



# School Organisation Framework

## 2011- 2012



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## ANNEX A, B & C

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## **Introduction**

The effective and efficient management of the supply of school places is fundamental to raising children and young people's achievement.

Our critical role is to ensure we have the right number of schools, which are educationally and financially viable, of the right size and in the right locations. In Milton Keynes this is a particularly complex challenge as we have to manage near constant increases in demand.

This second edition of the School Organisation Framework seeks to bring together the national and local factors that impact on school organisation. It aims to be comprehensive, to inform and to explain the processes involved. It also drives our education capital investment programme.

We are committed to the principle of improvement and always welcome comments. In order to inform the next edition of the School Organisation Framework (scheduled for publication in July 2012) we will be pleased to receive comments on the document until the end of October 2011.

Marie Denny  
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## **Section A: Legal and National Context**

School organisation sits within an extensive legal framework, highlights of which are given below. At the time of writing, the Education Bill 2011 is passing through parliament and expected to gain Royal Assent towards the end of 2011. Changes anticipated as a result of the Bill are indicated within the relevant areas.

### **A1 Academies Act 2010**

The Academies Act 2010 (AA 2010) enables schools to convert to academies. This conversion process allows change to take place more quickly as it is no longer necessary to close a school before an academy can open. Schools convert either as a result of a resolution of the Governing Body which the Secretary of State subsequently approves or because the school is an Ofsted category of concern and the Secretary of State decides to make an Academy Order.

An Academy is an independent publicly funded school that needs to satisfy the criteria in the Act and meet the obligations in its funding agreement. The Education Bill removes the current obligation for an Academy providing secondary education to have a specialism and confirms that special schools, post 16 and alternative provision settings can all be academies.

The Act also provides for the creation of free schools. Proposers wishing to open a school can apply directly to the Secretary of State to do so. They are independent state funded schools. Proposals are likely to come forward where interested groups feel there is unmet parental demand. There is a detailed scrutiny process carried out by central government before approval is given.

### **A2 Education and Inspections Act 2006**

Local Authorities (LAs) have a legal duty to ensure that there are sufficient school places. The Education and Inspections Act 2006 (EIA 2006) means that when providing those places LAs must also promote:

- Parental choice
- Diversity
- High standards
- Fulfilment of every child's educational potential
- Fair access to educational opportunity.

LAs also have to take account of and respond to parental views and concerns about the quality of local schools. The EIA 2006 puts the LA in the role of commissioner of school places, rather than the provider.

The 2011 Education Bill does not suggest that these duties will change. The Schools White Paper, published in November 2010, says that 'local authorities will play a critical new role as strengthened champions of choice, securing a wide range of education options for parents and families, ensuring there are sufficient high quality school places'.

The Bill does propose significant changes for the commissioning of new organisations. There is a presumption that these will be academies and a LA will not be able to run a competition process for a new school without the Secretary of State's permission. It appears that existing powers to make changes to schools will remain but a LA will not be able to make changes to an academy, which can only be done by the Secretary of State.

### **A3 Childcare Act 2006**

Key principles of the Act are:

- LAs and others have to work together to improve outcomes of all children up to the age of five, reducing inequalities by ensuring integration of early childhood services to support Sure Start Children's Centres
- The LA is the strategic lead for planning, supporting and commissioning childcare and must assess and ensure sufficient childcare provision for working parents
- LAs must ensure the minimum free childcare entitlement for three and four year olds where parents want it
- The introduction of the Early Years Foundation Stage framework supporting providers in delivering high quality early education and care for children from birth to five.

The Education Bill is proposing that the LA duty to secure 15 hours per week free early years provision for 3 and 4 year olds continues, with an extension for a targeted group of 2 year olds.

### **A4 Childcare provision**

The Early Years Foundation Stage (EYFS) is a comprehensive statutory framework detailing the standards for the learning development and care of children from birth to five years of age. All providers are required to use the framework to ensure that, regardless of setting, parents can be confident that their child will receive a quality experience that supports their care, learning and development.

To fulfil their duty in the provision of adequate and appropriate childcare for working parents, LAs are required to carry out sufficiency assessments to identify and address gaps in provision.

Where proposals for a new primary school include early years or a new nursery school, the LA (or School Adjudicator) should consider how that will integrate with existing education provision, childcare

services and other services for young children and their families. It is not known what the criteria will be for Academies that include a nursery.

## **A5 Apprenticeships, Skills, Children and Learning Act 2009**

The Apprenticeships, Skills, Children and Learning (ASCL) Act 2009 introduced a number of changes, some of which were not fully implemented or have been repealed by the Coalition Government. One area of particular change was to the intention to transfer the responsibility for planning, commissioning and funding 16-19 education to the Local Authority. In July 2010 the Secretary of State for Education announced changes to the funding arrangements for 16-19 education and training which included the Young People's Learning Agency (YPLA) directly funding 16-19 provision in FE colleges, sixth form colleges and independent providers.

## **A6 Support for raising standards**

The government believes the AA 2010 will give greater freedoms and flexibility to converting schools and that this will lead to an increase in standards.

The Schools White Paper includes a wide range of initiatives for raising standards including teaching and leadership, behaviour and the curriculum together with assessment and qualifications. Many of those have come forward in the Education Bill.

In March 2011, the Secretary of State wrote to all LAs and Academy Sponsors setting out new floor standards. These are:

- For primary schools at least 60% of pupils gain level 4 or above in reading, writing and maths at the end of KS2
- For secondary schools at least 35% of pupils will get 5 GCSEs at grades A\* to C including English and mathematics.

Each LA and academy sponsor was required to draw up plans for improving performance for submission by 15 April 2011. The Department and the Office of the Schools Commissioner will then work with the relevant LA or sponsor.

## **A7 Increasing diversity**

The Education Bill, AA 2010 and the Schools White Paper all extend the opportunities and obligations for LAs to secure a wide range of education provision. Together with existing models this will mean provision entailing:

- Academies: those with sponsors and schools converting to academy status
- Free schools

- Faith provision: via an academy, free school, voluntary aided or voluntary controlled school
- All categories of maintained schools
- Special schools
- Pupil Referral Units
- Alternative provision
- Collaborative arrangements.

Special schools, pupil referral units and alternative provision may be via the maintained sector, academies or free schools.

The Schools White Paper continues to endorse collaboration be it through academy chains, multi school trusts or federations.

Federation describes a variety of collaborative arrangements between schools. Under the Education Act 2002 'federation' means one Governing Body over two or more schools. Colloquially this is often referred to as a 'hard' federation. Where schools retain their own governing bodies but share some governance, (possibly formalised into a committee with delegated powers under the Education Act 2002), the arrangement tends to be known as a 'soft' federation, although it is really a collaborative arrangement.

Voluntary aided and foundation schools are maintained schools where the Governing Body has greater powers, being the employer, admissions authority and land owner. This is in contrast with community schools where these roles are the responsibility of the LA. Voluntary aided and foundation schools may have links with other bodies. For example, a voluntary aided school will usually be linked to a diocese which will appoint some members of the Governing Body.

Trust schools, introduced in the EIA 2006 and a type of foundation school, enable individual or groups of schools to form close working relationships with external partners to bring expertise and wider knowledge to the governance and strategic direction of the school(s) concerned. This partnership is formed using the legal framework of a trust.

Academies established other than by conversion are all-ability state funded schools, established and managed by sponsors from a wide range of backgrounds, for example: high performing schools and colleges, independent schools, higher education institutions, individual philanthropists, businesses, voluntary sector and faith communities. Academies are established with the support of, but not maintained by local authorities. The detailed requirements of each academy are set out in the funding agreement between the Department for Education (DfE) and the academy sponsors and the focus of each academy's programme will reflect its local community and circumstances. It is common for a sponsor to be involved with several academies.

## **A8 Admission arrangements**

The category of a school determines the responsibility for admissions. For community and voluntary controlled schools it is the LA. For all other categories of maintained school, an academy or free school it is the Governing Body. Whoever is responsible for admissions is known as the Admissions Authority for that particular school.

By law, all maintained schools and academies have to comply with the Admissions Code published by the DfE when determining and applying their Admissions Criteria. The LA has a further role in that it currently coordinates all primary and secondary admissions (not including years 12 and 13) for all admission authorities when pupils are starting school for the first time, changing school at the normal transfer point or seeking to join a current year group.

LAs are currently required to maintain an Admissions Forum which looks at and advises on a wide range of admissions issues. The Education Bill is proposing that the Forum be abolished. The school adjudicator will continue to have a role in the admissions process. The Schools White Paper indicates that the Admissions Code of Practice will be revised (a consultation is already underway) and that LAs will continue to have a critical role in securing fair access to schools.

## **A9 Community cohesion**

All schools have a legal duty to promote community cohesion. It is also a requirement within the model funding agreement for academies. Current legislation and guidance means that promoters of new schools will need to demonstrate exactly how the school meet this duty. This includes how the school will improve inclusion and equality of access for all social groups as well as how it will collaborate with other schools, colleges and training providers. How this is achieved will need to vary to meet the needs of each community and any proposals will need to take account of the views of that community.

## **A10 Travel and accessibility**

Many national policies promote sustainable travel such as walking and cycling and the reduction of car use. This is significant for those deciding school organisation issues. Changes to schools or the creation of new schools should not result in unreasonably long journeys, increased transport costs or negatively impact on children due to unsuitable walking or cycling routes.

The LA is required to provide free transport to school in prescribed circumstances, and low income families may qualify for free school transport.

## **A11 The 14-19 reforms and 16-19 provision**

The legal requirements for 14-19 year olds have undergone considerable revisions since the government came to power in 2010. Changes have been made to Post-16 funding methodology and

mechanisms. These are set out in the 16-19 Funding Statement and apply to the 2011/12 funding cycle. Additionally the Education Bill 2011 is expected to change legislation to repeal the diploma entitlement for 16-18 year olds and for Key Stage 4.

Under Sections 15A and 18A of the Education Act 1996 (as inserted by the ASCL Act 2009), local authorities continue to have a duty to secure sufficient suitable education and training opportunities to meet the reasonable needs of all young people in their area. Young people are those who are over compulsory school age but under 19, or who are aged 19 to 25 and subject to a learning difficulty assessment. In deciding whether education or training is suitable, the local authority must have regard to, amongst other things, the quality of the education and training and may challenge where this is poor or inadequate.

Part 1 of Education and Skills Act (ESA) 2008 places a duty on young people to participate in education and training until the age of 18 and is commonly known as "Raising the Participation Age" (RPA). The current legislation requires that by 2013 all 17 year olds, and by 2015, all young people aged 18, are expected to be engaged in education, employment or training. Government is not seeking to change this requirement in the Education Bill 2011, but has stated that it intends to delay enforcement including the requirement for local authorities to identify young people not meeting the central duty.

Configurations of schools and colleges delivering 16-19 provision will vary. An effective 14-19 institution will demonstrate high standards and quality, progression routes, high levels of participation and strong learner satisfaction where varied needs and aptitudes are met in a range of settings across the area.

## **A12 Funding and land**

Capital funding to build, extend or improve schools comes from a variety of sources. Central government formulaic funding is allocated to LAs and schools. As long as the expenditure is for capital projects, (which includes IT), schools can determine how to spend their allocation (Devolved Formula Capital) to best meet their needs.

Other government funding streams are also available to cover new places (basic need) and refurbishment/improvement. A diocese can provide funding to voluntary aided or voluntary controlled schools. Academies and free schools are mainly government funded with the exception of basic need which will come from LAs from April 2011 onwards.

The results of the Independent Review of Education Capital by Sebastian James (James Review) were published in April 2011. The purpose of the review was to consider the DfE's existing capital expenditure and make recommendations on the future delivery models for capital investment for 2011–12 onwards. The Review's recommendations propose changes to how funding is provided, how it is

allocated between organisations, what it should be used for and how new school buildings are commissioned. The recommendations also propose specific maintenance obligations.

The government has responded by accepting the review's recommendations in principle and has commenced a consultation around the implementation of these recommendations. It has also accepted that there is a need to review the regulations and guidance on school premises and proposals will be developed for further consultation in September 2011.

LAs are expected to negotiate contributions from developers where new housing will mean that additional school places are required. Those contributions could be any or a combination of the following: finance, land or buildings. Prudential borrowing and Private Finance Initiatives are other possibilities.

How much land a school requires will depend on its size, the ages of pupils to be served and the type of provision (mainstream or special). Government design guides and legislation provide a minimum standard to be met in terms of building requirements and accessibility to playing field space. The James Review has recommended that the current regulations and guidance are revised and that a single set of regulations applies to all schools, whether maintained or independent.

Where new provision is needed, as part of the commissioning process, the LA will usually need to secure an appropriate site, which could be an existing building. Compulsory Purchase Powers can also be used for this purpose. School land is usually freehold but can be leasehold if the lease is long enough to provide sufficient security and the terms are compatible with education legislation. Ownership of a school site will depend on the category of school. Whilst the Secretary of State's consent is required for the disposal of school playing fields, the disposal of other school land is more straightforward. The AA 2010 and Education Bill cover aspects to do with transferring and securing sites for academies and free schools

### **A13 Provision for children with Special Educational Needs**

Legally, a child is defined as having Special Educational Needs (SEN) if he or she has a learning difficulty which calls for special educational provision to be made. They include those whose learning difficulties are less apparent, and emotionally vulnerable children. Many school children may need special educational help at some stage in their school careers.

Provision for children with SEN can be in mainstream or special provision, dependent upon the level of need. Some places in mainstream may be specifically reserved for pupils with particular needs, whilst special schools only cater for pupils with a statement of special educational needs. Where school organisation decisions involve the planning, commissioning or possible change to specifically reserved provision, precise and detailed criteria must be met. These include parental preferences for particular

styles of provision or settings, the range of provision and collaborative arrangements between schools. A special school can convert to an academy. New provision can be as an academy or a free school in addition to being a maintained special school.

### **A14 Views of interested parties**

A major part of the legal process for school organisation proposals is consultation. This helps to inform proposals and ensures that a wide range of views are represented. Consultation occurs at several stages. In all cases, a proposer must show that the appropriate groups of people have received the relevant information and that the information clearly explains what is being suggested so that someone can make an informed response. Where a school is proposing to convert to an Academy it is required to consult before the funding agreement is signed. When the Secretary of State is considering a free school proposal, the relevant LA will be consulted.

EIA 2006 strengthens the status of parental views and LAs have a duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing ones. As mentioned in A1 above, parents can now come forward with their own school proposals as a free school.

### **A15 Rural schools**

The government maintains a register of rural schools. There is a presumption against the closure of a rural school, be it primary or secondary. If a school is not on the register, interested parties can make representations that the school should be regarded as a rural school. This presumption does not prohibit the closure of a rural school but means that the case for closure must be strong and the proposals clearly in the best interests of educational provision in the area. Alternatives to school closure should be considered, such as federation, which could increase a rural school's viability.

### **A16 Expansion of popular and successful schools**

Where schools can be expanded both in terms of size and age range there is a strong presumption that proposals to expand popular and successful schools should be approved. Statutory guidance is that school places should be where parents want them and the presumption means that it should therefore be easier for popular and successful schools to grow to meet parental demand. Those deciding proposals need to determine if a school is successful and popular as this is not defined. It is expected that proposals will only be rejected if there is compelling, objective evidence that the LA could not prevent such expansion from actually damaging overall standards in the area. The Schools White Paper is consistent with this principle; stating 'we expect that local authorities will encourage good schools to expand' and 'we want local authorities to focus on supplying good enough places rather than removing surplus places'.

## Section B: Local Strategic Context

The six, long term strategic aims that the council currently works to are:

- SA1 To improve educational attainment and safeguard children
- SA2 To encourage all sections of our community to get along well together and to make a positive contribution
- SA3 To create an environment in which we all feel safe
- SA4 To develop an economy with a sustainable and long term future
- SA5 To improve health and ensure a high quality if life for all aspects of the community
- SA6 To develop sustainable transport solutions.

These strategic aims are backed by council priorities. These indicate the areas of policy and operations that Members have identified as requiring more focused and immediate attention. These are:

- CP1 Public Transport: To have effective and efficient public transport routes that are affordable and accessible for all
- CP2 Education and skills: To increase the level of educational attainment for children and adults
- CP3 Road and pavement repairs: To make it a safe and pleasant environment for the people of Milton Keynes to live and work
- CP4 Neighbourhood regeneration: To improve people's life chances and narrow the gap between our poorest and most affluent communities
- CP5 Activities and facilities for young people: To help teenagers achieve their potential, contribute to their communities and enjoy their lives
- CP6 Economic growth: To promote economic prosperity by all means possible, including fostering innovation and enterprise.

School organisation and planning makes a key contribution across many of these strategic aims and priorities, most significantly SA1 and CP2.

The council's strategic aims and priorities are being refreshed during 2011/12.

## **Section C: The Context of Milton Keynes**

Milton Keynes was designated as a New Town in 1967. Since then, the borough has grown from a collection of small towns and villages to a significant sub-regional centre. It is located in one of the fastest growing sub-regions in Europe and is a key focus for growth in the south east region outside London. The surrounding rural area has attractive countryside, with a range of villages and small towns which provide contrast to the more urban areas.

Milton Keynes is to continue to grow and could have around 300,000 residents by 2026 if growth over the next 15 years replicates the 19% growth between 1995 and 2010. Reflecting a reduced level of growth from previous estimates due to the current housing market, over 14,500 houses are anticipated to be built in the borough between 2010 and 2018 with a projected growth in population of over 27,500 in the same period.

Milton Keynes is one of the core local authorities at the heart of the emerging South East Midlands Local Enterprise Partnership (SEMLEP). The emerging SEMLEP covers a population of around 1.6 million people and 64,000 businesses which together account for 3.2% of the English economy and have strong prospects for future growth.

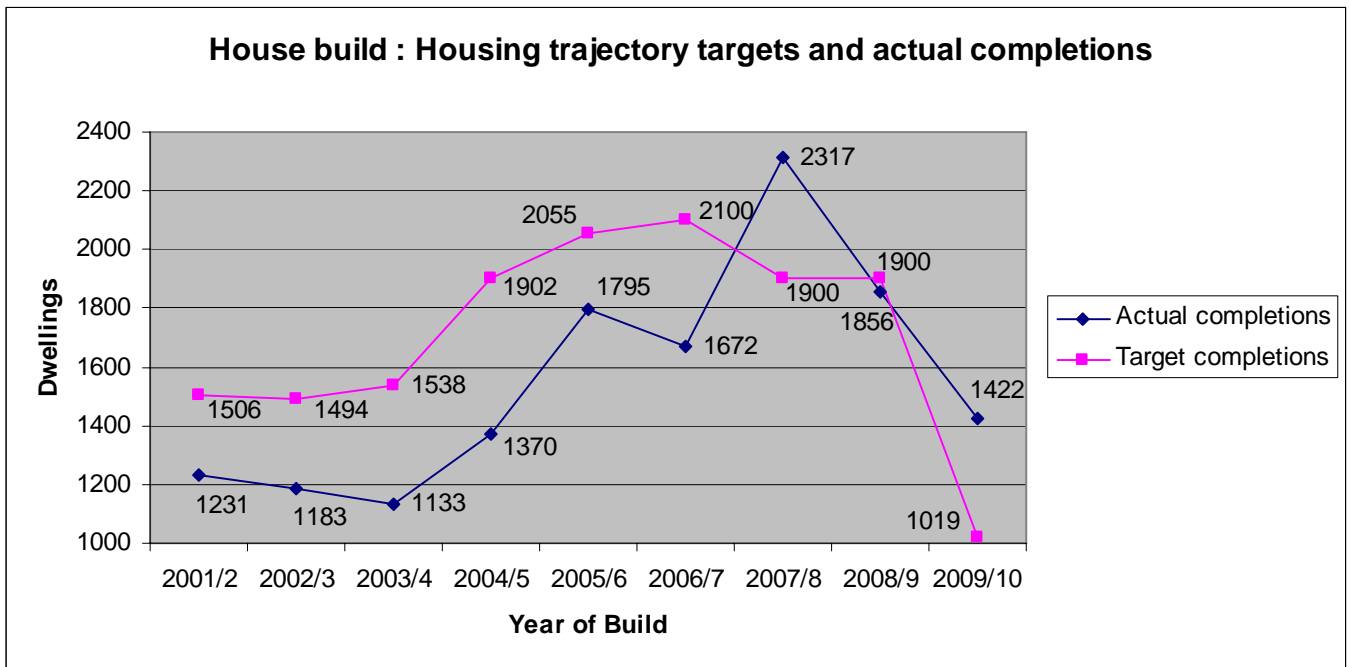
The submitted revised Core Strategy (October 2010) takes account of the revocation of the regional spatial strategies and seeks to deliver 1,750 homes per annum (28,000 in total by 2026). Within the urban area some 23,422 of the total number of homes required already have the benefit of planning permission or are allocated for development.

### **C1 The population of Milton Keynes**

The key demographic feature of Milton Keynes has been its constant growth over the last thirty years. In 2001 the population totalled 212,700; by 2010 it had increased by almost 13% to 241,000.

Most population growth since 2001 has been caused by a large increase in the number of dwellings in Milton Keynes. Ambitious new housing targets have resulted in the completion of more than 1,100 new dwellings every year since 2001/02. By 2006/07 this had risen to around 1,700 and during 2007/08, over 2,300 new dwellings were completed, exceeding the target of 1,900. However, only 1,422 completions were recorded for 2009/10.

Figure C1: House build targets and actual build completions compared 2001 to 2010



## C2 The organisation of school places

In January 2011 Milton Keynes had 110 schools and academies, organised as shown in Table C1.

Table C1: School provision

Phase	Age-range	Number
Nursery	3 year olds only	2
Infant	Reception to Year 2	32
Junior	Year 3 to Year 6	14
Primary	Reception to Year 6	44
Secondary	Year 7 to Year 13	12
Special	Mixed	6

There has been an increase in the number of primary schools, due to both development and reorganisation and a linked decrease in infant and junior schools. All new primary phase provision has been secured via all-through primary schools (8 since 2002), amalgamations of infant and junior schools (4 since 2002), and from the extension in the age-range of infant schools to become all-through primary schools (3 since 2002). Two new secondary schools and a secondary Academy have also opened since 2002. One secondary school has closed. Table C2 displays how the school categories have changed between 2002 and 2010.

Table C2: Changes in school types, 2002-2010

September	Nursery	Infant	Junior	Primary	Secondary	Special
2002	2	38	18	30	10	6
2003	2	38	18	32	10	6
2004	2	37	17	35	10	6
2005	2	35	17	39	12	6
2006	2	35	17	39	12	6
2007	2	34	16	40	12	6
2008	2	33	15	41	12	6
2009	2	32	14	43	12	6
2010	2	32	14	44	12	6

### C3 The changing diversity of school provision

All Milton Keynes schools are co-educational, that is, admitting both boys and girls, except for one special school, which currently serves boys only, but will be co-educational by September 2011.

Milton Keynes has a range of schools including those with a religious character as well as non-denominational schools. Currently, there are five Roman Catholic voluntary aided primary schools and one Roman Catholic secondary school, two Church of England voluntary aided and seven Church of England voluntary controlled schools in the primary phase (but no Church of England secondary school) and one ecumenical voluntary aided primary school.

Of the borough's total 110 schools, as at 1 August 2011, 12 have foundation status (11%), of which 9 are primary and 3 are secondary. No secondary schools in Milton Keynes have community status. There are currently 11 schools with academy status; 4 in the primary age range and 7 in the secondary age range. It is very likely other schools will apply to become academies in due course. Table C3 shows the schools by category.

Table C3: Schools by category in Milton Keynes (August 2011)

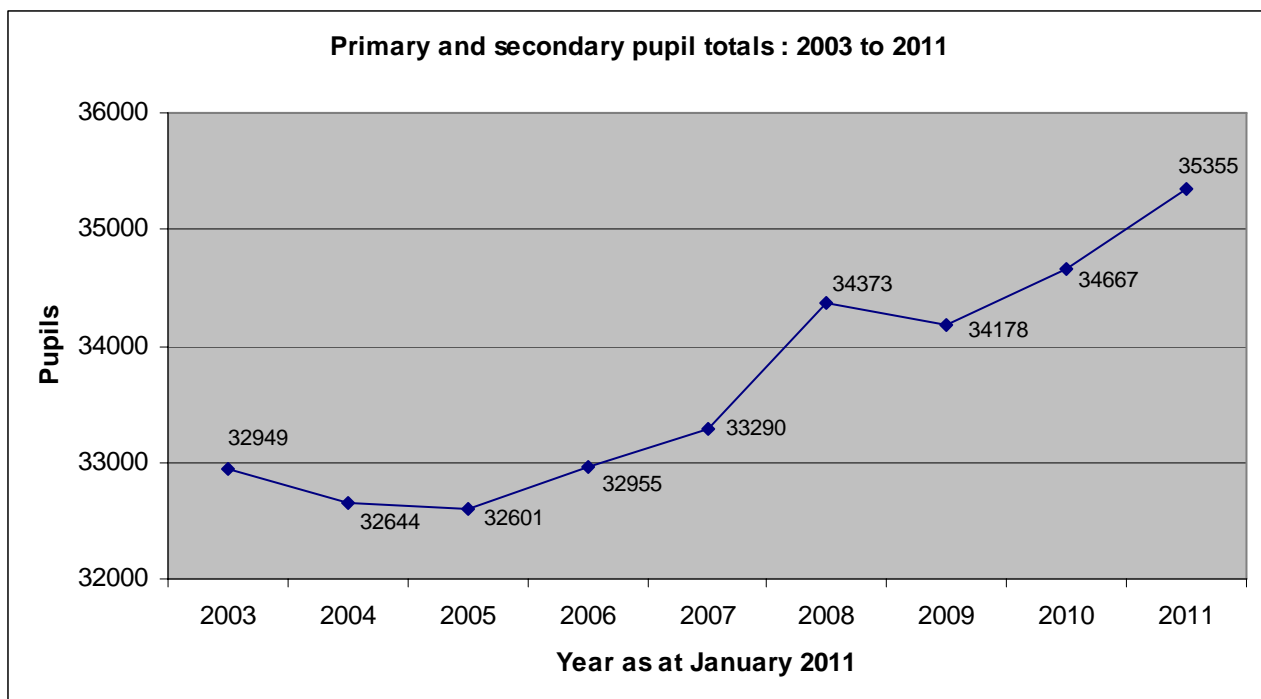
Community	Voluntary Controlled	Voluntary Aided	Foundation	Trust	Academy
<b>Primary</b>					
62	7	8	9	0	4
<b>Secondary</b>					
0	0	1	3	1	7
<b>Special</b>					
6	0	0	0	0	0
<b>Nursery</b>					
2	0	0	0	0	0

The LA has worked with its secondary schools in developing a co-ordinated and planned approach to seeking specialist status. All twelve schools have specialist status, covering areas such as Technology, Sports, Modern Foreign Languages, Science, Humanities, Mathematics and Computing, and Business and Enterprise.

## C4 The historical demand for school places

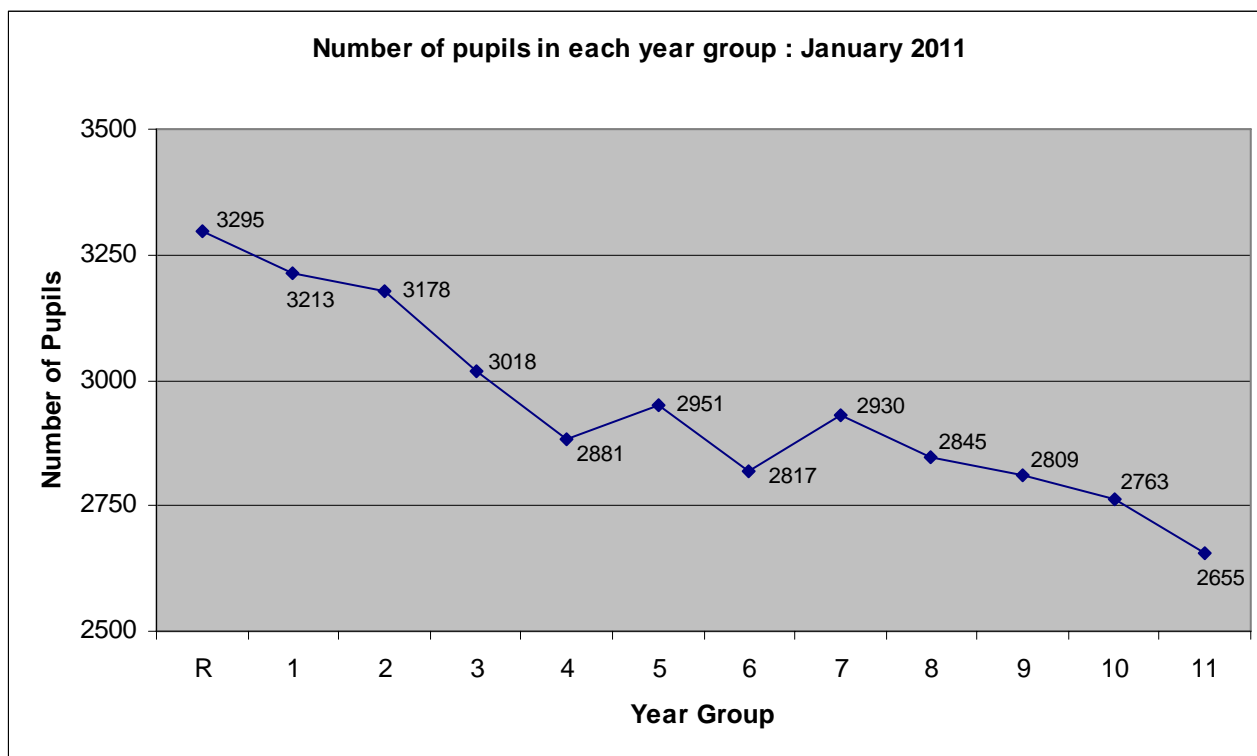
The growth of Milton Keynes has inevitably led to an increase in the demand for school places. For example, 2,787 children started mainstream school for the first time in 2003, which had increased to 3,295 by January 2011. Similar increases have occurred in the secondary population, leading to a 10% increase in the numbers of children in local mainstream schools between 2003 and 2011 from 32,949 to 35,355.

Figure C2: Primary and secondary mainstream pupils, 2003 – 2011 (excluding post 16)



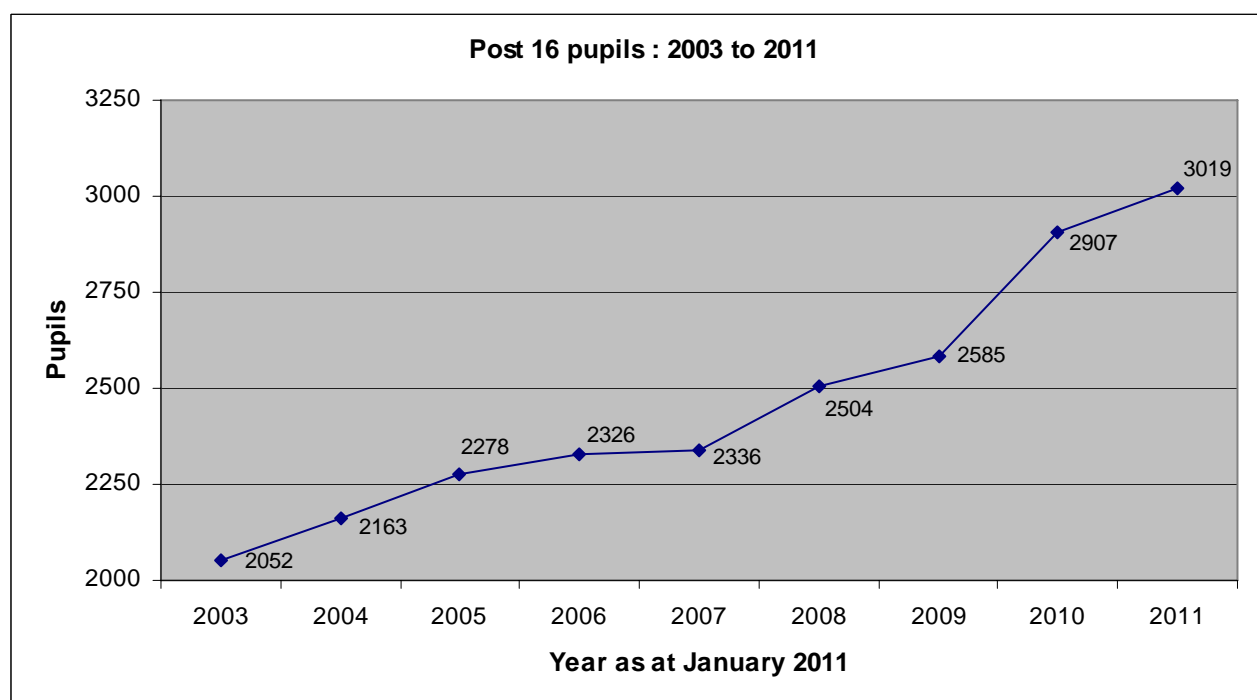
This growth does not apply equally to all year groups, however, which can be illustrated by the difference in the number of pupils in each year group shown in Figure C3 over. The new intake of pupils in Reception of 3,295 as against a Year 11 population of 2,655 means that there is a need to deliver 24% more places for the new intake year than for Year 11, and varying levels of places for all years in between. This is a school place planning challenge, but also challenges delivery models for those services required to support the pupil population, such as children's social care.

Figure C3: Number of pupils in each year group



All secondary schools in Milton Keynes currently have sixth form provision. The numbers in this provision have also increased, from 2,214 in 2003 to 3,394 in 2011.

Figure C4: Post 16 mainstream pupils, 2003 to 2011



## C5 Meeting parental preference

Despite the significant expansion and the continual demand for new places, a high percentage of Milton Keynes children and young people receive a place in their first preference school. For September 2011, approximately 90% of children starting school for the first time received a place at their first preference infant or primary school, and a similar percentage was also achieved (89%) for those transferring to junior or primary schools in Year 3.

At secondary level, there has been an increasing trend in young people's ability to receive a place at their first preference school rising from 84% in 2008 to 87% in 2009, as compared to a regional rate of 82% and a national rate of 83%. The first preference admissions rate rose further to 88% in 2010 and in 2011 was 89%. The national rate has increased from 83%.to 84%.

## C6 Pupil mobility

'Pupil mobility' means the total movement of pupils in and out of schools at times other than the normal times for changing schools. It is measured by comparing the total number of joiners and leavers that occur between the January School Census in one year and the next, as a percentage of the overall number on roll. In Milton Keynes, this type of mobility is caused by a number of factors. As new housing is built, families move more frequently within the city. Mobility also occurs when families are housed temporarily, pending allocation of permanent accommodation. Some schools regularly experience unusually high rates of pupil mobility over short periods of time. For example, between January 2010 and 2011, the ten primary phase schools with the highest mobility levels (as shown in Table C4), saw between 32.3% and 55% of their pupils change against a local authority average of 16.8% and a range of 0% to 55%.

Table C4: Mobility rates in Milton Keynes – Top 10 ranked primary schools

School	No. of Admissions	No. of Leavers	Turnover	NOR	% Admissions	% Leavers	% Mobility
1	57	42	99	180	31.7	23.3	55.0
2	23	35	58	112	20.5	31.3	51.8
3	22	20	42	85	25.9	23.5	49.4
4	21	29	50	136	15.4	21.3	36.8
5	39	23	62	172	22.7	13.4	36.0
6	34	46	80	227	15.0	20.3	35.2
7	27	26	53	153	17.6	17.0	34.6
8	42	56	98	284	14.8	19.7	34.5
9	90	41	131	404	22.3	10.1	32.4
10	6	15	21	65	9.2	23.1	32.3

Mobility within the secondary phase is significantly less, ranging from 3.1% to 16.4% in 2011, averaging 5.9% across all schools.

## C7 Cross-border movement

Parental choice is such that Milton Keynes experiences significant levels of cross-border movement, both in and out of the borough. The number of children and young people living in Milton Keynes but attending schools elsewhere is shown in Table C5 (as at January 2010).

Table C5: Movement of pupils living in Milton Keynes attending other LA schools

Phase	Bedford	Bucks	Central Beds	Herts	Luton	Northants	Total
Primary	25	277	258	4		105	669
Secondary	50	455	286		3	203	997
Post 16	22	212	26			62	322
						<b>Total</b>	<b>1988</b>

This means that the total pupil population in Milton Keynes would increase by 5% if these pupils were educated within the borough; this percentage has not changed from 2009.

In contrast, the number of children living outside Milton Keynes but educated in Milton Keynes schools is 431 as shown in Table C6. This is only one-fifth of those being educated elsewhere, thus making Milton Keynes a net exporter of school pupils.

Table C6: Pupils attending Milton Keynes living in other authorities

Phase	Bedford	Bucks	Central Beds	Herts	Luton	Northants	Total
Primary	12	51	30			117	210
Secondary	8	62	26			54	150
Post 16		37	12			22	71
						<b>Total</b>	<b>431</b>

If these pupils were not educated within Milton Keynes schools then the total Milton Keynes school population would decrease by approximately 1%; this percentage has not changed from 2009.

In September 2010, of the year 7 intake across all twelve secondary schools, 149 pupils came from non-Milton Keynes primary schools. These pupils had chiefly been in schools in other LA areas, but also included those who had been in private provision and alternatives such as home educated. Of these 149 pupils, 125 actually lived in Milton Keynes.

## C8 Ethnic Groups

Tables C7 provides ethnicity data for children in all Milton Keynes primary and secondary schools respectively. The picture given below may not be entirely accurate, as parents have the right to refuse to provide information of their child's ethnicity, or may not return the information to the school.

Table C7: Pupils by ethnic group, January 2011

Ethnic Group	Pupils	% of Total
White British	25165	65.6
Black African	3241	8.4
Mixed	2234	5.8
White Other	1650	4.3
Pakistani	1048	2.7
Indian	1027	2.7
Any Other Asian	968	2.5
Refused/Unknown	682	1.8
Black Other	625	1.6
Bangladeshi	578	1.5
Any Other Group	410	1.1
Black Caribbean	365	1.0
Chinese	247	0.6
White Irish	134	0.3
Total	38374	100

### C9 Gender balance

Table C8 shows the gender balance in schools as at the January Census 2011. Overall, there are slightly more boys than girls in Milton Keynes schools. These include special schools and nurseries.

Table C8: Gender balance in Milton Keynes schools, January 2011

Gender	2011 Pupils	%
Boys	20669	51%
Girls	19766	49%
Total	40435	100%

### C10 Securing places for children with Special Educational Needs

Of the 40,435 pupils on roll as at January 2011 across all phases including nursery, 40,214 (99.4%) were educated in Milton Keynes maintained nursery, primary, secondary or special schools and 223 (0.6%) were educated in alternative provision. This does not include children educated at home who are not included on any school roll. Of those in the maintained sector, Table C9 illustrates the number and percentage of pupils with different levels of learning difficulties and disabilities in Milton Keynes schools, grouped by key stage.

Table C9: Children with learning difficulties and disabilities in Milton Keynes maintained schools, January 2011

Category	0-5 Years (Nursery & R)		Key Stage 1		Key Stage 2	
	Number	%	Number	%	Number	%
School or Early Years Action	119	2.7	608	9.7	1415	12.2
School or Early Years Action Plus	121	2.7	306	4.9	972	8.4
SEN Statements	48	1.1	126	2	361	3.1
Total Registered LDD	288		1040		2748	
Other Pupils	4187	93.6	5272	83.5	8864	76.3
Total Pupils	4475	100	6312	100	11612	100

Category	Key Stage 3		Key Stage 4		16+ Years	
	Number	%	Number	%	Number	%
School or Early Years Action	941	11.7	612	11.7	189	6.4
School or Early Years Action Plus	654	8.1	398	7.6	91	3.1
SEN Statements	347	4.3	209	4.0	138	4.7
Total Registered LDD	1942		1219		418	
Other Pupils	6119	75.9	3992	76.6	2551	85.9
Total Pupils	8061	100	5211	100	2969	100

The needs of children and young people with statements of Special Education Needs (SEN) are met through a combination of mainstream, mainstream with enhanced resource ('departments'), and special school provision. A review of some SEN provision is currently (Spring 2011) being undertaken. Milton Keynes has six special schools, each with a specification for the age of pupils and range of needs that can be met. As at January 2011 the needs of children with statements were met in the following way:

Table C10: Children with statements of SEN, January 2011

Stage	Mainstream	Special	Total
0 – 5 Years	32	16	48
Key Stage 1	75	51	126
Key Stage 2	219	142	361
Key Stage 3	179	168	347
Key Stage 4	97	112	209
16+ Years	29	109	138
Total	631	598	1229

The Inclusion Strategy aims to support more young people in mainstream schools and as the population grows, we will continue to monitor the level and type of provision required.

## C11 Excluded pupils

The LA is responsible for ensuring that all permanently excluded pupils receive full-time education. Unless and until the pupil is permanently excluded, he or she remains on the school roll and therefore the school's responsibility. From 2009 finding places for secondary age excluded pupils has been carried out by the Milton Keynes Behaviour Partnership. Such placements will be at another school or, where necessary, at a Personalised Education Centre (PEC) formally known as Pupil Referral Units (PRUs).

A number of secondary aged students who are not permanently excluded attend one of the three PECs in Milton Keynes. They receive a personalised programme that may include placements with alternative education providers. Referrals are managed and monitored through the Alternative Education Panel for the Behaviour Partnership. The PECs serve a locality based group of schools in the north, centre and south of the borough. The programmes they provide engage pupils in relevant and appropriate education experiences before they return to mainstream schools or other specialist settings.

In the primary phase, when pupils are at risk of permanent exclusion, parents and schools work with the Admissions Team and Primary Behaviour Support team or the Special Educational Needs and Disability Team (SENDIS). These specialist teams will support pupils to have their needs met within their mainstream school with additional support where necessary. The primary PRU supports up to 18 pupils who are at risk of exclusion or who are permanently excluded and awaiting a new school place. The provision serves the entire borough offering fixed term placements with the intention of reintegrating pupils to mainstream settings, either returning to their previous school, a new school or to a more appropriate setting. The PRU provides support from day 6 for pupils receiving a permanent exclusion.

It is good practice not to permanently exclude pupils with a Statement of Special Educational Need. Where the school placement for these pupils has broken down, the SEN Casework team will commission education, often through an independent provider.

Between 2007 and 2010, from a total of approximately 40,000 pupils on roll across all Milton Keynes schools, the number of permanent exclusions is in Table C11.

Table C11: Number of permanent exclusions by phase 2007 to 2010

Phase	2007/08	2008/09	2009/10
Primary	7	8	6
Secondary	32	10	11
Special	0	1	2
Total	39	19	19

## **C12 Education other than in maintained schools**

The relatively small percentage of children and young people who are not placed within mainstream provision may have their educational needs met within alternative settings. Primary aged pupils have access to the Primary PRU/short stay school (up to 18 places) and secondary aged pupils access PECs. The secondary PECs are commissioned by the Milton Keynes Behaviour Partnership and include the Central and South PEC, maintained by the local authority, the North PEC (an independent school) working with Christian Foundation and other providers. The partnership PEC arrangements cover approximately 220 places, delivering curriculum to meet individual needs. Further support is provided for those with additional educational needs arising from medical issues before they return to school. This separate provision, The Bridge, covers about 25 places at any one time plus an outreach service.

Parents can educate their children at home. The LA can make enquiries about the education being provided. Milton Keynes has a policy, 'Home Education' that explains the relevant legal requirements relating to home education. As at January 2011 there were 105 children educated at home in Milton Keynes.

## **C13 Provision for the education of children looked after**

As the corporate parent of children in care, the LA gives this group of children the highest priority. The Children's Act 2008 requires schools to pay particular attention to the needs of children in care. They receive the highest priority in admissions and schools provide the support which those children need to make progress. Children in care may have particular needs which can hinder good progress unless strategies are in place to support the child in overcoming those needs. The Education Team is tasked and resourced to ensure that every child in care has the learning opportunity to achieve their potential and overcome any difficulties. The team consists of a team manager, who has a senior educational background and is a qualified teacher, and four educational project workers. There is also a School Improvement Partner attached to this 'virtual school' to provide support and accountability in terms of delivering outcomes.

Each child in care has a Personal Education Plan (PEP) developed jointly by the school and the child's Social Worker which identifies the support which the child will need in order to make progress and meet identified targets. A named member of the Education Team will monitor the PEP and progress of each child in care and work with schools to identify any additional learning needs of the young person. Once a child is taken in to care, the school will be contacted by that member of the Education Team to explain the PEP process and organise the first PEP meeting which allows a clear plan to be drawn up to ensure that each child in care makes progress.

In February 2011 there were a total of 273 children in care (all ages) in Milton Keynes, of which 168 were of statutory school age, as shown in Table C12.

Table C12: Children in care in Milton Keynes schools, February 2011

School Provision	Children in Care of Milton Keynes – in Milton Keynes	Children in Care of Milton Keynes – in other LAs
Primary	36	10
Primary age in Special Schools	5	7
Secondary	63	25
Secondary age in Special Schools	8	11*
Out of Education	0	3
Total	112	56

\* Includes secure establishments

### **C14 Early years and childcare provision**

The local authority has a responsibility to ensure sufficient childcare and early years education provision is available. This is carried out by way of the Childcare Sufficiency Assessment and the associated stakeholder group. In October 2010, 3,266 four year olds were registered on school rolls in infant and primary school reception classes. There are currently two maintained nursery schools and 22 nursery classes attached to primary schools, some of which have been established in areas of deprivation. Three and four year olds are entitled to the equivalent of 15 hours of free nursery education a week. There were 1039 children in council nursery schools and classes as at October 2010.

Since 2008 nursery provision has been attached to new primary schools in developing areas. This is because voluntary and private sector providers may not be available to meet the need for places until the local communities begin to stabilise. However, the council is committed to ensuring that where possible there will be a range of provision to enable parental choice.

As well as the maintained provision described above, there are 57 pre-schools and private nurseries, which also offer access to the free nursery education for three and four year olds. In addition to this Milton Keynes has 53 day nurseries and childcare on domestic premises providers, and six nursery units in independent schools. The LA currently maintains eight of these, while the rest are independent or privately owned. These providers usually offer the free nursery education as part of a larger day-care package for working parents. The total number of nursery education places in the non-maintained sector is therefore currently calculated to be 4795 places.

School wrap around care, comprising of breakfast and after school clubs, together with holiday care clubs are often required to enable parents of school age children to work. These clubs are often located on school sites and are either run by the school or by an external private or voluntary provider, who will

link with a school or a number of schools. By either operating or linking with childcare provision of this nature, a school can demonstrate it is meeting the needs of its parents and thereby fulfils its duty in this regard under the extended services agenda. There are also 20 children's centres in Milton Keynes, some of which are on schools sites, offering a variety of services to their local community

The type and nature of providers currently offering childcare in Milton Keynes is shown below.

Table C13: Providers of childcare, February 2011

<b>Provider Type</b>	<b>Number of Providers</b>
Breakfast Club	33
Childminder	432
Full Day Nursery / Childcare on Domestic	53
Holiday Scheme	39
Home Child Carer	36
Maintained Nursery Schools / Classes	24
Nursery Units of Independent Schools	6
Out of School Care	47
Pre-School Playgroup / Private Nursery	57
<b>Total</b>	<b>727</b>

## Section D: Future demand for school places

### D1 The primary sector

To date the majority of the growth in the school aged population in Milton Keynes has been due to the large amount of new housing which has been built across the borough. More recently, however, Milton Keynes has also started to experience a rise in the birth rate, even in areas where no new housing has been built, a trend which is being reflected on a national scale. As a result of these combined factors, live birth data provided by the Office for National Statistics (ONS) demonstrates a considerable increase in the number of children born in Milton Keynes and due to start school each year as follows:

Table D1: Live births in Milton Keynes

Born between	To start Reception	Live births	% annual increase
Sep 2004 / Aug 2005	2009	3236	-
Sep 2005 / Aug 2006	2010	3302	2.0
Sep 2006 / Aug 2007	2011	3455	4.6
Sep 2007 / Aug 2008	2012	3659	5.9
Sep 2008 / Aug 2009	2013	3820	4.4
Sep 2009 / Aug 2010	2014	3912	2.4

Not all children born in Milton Keynes will require a place in a Milton Keynes school. To determine the likely number of children requiring a school place in the future a comparison has been made between historical birth data and the number of children who started mainstream schools in the Reception year group over recent years to establish a demand rate as follows:

Table D2: Birth data against actual intake in Reception

Born between	To start Reception	Actual Reception intake	Demand Rate
Sep 2004 / Aug 2005	3236	3142 (Sep 2009)	97.1%
Sep 2005 / Aug 2006	3302	3266 (Sep 2010)	98.9%

The latest, 2010 demand rate of 99% (rounded) can then be applied to the birth data for those due to start school in the next few years to project future demand. Table D3 shows the overall projected totals for all Milton Keynes pupils starting in Reception in forthcoming years, based on the demand rate for births alone. The projections are then compared to the total proposed Planned Admission Numbers (PANs) for all Milton Keynes mainstream schools with a Reception intake. This enables a direct comparison to be made between the likely demand for places and the number of places available.

Table D3: Projections to start Reception against total Milton Keynes primary PAN (birth data only)

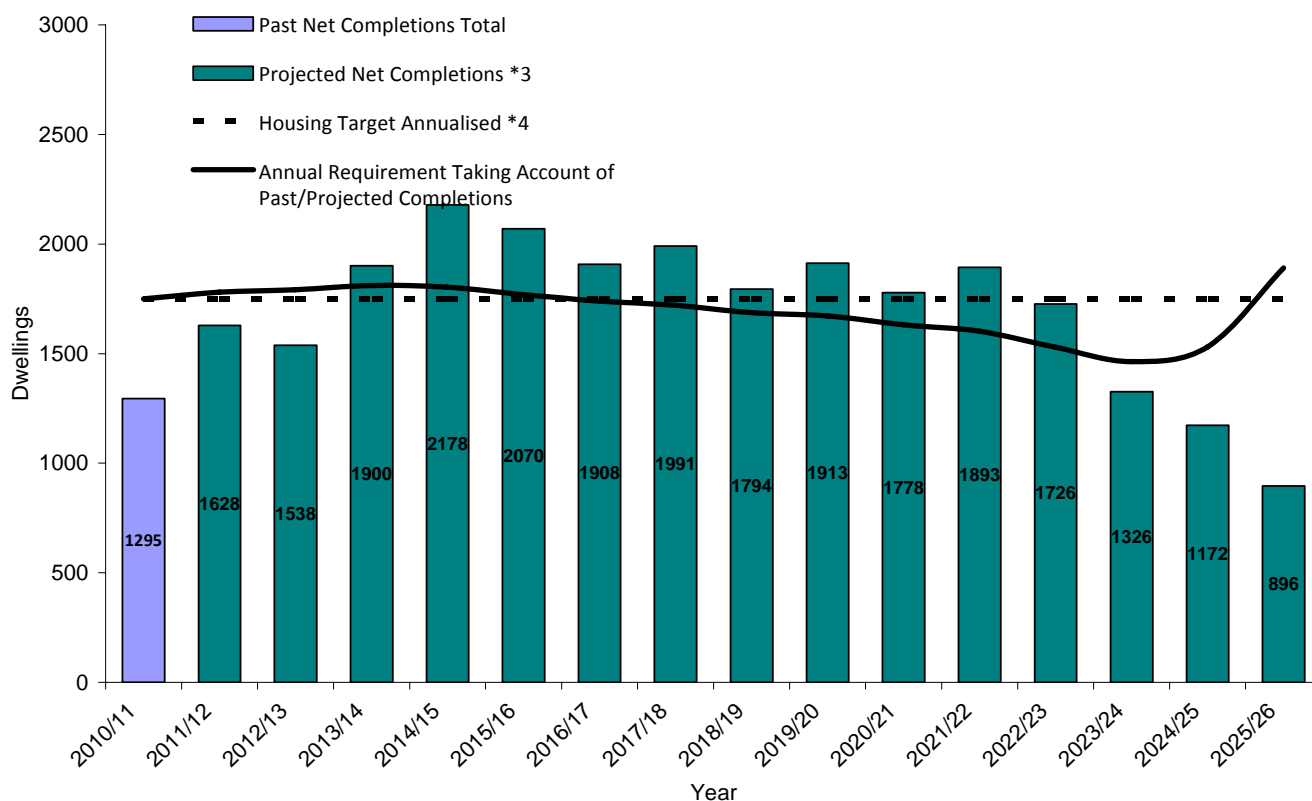
Category	September 2011	September 2012	September 2013
Total PAN	3568	3541*	3541
Births at 99%	3420	3622	3782
Difference	148	-81	-241

\* Reduction to PAN at 3 schools and increase at 1 other, adopted for admissions arrangements 2012 and resulting in total reduction of 27 places.

Table D3 projects that, based on current admission numbers, by 2012 there will be a shortfall of nearly 3 forms of entry in the number of places available for children starting school in Milton Keynes, increasing to over 8 forms of entry by 2013 based on children already born and living in Milton Keynes.

This projected shortfall will be exacerbated still further by planned new housing. The submitted Revised Core Strategy takes account of the revocation of the regional spatial strategies and seeks to deliver an average of 1,750 homes per annum (28,000 in total by 2026). The annualised target of 1,750 houses is broken down into 1,640 for urban areas and 110 for rural areas. Thus, of the 28,000 target for 2026, 26,240 will be in urban areas and 1,760 in rural areas. Figure D1 shows the latest housing trajectory forecasts in the light of the average 1,750 per annum target for house build. These forecasts are based on the numerous factors which impact on house-build delivery.

Figure D1: House build targets 2010 to 2026



A significant proportion of this growth will result from large-scale developments in the Northern, Eastern and Western Expansion Areas, Newton Leys (between Bletchley and Newton Longville), Stantonbury Park Farm and the Oakgrove grid square. Development has started on all of these sites with the exception of Oakgrove and the Western Expansion Area. Planning permission for Oakgrove has been granted for approximately 1,100 houses subject to the completion of a Section 106 Agreement.

Developments are also planned for some of the central and older areas of Milton Keynes, the largest of these occurring in Central Milton Keynes itself, in a high-density area bounded by Child's Way and Avebury Boulevard. Other sites include parts of Campbell Park, Ashland, and areas in Bletchley and Wolverton.

The Revised Core Strategy, submitted to the Secretary of State for consideration on 1 March 2011, allocates land for "a maximum of 2,500 houses" spread over four Strategic Reserve Areas (SRAs) in the south-east area of Milton Keynes, first identified in the adopted Milton Keynes Local Plan. These SRAs were originally part of the South East Strategic Development Area, which has been removed due to the abolition of Regional Spatial Strategies.

The new allocations together with the existing planning permissions and site allocations means that the picture for Milton Keynes is one of continuous population growth for the next fifteen years, with all the inherent implications of this for the infrastructure, including school places.

Table D4 below shows, as at 1 April 2011, the number of dwellings which already have planning permission but are not yet built and those for which sites have been allocated as part of the Local Plan process and are part of the revised submitted Core Strategy. Further sites to make up the shortfall will be part of the site allocation process following on from the adoption of the Core Strategy.

Table D4: Dwellings with planning permission or on the Local Plan

Category	Dwellings
Dwellings with planning permission	16,706
Potential dwellings on existing Local Plan sites	8,962
Total	25,668

Detailed research has been carried out to determine the likely additional pupil yield from new housing. Twelve greenfield sites have informed this research and this has led to the conclusion that on average 5.8 pupils per year group are generated by every 100 houses built. This rate of 5.8% can be applied to future years' planned housing, to give a projection of the likely number of additional places required. A map detailing significant areas of housing development planned across the borough and the number of additional places required as a result is attached at Annex A.

It is acknowledged that factors such as housing tenure and birth rates by different ethnic groups will have direct impacts on pupil yield. Local research has recently been conducted to investigate the impact of tenure, and particularly social rented tenure. The conclusion is that there is evidence to suggest that the higher proportion of social housing in an area, the higher the yield. However, the correlation is not strong enough to inform future planning.

To project the demand for future school places the additional pupil yield from the planned housing growth is applied to live birth data at 99% to show total projected demand against total capacity as follows:

Table D5: Projections to start Reception against total Milton Keynes primary PAN (including housing)

Category	2011	2012	2013	2014	2015	2016	2017
Total Yr R PAN	3568	3541*	3541	3541	3541	3541	3541
Total Year R projection	3455	3732	3971	4122	4246	4355	4476
Balance	113	-191	-490	-581	-705	-814	-935

\* Reduction to PAN at 3 schools and increase at 1 other, adopted for admissions arrangements 2012 and resulting in total reduction of 27 places.

**Important note:** for the purposes of planning ahead the number of children due to start school in 2015-2017 and living in existing housing stock has been taken at the 2014 figure at 99% (children born in Milton Keynes in 2010). Additional children projected as a result of new housing have then been added to the 2014 base figure.

Table D5 demonstrates that should no further primary places be commissioned in Milton Keynes there will be an increasing deficiency of school places for children starting primary school from 2012 onwards.

## D2 The secondary sector

In order to project the future demand for secondary places it is important to assess the likely number of children leaving the primary sector and likely to request a place within the Milton Keynes secondary sector. A trend can be established by comparing the number of children leaving Year 6 and joining Year 7 in September in each of the past three years.

Table D6: Retention rates between NCY 6 and NCY 7 over the past three years

Year	January NCY 6	September NCY 7	Retention Rate %
2008	2882	2746	95.3
2009	2885	2807	97.3
2010	2965	2910	98.1

Table D6 demonstrates that the retention rate between Year 6 and Year 7 has increased year on year since 2008. The latest rate (98.1%) can then be applied to the next January's actual Year 6 cohort to project the number of places likely to be required against the number of places available.

Table D7 suggests that based purely upon the existing population in the current primary school sector there will be insufficient places across the borough by September 2015 should no further places be made available.

Table D7: Projected Year 7 surplus places based on existing children in the system

Category	2011	2012	2013	2014	2015	2016	2017
Total Year 7 PAN	2975	3005*	3035*	3035	3035	3035	3035
Total Year 7 projection	2763	2895	2826	2961	3118	3152	3232
Balance	212	110	209	74	-83	-117	-197

\* Increase to PAN at 1 secondary school within existing building in 2012 and then another secondary school within existing building in 2013.

However this sector will also need to absorb additional pupils generated as a result of new housing. Once these figures are added to the existing demand in the system the number of surplus places available across the borough changes as follows:

When projecting the demand for future school places the predicted additional pupils required for new housing is added to the Year 6 transfer group to show total projected demand against total capacity as follows:

Table D8: Projected Year 7 surplus places based on existing children and new housing

Category	2011	2012	2013	2014	2015	2016	2017
Total Year 7 PAN	2975	3005*	3035*	3035	3035	3035	3035
Total Year 7 projection	2813	2982	3017	3244	3500	3634	3844
Balance	162	23	18	-209	-465	-599	-809

\* Increase to PAN at 1 secondary school within existing building in 2012 and then another secondary school within existing building in 2013.

Table D8 demonstrates that should no further secondary school places be commissioned there will be an increasing deficiency of places available for children from September 2014 onwards.

### D3 The special sector

As the population of Milton Keynes grows so will the demand for provision in special schools. There are currently 6 special schools in Milton Keynes. As at January 2011, there were 202 pupils of primary age in special schools, which equates to 0.93% of the total number of pupils in the primary sector (mainstream and special combined). Likewise, there were 391 pupils of secondary age in special schools, which equates to 2.22% of all pupils (mainstream and special combined).

However when assessing projected demand for the special sector it is possible to look at the proportion of children attending special school provision for each liaison group, rather than across the borough, as demand varies according to geographical location. Using this historical demand, and then applying it to future Year R and Year 7 cohorts as in sections D1 and D2 above demonstrates a small increase in demand in the primary sector and proportionate increase in demand in the secondary sector as follows:

Table D9: Projected demand for special school places Year R 2011-2017

Liaison Group	2011	2012	2013	2014	2015	2016	2017
Brooklands	0	0	0	0	0	0	0
Denbigh	0	0	0	0	0	0	0
Leon	1	1	1	1	1	1	1
Lord Grey	0	0	0	0	0	0	0
Oakgrove	0	0	0	0	0	0	0
Ousedale	0	0	0	0	0	0	0
Shenley Brook End	1	1	1	1	1	1	1
Stantonbury	3	3	3	3	3	3	4
The Hazeley	0	0	0	0	0	0	0
The Milton Keynes Academy	1	1	1	1	1	1	1
The Radcliffe	2	2	3	2	2	2	2
Walton High	3	3	3	4	4	4	4
Western Expansion Area	0	0	0	0	0	0	0
<b>Total</b>	<b>11</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>13</b>	<b>13</b>	<b>13</b>

Table D10: Projected demand for special school places Year 7 2011-2017

Liaison Group	2011	2012	2013	2014	2015	2016	2017
Brooklands	4	6	8	8	9	10	11
Denbigh	5	7	6	6	6	6	6
Leon	6	7	7	8	8	8	10
Lord Grey	4	5	4	4	5	4	5
Oakgrove	3	3	3	3	4	4	4
Ousedale	3	2	2	3	2	3	3
Shenley Brook End	3	4	4	4	3	4	4
Stantonbury	8	8	8	9	9	10	10
The Hazeley	1	1	1	1	2	2	2
The Milton Keynes Academy	10	10	10	11	13	13	14
The Radcliffe	6	6	6	7	7	7	8
Walton High	2	2	3	3	3	3	3
WEA	0	0	0	0	0	0	0
<b>Total</b>	<b>55</b>	<b>61</b>	<b>62</b>	<b>66</b>	<b>72</b>	<b>74</b>	<b>78</b>

The LA constantly monitors demand for the special school places and will be using the data in tables D9 and D10 above to ensure that there continues to be sufficient appropriate high quality places for all children requiring a special school place in Milton Keynes over forthcoming years. No additional places are projected to be required in the near future.

## **Section E: Meeting future demand for school places**

Section D of this document identifies an increasing shortfall in primary school places from 2012 onwards and an increasing shortfall of secondary school places from 2014 onwards. In order to fulfill our statutory duty to provide sufficient school places for all children and young people living in Milton Keynes new school places will need to be commissioned. When commissioning new places the following broad principles will apply:

### **E1 Early years and primary provision**

- 1 There are no presumptions made about the minimum or maximum size of primary schools within existing provision. Much of the success of a school will depend upon the leadership of the school and the organisation and delivery of the curriculum, rather than its size. Judgments will therefore be made on a case by case basis, guided by how effectively and efficiently a school can operate and the needs of individual communities. These needs may vary, particularly between urban and rural communities
- 2 All new primary provision will be commissioned with the full primary age range (4-11). Where these schools are being commissioned in large, greenfield developments sites should be secured to meet a two form entry schools as a minimum, with the ability to be able to expand up to three or possibly four forms of entry if required in the future. New primary provision will open with years R – 4 only in the first year. This is to discourage mobility of pupils in years 5 and 6 who are at an important point in their primary education. It also allows the new organisation to grow and mature before addressing the full primary age range.
- 3 There is no presumption that all other schools will become primary schools, although this will be a key consideration when reviewing the effectiveness of provision in a given area, or maybe proposed as a result of parental representation.
- 4 Where capital finance is sufficient, and sufficiency assessments and market forces support it, opportunities will be taken to provide early years facilities on existing school sites.
- 5 As new primary schools are commissioned, the LA will tailor the specification for the new organisation, (size, age-range, specialism, etc), to meet the identified needs of the community to be served.

## **E2 Secondary and post 16 provision**

- 1 There is no presumption about the required size of secondary schools, although generally secondary schools do not tend to operate below five forms of entry due to workable baseline viability and the demands and breadth of the secondary curriculum. As with primary schools, much will depend upon the leadership of the school and the organisation and delivery of the curriculum. A judgment will therefore be made about the size of individual schools based on how effectively and efficiently they can operate and the needs of individual communities.
- 2 New secondary provision will be planned to have a minimum expected intake of 150 pupils per year group and will need to be placed on a site capable of expanding up to 240 pupils per year group, as a minimum. Secondary schools will open with Year 7, 8 and 9 and then build up incrementally each year. This is to discourage mobility of pupils in year 10 and above who are at an important point in their secondary education. It also allows the new organisation to grow and mature before addressing the full secondary age range.
- 3 As new secondary schools are commissioned, the LA will tailor the specification for the new school, (size, ethos, specialism etc), to meet the identified needs of the community to be served as well as the needs of the wider Milton Keynes community.

## **E3 Expansion of popular and successful schools**

Proposals to expand a popular and successful school or academy may be brought forward to meet increased demand for places. When assessing whether an organisation is 'popular and successful', the following indicators, published in national guidance, will be taken into account:

- The organisation's performance
  - in terms of absolute results in key stages and public examinations
  - by comparison with other providers in similar circumstances
  - in terms of progress made by individual pupils
  - in terms of improvement over time in key stages and public examinations
- The number of applications for places
- Any other relevant evidence put forward by an organisation.

The LA is committed to examining ways of increasing the number of places where parents want them, particularly where outcomes are good. However there are tensions in meeting parental preference for popular provision where surplus places exist in other organisations nearby, or where expansion would create surplus places at other schools and adversely affect outcomes.

A number of factors will therefore be taken into account when considering proposals to expand existing popular and successful provision:

- are additional places required within safe walking distance of the area concerned?
- is there sufficient land or a suitable site to accommodate the school expansion?
- would the proposal, if implemented, damage overall standards and outcomes for children and young people in the area?
- are there alternative proposals that might have a more positive impact on overall outcomes for children and young people in the area?
- what are the views of all those who will be affected by the proposal or who have an interest?
- what would the implications be for transport, including safety, revenue cost, road congestion and environmental cost?
- is the capital funding for the scheme available, and if so, does the proposal represent a cost effective use of public funds?

#### **E4 Capital funding to support the provision of new school places**

For new housing development, the LA will continue to seek to maximise financial and/or land contributions from developers where additional educational infrastructure is required to meet the demand. Where Milton Keynes Council is the planning authority contributions will be negotiated using the adopted Supplementary Planning Guidance (SPG). This was adopted in 2004 and a pupil yield of 4 children per year group per 100 houses was used as the basis for assessing contributions. The recent research carried out into pupil yield in Milton Keynes covered in Section D of this document demonstrates that this policy framework is no longer fit for purpose. This guidance is shortly to be reviewed and the latest research will be used as a basis for securing the future policy position. Where Milton Keynes Partnership is the planning authority, the tariff will apply. To date the contributions received via the tariff have represented a small proportion of the real cost of provision.

Where pupil numbers are rising in established areas the LA will use the School Capacity Collection (SCAP) to demonstrate need and receive 'Basic Need' funding. The SCAP is a survey developed and managed by Partnership for Schools for the DfE. It allows the DfE to identify those areas where there are pressures on places and where significant shortfalls of places are anticipated and asks LAs to inform the DfE of any plans to secure additional capacity. The DfE will assess projections from LAs in order to monitor trends but also to inform how much Basic Need funding should be allocated to assist LAs to provide enough places to meet future demand. Basic Need funding has been received for 2011/12 but the LA awaits its allocation for the next funding round, likely to be in late autumn 2011.

## E5 Planning to meet the demand

### Primary provision

New school places are to be proposed and in some cases have already been commissioned to address the shortfall in demand identified in Section D, using the principles outlined in E1-4 above as follows, and these will now drive our education capital investment programme.

Table E1: Additional primary school places already secured and to be proposed

Scheme	Type	Additional places per year group (total places)	Commissioning Position	Target Opening Date	S106/tariff contribution secured
Priory Rise Primary	Raise PAN	30(210)	Legally secured	2012	Already built
Brooklands Farm Primary	Raise PAN	30(210)	Legally secured	2012	Already built
Oldbrook School	Extension	15(45)	Legally secured	2012	£547,512
Middleton Primary	Extension	30(210)	Legally secured	2012	£847,112
Falconhurst Primary	Extension	10(70)	Legally secured	2013	None – existing population increase
Langland Primary	Extension	10(70)	Legally secured	2013	£973,000.00
Brooklands Farm Primary	Extension	30(210)	Consultation to take place	2013	None – existing population increase
Oakgrove Primary	To be determined	60(420)	Yet to be commissioned	2014	£6,000,000
Priory Rise Primary	Extension	30(210)	Consultation to take place	2014	None – existing population increase
Brooklands Primary 2	To be determined	90(630)	Yet to be commissioned	2014	£1,764,000
Newton Leys	New	60(420)	Legally secured	2015	£3,987,522
Western Expansion Area Primary 1	New	90(630)	Legally secured	2015	£1,340,000
Central MK Primary	To be determined	60(420)	Yet to be commissioned	2015	None – existing population increase

These plans provide an additional 515 places per year group when the projected shortfall is 678 by 2015. We therefore plan to work with schools and academies across the borough over the course of the next year to commission the additional 163 places per year group required. There is no Section 106 funding to support this additional provision since it results from natural demographic growth. Some of the provision will be needed for 2012.

All sites and proposed or secured schemes are illustrated on the map attached at Annex B.

Detailed analysis of the demand, proposed new provision and identified areas of shortfall for which further work will be now be carried out is attached by liaison group area at Annex C.

### Secondary provision

New school places are to be proposed and in some cases have already been commissioned to address the shortfall in demand identified in Section D, using the principles outlined in E1-4 above as follows, and these will now drive our education capital investment programme.

Table E1: Additional secondary school places already secured and to be proposed

<b>Scheme</b>	<b>Type</b>	<b>Additional places per year group (total places)</b>	<b>Commissioning Position</b>	<b>Target Opening Date</b>	<b>S106/tariff contribution secured</b>
St Paul's	Extension	30(210)	Legally secured	2013	None – existing population increase
Site on Brooklands	To be determined	300(1500)	Yet to be commissioned	2015	£19,070,000
Site in CMK	To be determined	120 (600)	Yet to be commissioned	2015	None – existing population increase
Site on Western Expansion Area	To be determined	300(1500)	Yet to be commissioned	2016/17	£13,911,000

These plans provide an additional 750 places per year group when the projected shortfall is 809 by 2017. We therefore plan to work with schools and academies across the borough over the course of the next year to commission the additional 59 places per year group required. There is no Section 106 funding to support this additional provision since it results from natural demographic growth. Some of the provision will be needed for 2014.

All sites and proposed or secured schemes are illustrated on the map attached at Annex B.

Detailed analysis of the demand, proposed new provision and identified areas of shortfall for which further work will be now be carried out is attached by liaison group area at Annex C.

## **Section F: Glossary**

### **A**

#### Academies

Academies are publicly funded independent schools, for pupils of all abilities. Schools can apply to the Secretary of State to convert to an academy. Some academies will involve sponsors from business, faith or voluntary groups, working with central Government and local education partners

#### Admission Criteria

Each Admissions Authority sets criteria, which is a list of rules enabling applications to be put into priority order if the school is oversubscribed.

#### Admissions Authority

Schools which agree their admissions criteria are admission authorities. Local authorities are also admission authorities as they are responsible for admissions to community and voluntary-controlled schools.

#### Admissions Code

The School Admissions Code is published by the DCSF and all admission authorities have to adhere to it. The latest edition was published in February 2010.

#### Admissions Forum

A statutory local body charged with monitoring and advising on the effectiveness and fairness of local admissions arrangements with a statutory right of objection to these. Consists of representative of schools, religious bodies representing faith schools, parent and community groups. The Education Bill is proposing to abolish the Admissions Forum.

### **B**

#### Basic Need Funding

Funding allocated by the DfE by formula to support the provision of new school places in areas of population growth.

### **C**

#### Co-educational School

A school that caters for both boys and girls.

#### Cohort

A year group of pupils within a school.

#### Consultation

Before publishing a proposal, proposers must consult interested parties and be able to show they have taken account of their views and comments.

### Co-ordinated Schemes of Admissions

A local authority scheme that co-ordinates the admissions arrangements for all schools.

### Core Strategy

The Milton Keynes Core Strategy is a key part of the Local Development Framework setting out the vision for the borough up to 2026. It explains the objectives and strategy for the development of Milton Keynes and identifies the major areas where growth and change will take place.

### **D**

#### Department of Education (DfE)

The government department responsible for schools, school organisation and planning.

### Defined Areas

The geographical area from which children will be given priority for admission to a school if a school has too many applicants for the places available.

### **F**

#### Falling Rolls

A school with a falling roll is one which has declining numbers.

### Forms of Entry

Schools are usually organised according to the number of classes or forms within a year group. Forms are usually set at 30. So one form of entry means 30 pupils per year group and two forms of entry means 60 pupils per year group and so on.

### Free school

A non profit making independent state funded school

### **I**

#### Infant Class Size Legislation

The law requires that infant classes, (ie those where the majority of children will reach the age of 5,6, or 7 during the school year), must not contain more than 30 pupils with a single qualified teacher.

### **L**

#### Live Birth Data

The number of live births in any one year over the period 1 September to 31 August. Information is provided at postcode level

### LDD

A term used to describe those with learning difficulties and/or disabilities.

## **M**

### **Mainstream Schools**

Schools that are maintained by the local authority for the purposes of general admission, rather than special schools which are for children with specific needs.

### **Mandatory**

A legal requirement.

### **Milton Keynes Partnership**

The Partnership Committee has been dissolved and work continues through the Homes and Communities Agency (HCA) to coordinate the planning and delivery of growth and development in the major new areas of the city. The role of the HCA is changing and discussions are underway with Milton Keynes Council on the future of some of the land, planning and economic functions undertaken by the agency.

## **N**

### **Net Capacity**

The measure of capacity of a school. For primary schools this is based on the number and size of spaces designated as class bases; for secondary it is based on the number, size and type of teaching spaces and the age range of the school.

## **O**

### **Ofsted Category**

Following an inspection, the Office for Standards In Education, Children's Services and Skills (Ofsted), will allocate one of four categories to a school. These are 'outstanding', 'good', 'satisfactory' and 'inadequate'.

## **P**

### **Parental Preference/Choice**

A parent's choice of school that they wish their child to attend.

### **Phases of Education**

Schools provide education for different ages of pupils. A phase of education will describe the age range that it covers. Primary phase means any school covering any part of the age range 4-11 and secondary phase means any school covering the ages 11-16.

### **Planned Admission Number**

The minimum number of school places that must be offered in each relevant age group in a school by the admissions authority.

### **Pupil Yield**

The number of children per cohort that is expected to be generated by any given housing development.

## Pupil Yield Multipliers

Often described as a percentage, this is the formula used to determine the number of children likely to live in a new housing development. For example, a '6% model' implies that for every 100 dwellings we would expect six children per cohort.

## R

### Rural Schools

A rural primary school is a school that has been designated as rural by the Secretary of State under the provisions of Section 70(3) of the Education Act 2005. A rural secondary school is a school located in an area classified as rural by the Office for National Statistics Rural and Urban Area Classification.

## S

### School Adjudicator

The school adjudicators' legal responsibilities include:

- ruling on objections to schools' or local authorities' admission arrangements, for pupils entering a school in the September of the year following the publication of the contested arrangements
- resolving local disputes regarding statutory proposals for school reorganisation
- making the final decision on building new schools when the local authority is either the sole bidder or part of a multi-bid 'competition' of bidders
- ruling on appeals from schools against a direction from a local authority for the school to admit a particular pupil
- ruling on appeals sought by either a school or local authority regarding the transfer and disposal of non-playing field land and assets when a school changes its status to become its own admissions authority.

### School Liaison Group

A school liaison group is a group of schools linked together by a common secondary school.

### School Progression Routes

The ability to progress from one phase of education to another through schools who have natural links.

### Secretary of State

The Secretary of State for the Department for Education is the Government Minister responsible for education.

### Special Educational Needs (SEN)

Refers to pupils having some form of educational need, either as a result of a learning difficulty or disability that makes it harder for that child to learn or access education than for other children of the same age. SEN children receive additional support either from within the school or outside agencies.

### Special Schools

Maintained schools provided by local authorities for children with special educational needs.

### Specialist Status

A school with a special focus on a chosen subject area: arts, business; enterprise, engineering, humanities, language, mathematics; computing, music, science, sports or technology.

### Statements of Special Education Need

Following a statutory assessment process, local authorities can issue a statement of special education need in respect of a pupil. This statement identifies how the pupil's educational and non educational needs will be met.

### Statutory Proposals

Signals a proposed change to local school organisation under the Education and Inspections Act 2006 e.g. enlargement, change to the age range including the addition of a nursery or sixth form, closure etc. Regulations advise what must be contained within the statutory proposal.

### Strategic Reserve Areas

Possible new areas of housing within Milton Keynes.

### Sufficiency Assessments

Assessments carried out by a local authority to see whether there is enough childcare provision.

### Sure Start Agenda

A cross-departmental strategy to improve services for children.

### Sure Start Children's Centres

Sure Start Children's centres bring together childcare, early education, health and family support services for families with children under five's. In Milton Keynes they are usually located in schools.

## **T**

### Tariff

A framework agreement between Milton Keynes Partnership, landowners and developers that sets out contributions for infrastructure in respect of the main development areas of Milton Keynes.

### Third Sector

Voluntary and community groups, social enterprises, charities, cooperatives and mutual organisations whose common characteristics are non-governmental and value-driven.

### Total Fertility Ratio

Total Fertility Ratio (TFR) shows births by ethnic groups from the period 2000 to 2006, across the United Kingdom. The TFR is the average number of children a woman may expect over the child-bearing years

based on current fertility rates. Table D3 shows the research by ethnic group, with the TFR rates for each.

## **U**

### Unitary Authority

A unitary authority is a council with responsibility across all areas of public service, rather than having district and county councils who each have their own functions to provide the services in the area.

## **V**

### Vertically Grouped Classes

Classes that have more than one year group being taught together by the same teacher