

Report to the Schools, Children and Families Overview & Scrutiny Committee Overview and Scrutiny Committee

October 2016

A Progress Report on the Education Sufficiency Programme

Purpose of the Report

To brief the Children & Education Overview and Scrutiny Committee on the current position regarding school places in Birmingham. The briefing includes the ongoing work with school place planning, school admissions and partners to deliver places through Basic Need funding. A report on the sufficiency of special school places is not included and is within the scope of the Inclusion Commission.

Recommendation

That the Committee note the information contained in the report.

Contact Officer Details

Emma Leaman
Assistant Director, Education and Infrastructure / Education and Commissioning
Tel: 0121 303 8847
Email: emma.leaman@birmingham.gov.uk

Julie Newbold
Head of School Admissions and Pupil Placements / Education and Commissioning
Tel: 0121 303 2268
Email: julie.newbold@birmingham.gov.uk

Jason Sheargold
Team Manager School Admissions / Education and Commissioning
Tel: 0121 675 5886
Email: jason.sheargold@birmingham.gov.uk

Lucy Dumbleton
School Organisation Manager / Education and Skills Infrastructure
Tel: 0121 303 8847
Email: lucy.dumbleton@birmingham.gov.uk

Contents

	Page ref.
Executive Summary	3
Background and Context	6
1 The current picture of mainstream school places in Birmingham to meet sufficiency	
1.1 How is the demand for school places changing? What do we know about growth in demand?	7
1.2 How has the supply of school places changed since September 2015? What do we know about free schools?	11
2 Plans for meeting growth in demand	
2.1 How accurately can we and do we forecast where additional places will be needed?	17
2.2 How many additional places been provided and how many more are planned since we reported to Scrutiny in September 2015?	18
2.3 What is our approach to meeting growth in demand in Primary phase from 2017-2019	21
2.4 What is our approach to meeting growth in demand in Secondary Phase from 2019-2022	21
3 Meeting parental preference	
3.1 How well are we meeting parental preference?	23
3.2 What impact does growth in the school population have on parental preference?	26
4 In-Year Admissions	
4.1 What is the current process for managing in-year admissions?	27
4.2 How many applications for places in-year are received?	28
4.3 Which schools are experiencing greatest numbers of in-year growth?	29
4.4 What options are available to the Local Authority to address the increasing volume of in-year admissions?	29
5 Successes and challenges in meeting our statutory duty to provide sufficient school places	30
Appendices	33

1 The current picture of sufficiency of mainstream school places in Birmingham to meet Basic Need

- After a period of increasing birth rates, we are now due to see three years of birth rate decline. We expect demand for places in Reception to reduce from 2017.
- More children are joining our schools during each year. Increasing numbers of families and young adults choose to re-locate to Birmingham. We call this cohort growth.
- Cohort growth remains on an upward trend as increasing numbers of families and young adults choose to re-locate to Birmingham.
- The Local Authority's Additional Primary Places programme has successfully met the demand for increased places in Reception without creating oversupply. There is a risk of oversupply as birth rates decline; however, the spaces created may be helpful to meet increased demand from cohort growth.
- The demand for secondary school places is beginning a period of sustained growth. Although there may be some hotspot areas where we will look to create additional places, places are likely to be met mainly from within existing supply until at least 2017/18.
- Birmingham schools continue to work in partnership with the City to meet Basic Need. Many have taken on the tremendous challenge of expanding while maintaining momentum on school improvement. Significant expertise has developed across our school leaders and their commitment to working with the Local Authority to provide sufficient places remains invaluable.

2 Plans for meeting growth in demand

- The City's key priority is that every child receives a great education. The main priority in selecting schools for expansion is that they are located where places are needed, and that wherever possible additional places are provided in schools judged by OFSTED to be good or outstanding. It is sometimes the case that OFSTED judgements change during or after an expansion project.
- Forecasts of demand over the past two years have been within 1% accuracy for the total numbers of places required in the City. The accuracy of forecasts at District and Ward level is more variable due to the changing patterns of parental preference and the changing supply of places from expanded schools and Free Schools.
- A range of models will continue to be used and developed to create additional places. The strategy to make better use of existing space is proving extremely successful and ensures that we can meet requirements within available resource.
- There are fewer vacancies in expanded schools than across non-expanded schools. This indicates that the new places are generally popular and have been provided where they are needed.
- An annual cycle of activity sets out what places we expect to need on a 3-year planning horizon for primary phase. This year we are moving to a 5-year planning horizon for secondary phase although we expect there to be significant movement in our forecasts beyond 3 years due to the unpredictable nature of cohort growth, particularly in the context of Brexit. All schools are invited to express interest in expanding and there are clear criteria for identifying preferred options for expansion.

-
- It is feasible that a significant proportion of the additional secondary places required by 2019 will be created in existing secondary schools, using capital investment to re-model and refurbish existing space. There is also an opportunity to align Free School proposals to areas of greatest need and to co-ordinate new schools with the expansion of existing provision. The context of the central government Free Schools programme and decisions by schools to expand independently of the City's basic need requirements continues to be highly challenging.
 - Completely new major housing developments where there are no local schools will require entirely new schools to be built.

3 Meeting parental preference

- The City's objective is 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.
- There is substantial variation in the degree to which parental preference is met across different wards. Figures also change significantly from one year to the next depending on a range of factors. It is essential to recognise that low parental preference does not necessarily reflect a lack of local school places. The quality of local provision is a significant factor.
- 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 also likely to have a positive impact on school improvement. We may see preference rates for primary schools increase as birth rates decrease.
- The picture of parental preference in our secondary schools is skewed by the number of unsuccessful applications for grammar schools. 11% of pupils applied unsuccessfully for a grammar school place (1st preference) for 2016 entry.

4 In-Year Admissions

- There was a net increase of over 1000 new pupils (YR-Y6) joining our primary schools over the period Oct 2015-May 2016. Over 9000 applications were processed during the same period. There was a net increase of nearly 400 new pupils (Y7-9) joining our secondary provision and over 2000 applications were processed during the same period.
- The process of offering places is currently managed by schools and applications are received from newly arrived families (new to UK or new to Birmingham) or from families seeking an alternative school place.
- Where children and families are unable to secure a school place from applying directly to a school, the School Admissions team will process and secure a place for that child with the aim of keeping to a minimum the length of time any child is out of school

5 Successes, risks and issues in meeting our statutory duty to provide sufficient school places

- Over 15,000 additional primary places have been created to date through the Local Authority Basic Need programme.
- We are continuing to make best use of existing space within our schools.
- Collaborating with partners to secure successful project delivery, the Council has developed a Learning Chalet model as an effective temporary solution for school places that is highly efficient to deliver and very cost effective.
- Managing in-year admissions is an increasing challenge. We continue to need more schools willing to create additional places in yrs 1-6 through bulge / flexible expansion, in light of impending birth rate drop.
- The oversupply of secondary school places in some areas continues to create a major risk to the sustainability of our least popular schools. This needs to be carefully managed in light of forthcoming additional demand.
- Visibility of vacant school places across our schools is a challenge, however we are developing enhanced ICT processes to support this recording and analysis.
- Greater compliance and co-operation across all schools to take in-year admissions and Fair Access is needed to reduce the length of time children are out of school.
- Plans for large housing estates present a challenge as school places will be required in advance of occupation.

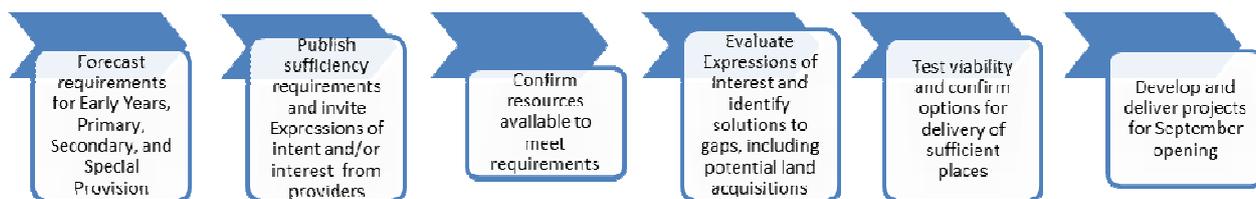
Background and Context

Birmingham is a growing City with a young population. The City Council has a statutory duty to ensure there are sufficient schools for all Birmingham children and young people. In order to meet this duty, it is essential that we have a robust understanding of the supply of and demand for school places through school place planning, accompanied by a Basic Need Strategy that ensures sufficient school places are provided to meet local need. At its very essence, the Basic Need programme is part of the wider school improvement strategy to deliver our ambition for every Birmingham child to attend a good school.

Under the direction of the Cabinet Member for Children, Families and Schools, the responsibility for the Basic Need programme, including school place planning and the schools expansion programme, sits within the Education and Skills Infrastructure Team (EdSI) in the Education and Commissioning section of the People Directorate.

The Basic Need programme covers all school places across mainstream and special schools from the statutory school ages of 4 – 16. Early years and post-16 planning and provision are aligned to the Basic Need Programme but are not in the scope of this report.

The City's Basic Need Strategy is set out in Appendix 1. An annual cycle of activity takes place to maintain sufficient school places to meet Basic Need:



Education Sufficiency Requirements are published annually setting out the number and location of new places we expect to require. An annual schools capital programme brings forward proposals for school expansions requiring capital investment. School organisation proposals are taken through statutory consultation processes as required.

Co-ordination of place planning and the schools expansion programme has specific complexities in a landscape where more schools have autonomy to increase the number of places they offer and where central government is delivering the Free Schools and Academies programmes. Admissions arrangements and the processes for administering admissions are closely linked to the school place planning process and there are therefore close working relationships between the respective Local Authority teams.

To date, there has been highly effective partnership work between Birmingham schools and the Local Authority to respond to the growth in demand. Since 2010, up to and including Sept 2016, over 15,000 additional places have been provided for Primary aged pupils in large part through the permanent expansion of 61 mainstream schools. We are deeply appreciative of the hard work undertaken by all our partners, and in particular schools and governing bodies who step forwards to support the Local Authority to meet its statutory duty.

1. The current picture of school places in Birmingham to meet Basic Need sufficiency

1.1 Demand Overview: How is the demand for school places changing? What do we know about growth in demand?

1.2 Supply Overview: How has the supply of school places changed since September 2015? What do we know about free schools?

1.1 Demand Overview

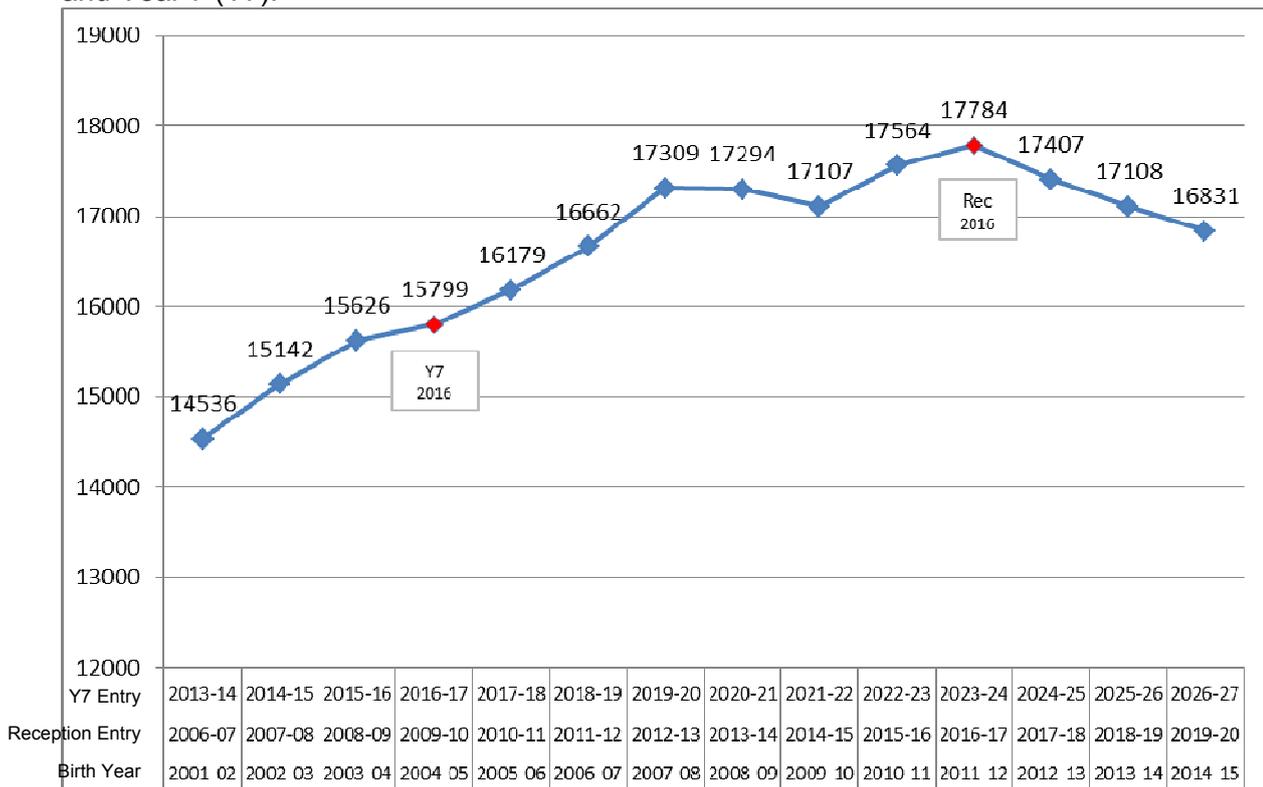
Two distinct elements inform and contribute to forecasts for school places:

- a) Increased Birth Rates and
- b) Cohort Growth, including housing developments

Births

Birth rates are now about to decline after a sustained increase since 2001. The peak year of births has entered Reception in 2016. This cohort will reach Year 7 in 2023.

Graph 1 illustrates the total number of births in Birmingham, by year of entry into Reception (R) and Year 7 (Y7):



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

The graph highlights the birth rate increase that has already impacted on primary place planning as well as the imminent impact of this growth on our secondary school pupil numbers. It appears that birth rate is due to reduce from 2017 however it is difficult to predict how recent increases in people moving into the City will impact on birth rates.

Cohort Growth

Primary

There are more pupils in primary provision in Birmingham than previously. As a result of more people moving into the City than leaving there is increasing net growth of each cohort and this is particularly evident during Primary School years, suggesting that families with young children may be particularly attracted to Birmingham as a place to live. Table 1 below shows the increased conversion rate of numbers of pupils requiring a Reception place from the numbers of pupils born in the City.

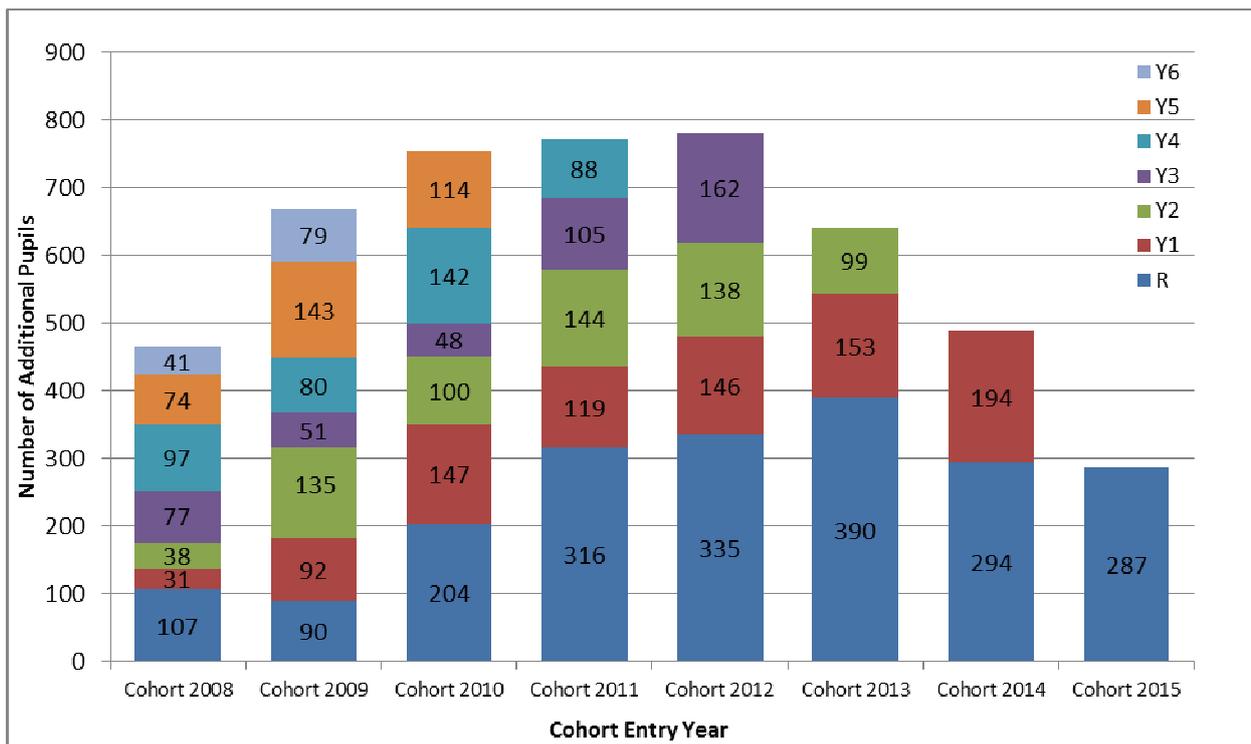
Birth/YR Comparison	Conversion births to requirement for Reception place	Number of places converted to Reception places in comparison to previous year
Births entry 2012/YR Oct 2012	88.2%	-72.00
Births entry 2013/YR Oct 2013	88.6%	+66.00
Births entry 2014/YR Oct 2014	89.5%	+167.00
Births entry 2015/YR Oct 2015	91.0%	+225.00

Table 1: Conversion birth to Reception places using birth rates and census information. Source: ONS data reported annually, School Census Data reported termly

The levels of cohort growth across the City are unprecedented and continue to increase beyond expected levels. It is now reasonable to expect a cohort to grow by anything between 750-1900 additional places (25-63FE) over the 7 years between Reception and the end of Year 6.

In 2014, for example, nearly 300 additional pupils had joined the Reception year group by the time the cohort became Year 1 in 2016. The May-Oct term sees the largest growth in cohort numbers as a result of families moving into the City and pupils being placed over the Summer months for September start. We can therefore expect further growth between now and Oct 2016 (figures in italics).

Graph 2 shows the net growth to date of each primary cohort group which has started since 2008:



Graph 2: Primary Cohort Net Growth, Oct to Oct. Source: School Census Data reported termly

Supporting commentary on Graph 2

If we look at the cohort that started Reception in 2012: by the time they reached Year 1 they had grown by 335 pupils, they had grown a further 146 before they reached Year 2, a further 138 by the time they reached Year 3 and a further 162 by the end of Year 3 in May 2016. To date this is a total cohort growth of 781 pupils or over 26FE over 3.75 years. This is the equivalent to more than double the number of pupils that the cohort starting in Reception 2007 grew by the time the cohort had left Y6 in July 2014.

Table 2 below provides a summary of the total growth by cohort since 2008. It shows the steep increase in cohort growth over time. For example the cohort starting in 2014 has grown by more pupils in five terms than the cohort of 2008 grew in full over a 7 year period.

Year Cohort	2008	2009	2010	2011	2012	2013	2014	2015
Number of Years Growth R-Y6	7	7	6	5	4	3	2	1
Total Pupil Net Growth to May 2016	465	670	755	772	781	642	488	287

Table 2: Overview of Primary Cohort Net Growth since 2008. Source: School Census Data reported termly

Secondary

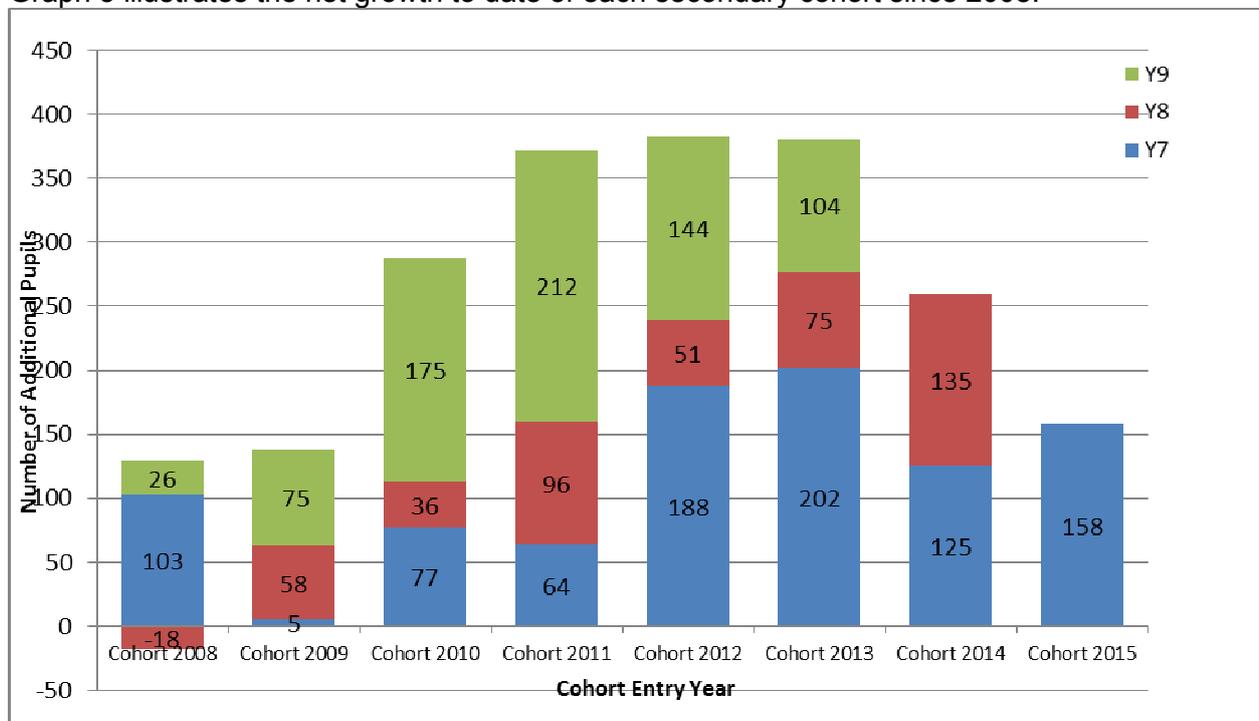
There are now more pupils entering Year 7 in Birmingham than previously and this is expected to continue until at least 2023. Traditionally there is a difference in the number of pupils leaving Year 6 to entering Birmingham school provision in Year 7, however this gap is now reducing. (At Year 7, pupils have a wider variety of choice of provision such as independent or specialist provision, as well as provision over the border in our neighbouring authorities. As neighbouring authorities also grow, their availability of places for Birmingham pupils may reduce.) The table below shows the increased conversion rate of numbers of Year 6 pupils to those requiring a Year 7 place.

Y6/Y7 Comparison	Conversion Year 6 pupils to requirement for a Year 7 place	Number of places converted to Year 7 places in comparison to previous year
Y6 May 2012/Y7 Oct 2012	91.5%	-11
Y6 May 2013/Y7 Oct 2013	90.6%	-111
Y6 May 2014/Y7 Oct 2014	93.0%	+269
Y6 May 2015/Y7 Oct 2015	93.6%	+42

Table 3: Conversion Year 6 to Year 7 places using census information. Source: School Census Data reported termly

Cohorts are increasing annually. It is now reasonable to expect a cohort to grow by 395-450 additional places (13-15FE) over the 3 years between Year 7 and end of Year 9. In 2013, for example, over 200 additional pupils had joined the Year 7 cohort by the time they entered Year 8 in 2014. Years 10 and 11 traditionally see a decrease in cohort size as schools are far less likely to take new students in during the GCSE phase.

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



Graph 3: Secondary Cohort Net Growth. Source: School Census Data reported termly

Supporting commentary on Graph 3

If we look at the cohort that started in Year 7 in 2012: by the time they reached Year 8 they had grown by 188 pupils, they had grown a further 51 before they reached Year 9 and a further 144 by the time that they reached Year 10 in 2015. This is a total cohort growth of 383 pupils or nearly 13FE over 3 years. Secondary cohorts traditionally reduce in size during years 10 and 11.

Table 4 provides a summary of the total growth by cohort since 2008. It shows the increase in cohort growth over time. For example the cohort starting in 2015 has grown by more pupils in two terms than the cohort of 2009 grew by the time they left Y9.

Year Cohort	2008	2009	2010	2011	2012	2013	2014	2015
-------------	------	------	------	------	------	------	------	------

Year Cohort	2008	2009	2010	2011	2012	2013	2014	2015
Number of Years Growth Y7-Y9	3	3	3	3	3	3	2	1
Total Pupil Net Growth to May 2016	111	138	288	372	383	381	260	158

Table 4: Overview of Secondary Cohort Net Growth. Source: School Census Data reported termly

Mobility

While the figures above clearly show the change in the total numbers of pupils per year group, these numbers do not represent the actual numbers of children who move in and out of Birmingham during the year. As such, the figures do not provide a true picture of pupil mobility which is extremely high in a number of our schools and in some areas of our City. The volume of applications for places 'in-year' that is challenging to manage and coordinate. Please see section 4.3 for details on which schools are taking significant numbers of in-year admissions.

Some pupils from Birmingham attend schools in neighbouring authorities, and some pupils in neighbouring authorities attend school in Birmingham. This creates an 'in-flow' of pupils coming into Birmingham and an 'out-flow' of pupils going to other authorities to attend school. We are a net importer of pupils from Staffordshire, however a net exporter to our other surrounding authorities of Sandwell, Solihull, Walsall, Worcestershire, Dudley and Warwickshire. A map of pupil movement can be found in Appendix 2.

Housing developments are taken into account within our forecasting where planning permissions or permitted development rights have been granted. Work is required to further understand the mobility caused by new housing developments; a new housing development may encourage relocation of existing Birmingham families or attract new families from out of the City.

There are two significant developments which will impact demand for school places in the City; both will deliver 6000 dwellings each and require additional schools. There is a Strategic Housing Land Availability Assessment (SHLAA) which sets out strategy and will inform future development of housing in the city.

1.2 Supply Overview

Primary

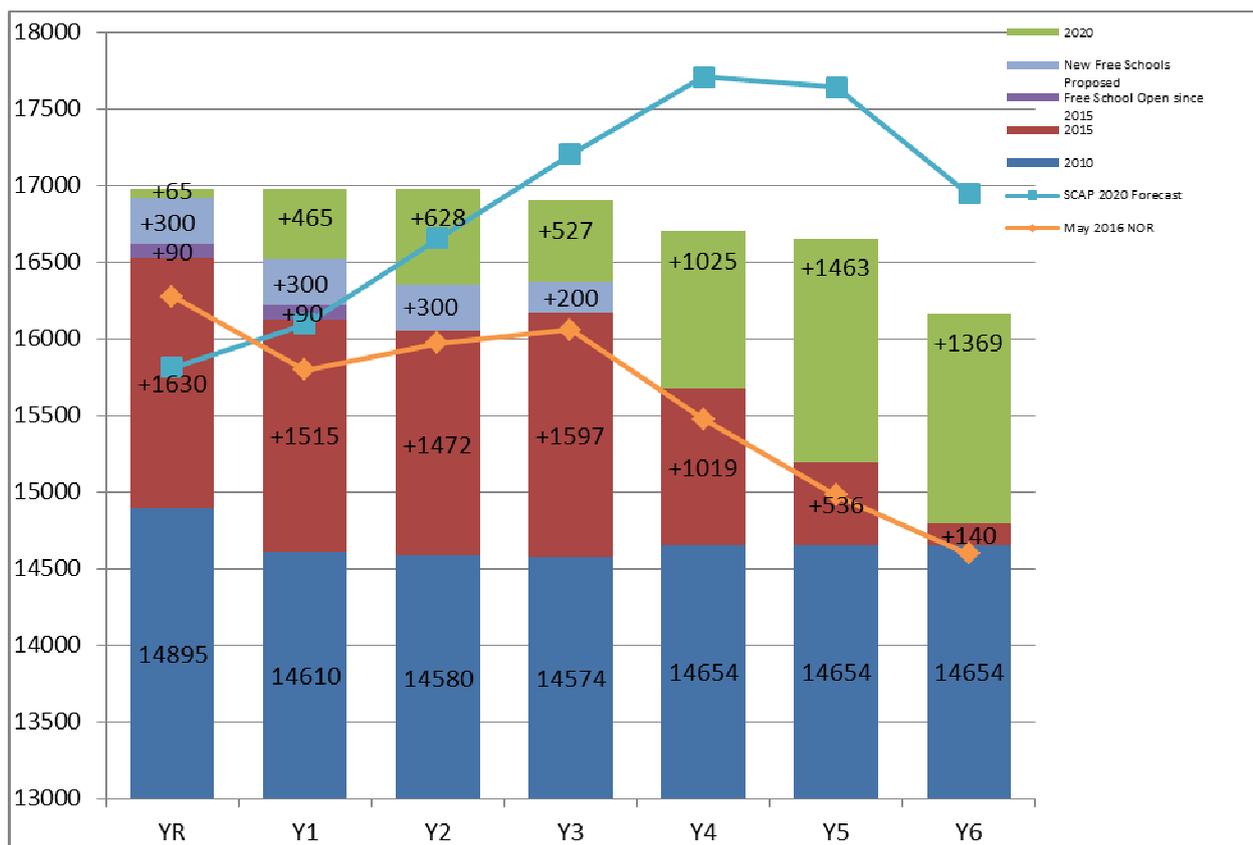
In Birmingham, the Additional Primary Places (APP) programme commenced in 2010 in response to the growth in demand. The large majority of additional places have been created through expansion of existing schools. The total supply of places across our primary schools continues to increase year on year as the schools that we have expanded gradually fill. In addition, new places are being provided by Free Schools. Table 5 below shows the number of additional Reception places created annually since 2010 through the Basic Need programme or by own admission authority schools / free schools.

	2010	2011	2012	2013	2014	2015	2016
Additional Reception places created	390	550	499	330	190	466	255
Local Authority coordinated (Basic Need programme)	390	490	499	330	190	276	165
Own admission authority or new free school	-	60	-	-	-	190	90

Table 5: Overview of Additional Reception places. Source: School Supply Master db

Appendix 3 shows a map of the additional primary places created to date.

Graph 4 illustrates how the supply of primary places in 2010, 2015 and 2020 will change based on the Additional Primary Places programme, confirmed additional places created by own admissions authorities and new approved Free Schools. The capacity within our primary schools is compared to current numbers on roll (NOR) at May 2016, and forecast numbers for May 2021 (2020 academic year). This graph assumes that when schools open or expand, year groups will fill year on year (i.e. for example a Free School will only open with places in Reception and will fill one year at a time).



Graph 4: Primary capacity by year group against forecast pupil numbers. Source: School Census Data May 2016, SCAP 2016, School Supply Master db

Of the additional 455 Reception places potentially being created between 2015 and 2020, 390 places are from 3 proposed free schools and only 65 from planned Additional Primary Place projects.

The provision of additional Reception places may exceed demand by 2020 in light of forthcoming birth rate reductions. However, there may remain pockets of local pressure that are not visible when looking at whole City data.

Graph 4 clearly illustrates the need for additional places in Y3-6 by 2020. There may be opportunities to make use of existing places already provided to accommodate this cohort growth. An expanded or new school might open classes in higher year groups by re-allocating infant class resources and physical capacity. The annual sufficiency cycle will therefore create opportunities for further discussion with local schools, the Regional Schools Commissioner and Education Funding Agency about different ways to make use of existing resource to meet changing patterns of demand.

Table 6 is an overview of how the current numbers on roll (NOR) compare to 2020 forecasts.

Year Group	R	Y1	Y2	Y3	Y4	Y5	Y6
2020 Forecast	15810	16096	16653	17204	17706	17641	16946
May 2016 NOR	16275	15794	15968	16056	15472	14979	14593

Table 6: Total numbers on roll by year group in Birmingham mainstream schools against forecast pupil numbers for 2020. Source: School Census Data May 2016, SCAP 2020

Secondary

In September 2014, the Additional Secondary Places (ASP) programme commenced providing additional places in specific localised pressure areas. Some additional places were created in 2012 during the Building Schools for the Future programme. Appendix 4 shows a map of the additional secondary places created to date.

The large majority of additional secondary school places provided in the City since 2010 have been created by new Free Schools and by schools that are their own admissions authority. It is notable that these additional secondary places have been provided somewhat in advance of the growth in the secondary school population. This creates specific issues for our least popular schools struggling to fill places and facing increased uncertainty over pupil numbers and school budgets. Table 7 below shows the number of additional Year 7 places created annually (increases to Published Admission Number) since 2010 by the Local Authority or own admission authority/free schools.

	2010	2011	2012	2013	2014	2015	2016
Additional Year 7 places created	7	123	297	184	457	628	63
Local Authority coordinated Admissions/Basic Need programme	-	12	37	21	150	100	25
Own admission authority or new free school	7	111	260	163	307	528	38

Table 7: Overview of Additional Year 7 places. Source: School Supply Master db

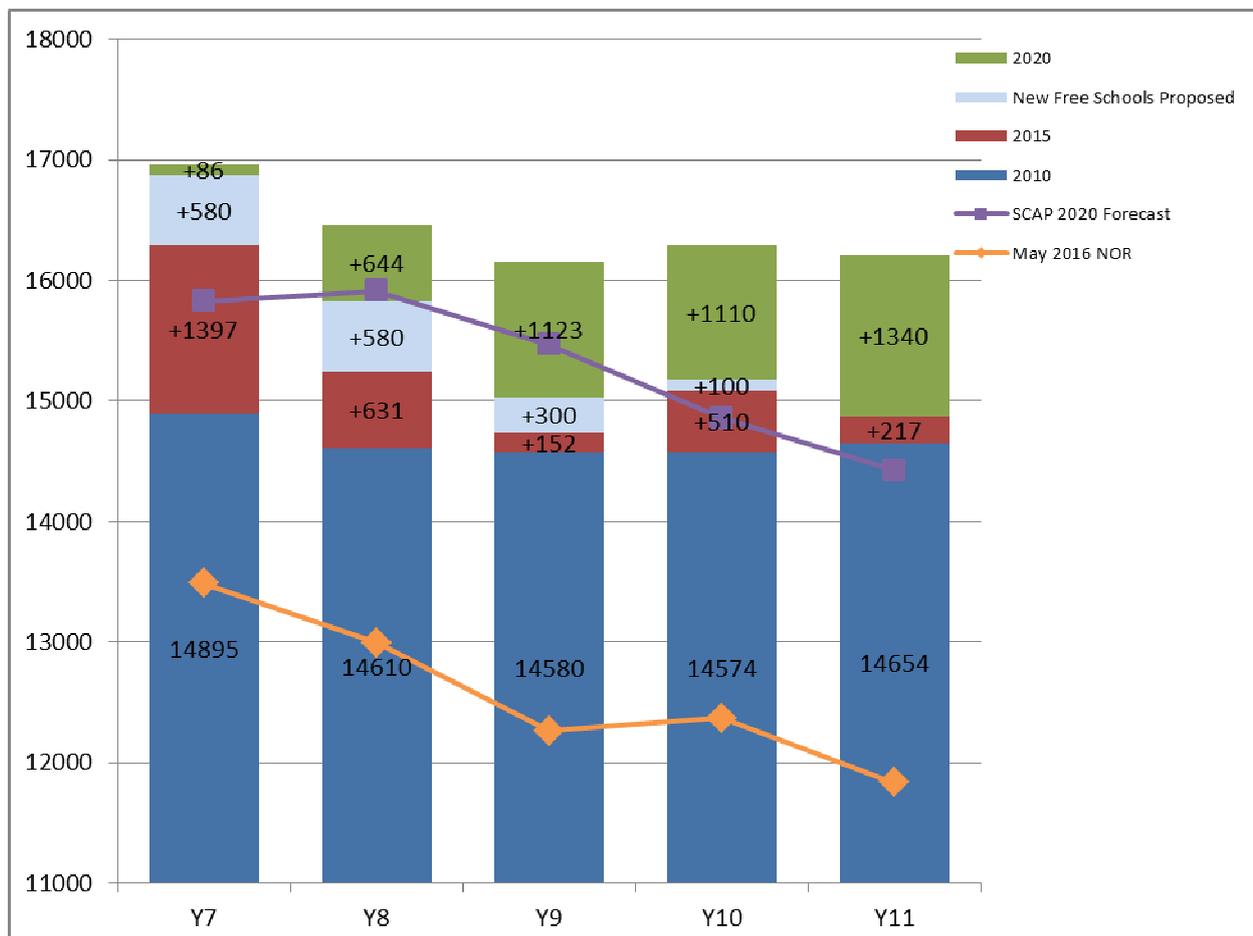
In the secondary phase in particular, schools that are their own admissions authority (Academies, Free Schools and Voluntary Aided or Foundation schools) are also offering more places. Largely the additional supply created by these additional offers above PAN is uncoordinated, and therefore unplanned for.

Mainstream Provision, places above PAN	2014	2015	2016
Number of additional places offered above PAN	223	270	229
Number of schools offering above PAN	27	31	34
Number of schools offering 10 places and over	10	12	8

Table 8: Number of places offered above PAN

Our Education Sufficiency Requirements map our forecast demand against what we know about the supply of school places. There are specific challenges for us to know whether own admission authority schools will expand and to have certainty about the number of places provided in a particular year of entry by new Free Schools. In order to carry out our duty and inform our planning, we request this information in full from all partners in our annual Basic Need Cycle and we publish what we know (including approved free schools) in our annual Sufficiency Requirements. The landscape of supply against demand continues to change as a result of these different variables.

Graph 5 illustrates how the supply of secondary places in 2010, 2015 and 2020 will change based on the Additional Secondary Places programme, confirmed additional places created by own admissions authorities and new approved Free Schools. The capacity within our secondary schools is compared to current numbers on roll (NOR) at May 2016, and forecast numbers for May 2021 (2020 academic year). This graph assumes that when schools open or expand, year groups will fill year on year (i.e. a Free School will open places in Year 7 and fill one year at a time).



Graph 5: Secondary capacity by year group against forecast pupil numbers. Source: School Census Data May 2016, SCAP 2016, School Supply Master db

Of the potential 466 Year 7 places being created between 2015 and 2020, 380 are from 3 proposed free schools and the remainder are from planned additional secondary place projects or coordinated increases by own admission authorities. There is a good appetite among existing secondary schools to expand within existing buildings and it is entirely possible that a significant proportion of the increased secondary demand to 2018 will be met through expansions of existing schools before the need to introduce new schools. Please see Appendix 6 for information on schools who have expressed interest to date.

Table 9 is an overview of how the current numbers on roll compare to 2019 forecasts.

Year Group	Y7	Y8	Y9	Y10	Y11
2020 Forecast	15827	15914	15470	14861	14423
May 2016 NOR	13487	12994	12267	12370	11834

Table 9: Total numbers on roll by year group in Birmingham mainstream schools against forecast pupil numbers for 2020. Source: School Census Data May 2016, SCAP 2020

Table 10 demonstrate the level of vacancies at May 2016 (academic year 2015/16). 80% of the overall Y7 vacancies are across 8 schools (50% in only 4 schools), with the remaining 20% scattered across 23 schools.

2015	Y7	Y8	Y9	Y10	Y11
Number On Roll (May 2016)	13487	12994	12267	12370	11834
Number of Vacancies	917	745	995	1191	1426
Number of Vacancies expressed as Form of Entry (1FE = 30 pupils)	31	25	33	40	48
% Surplus	6%	5%	8%	9%	11%
No. of schools with vacancies	31	27	21	19	20
No. of schools operating over 10% surplus in year group	14	14	15	25	31

Table 10: vacancies in Y7-11. Source: Schools census Data May 2016

We anticipate that all of the surplus places in current Year 7-9 will be needed over the next 3 years to meet the impending growth (subject to the management of further supply from Free Schools and schools expanding autonomously). The immediate issues associated with low pupil numbers are therefore predicted to reduce year on year provided all partners coordinate their admissions and support this approach. The level of surplus in Y7 has dropped from 10% in 2013, 7% in 2014 to 6% in 2015. Work has been underway to support those schools facing the most significant sustainability challenges.

Graph 5 also highlights the oversupply of places in Key Stage 4 (Y10 and Y11), with supply planned to already be greater than numbers forecast for 2019. This is in large part the result of increased places provided by Studio Schools and University Technical Colleges. Interestingly however, these schools attract significant interest from pupils out of city and therefore are generally not locally serving as the following table demonstrates.

14-19 Provision		Capacity	Oct 2015	Out City	Birmingham
4000	Birmingham Ormiston Academy	950	Number of Pupils	753	317
			% of Pupils	70%	30%
4003	Aston University Engineering Academy	600	Number of Pupils	72	398
			% of Pupils	15%	85%
4010	Waverley Studio College	300	Number of Pupils	0	152
			% of Pupils	0%	100%

Table 11: Residence of pupils attending 14-19 provision. Source: Schools census Data May 2016

The increasing appetite among FE providers to extend provision and pathways for young people aged 14-16 may further impact on the oversupply of places at Key Stage 4.

Free Schools

A full list and map of Free Schools opened or approved to open in Birmingham is provided in Appendix 5.

The central government Free Schools programme invites applicants to set up new schools in areas where there is considered to be a demand for more high quality school places. Studio

Schools offer provision for 14-19 year olds usually with one or more specific links to business / industry. Local coordination seeks to ensure where possible that new Free School places align with Basic Need.

The capacity figures provided above includes indication of proposed Free Schools, communicated to us by the Education Funding Agency (EFA). This carries with it a certain level of risk as schools may not open as planned, on time or in the original location. This risk is managed within the Basic Need programme and related project identification process to ensure contingency plans are in place in the event schools do not opened as anticipated.

The Local Authority encourages Free School applicants to consider pressure areas (sufficiency requirements) when developing their proposals and we share information about potential sites that align. There is no obligation for applicants to inform the Local Authority of their plans however we have built close working partnerships with EFA and many free school proposers. The availability of buildings / sites affects the EFA's decision on an eventual Free School location and opening date. In reality, lack of available sites often means that the exact location of a Free School is determined very late in its approval process. In this context, it is highly challenging to co-ordinate the Local Authority's Basic Need programme with Free School proposals due to the very different timescales and processes for approvals, school organisation, land acquisition, planning requirements and development. Continued dialogue has been progressed between the EFA Free Schools Team and the Local Authority's School Place Planning explicitly in order to reduce these risks.

The Government published guidance in July 2015 advising that any new school required by the Local Authority in response to Basic Need must be an Academy (Free School) and the Local Authority must provide the land and capital for the school buildings. This carries significant risk for the Local Authority to secure all capital funding needed to deliver these places particularly in light of forthcoming requirements for additional secondary places. To mitigate this we are proposing a co-design and co-delivery tool to support the coordination of how additional secondary places will be created between now and through to 2022. We expect to continue our policy of making best use of existing space to provide additional places so that we can manage the increased demand within the resources available.

2. Plans for meeting growth in demand

2.1 How accurately can we and do we forecast where additional places will be needed?

2.2 How many additional places been provided and how many more are planned since we reported to Scrutiny in September 2015?

2.3 What is our approach to meeting growth in demand in Primary phase from 2017 – 2019

2.4 What is our approach to meeting growth in demand in Secondary Phase from 2017-2022

2.1 Pupil Forecasts

Forecasting Methodology

Birmingham is a large city and for planning and governance purposes is divided into 40 planning areas at primary (Ward boundaries) and 10 planning areas at secondary (District boundaries). While School Place Planning remains a city-wide strategy, our forecasting builds in a range of factors that influence demand for school places at Ward and District level, including:

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

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

Further details on the forecasting methodology used is reported annually to the DfE as part of the School Capacity Return (SCAP) and can be found in the latest published Sufficiency Requirements: www.birmingham.gov.uk/schools/esr.

Our forecast represents the best estimate of the number and location of places that will be needed based on the most recent patterns of resident population, preference and offers, cohort growth, housing proposals and supply of places. Many of these variables change considerably from one year to the next, sometimes with limited predictability. There is therefore always a level of expected variance between our forecasts and the actual demand. For example, it may be that the popularity of one or more schools in a particular area changes as a result of an OFSTED inspection; this will inevitably have an impact on parental preferences and may reduce or increase the likelihood of local parents attaining a school of first preference.

Ward and District boundaries are to an extent artificial lines in the context of school place planning as families living close to a border may be best served by schools in neighbouring Wards or Districts. While solutions to meeting Basic Need are not driven by these boundaries, we

are able to assess how well we are meeting demand by examining school offers at Ward and District level as a guide to the success of our Basic Need programme.

Forecast Reliability

Given the complexity of the different variables involved in the demand for school places, there will always be a gap between actual demand and forecast demand and we expect to be within 2.5% accuracy as a minimum performance standard at City level, with an aspiration to remain within 1.5%.

The next phase in our forecasting development is to establish the reliability of different variables that are used to build up the forecast and to explore upper and lower limits for our forecasts at City, District and Ward levels. Given the uncertainty around key variables when planning for supply, particularly for secondary provision, we are now using minimum; midpoint and maximum forecasts in order to mitigate risk of oversupply but ensure we have plans in place to meet continued levels of cohort growth.

Table 12 compares the forecast total number of pupils submitted in SCAP 2013, 2014 and 2015 versus the actual numbers on roll at the each term to provide the error rate or reliability figure.

Year Group	Entry Year	Term	Forecast	Actual NOR	% Error Margin ₁
Reception	2013/14	May	15903	15584	2.0
	2014/15	May	15627	15540	0.6
	2015/16	May	16116	16278	1.0
Year 7	2013/14	May	12272	12001	2.3
	2014/15	May	12721	12806	0.7
	2015/16	May	13430	13501	0.5

Table 12: Error rates at SCAP 2013, 2014 and 2015 forecasts Source: School Census Data, SCAP submissions
₁ Percentages shown as absolute variance and rounded to 1 decimal place

Please see Appendix 10 for a comparison of the RAG ratings used for 2016 entry to the previous publication, and efforts to meet Basic Need and improve parental preference.

2.2 How many additional places been created since we reported to Scrutiny in September 2015 and how many are planned?

The following additional primary and secondary places have been opened for September 2016.

2016/17	R	1	2	3	4	5	6	7	Grand Total
Total Places Created	375	150	45	240	182	45	15	63	1052
Local Authority Basic Need Programme	255	60	45	240	182	45	15	-	842
Free Schools / own Admission Authority Schools (planned/factored into requirements)	120	90	-	-	-	-	-	63	210

Table 13: Additional Places created for 2016/17

A full list of expansions currently underway can be found in Appendix 9.

Delivery Models

There is a need to consider a variety of models provide additional places so that we build in the flexibility to meet expected and unpredicted Basic Need including cohort/'in-year' growth. We invite school partners to consider different models.

The models currently being implemented are:

- a) **Permanent Expansion** creates permanent capacity to take additional pupils year on year. It usually means expanding a school by 1 form of entry (1FE or 30 places) until every year group has increased by 1FE. A permanent expansion will start either in Reception, Year 3 or Year 7. Historically, permanent expansions have filled year-on-year, however it is our expectation moving forwards that permanently expanded schools may open classes in some year groups simultaneously when needed. A permanent expansion can also include a change of age range e.g. primary to all-through.
- b) **Temporary or Bulge Expansion** A 1FE Bulge expansion starting in Year 2 would create 30 places in Year 2, moving into Year 3, 4, 5, 6 as the children move through the school. Once a bulge class has left, we would hope to negotiate a potential new bulge in a year group where there is a demand for additional places. A temporary expansion creates capacity on a temporary basis, sometimes prior to a permanent solution.
- c) **Flexible Expansion** creates additional places across a number of year groups where needed. Schools implementing this model are developing a range of ways in which classes and intervention programmes are organised so that the class sizes are preserved while the school is able to offer places flexibly to meet demand, in particular for sibling places. The advantages of flexible expansion are that schools can offer places to siblings who are in different year groups. Some schools may be able to offer expansion within their existing buildings by reinstating redundant space or simply increasing their admission number. Others may require curriculum analysis to support making the best use of available space or internal reconfiguration of spaces to support educational continuity.

A strategy explored over the last 18 months has been to open some 'bulge' classes during the year and not at the start of a term. In general this approach has been successful in mitigating movement of pupils at existing schools. If the places are opened in a popular school however, parents may still chose to take up the opportunity of moving their child mid-year. To inform schools of this possibility, we run a waiting list assessment on the school who is proposing to take additional places, so we can determine which schools may be impacted if families do chose to take up the place. A considerable number of our schools already experience significant turnover in pupil numbers, particularly in areas of newly arrived families or families in temporary accommodation, and the creation of a bulge at a neighbouring school will not be helpful to them. We do continue to require additional places throughout an academic year in order to respond to in-year demand and continue to be receptive in exploring further ideas to meet this requirement. It would be useful for schools to adopt a consistent approach in maintaining waiting lists to ensure that the information is continually refreshed and parents are clear about the likelihood of receiving an offer for a place. Lessons continue to be learnt regarding additional in-year bulge classes so that places are not offered without due diligence and evaluation of the school's expression of interest, and that communication between Local Authority and schools about the timing and phasing of the additional places is robust.

To date, no entirely new primary schools have been proposed by the LA to meet Basic Need: expansions of existing schools have been considered largely cost-effective and have enabled us to provide additional places where they are needed without creating oversupply in a locality (see section 2.3). Large housing developments will require new free schools in order to ensure the development is sustainable and marketable.

Case Studies of APP Schools

Case studies of how some of the schools have been expanded to meet Basic Need:

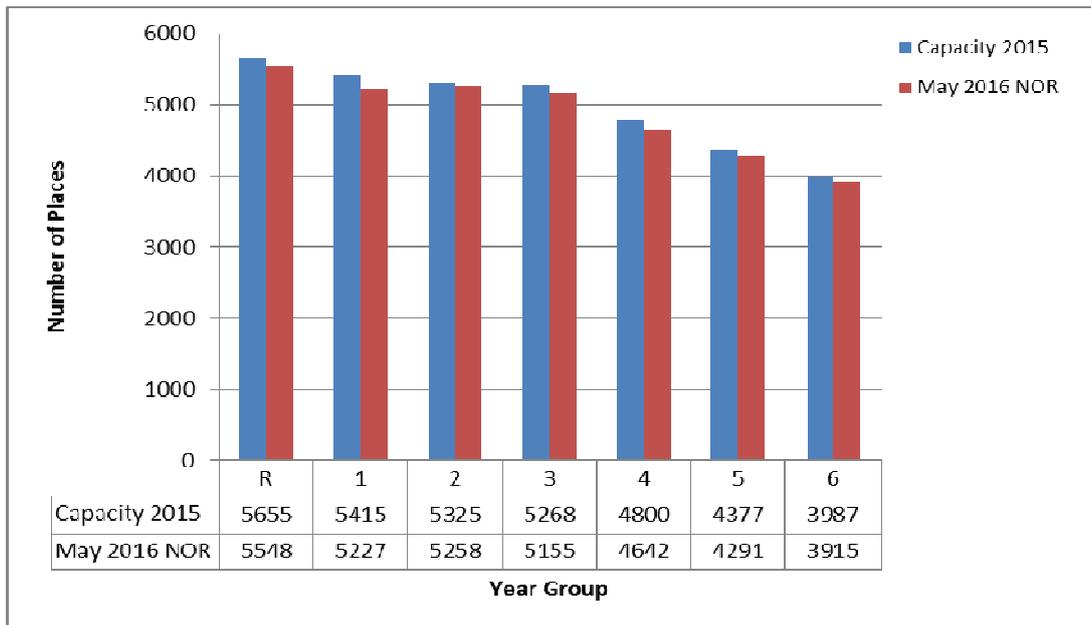
Learning Chalets: Education Infrastructure's Basic Need team has been busy over the summer delivering multipurpose modular buildings to meet the City's requirements for temporary accommodation for September 2016. A total of ten Learning Chalets have been installed at a number of primary schools across the City including Chad Vale, Moor Hall, Kings Rise Academy, Ward End and West Heath. Further details can be found in Appendix 8.

Bournville All-through School: Bournville School was expanded on 2016 by way of lowering the age range to accept primary age pupils. Education and Skills Infrastructure (EdSI) team have worked closely with Acivico and BCC procurement colleagues to formulate a way of delivery for a project that is unachievable through the current Construction West Midlands (CWM) arrangements. This consists of working with Acivico to produce high level tender information, procuring a contractor from the open market through Find It In Birmingham and BBC procurement, with EdSI undertaking all other construction professional services. EdSI delivered the project in order to meet the required time scales and ensure places were available for September 2016. The project converted existing available secondary school spaces into a new primary facility along with consolidating the rest of the secondary school estate to compensate for the loss. Work started in July 2016 on the refurbishment of 10 existing classrooms plus associated spaces, plus alteration works to 22 other rooms elsewhere in the secondary school split over three phases. Phases One and Two were handed over on time and on budget allowing the new primary school children to be accommodated and the secondary school spaces used as of September 2016. Phase Three is due to handover in November and expected to be on time and on budget. EdSI have found that delivering in this fashion has dramatically reduced delivery periods, reduced EdSI's professional services expenditure and construction costs per meter square.

Starbank All-through School: Starbank School completed on the 8th August 2016 and is the largest all-through school outside of London providing 2,160 pupil places to the city of Birmingham. The project was an £18 million pound flagship scheme delivered by Acivico for client EdSI. The teams experience in the education sector blended with the collaborative "one team" approach of working with partners Thomas Vale Construction has enabled the team to deliver this innovative project 3 weeks ahead of programme and within the client's budget. The contractor was procured via the CWM framework. Contractors were asked to look at a refurbishment option alongside a new build option to ensure that a cost effective and fit for purpose building was provided. Due to City's need for secondary places the project also included the provision of temporary accommodation on an annexe site while the construction of the new build was carried out to allow the school to take the secondary pupils. The scheme achieved a gross all in cost of £1,925 which when benchmarked with other local authorities is extremely competitive. The development of the scheme allowed for a Sports England compliant sports hall as well as an external cricket wicket and football pitch to enable the site to be used by the local community as dual use. This will ensure that the school stays within the heart of the community and has the potential to generate income to ensure the buildings are maintained to provide educational services.

Success of Additional Places provided to date

Graph 6 illustrates how many of the places provided to date on the APP programme were filled in May 2016. The small number of spare places in years 1 – 6 evidences the recent cohort growth pressures seen across the City. There is a very limited supply of vacant school places for in-year admissions in many parts of the City and it can be challenging for families moving to the City to find places at the same school for siblings across different year groups.



Graph 6: Places filled in schools expanded to provide Additional Primary Places by looking at places available and numbers on roll. Source: School Census Data May 2016 and EDSI School Supply Records.

Table 14 below summarises the percentage of places filled in those schools expanded under APP and the percentage of places filled for the whole school estate.

Year Group	Year	R	Y1	Y2	Y3	Y4	Y5	Y6
% APP Schools Filled	2015	93%	98%	99%	97%	98%	100%	100%
	2016	98%	97%	99%	98%	97%	98%	98%
% All Schools Filled	2015	96%	98%	98%	97%	97%	97%	97%
	2016	98%	97%	99%	99%	98%	98%	98%

Table 14: % places filled in all and expanded schools in comparison to last year. Source: School Census Data Jan 2015 and May 2016

This data indicates that the additional places provided in our expanded schools are in demand. The fill rate is comparable between all schools and only expanded schools showing the pressure on all schools to meet demand.

2.3 What is our approach to meeting growth in demand in Primary phase from 2017 – 2019

We are looking at reutilising space within primary schools to meet anticipated cohort growth. We are also hoping to implement more of the fit-for-purpose Learning Chalets outlined above as the need for expansion to meet cohort growth continues.

Within the secondary sector we anticipate that additional places will be met by schools with existing spare places and by schools offering over PAN annually.

2.4 What is our approach to meeting growth in demand in Secondary Phase from 2019-2022

Between 2017 and 2022 we expect to need between 89 and 111 new forms of entry. The big challenge for Birmingham is to ensure new places are provided in a co-ordinated way so that we

get the right number of new places in the right place at the right time.

At present, a small number of schools carry very high numbers of vacancies and it is a priority to make sure that we make best use of existing places and spaces when planning to meet growth in demand.

Government policy allows schools that are their own admissions authorities to increase the number of places they offer without consulting the Local Authority. However, all schools have a duty to co-ordinate their admissions and therefore should notify the Council of expansion plans in time for us to plan accordingly.

At this time, while the Local Authority can and must go through statutory consultation to expand Local Authority Maintained schools, we are not allowed to open new LA Maintained schools. Any new school must be an Academy (Free School). We expect to need a minimum of 5-6 new schools by 2022 to meet Basic Need, but this will depend on how many of our existing schools decide to expand. We continue to work closely with the DFE to appraise Free school proposals and ensure they fit with what the City needs.

Our approach to planning additional secondary places will be based on securing co-operation between all schools and the Department for Education; there is enough opportunity for any school wishing to expand to be able to take more pupils over the next 5 years. For successful quality improvement across schools, it will be vital that everyone agrees only to expand where and when needed. We are in the process of creating tools that will enable everyone to see what is required when and to play a part in the co-design and co-delivery of the new school places we will need.

3. Meeting parental preference:

- 3.1 How well are we meeting parental preference?
- 3.2 What impact does growth in the school population have on how well we meet parental preference?

3.1 Meeting parental preference

The data provided in Appendix 7 provides information on preferences for ward of residence for 2016 entry, numbers of pupils placed and also the number of appeals. It is evident that there is significant variation between wards and also that this can vary hugely from year to year.

The Basic Need programme is not a programme to provide additional places to meet parental preference. The Local Authority's overarching priority is to support every school on its journey to good or outstanding provision so that no school and no child is left behind.

When places are provided to meet growth in pupil numbers, the first priority is to ensure those places will be close to the increased demand. Parental preference is considered in appraising which schools to expand so that wherever possible, expansions increase the number of places in Good or Outstanding schools. It is also important to note that a school's OFSTED rating may change before, during or after an expansion programme. The emphasis therefore remains on supporting all schools to maintain their school improvement journeys and to ensure additional places are provided in the right places to meet local need and improve the local offer.

Reception Entry 2016

The following data tables provide information on how well different areas are served to meet first preference applications. The overall Birmingham average for pupils receiving an offer for a place of first preference in 2016 is 84.9% which is an improvement of 0.2% from 2015 entry. The England average was 87.8% in 2015. The number of pupils receiving a place of preference (1-3) is 94.8%, a decline of 0.3% from 2015. The number of pupils placed (offered an alternative school) is 5.5%, an increase of 0.3% from 2015.

Table 15 shows the 10 wards with highest percentage first preference places for Reception entry 2016 compared to 2015. There are now 6 wards where over 90% of applications were offered a first preference, against 3 wards in 2015 and therefore opportunity to achieve a place of first preference is improving in some areas.

WARD	2015		2016	
	FIRST PREF	%	FIRST PREF	%
Bordesley Green	696	93.80%	640	93.57%
Lozells And East Handsworth	503	92.80%	498	92.74%
Washwood Heath	594	90.83%	634	89.17%
Sparkbrook	542	89.29%	484	93.44%
Oscott	297	88.39%	353	92.65%
Hodge Hill	461	88.15%	483	89.94%
Aston	522	87.88%	510	89.95%
Perry Barr	324	87.80%	307	87.97%
Soho	430	87.76%	472	87.57%
Springfield	491	87.52%	502	87.46%
Bournville	278	80.12%	265	89.53%
Selly Oak	161	84.74%	167	90.27%

WARD	2015		2016	
	FIRST PREF	%	FIRST PREF	%
South Yardley	513	85.50%	502	92.79%
Sutton New Hall	194	81.86%	193	89.77%

Table 15: Highest ten wards for % first preference offers, Reception 2015 and 2016. Source: Schools Admissions

The ward achieving highest rates of parental preference is Bordesley Green in East Birmingham. Five additional place projects have taken place to date within primary places within this ward. Bournville was in the bottom ten wards for first preference in 2015 and in the top ten wards in 2016.

Table 16 shows the 10 wards with lowest percentage first preference places for Reception entry.

WARD	2015		2016	
	FIRST PREF	%	FIRST PREF	%
Handsworth Wood	274	80.59%	324	82.65%
Quinton	293	80.49%	297	82.73%
Bournville	278	80.12%	265	89.53%
Kings Norton	287	78.63%	300	86.21%
Sutton Trinity	219	77.94%	258	82.17%
Longbridge	295	77.84%	321	78.10%
Stockland Green	261	76.32%	293	80.72%
Erdington	263	75.57%	252	80.00%
Edgbaston	124	75.15%	131	71.58%
Ladywood	185	70.08%	182	72.22%
Bartley Green	301	82.02%	331	81.13%
Billesley	294	86.22%	329	78.71%
Hall Green	299	81.69%	305	81.55%
Harborne	205	85.06%	205	73.21%
Kingstanding	333	81.82%	348	78.56%

Table 16: Lowest ten wards for % first preference offers, Reception 2015 and 2016. Source: Schools Admissions

The ward achieving lowest rates of parental preference is Edgbaston in central Birmingham. There is a concentration of new free schools which have opened within the vicinity and therefore we expect parental preference rates to improve over time. Additional primary place projects in Bournville and Sutton Trinity have improved the respective ward figures between 2015 and 2016. Additional primary places in Erdington have improved first preference offer rates for 2016 and these figures are expected to further improve. Hall Green and Harborne continue to be pressure areas with limited options for solutions, but we continue to explore options in neighbouring areas.

Appendix 7 provides a full break down of how each ward compares when considering a number of wider parental preference measures including number of offers for a place of preference, number of pupils placed and number of appeals by ward. In general, for areas where first preference offers are less successful, more placements are likely and more appeals are submitted.

Year 7 Entry 2016

The following data tables provide information on how well different areas are served to meet first preference applications. Secondary aged pupils are more mobile than their primary aged counterparts and have a greater choice in the type of provision on offer. The overall Birmingham average for pupils receiving an offer for a place of first preference in 2016 is 69.4%; an improvement of 0.9% from 2015 entry. The England average was 84.2% in 2015. However, this needs to be considered in relation to the fact that for entry in September 2016 10.9% of the entire

cohort of applicants unsuccessfully named a grammar school as their first preference. In 2016, the number of pupils receiving a place of preference (1-6) is 93.7%, an improvement of 0.2% from 2015. The number of pupils placed (offered an alternative school) is 6.4%, a decline of 0.2% from 2015.

Table 17 shows the 10 wards with highest percentage first preference places for Year 7 entry 2016 compared to 2015. There are now 4 wards where over 80% of applications were offered a first preference, against 3 wards in 2015 and therefore opportunity to achieve a place of first preference is improving in some areas.

WARD	2015		2016	
	FIRST PREF	%	FIRST PREF	%
Longbridge	271	85.49%	272	87.46%
Sheldon	229	84.81%	222	83.46%
Sutton Trinity	240	81.36%	252	79.50%
Kings Norton	225	78.95%	261	84.19%
Bartley Green	265	75.93%	205	67.88%
Hodge Hill	377	75.70%	401	77.12%
Bournville	214	74.31%	223	77.43%
Northfield	211	74.30%	231	77.52%
Oscott	218	73.65%	228	70.81%
Aston	426	73.45%	405	74.86%
Quinton	225	69.88%	229	76.08%
Sutton Four Oaks	242	71.39%	242	83.45%

Table 17: Highest ten wards for % first preference offers, Year 7 2015 and 2016. Source: Schools Admissions

The areas well served appear to be on the edge of the city, with access to places of choice limited in inner city areas. The ward achieving highest rates of parental preference is Longbridge in south Birmingham.

Table 18 shows the 10 wards with lowest percentage first preference places for Year 7 entry.

WARD	2015		2016	
	FIRST PREF	%	FIRST PREF	%
Perry Barr	203	65.06%	229	62.91%
Handsworth Wood	227	64.67%	242	65.58%
Hall Green	250	64.27%	244	65.07%
Kingstanding	249	63.36%	252	62.84%
Weoley	223	62.99%	239	66.39%
Washwood Heath	451	62.64%	439	60.80%
Bordesley Green	427	62.43%	441	64.95%
South Yardley	290	57.54%	328	63.69%
Harborne	111	50.92%	111	55.50%
Edgbaston	75	44.91%	69	46.31%
Selly Oak	96	67.13%	109	62.29%
Soho	320	68.09%	320	64.39%
Sparkbrook	393	67.64%	386	64.55%

Table 18: Lowest ten wards for % first preference offers, Year 7 2015 and 2016. Source: Schools Admissions

The ward achieving lowest rates of parental preference is Edgbaston in central Birmingham. There is a concentration of new free schools which have opened within the vicinity and therefore we expect parental preference rates to improve over time in Edgbaston, Perry Barr and Hodge Hill.

Appendix 7 provides a full break down of how each ward compares when considering a number of wider parental preference measures including number of offers for a place of preference, number of pupils placed and number of appeals by ward. In general, for areas where first preference offers are less successful, more placements are likely and more appeals are submitted.

Further work is underway to review those wards and areas where parental preference is least well met. It is important to understand there are a host of reasons that may lie behind these figures: for example, in some areas of the City parents may be more likely to include unrealistic preferences and/or be unwilling to put a local school due to concerns regarding quality of provision.

3.2 Impact of growth in pupil numbers on how well we meet parental preference

A breakdown of the number of applications and how well preference is met is published annually by School Admissions.

Table 19 below provides data at Offer Day for the last 5 Reception admissions entry rounds 2013 to 2016:

Birmingham pupils applying for a Birmingham school	2013		2014		2015		2016	
	%	Pupil Nos						
Number of Applicants	100	15011	100	15358	100	15785	100	16141
Offered 1 st preference	85.6%	12849	86.9%	13346	84.7%	13369	85.6%	13827
Offered a preference 1-3	95.8%	14380	95.5%	14667	94.8%	14964	94.8%	15316

Table 19: Numbers of applicants and offers for Reception admissions rounds 2013-16.

Source: Schools Admissions data

While the numbers of pupils being offered a first preference or a preference 1-3 has increased year on year since 2013, the increased cohort size in 2015 has led to a drop in the percentage figures for meeting parental preference, although the percentage of pupils offered their first preferred school has increased for 2016. Birth rates for 2017, 2018 and 2019 are lower so we expect parental preference figures for Reception places to improve next year accordingly.

Table 20 provides data at Offer Day for the last 5 Year 7 admissions entry rounds 2013 to 2016:

Birmingham pupils applying for a Birmingham school	2013		2014		2015		2016	
	%	Pupil Nos						
Number of Applicants	100	13303	100	14000	100	14625	100	14760
Offered 1 st preference	73.6%	9786	70.3%	9842	68.5%	10016	69.2%	10216
Offered a preference 1-6	94.9%	12621	93.7%	13120	93.4%	13661	93.3%	13782

Table 20: Numbers of applicants and offers for Year 7 admissions rounds 2012-16.

Source: Schools Admissions data

In comparing this parental preference data with national benchmarks and statistical neighbours, it must be noted that the very high demand for grammar schools and faith schools in Birmingham skews the data; the number of applicants submitting preferences for those schools far exceeds the number of places available. For entry in September 2016, there were 1,614 Birmingham pupils who unsuccessfully named a grammar school as their first preference; this equates to 10.9% of the entire cohort of applicants. This factor significantly reduces the number of children who were offered their first preferred school although the percentage of pupils offered this has improved for 2016 entry.

It should be noted that the percentage figures above for meeting parental preference do not include children who receive a place at a school of preference where that school is in a neighbouring authority. In addition, we are unable to calculate a figure that includes admissions to free schools in their first year of opening when their admissions are not co-ordinated with the Local Authority. These factors impact on the comparability of data from one year to the next due to changing factors that impact on the data set.

4 In-Year Admissions

- 4.1 What is the current process for managing in-year admissions?
- 4.2 How many applications for places in-year are received?
- 4.3 Which schools are experiencing greatest numbers of in-year growth?
- 4.4 What options are available to the Local Authority to address the increasing volume of in-year admissions?

4.1 What is the current process for managing in-year admissions?

In-Year applications may arise for a number of reasons, for example, where a family has moved to Birmingham or if a parent/carer wishes to move their child from one school to another at a time outside the normal admissions round.

The Local Authority, schools and academies will work together to coordinate in-year applications.

The Local Authority will provide a Local Authority Preference Form for parents to complete when applying for a school place and will provide details of schools with places available. In the first instance, parents will be requested to make applications directly to the school(s) concerned. Parents/carers can apply for a place for their child at any time and to any school.

The law relevant to admissions states schools and academies must, on receipt of an in-year application, notify the Local Authority of both the application and its outcome, this will also allow the Local Authority to keep up to date with figures on the availability of school places in Birmingham.

Parent/carers who live in Birmingham who have not been offered their preferred school will be advised of their right of appeal.

Children who are not offered a place at any of their preferred schools, following consultation with another admission authority if appropriate, will be offered a place at a Birmingham Local Authority maintained school, academy or free school near to the child's home address, that has a vacancy. The Local Authority will be informed by schools and academies of any child who has not taken up a school place so that appropriate action can be taken.

Children who live in Birmingham whose parents have refused the school place offered may be issued with a formal notice advising of their legal requirement to ensure that their child is in receipt of a suitable education whether in school or otherwise. Where a child is not receiving suitable education, further action may be taken against a parent under Birmingham Local Authority's School Attendance process.

4.2 How many applications for in-year places are received?

Table 21 below shows that the increase in the number of preferences submitted and the increase in pupils applying for an in-year place annually. This has led to an increase into the number of LA placements for pupils requiring a secondary place.

Year	Phase	No of Preferences	Difference compared to previous year %	No of Pupils	Difference compared to previous year %	No of LA Placed	Difference compared to previous year %
2016/17 (up to 31.10.16)	Primary	5904	N/A	2892	N/A	771	N/A
	Secondary	3124	N/A	1378	N/A	436	N/A
2015/16	Primary	16,644	-0.6%	8,454	0.5%	1,752	-13.7%
	Secondary	5,702	13.5%	3,361	14.1%	659	19.0%
2014/15	Primary	16,741	10.4%	8,415	3.8%	2,031	1.1%
	Secondary	5,026	16.9%	2,945	17.6%	554	-13.3%
2013/14	Primary	15,168	-54.5%	8,110	-34.5%	2,009	-21.4%
	Secondary	4,301	-70.9%	2,504	-61.8%	639	-42.2%

Table 21: Overview of in-year applications over 2013/14 to 2015/16. Source: School Admissions

The tables following show the difference between the net change of pupils to the number of known in-year admission applications received during the same period. Through existing regional forums, we are working with Local Authority partners to establish a clear picture of the number of applicants with and without a school place to better understand the growing demand nationally and cross-border.

Primary R-Y6	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Net In-Year Change, Schools Census Oct 2015-May 2016	287	194	99	162	88	114	79	1023
Number of Applications, In-Year Admissions Oct 2015-May 2016	488	1519	1579	1535	1569	1271	1291	9252

Table 22: Overview of Primary Cohort Net Growth and number of applications over same period Source: School Census Data reported termly

Secondary Y7-Y9	Y7	Y8	Y9	Total
Net In-Year Change, Schools Census Oct 2015-May 2016	158	135	104	397
Number of Applications, In-Year Admissions Oct 2015-May 2016	374	791	861	2026

Table 23: Overview of Secondary Cohort Net Growth and number of applications over same period Source: School Census Data reported termly

4.3 Which schools are experiencing greatest numbers of in-year growth?

The tables which follow show the schools gaining pupils during Oct 2015 to May 2016 (in-year) across Primary and Secondary provision. Most of the primary schools are part of additional place programmes and funded for additional places. Most of the secondary schools are undersubscribed.

School Name	DfE	Total NOR R-Y6 Oct 2015	Total NOR R- Y6 May 2016	Net Change R- Y6 Oct 15-May 16	Rank
Billesley Primary School	2072	504	557	53	1
Nansen Primary School	2038	827	870	43	2
Anderton Park Primary School	2062	612	650	38	3
Brookfields Primary School	2034	350	386	36	4
St. Clare's Catholic Primary School	3406	391	426	35	5
Mere Green Primary School	2463	249	281	32	6
Bellfield Infants School	2239	181	210	29	7
Grestone Academy ₁	2138	572	597	25	8
Bordesley Village Primary School	2002	426	450	24	9
Benson Community School	2435	511	532	21	10
The Oaklands Primary School	2064	292	313	21	-
Paganel Primary School	2021	307	328	21	-

Table 24: Top 10 Primary Schools gaining pupils in-year Oct 15-May 16 Source: School Census Data reported termly

₁Not an additional place programme school

School Name	DfE	Total NOR Y7-11 Oct 2015	Total NOR Y7-11 May 2016	Net Change Y7-11 Oct 15-May 16	Rank
Kingsbury School & Sports College	4330	774	831	57	1
Great Barr School	5403	1551	1603	52	2
International School	4244	656	699	43	3
Moseley School	4245	1098	1133	35	4
Hillcrest School A Specialist Maths and Computing College and Sixth Form Centre	4012	431	465	34	5
Lordswood Boys School	4057	342	367	25	6
Small Heath School ₁	5401	1063	1086	23	7
Archbishop Ilsley Catholic Technology College and Sixth Form Centre ₁	4804	999	1022	23	8
Hamstead Hall Academy ₁	4240	900	917	17	9
Harborne Academy	6910	567	582	15	10

Table 25: Top 10 Secondary Schools gaining pupils in-year Oct 15-May 16 Source: School Census Data reported termly

₁Not historically undersubscribed

4.4 What options are available to the Local Authority to address the increasing volume of in-year admissions?

At the current time, in-year applications are made direct to schools. Schools have a statutory duty to inform the Local Authority (LA) of each application and its outcome. Where a child is identified as being without a school place, School Admissions, on behalf of the LA, will offer a place at a nearby school with availability.

Due to there being a limited number of school places in certain year groups in certain parts of the city, parents are making applications to a number of local schools to try and secure a school place. Each of these schools is then required to notify the LA of the application, which results in an increase in notifications being made to the LA.

In a context of increasing in-year admissions, the current system of families applying directly to schools will be reviewed to explore whether some or all of this function should be managed centrally. This review will explore whether alternatives would lead to longer or shorter periods of time for children and families to find a school place and will assess what may work best as more schools become academies.

As well as reviewing in-year admissions, we will review our Fair Access Protocol by Easter 2016. This protocol sets out the route through which specific groups of vulnerable children seeking a school place may be allocated a place in a way that ensures all schools take a fair share of children out of school and likely to need additional support.

5.0 Successes and challenges in meeting our statutory duty to provide sufficient school places

Successes

- Over 15,000 additional primary places have been created to date through the Local Authority Basic Need programme, of which 2340 are Reception places. 345 additional Year 7 places have been created to date through the Local Authority Basic Need programme.
- There has been a Lean Review of our Basic Need capital programme. The main recommendations for the pilot schemes include a streamlined approval process for selection of a single contractor and a strong integrated delivery model. The intended outcome is delivering to the nationally set per square meter rate for new build projects, an end to end delivery process and a delivery team that works in partnership across BCC, Acivico and the contractor. Early indicators are positive for delivering high quality schemes on time within the allocated budget and with minimum disruption to education continuity.
- Many of our permanent school expansion schemes start life in temporary buildings. For many years we have been tied to costly solutions with impact on revenue budget. We have now sourced an innovative solution in the form of our 'learning chalets' (please see Appendix 8) which give us flexibility on delivery timescales and an opportunity to explore all options for permanent solutions.
- Partnerships arrangements with schools remain critical to the successful delivery of all projects as some of the smaller primary schools link long term sustainability with opportunities offered through various types of expansions.
- Strengthened relationships between the City Council and the Department for Education (DfE) in particular the Regional Schools Commissioner (RSC) continues to yield improved co-ordination of place planning. The Department has also shown a great deal of interest in our learning chalets.
- We reported on the success of our strategy to make best use of existing space last year; this has yielded further results as we have been able to use the space analysis to implement the

strategy to build what is needed rather than an aspiration that has an ongoing impact on school budget.

- Building on the strong partnerships created through the expressions of interest process with our school partners, we intend to co-design and co-construct solutions with schools in the context of falling birth rates and increasing cohort growth. This has only become possible through the work we have done on producing annual Education Sufficiency Requirements continuing to create a greater understanding that requirements can change rapidly as a result of changing patterns of supply and demand.

Challenges

- The oversupply of secondary school places in some areas continues to create a major risk to the sustainability of our least popular schools. The vast majority of secondary school places that are currently vacant will be needed to meet future growth in demand. There is therefore an interim period in those schools that continue to contend with extremely high mobility of pupils. We have worked with Schools Forum and Birmingham Education Partnership to use a combination of growth and falling roll funding to enable the most impacted schools resource for the high turnover. Work is also underway to use the Fair Access Protocol to ensure that all schools take a share of vulnerable pupils without a school place..
- It is an on-going challenge to provide the additional places we require within the Basic Need capital funding allocations made by the Education Funding Agency. The ongoing demand for additional special school places coupled with demand for secondary school places creates additional pressure on the capital funding available. Our future Basic Need capital allocations will be reduced as a result of Free School places provided by central government, regardless of whether those places in fact meet Basic Need. Our strategies to provide 'more for less' are therefore key to delivering everything we need.
- Co-ordination of place planning remains highly challenging in the context of increased autonomy for individual schools. We are working closely with our RSC, multi-academy trusts and the Dioceses to ensure schools co-ordinate any changes to their admission numbers, but many continue to exercise their freedom to expand without the agreement of the Local Authority.
- The year on year fall in birth rate and the continued upward trend in cohort growth across all year groups from Reception to Year 9 means we will need increasingly flexible solutions to meet Basic Need. In primary it is highly likely that schools in some areas may find themselves with empty classrooms unless they engage with us now to co-construct solutions to meet the cohort growth. Similarly provisions with empty years 10 and 11 places will need to consider expanding younger year groups as more pupils enter the secondary phase.
- Plans for large housing estates present a challenge as school places will be required in advance of all houses being occupied. Birmingham is operating a twin tracked system of eliciting contributions from developers - Section 106 and Community Infrastructure Levy (CIL). Although CIL has been in operation since January 2016, there have been no contributions from any developments. This is putting a further financial strain in the existing basic need budget. In addition, there are raised expectations from highways and transportation for education to contribute towards traffic calming measures. Traffic Regulation Orders (TROs) are often included as planning conditions which must be discharged using the only funds we have available - the basic need pot.

Next Steps

- Continue with the lean review of delivering additional places to meet government rates for refurbished projects.

- Use different procurement routes available to us through the Education Funding Agency and Find It In Birmingham to ensure we are achieving best value for our money.
- As birth rate falls year on year, work with schools at risk of carrying empty classrooms to co-design options to accommodate cohort growth.
- Use learning chalets to create flexibility within our secondary school estate to create additional places as a reactive measure.
- Use existing capacity available within our secondary school sector before commissioning any new provision.
- Use our Fair Access Protocol to ensure pupils without a school place can access a school as close to where they live as possible.

Appendix 1: Basic Need Strategy (Source: EdSI)

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

- i) Make optimum use of existing space, buildings and sites to provide sufficient, suitable, high quality additional places where needed;
- ii) Work with Maintained Schools, Free Schools and Academies to meet Basic Need through co-ordinated expansion plans;
- iii) Allocate annual Basic Need Capital investment effectively and efficiently to areas where basic need requirements can only be met through either re-modelling, refurbishment or new-build projects, ensuring that the needs of our most vulnerable young people are prioritised and capital projects make best use of existing resources;
- iv) Identify alternative funding sources and models to deliver requirements including Section 106, school contributions, bidding opportunities, Local Co-ordinated Voluntary Aided Programme (LCVAP), Community Infrastructure Levy, future Basic Need allocations, diversion of other capital funding

Whenever possible, additional places to meet Basic Need will be introduced at the start of a Phase i.e. in Reception and Year 7. However, the unpredictable nature and location of cohort growth means that it is necessary at times to implement reactive Basic Need measures and introduce additional classes during a phase of education in order to meet our statutory duty to provide sufficient places. The level of net migration into the primary phase of education means that supplying sufficient places in Reception for all of the expected cohort growth to Year 6 would leave far too many reception places unfilled. In essence, we will continue to need to provide additional classes as cohorts move through the primary phase in order to manage the current levels of cohort growth.

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

Placing Schools at the Heart of Meeting Basic Need

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

- Share requirements for additional places regularly with all school partners and Early Years Providers;
- Invite Free Schools and schools that are their own admissions authority to share and co-ordinate their expansion intentions so that requirements can be modified to factor in new provision;
- Invite schools and education providers to express interest in expanding their provision in order to identify optimum solutions to meeting Basic Need and, where necessary, identify projects for Basic Need capital investment;
- Ask schools to work with the Local Authority to identify additional funding streams and alternative funding models to meet Basic Need.

Criteria for Expansion to meet Basic Need

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

- i) Location in relation to Basic Need i.e. how well the additional places are located to meet growth and, in the case of Special School provision, whether the school is able to meet the needs of the additional young people requiring a Special School place;

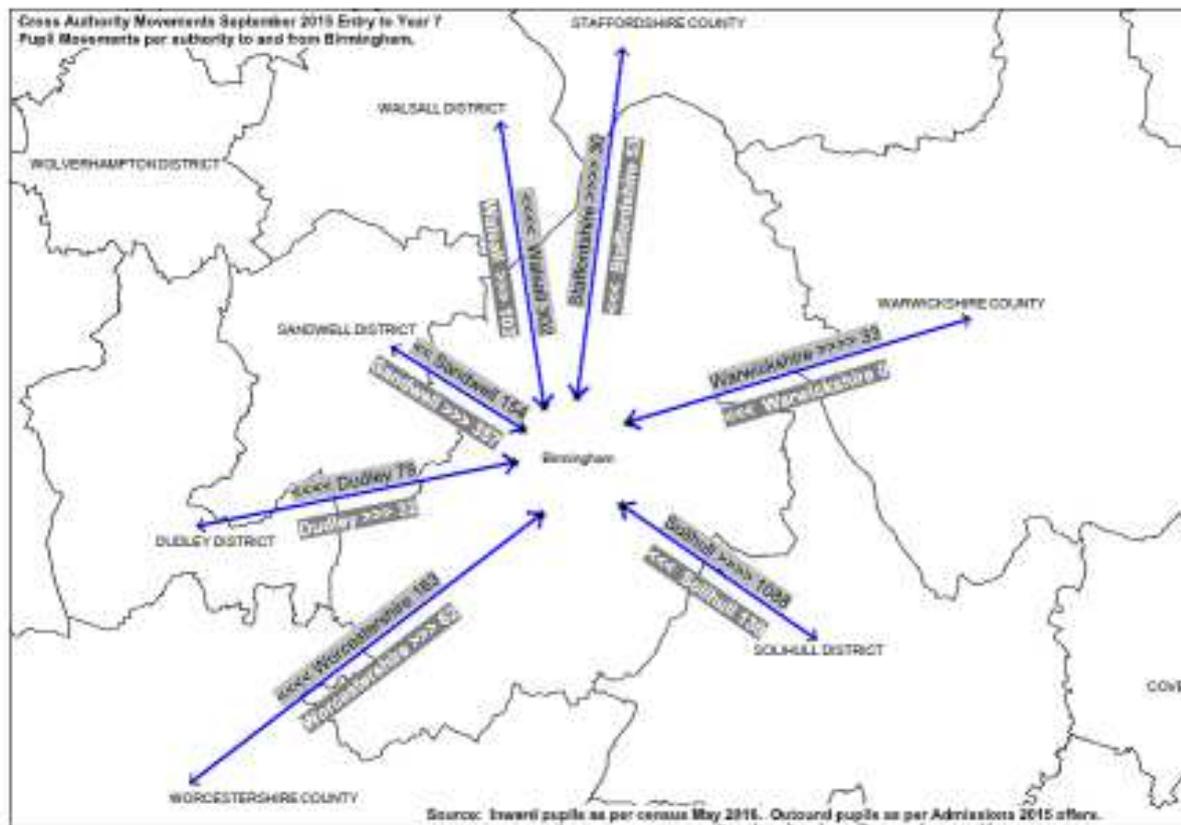
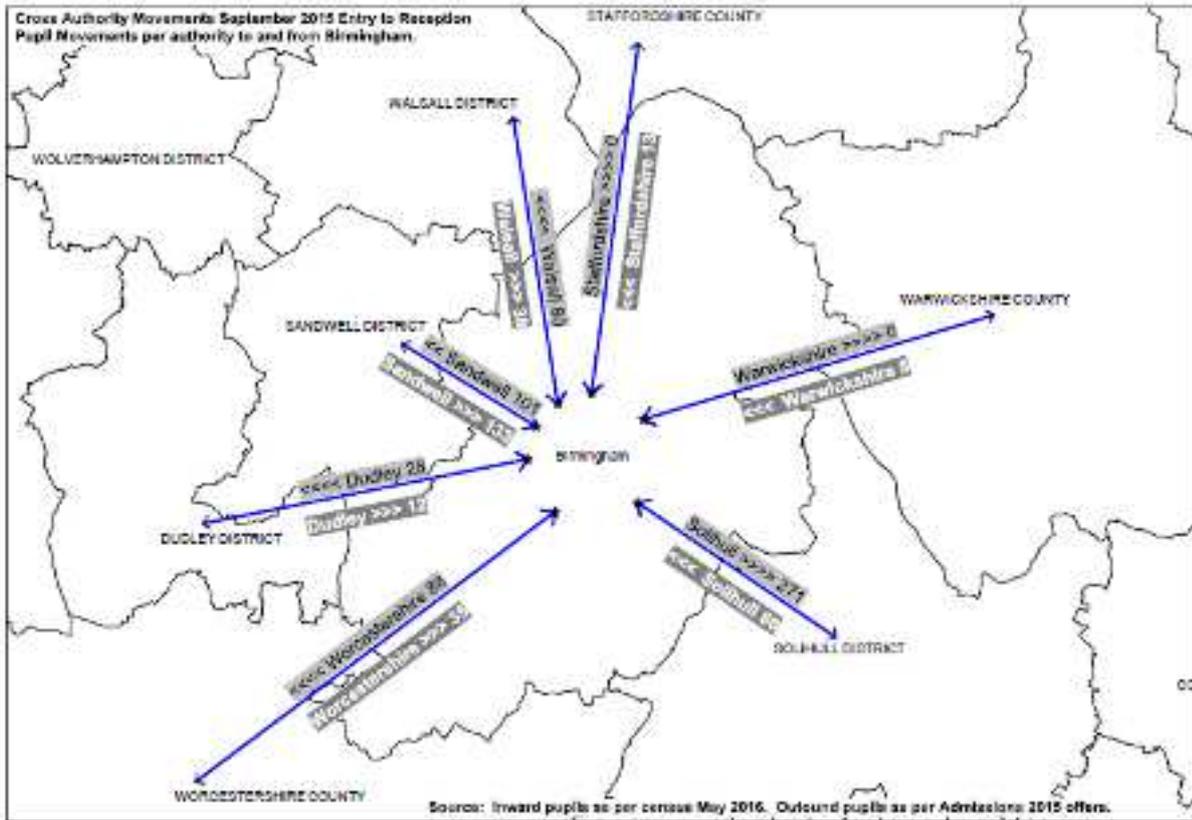
- ii) Standards in the school: it is expected that schools that expand will be Outstanding or Good;*¹
- iii) The capacity of the school to provide suitable accommodation on the site, within existing space and within planning / buildability constraints;
- iv) Popularity of the school;
- v) Potential of any expansion to create overprovision or reduce diversity of provision in an area.*²

Process for Decommissioning of School Places

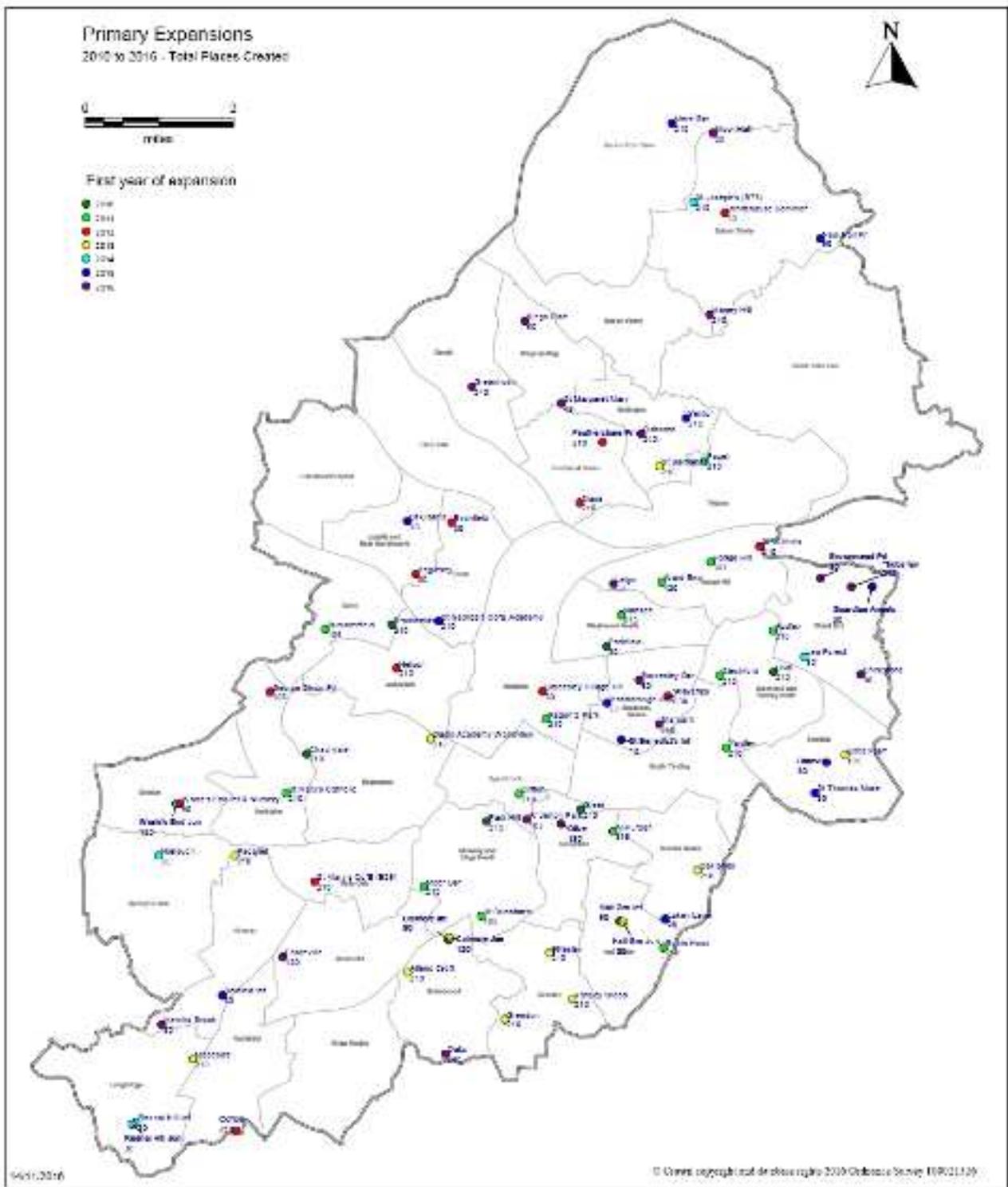
Given the complexity and range of specific local issues that will need to be considered in the event of the need to de-commission school places, a policy and process will be developed for consultation to be reviewed annually. The following criteria are likely to be key considerations:

- i) Potential of any decommissioning to leave children and families without the option of a local school place;
- ii) Standards in the school;
- iii) The implications for the school running costs of reducing pupil numbers, in particular in relation to fixed overheads such as PFI contract obligations;
- iv) Popularity of the school.

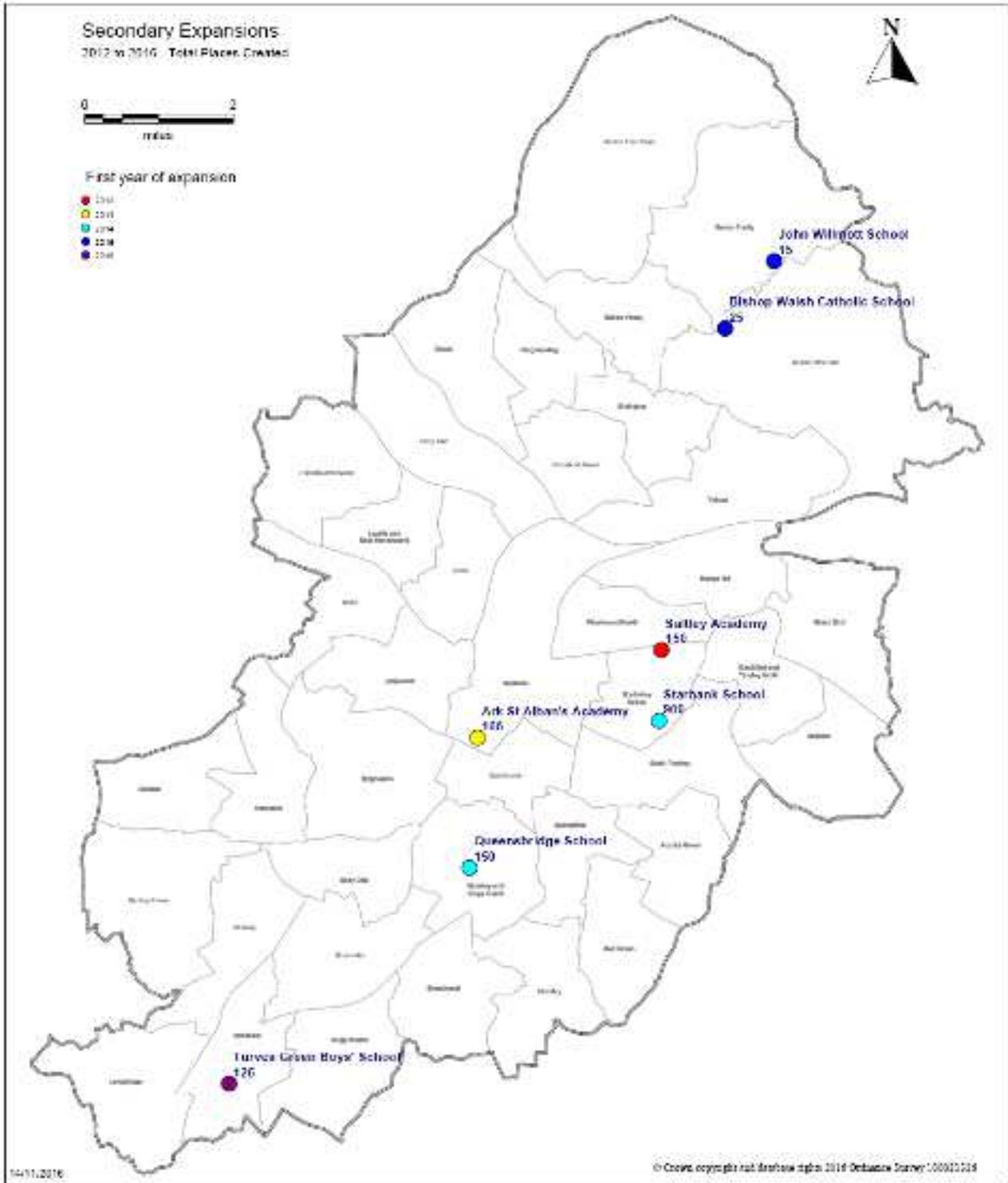
Appendix 2 – Movements Into/Out of Birmingham for Reception & Year 7 (Source: EdSI)



Appendix 3: Primary Expansion Programmes 2010-16 (Source: EdSI)



Appendix 4: Secondary Expansion Programmes (Source: EdSI)



Appendix 5: Open and Proposed Free Schools (information as known at 31st October 2016) (Source: EdSI)

Establishment	DFE	Opening Date	DfE Stage	Pupil Needs	Planned Capacity	Lower Age	Upper Age	Faith	Gender	Postcode	Ward	District
Nishkam Primary	2032	01/09/2011	Open	Mainstream	420	4	11	Sikh		B21 9SN	Soho	Ladywood
Nishkam High	4004	01/09/2012	Open	Mainstream	700	11	19	Sikh		B19 2LF	Aston	Ladywood
Perry Beeches II	4002	01/09/2012	Open	Mainstream	620	11	18			B3 1SE	Ladywood	Ladywood
East Birmingham Network Academy	1105	17/09/2012	Open	Alternative	90	13	16			B26 1AL	South Yardley	Yardley
Perry Beeches III	4011	01/09/2013	Open	Mainstream	620	11	18			B15 1LZ	Ladywood	Ladywood
Waverley Studio College	4010	01/09/2013	Open	Mainstream	300	14	19			B9 5QA	Bordesley Green	Hodge Hill
St George's Academy	1108	01/09/2013	Open	Alternative	110	14	16			B19 3JG	Aston	Ladywood
REACH Free School	1107	01/09/2013	Open	Alternative	64	11	16			B14 7BB	Moseley and Kings Heath	Hall Green
Perry Beeches IV	4016	01/09/2014	Open	Mainstream	620	11	18			B1 3AA	Ladywood	Ladywood
City United Ltd Academy	1109	01/09/2014	Open	Alternative	50	13	16			B6 4EA	Nechells	Ladywood
The University of Birmingham School	4014	01/09/2015	Open	Mainstream	1150	11	19			B29 6QU	Selly Oak	Selly Oak
										Admissions policy based on 4 Nodes across Selly Oak/Hall Green (2)/Ladywood		
Eden Boys' School	4021	01/09/2015	Open	Mainstream	700	11	19	Islamic	Boys	B42 2SY	Perry Barr	Perry Barr
King Solomon's International Business School	4020	01/09/2015	Open	Mainstream	1050	4	19	Christianity		B7 4BB	Nechells	Ladywood
Perry Beeches V	4019	01/09/2015	Open	Mainstream	1320	4	19			B10 0HJ	South Yardley	Yardley
East Birmingham Network Academy 2	1110	01/09/2015	Open	Alternative	90	13	16			B23 6DE	Stockland Green	Erdington
The Edge Academy	1111	01/09/2015	Open	Alternative	140	11	16			B31 2LQ	Northfield	Northfield
Olive Primary School	2167	01/09/2016	Open	Mainstream	700	4	11	Islamic		B11 4DY (temp)	Springfield	Hall Green (temp)
										Admissions policy based on 4 Nodes across Hall Green (2)/Ladywood/Yardley		
Perry Beeches - Primary School I	<i>tbc</i>	01/09/2017 <i>tbc</i>	Pre-opening	Mainstream	700	4	11			<i>tbc</i>	Ladywood	Ladywood
Perry Beeches VI	<i>tbc</i>	01/09/2017 <i>tbc</i>	Pre-opening	Mainstream	1320	4	19			<i>tbc</i>	Perry Barr	Perry Barr
Proposal A	<i>tbc</i>	01/09/2018	Proposal	Mainstream	800	11	19	Islamic	Boys	<i>tbc</i>	<i>tbc</i>	Perry Barr
Proposal B	<i>tbc</i>	01/09/2018	Proposal	Mainstream	700	4	11	Islamic		<i>tbc</i>	<i>tbc</i>	Ladywood
Proposal C	<i>tbc</i>	01/09/2018	Proposal	Mainstream	900	11	18			<i>tbc</i>	<i>tbc</i>	Ladywood
Proposal D	<i>tbc</i>	01/09/2019	Proposal	Mainstream	1150	11	19	Christianity		<i>tbc</i>	<i>tbc</i>	Selly Oak
Proposal E	<i>tbc</i>	01/09/2019	Proposal	Mainstream	840	11	19			<i>tbc</i>	<i>tbc</i>	Hodge Hill

Appendix 6: Secondary Schools that have expressed interest in expansion (information as known at 31st October 2016) (Source: EdSI)

DfE	School Name	Type	Ofsted	Ward	Proposed Year Start	Current PAN	Proposed PAN	Proposed Additional Places
4193	Wheelers Lane Technology College	Community School	1	Moseley & Kings Heath	2016	125	130	5
5413	Bishop Challoner RC	Voluntary Aided School	4	Moseley & Kings Heath	2017	180	210	30
4323	Rockwood Academy	Academy Converter	2	Washwood Heath	2017	120	180	60
4323	Rockwood Academy	Academy Converter	2	Washwood Heath	2019	180	240	60
4018	Saltley Academy	Academy Sponsor Led	4	Bordesley Green	2018	210	240	30
4084	Washwood Heath Academy	Academy Converter	2	Washwood Heath	2018	270	285	15
4004	Nishkam High School	Free Schools	1	Aston	2017	100	125	25
4115	Bordesley Green Girls	Community School	1	Nechells	2018	120	125	5
4063	Kings Heath Boys	Community School	2	Billesley	2016	120	150	30
4129	Dame Elizabeth Cadbury	Foundation School	2	Bournville	2017	125	150	25
5414	Kings Norton Girls	Academy Converter	2	Bournville	2018	160	190	30
4301	John Wilmott School	Community School	4	Sutton Trinity	2018	195	225	30
								355 11.5FE

Appendix 7: Preference Information 2015 Admissions Round (Source: School Admissions)

Table A: Reception Entry 2016 – Preference Information

Green - 10 highest parental preference measures / Orange - 10 lowest parental preference measures

WARD	FIRST PREF	%	SECOND PREF	%	THIRD PREF	%	PLACED	%	Grand Total	Appeals Received	% Appeals
Acocks Green	403	83.09%	39	8.04%	14	2.89%	29	5.98%	485	18	3.09%
Aston	510	89.95%	36	6.35%	5	0.88%	16	2.82%	567	15	2.58%
Bartley Green	331	81.13%	32	7.84%	16	3.92%	29	7.11%	408	19	3.26%
Billesley	329	78.71%	37	8.85%	13	3.11%	39	9.33%	418	16	2.75%
Bordesley Green	640	93.57%	29	4.24%	8	1.17%	7	1.02%	684	5	0.86%
Bournville	265	89.53%	18	6.08%	4	1.35%	9	3.04%	296	2	0.34%
Brandwood	309	84.20%	26	7.08%	11	3.00%	21	5.72%	367	22	3.78%
Edgbaston	131	71.58%	12	6.56%	14	7.65%	26	14.21%	183	11	1.89%
Erdington	252	80.00%	35	11.11%	8	2.54%	20	6.35%	315	14	2.41%
Hall Green	305	81.55%	37	9.89%	16	4.28%	16	4.28%	374	10	1.72%
Handsworth Wood	324	82.65%	33	8.42%	8	2.04%	27	6.89%	392	23	3.95%
Harborne	205	73.21%	19	6.79%	16	5.71%	40	14.29%	280	27	4.64%
Hodge Hill	483	89.94%	27	5.03%	6	1.12%	21	3.91%	537	26	4.47%
Kings Norton	300	86.21%	20	5.75%	7	2.01%	21	6.03%	348	11	1.89%
Kingstanding	348	78.56%	37	8.35%	19	4.29%	39	8.80%	443	39	6.70%
Ladywood	182	72.22%	24	9.52%	11	4.37%	35	13.89%	252	2	0.34%
Longbridge	321	78.10%	35	8.52%	13	3.16%	42	10.22%	411	17	2.92%
Lozells and East Handsworth	498	92.74%	21	3.91%	4	0.74%	14	2.61%	537	14	2.41%
Moseley and Kings Heath	252	88.11%	20	6.99%	9	3.15%	5	1.75%	286	1	0.17%
Nechells	510	85.57%	46	7.72%	10	1.68%	30	5.03%	596	16	2.75%
Northfield	304	86.61%	28	7.98%	10	2.85%	9	2.56%	351	12	2.06%
Oscott	353	92.65%	19	4.99%	4	1.05%	5	1.31%	381	10	1.72%
Perry Barr	307	87.97%	23	6.59%	6	1.72%	13	3.72%	349	14	2.41%
Quinton	297	82.73%	30	8.36%	10	2.79%	22	6.13%	359	10	1.72%
Selly Oak	167	90.27%	9	4.86%	4	2.16%	5	2.70%	185	2	0.34%
Shard End	423	83.10%	31	6.09%	15	2.95%	40	7.86%	509	24	4.12%
Sheldon	276	87.07%	22	6.94%	5	1.58%	14	4.42%	317	15	2.58%
Soho	472	87.57%	26	4.82%	13	2.41%	28	5.19%	539	21	3.61%
South Yardley	502	92.79%	21	3.88%	10	1.85%	8	1.48%	541	5	0.86%
Sparkbrook	484	93.44%	20	3.86%	6	1.16%	8	1.54%	518	6	1.03%
Springfield	502	87.46%	37	6.45%	10	1.74%	25	4.36%	574	10	1.72%
Stechford and Yardley North	354	87.84%	19	4.71%	5	1.24%	25	6.20%	403	14	2.41%
Stockland Green	293	80.72%	29	7.99%	9	2.48%	32	8.82%	363	15	2.58%
Sutton Four Oaks	243	85.26%	23	8.07%	14	4.91%	5	1.75%	285	6	1.03%
Sutton New Hall	193	89.77%	8	3.72%	8	3.72%	6	2.79%	215	6	1.03%
Sutton Trinity	258	82.17%	23	7.32%	12	3.82%	21	6.69%	314	21	3.61%
Sutton Vesey	238	84.40%	29	10.28%	5	1.77%	10	3.55%	282	10	1.72%
Tyburn	320	81.84%	24	6.14%	17	4.35%	30	7.67%	391	19	3.26%
Washwood Heath	634	89.17%	53	7.45%	11	1.55%	13	1.83%	711	28	4.81%
Weoley	309	82.40%	34	9.07%	12	3.20%	20	5.33%	375	26	4.47%
AVERAGE		84.90%		6.92%		2.71%		5.48%			2.50%
TOTAL	13827		1091		398		825		16141	582	

Table B: Year 7 Entry 2016 – Preference Information

Green - 10 highest parental preference measures / Orange - 10 lowest parental preference measures

WARD	FIRST PREF	%	SECOND PREF	%	THIRD PREF	%	FOURTH PREF	%	FIFTH PREF	%	SIXTH PREF	%	PLACED	%	Grand Total	Appeals Received	% Appeals
Acocks Green	274	74.25%	39	10.57%	21	5.69%	8	2.17%	2	0.54%	3	0.81%	22	5.96%	369	13	0.98%
Aston	405	74.86%	59	10.91%	28	5.18%	11	2.03%	7	1.29%	3	0.55%	28	5.18%	541	52	3.92%
Bartley Green	205	67.88%	53	17.55%	17	5.63%	6	1.99%	1	0.33%	1	0.33%	19	6.29%	302	21	1.58%
Billesley	285	72.89%	40	10.23%	23	5.88%	8	2.05%	2	0.51%	1	0.26%	32	8.18%	391	31	2.33%
Bordesley Green	441	64.95%	80	11.78%	57	8.39%	25	3.68%	9	1.33%	11	1.62%	56	8.25%	679	118	8.89%
Bournville	223	77.43%	42	14.58%	18	6.25%	2	0.69%	0	0.00%	1	0.35%	2	0.69%	288	7	0.53%
Brandwood	200	66.01%	43	14.19%	20	6.60%	11	3.63%	4	1.32%	4	1.32%	21	6.93%	303	15	1.13%
Edgbaston	69	46.31%	36	24.16%	13	8.72%	8	5.37%	4	2.68%	3	2.01%	16	10.74%	149	22	1.66%
Erdington	177	66.29%	35	13.11%	23	8.61%	5	1.87%	3	1.12%	6	2.25%	18	6.74%	267	20	1.51%
Hall Green	244	65.07%	55	14.67%	22	5.87%	17	4.53%	7	1.87%	12	3.20%	18	4.80%	375	10	0.75%
Handsworth Wood	242	65.58%	53	14.36%	21	5.69%	12	3.25%	14	3.79%	7	1.90%	20	5.42%	369	25	1.88%
Harborne	111	55.50%	32	16.00%	26	13.00%	11	5.50%	6	3.00%	5	2.50%	9	4.50%	200	21	1.58%
Hodge Hill	401	77.12%	37	7.12%	28	5.38%	12	2.31%	12	2.31%	4	0.77%	26	5.00%	520	37	2.79%
Kings Norton	261	84.19%	27	8.71%	9	2.90%	5	1.61%	2	0.65%	1	0.32%	5	1.61%	310	2	0.15%
Kingstanding	252	62.84%	45	11.22%	22	5.49%	12	2.99%	12	2.99%	6	1.50%	52	12.97%	401	36	2.71%
Ladywood	133	68.21%	24	12.31%	10	5.13%	5	2.56%	1	0.51%	1	0.51%	21	10.77%	195	9	0.68%
Longbridge	272	87.46%	22	7.07%	8	2.57%	1	0.32%	1	0.32%	1	0.32%	6	1.93%	311	4	0.30%
Lozells and East H'sworth	369	65.43%	82	14.54%	45	7.98%	25	4.43%	8	1.42%	5	0.89%	30	5.32%	564	56	4.22%
Moseley and Kings Heath	162	66.67%	31	12.76%	16	6.58%	12	4.94%	3	1.23%	1	0.41%	18	7.41%	243	16	1.20%
Nechells	348	70.02%	56	11.27%	28	5.63%	17	3.42%	7	1.41%	5	1.01%	36	7.24%	497	74	5.57%
Northfield	231	77.52%	30	10.07%	20	6.71%	6	2.01%	1	0.34%	3	1.01%	7	2.35%	298	7	0.53%
Oscott	228	70.81%	37	11.49%	17	5.28%	7	2.17%	4	1.24%	8	2.48%	21	6.52%	322	21	1.58%
Perry Barr	229	62.91%	43	11.81%	31	8.52%	13	3.57%	10	2.75%	4	1.10%	34	9.34%	364	52	3.92%
Quinton	229	76.08%	28	9.30%	17	5.65%	9	2.99%	4	1.33%	4	1.33%	10	3.32%	301	7	0.53%
Selly Oak	109	62.29%	26	14.86%	20	11.43%	8	4.57%	2	1.14%		0.00%	10	5.71%	175	11	0.83%
Shard End	254	67.91%	54	14.44%	25	6.68%	7	1.87%	3	0.80%	1	0.27%	30	8.02%	374	6	0.45%
Sheldon	222	83.46%	24	9.02%	5	1.88%	5	1.88%	2	0.75%		0.00%	8	3.01%	266	2	0.15%
Soho	320	64.39%	67	13.48%	33	6.64%	17	3.42%	11	2.21%	2	0.40%	47	9.46%	497	46	3.46%
South Yardley	328	63.69%	72	13.98%	36	6.99%	18	3.50%	15	2.91%	7	1.36%	39	7.57%	515	52	3.92%
Sparkbrook	386	64.55%	93	15.55%	32	5.35%	21	3.51%	11	1.84%	4	0.67%	51	8.53%	598	98	7.38%
Springfield	407	69.10%	74	12.56%	49	8.32%	19	3.23%	7	1.19%	6	1.02%	27	4.58%	589	50	3.77%
Stechford and Yardley N'th	281	67.87%	52	12.56%	26	6.28%	8	1.93%	5	1.21%	3	0.72%	39	9.42%	414	45	3.39%
Stockland Green	188	67.38%	30	10.75%	16	5.73%	10	3.58%	3	1.08%	3	1.08%	29	10.39%	279	28	2.11%
Sutton Four Oaks	242	83.45%	25	8.62%	14	4.83%	4	1.38%	1	0.34%		0.00%	4	1.38%	290	6	0.45%
Sutton New Hall	173	73.93%	29	12.39%	8	3.42%	12	5.13%	3	1.28%	2	0.85%	7	2.99%	234	14	1.05%
Sutton Trinity	252	79.50%	40	12.62%	11	3.47%	7	2.21%	2	0.63%	2	0.63%	3	0.95%	317	16	1.20%
Sutton Vesey	167	66.27%	23	9.13%	11	4.37%	12	4.76%	9	3.57%	7	2.78%	23	9.13%	252	42	3.16%
Tyburn	218	68.34%	40	12.54%	19	5.96%	10	3.13%	4	1.25%	3	0.94%	25	7.84%	319	35	2.64%
Washwood Heath	439	60.80%	103	14.27%	39	5.40%	23	3.19%	16	2.22%	13	1.80%	89	12.33%	722	173	13.03%
Weoley	239	66.39%	61	16.94%	28	7.78%	9	2.50%	1	0.28%	2	0.56%	20	5.56%	360	28	2.11%
AVERAGE		69.39%		12.59%		6.20%		3.00%		1.42%		1.05%		6.36%			2.50%
TOTAL	10216		1842		912		438		219		155		978		14760	1328	

Appendix 8: Learning Chalets (Source: EdSI)

Education Infrastructure's Basic Need team has been very busy over the summer delivering multipurpose modular buildings to meet the City's requirements for temporary accommodation for September 2016. A total of ten Learning Chalets have been installed at a number of primary schools across the City including Chad Vale, Moor Hall, Kings Rise Academy, Shirestone Academy, Ward End and West Heath. Here's what some of those Head Teachers think about their latest acquisitions:



"The chalet is well constructed and provides suitable accommodation for our after school provision. It is modern, well ventilated and we used the flexibility in the design to add a toilet and kitchen facilities. We are very pleased with both the product and the installation process."

Andrew Steggall, Moor Hall Primary School

"Our learning chalet is perfect for the purpose of small group learning and teaching and provides a calming and welcoming multi-purpose space that the children and teachers love."

Paul Samson, Chad Vale Primary School



Chalets can accommodate up to 30 pupils in a range of configurations, allowing for maximum flexibility.



They can be fitted out to suit any type of need, e.g. specialist teaching areas, toilets, showers, medical rooms, etc. Chalets are fully compliant with building controls and can be installed with either temporary or full planning consent, subject to finishes.

If you are interested in finding out more about our Learning Chalets please contact

eds.enquiries@birmingham.gov.uk or phone 0121 303 8847.



Appendix 9 – Additional Places Capital Programme (Source: EdSI)

DFE	School Name	Year additional places open from	Phase	Scheme	Ward
3401	St Joseph's RC Primary	2014	On site	1FE expansion	Sutton Trinity
3349	St Thomas More RC Primary	2015	On site	0.5FE expansion	Sheldon
2283	Marlborough Juniors	2015	On site	Flexible in-year expansion	Bordesley Green
3361	St Margaret Mary's RC Junior and Infants	2015	Under development	0.5FE expansion	Kingstanding
3302	St Barnabus CE Primary	2014	Under development	1FE expansion	Erdington
2485	Yenton Primary	2014	In development (pilot)	1FE expansion	Erdington
2463	Mere Green Primary	2015	In development (pilot)	1FE expansion	Sutton Four Oaks
2436	Osborne Primary	2016	In development (pilot)	1FE expansion	Erdington
2420	Maney Hill Primary	2015	In development (pilot)	1FE expansion	Sutton Trinity
4017	Bournville School	2016	In development (pilot)	2FE primary annex by lowering age range	Bournville
2416	Moor Hall Primary	2016	Under development (feasibility)	Potential ₁ 1FE expansion	Sutton Trinity
2435	Benson Community School	2014	Under development (feasibility)	Provision of four classrooms to accommodate bulge years	Soho
3015	St Mary's CE Academy, Handsworth	2015	Under development (feasibility)	0.5FE expansion	Lozells and East Handsworth
2152	Brownmead Primary	2016	Under development (feasibility)	Potential ₁ 1FE expansion	Shard End
4084	Washwood Heath Academy	2017	Under development (feasibility)	Potential ₁ 2FE primary annex by lowering age range	Washwood Heath
2019	West Heath Primary	NA	Under development (feasibility)	Re-providing 2FE Primary School to overcome current condition which is not fit for purpose	Northfield
2246	The Meadows Primary	NA	Under development (feasibility)	Re-providing 9 classrooms to overcome current condition which is not fit for purpose	Longbridge

₁ Awaiting school organisation approvals

Appendix 10 – Comparison of Reception RAG data 2015 to 2016 (Source: EdSI and School Admissions) – key below.

Ward	Actual change in Births and Trend (2015 to 2016)		Change in 2016 RAG Rating 'Risk of insufficient places' 2015 to 2016			Additional Reception Places Created for 2016 Entry	% Change in 1st Pref ₁ Success Rate (2015 to 2016)	% Change in 1-3 Pref ₂ Success Rate (2015 to 2016)	% Change Placed ₃ (2015 to 2016)	Comments
			2015	2016						
Hall Green	40	↑	Orange	Green	↑	0	+0.86	+1.50	-1.18	Additional places have been created through nodal admissions policy of a new Free School to meet Basic Need and this has potentially resulted in improved parental preference rates.
Moseley and Kings Heath	23	↑	Green	Green	→	0	+1.32	+2.60	-1.86	Fewer pupils entering the cohort in adjacent areas have potentially led to improved parental preference rates.
Sparkbrook	-103	↓			→	0	+4.69	+2.40	-0.77	Fewer pupils entering the cohort has potentially led to improved parental preference rates. 100% of residents achieved their first preference for 2016 entry.
Springfield	-24	↓	Green	Green	→	90	-0.90	+0.21	+0.26	Additional places have been created in this ward by the addition of a Free School and this has potentially resulted in improved 1-3 preference rates.
Bordesley Green	-24	↓	Green	Green	→	0	-1.30	+1.13	-1.27	Fewer births for the entry cohort have potentially led to improved 1-3 preference rates and placements. 100% of residents achieved their first preference for 2016 entry. There is 1 pupils being electively home schooled from this ward.
Hodge Hill	16	↑	Green	Green	→	0	-0.78	-0.62	-1.06	Additional places have been created in adjacent wards to meet Basic Need however this has not improved parental preference rates for the area.
Shard End	12	↑	Red	Orange	↑	30	+1.83	-0.95	+1.15	Additional places have been created in this ward to meet Basic Need and this has potentially resulted in 1st preference rates although number of placed pupils has slightly increased.
Washwood Heath	20	↑	Green	Green	→	0	-1.86	-1.17	+0.91	Additional places have been created in adjacent wards to meet Basic Need however this has not improved parental preference rates for the area.
Acocks Green	53	↑	Orange	Orange	→	0	-0.61	-0.51	+0.25	Additional places have been created in adjacent wards by addition of a Free School however this has not improved parental preference rates for the area and the area has not benefitted from the nodal admissions policy.
Sheldon	0	↓	Red	Orange	↑	45	+6.77	+4.98	-1.54	Additional places have been created in this ward to meet Basic Need and this has potentially resulted in improved parental preference rates.
South Yardley	-54	↓	Green	Green	→	0	+6.25	+1.69	-3.19	Fewer pupils entering the cohort have potentially led to improved parental preference rates. Additional places have also recently been created in this ward by the addition of a Free School.
Stechford and Yardley North	18	↑	Green	Green	→	0	+1.08	-1.38	+1.24	Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved 1st preference rates although number of placed pupils has slightly increased.
Erdington	20	↑	Red	Green	↑	30	+5.48	+5.29	-4.28	Additional places have been created in this ward to meet Basic Need and this has potentially resulted in improved parental preference rates.
Kingstanding	16	↑	Orange	Orange	→	30	-5.56	-3.75	+2.17	Additional places have been created in adjacent wards to meet Basic Need however this has not improved parental preference rates for the area.
Stockland Green	-31	↓	Green	Green	→	0	+3.86	+0.52	-1.71	Additional places have been created in adjacent wards to meet Basic Need and fewer pupils entering the cohort have potentially resulted in improved parental preference rates.
Tyburn	28	↑	Orange	Orange	→	0	-5.33	-4.12	+2.33	Additional places have been created in adjacent wards to meet Basic Need however this has not improved parental preference rates for the area.
Sutton Four Oaks	-17	↓	Green	Green	→	0	+3.33	+4.48	-5.14	Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved parental preference rates.
Sutton New Hall	7	↑	Green	Green	→	0	+6.92	+4.46	-6.07	Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved parental preference rates.
Sutton Trinity	29	↑	Orange	Green	↑	0	+3.32	-1.37	+0.28	Additional places have been created in this ward to meet Basic Need and this has potentially resulted in improved 1st preference rates although number of placed pupils has slightly increased.
Sutton Vesey	28	↑	Orange	Green	↑	0	+2.61	+3.69	-3.09	Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved parental preference rates.

Ward	Actual change in Births and Trend (2015 to 2016)		Change in 2016 RAG Rating 'Risk of insufficient places' 2015 to 2016			Additional Reception Places Created for 2016 Entry	% Change in 1st Pref ₁ Success Rate (2015 to 2016)	% Change in 1-3 Pref ₂ Success Rate (2015 to 2016)	% Change Placed ₃ (2015 to 2016)	Comments
			2015	2016						
Bartley Green	-7	↓	→	→	→	0	-1.70	-0.98	+1.66	Additional places have been created in adjacent wards to meet Basic Need however this has not resulted in improved parental preference rates.
Edgbaston	34	↑	→	→	→	0	-3.18	+0.50	-0.94	A proposal for additional places was intended for adjacent wards however there has been a delay to this and therefore parental preference rates have not improved.
Harborne	16	↑	→	→	↑	0	-10.07	-4.96	+8.07	A build solution has not received the approval needed to be created. This area requires attention to meet Basic Need and improve parental preference rates.
Quinton	-13	↓	→	→	↑	0	+2.26	+3.56	-4.31	Fewer pupils entering the cohort have potentially led to improved parental preference rates. Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved parental preference rates.
Kings Norton	-2	↓	→	→	↑	0	+5.62	-0.65	-0.55	Fewer pupils entering the cohort have potentially led to improved parental preference rates. Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved parental preference rates.
Longbridge	-28	↓	→	→	→	0	+3.01	+0.28	+4.42	Additional places have been created in nearby wards to meet Basic Need and this has potentially resulted in improved parental preference rates although number of placed pupils has slightly increased.
Northfield	40	↑	→	→	→	0	-2.74	-3.99	-0.60	Additional places have been created in adjacent wards to meet Basic Need however this has not improved parental preference rates for the area.
Weoley	-5	↓	→	→	→	30	-4.43	-3.68	+0.77	Additional places have been created in this ward to meet Basic Need. Parental preference rates have not improved as yet.
Billesley	35	↑	→	→	→	0	-9.28	-7.84	+5.81	More pupils are entering the cohort. Parental preference rates have not improved.
Bournville	2	↑	→	→	↑	60	+7.71	+3.55	-4.16	Additional places have been created in this ward to meet Basic Need and this has potentially resulted in improved parental preference rates.
Brandwood	-5	↓	→	→	→	0	-3.42	-3.12	+1.15	Additional places have been created in adjacent wards to meet Basic Need however this has not improved parental preference rates for the area.
Selly Oak	-1	↓	→	→	→	0	+6.45	+2.69	-2.04	Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved parental preference rates.
Aston	-14	↓	→	→	→	0	+0.33	+0.03	+0.13	Fewer births for the entry cohort have potentially led to improved parental preference rates.
Ladywood	16	↑	→	→	→	0	-1.94	-3.36	+1.77	More pupils are entering the cohort. Additional places are needed locally to improve parental preference.
Nechells	-42	↓	→	→	↑	0	-0.04	-1.08	+0.18	Whilst there are sufficient places for residents in the area and fewer pupils entering the cohort, parental preference still continues to be an issue.
Soho	68	↑	→	→	→	0	-1.68	-2.10	-0.12	More pupils are entering the cohort. Additional places are needed locally to improve parental preference.
Handsworth Wood	8	↑	→	→	→	0	+0.39	-2.05	+0.42	Additional places have been created in adjacent wards to meet Basic Need and this has potentially resulted in improved 1st preference rates. This area is popular for newly arrived families.
Lozells and East Handsworth	-8	↓	→	→	→	0	-0.05	-2.07	+1.32	Whilst there are sufficient places for residents in the area and fewer pupils entering the cohort, parental preference still continues to be an issue. This area is popular for newly arrived families.
Oscott	24	↑	→	→	↑	0	+2.80	-0.77	-1.96	Additional places have been created in this ward to meet Basic Need and this has resulted in improved 1st preference rates.
Perry Barr	45	↑	→	→	→	0	-0.01	-0.46	-0.62	More pupils are entering the cohort. Additional places are needed locally to improve parental preference.

₁ Offer for a school that was named as 1st preference / ₂ Offer for a school that was named as 1, 2 or 3 preference / ₃ No offer for a school of preference, and therefore LA placed at an alternative

↑	Increased/Improved
↓	Declined
→	Unchanged

BLANK