0
2012/13	2317	Worlds End Infant and Nursery School	Infants	Community School	Quinton	90	0
2012/13	2478	Whitehouse Common Primary	Primary	Foundation School	Sutton Trinity	30	0
2012/13	2479	Anglesey Primary	Primary	Community School	Lozells and East H'wth	30	0
2012/13	3025	St Marys Church of England Primary	Primary	Voluntary Controlled School	Selly Oak	210	0
2012/13	3359	St Wilfrid's Catholic Junior and Infant Sc	Primary	Voluntary Aided School	Hodge Hill	210	0
2012/13	4018	Saltley School and Specialist Science College	Secondary	Academy	Bordesley Green	150	0



Academic Year Places Start to be available	DFE	School Name	Phase of Provision	Type of Provision	Planning Area (Ward 2004)	Number of additional mainstream places being provided	Number of additional SEN places being provided
2012/13	4009	Waverley School	All Through	Academy	Bordesley Green	830	21
2012/13	4241	Holyhead School	Secondary	Academy	Soho	150	0
2012/13	4334	Al-Hijrah School	All Through	Voluntary Aided School	Nechells	60	0
2012/13	7031	Wilson Stuart	Special	Academy Special Converter	Kingstanding	0	32
2013/14	2018	The Oaks Primary	Primary	Community School	Brandwood	210	0
2013/14	2021	Paganel Primary	Primary	Community School	Bartley Green	30	0
2013/14	2053	Colmore Junior	Juniors	Community School	Brandwood	120	0
2013/14	2064	The Oaklands Primary School	Primary	Academy	Acocks Green	210	0
2013/14	2072	Billesley Primary	Primary	Academy	Billesley	210	0
2013/14	2087	Grendon Junior and Infant School (NC)	Primary	Community School	Billesley	210	0
2013/14	2092	Hall Green Junior	Juniors	Community School	Hall Green	120	0
2013/14	2105	Oasis Academy Woodview	Primary	Academy	Edgbaston	210	0
2013/14	2153	Allens Croft Primary	Primary	Community School	Brandwood	210	0
2013/14	2227	Yardley Wood Community Primary	Primary	Community School	Billesley	210	0
2013/14	2246	The Meadows Primary School	Primary	Community School	Longbridge	210	0
2013/14	2454	Elms Farm Community Primary	Primary	Community School	Sheldon	105	0
2013/14	4001	Ark Kings Academy	All Through	Academy	Kings Norton	30	0
2013/14	6908	Ark St Albans Academy	Secondary	Academy	Nechells	365	0
2013/14	7006	Hamilton School	Special	Foundation School	Handsworth Wood	0	8
2013/14	7014	Uffculme School	Special	Community School	Moseley and Kings H'th	0	120
2013/14	7016	Baskerville School	Special	Foundation School	Harborne	0	0
2013/14	7038	Brays School	Special	Academy Special Converter	Sheldon	0	27
2013/14	7038	Brays School	Special	Academy Special Converter	Sheldon	0	8
2013/14	7051	Cherry Oak School	Special	Community School	Selly Oak	0	7
2014/15	2021	Paganel Primary	Primary	Community School	Bartley Green	0	12
2014/15	2021	Paganel Primary	Primary	Community School	Bartley Green	210	0
2014/15	2085	Greenholm Primary School	Primary	Academy	Oscott	210	0
2014/15	2096	Lea Forest Primary Academy	Primary	Academy	Shard End	30	0
2014/15	2149	Paget Primary	Primary	Community School	Tyburn	0	12
2014/15	2160	Rednal Hill Junior	Juniors	Community School	Longbridge	30	0
2014/15	2161	Rednal Hill Infant	Infants	Community School	Longbridge	30	0
2014/15	2179	Starbank School	All Through	Community School	Bordesley Green	1110	0
2014/15	2195	Timberley Academy	Primary	Academy	Shard End	210	0
2014/15	2315	Nonsuch Primary School	Primary	Academy	Bartley Green	30	0
2014/15	2435	Benson Community	Primary	Community School	Soho	90	0
2014/15	2478	Whitehouse Common Primary	Primary	Foundation School	Sutton Trinity	30	0
2014/15	3015	St Marys C of E Primary, Hand	Primary	Academy	Lozells and East H'wth	30	0
2014/15	3302	Saint Barnabas Church of England Primary School	Primary	Voluntary Aided School	Erdington	30	0
2014/15	3302	Saint Barnabas Church of England Primary School	Primary	Voluntary Aided School	Erdington	210	0
2014/15	3325	The Rosary Catholic Primary	Primary	Voluntary Aided School	Washwood Heath	70	0
2014/15	3325	The Rosary Catholic Primary	Primary	Voluntary Aided School	Washwood Heath	70	0
2014/15	3401	St Joseph's Catholic Primary (B75)	Primary	Academy	Sutton Trinity	210	0
2014/15	4173	Queensbridge Sch	Secondary	Foundation School	Moseley and Kings Heath	150	0
2014/15	7006	Hamilton School	Special	Foundation School	Handsworth Wood	0	10
2014/15	7009	Victoria School	Special	Community School	Weoley	0	10

Academic Year Places Start to be available	DFE	School Name	Phase of Provision	Type of Provision	Planning Area (Ward 2004)	Number of additional mainstream places being provided	Number of additional SEN places being provided
2014/15	7013	Calthorpe Teaching Academy	Special	Academy Special Converter	Nechells	0	23
2014/15	7014	Uffculme - Russell Road	Special	Community School	Moseley and Kings Heath	0	30
2014/15	7016	Baskerville School	Special	Foundation School	Harborne	0	9
2014/15	7031	Wilson Stuart Sch	Special	Academy Special Converter	Kingstanding	0	20
2014/15	7033	Selly Oak Trust Sch	Special	Foundation School	Bournville	0	10
2014/15	7035	The Dame Ellen Pinsent Sch	Special	Foundation School	Billesley	0	10
2014/15	7036	Queensbury Sch	Special	Community School	Stockland Green	0	8
2014/15	7037	Skilts	Special	Community School	Sambourne	0	0
2014/15	7038	Brays School	Special	Academy Special Converter	Sheldon	0	33
2014/15	7047	Springfield House	Special	Community School	Knowle	0	8
2014/15	7049	The Bridge School	Special	Academy Special Converter	Sutton Vesey	0	10
2014/15	7050	Fox Hollies School and Performing Arts College	Special	Foundation School	Moseley and Kings Heath	0	12
2014/15	7051	Cherry Oak School	Special	Community School	Selly Oak	0	27
2014/15	7060	Langley School	Special	Foundation School	Sutton Four Oaks	0	6
2014/15	7063	James Brindley School	Special	Academy Special Converter	Ladywood	0	12
2015/16	2119	Lahey Lane Junior and Infant School	Primary	Community School	Acocks Green	28	0
2015/16	2153	Allens Croft Primary	Primary	Community School	Brandwood	0	12
2015/16	2176	Somerville Primary	Primary	Community School	Bordesley Green	30	0
2015/16	2183	St. Benedict's Infant	Primary	Community School	Bordesley Green	12	0
2015/16	2225	World's End Junior	Juniors	Community School	Quinton	120	0
2015/16	2239	Bellfield Infant	Infants	Community School	Weoley	30	0
2015/16	2289	Cotton Primary	Primary	Foundation School	Northfield	90	0
2015/16	2420	Maney Hill Primary	Primary	Community School	Sutton Trinity	30	0
2015/16	2435	Benson Community	Primary	Community School	Soho	30	0
2015/16	2463	Mere Green Primary School	Primary	Academy	Sutton Four Oaks	90	0
2015/16	2469	New Hall Primary and Childrens Ctre	Primary	Community School	Sutton Trinity	75	0
2015/16	2485	Yenton Primary	Primary	Community School	Erdington	30	0
2015/16	3316	Guardian Angels Catholic Primary	Primary	Voluntary Aided School	Shard End	30	0
2015/16	3349	St Thomas More Catholic Primary	Primary	Voluntary Aided School	Sheldon	30	0
2015/16	3361	St Margaret Mary RC Junior and Infant School	Primary	Voluntary Aided School	Kingstanding	105	0
2015/16	3406	St Clare's Catholic Primary School	Primary	Voluntary Aided School	Lozells and East Handsworth	15	0
2015/16	4301	John Willmott School	Secondary	Community School	Sutton Trinity	15	0
2015/16	4661	Bishop Walsh Catholic School	Secondary	Academy	Sutton New Hall	25	0
2015/16	7000	Hallmoor School	Special	Academy Special Sponsor Led	Shard End	0	10
2016/17	2030	Bordesley Green Primary School	Primary	Community School	Bordesley Green	60	0
2016/17	2062	Anderton Park Primary School	Primary	Community School	Sparkbrook	56	0
2016/17	2073	Kings Rise Academy	Primary	Academy	Kingstanding	105	0
2016/17	2152	Brownmead Primary Academy	Primary	Academy	Shard End	30	0
2016/17	2178	Stanville Primary	Primary	Community School	Sheldon	30	0
2016/17	2239	Bellfield Infant	Infants	Community School	Weoley	30	0
2016/17	2283	Marlborough Junior	Juniors	Community School	Bordesley Green	30	0
2016/17	2416	Moor Hall Primary	Primary	Foundation School	Sutton Trinity	30	0

Academic Year Places Start to be available	DfE	School Name	Phase of Provision	Type of Provision	Planning Area (Ward 2004)	Number of additional mainstream places being provided	Number of additional SEN places being provided
2016/17	2436	Osborne Primary	Primary	Community School	Erdington	180	0
2016/17	2453	Leigh Primary	Primary	Academy	Hodge Hill	60	0
2016/17	2482	Wattville Primary	Primary	Community School	Soho	30	0
2016/17	2485	Yenton Primary	Primary	Community School	Erdington	90	0
2016/17	2485	Yenton Primary	Primary	Community School	Erdington	30	0
2016/17	4017	Bournville School	All Through	Academy	Bournville	420	0
2016/17	7013	Calthorpe Teaching Academy	Special	Academy Special Converter	Nechells	0	10
2016/17	7045	The Pines Special School	Special	Foundation School	Stockland Green	0	95
2017/18	2005	Kings Heath Primary School	Primary	Community School	Moseley and Kings Heath	24	0
2017/18	2196	Brookfields Primary	Primary	Academy	Soho	11	0
2017/18	2058	The Shirestone Academy	Primary	Academy	Shard End	30	0
2017/18	2165	Highfield Junior & Infant School	Primary	Academy	Washwood Heath	30	0
2017/18	2241	Bellfield Junior	Juniors	Community School	Weoley	15	0
2017/18	2309	Heathfield Primary	Primary	Academy	Lozells and East H'wth	30	0
2017/18	2420	Maney Hill Primary	Primary	Community School	Sutton Trinity	210	0
2017/18	2453	Leigh Primary	Primary	Academy	Hodge Hill	60	0
2017/18	2463	Mere Green Primary School	Primary	Academy	Sutton Four Oaks	120	0
2017/18	2482	Wattville Primary	Primary	Community School	Soho	30	0
2017/18	2485	Yenton Primary	Primary	Community School	Erdington	120	0
2017/18	3317	Holy Family Catholic Primary	Primary	Voluntary Aided School	South Yardley	30	0
2017/18	3349	St Thomas More Catholic Primary	Primary	Voluntary Aided School	Sheldon	75	0
2017/18	4018	Saltley School and Specialist Science College	Secondary	Academy	Bordesley Green	30	0
2017/18	4084	Washwood Heath Academy	All Through	Academy	Washwood Heath	120	0
2017/18	4240	Hamstead Hall Academy	Secondary	Academy	Handsworth Wood	50	0
2017/18	4323	Rockwood Academy	Secondary	Academy	Washwood Heath	30	0
2017/18	5416	Colmers School and Sixth Form College	Secondary	Foundation School	Longbridge	75	0
2017/18	7038	Brays School	Special	Academy Special Converter	Sheldon	0	60
2017/18	7049	The Bridge School	Special	Academy Special Converter	Sutton Vesey	0	40
2018/19	2152	Brownmead Primary Academy	Primary	Academy	Shard End	180	0
2018/19	2241	Bellfield Junior	Juniors	Community School	Weoley	30	0
2018/19	2416	Moor Hall Primary	Primary	Foundation School	Sutton Trinity	210	0
2018/19	2477	Harborne Primary	Primary	Community School	Harborne	30	0
2018/19	2477	Harborne Primary	Primary	Community School	Harborne	30	0
2018/19	3015	St Marys C of E Primary, Hand	Primary	Academy	Lozells and East Handsworth	75	0
2018/19	4206	Stockland Green Sc	Secondary	Academy	Stockland Green	5	0
2018/19	4246	Yardleys School	Secondary	Academy	Acocks Green	30	0
2018/19	4323	Rockwood Academy	Secondary	Academy	Washwood Heath	60	0
2018/19	6905	Heartlands Academy	Secondary	Academy	Nechells	30	0
2019/20	2183	St Benedict's Primary	Primary	Community School	Bordesley Green	240	0
2019/20	2241	Bellfield Junior	Juniors	Community School	Weoley	30	0
2019/20	2289	Cofton Primary	Primary	Foundation School	Northfield	90	0
2019/20	2477	Harborne Primary	Primary	Community School	Harborne	210	0
2019/20	4018	Saltley Academy	Secondary	Academy	Bordesley Green	30	40
2019/20	4084	Washwood Heath Academy	All Through	Academy	Washwood Heath	360	0
2019/20	4323	Rockwood Academy	Secondary	Academy	Washwood Heath	210	0

## Appendix 9 – School Expression of Interest into Expansion

Please detach, complete and return to [eds.enquiries@birmingham.gov.uk](mailto:eds.enquiries@birmingham.gov.uk)

Please return by **21<sup>st</sup> December 2018** to be considered in the next round of evaluations.

<b>School Information</b>
School Name and DfE No:
Address:
Application completed on behalf of the school by: Name - Title -
Designation:
Telephone No:
E-mail Address:
Funding Authority:
School Phase:
Planning Area, if known:
<b>Outline of Application – including number of places and proposed start date:</b>
<b>Please comment on your proposal in light of the following Basic Need Criteria:</b>
Location in relation to Basic Need:
School leadership and governance:

Physical capacity:
Popularity of the school:
Potential of the expansion to create overprovision or reduce diversity of provision in an area:
<b>Admissions Arrangements:</b>
<b>Financial Impact on School:</b>
<b>List Documents used to compile this Application (Attach as appropriate):</b>

For BCC Use Only:		
Application for expansion approved:	Yes : <input type="checkbox"/>	No: <input type="checkbox"/>
Capacity and date of proposed expansion:		
Approved/Rejected By:		
Date of decision:		

Date School Informed:	
Notes Supporting Decision	

## Guidance Notes to Assist Application

### School Information:

As specified

Expectation that schools will have informed their admissions authority.

### Outline of Application:

Outline the rationale for expansion. If appropriate include information on pupil attainment, SEN/EAL etc.

### Basic Need Criteria:

1. **Location in relation to Basic Need** – are the proposed additional places in the right place to meet growth?
2. **School leadership and governance** – it is expected that schools that expand will be Outstanding or Good, or be able to provide robust evidence of their improvement trajectory. It is also expected that schools have a strong governance practice in place. We will seek input from Birmingham Education Partnership and School Governor Support in evaluation.
3. **The capacity of the school to provide suitable accommodation on the site** – this could be within existing space internally or externally and within planning / buildability constraints. An additional place project should present value for money.
4. **Popularity of the school** – whilst this is not a driver for expansion it is important that we recognise parental preference.
5. **Potential of the expansion to create overprovision or reduce diversity of provision in an area** – this would be unwelcomed. Waiting list analysis will be carried out to understand the impact of any expansion on local schools. New places or additional places in selective, faith or single sex provision would be evaluated against any known gaps in provision or requirements.

### Admission Arrangements:

Detail admission arrangements and if any change is proposed

### Financial Impact on School:

Detail additional costs incurred/to be incurred as a result of the additional pupils i.e. Teachers, TA's, curriculum materials etc. Also specify whether capital investment is likely to be required and whether school could co-fund.