

**Report of Director of Children & Families****Report to Scrutiny Board (Children & Families)****Date: 26 April 2018****Subject: Learning Places for Leeds Overview**

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**Summary of main issues**

Since 2009, over 1,600 additional reception year places have been created, along with bulge cohorts created temporarily as required. Whilst the pressure for primary school places is stabilising, the need for more school places is moving into the secondary school phase.

In addition, unprecedented levels of in-year requests for school places is providing unpredictable pressure on the school system, with additional new housing across continuing to bring additional need for school places across all ages.

Leeds City Council has a statutory duty to ensure the provision of good quality learning places and to secure an appropriate balance locally between education supply, demand, choice and diversity. It is the role of the City Council to plan, organise and commission learning places in Leeds in a way that raises educational standards, manages fluctuations in pupil numbers and creates a diverse community of good schools. The Authority seeks to exercise this function in partnership with children and families, elected members, diocesan education boards, governing bodies of schools, head teachers, local communities and other key stakeholders.

Estimating school places is a complex process and rapid shifts in demographic changes, economic conditions, patterns of migration, parental preference patterns, and house building create uncertainties that require robust methodologies and responsive implementation. It is imperative that the best information on housing, access to services, economic development and regeneration are brought together, alongside data held by other agencies, to inform the future needs for school places. Planning for learning needs to

take into account the requirement to provide a learning offer across a wide age spectrum from eligible 2 year olds right up to 18 year olds (up to 25 years old for children with Special Educational Needs).

This overview summarises the work undertaken to ensure this statutory duty is being met and outlines the challenges we must meet in the future.

## **Recommendations**

Scrutiny Board is asked to:

- Note the information contained within this report.

## 1 Purpose of this report

- 1.1 This overview summarises the work undertaken to ensure the council's statutory duty to provide sufficient learning places is being met and outlines the challenges we must meet in the future.

## 2 Background information

### Provision Created to Date

#### Learning Place Pressure

- 2.1 Following over a decade of rapidly increasing birth rates from a low of 7,500 to a peak of those who were due to enter reception in September 2016 of 10,350, there is some minor fluctuation in the births. However, this now appears to have stabilised at or above the 10,000 per year group mark.
- 2.2 Since 2009, over 1,600 additional reception year places have been created, along with bulge cohorts created temporarily as required. In some areas, the increases in house building is placing increasing pressure on all year groups and not just those entering reception. The table below shows the birth cohorts, the projected demand for places and, historically, the number of places allocated according to each year of entry.

Year starting school (Reception)	Birth cohort	Projected demand for places	Actual places allocated on Primary Offer day	Number currently on roll (Census Oct 17)
2013	9,652	10,133	9,355	9,839
2014	10,202	10,403	9,774	10,209
2015	9,996	10,138	9,854	10,107
2016	10,350	10,542	10,051	10,325
2017	10,051	10,307	9,683	9,923
2018	9,960	10,247		
2019	10,113	10,505		
2020	10,223	10,546		

- 2.3 Actual places allocated on Primary Offer day is usually slightly lower than projected demand, as not all parents have applied for a place by offer day (despite best efforts to follow up those who haven't applied) and additional children move into the area requiring a school places during the academic year. Although there were over 100 less births for children beginning Reception in 2020 compared to those who began Reception in 2016, the projection for 2020 is slightly higher than 2016 as it includes known housing building under construction in the city and reflects the rise in migration into the city in recent years.
- 2.4 In addition, an increase in the volume of in year admission requests are adding to the learning places pressure, particularly from new arrivals to the city. This is

concentrated in particular areas of the city and in particularly age groups such as those requiring Year 1 or Year 2 places, although all year groups are seeing an increase in demand. The inner city areas have seen the highest levels of in-year pressure.

2.5 In Harehills alone we have seen an unprecedented rise in in-year demand for school places resulting in over 400 places being created over the last 2 years. The demand this academic year has seen the necessity to further create the equivalent of more than a whole new primary school (of 1 Form of Entry across all year groups from Reception to Year 6) to ensure children have access to a school place. The council has worked closely with the local schools to proactively create additional school places, with many schools accepting additional children as well as Shakespeare Primary School working with the council to provide school places for up to 210 children across seven year groups in-year, ahead of their permanent move to new facilities in September 2018. Appendix A gives a detailed overview of the in-year pressure and solutions in the Harehills area.

2.6 Additional secondary school places have been created at Roundhay High School, 50 places per year group. A proposed expansion to deliver an additional 2FE from September 2019 within the Inner East is being taken forward. In addition, 3 new Free Schools at Dixons Trinity, Temple Learning Academy and Ruth Gorse Academy have created over 2,400 secondary school places, with another 1,000 places to be created when Laurence Calvert Academy opens from September 2019.

2.7

<b>Year starting secondary school (Year 7)</b>	<b>Projected demand for places</b>	<b>Actual allocated places on Secondary Offer day</b>	<b>Number currently on roll (Census Oct 17)</b>
2016	8,537	8,301	8,421
2017	8,676	8,455	8,668
2018	9,282	8,881	
2019	9,603		
2020	10,027		
2021	10,341		
2022	10,104		
2023	10,467		

2.8 As with primary, actual places allocated on offer day is usually slightly lower than projected demand, as not all parents have applied for a place by offer day (despite best efforts to follow up those who haven't applied) and additional children move into the area requiring a school places during the academic year.

2.9 Steady increases of 300-400 additional children year on year for the next 3 years is projected, before projected demand begins to level out at between 10,100 and 10,500 children per year group.

#### Primary and Secondary Admissions

- 2.10 There are national closing dates for applications and for making offers. Secondary applications must be submitted by 31 October and offers are made on 1 March. We have allocated 8,881 year 7 places for September 2018 (8,455 last year, a 4.8% increase). There were 82% (85% in 2017, 82% in 2016) who were successful with their first preference, and 96% that were offered one of their five preferences (97% in 2017, 96% in 2016). Appendix B provides a full briefing of the 2018 Secondary Allocations.
- 2.11 Primary applications must be submitted by 15 January each year and offers are made on 16 April. In 2017, 87% (87% in 2016) of Leeds pupils were offered their first preference with 97% (96% in 2016) offered one of their top five preferences. There were 9,683 places allocated on offer day which is a decrease from 10,051 at the same point the previous year.
- 2.12 At the February Executive Board, it was determined that the modelling of potential options for introducing Primary School catchment areas be undertaken, in order to determine whether it is appropriate to consider this for future consultation.

#### Learning Places approved

- 2.13 Since the Basic Needs programme began in 2009, over 1,600 additional reception places have been created (the equivalent of 54 Forms of Entry and almost 11,500 primary schools places from Reception to Year 6). In addition, further reception and primary school places have been developed in the city through the free schools at Temple Learning Academy, Khalsa Science Academy, Dixons Trinity and Elements (which is opening for September 2018).
- 2.14 Additional secondary learning places have been created at Roundhay High School, and learning places have been created at Temple Learning Academy, Ruth Gorse Academy and Dixons Trinity free schools as well as the opening of the Elliott Hudson College free school that has created additional learning places at Morley Academy, Bruntcliffe Academy and Farnley Academy.
- 2.15 200 new specialist learning places have been created in our SILCs from September 2015, 150 at the North East SILC (Woodhouse) and 50 at the South SILC. The Council's investment in SEMH provision will also ensure Springwell Leeds have the capacity for up to 360 places for children and young people with SEMH from September 2018 across the city over 4 sites.

#### Free Schools

- 2.16 There are now ten established Free Schools in Leeds:
- Lighthouse Special School
  - Khalsa Primary School which is on the old Fir Tree site
  - Leeds Jewish Free School co-located with Brodetsky Primary School (VA).
  - Elland Academy Alternative Provision Free School run by Delta
  - Ruth Gorse Academy 11-16 Secondary School in central Leeds

- Temple Learning Academy, a 4-18 school operating in the Halton Moor area
- Elliot Hudson College, a sixth form college run by the GORSE Academy Trust
- UTC Leeds, a University Technical College located in the Hunslet area but enrolling students from across the Leeds City Region
- Stephen Longfellow Academy Alternative Provision Free School run by Gorse Academy Trust
- Dixons Trinity through school run by Dixons Trinity Academy (Primary phase opened in Sept 2017, with Secondary to open in 2018)

2.17 A further school is due to open in September 2018:

- Element Primary Free School (to be located in Middleton and run by Wellspring Academy Trust).

2.18 Two other schools approved in Wave 12 are still being progressed:

- Laurence Calvert Secondary School (from the Cockburn Academy Trust)
- Southbank Primary (from the Gorse Academy Trust)

2.19 Three Free Schools due to open in Leeds will now not do so:

- Roundhay Park Primary – the Trust have withdrawn their application
- Horsforth School Sixth Form College – the DfE have withdrawn their approval
- CAPA College – The Trust have now decided to establish the provision in Wakefield

2.20 We meet regularly with both the Education and Skills Funding Agency and the DfE and receive updates of any applications made to establish further free schools in the city. We continue to engage with potential education providers to work together in ensuring that any new provision created is available in those areas of the city with the greatest need and is joined up with our own place planning.

### Early Years

2.21 Leeds has approximately 4,250 eligible 2 year olds at any one time. Of those on average 70% take up their place, which is above the national take up (68%). Families are able to take up a funded place at a variety of settings, including schools, private nurseries, child minders and preschools. There are a number of reasons why parents do not access a place and the Family Outreach workers and Early Years sufficiency team are working hard to promote and engage those families who do not or cannot access their free entitlement.

2.22 Places in schools are currently being targeted as they are able to offer places to eligible children for the last term before the universal entitlement at 3 years old.

There is a challenge in achieving 100% take up as free early education entitlement for 2 year olds is not statutory and some parents are choosing not to access their child's place.

- 2.23 Free Early Education Entitlement places, for 3 and 4 year olds, can be accessed in a variety of settings across the city. The take up in summer term 2015 was 16,139, 101% of eligible children (This is due to children from out of the area accessing provision in Leeds) and take up at summer 2016 was 15,379, 94%.
- 2.24 With the introduction of Free Early Education Entitlement for working families increasing to 30 hours from September 2017, the DfE has estimated 5,520 eligible 3 and 4 year olds in Leeds. Leeds met this target for the autumn of 2017 and ongoing take up of the offer is being monitored over the remainder of the academic year.

## **Demand for Future Provision**

### Childcare Places

- 2.25 In March 2018, the council published its Childcare Sufficiency Assessment (CSA) outlining the current provision and future anticipated demand for Childcare across the city. Appendix C provides a summary of the CSA.
- 2.26 The Childcare Act 2016 requires local authorities to secure sufficient childcare for the needs of working parents of children up to 1st September after their 14th birthday, or until they reach the age of 18 in the case of children with a disability. This must be sufficient to meet the requirements of parents who require childcare in order to enable them to take up or remain in work or undertake education or training which could reasonably be expected to assist them to obtain work.
- 2.27 The changes to the Childcare Bill increases the entitlement of free early education hours from 570 to 1,140 hours per annum for eligible families (from 15 hours per week to 30 hours per week). The extended entitlement generates opportunities for providers to expand or work creatively with other settings/childminders to allow them to expand their offer to parents. The council continues to work with providers to ensure there is sufficient capacity to meet the increased entitlement for parents and families.
- 2.28 Childcare is offered in a range of settings across Leeds. This includes governor led provision on school sites, private nurseries and childminders. Whilst childcare is not available on all school sites, the majority of schools offer access to childcare, in some cases provision is shared between a number of schools.
- 2.29 The Children and Families Act 2014 and the resulting Special Educational Needs and Disability Code of Practice provides statutory guidance to the local authority around childcare provision for children and young people with SEND. One of the requirements of the Act is for a 'Local Offer' website that ensures families can access clear information about all services for those aged 0-25 with Special Educational Needs and Disabilities (SEND). The specialist search engine returns information about the support and services available in Leeds for children and young people.

- 2.30 In addition, the Leeds Family Information Service website enables families to search for childcare in Leeds, with the option of searching for provision that supports children and young people with SEND. The introduction of the Disability Access Fund in 2017 will provide £615 for each eligible (those in receipt of Disability Living Allowance) child every year and will be paid to providers to ensure all children can access the free childcare entitlements for three and four year olds.

#### Primary Provision

- 2.31 For September 2018, a further 150 permanent reception places (5FE) will be in place, along with up to another 165 bulge reception places (5.5FE) and 90 places (3FE) through the opening of Free Schools to meet the expected demand for places.
- 2.32 Projections for September 2019 anticipate a further 135 places (4.5FE) needed, to be met by a combination of Free Schools, permanent expansions and bulge cohorts.
- 2.33 The permanent expansions, free school openings and a steadying of the birth cohort around 10,000 children per year means that projections for 2020 and 2021 will only require modest expansions or bulges in the primary phase.
- 2.34 However, there continues to be pressure in the Roundhay area of the city. Part of the permanent places in this area was due to be met through the opening of the Roundhay Park free school. Due to issues in identifying an appropriate site and issues with the Trust approved to open the new school, the Trust withdrew their application in January 2018. The council has provided a temporary bulge cohort solution at Moor Allerton Hall Primary School for September 2018, and is currently consulting on the permanent expansion of Moor Allerton Hall Primary School to a 3 FE primary school, with effect from September 2019. The need for additional school places in the area, along with the modelling of primary school catchment areas highlighted at 2.12 above, will be monitored and reviewed over the coming months to determine if a further form of entry is still required. Appendix D gives a detailed overview of the demand for primary places and solutions in the Roundhay area.

#### In-Year Transfers

- 2.35 As well as Leeds seeing its school population growing significantly due to the increasing birth rate, the city continues to attract new arrivals which has led to a rise in the number of pupils across all year groups requiring school places during the school year.
- 2.36 There has been a significant increase for in year applications for places across all four key stages, since 2015. This increase of in-year applications has also led to an increase in the number of 'shortages', which is where there are no school places available within a reasonable walking distance.



- 2.37 This places significant pressure on both schools and council resources to provide additional places over and above those being planned for reception and Year 7 aged children.

#### Secondary Provision

- 2.38 The increase in cohort sizes is now beginning to impact on secondary places. Projections currently indicate that the equivalent of up to 5 new schools are required by 2023 across the following areas of the city: Inner East, Inner North East, Inner South, West and Outer South. We are currently looking at potential expansions of existing schools/academies across the city, in addition to new free schools that are opening or may receive approval.
- 2.39 In East Leeds, an additional 4FE from the opening of the Dixons Trinity free school will be available from September 2018. Also, a proposed expansion to deliver an additional 2FE from September 2019 within the Inner East is being taken forward. Current demographics indicate a new school will also be required by 2021. Evaluation of alternative potential sites is being undertaken to meet the additional need, following the recent consultation for an 8FE secondary Free School to be co-located with the proposed new Fearnville Wellbeing Centre.
- 2.40 The whole of the East will be impacted by the East Leeds Extension, initially by the 2,000 houses that form part of the Northern Quadrant, where the need for an additional school has been identified as a result of the additional housing. Evaluation of potential sites is being undertaken to provide a further new school in East Leeds by 2023.
- 2.41 An additional 50 places have been created at Roundhay in the Inner North East.
- 2.42 The Inner South demand would largely be met by the recently approved new Free School from the Cockburn Academy Trust, alongside a small expansion to the existing Cockburn High School. Children & Families, along with City Development, held initial discussions with the Trust to explore potential site options and are now working closely with the Trust to bring forward with the EFA the most suitable site that is feasible and meets the need of the community it is to serve.
- 2.43 Options for the West and Outer South are being explored further.
- 2.44 Some of the changes that have occurred recently, such as the Ruth Gorse Academy moving to its new permanent location, will change projections within the areas where these schools are located and this is being monitored closely.
- 2.45 As more free schools are established across the city, including The Temple Learning Academy (opened secondary provision in 2017), Dixons Trinity Academy free schools (due to open secondary provision in 2018) and Laurence Calvert free school (due to open in 2019), this will help ease the projected secondary demand.

#### Post 16 Provision

- 2.46 The Council are continuing to work closely with schools, colleges and training providers to consider the future configuration of Post 16 provision across Leeds.

Increasing funding pressures, improving outcomes for young people and helping to meet basic need are driving the focus to review existing Post 16 provision.

- 2.47 There is no prescription in the approaches being considered, with schools and colleges considering various options including collaboration on subject delivery, formal and informal joint sixth forms, the closure of sixth form provision and establishing new separate sixth form provision.
- 2.48 The Elliott Hudson College opened in September 2015 and offers a 1,000 place A-Level provision as part of the Gorse Academy Trust. The opening of The Elliott Hudson site resulted in Morley Academy, Farnley Academy, Bruntcliffe and Swallow Hill closing their sixth forms, creating some capacity for secondary provision.
- 2.49 Horsforth High School had a Post 16 Free School submission in Wave 12 approved. However, the application was recently withdrawn and will not now go ahead. The Council is reviewing the position of Post 16 learning, along with the school and key stakeholders, in this area.
- 2.50 Schools and colleges in other areas of the city are considering the future of their sixth form provision, and discussions are taking place between the Council and schools to develop an appropriate way forward for these areas. Discussions are taking place with schools and colleges across the city.

#### Specialist Places

- 2.51 The Strategic Review of SEND provision in Leeds builds on our existing knowledge of our local area, including information about our current provision, as well as projected future demand. The consultation gathered views of children, young people and families in the city, along with seeking views via strong relationships with our schools and settings. Also, where possible, we worked collaboratively with our neighbouring authorities, particularly looking at our low incidence SEND pupils where they may require specialist out of area provision.
- 2.52 The Strategic Review has been a joint project between the Complex Needs Service and the Sufficiency and Participation Team (Learning Systems). Governance of the review, consultation and draft recommendations was overseen by the Good Learning Places Board. This approach will continue throughout the implementation of any approved recommendations and as we continue to evaluate the sufficiency of SEND provision on an annual basis.
- 2.53 Demand for school places for children and young people with Special Education Needs and Disability (SEND) continues to increase. The Strategic Review considers the increases in demand for school places for CYP with SEND and provides a strategy for place planning of sufficient and appropriate SEND provision. This will also include collaboration with our neighbouring boroughs to ensure that provision can be commissioned efficiently and in order to achieve the best possible outcomes for our CYP.

### **3 Main issues**

- 3.1 Projection of demand continues to be a challenging process. Birth rates and up to date health information give broad indicators to the need required across the city and within localities. However, the increasing fluctuation in the volume of new arrivals into the city (both domestically and internationally) is increasing the pressure for learning places and the uncertainty in predicting need in the future.
- 3.2 As birth rates fluctuate there is a need to balance carefully the need for temporary and permanent places. This is for two reasons: firstly to ensure that the limited capital funding available is targeted appropriately, and secondly to minimise the likelihood of over-provision in an area which then leads to less popular schools becoming vulnerable. Whilst 2016 was the largest birth cohort that has entered Reception classes, there is still an ongoing for additional primary school places to meet the birth rate and increased movement into the city.
- 3.3 In addition, as new housing comes forward demand for primary school places will again increase resulting in the need for new schools or expansions to existing schools to be brought forward.
- 3.4 As the increases are now beginning to impact on the availability of secondary school places careful consideration is being given to the existing capacity, the potential changes to sixth form provision in the city and the emergence of free schools. The indicative cost of a new 9 FE secondary school is in the region of £30-35m.
- 3.5 A wide range of options are being considered to meet the demand coming forward for secondary school provision including expansions to existing schools, reconfiguration of some school provision, changes to Post 16 provision, and new free schools either through the ESFA or the councils own procedures.

#### **4 Corporate Considerations**

- 4.1 Detailed in the 'Learning for Leeds – Setting our strategic direction for ensuring sufficient good quality school places' report which was seen and agreed by the Executive Board in July 2013.

##### Consultation and Engagement

- 4.2 All permanent expansions of school places include a public consultation. The legislation was changed in January 2014 to no longer require a statutory consultation in an effort to speed up the process of school place changes. As a consequence a paper was taken to Executive Board to outline the process of consultation that would take place.
- 4.3 Once the need to increase the number of places has been identified a stakeholder engagement event is held based on the Outcomes Based Accountability methodology. A range of interested stakeholders is invited including ward members, head teachers, governors, early years providers, neighbourhood forum representatives, Diocesan representatives, and local parents. From this specific expansion proposals are identified and a short period of public consultation, where face to face drop in sessions are held at the local schools affected, takes place. A summary of this whole range of consultation is then taken in a paper to

Executive Board for permission to publish a statutory notice which offers a further 4 week representation phase.

- 4.4 Regular consultation takes place with Exec Members and Ward Members at key stages throughout the design phases of an expansion project. Pre-planning meetings are held with officers from Planning, Highways and building control prior to the submission of the planning application, along with consultation with statutory consultees such as Sport England. In accordance with the Basic Need Programme Approval by Executive Board in September 2014, all schemes are considered and supported by the Deputy Chief Executive, Director of City Development and Director of Children's Services.
- 4.5 Ward members are provided with regular updates on activity in their area and across the city.

#### Equality and Diversity / Cohesion and Integration

- 4.6 An EDCI screening tool is carried out for every school expansion, and where necessary a full impact assessment.

#### Council policies and Best Council Plan

- 4.7 The proposals are being brought forward to meet the Council's statutory duty to ensure there are sufficient school places for all the children in Leeds. Providing places close to where children live allows improved accessibility to local and desirable school places, and thus reduces the risk of non-attendance.
- 4.8 A key objective within the Best Council Plan is to build a child friendly city. The delivery of pupil places through Basic Need is one of the most baseline entitlements of a Child Friendly City. A good quality school place contributes to the achievement of targets within the Children and Young People's Plan such as our obsession to 'improve behaviour, attendance and achievement'. It is therefore important that when bringing any proposal forward, there is a degree of certainty that any change would not have a negative impact on the teaching and learning.
- 4.9 A further objective of the Best Council Plan is to ensure high quality public services. We want to promote choice and diversity for parents and families and deliver additional school places in the areas where families need them. Meeting this expectation while demonstrating the five values underpinning all we do is key to the basic need programme.

#### Resources and value for money

- 4.10 Funding for new school places is provided by the government in the form of an annual basic need capital grant allocation. The funding provided to local authorities is rationed by the government based on the projections of places required nationally and locally. Some funding adjustments are made to the allocations to fund the national Academy and Free School programmes.
- 4.11 The discrepancy between funding provided by government and the cost of new places is most noticeable where new schools or large expansions have to be delivered. This appears to be because the DfE assumes that abnormal costs and

site costs will be met by local authorities and these costs are not generally assumed to be covered by these funding allocations. The DfE has recommended a standardised set of designs for new schools and extensions and will expect councils to adopt these or at least to pursue build solutions which use industry standard low cost elements to reduce the overall cost of new places. However, the ability to construct 'standardised extensions' is largely dependent upon existing building layouts and individual site constraints.

#### Legal Implications, Access to Information and Call In

- 4.12 The processes that have been and will be followed are in accordance with the Education and Inspections Act 2006 as set out in the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.

#### Risk Management

- 4.13 Projects to deliver new places in schools routinely carry a range of risks from their inception and it is essential that the council continues to review its approach to ensure the risks can be effectively managed. Risks will arise from a number of causes for example because project delivery timescales are limited, most school sites are constrained, funding is very limited and because new school places must be available from the respective Autumn term (September) to meet the council's statutory duty.
- 4.14 Timescales on projects tend to be constrained because of the nature of predicting when demand for places (arising from increasing birth rates, net inward migration, impact of 'summer birth' decisions or increased housing) will be sufficient to justify the permanent school places. The new centralised demographic projections team and a corporate approach to decision making will assist with ensuring there is a pipeline of deliverable schemes.
- 4.15 Basic need projects can be further complicated by issues with existing school sites or for the need to find sites for new schools in the right locations. An expansion at a school must be planned to minimise disruption to teaching and safeguarding and should be designed so that the operational effectiveness of the school is not compromised. Achieving planning consent for new school places is often complex and requires detailed local consultation, good liaison with planning and highways and innovative designs. In some areas new schools must be planned and where possible this is done using existing council sites but in future it may be necessary to acquire land for new schools.
- 4.16 A cross council approach to dealing with site issues is already in place and this has been enhanced through a strategic project management group allowing proper escalation of issues and risks and most importantly to problem solve and deliver solutions when risks materialise.

## **5 Conclusions**

- 5.1 An outline strategic approach and key principles have been agreed by the Executive Board.
- 5.2 Since the Basic Need Programme began in 2009, over 1,600 additional reception places have been created.
- 5.3 The outcome of the latest primary admissions round (in 2017) was positive with 87% of parents (87% last year) offered their first preference and 97% (96% last year) offered one of their top five preferences
- 5.4 The outcome of the latest secondary admissions round (in 2018) resulted in 82% of parents were offered their first preference school (85% in 2017, 82% in 2016) and 96% were offered one of their top five (97% in 2017, 96% in 2016).
- 5.5 We are working with the EFA and DfE to coordinate basic need planning with the national Free School programme.

## **6 Recommendations**

Scrutiny Board is asked to:

- Note the information contained within this report.

## **7 Background documents<sup>1</sup>**

- 7.1 None

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<sup>1</sup> The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

### Background

Harehills is an area where there has historically been a high level of mobility, little new housing and a predominance of private rental property. Over several years we have permanently increased the number of primary school places through expansion of primary schools, and the building of Nightingale Primary Academy. Given the constrained nature of the existing schools sites and housing in the area, the waste recycling centre had to be moved out of the area in order to build Nightingale on the former site.

Over the last 18 months we have continued to experience similar movement into the area as previously, and additionally a significant increase particularly in Roma families. Typically the families have several siblings, making them harder to place together in schools that are already full in most cases. As well as the changes to those moving into the area, we are also experiencing much less movement out of the area, increasing the overall local population. 400 additional places have been made available in the area over the last 2 years. The steady flow into the area has not abated and discussion was held with Lord Agnew, the Under Secretary of State for Schools, relating to 150 children who were without a school place at the end of 2017.

### Issues

The growth in primary school population in the Harehills / Burmantofts area is approaching a 1FE primary school a term over the last year. This is not increased births, but arrivals into the area across all year groups. Creating single bulge classes at different schools is not resolving the issue as we remain unable to place all children from a family into one school, and the family often do not go on to take up the places.

When we provide permanent expansions, these are typically grown from Reception, a year group at a time. This model is insufficient in this area of the city. However it provides significant challenges for school leadership, and funding models, when all year groups are opened simultaneously. Therefore whilst there is a planned approach to meeting the forecast need for places in the area, this must be adapted in situations such as these.

As growth has continued unabated, only limited expansion potential is evident in the area. Nightingale was designed with expansion to 3FE in mind, and the school are interested in taking this forward.

### Solutions

A small task group was established to address the immediate situation with 150 children without a school place, albeit only 50 for whom no offer could be made. The move and expansion of Shakespeare primary into a new building will be complete this summer and it was agreed with the headteacher and governors that they would enrol the children now, rather than wait until the summer. They, understandably, had many reservations as this presents a significant challenge and risk to the school. We agreed to place as many children into other local schools, where siblings have already started, as is practical and 111 children were offered places at other schools. The remaining 127 children who were seeking a school place in the area were allocated places at Shakespeare. Clearly this represents more than 150 children, however this is because new children continue to arrive each

week. In addition to these 238 children there are further applications that have been received for places in the area since 31 January and are being processed.

Bridge Street Church, who own and run the former Agnes Stewart building were very constructive, positive and helpful. There was a floor of the building which required some conversion work that could be undertaken and completed by Easter, and they were willing to make other accommodation in the building available during the conversion work. This is in walking distance for families, avoiding the need for buses, and may also offer flexibility in the future should the pressure for places continue.

### **Current Position**

Offer letters went to families in February for the 111 places in other schools. Offer letters were also sent to families offering places to the 127 who were provided places on the Shakespeare roll, utilising the new site at Bridge Street Church. Close working with schools and teaching schools was undertaken to support Shakespeare to recruit staff, with revenue funding provided to meet the costs, and the schools new building is on track to complete in June.

DfE have requested regular updates until the situation is resolved and children are on roll. They will continue to routinely monitor, as they do with all Authorities, that children across the city are made offers of a school place within 20 days. Shortly after offers were made to 127 children for Shakespeare, DfE were updated on the current position, and now the latest arrivals also need to be placed. As all schools are full this may also need to be at Shakespeare.



# Secondary 2018 allocations

Briefing note for all elected members  
1 March 2018



We have allocated **8,881** year 7 places for September 2018, an increase of 426 (4.8% increase) from the offers made for September 2017.

The number of children offered their first preference school is the highest it has been in Leeds for many years at 7,290 children. The percentage of children receiving their first preference offer has fallen this year, however is a similar percentage to the first preference rate in 2016.

The number of children receiving an offer one of their first 3 preferences has risen, with 8241 receiving an offer of one of their first three preferred schools.

Alongside the increase in the number of children being offered one of their higher preferences we have also seen an increase in the number of children for whom the local authority could not offer a preferred school, increasing from 279 (3.3%) last year to 474 (5.3%) this year.

**7290 children were given their 1<sup>st</sup> preference (82%)** (7178 or 85% last year)  
**710 children were given their 2<sup>nd</sup> preference (8%)** (689 or 8% last year)  
**241 children were given their 3<sup>rd</sup> preference (2.4%)** (209 or 2.5% last year)  
**100 children were given their 4<sup>th</sup> preference** (75 last year)  
**66 children were given their 5<sup>th</sup> preference** (25 last year)

As the volume of applicants has increased, there has also been an increase in the number of children who we could not offer a preferred school place for with **474 or 5.3%** (279 or 3.3% last year) **children made an offer at a school they did not preference.** Of these, 432 did not follow our advice to include a preference for their catchment priority school, and they also did not express the 5 preferences available to them. Of the 474 placements, 250 have been allocated a place at their nearest / catchment priority school (despite not requesting it).

There are 271 pupils on roll at a Leeds Primary School who have not applied for a secondary school place, despite writing to their home address and attempting to secure an application by seeking support from their current primary schools. We have written to these families again to advise them where there are spaces available and how to apply for a place.

## **What to do if one of your constituents approaches you for help**

The Local Authority is obliged to offer families the highest preference we possibly can, when applications have all been ranked in line with the school's admission policy. Where a place has been refused, this is because the school filled with pupils who met a higher criteria of the admissions policy, or the same criteria but lived closer to the school.

For parents who have not received a preferred offer, the first thing they can do is to send back the **waiting list** request form by the **deadline of 14 March 2018**. This will ensure that their child is placed on the waiting list for their preferred schools at the earliest point and give them the greatest chance that they may be offered a place. Waiting lists are held in order of the priorities within the admission policy.

Families can also request an **appeal** against any refusal to offer a place. In order to hear the appeal at the earliest opportunity they must return the form **by 28 March**. Appeals requested after this will be heard within 40 school days, but this may not be before the end of term.

You may wish to write a letter of support for them or accompany them at an appeal. Only elected members with a direct conflict of interest (who are on the governing body of the school, or have lead responsibility for education) are unable to support parents in this way.

Secondary round briefing for elected members 2018 RMc

Free and impartial information on appeals is available from a national charity called the ACE Education Advice through their website [www.ace-ed.org.uk](http://www.ace-ed.org.uk).

We would always advise families to contact the school they have been offered a place at, accepting the place wherever possible, as this does not affect where they are on another school waiting list, or their chances of being successful at appeal. Refusing an offer may result in no place being available in September when term starts, as there is no guarantee that places will be available through either the waiting list or appeal process.

Anyone who has not been allocated any of their preferences has received information on current vacancies which they may wish to consider when requesting a place on additional waiting lists.

Families with children in year 6 in a Leeds school but have not applied for a Y7 place have received information on current vacancies and information on how to apply.

If you believe a mistake may have been made then email [rebecca.mccormack@leeds.gov.uk](mailto:rebecca.mccormack@leeds.gov.uk) and the issue will be investigated. If a genuine mistake has been made we will always seek to correct it without the parent having to go to an appeal. Please ask parents to email any queries to [education.admissions@leeds.gov.uk](mailto:education.admissions@leeds.gov.uk) where a team of officers will ensure they receive a response, or to call the contact centre on 0113 222 4414 .



# Leeds Childcare Sufficiency Assessment 2018-2019 Executive Summary



## Executive Summary

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### 1. What is a Child Care Sufficiency Assessment (CSA)?

Leeds City Council have produced an annual Childcare Sufficiency Assessment (CSA) to aid the local authority in its statutory duty, under The Childcare Act (2006), to secure sufficient childcare for working parents or for them to take up training opportunities that lead to work. Under section 6 of the Act there is a requirement on local authorities to produce an annual sufficiency report on the availability and sufficiency of childcare in their area. This information should be made available to parents and elected members. This is an Executive Summary taken from the Leeds Childcare Sufficiency Assessment 2018/19.

The CSA provides details of the current supply of childcare in Leeds, as of November 2017, and the current and estimated future demand for childcare places by families. Demand for free early education entitlement (FEEE) places for two, three and four year olds takes account of the introduction of the 30 hours extended entitlement for eligible three and four year olds which was introduced in September 2017. The methodology used to inform this year's assessment has been amended to reflect the results of recent snap surveys and uses new data sets to previous childcare sufficiency reports. Therefore, this sufficiency assessment cannot be compared directly to previous years' sufficiency reports for early years and childcare.

### 2. Who is a Childcare Sufficiency Assessment for?

This CSA will be of interest to parents, providing them with an overview of the childcare which is offered across the city and in their locality. Existing and potential childcare providers will also find the assessment useful when considering a change to their delivery models, expanding their provision or starting up in new areas, and should be used alongside their own market research to assess demand in particular areas and points in time. The childcare market is particularly dynamic, with many factors affecting demand and supply, particularly parental choice. Therefore the findings of this report are indicative only and further detailed analysis of local areas should be undertaken by childcare providers to fully understand the local market. This report will also be shared with Elected Members and used by the Sufficiency and Participation Team, within Children Services and Families, to plan and shape future priorities in order to ensure sufficient childcare places are available to families in Leeds.



### 3. What are the main findings and future actions?

- 👍 The quality of childcare provision in Leeds is high with 95% of providers judged by Ofsted as Good or Outstanding.
- 👍 There are sufficient childcare places for 0-4 year olds, including free early education entitlement (FEEE) places for two, three and four year olds, albeit some may not be at the setting parents or carers would prefer.
- 👍 The market is responding to supporting two-year-old places, this will continue to be closely monitored by the local authority to ensure the introduction of 30 hours free childcare does not jeopardise this offer.
- 👍 Childcare providers are expanding and new provision is being created.
- 👍 There is a potential deficit in the number of before, after school and holiday childcare places needed for 5-18 year olds in Leeds. Further investigation will take place in some Childcare Planning Areas where the offer is low. In addition, any new specialist learning provision that may be created within the city is to also consider the wraparound childcare offer available to families with SEND.
- 👍 Parents have a varied choice of childcare providers in all areas.
- 👍 Further investigation and data collection needs to take place on child care costs, as not all providers currently provide this information to the Leeds Family Information Service.
- 👍 Availability of childcare at times to suit parents is generally sufficient in all areas.
- 👍 Affordability remains a potential issue for out of school childcare when latent demand is compared to actual demand.
- 👍 Leeds City Council will continue to analyse the demand for childcare within the city, supporting providers to develop an offer that meets the childcare needs of families.
- 👍 Leeds City Council will seek the views of parents on an annual basis, to provide them with the opportunity to feedback on the childcare offer available in order for improvements to be considered and best practice to be identified.
- 👍 Through improved data collection processes, Leeds City Council will obtain frequent vacancy information from all childcare providers and making it a mandatory return for those providers who deliver the free early education entitlement to children in Leeds.
- 👍 Findings from the city wide Strategic Review of provision for children and young people with Special Education Needs and/or Disabilities will inform future planning of the childcare market to ensure our most vulnerable 0-18 year olds can access the childcare and support they require.





#### 4. How can I find out more information?

The full Leeds Childcare Sufficiency Assessment and associated Appendices can be found on the Leeds Family Information Service website <https://familyinformation.leeds.gov.uk/>

Detailed analysis of the childcare offer and future priorities in each of the city's childcare planning areas can be found in Appendix B of the main Childcare Sufficiency Assessment. Individual childcare planning summaries can be requested by sending an email to [educ.school.organisation@leeds.gov.uk](mailto:educ.school.organisation@leeds.gov.uk) (Please see the table at the end of this Executive Summary for which childcare planning areas fall within each ward in the city).

For up-to-date and detailed information on the type of childcare available, parents and providers can either contact the Leeds Family Information Service (FIS) on 0113 378 9700, via email on [family.info@leeds.gov.uk](mailto:family.info@leeds.gov.uk) or visit the website at <https://familyinformation.leeds.gov.uk/>

For additional information on provision and support for children and young people with Special Education Needs and/or Disabilities please visit the Leeds Local Offer <http://www.leeds.gov.uk/residents/Pages/Local-Offer.aspx>

For more information about this report and its methodology, please email the Sufficiency & Participation Team via [educ.school.organisation@leeds.gov.uk](mailto:educ.school.organisation@leeds.gov.uk)



## Childcare Planning Areas

Ward	Childcare Planning Area
Adel & Wharfedale	Bramhope / Pool
	Cookridge / Adel
Alwoodley	Alwoodley
	Roundhay / Wigton
Ardsley & Robin Hood	Ardsley / Tingley
	Rothwell / Robin Hood / Woodlesford
Armley	Armley / Wortley
	Bramley
Beeston & Holbeck	Beeston
	Holbeck
Bramley & Stanningley	Stanningley
	Bramley
	Farnley
Burmantofts & Richmond Hill	Burmantofts
	Richmond Hill
Calverley & Farsley	Calverley
	Farsley
	Pudsey / Swinnow
Chapel Allerton	Chapel Allerton
	Meanwood
City & Hunslet	Hunslet
	Holbeck
Cross Gates & Whinmoor	Swarcliffe / Whinmoor
	Manston
Farnley & Wortley	Farnley
	Armley / Wortley
Garforth & Swillington	Lower Aire Valley
	Garforth
Gipton & Harehills	Harehills
Guiselley & Rawdon	Guiselley / Yeadon / Rawdon
Harewood	EPOS Villages West EPOS Villages South
Headingley	Hyde Park / Headingley
Horsforth	Horsforth
	Guiselley / Yeadon / Rawdon



Hyde Park & Woodhouse	Woodhouse
	Hyde Park / Headingley
Killingbeck & Seacroft	Seacroft
	Manston
Kippax & Methley	Lower Aire Valley
	Kippax
	EPOS Villages South
Kirkstall	Kirkstall / Burley / Hawskworth
	Cookridge / Adel
Middleton Park	Belle Isle
	Middleton
	Hunslet
Moortown	Meanwood
	Roundhay / Wigton
Morley North	Morley
	Gildersome / Drighlington
Morley South	Ardely / Tingley
	Morley
Otley & Yeadon	Guiselley / Yeadon / Rawdon
	Otley
Pudsey	Pudsey / Swinnow
Rothwell	Rothwell / Robin Hood / Woodlesford
Roundhay	Roundhay / Wigton
Temple Newsam	Osmondthorpe / Temple Newsam Area
Weetwood	Cookridge / Adel
	Hyde Park / Headingley
Wetherby	Boston Spa
	Wetherby





## Useful Links

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Statutory Guidance: Early Education and childcare:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596460/early\\_education\\_and\\_childcare\\_statutory\\_guidance\\_2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596460/early_education_and_childcare_statutory_guidance_2017.pdf)

Operational Guidance for 30 hours childcare:

<https://www.gov.uk/government/publications/30-hours-free-childcare-la-and-early-years-provider-guide>.

Childcare Calculator (30 hours): <https://www.gov.uk/childcare-calculator>

Childcare Choices (30 hours): <https://www.childcarechoices.gov.uk/>

Tax Service\_(30 hours): <https://childcare-support.tax.service.gov.uk/>

Early Years Foundation Stage: <https://www.gov.uk/early-years-foundation-stage>

Child Poverty Strategy:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/324103/Child\\_poverty\\_strategy.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/324103/Child_poverty_strategy.pdf)

The Childcare Act (2006) 2016 Section 6 and 7:

<http://www.legislation.gov.uk/ukpga/2006/21/part/1/crossheading/provision-of-childcare>

Family Information Service: <https://familyinformation.leeds.gov.uk/>

Funding for eligible two old children: <https://www.gov.uk/guidance/2-year-old-early-education-entitlement-local-authority-guide>

Early Years Pupil Premium Funding: <https://www.gov.uk/guidance/early-years-pupil-premium-guide-for-local-authorities#distributing-eypp-funding-to-early-years-providers>

Disability Access Funding: <https://www.gov.uk/government/consultations/early-years-funding-changes-to-funding-for-3-and-4-year-olds>

PE and sport premium for primary schools: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



## **Background**

Under the current, and longstanding, admissions criteria there are approximately twice as many children with Talbot Primary as a nearest school as there are places available. Historically families in this area preferenced a range of other popular schools and were successful at gaining a place at one of them. These included Highfield, Wigton Moor and Gledhow. As the birth rate has increased additional permanent places have been created at Gledhow, Roundhay through school, Highfield and Allerton CE. There are also up to 60 places a year available at Khalsa which is significantly undersubscribed.

In 2015 local schools were resistant to agreeing 'bulge' cohorts ahead of offer day, leading to protests by local families. The problem was resolved post offer day, and an increasingly firm stance has been subsequently been required by the local authority to ensure bulges are agreed in advance. A parent led group were successful with a Free School bid at the first stage of approval. The ESFA assigned a project team and it quickly became clear to them that the only sites that were geographically close to the area of need were also very high risk in terms of planning and highways. The Trust established by the parents has faced numerous internal difficulties with founding members breaking away.

In 2017 the government announced that local authorities would be asked to self-deliver 30 Free Schools to achieve the savings. The Roundhay free school was one of the 30. ESFA initially offered £4m, and we commissioned a feasibility study on the preferred (and least high risk) site. This confirmed out local estimate that the project would cost in the region of £15m.

There were concerns about the Trust's ability to establish a Free School, and the members were unable to agree on a MAT they would all work with. Following discussions with the ESFA the Trust formally withdrew from the project in January 2018 and the project was cancelled.

## **Issues**

Consultation was undertaken on a proposal that Allerton Grange High School and Moor Allerton Hall Primary School merge and the intake in the primary phase increase to 4FE. Allerton Grange site is adjacent to Moor Allerton Hall, and is situated a short distance from Talbot Primary. In response to consultation responses an alternative timeline and reduction to 3FE was put to Exec Board, and the lead member requested that we undertake further consultation on the expansion of Moor Allerton Hall to 3FE, rather than continuing down the route of a through school. This is now currently being consulted on with key stakeholders in the area.

In the initial consultation, public opinion was heavily influenced by the Free School campaigners and misinformation available on social media. They are continuing to focus attention on a new Free School, and GORSE Academy Trust has made a public announcement that they would bid to open a 3 – 16 free school in Roundhay. There has been no Free School bidding window for over 18 months, and no clarity on when / if there will be one.

## **Current position**

Modelling work was recently undertaken on the 2017 Reception round and if all parents in the affected area had included MAH as at least their 5<sup>th</sup> preference, all would have been offered a school within a reasonable distance. It is clear that the current Admissions criteria are in part, adversely affecting this situation. The February Exec Board paper on Admissions noted that we will be undertaking modelling work in the coming months on 'catchment areas'. This has been requested in other areas of the city where some notable geographical barriers do not fit well with our current arrangements, such as rivers and railways. There is also the potential for benefit in areas such as Roundhay where there are twice as many children who have Talbot as a priority school as there are places, and at the neighbouring MAH there are half the number of children as there would be places at 3FE.

Altering Admissions criteria can improve the situation, and consultation on any proposed changes would not take place until late autumn (a statutorily defined date for consultation) and any resulting action would take effect, if agreed, from September 2020. The proposed expansion of 30 places would be Moor Allerton Hall would still be required.

Khalsa is an accessible school that parents choose not to go to. We have consistently raised our concerns with the RSC, and with the Trustees of the school.

### **Next Steps**

The consultation to expand Moor Allerton Hall to a 3FE primary school is now underway. This will lead to a paper to Exec Board in June with permission to publish a notice on the preferred way forward, and a September decision for a September 2019 implementation. The building project, feasibility stages, must continue at risk during this time or practical delivery will not be possible. In the meantime, a 1FE bulge cohort has been agreed at the school for 2018.

The modelling of catchment areas will be undertaken during the summer, with a consultation in the Autumn. Both this modelling, and a review of the allocations round for 2018 will determine whether a further 1FE expansion is needed in the Roundhay area.