



**Birmingham Education Sufficiency Requirements  
(Primary and Secondary Mainstream)  
2016/17 to 2022/23  
Edition 2 – December 2016**

Subject to further revisions in light of changing landscape

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Separate publications will follow to focus on Sufficiency in:

- Special Educational Needs Provision – providing places for young people with complex needs from 0-25. See <http://www.birmingham.gov.uk/SEND>
- Nursery Provision – providing places for 2-4 year olds.
- Post-16 provision – providing places for young people aged 16-19 will be addressed in the 14-25 Strategic Commissioning Statement which sets out the provision and pathways we need to ensure all young people participate fully in education and training beyond age 16.

## Education Sufficiency Requirements 2016/17-2022/23 (Primary Mainstream)

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## Introduction

This documents details:

- Changes we know about in the planned supply of school places, including areas where overprovision may become a challenge
- The number and location of additional mainstream primary places we expect to require to from 2016/17 to 2019/20
- The number and location of additional mainstream secondary places we expect to require to from 2017/18 to 2022/23

## School Place Planning

Birmingham is a growing city with a young population. The City Council has a statutory duty to ensure there are sufficient school places 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. This includes a clear forecasting methodology, 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 Infrastructure Team (EdSI) in the Education and Commissioning section of the People Directorate.

Education Sufficiency Requirements are published annually setting out the number and location of new places that 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 new 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 forward to support the Local Authority to meet its statutory duty. *The City's Basic Need Strategy is set out in [Appendix 5](#) and Forecasting Methodology in [Appendix 6](#).*

## Key messages

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

After a period of increasing birth rate, we are now due to see three years of birth rate decline. We expect demand for places in Reception to reduce from 2017 onwards.

More children are joining our schools during each year. Increasing numbers of families choose to re-locate to Birmingham. We call this cohort growth. Cohort growth remains on an upward trend. Some pupils in neighbouring authorities attend school in Birmingham. This creates an 'in-flow' of pupils coming into Birmingham. There is also an 'out-flow' of pupils going to other authorities to attend school. Please see [Appendix 7](#) for a map of to show this movement.

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.

### **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% accurate 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 new schools. Please see [Appendix 10](#) for a list of free schools open and proposed to date.

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. Please see [Appendix 11](#) for models used to date.

Additional places provided in our expanded schools are in demand.

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. 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 new 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.

## **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 secondary schools is skewed by the number of unsuccessful applications for grammar schools. Eleven percent of pupils applied unsuccessfully for a grammar school place (1<sup>st</sup> preference) for 2016 entry.

## **In-Year Admissions**

There was a net increase of over 1000 new pupils (YR-Y6) joining Birmingham's 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 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.

## **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. Please see [Appendix 8](#) for details on primary expansions to date.

We are continuing to make best use of existing space within our schools and seek to maximise existing space across the secondary school estate.

We continue to seek collaboration with partners to secure successful project delivery within available resource. Birmingham City Council has developed a Learning Chalet model as an effective temporary solution for school places. Learning Chalets are highly efficient to deliver and very cost effective. Please [Appendix 12](#) for more information.

Managing in-year admissions is an increasing challenge. We continue to need more schools willing to create additional places in Years 1-6 through bulge or flexible expansion.

The oversupply of secondary school places in some areas continues to create a major risk to the sustainability of our least popular schools. The supply of places needs to be carefully managed and coordinated between all partners in order to meet additional demand timely, this includes aligning new/free school proposals with Basic Need. To date additional secondary places have been created where localised pressures have instigated the need for it; please see [Appendix 9](#).

Visibility of vacant school places across schools is a challenge. We are developing enhanced ICT processes to improve data sharing in order 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.



## Demand Overview

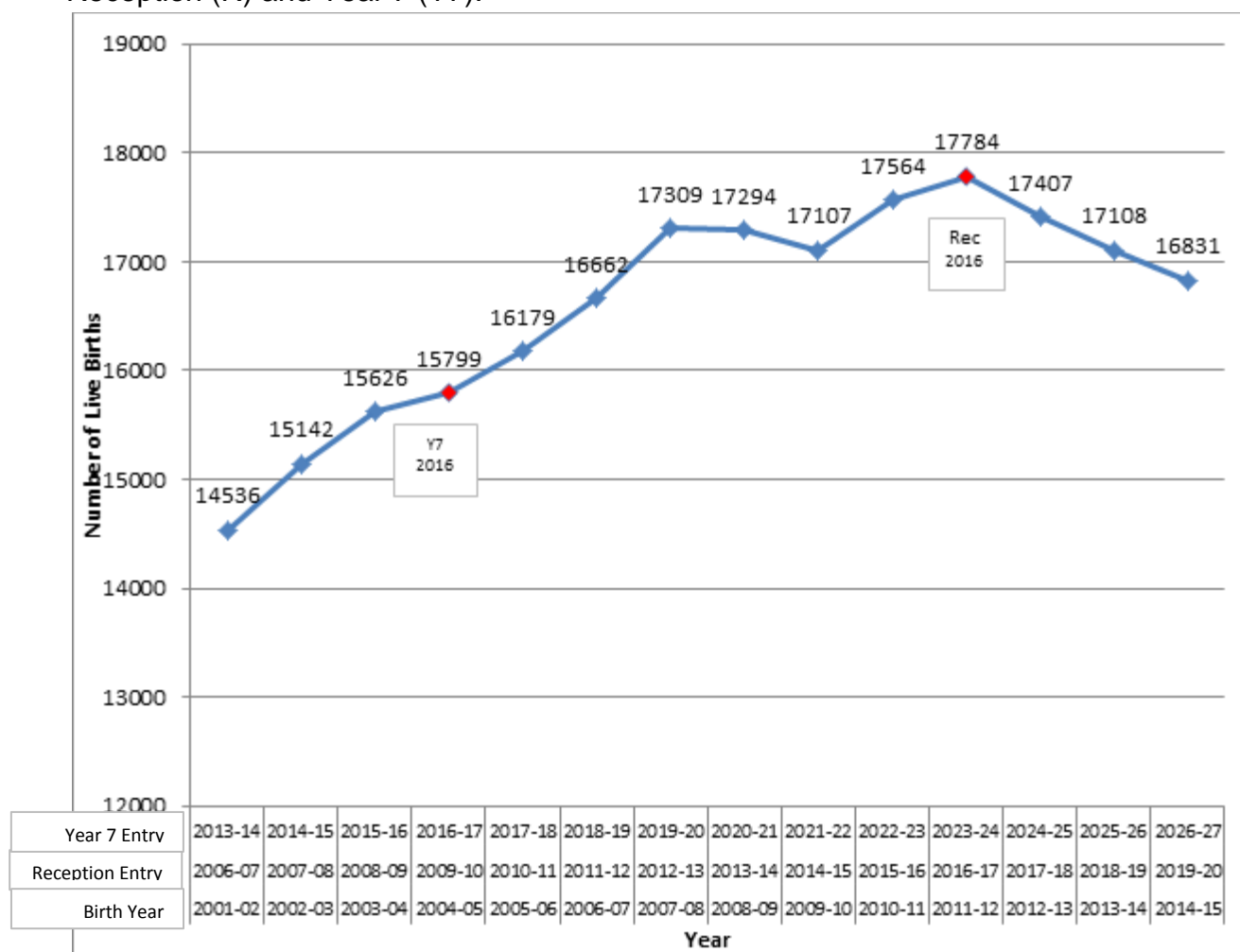
Two distinct elements inform and contribute to forecasts for school places:

1. Increased Birth Rates
2. 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 live 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 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.

Table 1 shows the top ten wards with the greatest decline in birth rates.

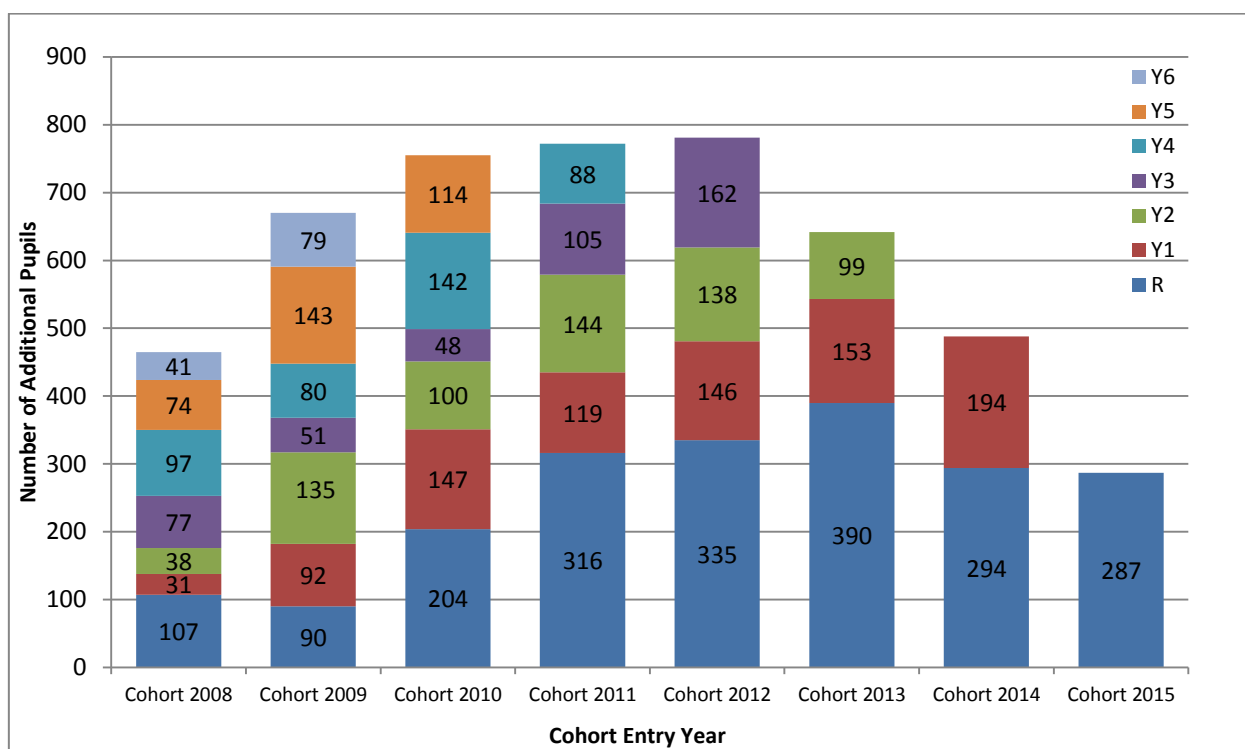


Top ten wards in decline		Change in birth number from previous year			
District	Ward	3 Year trend	2017 births	2018 births	2019 births
Yardley	Acocks Green	-72.33	-95	19	-3
Ladywood	Soho	-48.17	-65	13	-10
Perry Barr	Lozells and E H'w	-45.67	-38	-21	42
Erdington	Tyburn	-38.17	-49	7	-2
Ladywood	Ladywood	-35.67	-41	8	25
Hodge Hill	Shard End	-35.50	-22	-43	17
Hodge Hill	Bordesley Green	-29.50	-15	-58	-14
Erdington	Kingstanding	-27.00	-24	-29	-16
Edgbaston	Edgbaston	-25.33	-38	23	8
Edgbaston	Quinton	-23.17	-10	-35	19
City	City	-366.67	-377	-299	-283

Table 1: Top ten wards seeing birth rate decline 2017-19. Source: Based on ONS Live Birth Data reported annually

## Primary Cohort Growth

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. See Graph 2.



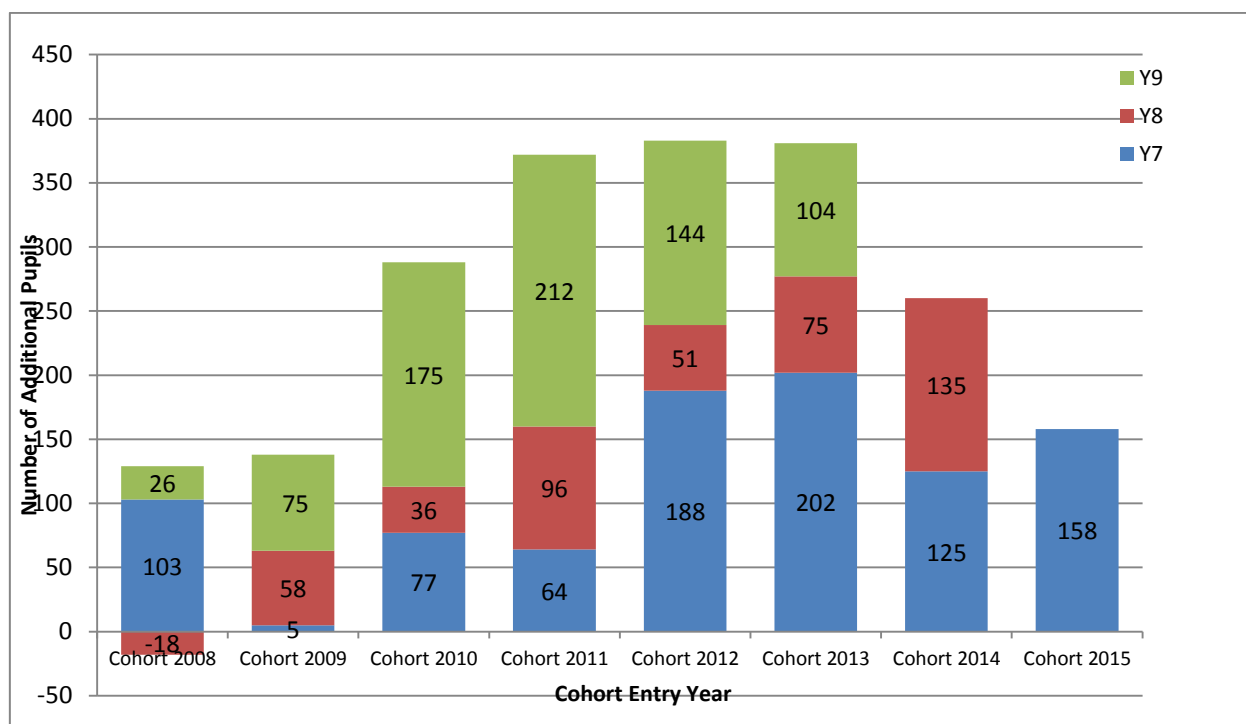
Graph 2: Primary Cohort Net Growth Oct to Oct growth. Source: Based on ONS Live Birth Data reported annually & School Census

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 3: Overview of Primary Cohort Net Growth since 2008. Source: Based on ONS Live Birth Data reported annually

## Secondary Cohort Growth

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

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

## Primary School Requirements

### Projected Primary School Place Requirements 2016/17 to 2019/20

The focus will be providing flexible and temporary expansion in the primary estate to meet the need for additional places.

- New School Provision – we are working in partnership with the DFE to influence size, location and admissions policies for new school provision to meet local need. Please see [Appendix 10](#) for a list of free schools open and proposed to date.
- Some Reception places may need to be decommissioned in future years.

### Additional Places required by number of FE (1FE = 30 pupils)

Additional requirements will all be met through temporary bulge classes or flexible expansions (e.g. 30 pupils across 3 schools.)

Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
2016/17	4	2	4	3	3	4	3	23
2017/18	6	6	5	5	5	5	3	35
2018/19	-	-						23
2019/20	-	-	-					23
Areas of local pressure may arise requiring some flexibility that could be accommodated across a number of schools.								

[Appendix 1](#) Map A-G shows the priority areas for additional in-year places 2016/17.

[Appendix 2](#) Map H-J shows Reception priority areas for 2017/18 and beyond.

## Secondary School Requirements

### Projected Secondary School Place Requirements 2016/17 to 2022/23

The focus will be to look at our sources of supply to co-design an approach to create the required additional places going forwards. Here is a list of our known sources of supply:

- Additional offers. Annually over 200 places are offered over PAN in Year 7, uncoordinated with the Local Authority.
- Existing surplus. A number of our schools are currently operating with significant levels of surplus. 80% of current vacancies are in 8 of our schools located on the edge of our city.

- Fair Access. We are seeking to review our Fair Access Protocol to encourage equity across schools to take additional in-year pupils. Currently we can only prioritise pupils on waiting lists rather than those out of school.
- Expansion of existing schools. We understand that there are significant possibilities to expand our existing estate through reconfiguration of internal space or additional accommodation.
- New Schools. We are working in partnership with the DFE to influence size, location and admissions policies for new school provision to meet local need. Please see [Appendix 10](#) for a list of free schools open and proposed to date.

### Additional Places required by number of FE (1FE = 30 pupils)

Additional requirements will all be met through different sources of supply. Permanent expansions will be for 1-2FE where possible and required. The below table provides a midpoint estimate of how many additional places will be required 2017-22. Additional contingency may be required if growth continues to surpass expectations.

	Additional Y7 Places Required	Additional FE	Cumulative FE
<b>2017</b>	461	15	15
<b>2018</b>	601	20	35
<b>2019</b>	655	22	57
<b>2020</b>	53	2	59
<b>2021</b>	-80	-3	56
<b>2022</b>	636	21	78
<b>TOTAL</b>	2326	78	-
Areas of local pressure may arise requiring some flexibility that could be accommodated across a number of schools.			

[Appendix 3](#) Map K-N shows areas of cohort growth for additional secondary places 2017-20

[Appendix 4](#) Map O shows priority zones for additional secondary places

In order to co-design the best approach to meeting additional secondary place requirements hereforwards, a tool which looks at sources of supply in [Appendix 14](#) is proposed.

## Next Steps

### Primary Expressions of Interest (Eols) and further dialogue

If you would like to:

- Work with us to meet the highlighted need for additional Primary School places, please submit an 'Expression of Interest' form in [Appendix 15](#)
- Continue the dialogue with EdSI and work towards Co-design of solutions to Education Sufficiency, please contact EdSI either by phone or email ([full contact details on Page 2](#))
- Informally discuss potential for helping to meet identified need, please contact EdSI either by phone or email ([full contact details on Page 2](#))

### The Expression of Interest cycle

The Expression of Interest cycle runs throughout the academic year, with proposed timelines as follows:

Places required	Eol Submission deadline	Evaluation date	Schools informed
Spring 2017	19 <sup>th</sup> December 2016	6 <sup>th</sup> January 2017	10 <sup>th</sup> January 2017
Summer 2017	23 <sup>rd</sup> January 2017	10 <sup>th</sup> February 2017	15 <sup>th</sup> February 2017
Autumn 2017	13 <sup>th</sup> March 2017	20 <sup>th</sup> March 2017	24 <sup>th</sup> March 2017

All Eol submissions are evaluated by a Panel consisting of BCC officers, Birmingham Education Partnership (BEP) and Head teacher representatives.

The key criterion used to evaluate expansion proposals is set out in [Appendix 5](#) (Basic Need Strategy).

Following selection, EdSI will work closely with schools to identify the most effective solution to providing infrastructure for additional school places.

## Secondary Expressions of Interest (Eols) and further dialogue

If you would like to:

- Work with us to meet the highlighted need for additional Secondary School places, please submit an 'Expression of Interest' form in [Appendix 15](#)
- Continue the dialogue with EdSI and work towards Co-design of solutions to Education Sufficiency, please contact EdSI either by phone or email ([full contact details on Page 2](#))
- Informally discuss potential for helping to meet identified need, please contact EdSI either by phone or email ([full contact details on Page 2](#))

### The Expression of Interest cycle

The Expression of Interest cycle runs throughout the academic year, with proposed timelines as follows:			
Places required	Eol Submission deadline	Evaluation date	Schools informed
2017	19 <sup>th</sup> December 2016	10 <sup>th</sup> January 2017	16 <sup>th</sup> January 2017
We have received a number of Expressions of Interest to date. Please see <a href="#">Appendix 13</a> for a list of these schools.			
2018	19 <sup>th</sup> December 2016	9 <sup>th</sup> January 2017	13 <sup>th</sup> January 2017
We wish to influence the 2018 Admissions round currently in consultation. This consultation runs until 9 <sup>th</sup> January 2017. A formal determination of arrangements is expected by March 2017.			
2019 onwards	26 <sup>th</sup> May 2017	5 <sup>th</sup> June 2017	9 <sup>th</sup> June 2017

All Eol submissions are evaluated by a Panel consisting of BCC officers, Birmingham Education Partnership (BEP) and Head teacher representatives.

The key criterion used to evaluate expansion proposals is set out in [Appendix 5](#) (Basic Need Strategy).

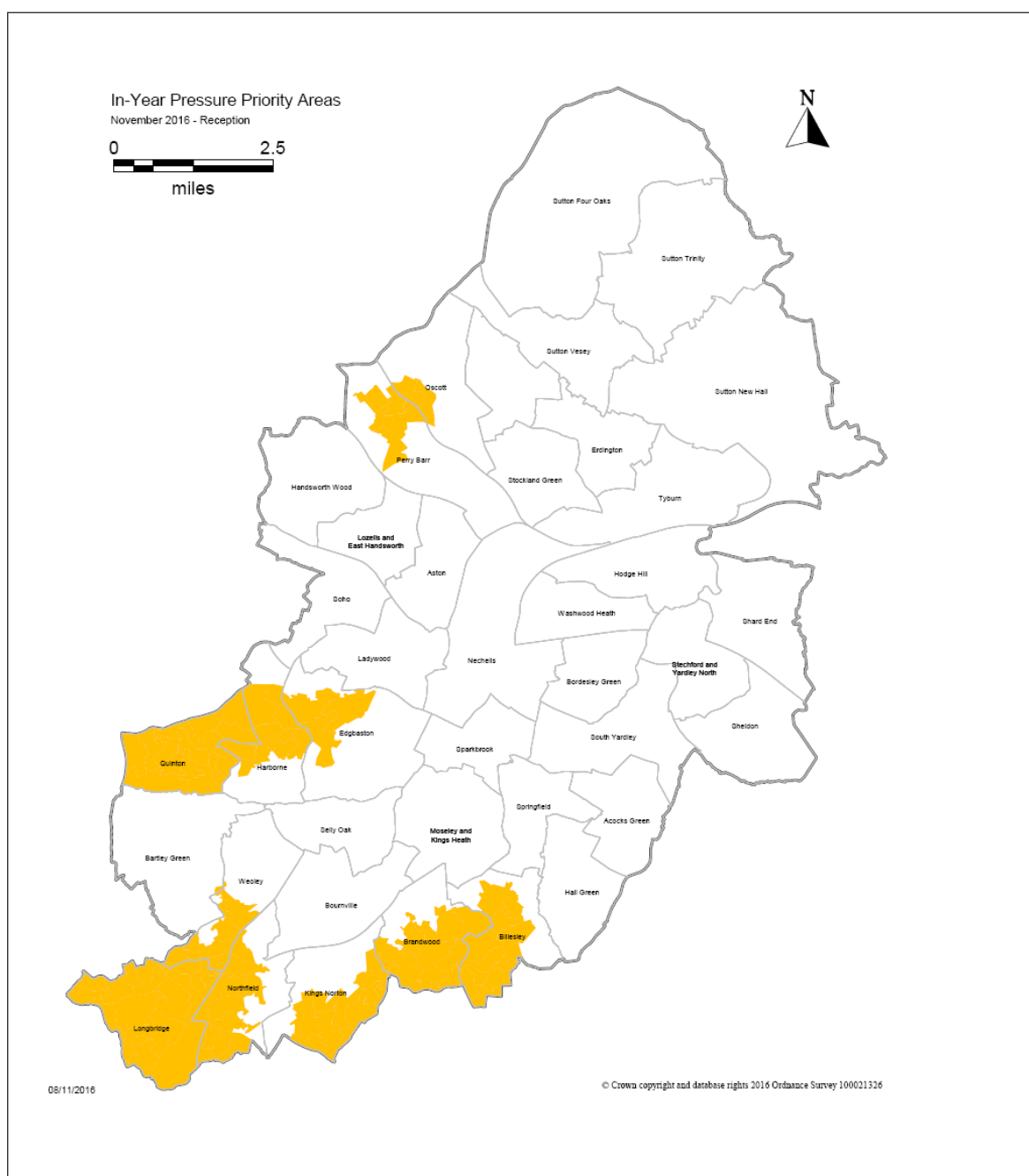
Following selection, EdSI will work closely with schools to identify the most effective solution to providing infrastructure for additional school places.

**Appendices**



## Appendix 1 - In-Year Priority Areas 2016 Reception Priority Areas 2016/17

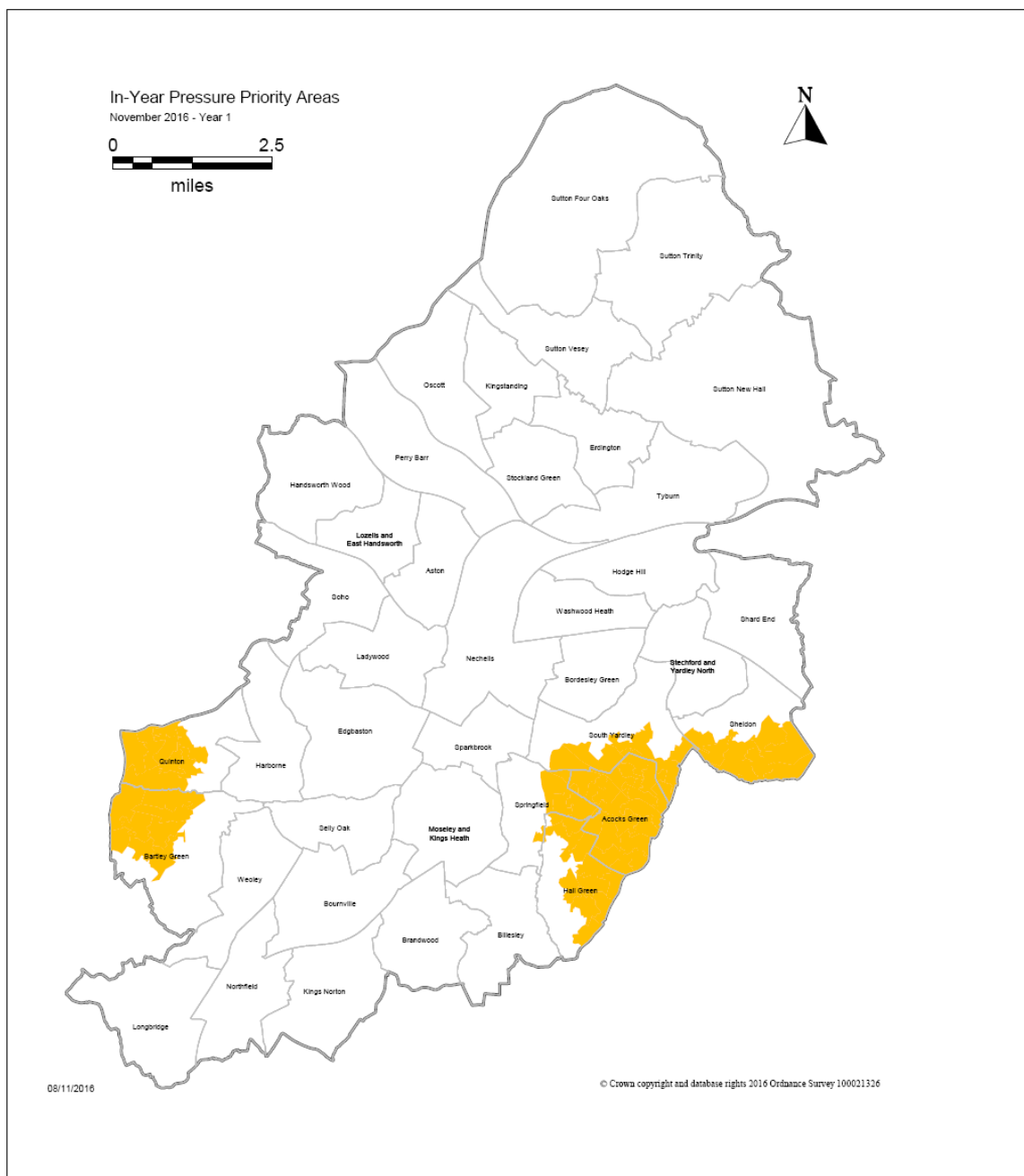
### Map A



Zone	District	Ward	Year	Requirements
1	Perry Barr	Perry Barr, Oscott	2016/17	1FE
2	Edgbaston	Quinton, Harborne, Edgbaston	2016/17	1FE
3	Northfield	Longbridge, Northfield, Weoley	2016/17	1FE
4	Northfield Selly Oak	Kings Norton Brandwood, Billesley	2016/17	1FE
FE = Form of Entry. 1FE = 30 pupils				4FE

Appendix 1 (Continued)  
Year 1 Priority Areas 2016/17

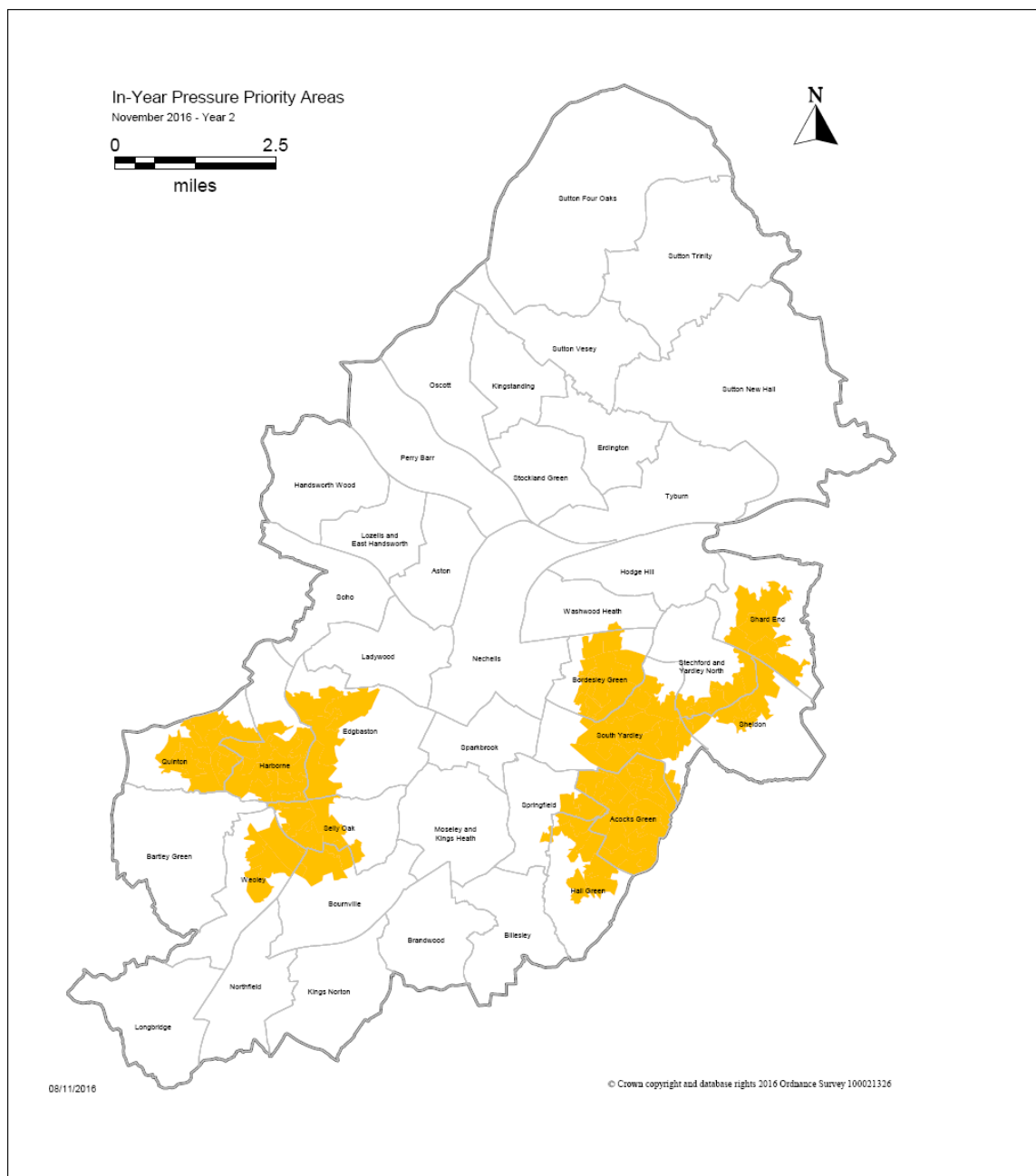
Map B



Zone	District	Ward	Year	Requirements
1	Edgbaston	Quinton, Bartley Green	2016/17	1FE
2	Yardley	Sheldon, South Yardley, Acocks Green	2016/17	1FE
		Hall Green		
FE = Form of Entry. 1FE = 30 pupils				2FE

Appendix 1 (Continued)  
Year 2 Priority Areas – 2016/17

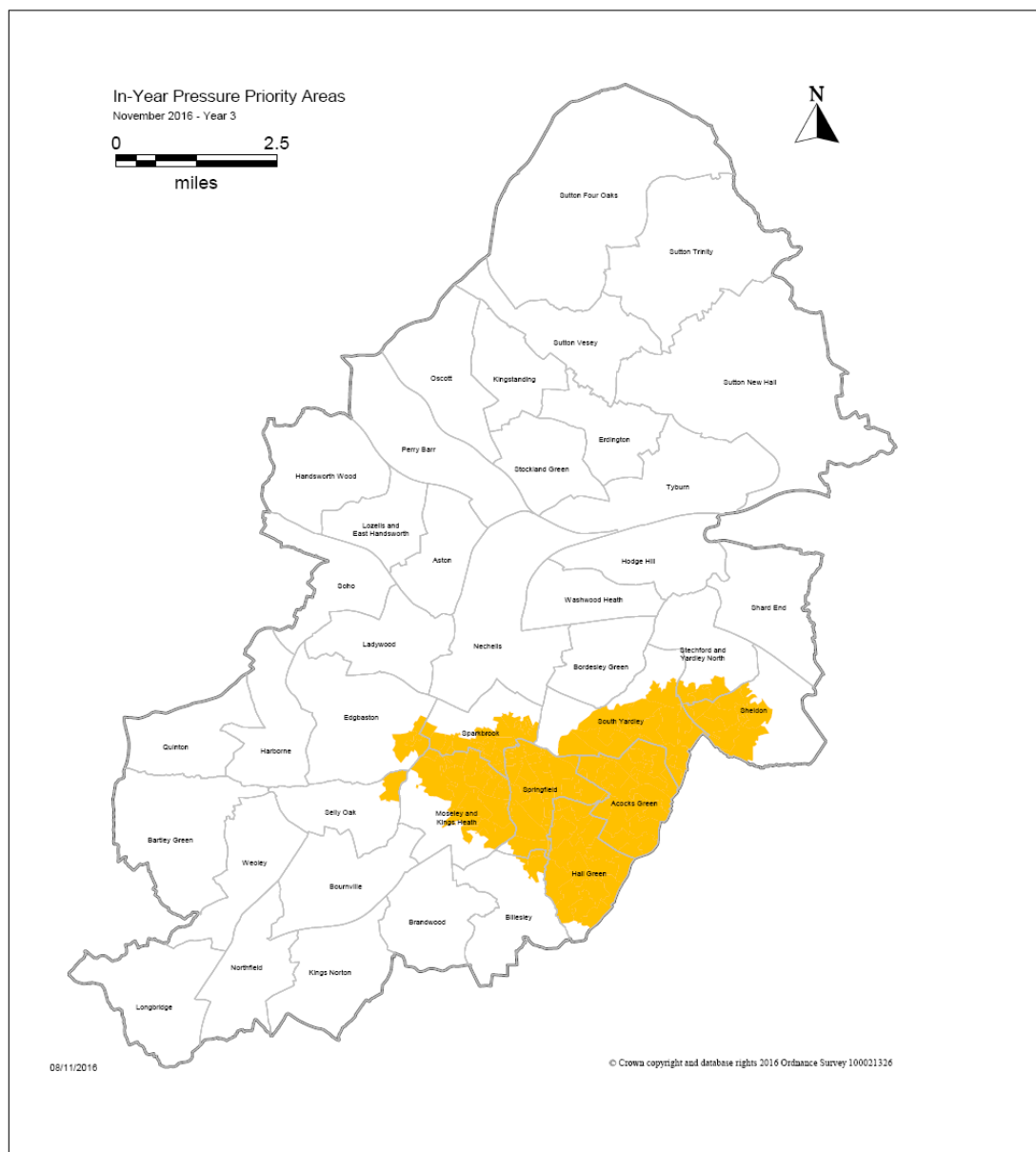
Map C



Zone	District	Ward	Year	Requirements
1	Edgbaston	Quinton, Harborne, Edgbaston	2016/17	1FE
	Northfield Selly Oak	Weoley Selly Oak	2016/17	1FE
2	Hodge Hill Yardley	Shard End, Bordesley Green Sheldon, Stechford & Y' Nth, Sth Yardley	2016/17	1FE
	Hall Green Yardley	Hall Green, Springfield Acocks Green	2016/17	1FE
FE = Form of Entry. 1FE = 30 pupils				4FE

Appendix 1 (Continued)  
Year 3 Priority Areas – 2016/17

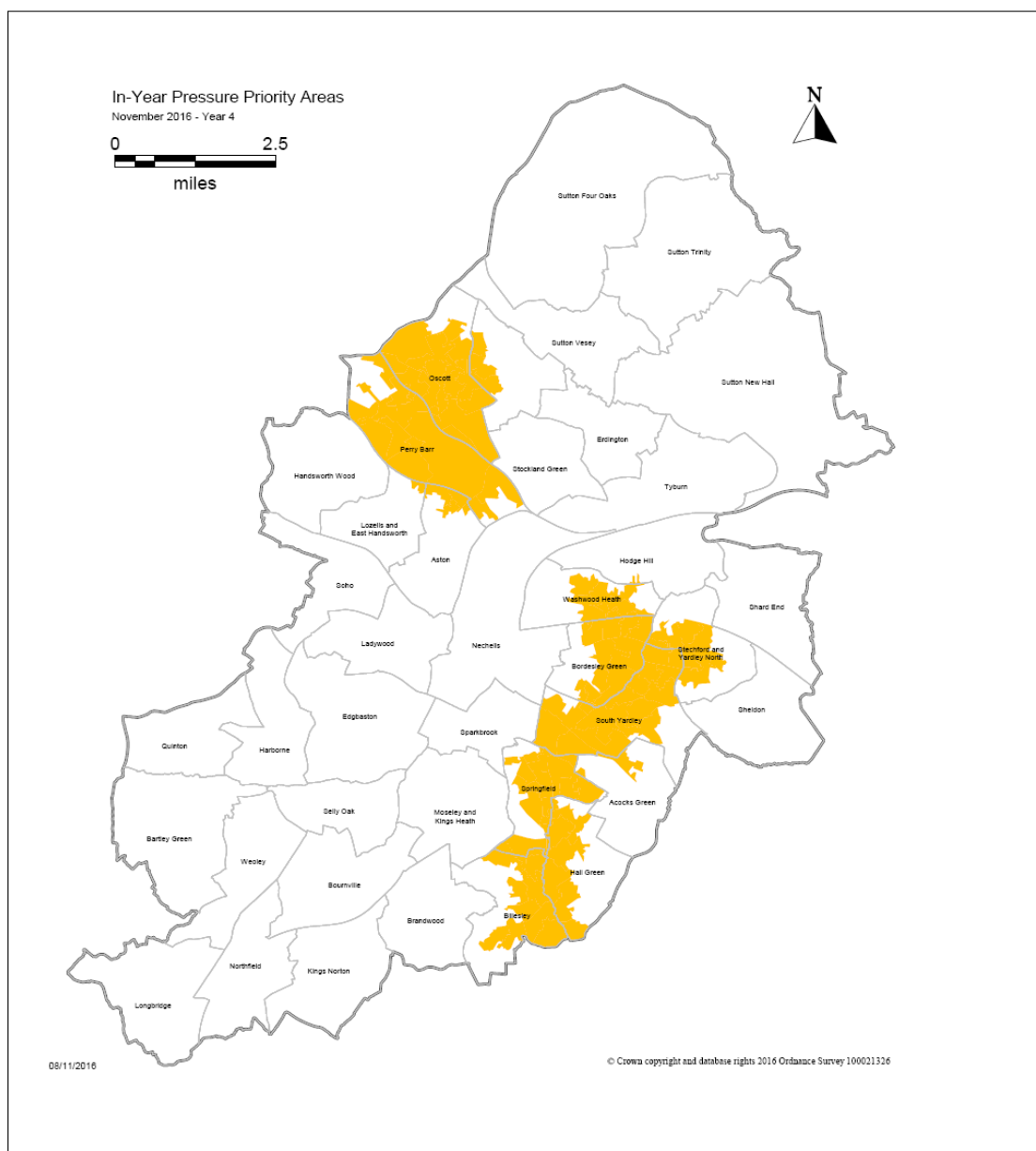
Map D



Zone	District	Ward	Year	Requirements
1	Edgbaston	Edgbaston	2016/17	1FE
	Hall Green	Moseley & K H'th, Sparkbrook, Springfield	2016/17	1FE
	Selly Oak	Hall Green	2016/17	1FE
	Hall Green	Acocks Green	2016/17	1FE
	Yardley	Sheldon	2016/17	1FE
	Hodge Hill	Stechford and Y' Nth, Sth Yardley		
FE = Form of Entry. 1FE = 30 pupils				3FE

Appendix 1 (Continued)  
Year 4 Priority Areas – 2016/17

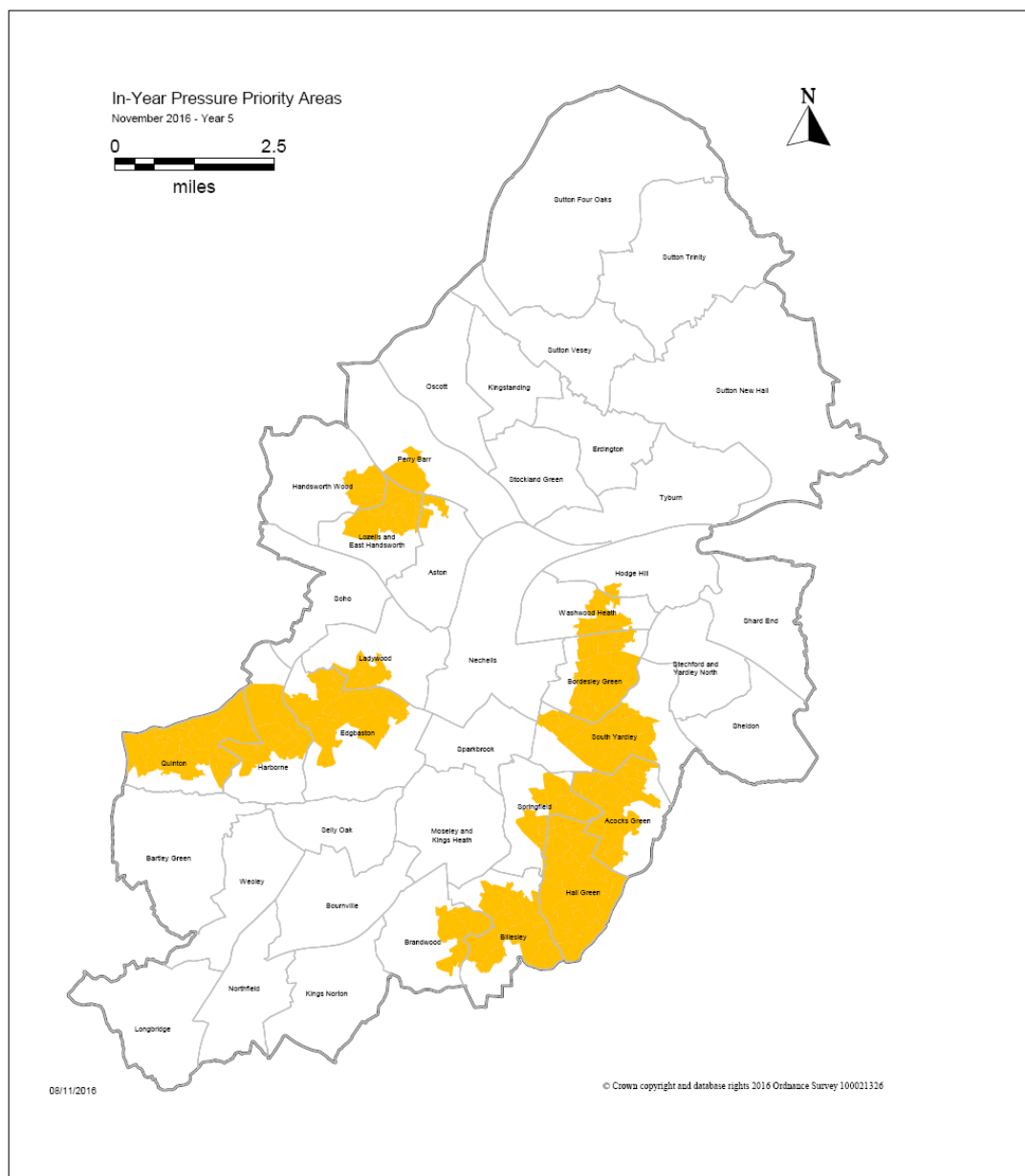
Map E



Zone	District	Ward	Year	Requirements
1	Perry Barr Erdington	Perry Barr, Oscott Kingstanding	2016/17	1FE
2	Hodge Hill Yardley	Washwood H'th, Bordesley Grn, Hodge H Stechford and Y' Nth, South Yardley	2016/17	1FE
	Hall Green Selly Oak Yardley	Springfield, Hall Green Billesley Acocks Green	2016/17	1FE
FE = Form of Entry. 1FE = 30 pupils				3FE

Appendix 1 (Continued)  
Year 5 Priority Areas – 2016/17

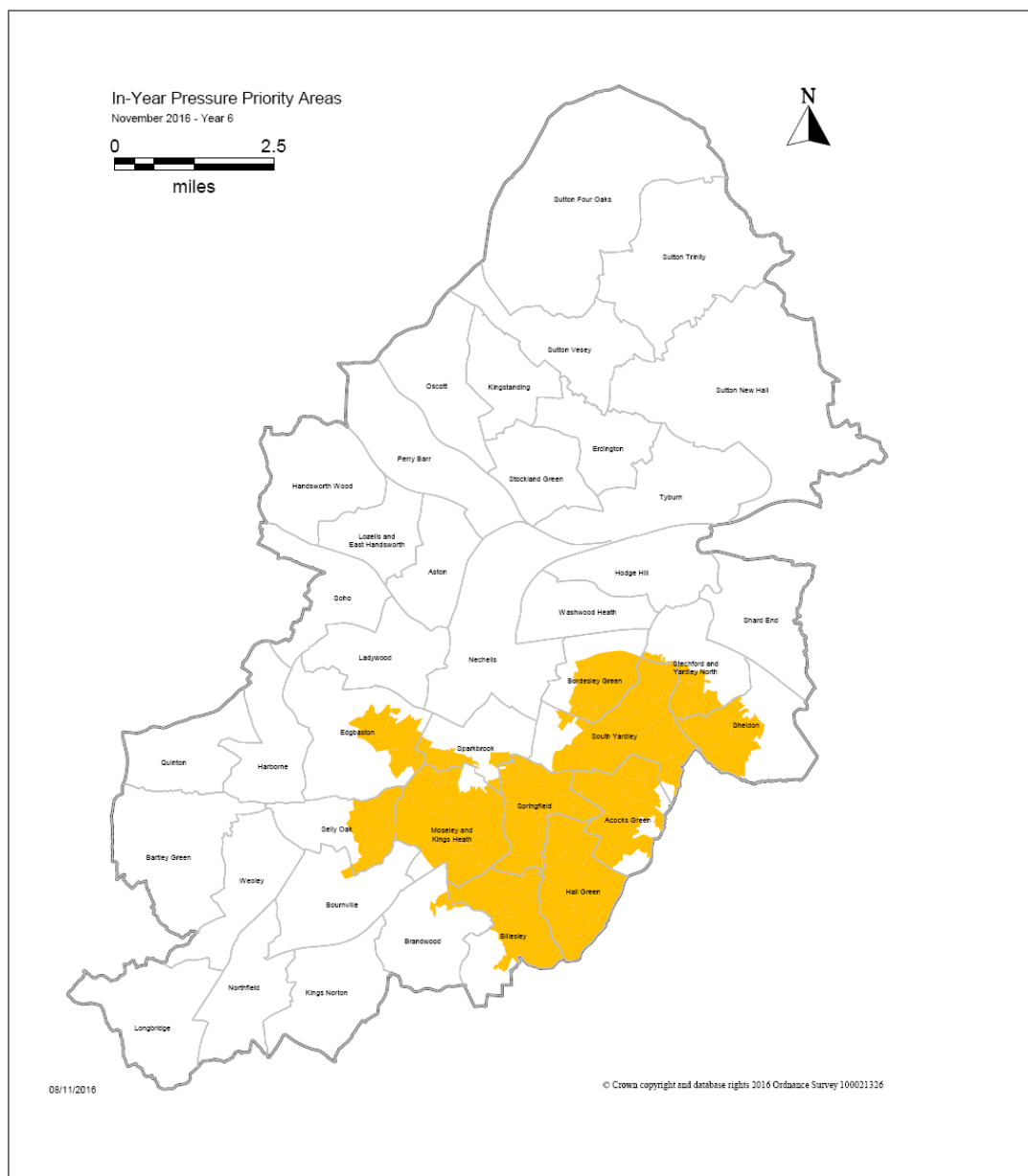
Map F



Zone	District	Ward	Year	Requirements
1	Perry Barr Ladywood	Perry Barr, H'wth Wood, Lozells & E H'wth	2016/17	1FE
2	Edgbaston Ladywood	Edgbaston, Quinton, Harborne Ladywood	2016/17	1FE
3	Hodge Hill Yardley	Hodge Hill, Washwd H'th, Bordesley Gr'n South Yardley	2016/17	1FE
	Yardley Hall Green Selly Oak	Acocks Green Springfield, Hall Green Billesley, Brandwood	2016/17	1FE
FE = Form of Entry. 1FE = 30 pupils				4FE

Appendix 1 (Continued)  
Year 6 Priority Areas – 2016/17

Map G



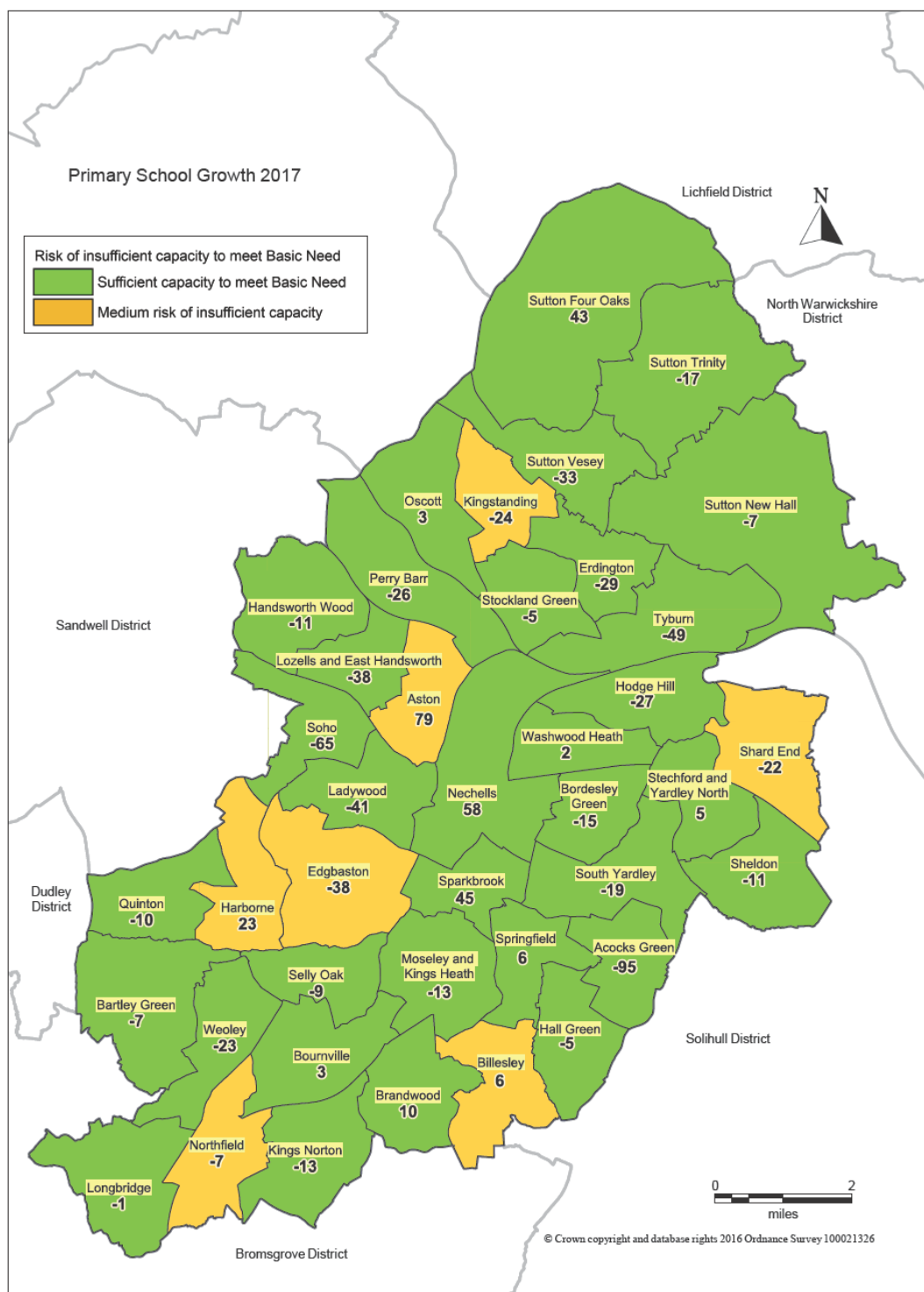
Zone	District	Ward	Year	Requirements
1	Edgbaston	Edgbaston	2016/17	1FE
	Hall Green	Sparkbrook, Moseley & K H'th		
	Selly Oak	Selly Oak		
	Selly Oak	Billesley	2016/17	1FE
	Hall Green	Hall Green, Springfield		
	Yardley	Acocks Green. South Yardley	2016/17	1FE
	Hodge Hill	Bordesley Green		
	Yardley	Stechford & Y' Nth, Sheldon		
FE = Form of Entry. 1FE = 30 pupils				3FE



## Appendix 2 - Reception Priority Areas 2017 to 2019

### Reception Priority Areas – 2017/18

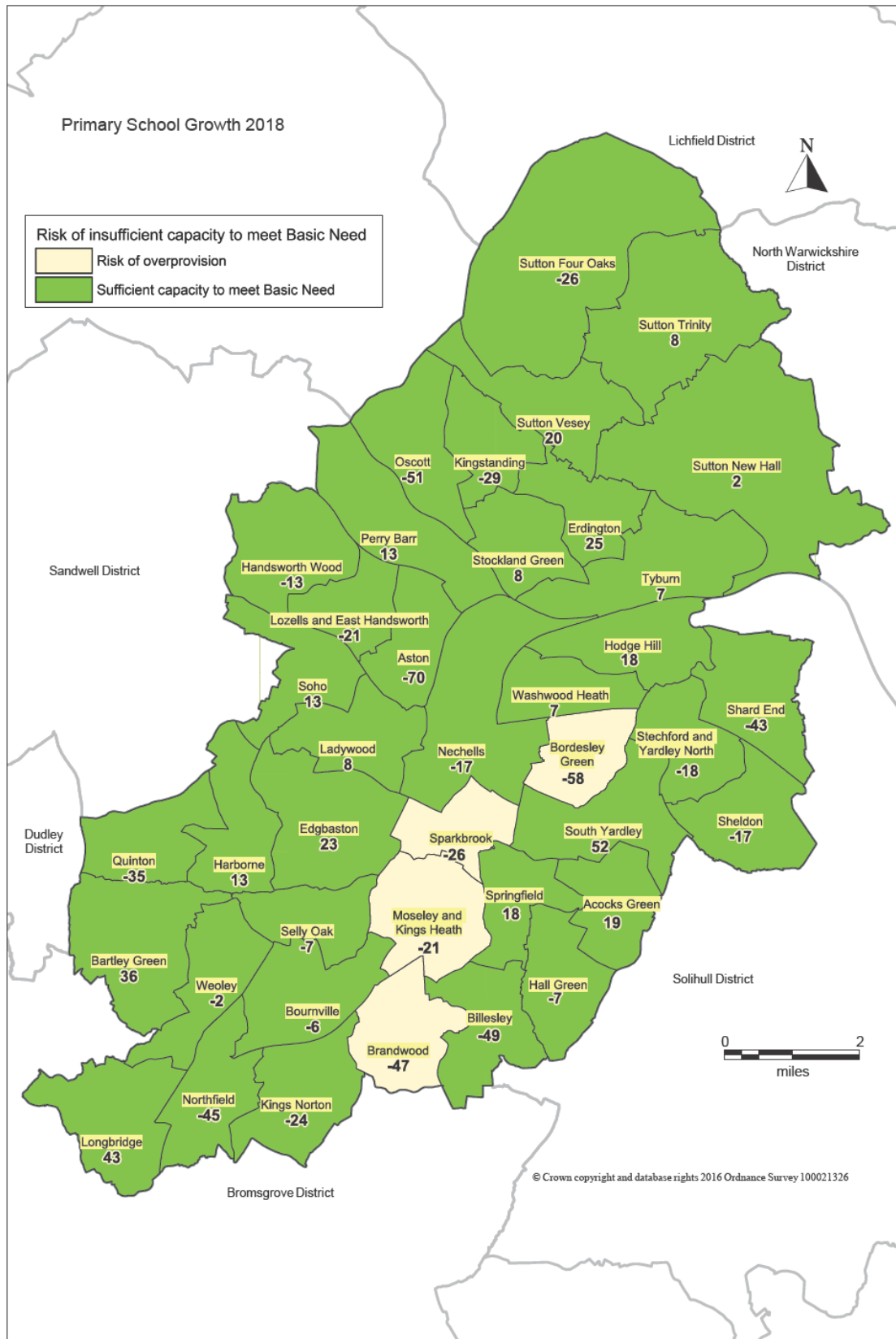
Map H



**Maps H-J:** The wards are coloured in accordance with their risk of insufficient school places to meet local need. The colouring is also subject to the number of available spaces in the locality; the number of pupils placed; percentage who were offered their first preference; availability of places for number of resident pupils. The number label shows the change in the known births per ward from the previous year relevant to that year of entry. A positive number indicates a growth in birth numbers. A negative number indicates a drop in ward birth numbers.

Appendix 2 (Continued)  
Reception Priority Areas – 2018/19

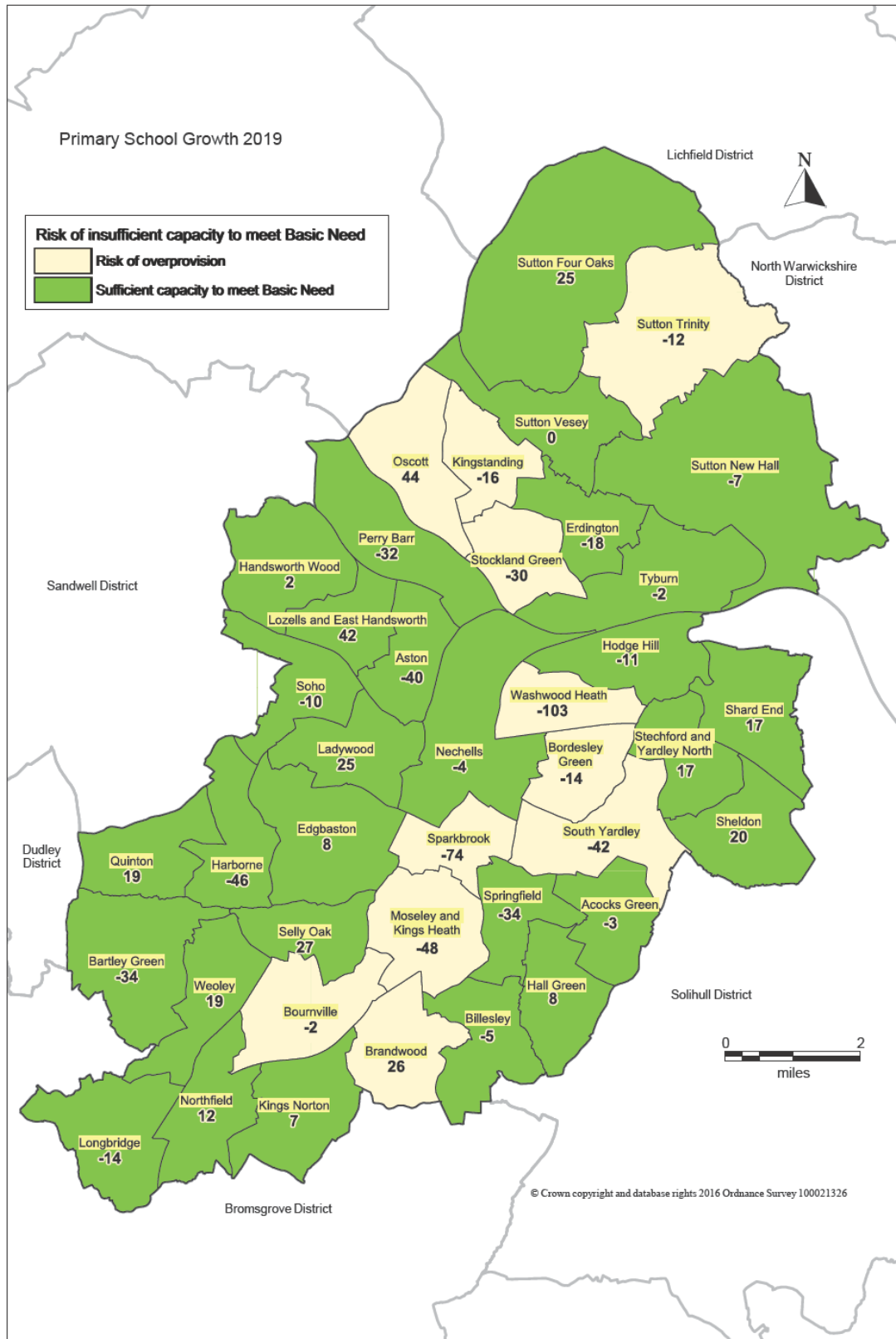
Map I



Appendix 2 (Continued)

Map J

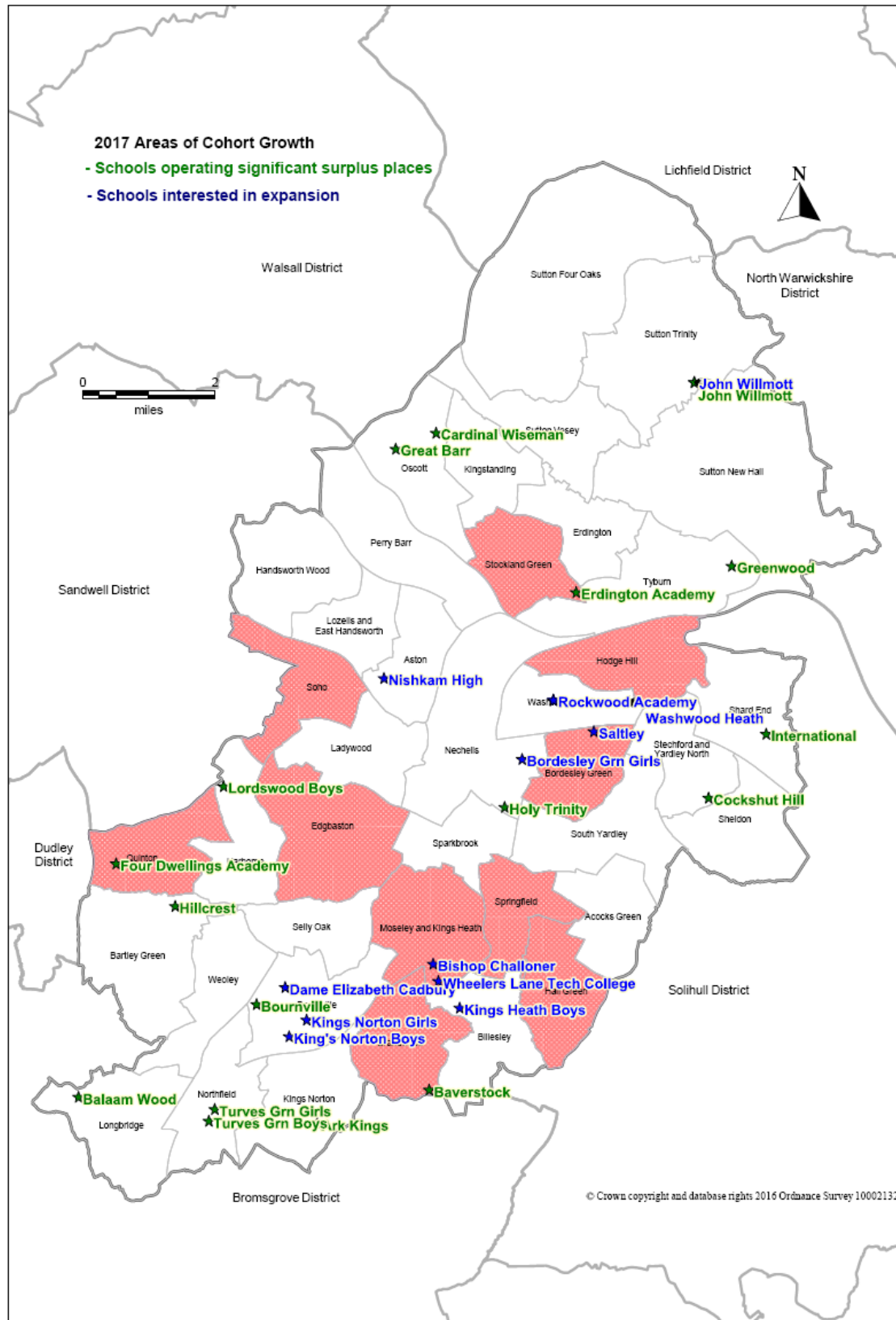
Reception Priority Areas – 2019/20



### Appendix 3 – Secondary Areas of Cohort Growth

### Map K

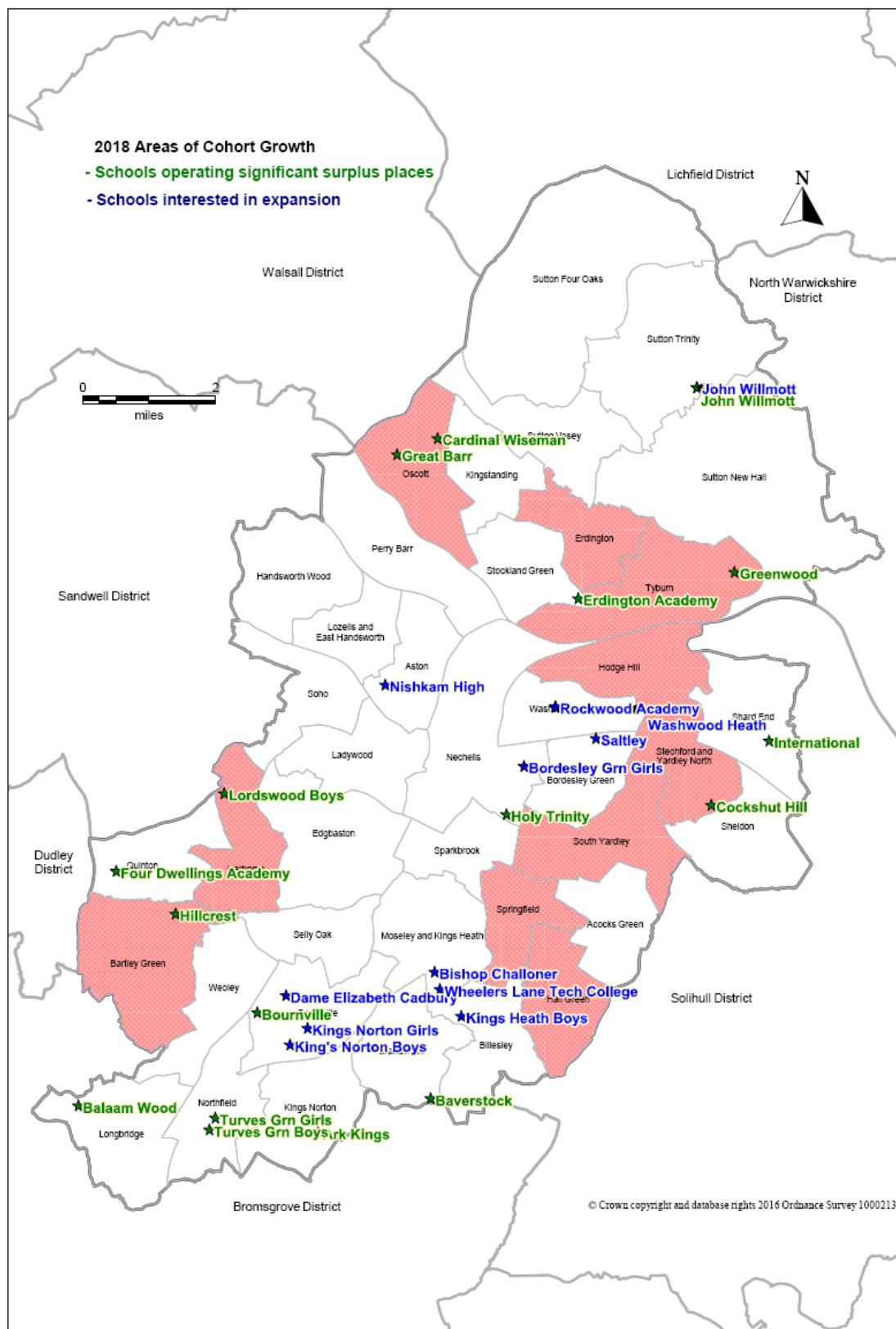
Year 7 2017 showing top 10 areas of growth with information on schools operating significant surplus places and those interested in expansion



Appendix 3 (Continued)

Map L

**Year 7 2018 showing top 10 areas of growth** with information on schools operating significant surplus places and those interested in expansion

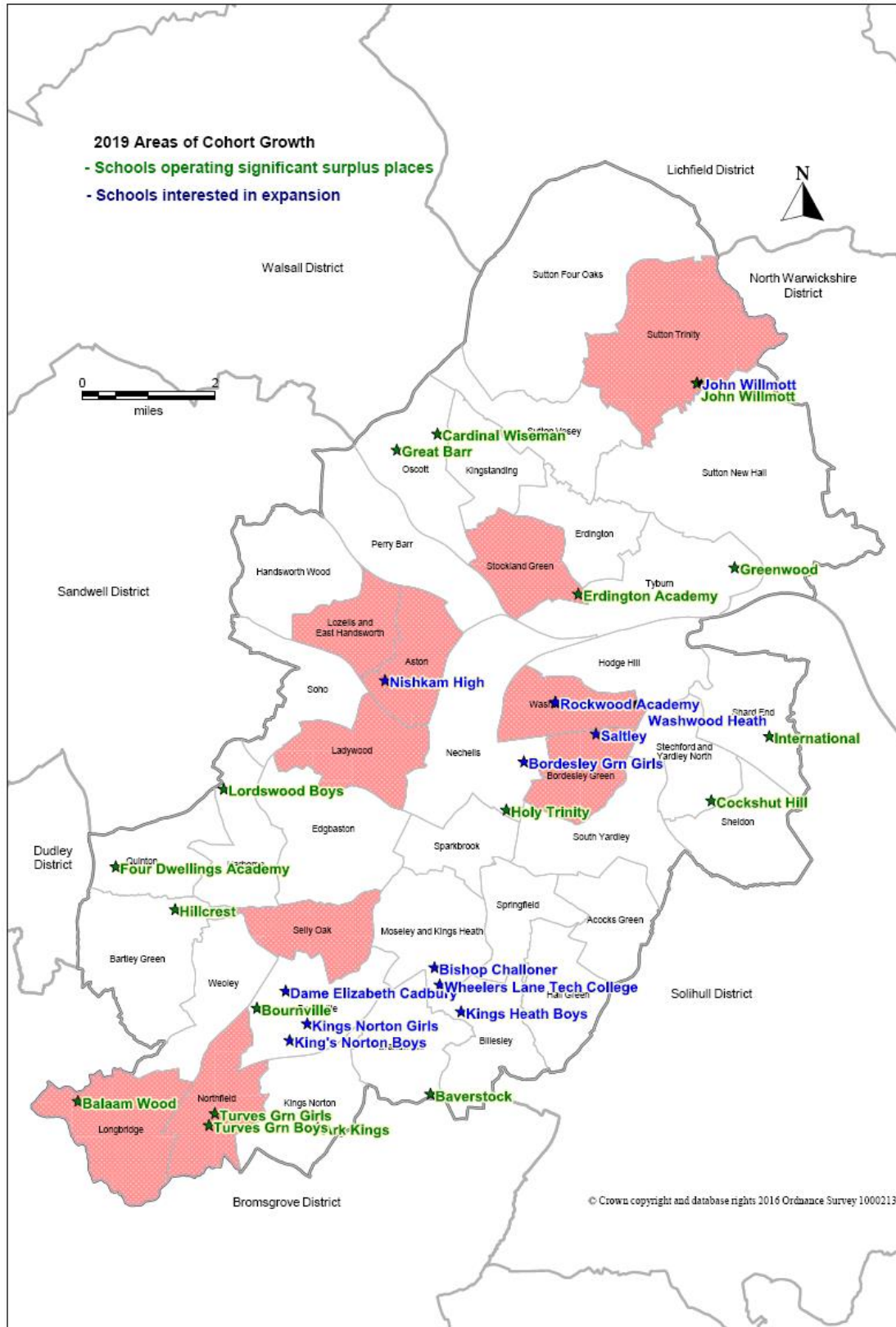




Appendix 3 (Continued)

Map M

**Year 7 2019 showing top 10 areas of growth** with information on schools operating significant surplus places and those interested in expansion



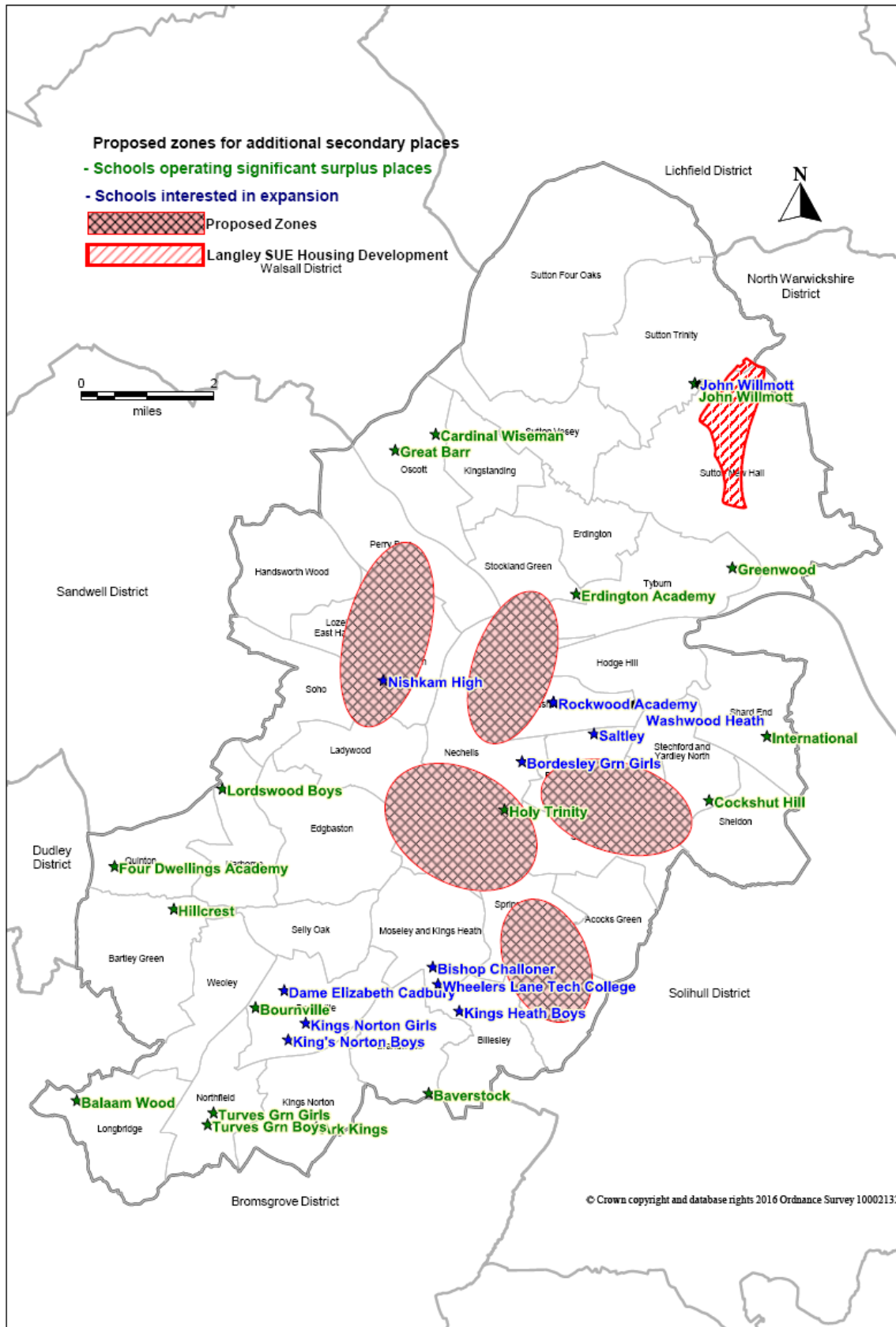
## Map N

[illegible]



Appendix 4 – Proposed zones for additional secondary places 2017-19

Map O



## Appendix 5 - Basic Need Strategy

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, new 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 new 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 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;<sup>1</sup>
- 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.<sup>2</sup>

<sup>1</sup> Or be able to provide strong evidence of their improvement journey.

<sup>2</sup> Following analysis of potential impact on local provision, including waiting list review

## Process for Decommissioning of School Places

When determining whether surplus places are a factor in considering decommissioning of school places the City will need to:

- Define the unfilled places
- Define how many are needed or surplus level
- Define if the surplus is not removable and the reasons for this
- Define the removable 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 6 - 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

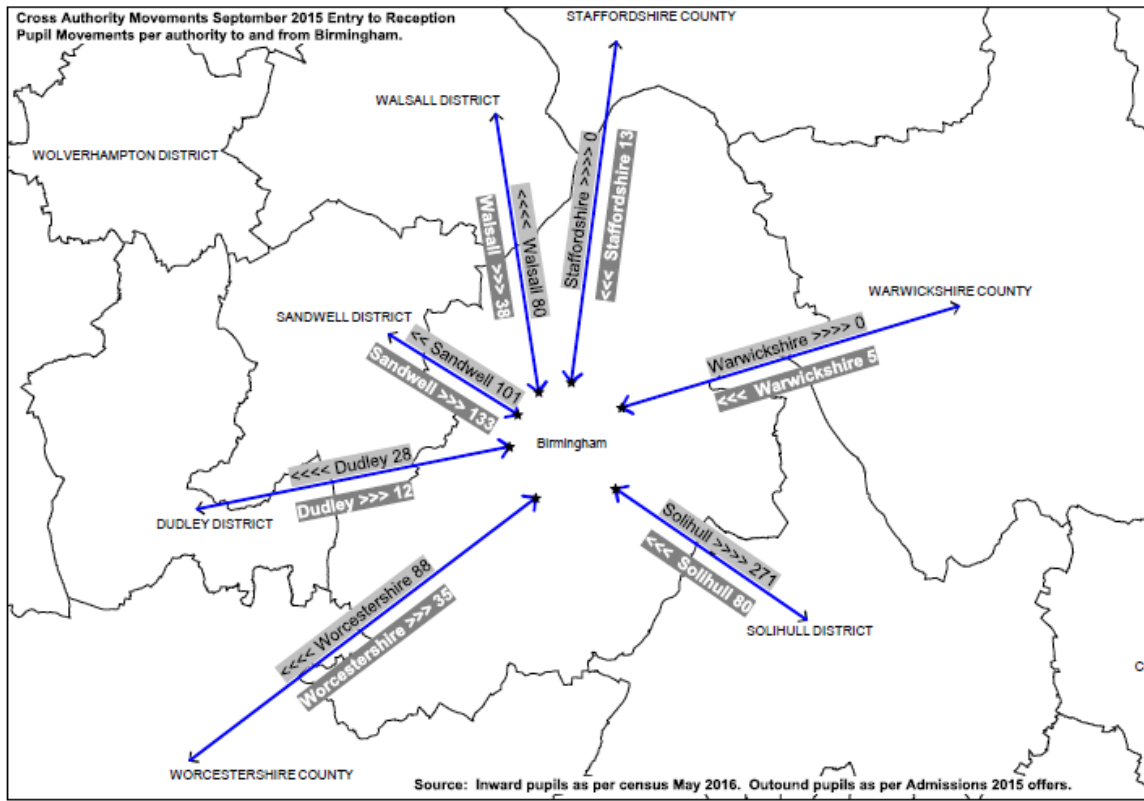
Our annual school place forecasts of demand build in allowances for in-year growth that are adjusted every year to reflect the latest available school census data. In addition, we factor in additional places expected to be required as a result of new housing.

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](http://www.birmingham.gov.uk/schools/esr).

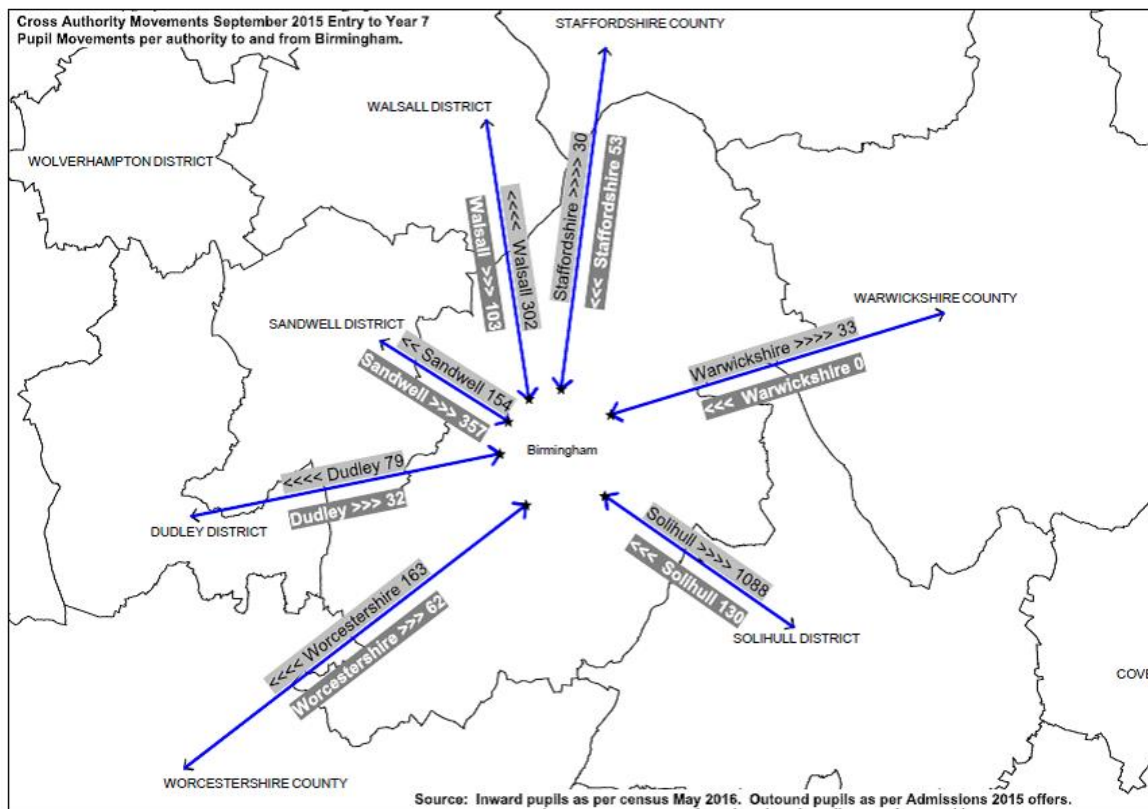
Our forecast represents the best estimate of the number and location of places that will be needed based on the most recent patterns of resident population, preference and offers, cohort growth, housing proposals and supply of places. Many of these variables change considerably from one year to the next, 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.

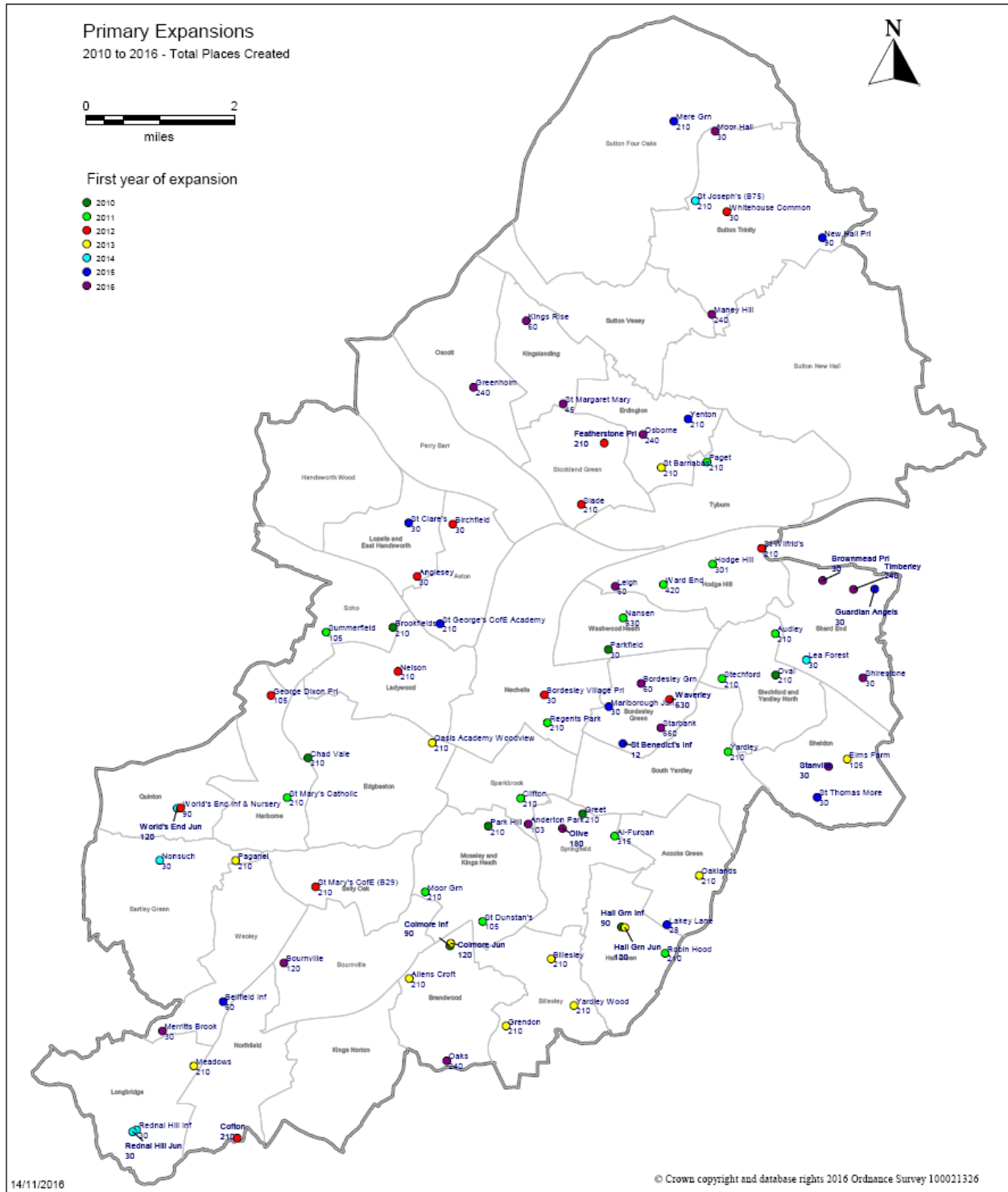
## Appendix 7 - Movements Into/Out of Birmingham for Reception & Y7 Reception



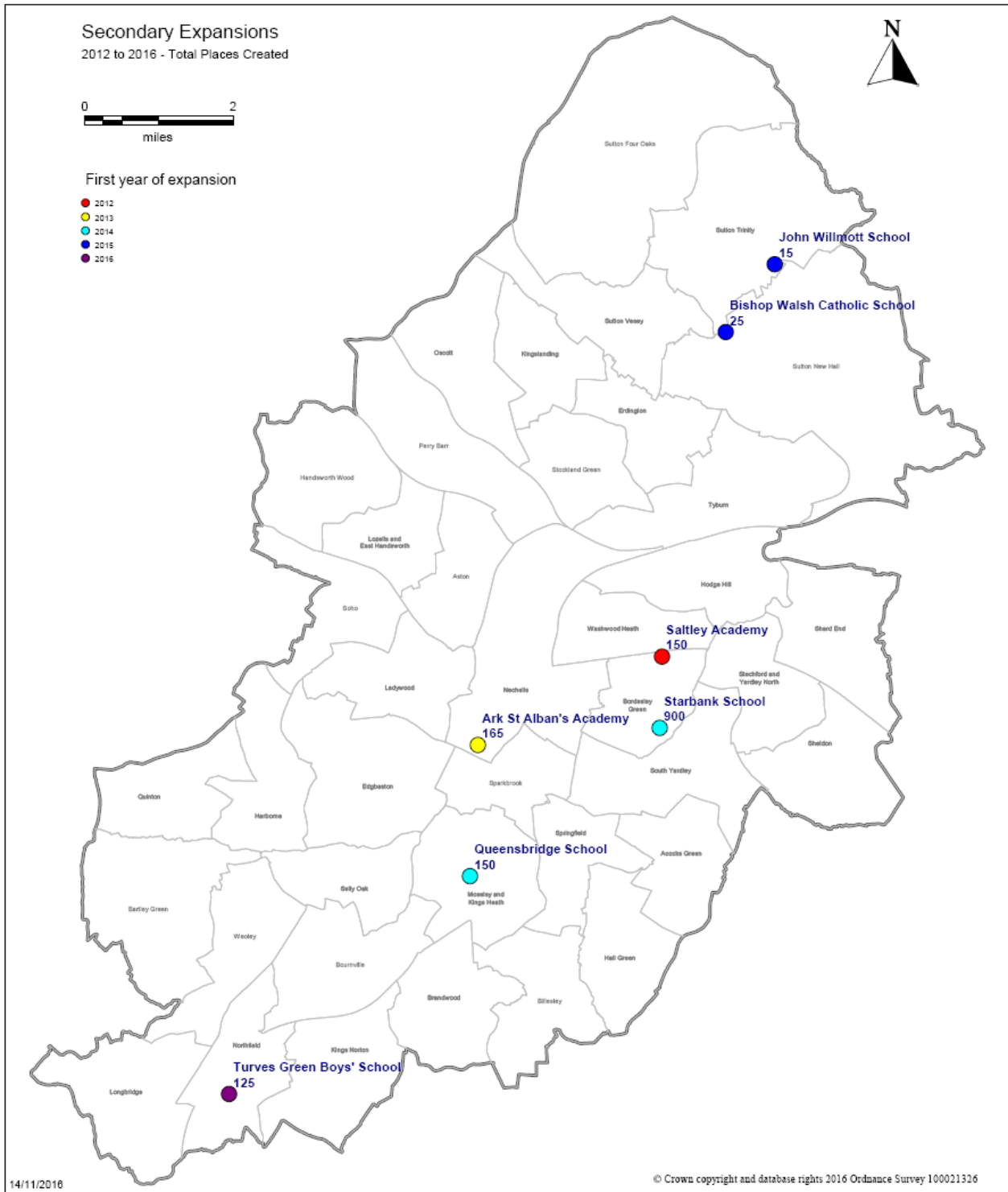
## Year 7



## Appendix 8 - Primary Expansions since 2010



## Appendix 9 - Secondary Expansions since 2012





### Appendix 10 - Open and Proposed Free Schools as known at 31st October 2016

Establishment	Opening Date	DfE Stage	Pupil Needs	Planned Capacity	Age range	Faith/ Gender	Postcode	Ward
Nishkam Primary 4- 11	01/09/2011	Open	Mainstream	420	4 -11	Sikh	B21 9SN	Soho
Nishkam High	01/09/2012	Open	Mainstream	700	11-19	Sikh	B19 2LF	Aston
Perry Beeches II	01/09/2012	Open	Mainstream	620	11-18		B3 1SE	Ladywood
East Birmingham Network Academy	17/09/2012	Open	Alternative	90	13-16		B26 1AL	South Yardley
Perry Beeches III	01/09/2013	Open	Mainstream	620	11-18		B15 1LZ	Ladywood
Waverley Studio College	01/09/2013	Open	Mainstream	300	14-19		B9 5QA	Bordesley Green
St George's Academy	01/09/2013	Open	Alternative	110	14-16		B19 3JG	Aston
REACH Free School	01/09/2013	Open	Alternative	64	11-16		B14 7BB	Moseley and Kings Heath
Perry Beeches IV	01/09/2014	Open	Mainstream	620	11-18		B1 3AA	Ladywood
City United Ltd Academy	01/09/2014	Open	Alternative	50	13-16		B6 4EA	Nechells
The University of Birmingham School	01/09/2015	Open	Mainstream	1150	11-19		B29 6QU	Selly Oak
							Admissions policy based on 4 Nodes across Selly Oak/Hall Green (2)/Ladywood	
Eden Boys' School	01/09/2015	Open	Mainstream	700	11-19	Islamic/ Boys	B42 2SY	Perry Barr
King Solomon's International Business School	01/09/2015	Open	Mainstream	1050	4-19	Christianity	B7 4BB	Nechells
Perry Beeches V	01/09/2015	Open	Mainstream	1320	4-19		B10 0HJ	South Yardley
East Birmingham Network Academy 2	01/09/2015	Open	Alternative	90	13-16		B23 6DE	Stockland Green

Establishment	Opening Date	DfE Stage	Pupil Needs	Planned Capacity	Age range	Faith/ Gender	Postcode	Ward
The Edge Academy	01/09/2015	Open	Alternative	140	11-16		B31 2LQ	Northfield
Olive Primary School	01/09/2016	Open	Mainstream	700	4-11	Islamic	B11 4DY (temp)	Springfield
							Admissions policy based on 4 Nodes across Acocks Green, Sparkbrook and Aston	
Perry Beeches - Primary School I	01/09/2017 <i>tbc</i>	Pre-opening	Mainstream	700	4-11		<i>tbc</i>	Ladywood
Perry Beeches VI	01/09/2017 <i>tbc</i>	Pre-opening	Mainstream	1320	4-19		<i>tbc</i>	Perry Barr
Proposal A	01/09/2018	Proposal	Mainstream	800	11-19	Islamic/ Boys	<i>tbc</i>	<i>tbc</i>
Proposal B	01/09/2018	Proposal	Mainstream	700	4-11	Islamic	<i>tbc</i>	<i>tbc</i>
Proposal C	01/09/2018	Proposal	Mainstream	900	11-18		<i>tbc</i>	<i>tbc</i>
Proposal D	01/09/2019	Proposal	Mainstream	1150	11-19	Christianity	<i>tbc</i>	<i>tbc</i>
Proposal E	01/09/2019	Proposal	Mainstream	840	11-19		<i>tbc</i>	<i>tbc</i>

## Appendix 11 - Models of Expansion

There is a need to employ a variety of models to provide flexibility in additional places.

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.

## Appendix 12 – Birmingham Learning Chalets

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 [edsi.enquiries@birmingham.gov.uk](mailto:edsi.enquiries@birmingham.gov.uk) or phone 0121 303 8847.

**Appendix 13 - Secondary Schools that have expressed interest in expansion as known at 11<sup>th</sup> November 2016**

DFE	School Name	Type	Ward	Proposed Year Start	Current PAN	Proposed PAN	Proposed Additional Places
4193	Wheeler Lane Technology College	Community School	Moseley & Kings Heath	2016	125	130	5
5413	Bishop Challoner RC	Voluntary Aided School	Moseley & Kings Heath	2017	180	210	30
4323	Rockwood Academy	Academy Converter	Washwood Heath	2017	120	180	60
4323	Rockwood Academy	Academy Converter	Washwood Heath	2019	180	240	60
4018	Saltley Academy	Academy Sponsor Led	Bordesley Green	2018	210	240	30
4084	Washwood Heath Academy	Academy Converter	Washwood Heath	2018	270	285	15
4004	Nishkam High School	Free Schools	Aston	2017	100	125	25
4115	Bordesley Green Girls'	Community School	Nechells	2018	120	125	5
4063	Kings Heath Boys'	Community School	Billesley	2016	120	150	30
4129	Dame Elizabeth Cadbury	Foundation School	Bournville	2017	125	150	25
5414	Kings Norton Girls'	Academy Converter	Bournville	2018	160	190	30
4301	John Wilmott School	Community School	Sutton Trinity	2018	195	225	30
5415	King's Norton Boys**	Foundation School	Bournville	2018	120	150	30

\*await formal EOI

**= 375 places  
(12.5FE)**

Appendix 14 – Co-design tool

	Forecast Demand									Supply Model						Contingency	Surplus			
	Minimum (using May 2016)			Midpoint			Potential Maximum			Unco-ordinated	Surplus	Fair Access	Existing	Free Schools	Total		Decommission	Forecast Surplus	%	PAN reductions
	Actual difference in current existing cohorts			Median between Min and Potential Max			Forecast submitted													
	No cohort growth or change to pupil numbers and no application of Y6-Y7 conversion rate						SCAP 2016, no May census													
Year of Entry	Additional Places	Additional FE	Cumulative FE	Additional Places	Additional FE	Cumulative FE	Additional Places	Additional FE	Cumulative FE											
2017	386	13	13	461	15	15	536	18	18						15					
2018	493	16	29	601	20	35	709	24	42						20					
2019	584	19	49	655	22	57	726	24	66						22					
2020	-88	-3	46	53	2	59	193	6	72						2					
2021	-174	-6	40	-80	-3	56	15	1	73						-3					
2022	481	16	56	636	21	78	791	26	99						21					
TOTAL	1682	56	233	2326	78	301	2970	99	369						78					

## **Appendix 15 – Expressions of Interest Guidance and Form**

Please see handouts and [www.birmingham.gov.uk/schools/esr](http://www.birmingham.gov.uk/schools/esr)



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