- Pittville School, Albert Road (15/01163/OUT & 19/00053/REM)

  58 Dwellings.
  REM granted 21 March 2021
  Pre-commencement conditions still outstanding.
  Completion anticipated 2024/25.
  Primary and Secondary place planning areas.

- Premier Products, Bouncers Lane (17/00929/OUT, 18/01527/REM & 20/00780/FUL).

  65 Dwellings.
  Final Planning permission granted 6 May 2021.
  Pre-commencement conditions pending discharge.
  Completion anticipated 2025/26.
  Primary and Secondary place planning areas.

- Old Gloucester Road, Cheltenham (17/01411/OUT & 20/00272/REM & 21/00872/REM).

  85 Dwellings.
  Last REM approved 16 July 2021.
  Last REM also sought approval of pre-commencement conditions.
  Completion anticipated 2024/25
  Secondary place planning area only.

- Land Off Stone Crescent (18/02215/FUL)

  13 Dwellings.
  Planning permission granted 21 December 2018.
  Pre-commencement conditions granted June 2021.
  Completion anticipated 2023/24
  Secondary place planning area only.

- Land Off Brockhampton Lane (18/01234/OUT & 19/01998/REM)

  17 Dwellings.
  REM granted 7 February 2020.
  Conditions granted May 2021.
  Condition submission confirmed commencement on site September 2020.
  Completion anticipated 2022/23.
  Secondary place planning area only.

- Dowty House Residential Home St Margaret's Road (18/01973/FUL)

  28 Dwellings.
  Planning permission granted 2 October 2018.
  A recent s73 application confirmed commencement on site in November 2020.
  Completion anticipated 2022/23.
  Secondary place planning area only.

- Land To The West Of Farm Lane, Shurdington (14/00838/FUL)

369 Dwellings.
154 Dwellings not included in forecasts.
Anticipated completion 2024/25.
Secondary place planning area only.

- GCHQ, Oakley (CB11954/43 & 13/01683/REM)

  311 Dwellings.
  25 not included in forecasts.
  Anticipated completion 2021/2022.
  Primary and Secondary place planning areas.

- Starvehall Farm, New Barn Lane (20/01703/FUL)

  50 Dwellings.
  Planning permission granted 21 May 2021.
  Pre-commencement conditions pending discharge.
  Completion anticipated 2024/25.
  Primary and Secondary place planning areas.

APPENDIX 14

Population Forecasting Study

Population Forecasts for New Dwellings 2014.

Cognisant Research for Northamptonshire County Council

Table of Contents

Appendix 1 – Data Tables

1   Introduction

In November 2013 Northamptonshire County Council (Northants) commissioned a research project to establish the Population Forecasts for new housing developments across the County. In particular, the project was designed to establish robust Pupil Product Ratios (PPRs); the number of school age children, or pupils, typically generated by a new housing development. These figures are used to support proposed levels of developer contributions, required under Section 106 of the Town and Country Planning Act 1990. PPRs are also used to assist with the production of pupil forecasts.

This report sets out the results of the Population study. Section 2 of this report details the methodology that was used to conduct the research and identify the PPRs. Section 3 sets out the PPR data collected across the different types of dwellings in Northants. Section 4 provides a summary of the resident population ratios related to the new dwellings visited, detailing the total number of all residents, including children. In addition, section 4 includes data related to residents with disabilities and transportation behaviour.

Appendix 1 contains additional data tables created as part of this study.

For the purposes of consistency in this report, the following phrases are defined as follows:

Child – a household member aged between 0 -19 years.

Resident – a household member living at the address during school term time.

2   Methodology

This section sets out the methodology used to conduct the Northants Population study. The methodology described in this report has been developed by Cognisant Research Ltd. Any queries regarding the data collected and reported for the project should be addressed to Cognisant Research Ltd (Cognisant).

2.1   Questionnaire Design

The questionnaire was paper based and designed so that it could be completed with or without the assistance of an interviewer.

This questionnaire was piloted on 100 dwellings across new housing developments in North East Somerset. The pilot included both door-to-door and postal interviews. The pilot confirmed that research subjects were capable of accurately completing the questionnaire, both with and without assistance.

This core questionnaire has been successfully used in PPR studies conducted across West Sussex, Berkshire, South Gloucestershire, Wiltshire, Telford and the Wrekin, Havering, Redbridge and a new housing development in Hampshire.

2.2   Population

Cognisant used the Postcode Address File (PAF) to identify properties registered from January 2011. This accounted for an estimated 7,326 dwellings.

2.3   Sample

In order to achieve the target number of completed interviews, 2985 addresses were chosen at random. This provides a robust indication of child yield, within the margins of error described in section 3 of this report.

2.4   Fieldwork

Four fieldwork researchers conducted interviews across Northants during the period November 2013 to January 2014. The fieldwork researchers used for this study operated according to the Market Research Society Code of Conduct.

Face-to-face interviews were conducted with residents who agreed to participate. When residents were unavailable a questionnaire, covering letter and reply-paid envelope were posted through the letterbox.

The covering letter explained to respondents why the research was taking place and provided basic instructions on how to complete and return the questionnaire. This mixed method approach of using face-to-face interviews

and a postal survey was chosen because it was the most effective way of maximising participation. Whilst the face to face interview style and self-completion methods represent two different data collection techniques, neither can be considered any more robust than the other, in the event that a participant wishes to provide erroneous information.

Where an address could not be found by a fieldworker, the dwelling was flagged to be re-visited by the Project Manger, Ian Nockolds. Fieldworkers were instructed that when a property was confirmed as a retirement home or commercial property, the dwellings concerned were not to be included in the study, along with dwellings which had not been completed or were clearly vacant.

Previous experience of conducting PPR research has highlighted the problem that households with children are more likely to participate than those without. Cognisant's experience of conducting door to door interviews would suggest that this differential participation is caused by households without children believing that a study of this nature is not relevant to them.

In order to compensate for differential participation, Cognisant conducted a separate study across 303 randomly selected dwellings in the population, in order to assess the proportion with and without children resident.

2.5 Data Validation

Prior to data entry, Cognisant conducted a back check by telephone of 5% of all completed questionnaires (face-to-face and self completion, where possible). The back checks included confirmation that the interview had taken place and confirmed the response of at least 1 question. The respondents chosen for back checking were randomly selected.

Completed questionnaires were entered for analysis using specialist software. The software enables rules to be created, ensuring that keystrokes used for data entry relate to a value appropriate to the question concerned.

Rules were also established to ensure that only appropriate questions were served up for data entry (e.g. it would not be possible to enter data related to the age of a child, or the type of school a child attended, if the respondent indicated that they had no children). Using data entry rules in this way greatly reduces the potential for error during the process of data entry.

Following data entry a final audit was conducted of the raw data file, confirming the quantitative totals for the number of children identified, cross-referenced against the ages recorded and the types of school (Primary, Secondary, etc.) attended.

2.6 Weighting

In order to compensate for response bias, caused by the differential participation described earlier in this section of the report, the results calculated in this project have been weighted.

To ensure that the overall proportion of households participating in the project was not skewed to reflect a larger number of households with children, Cognisant conducted a separate study to identify the proportion of new built dwellings with children resident across Northants.

The results of this research, compared with the results collected from participants in the PPR study, are set out in table 1, along with the weights used to compensate for the differential participation experienced in this category. These weights have been calculated in the same way as described above.

Table 1 – Northants Dwellings with Children Weighting Information

		Study	Target	Weight
Are there any children (aged 0-19 years) living at this property?	**Yes**	49%	46%	0.94
	No	51%	54%	1.06

3   Pupil Product Ratio

This section of the report identifies how many children are produced by the newly built dwellings across Northants. These figures are broken down across the different years of school, including pre-school and those eligible for post-16 education. All statistics have been rounded up to 2 decimal places.

Where a respondent indicated that a child was resident, they were required to indicate which type of schooling, if any, the child attended. Respondents could choose from a variety of categories covering pre-school, primary, secondary and post-16 education.

Table 2, below, shows that the pupil product ratio for secondary school children in Northants is 0.15. This figure would have been larger (0.16) if the data had not been weighted to take into account response bias.

Therefore, for every new dwelling created in Northants, 0.15 secondary school age children will be created. Alternatively, if 100 new dwellings were to be created, 15 secondary school age pupils would be produced.

The mean number of children, 0.83, represents the number of children (aged 0-19) resident across all new dwellings relevant to this study.

Table 2 - Top Level PPR Statistics

	Un-weighted	Weighted
Pre School Children	0.34	0.32
Primary School Children	0.30	0.29
Secondary School Children	0.16	0.15
Post 16 Children	0.07	0.07
Mean Number of Children	0.87	0.83

3.1   PPR by Dwelling Size

Table 3, below, shows how many pupils are produced when a new dwelling is built in Northants, broken down by the size of the dwelling as defined by the number of bedrooms. The results show that a 2-bedroom dwelling typically generates 0.13 Primary school pupils, whilst a dwelling of 4 bedrooms or more generates 0.37 Primary school pupils.

Table 3 – PPR Across all Sizes of Dwelling

No. of Bedrooms in Dwelling	1[1]	2	3	+4
Pre School Children	0.00	0.30	0.32	0.34
Primary School Children	0.00	0.13	0.32	0.37
Secondary School Children	0.00	0.03	0.17	0.22
Post 16 Children	0.00	0.03	0.07	0.09
Mean	0.00	0.49	0.89	1.03
Standard Error	0.00	0.01	0.02	0.03
95% Confidence Interval	0.00	0.52	0.91	1.06
	0.00	0.48	0.87	1.00

Two measures of reliability for a statistic are the standard error and 95% confidence interval. The standard error gives an indication of how far individual scores deviate from the Mean score. The larger the sample, and/or the closer the individual scores are to the Mean score, the smaller the standard error.

The 95 per cent confidence interval is the range within which the sample mean would fall for 95 per cent of the times a sample survey was repeated. It is a standard way of expressing the statistical accuracy of a survey-based estimate. If an estimate has a high error level, the corresponding confidence interval will be very wide.

Calculated to two decimal places, the 95 per cent confidence interval increases when a weighting is applied. The 95 per cent confidence interval for +4-bed dwellings is ±0.03 from the mean, meaning that the lowest number of children generated from +4-bed dwellings is likely to be no more than 1.00, whilst the highest would be 1.06.

Table A in appendix 1 sets out the number of completed interviews achieved across the different sizes of dwelling, detailed in table 3, above.

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[1] Only 13 dwellings were interviewed in the 1-bed category, making this data potentially unreliable.

3.2   PPR by Dwelling Type

Table 4, below, shows how many pupils are produced when a new dwelling is built in Northants, broken down by the type of dwelling. The results show that a Detached house generates 0.28 Primary school pupils, whilst a Flat/Apartment generates 0.02 Primary school pupils.

Table A in appendix 1 sets out the number of completed interviews achieved across the different types of dwelling, detailed in table 4, below.

Table 4 – PPR Across Dwelling Type

Type of Dwelling	Detached	Semi Detached	Flat / Apartment	Terrace/ End terrace
Pre School Children	0.27	0.36	0.10	0.35
Primary School Children	0.28	0.31	0.02	0.30
Secondary School Children	0.15	0.15	0.02	0.17
Post 16 Children	0.08	0.06	0.00	0.08
Total Number of Children	0.77	0.89	0.15	0.89

3.3   PPR by Dwelling Tenure

Table 5, below, shows how many pupils are produced when a new dwelling is built in Northants, broken down by the tenure of dwelling. The results show that an Owned (inc. mortgaged) dwelling generates 0.24 Primary school pupils, whilst a Housing Association/Council dwelling generates 0.46 Primary school pupils.

Table 5 – PPR Across Dwelling Tenure

Type of Dwelling	Owned (inc. mortgaged)	Privately rented	Shared ownership (part own/part rent)	Housing Association / Council	Other[2]
Pre School Children	0.24	0.32	0.37	0.57	0.47
Primary School Children	0.24	0.28	0.24	0.46	0.71
Secondary School Children	0.13	0.18	0.02	0.24	0.00
Post 16 Children	0.04	0.08	0.10	0.13	0.00
Total Number of Children	0.65	0.87	0.72	1.40	1.18

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[2] Only 4 dwellings were interviewed in the Other ownership category, making this data potentially unreliable.

Table B in appendix 1 sets out the number of completed interviews achieved across the different tenures of dwelling, detailed in table 5, above.

Cross-referencing the data collected from properties classified as social housing shows what the PPR is in these dwellings. Table 6 below shows that 0.19 primary school children are resident in a 2 bed social property, whilst 0.58 primary school age children are resident in a 4 bed social house.

Table 6 – PPR Across all Sizes of Dwelling for Social Housing

No. of Bedrooms in Dwelling				
	1[3]	2	3	4[4]
Pre School Children	0.00	0.52	0.63	0.92
Primary School Children	0.00	0.19	0.83	0.58
Secondary School Children	0.00	0.04	0.41	1.00
Post 16 Children	0.00	0.05	0.19	0.58

3.4   Other Child Data

Of the 883 children recorded in the study, ages were recorded for all of them. Just over two fifths (40.3%) of all children resident are aged 4 or under. The biggest single age category is children aged 2, who account for 11% of all children resident.

This age profile is very different to that identified in the 2011 census for Northants. Census data shows that children aged 0-4 account for only 23.6%[5]. Table C in Appendix 1 provides a full count of how many children of different ages have been recorded as resident in newly built developments across Northants.

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[3] Only 5 dwellings were interviewed in the 1-bed Social Housing category, making the data collected potentially unreliable.
[4] Only 125 dwellings were interviewed in the 4-bed Social Housing category, making the data collected potentially unreliable.
[5]

http://neighbourhood.statistics.gov.uk/dissemination/LeadTableView.do?a=7&b=3567647&c=Northamptonshire&d=180&e=16&g=472090&i=1001x1003x1004&m=0&r=1&s=1309765689156&enc=1&dsFamilyId=91

4 Northants New Build Population

This section of the report identifies the total number of residents, including children, resident in newly built dwellings across Northants, referred to as the residential product ratio (RPR). All statistics have been rounded up to 2 decimal places.

Table 7, below, shows that the weighted RPR for the average newly built dwelling in Northants is 2.63.

Table 7 – Top Level RPR Statistics

	Un-weighted	Weighted
Number of Residents	2.69	2.63
Standard Error	0.03	0.03
95% Confidence Interval	2.66	2.60
	2.72	2.66

4.1 Dwelling Size

Table 8, below, shows how many people, of all ages, are produced when a new dwelling is built in Northants, broken down by the size of the dwelling as defined by the number of bedrooms. The results show that a 2-bedroom dwelling typically generates 2 people, whilst a dwelling of 4 bedrooms generates 3 people. Participation data for size categories can be found in table A of Appendix 1.

Table 8 – RPR Across all Sizes of Dwelling

How many bedrooms in this property?	Weighted
1	1.23
2	2.00
3	2.71
4+	3.06

4.2 Dwelling Type

Table 9 sets out the RPR for dwelling types across Northants. The data in this table has been weighted to take into account participation across dwelling size and households with and without children resident.

Table 8 shows that the average number of residents produced by one Detached house is 2.7, whilst 1.45 residents are created for every one Flat/Apartment. Participation data for type categories can be found in table A of Appendix 1.

Table 9: No. of Residents Produced by New Dwelling Broken Down by Dwelling Type

What type of dwelling do you live in?	Weighted
Detached	2.74
Semi detached	2.68
Flat/Apartment	1.45
Terrace/End terrace	2.63
Other	2.38

4.3   Tenure

Table 10, below, sets out the RPR for different newly built dwelling tenures across Northants. All the data in this table has been weighted to take into account participation across dwelling size and households with and without children resident.

Table 10 shows that the average number of residents produced by one Owned (inc. mortgaged) dwelling is 2.53, whilst 2.98 residents are created for every Housing Association/Council dwelling. Participation data for tenure categories can be found in table B of Appendix 1.

Table 10: No. of Residents Produced by New Dwelling Broken Down by Tenure

What is the tenure of this property?	Weighted
Owned (inc. mortgaged)	2.53
Privately rented	2.69
Shared ownership (part own/part rent)	2.47
Housing Association/Council	2.98
Other	2.94

4.4   Age Product Ratio by Dwelling Size

Table 11, below, shows how many residents, broken down by age group, are produced when a new dwelling is built in Northants, broken down by the size of the dwelling as defined by the number of bedrooms. The results show that a 2-bedroom dwelling typically generates 0.74 residents aged 20-30, whilst a dwelling of 4 or more bedrooms generates only 0.31 residents in the same age group.

Table 11 – PPR Across all Sizes of Dwelling

Age Band	1	2	3	+4
0-19	0.00	0.49	0.89	1.03
20-30	0.77	0.74	0.58	0.31
31-50	0.15	0.37	0.88	1.08
51-64	0.08	0.21	0.23	0.41
65-74	0.08	0.12	0.11	0.18
75+	0.15	0.07	0.02	0.04

4.5 Other Occupancy Data

84% of the households participating in the study indicated that they were the first to occupy the dwelling.

Occupation of the Main Earner in the Household

Elementary occupations made up the single largest category of main household earners at 19%, followed by Professional occupations at 13%, the Skilled trades at 12% and Associate professional and technical occupations at 11%.

Occupancy

70% of all households surveyed had moved to their new home from an address within Northamptonshire.

Figure 1 – Previous Location
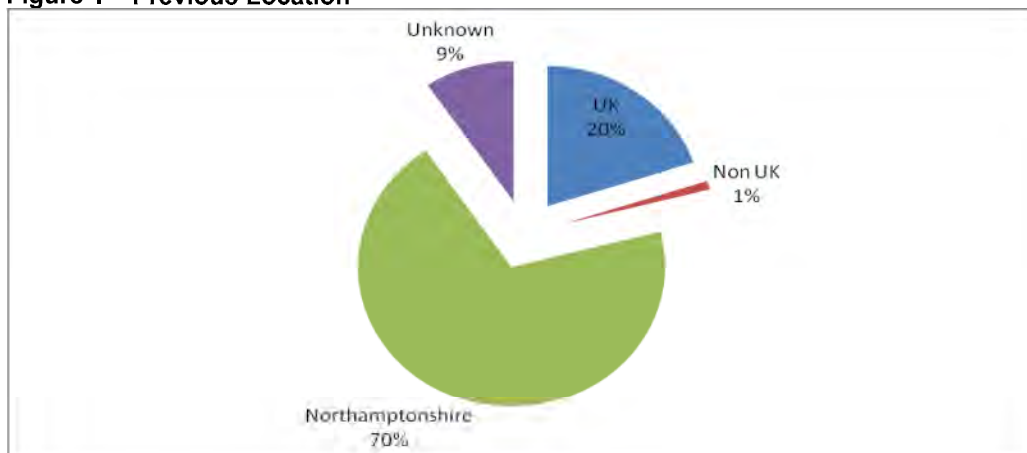
Figure 2, below, shows the weighted pupil product ratios, broken down by where households have moved from. Households moving from outside the UK have the highest proportion of children across all categories.

Figure 2 – PPR's by Previous Location
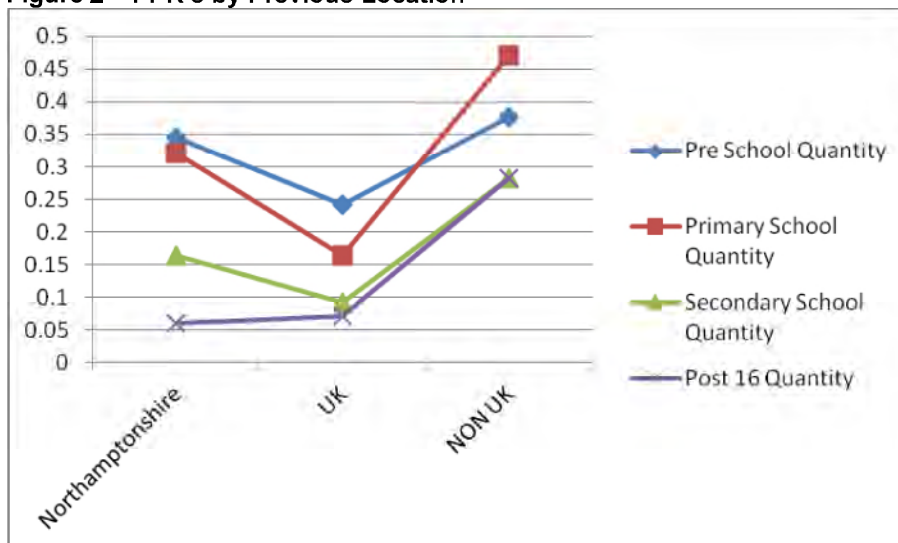
4.6 Disabled Residents

12% of households interviewed included an individual with a disability. Across the 121 households, 158 separate disabilities were recorded. Table 12 sets out the proportion of households containing each specific type of disability recorded.

Table 12 – Disabled Residents

What is the specific type of disability recorded?	
Physical Disability	7%
Eyesight	2%
Hearing	2%
Learning Disability	2%
Mental Health	2%

4.7 Transport

Table 13, below, sets out car and bicycle access across dwellings of different sizes, broken down by the number of bedrooms. The table shows that a 4-bed dwelling is likely to have access to 1.73 cars and 1.50 bikes.

Table 13 – Transport Ownership Across all Sizes of Dwelling

How many bedrooms in this property?	Car	Bike
1	0.77	0.23
2	1.14	0.57
3	1.43	1.04
4	1.73	1.50
5+	2.08	1.89

Appendix 1

Table A – Completed Interviews by Dwelling Size and Type

		Base	Missing No reply	Dwelling Size 1	2	3	4	+5
Base		1007	-	13	241	428	276	49
Missing	**No reply**	-	-	-	-	-	-	-
		-	-	-	-	-	-	-
What type of dwelling do you live in?	**Detached**	298	-	-	17	54	184	43
		29.59%	-	-	7.05%	12.62%	66.67%	87.76%
	Semi detached	338	-	1	91	186	56	4
		33.57%	-	7.69%	37.76%	43.46%	20.29%	8.16%
	Flat/Apartment	36	-	10	24	2	-	-
		3.57%	-	76.92%	9.96%	0.47%	-	-
	Terrace/End terrace	326	-	2	106	182	34	2
		32.37%	-	15.38%	43.98%	42.52%	12.32%	4.08%
	Other	9	-	-	3	4	2	-
		0.89%	-	-	1.24%	0.93%	0.72%	-

Table B – Completed Interviews by Dwelling Size and Tenure

		Base	Missing No reply	Dwelling Size				
				1	2	3	4	+5
Base		1007	-	13	241	428	276	49
Missing	No reply	-	-	-	-	-	-	-
		-	-	-	-	-	-	-
Is this property?	Owned (inc. mortgaged)	643	-	4	80	273	241	45
		63.85%	-	30.77%	33.20%	63.79%	87.32%	91.84%
	Privately rented	116	-	4	35	55	19	3
		11.52%	-	30.77%	14.52%	12.85%	6.88%	6.12%
	Shared ownership (part own/part rent)	48	-	-	24	21	2	1
		4.77%	-	-	9.96%	4.91%	0.72%	2.04%
	Housing Association/Council	196	-	5	102	77	12	-
		19.46%	-	38.46%	42.32%	17.99%	4.35%	-
	Other	4	-	-	-	2	2	-
		0.40%	-	-	-	0.47%	0.72%	-

Table C – Ages of Children Identified

Age	Number of Children Recorded	
0	61	6.91%
1	66	7.47%
2	98	11.10%
3	76	8.61%
4	55	6.23%
5	59	6.68%
6	51	5.78%
7	54	6.12%
8	42	4.76%
9	36	4.08%
10	31	3.51%
11	45	5.10%
12	34	3.85%
13	27	3.06%
14	34	3.85%
15	27	3.06%
16	21	2.38%
17	32	3.62%
18	22	2.49%
19	12	1.36%

APPENDIX 15

School place planning: Forward View 2021

Education Sufficiency and Access

Date issued: March 2021

Contents

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Introduction

This document sets out the local authority's main legal duties and powers in relation to current and future school place provision. It is intended for use as a guidance document to support both the local authority and education providers in detailing where places are available and in planning where additional places need to be secured.

As a result of significant demographic growth and despite substantial capital investment in numerous schemes over each of the past few years, this document continues to show that there is a need to grow places in a number of areas across the borough. It sets out the process for expanding existing provision and opening new provision to address these gaps and lists the areas and schemes where we are already securing additional places.

The information provided in this document may change, not least as a result of policy or funding announcements by the Department for Education.

Comments and feedback about this document are welcomed and can be sent to sufficiencyandaccess@milton-keynes.gov.uk.

Please note – it is not a statutory requirement to produce this document. However, we believe it is helpful to the local and national education system that this data is openly shared. The accuracy of school place planning is dependent on a multitude of demographic and economic factors, all of which are beyond our control. We therefore ask the reader to accept that all projections provided are a best estimate based on current data at the time of publication.

The growth of Milton Keynes

Planned growth

Plan:MK, which was adopted in 2019, replaced the remaining planning policies kept from the Milton Keynes Local Plan (adopted December 2005) and the Milton Keynes Core Strategy, and became part of the Development Plan to be used in the determination of planning applications within the borough. Plan:MK is the new Local Plan for Milton Keynes up to 2031 and sets out the vision and development strategy for the future of the Borough. Plan:MK will deliver a minimum of 26,500 net dwellings across the Borough of Milton Keynes over the period 2016-2031.

For all Strategic Urban Extensions listed within Plan:MK, the indicative education needs have been detailed. The Education Sufficiency and Access service will continue to be involved in the plan making process to ensure that the needs of future residents of Milton Keynes are met. It is also beneficial for all parties to establish a school place planning strategy during the masterplanning stage of these sites so that the service requirements do not impact on viability at a later stage.

There is significant planned total development across Milton Keynes with over 24,500 homes scheduled to be delivered over the next ten years, with a significant proportion of this being delivered in our new development areas of Milton Keynes. It is important that new school places are delivered within these areas in line with the additional demand they bring as the developments build out across the years,

Key Statistics

- ❖ Population expected to increase by over 35,000 in the next 10 years
- ❖ Proposed " East M1 " and "South East MK" developments set to deliver up to 8000 homes with school sites identified
- ❖ Over 23,000 new homes projected to be delivered within the next 10 years

Pupil demographics

Since 2015, the pupil population has increased by 4112 children which represents a 10.5% increase. There was a significant drop in births in 2017/18 of approximately 230 births (Annex B). This follows a national trend of fall in birth rates. It is possible that even with pupil yield from new housing that the pupil cohort may plateau over the coming years.

Figure 1: Total number of primary and secondary mainstream pupils, 2010 to 2020 (excluding post-16, special schools and alternative education). Source: School Census October 2020

The table below shows that recent growth has focused on primary year groups, particularly years 3 to 5. The growth in the primary phase will naturally progress through to the secondary phase in the coming years.
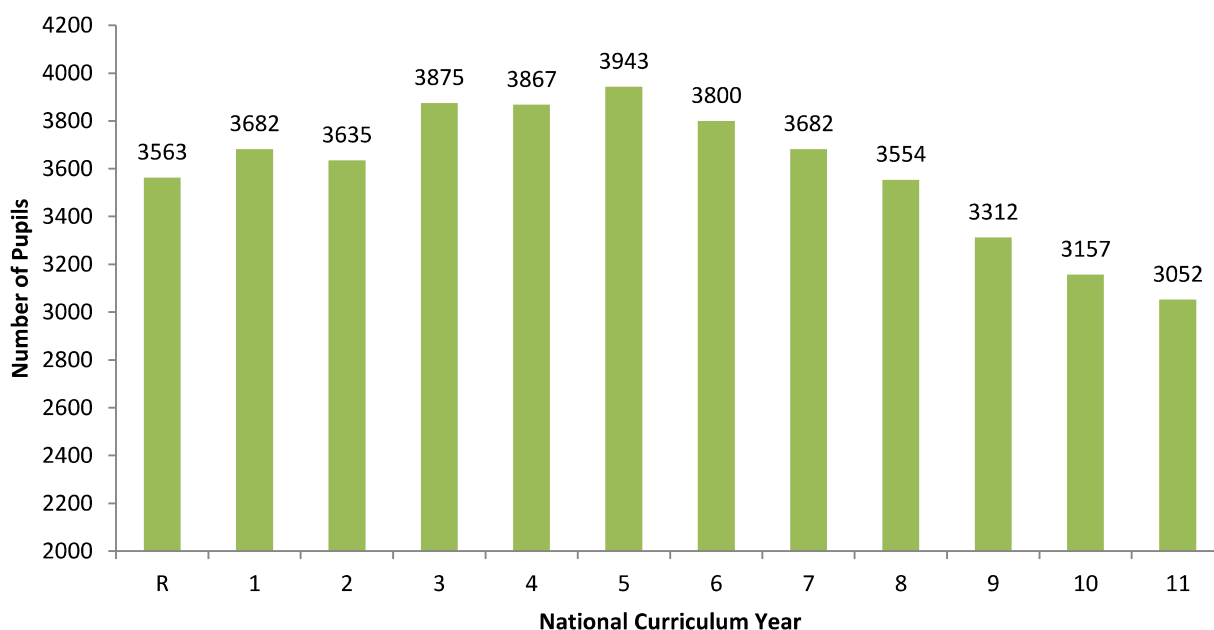
Figure 2: Total number of pupils in each year group, October 2020 (excluding post-16, special schools and alternative education). Source: School Census October 2020

6

Provision of new school places

Despite the current diversity of the school system, including the more recent addition of non-maintained academies and free schools, the council continues to be responsible for ensuring that every child living in Milton Keynes is able to access a school place.

However, this duty sits alongside the increasing number of self-governed academies, multi-academy trusts and free schools and therefore the role of the council is to work in partnership with all education providers.

If, as part of its planning to fulfil this duty, the council identifies that there is a significant change to a school required, such as expansion or change of age range, it is required to follow separate legal processes, depending on the type of school to which the change would apply.

Funding to commission new school places

To support the sufficiency statutory duty, the council is allocated "Basic Need" funding. This is allocated to the council for all types of school, including academies. The amount provided is generated by the completion of the School Capacity Collection which each council is required to complete in July each year.

When additional school places are opened, the local Schools Forum is able to determine that a proportion of the Dedicated Schools Grant is retained centrally in order to revenue fund those places in advance of the school's budget. This enables schools to resource new places in a way which is timely, effective and maximises the chance of those places being of high quality.

Local authorities are expected to negotiate financial contributions (known as Section 106 or Planning Obligations) from developers where new housing will mean that additional school places are required. Those contributions could be any or a combination of finance, land or buildings.

Proposals to make significant changes (maintained schools)

The following examples may be deemed to be a 'significant change':

- Enlargement of premises or expansion onto an additional site (or satellite site)
- Reducing pupils numbers in mainstream schools
- Change of age range or adding or removing a sixth form
- Closing an additional site or transfer to a new site
- Changes of category
- Establishing, removing or altering SEN provision or changing types of need catered for by a special school
- Boarding provision

For proposals involving a significant change to existing maintained schools (community, voluntary controlled, voluntary aided and foundation) the council will need to work with the school(s) concerned and, if a proposal is agreed by the governing body, the council can propose this change itself. In so doing the council must have regard for the Department for Education (DfE) statutory guidance 'Making significant changes to maintained schools', October 2018.

These regulations are accompanied by 'Opening and closing maintained schools', November 2019 which clearly outlines what must legally take place. The statutory process has four stages:

Stage 1
- Publication - Statutory proposal published

Stage 2
- Representation - must be four weeks as prescribed in regulations

Stage 3
- Decision - the decision maker (usually the council) must decide proposals within 2 months of the end of the representation period

Stage 4
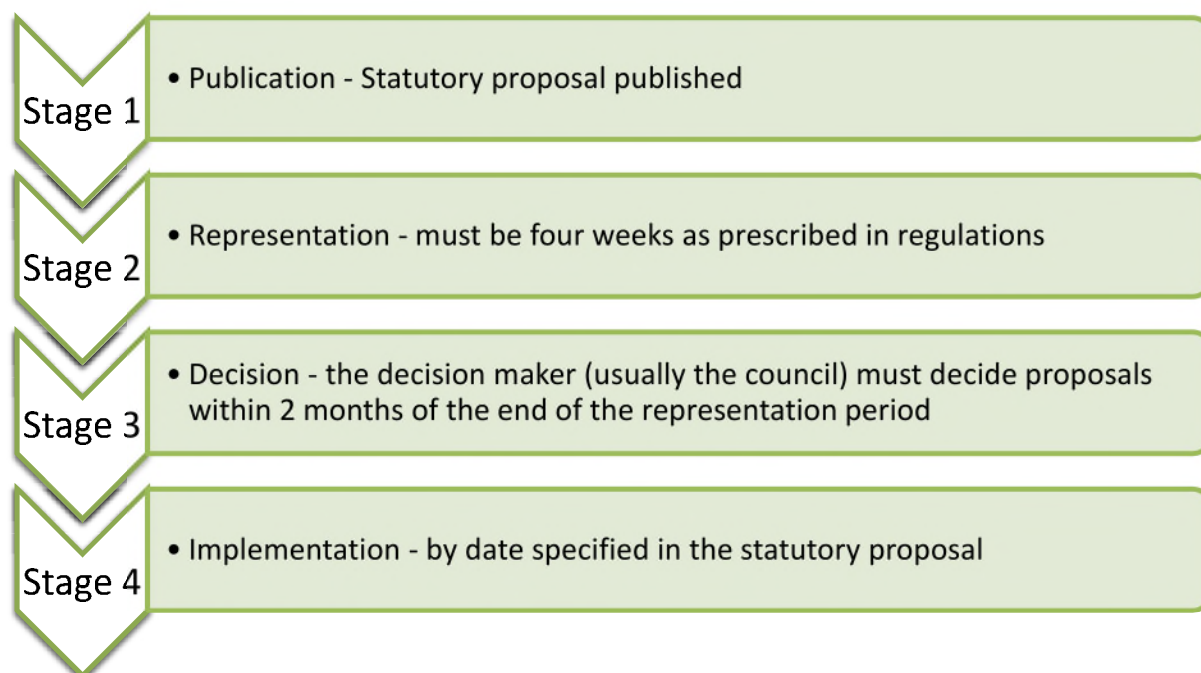- Implementation - by date specified in the statutory proposal

Figure 3: Statutory process for making prescribed changes to maintained schools

There is not a prescribed 'pre-publication' consultation period for significant changes but the guidance is clear that there is a strong expectation on councils to informally consult with interested parties in developing their proposal prior to publication. It is best practice to consult during term time.

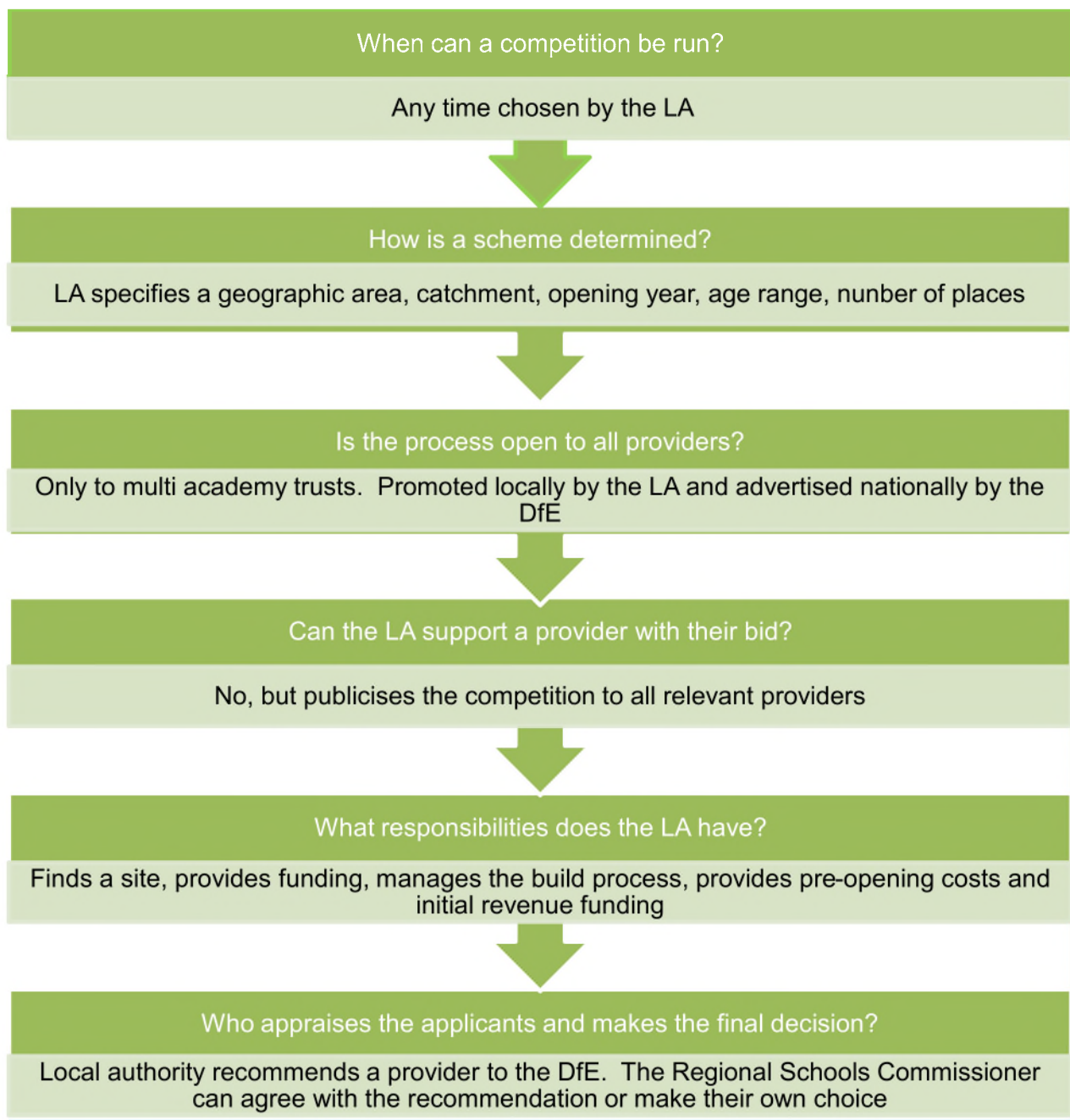**Proposals to make significant changes (academies)**

For changes involving a significant change to an existing academy the council will need to work with the academy concerned but, if a proposal is agreed, the council is not able to propose this itself. Instead the academy must have regard for the DfE guidance 'Making significant changes to an open academy and closure by mutual agreement', November 2019. This DfE guidance document provides advice to academy trusts on what they need to do to make a significant change (which in general has an impact on the number, type and / or location of school places) to an open academy and whether their proposal will need to follow the 'fast track' application or will require a full business case to be submitted to the Regional Schools Commissioner.

Establishing new provision

When there is a need for establishing a new school in the local area, the local authority will run a free school presumption competition whereby new school proposers (academy trusts) are able to submit an application.

The illustration below shows the process of establishing a new school.

Presumption Competition

When can a competition be run?
Any time chosen by the LA

How is a scheme determined?
LA specifies a geographic area, catchment, opening year, age range, nunber of places

Is the process open to all providers?
Only to multi academy trusts. Promoted locally by the LA and advertised nationally by the DfE

Can the LA support a provider with their bid?
No, but publicises the competition to all relevant providers

What responsibilities does the LA have?
Finds a site, provides funding, manages the build process, provides pre-opening costs and initial revenue funding

Who appraises the applicants and makes the final decision?
Local authority recommends a provider to the DfE. The Regional Schools Commissioner can agree with the recommendation or make their own choice

Current plans for new provision

This section outlines the current schemes in place to meet demand for new school places in Milton Keynes and clarifies the proposed governance where determined, the total number of places that will be provided by each scheme and the target opening date. Please note that for schools opening in new residential developments, it is recommended that places are opened on a phased basis in alignment with housing completions.

Primary school places – confirmed schemes

Location	Hanslope
Name	Hanslope Primary School
Type	Expansion
Size	210 additional places
Governance	Community
Date	September 2021
Status	Capital project in progress

Location	Calverton Lane, Western Expansion Area
Name	To be confirmed
Type	New school
Size	630 primary places
Governance	Subject to free-school competition
Date	2023
Status	Subject to planning permission

All-through school places – Confirmed schemes

Location	Glebe Farm, Wavendon
Name	To be confirmed
Type	New school
Size	630 primary and 900 secondary places
Governance	Inspiring Futures through Learning Multi Academy Trust
Date	2022
Status	Capital project in progress

Primary school places – unconfirmed schemes (these schemes are planned but may be subject to planning permission or the statutory consultation process)

Location	Tickford Fields, Newport Pagnell
Name	To be confirmed
Type	New school
Size	420 primary places
Governance	Subject to free-school competition
Date	2024 (to be confirmed)
Status	Subject to planning permission

Location	Eaton Leys
Name	To be confirmed
Type	New school
Size	210 primary places
Governance	Subject to free-school competition
Date	2024 (to be confirmed)
Status	Subject to planning permission

Location	South East Milton Keynes
Name	To be confirmed (SE Primary 1)
Type	New school
Size	630 primary places
Governance	Subject to free-school competition
Date	2025 (to be confirmed)
Status	Subject to planning permission

Location	East of M1
Name	To be confirmed (Primary 1)
Type	New school
Size	630 primary places
Governance	Subject to free-school competition
Date	To be confirmed
Status	Subject to planning permission

Location	South East Milton Keynes
Name	To be confirmed (SE Primary 2)
Type	New school
Size	630 primary places
Governance	Subject to free-school competition
Date	To be confirmed
Status	Subject to planning permission

Location	Gravesend, Western Expansion Area
Name	To be confirmed
Type	New school
Size	630 primary places
Governance	Subject to free-school competition
Date	To be confirmed
Status	Subject to planning permission

Secondary school places – Unconfirmed schemes (these schemes are planned but may be subject to planning permission or the statutory consultation process)

Location	South East Milton Keynes
Name	To be confirmed
Type	New School
Size	1050 secondary places
Governance	Subject to free-school competition
Date	To be confirmed
Status	Subject to planning permission

Location	East of M1
Name	To be confirmed
Type	New School
Size	1500 secondary places
Governance	Subject to free-school competition
Date	To be confirmed
Status	Subject to planning permission

Special Educational Needs provision

The needs of children and young people with an Education Health Care Plan (EHCP) are met through a combination of mainstream, mainstream with enhanced resources (known as 'departments') and special school provision.

Stage	Mainstream	Special	Total
Early Years	38	11	49
Key Stage 1	118	59	177
Key Stage 2	297	257	554
Key Stage 3	191	252	443
Key Stage 4	114	140	254
16+ Years	17	134	151
Total	775	853	1628

Figure 6: Children with an EHCP (October 2020 School Census)

There are six special schools in Milton Keynes:

School	Age Range	Year Groups	Specialism
Romans Field	5 to 11	1 to 6	Social, emotional and mental health needs
Slated Row	4 to 19	R to 14	Specific learning difficulties
Stephenson Academy	11 to 19	6 to 14	Social, emotional and mental health needs
The Redway	2 to 19	N to 14	Profound and multiple difficulties
The Walnuts	4 to 19	R to 14	Social communication needs
White Spire	5 to 19	1 to 14	Specific learning difficulties

Figure 7: Summary of special school provision

As of October 2020, there were a total of 853 pupils attending the six special schools. Of that total, 800 lived in Milton Keynes and 53 lived in other local authority areas.

Place planning for the SEN sector

Currently 1.8% of Milton Keynes' children and young people are educated in dedicated specialist provision which includes special schools, SEN departments within mainstream schools and out of county provision. An incremental increase in demand is estimated for specialist provision year-on-year. There are two factors contributing to this; an increase in children requiring specialist provision as a result of increased complexity of need and a rise in the number of children and young people moving into Milton Keynes that require special school provision.

Despite continued growth across Milton Keynes, no new special school has been provided since Milton Keynes became a unitary authority (1997), apart from the new build of the Autism Spectrum Disorder (ASD) provision at The Walnuts School, which was previously sited in Simpson. Additionally, special schools in Milton Keynes have expanded through the development of additional classrooms and redesign of spaces, a second site of Slated Row School has been developed at Kents Hill Park and Redway School has developed a transitions department in a separate building. Currently, further changes and expansions are being planned at Roman Field School, The Walnut's School and White Spire School. Alongside this a continued focus on inclusion of SEN children within mainstream schools is vital in ensuring the right place is available for children and young people with the most complex needs.

Assessing the capacity of the special school place system is complex. There is no 'net capacity' assessment available as there is for the rest of the maintained mainstream system and no PAN is required by law. Instead, conversations have taken place with each of the six special schools to determine the maximum number of children that each school could admit without prejudicing the quality of education.

Planning areas and opportunities

For school place planning purposes, Milton Keynes is divided into the following planning areas:

- North planning area
- North West planning area
- Central planning area
- South planning area
- South West planning area
- South East planning area

Milton Keynes also accommodates six voluntary aided Catholic schools which attract pupils from across the borough and therefore do not sit within any of the planning areas.

A detailed list of schools included in each planning area can be found at Annex G.

The following analysis of the planning areas shows current and projected supply and demand of school places, with opportunities for new provision highlighted.

Please note:

- The Planned Admission Numbers (PAN) reflect those set in September 2020 and any increases in PAN from new schools or expansions are based on estimated timescales as detailed earlier in this document. These can be subject to change dependent on external factors such as development build out and planning permission.
- The total number of places required is based upon current numbers on roll and projected pupil yield from housing that is expected to come forward. The timing and pupil yield from new housing is also subject to change.
- Reception year projections are calculated using ONS birth data, projections beyond 2023 are calculated using periodic ONS birth data trends.

Data Sources

- October School Census 2020
- ONS Birth Data
- DfE National Statistics
- MKC 2020/21 Housing Schedule
- 2017 Pupil Yield Survey: Pupil Product Ratio Study – Milton Keynes Council 2017

Milton Keynes

North

North West

Central

South East

South West

South

Key Statistics

- ❖ **43404** pupils reside and attend school in Milton Keynes (excluding nursery and post-16)
- ❖ **27** infant schools
- ❖ **10** junior schools
- ❖ **54** primary schools
- ❖ **12** secondary schools
- ❖ **2** all-through schools
- ❖ **6** special schools
- ❖ **2** alternative education provisions

Pupil Breakdown

17043
39%

26361
61%

■ secondary ■ primary
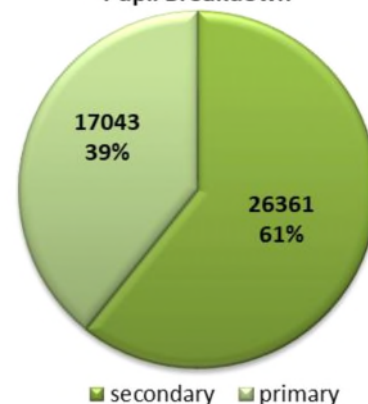
Primary Sector

Milton Keynes: Reception Year	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	4270	4320	4320	4350	4350	4410
Total number of places required	3582	3607	3419	3651	3713	3716
Balance of Places	688	713	901	699	637	694
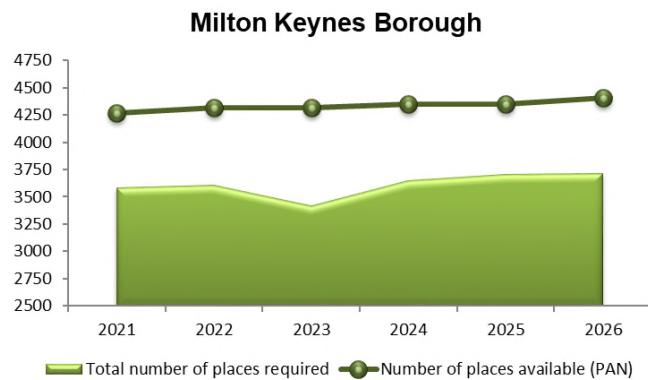
Milton Keynes Borough

Primary pupils attending school in Milton Keynes
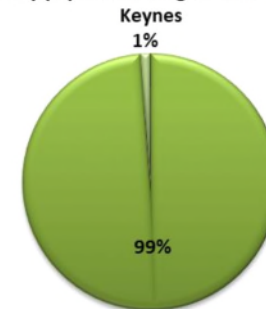
Secondary Sector

Milton Keynes: Year 7	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	3900	4080	4140	4140	4140	4140
Total number of places required	3733	3931	3931	4010	3863	3978
Balance of Places	167	149	209	130	277	162
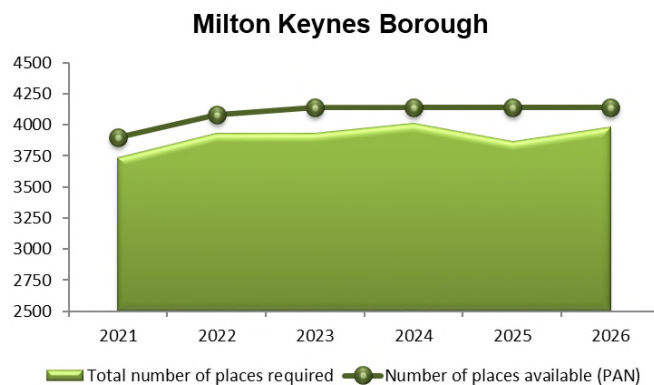
Milton Keynes Borough
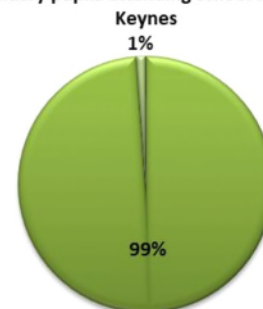
Secondary pupils attending school in Milton Keynes

Future developments

❖ The primary sector shows an increase in demand for places up to 2022 caused by an increase in demand from new housing. A dip is then experienced in 2023 due to a dip in birth rates despite the additional housing demand.

❖ Demand for additional secondary school places will grow over the years across the borough. The Local Authority is working with Milton Keynes Secondary Heads to release additional places as appropriate to avoid an over-supply of places.

Warrington

Olney

Lavendon

● Lavendon School

Cold Brayfield

● Olney Middle School
● Ousedale School (Olney Campus)
● Olney Infant Academy

● Newton Blossomville CE School

Ravenstone

Weston Underwood

Clifton Keynes

Newton Blossomville

Stoke Goldington

● Stoke Goldington CE First School

Emberton

Handmead

Astwood

Tyringham & Filgrave

Gayhurst

Chicheley

● Sherington CE School

Sherington

● North Crawley CE School

Newport Pagnell

Lathbury

● Portfields Combined School
● Cedars Primary School
● Tickford Park Primary School

Ousedale School (Newport Pagnell Campus) ●●
Green Park School

North Crawley

Moulsoe

Key Statistics

❖ **3832** school pupils reside in this area (excluding post-16)
❖ **5** infant schools
❖ **1** junior school
❖ **5** primary schools
❖ **1** secondary school

Pupil Breakdown

1556
41%

2267
59%
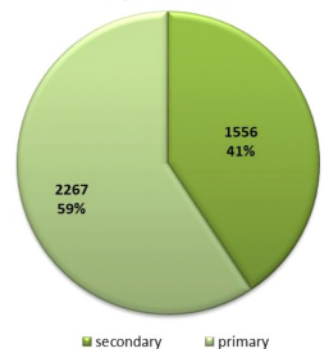
■ secondary   ■ primary

Primary Sector

North Planning Area: Reception Year	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	413	413	413	413	413	413
Total number of places required	267	254	272	268	271	272
Balance of Places	146	159	141	145	142	201

North Planning Area

Resident primary pupils attending school in area
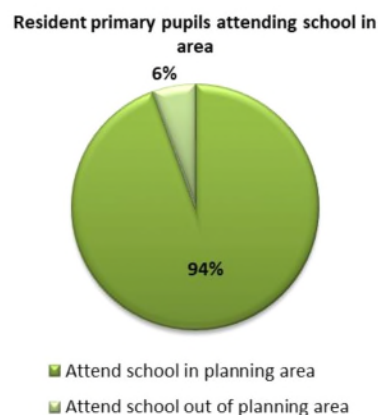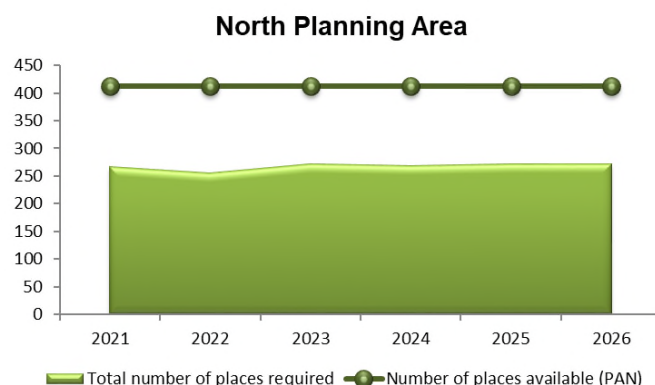
Secondary Sector

North Planning Area: Year 7	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	360	360	360	360	360	360
Total number of places required	331	349	358	331	319	323
Balance of Places	29	11	2	29	41	37

North Planning Area

Resident secondary pupils attending school in area
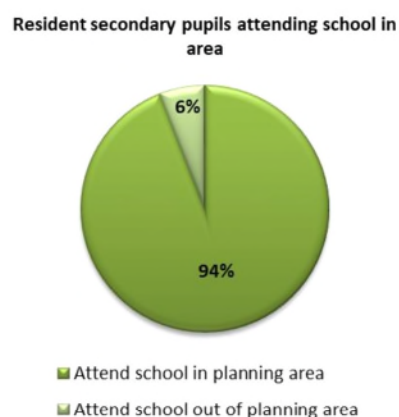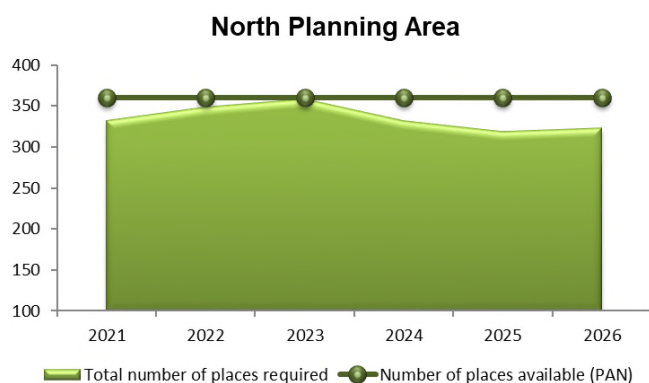
Future developments

❖ **Tickford Fields** – development site of up to 930 dwellings at Tickford Fields identified within the Newport Pagnell Neighbourhood Plan. A site for a new 2FE Primary School has been secured within the site. The earliest opening date for this school will be September 2024, dependent on housing build out. The opening of the school will be managed in line with the progress of development on site to ensure that the impact on existing schools in the area is minimalised.

❖ **East of M1** – a site for up to 5000 dwellings has been identified and is out for consultation. 10FE of primary and secondary provision has been allocated in the draft masterplan.

Hanslope Primary School

Castlethorpe First School

Haversham Village School

Giffard Park Primary School

St Andrews CE Infant School

Great Linford Primary School

Wood End First School

New Bradwell School

Willen Primary School

St Mary and St Giles CE School (North Site)

Wyvern School

Stanton School

Pepper Hill School

Brookward School

The Radcliffe School

Bushfield School

Stantonbury Campus

Russell Street School

Greenleys Junior School

Downs Barn School

Greenleys First School

Priory Common School

Southwood School

St Mary and St Giles CE School (South Site)

Heelands School

Germander Park School

Bradwell Village School

Summerfield School

Fairfields Primary School

Whitehouse Primary School

Watling Academy

Key Statistics

- ❖ **11521** school pupils reside in this area (excluding post-16)
- ❖ **12** infant schools
- ❖ **6** junior schools
- ❖ **9** primary schools
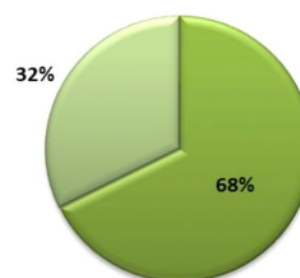- ❖ **3** secondary schools

Pupil Breakdown

4373
38%

7148
62%

■ secondary ■ primary
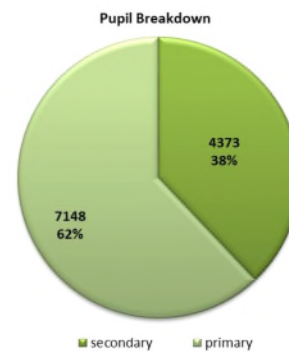
Primary Sector

| North West Planning Area: Reception Year	2021	2
Number of places available (PAN)	1112	1
Total number of places required	948	9
Balance of Places	164	1

North West Planning Area

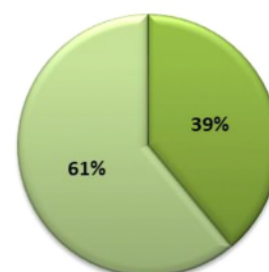
Resident primary pupils attending school in area
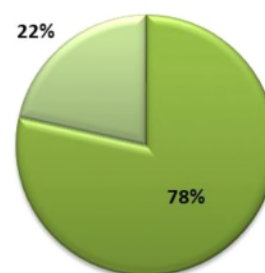
- Attend school in planning area
- Attend school out of planning area

Secondary Sector

North West Planning Area: Year 7	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	870	930	930	930	930	930
Total number of places required	856	932	990	1000	1040	1065
Balance of Places	14	-2	-60	-70	-110	-135
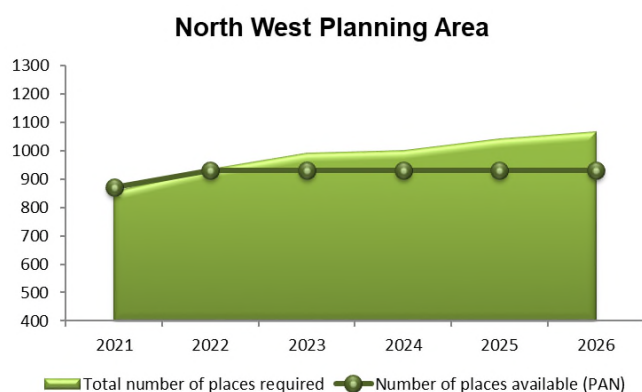
North West Planning Area

Resident secondary pupils attending school in area
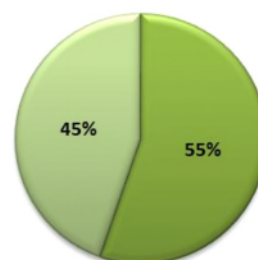
- Attend school in planning area
- Attend school out of planning area

Future developments

❖ **Western Expansion Area** – a development of up to 6,600 dwellings which is currently underway and set to continue beyond 2030. Two primary schools (Whitehouse and Fairfields) and the secondary school (Watling Academy) are already open. 6FE of the new secondary school opened in 2020 with the final 6FE to be opened gradually in line with demand. A further two primary schools (estimated opening date 2023 and 2025) are still to be delivered

Central Planning Area

Campbell Park

Shepherdswell Academy

Orchard Academy

The Willows School

CMK

Fishermead

Jubilee Wood Primary School

Kents Hill Park School Secondary Phase

Falconhurst School

Oldbrook First School

Peartree Bridge

Woughton on-the Green

Oldbrook

Milton Keynes Academy

Kents Hill Park

Leadenhall

Eaglestone

Walton Hall

Passmore

Coffee Hall

Woughton Park

Netherfield

Langland Community School

New Chapter Primary School

Tinkers Bridge

Moorland Primary School

Charles Warren Academy

Beanhill

Ashland

Simpson

West Ashland

Key Statistics

- ❖ **4526** school pupils reside in this area (excluding post-16)
- ❖ **3** infant schools
- ❖ **1** junior school
- ❖ **6** primary schools
- ❖ **2** secondary schools

Pupil Breakdown

2295 51%

2231 49%

■ secondary ■ primary
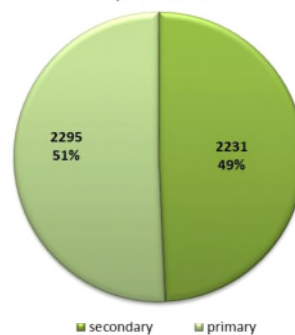
Primary Sector

| Central Planning Area: Reception Year	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	405	405	405	405	405	405
Total number of places required	371	418	366	400	412	399
Balance of Places	34	-13	39	5	-7	6
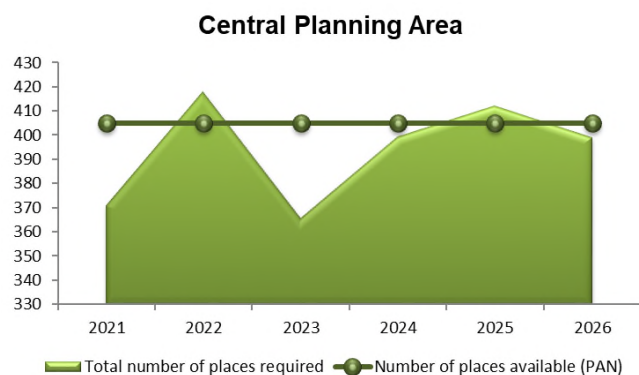
Central Planning Area

Resident primary pupils attending school in area

- Attend school in planning area
- Attend school out of planning area

Secondary Sector

Central Planning Area: Year 7	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	390	390	390	390	390	390
Total number of places required	399	412	364	410	356	411
Balance of Places	-9	-22	26	-20	34	-21
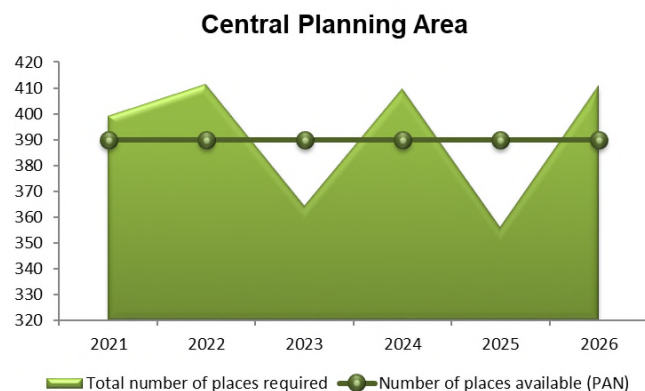
Central Planning Area

Resident secondary pupils attending school in area

- Attend school in planning area
- Attend school out of planning area

Future developments

❖ **Central Milton Keynes and Campbell Park** – over 5,000 dwellings projected to be delivered over the next ten years. The majority of these dwellings are likely to be low pupil yield properties; therefore it is possible that additional demand can be accommodated within existing local schools. The position will continue to be monitored

Cold Harbour CE School

Abbeys Primary School

Barleyhurst Park Primary School

Denbigh East

Rickley Park Primary School   Lord Grey School

Knowles Primary School

Far Bletchley

Holne Chase Primary School   Fenny Stratford

Chestnuts Primary School

The Premier Academy

Water Eaton

Little Brickhill

Drayton Park School

Newton Leys   Sir Herbert Leon Academy

Water Hall Primary School

Newton Leys Primary School

Key Statistics

- ❖ **7218** school pupils reside in this area (excluding post-16)
- ❖ **11** primary schools
- ❖ **2** secondary schools

Pupil Breakdown

2798
39%

4420
61%

▪ secondary   ▪ primary
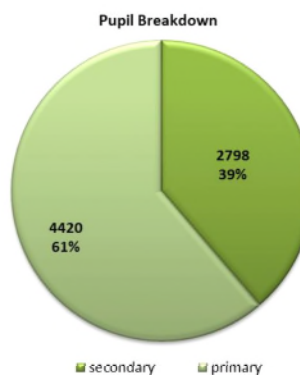
Primary Sector

South Planning Area: Reception Year	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	585	585	585	615	615	615
Total number of places required	558	605	568	614	624	618
Balance of Places	27	-20	17	1	-9	-3
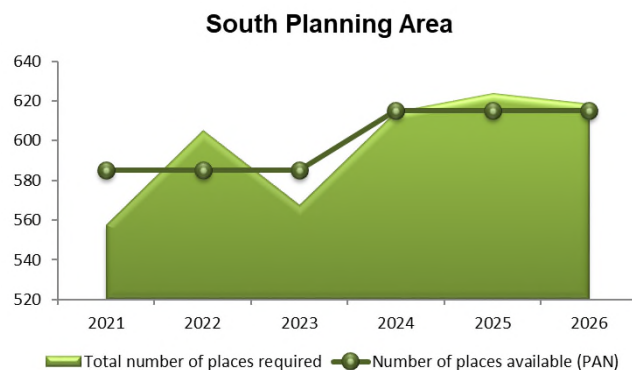
South Planning Area

Total number of places required — Number of places available (PAN)

Resident primary pupils attending school in area

23%
77%
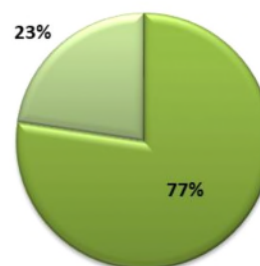
■ Attend school in planning area
■ Attend school out of planning area

Secondary Sector

South Planning Area: Year 7	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	430	430	430	430	430	430
Total number of places required	542	589	563	604	569	593
Balance of Places	-112	-159	-133	-174	-139	-163
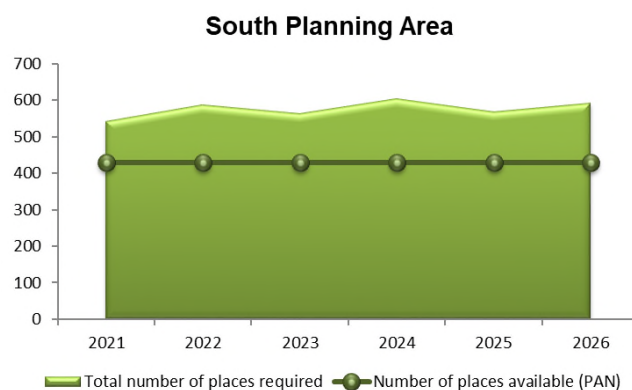
South Planning Area

Total number of places required — Number of places available (PAN)

Resident secondary pupils attending school in area

43%
57%
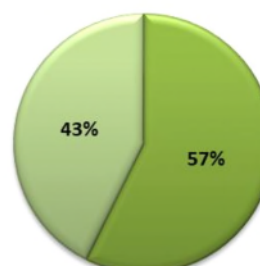
■ Attend school in planning area
■ Attend school out of planning area

Future developments

❖ **Eaton Leys** – Development underway for up to 600 dwellings, site for 1FE primary school identified within the development subject to planning permission. Estimated opening date 2024 at the earliest.

❖ **Secondary provision** – there is a growing need for additional secondary school places in the area, however in 2020 not all the places available were allocated for children starting Year 7, as some parents chose to access provision in other planning areas.

Two Mile Ash

Ashbrook School

Two Mile Ash School

Holmwood School

Great Holm

Loughton Manor First School

Loughton

Crownhill

Loughton School

Denbigh School

Grange Farm

Shenley Church End

Glastonbury Thorn School

● Christ the Sower Ecumenical Primary School

● The Hazeley Academy

Medbourne

Shenley Wood

Shenley Lodge

Oakhill

Oxley Park Academy Shenley Wood Campus

Caroline Haslett Primary School

Furzton

Long Meadow School

Shenley Brook End

Merebrook Infant School

Oxley Park

Shenley Brook End School

Oxley Park Academy

Emerson Valley Junior School

Westcroft

Emerson Valley

Howe Park School

Kingsmead

Tattenhoe

Priory Rise School

Giles Brook Primary School

Tattenhoe Park

Key Statistics

- ❖ **8060** school pupils reside in this area (excluding post-16)
- ❖ **6** infant schools
- ❖ **3** junior schools
- ❖ **6** primary schools
- ❖ **3** secondary schools

Pupil Breakdown

3240
40%

4820
60%

■ secondary   ■ primary
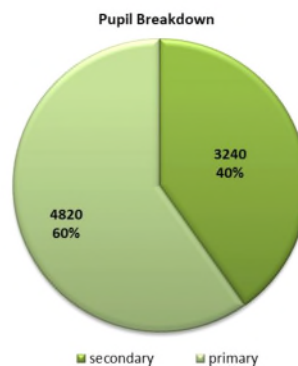
Primary Sector

South West Planning Area: Reception Year	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	780	780	780	780	780	780
Total number of places required	511	486	394	469	472	469
Balance of Places	269	294	386	311	308	311

South West Planning Area

Total number of places required — Number of places available (PAN)
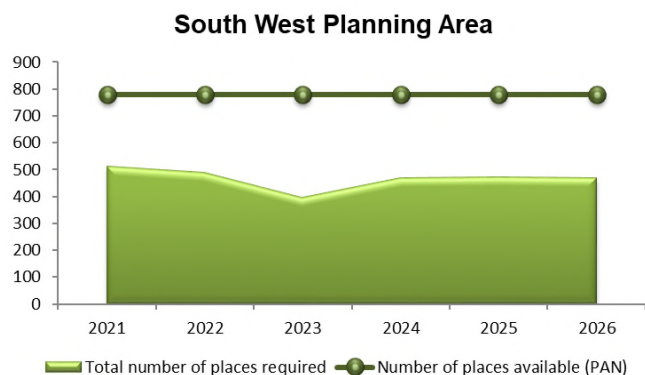
Resident primary pupils attending school in area
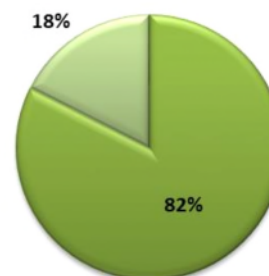
- reside in Milton Keynes
- reside outside of Milton Keynes

Secondary Sector

South West Planning Area: Year 7	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	800	800	800	800	800	800
Total number of places required	706	745	699	677	618	625
Balance of Places	94	55	101	123	182	175

South West Planning Area

Total number of places required — Number of places available (PAN)

Resident secondary pupils attending school in area

- Attend school in planning area
- Attend school out of planning area

Future developments

- ❖ No new major planned growth identified for this area at present.

Brooklands Farm Primary School (Fen Street Campus)

Broughton Fields School

Walton High (Brooklands Campus)

Brooklands Farm Primary School (Countess Way Campus)

Middleton Primary School

Oakgrove Primary School

Oakgrove School

Monkston Primary School

St Mary's Wavendon CE Primary Sch

St Bernadette's Catholic Primary

Glebe Farm School
(opening September 2022)

Kents Hill Park (Secondary) Kents Hill Park (Year 3 to Year 6)

Kents Hill Park School (Primary Campus)

Kents Hill School

Wavendon Gate School

Walton High (Walnut Tree Campus)

Heronshaw School

Heronsgate School

Bow Brickhill CE Primary School

Key Statistics

- ❖ **8702** school pupils reside in this area (excluding post-16)
- ❖ **2** infant schools
- ❖ **1** junior schools
- ❖ **7** primary schools
- ❖ **1** secondary school
- ❖ **2** all-through school

Pupil Breakdown

3419
39%

5283
61%

■ secondary   ■ primary

29
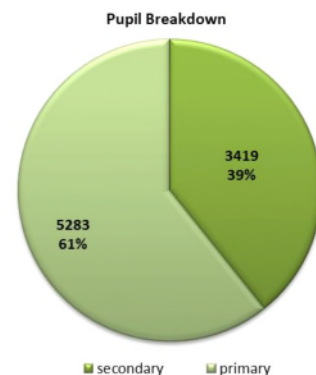
Primary Sector

South East Planning Area: Reception Year	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	745	795	795	795	795	795
Total number of places required	703	655	635	664	661	666
Balance of Places	42	140	160	131	134	129

South East Planning Area
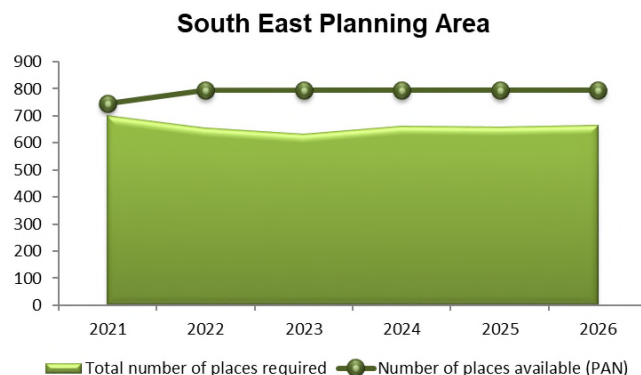
Resident primary pupils attending school in area
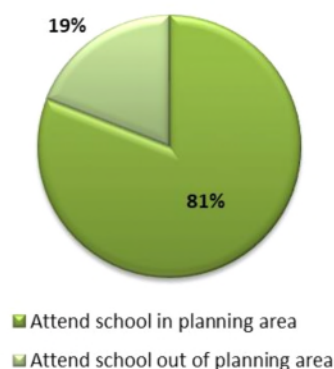
Secondary Sector

South East Planning Area: Year 7	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	780	900	960	960	960	960
Total number of places required	639	645	696	728	701	704
Balance of Places	141	255	264	232	259	256

South East Planning Area
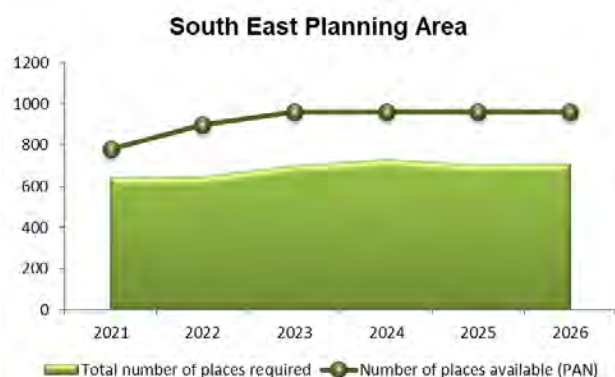
Resident secondary pupils attending school in area
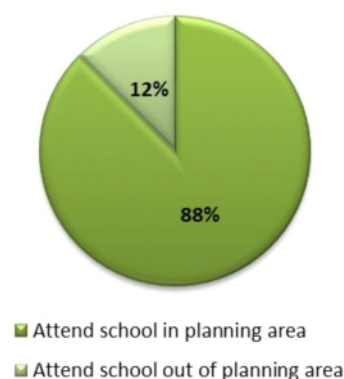
Future developments

❖ **Strategic Land Allocation, Wavendon** – this area has been identified for a new development of 2,750 dwellings with development underway. Two 3FE primary school sites and a secondary school site have been identified. One site was allocated for the expansion and relocation of St Mary's Wavendon CE Primary School (relocated 2019). An all-through school is planned to open in 2022 with facilities for a 3FE primary and 6FE secondary.

❖ **South East Milton Keynes** – this area has been identified for a new development of 3,000 dwellings. Two 3FE primary school sites and a 7FE secondary school site have been identified.

Warrington

Lavendon

Weston Underwood

Olney

Cold Brayfield

Ravenstone

Newton Blossomville

Clifton Reynes

Stoke Goldington

Emberton

Hardmead

Astwood

Tyringham & Filgrave

Chicheley

Hanslope

Sherington

Gayhurst

Lathbury

North Crawley

Newport Pagnell

Castlethorpe

Haversham/Little Linford

Redhouse Park

Moulsoe

Old Wolverton

Blakelands

Great Linford

Tongwell

New Bradwell

Bolbeck Park

Willen

Bradville

Stony Stratford

Wolverton Mill East & South

Blue Bridge

● St.Monica's Catholic Primary School

Galley Hill

Stacey Bushes

Linford Wood

Fullers Slade Lodge

● **St Mary Magdalene Catholic Primary**

Northfield

Kiln Farm

Bradwell

Conniburrow

Newlands

Broughton

Brooklands

Wymbush

Bradwell Common

Campbell Park

Fairfields

Two Mile Ash

Rooksley

Middleton/Milton Keynes Village

Magna Park

Fishermead

Monkston

Calverton

Peartree Bridge

Whitehouse

Loughton

Oldbrook

Eaglestone

● St Bernadette's Catholic Primary

St. Pauls Catholic School ●

Walton Hall

Wavendon Gate

Hazeley

Coffee Hall

Tinkers Bridge

Walnut Tree

Old Farm Park

Medbourne

Shenley Lodge

Ashland

Simpson

Old Farm Park

Woburn Sands

Oxley Park

Shenley Brook End

Furzton

Redmoor

Caldecotte

Westcroft

Denbigh North

West Bletchley

Denbigh East

Bow Brickhill

Emerson Valley

Kingsmead

Tattenhoe

Central Bletchley

Far Bletchley

Fenny Stratford

St. Thomas Aquinas Catholic Primary School ●

● **Bishop Parker Catholic School**

Brickfields

Newton Leys

Water Eaton

Little Brickhill

Pupil Breakdown

Key Statistics

❖ **3009** children attend Catholic provision (excluding post-16)
❖ **5** primary schools
❖ **1** secondary school

1435
48%

1574
52%

■ secondary ■ primary

31

Primary Sector

Catholic Planning Area: Reception Year	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	230	230	230	230	230	230
Total number of places required	202	208	196	210	214	213
Balance of Places	28	22	34	20	16	17

Catholic Provision

Residency of catholic primary pupils

OLA 2%
South East 18%
South West 7%
South 26%
Central 12%
North West 35%
North 1%
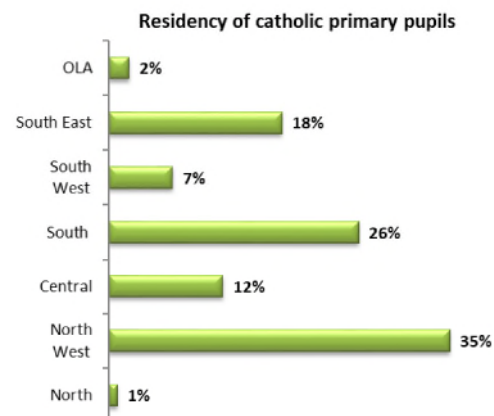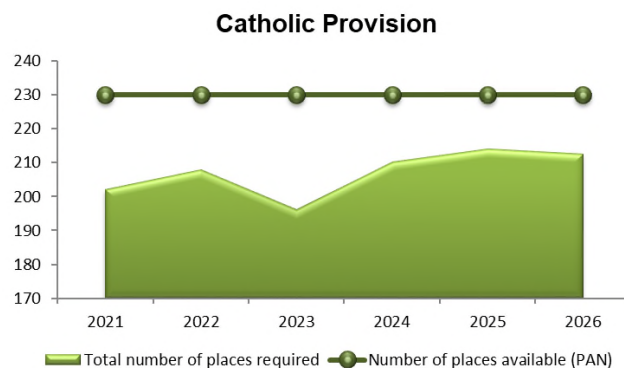
Secondary Sector

Catholic Planning Area: Year 7	2021	2022	2023	2024	2025	2026
Number of places available (PAN)	270	270	270	270	270	270
Total number of places required	202	211	207	208	201	199
Balance of Places	68	59	63	62	69	71

Catholic Provision

Residency of catholic secondary pupils

OLA 2%
South East 3%
South West 4%
South 24%
Central 30%
North West 35%
North 2%
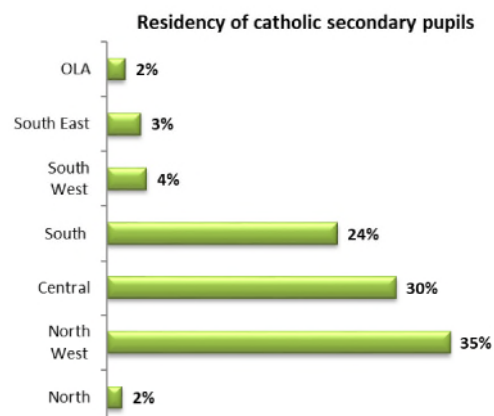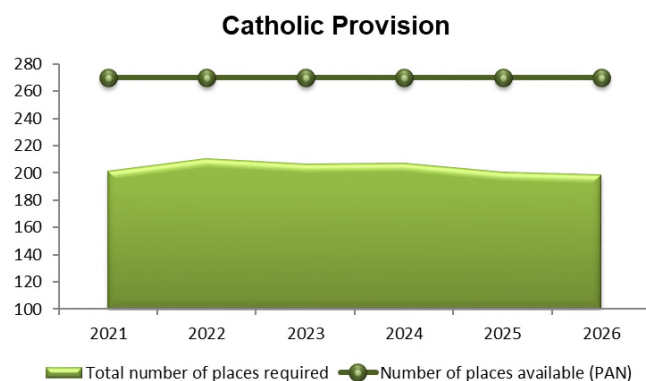
Future developments

❖ No new major planned growth identified for this area at present.

Summary of future development

Please note – any new schools which have already been awarded are not included within this map.

Tickford Fields
Size – 950 Homes
Development Start – 2021 (provisional)
Secured School Site:
- 2FE Primary

South East MK
Size – 3000 Homes
Development Start – 2024 (provisional)
Secured School Sites:
- 2 x 3FE Primary
- 7FE Secondary

East of M1
Size – 5000 Homes
Development Start – 2024 (provisional)
Secured School Sites:
- 2 x 3FE Primary
- 2 x 2FE Primary
- 10FE Secondary

Eaton Leys
Size – 600 Homes
Development Start – underway
Secured School Site:
- 1FE Primary

Western Expansion Area
Size – 6600 Homes
Development Start – Underway
Secured School Sites:
- 2 x 3FE Primary

Annex A: School place planning methodology

In order that the council can meet its statutory duty to ensure sufficient school places are available for children in the borough, the balance of places is assessed for the admission entry points for primary (Year R), junior (Year 3) and secondary (Year 7). This identifies where there are pressures and where there are surplus places.

To identify the balance of places, the current supply is considered against the projected demand for places, which takes into account the demand from the existing demographic as well as the projected demand from new housing. The way the demand is projected is different for Year R, Year 3 and Year 7. These are detailed below in *Primary Planning*, *Junior Planning* and *Secondary Planning*.

As the Published Admission Number (PAN) is the legal number of places up to which a school must admit, this number is considered to represent the number of places available. The current supply of places is not considered as the 'net capacity' of a school, which is a government determined formula used to calculate the capacity of a building based on the amount of teaching space considered available. Although the net capacity can be used to inform the Planned Admission Number (PAN), the two figures are not directly related and a PAN can often be higher or lower than the net capacity of a school.

Planning for the impact of new housing

Any new housing is considered to generate additional pressure on the demand for school places, and as such is factored into the forecast demand. The number of pupils generated from new housing developments is based on a pupil-product-ratio survey completed by Cognisant Research in August 2017, as shown in the table below:

Age	Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
Yield rate	0.07	0.08	0.09	0.08	0.06	0.05	0.05	0.05	0.04	0.03	0.03	0.03	0.03	0.02	0.02	0.02

Figure F1: Extract adapted from *Cognisant Research: Pupil Product Ratio Study – Milton Keynes Council 2017*

To determine the number of new children estimated to arise from new housing; the number of new homes is multiplied by the relevant yield rate. For example, 100 houses are estimated to yield 6 Reception (age 4) pupils on average. The delivery rate of the housing schedule is moderated based on the average completion rate of the previous 3 years.

Access to the full pupil yield survey can be found here.

School provision for new housing is planned in two ways. Large developments, which may include multiple smaller developments, over a total of 2,500 homes, are usually planned for independently. Such developments include: Brooklands, the Western Expansion Area, the Strategic Land Allocation, East of M1 & South East MK development. For these developments, primary and secondary provision will usually be identified and commissioned exclusively for that development.

Developments that are not as large are planned for within the existing provision of Milton Keynes. This means that the anticipated pupil yield from new housing is considered in addition to the anticipated pressure from birth rates or pupils already within the school system.

Where possible the intention is for young people who move into these new houses to be served by existing provision, which may need to be expanded to meet new demand, either on the existing site or

on a separate campus site. Where the existing provision is unable to meet the anticipated new demand, a new provision will be established.

Primary place planning

Live birth data (published annually by the Office of National Statistics) is used as a base for forecasting the number of children due to start school in the corresponding year. A retention rate is applied to the birth data to reflect the proportion of children born who will subsequently start at a Milton Keynes school. Figure F2 shows that on average the retention figure is 84.5%. This takes into account various factors that have applied in the period between the birth of the children and the corresponding Year R intake. These include families that have moved away or moved into the area, children on roll in Milton Keynes mainstream schools but living in other local authority areas, children living in Milton Keynes but attending schools in other local authority areas, and children who enrol in other provision such as special schools, the private education sector and other alternative settings.

Year	ONS Births (Sept to Aug)	Year R intake (Oct school census)	Intake less projected demand from new housing	Relationship
2018	3707 (born 2013-14)	3514	3083	83.2%
2019	3792 (born 2014-15)	3633	3264	86.1%
2020	3716 (born 2015-16)	3563	3130	84.2%

Figure F2: Birth data comparison to actual Year R intake

Projected demand arising from new housing is calculated separately. This is because development in Milton Keynes is significant and can vary substantially with the economic climate. The projected demand from new housing is calculated by, identifying the percentage split of each catchment in relation to the total annual completions and then applying these to the 3 year average completion trend. The projected number of additional children for each Year R intake is then added to the adjusted birth data referred to above.

Where it is not yet available from ONS, birth projections for future years are generated using periodic ONS birth data trends. The borough wide demand for Year R places is therefore as follows:

	2021	2022	2023	2024	2025	2026
Number of places currently available (PAN)	4270	4320	4320	4350	4350	4410
Births	3536	3550	3319	3596	3651	3665
Births @ Retention Rate	3098	3115	2926	3167	3218	3228
Demand expected from new houses	488	504	512	509	525	527
Total number of places required for Year R	3586	3619	3438	3676	3743	3755
Balance of Places	684	701	882	674	607	655
Surplus / Deficit %	16.0%	16.2%	20.4%	15.5%	14.0%	14.9%

Figure F3: Impact of projected demand for Year R places (assuming no change in supply)

The figures above include the full capacity in new schools built for September 2021 and includes any agreed growth that has been approved at the time of publication. This means that the significant

investment in primary school places over recent years has kept pace with demand to the extent that we do not envision a deficit of places in the foreseeable future.

Junior place planning

Junior place planning utilises the data from October 2020 census as a foundation layer for projecting demand at the infant to junior transition point in Year 3. For Year 3 projections relating to cohorts not currently on roll, we use our reception year projections generated through our primary place planning. Further growth to a cohort would arise through new housing in the area; therefore, each subsequent annual projection will factor in the impact from new housing in the area. By applying the weighted pupil yields in Figure F1 to the corresponding NCY, we are able to project additional pupils expected from a new development.

	2021	**2022**	**2023**
Number of places currently available (PAN)	1359	1359	1359
Total number of places required	1043	1055	994
Balance of places	316	304	365
Surplus / Deficit %	**23.3%**	**22.4%**	**26.9%**

Figure F4: Impact of projected demand for Year 3 places (assuming no change in supply)

At Year 3 we project a surplus of 10.5FE in junior provision in 2021. The introduction of additional places at Year 3 has ensured that there is sufficient provision for those transferring from infant to junior provision over the coming years.

Secondary place planning

In order to project the future demand for secondary places a similar 'retention rate' is generated by comparing the number of children on roll in Year 6 in the May School Census against the number of children attending a Milton Keynes mainstream secondary school in the October School Census of the same year.

Over the past three years the relationship between children who transfer from Year 6 into Year 7 has remained circa 95%. This takes into account various factors, including children on roll in Milton Keynes mainstream schools but living in other local authority areas, children living in Milton Keynes but attending schools in other local authority areas and children who enrol in other provision such as special schools, the private education sector and other alternative settings.

To forecast demand beyond the current Year 6, the additional demand which will arise from new housing development in future years must be accounted for. Whilst the impact from new housing will eventually affect all year groups, our analysis shows that pupil yield is initially higher in the younger year groups than it is in the older year groups.

By applying the weighted pupil yield figures set out in Figure F1 to the adjusted housing schedule projections from developers, we can estimate the potential number of additional pupils in each year group per year. In addition, the methodology also includes a layer to include children that may attend MK schools from another local authority.

In contrast to primary planning, a contingency is not added to the demand figure for secondary places. This is because we are clearer about the exact numbers in the year six cohorts moving into the

secondary sector, and therefore the planning risks are less than for primary where we are using historical birth data or projections of children yet to be born.

	2021	2022	2023	2024	2025	2026	2027
PAN	**3900**	**4080**	**4140**	**4140**	**4140**	**4140**	**4140**
Year 6/7 transfer	3647	3791	3719	3708	3471	3506	3386
Yield from New Housing	54	108	180	270	360	440	534
Out of county children	32	32	32	32	32	32	32
Total Demand	**3733**	**3931**	**3931**	**4010**	**3863**	**3978**	**3952**
Balance of Places	167	149	209	130	277	162	188
Surplus / deficit (%)	4.3%	3.6%	5%	3.1%	6.7%	3.9%	4.5%

Figure F6: Impact of projected demand for Year 7 places (assuming no change in supply)

Milton Keynes Council has a strong working relationship with the Milton Keynes Secondary Heads Group and continues to address any future deficit of places, either locally or across the borough, through the introduction of additional places (bulge classes) where appropriate.

Catholic provision

Within Milton Keynes there are five Voluntary Aided Catholic primary schools which seek, through their admissions oversubscription criteria, to provide education for Catholic families and those that desire a Catholic education. Attendees at these schools come from across the borough and therefore a separate demand figure is required to consider the impact of this provision at secondary level. This is not necessary for children moving on from Church of England primary schools since there is no Church of England secondary school.

A review of the historic oversubscription criterion point that the last pupil was offered a place at each of the Catholic schools in the coordinated admissions process demonstrates that more people than classified as 'Catholics practicing their religion' are accessing this provision. There is an ongoing dialogue with the Catholic diocese to consider the future needs of this provision, however there are no changes currently proposed.

Therefore, to plan for the wider impact of Catholic provision on other schools in the locality, the PAN is considered to remain constant and a percentage rate of people accessing each Catholic provision per planning area is calculated based on the current attendance trends. Future demand is adjusted proportionately across each planning area to account for the growing population.

Getting the balance right

In a system full of contextual changes, many of which are not controlled by the council (e.g. number of homes sold, number of children living in each home, number of places offered by other admissions authorities, parental preference, etc.) it is difficult to plan the right number of places for the medium to long term future. Whilst a shortfall in provision would result in the council not being able to meet its statutory duty and emergency plans being put in place to address this, a surplus in provision brings other risks and challenges. Providing extra places in schools can result in children moving out of their existing schools into these places, (sometimes for no clear reason), precluding those yet to move into

the area from taking these places, and destabilising the existing schools. Such mobility is not supportive of improving outcomes for children. Further to this, the capital resources provided to the council to ensure sufficiency of school places are limited. It would therefore be inappropriate to invest them in creating 'empty places' in the system. This fine balance is further complicated by the need to grow places in the growth areas of Milton Keynes whilst simultaneously working with any schools as appropriate across Milton Keynes to contract in more developed areas. Getting the balance right is therefore key.

Reducing school places

It is recognised that there is a current decline in pupil numbers within established communities. Our strategy is to proactively work in partnership with those schools across Milton Keynes that are experiencing a decline to see how they can be supported to stabilise their pupil numbers.

This is typically achieved through a permanent PAN change, PAN cap implementation or a combination of both. To further support schools in their future planning we share the projected demographic demand data with schools each year. This includes demand regarding their own catchment area, school liaison group and across the borough. We encourage all schools to engage with us if they are concerned about their future pupil numbers so we can understand how best they can be supported.

Annex B: Birth data

In 2010/11 academic year, the birth rate in Milton Keynes peaked with 3979 births recorded by ONS. However, over the subsequent years the birth rate has reflected the downward trend experienced nationally with Milton Keynes experiencing a 6.5% fall on the previous year. In total, since 2010/11 Milton Keynes has experienced a 16.6% fall in births, as ONS birth data recorded only 3319 births in the 2018/19 academic year.
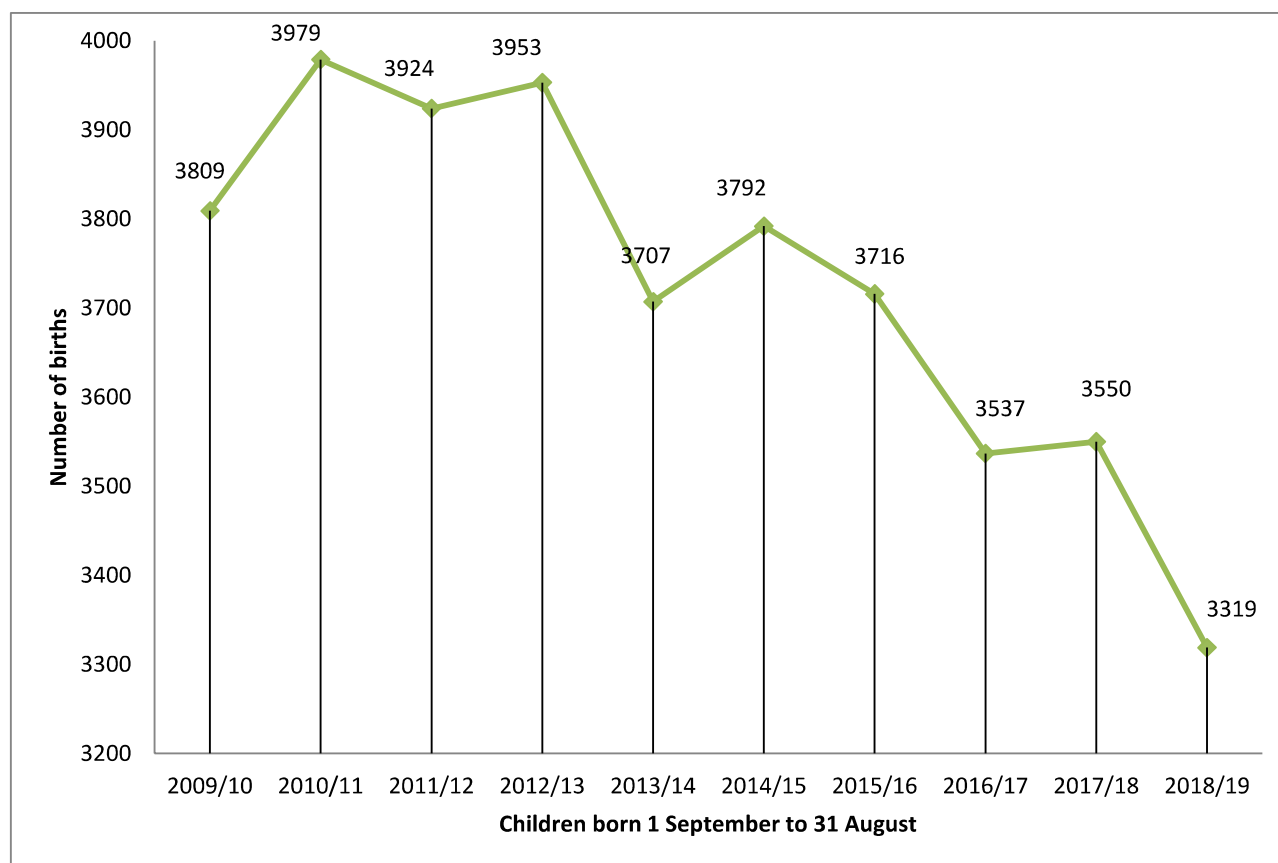
Figure A1: Births for Milton Keynes 2009/10 to 2018/19. Source: ONS Birth Data

Annex C: Types of Schools

There are currently 113 schools in Milton Keynes. This number can change in line with the way schools are organised, for example, schools may be amalgamated, new schools opened or schools can be closed.

All schools in Milton Keynes are co-educational, that is, admitting both boys and girls. There is a range of all categories including community, voluntary aided, voluntary controlled, foundation and academy schools. All schools in Milton Keynes are non-selective. The council continues to oppose any form of academic selection education project in Milton Keynes.

	Community	Voluntary Controlled	Voluntary Aided	Foundation	Academy
Nursery	2	0	0	0	0
All Through	0	0	0	0	2
Primary	21	2	6	4	18
Infant	13	5	0	3	6
Junior	3	0	0	3	5
Secondary	0	0	1	1	10
Special	5	0	0	0	1
Alternative	1	0	0	0	1
Total	45	7	7	11	43

Figure B1: Schools by category and phase, March 2021
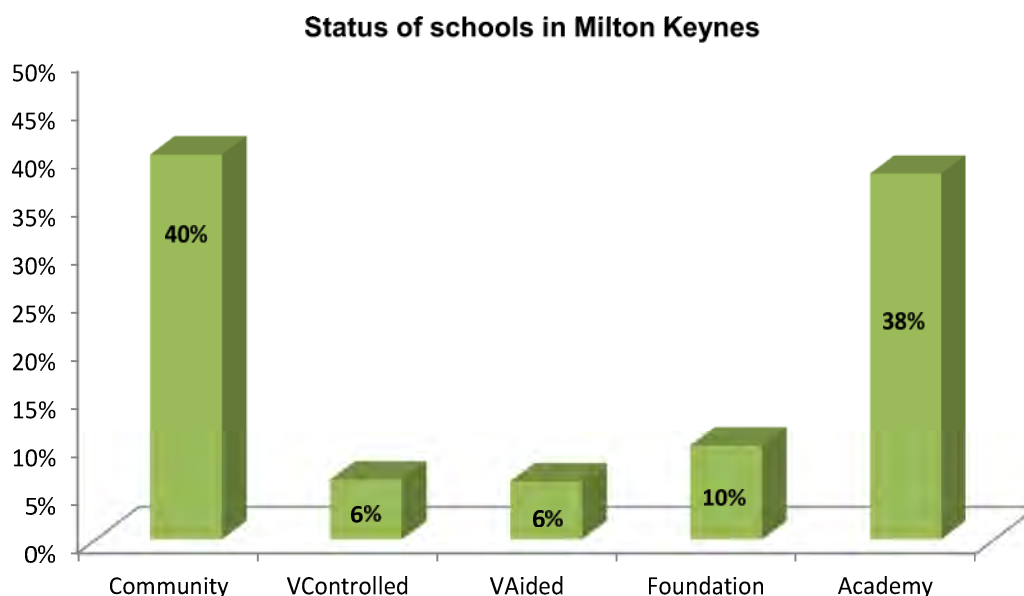
Figure B2: Status of schools in Milton Keynes, March 2021

40

Annex D: Post 16 Provision

The majority of secondary schools in Milton Keynes have post 16 provision. Whilst the number of pupils attending post 16 provision has fallen from 2014/15, the sector has seen a 5% increase in pupil numbers in 2020/21. Demand is likely to increase as the number of pupils in the secondary sector grows.
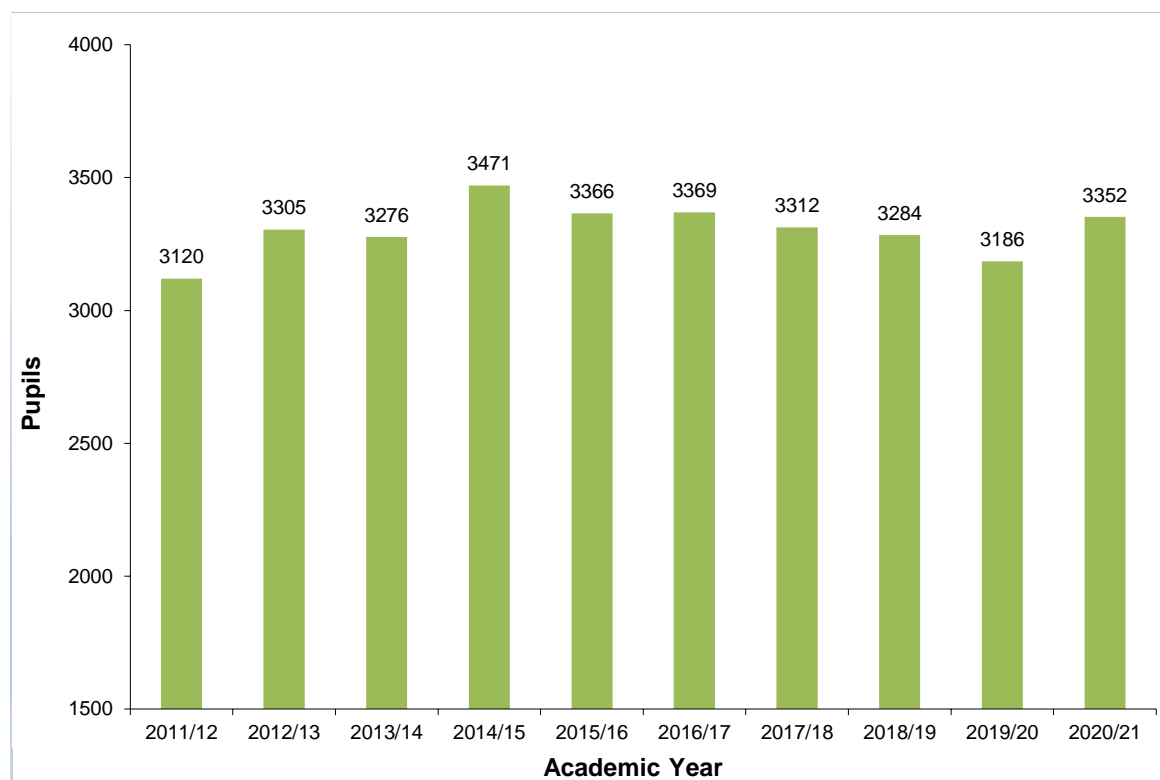
Figure C1: Post 16 pupils in mainstream provision only (excludes pupils attending special schools and alternative provision). Source: School Census October 2020

Annex E: Diversity of population

Milton Keynes has a rich and diverse population. 50% of the school population recorded in the January 2020 school census are from Black and Minority Ethnic (BME) families. This compares with the 2010 figure of 33%. 62% of pupils of primary age are BME, compared to 38% of those of secondary school age.

	Primary	Secondary	Total	% Total
White English	13507 (61%)	8461 (39%)	21968	50%
Other Ethnic Groups	13661 (62%)	8299 (38%)	21960	50%
Total	27168	16760	**43928**	

Figure D1: Ethnicity of Milton Keynes pupils by phase of education, January 2020 School Census (YR to Y11 only)

Ethnic Group	2010		2020		Difference	% Growth Difference
	No. of pupils	% of Total	No. of pupils	% of Total	No. of pupils	
Asian: Indian	855	3%	2080	5%	1225	143%
Asian: Pakistani	899	3%	1295	3%	396	44%
Asian: Bangladeshi	524	2%	645	1%	121	23%
Asian: Other	714	2%	1601	4%	887	124%
Black African	2570	8%	4860	11%	2290	89%
Black Caribbean	297	1%	355	1%	58	20%
Black Other	509	1%	755	2%	246	48%
Chinese	215	1%	232	1%	17	8%
White British	22383	66%	22924	52%	541	2%
White Other	3189	9%	6600	15%	3411	107%
Mixed	721	2%	1285	3%	564	78%
Any Other Group	826	2%	771	2%	-55	-7%
Unknown	298	1%	525	1%	227	76%
Total	**34000**		**43928**		**9197**	**27%**

Figure D2: Pupils on roll by ethnic groups, January 2010 & 2020 School Census (YR to Y11 only)

Comparing the statistics between 2010 and 2020, Milton Keynes has seen a 80% growth in BAME pupil numbers. The most significant growth has been the 'Asian: Indian cohort which has grown by 143% (1225 extra pupils). White British pupils have experienced a 2% increase (541 more pupils) compared to the number of pupils recorded in January 2010.

Annex F: School Preferences

Despite significant expansion in the size of the population, a high percentage of Milton Keynes' young people receive a place at one of their preference schools.

For children starting school for the first time at Year R, in September 2020, 99% were offered a place at one of their preference schools and 91% were offered their first preference. This is higher than the national average of 90%.

For children starting secondary school in September 2020, 93% were offered a place at one of their preference schools and 78% were offered their first preference. This is lower than the national average of 82% and illustrates the pressure for places in the system.

Parental choice and local geography is such that Milton Keynes experiences significant levels of cross-border movement, both in and out of the borough. In total, there are 2279 children and young people

Phase	Bedford	Central Beds	Bucks	Northants	Other	Total
Primary	12	308	291	141	11	763
Secondary	19	367	908	178	12	1484
Special	3	11	10	2	6	32
Total	34	686	1209	321	29	2279

Figure E1: Pupils that live in Milton Keynes and attend other local authority schools (excluding post 16 and nursery classes). Source: DfE National Statistics 2020

Should these pupils choose to be educated within the borough, the total pupil population in Milton Keynes would increase by 5%; this percentage is in line with 4.8% in 2019 and 5% in 2018 (excluding the number of pupils attending special schools).

In contrast, the number of children living outside Milton Keynes but educated in Milton Keynes schools is 691, thus making Milton Keynes a net exporter of pupils.

Phase	Bedford	Central Beds	Bucks	Northants	Other	Total
Primary	38	45	172	146	6	407
Secondary	14	55	79	82	6	236
Special	4	4	16	21	3	48
Total	56	104	267	249	15	691

Figure E2: Pupils who attend schools in Milton Keynes and live in other local authorities (excluding post 16 and nursery classes). Source: DfE National Statistics 2020

If these pupils were not educated in Milton Keynes schools, the total Milton Keynes school population would decrease by approximately 1.5% (excluding the number of pupils attending special schools). This percentage is in line with 1.5% in 2019.

Annex G: All Schools in Milton Keynes

Mainstream Schools in Milton Keynes

Planning area	School	Phase	Type of school
North	Ousedale School	Secondary	Academy
	Cedars Primary School	Primary	Community
	Green Park School	Primary	Foundation
	Lavendon School	Primary	Community
	Newton Blossomville C of E School	Infant	Voluntary Controlled
	North Crawley C of E School	Infant	Voluntary Controlled
	Olney Infant Academy	Infant	Academy
	Olney Middle School	Junior	Academy
	Portfields Primary School	Primary	Foundation
	Sherington C of E School	Infant	Voluntary Controlled
	Stoke Goldington C of E First School	Infant	Voluntary Controlled
	Tickford Park Primary School	Primary	Foundation
North West	Stantonbury International School	Secondary	Academy
	The Radcliffe School	Secondary	Foundation
	Watling Academy	Secondary	Academy
	Bradwell Village School	Junior	Community
	Brooksward School	Primary	Foundation
	Bushfield School	Junior	Foundation
	Castlethorpe First School	Infant	Community
	Downs Barn School	Infant	Community
	Fairfields Primary School	Primary	Academy
	Germander Park School	Infant	Foundation
	Giffard Park Primary School	Primary	Community
	Great Linford Primary School	Primary	Community
	Greenleys First School	Infant	Community
	Greenleys Junior School	Junior	Community
	Hanslope Primary School	Primary	Community
	Haversham Village School	Primary	Community
	Heelands School	Infant	Community
	New Bradwell School	Primary	Academy
	Pepper Hill School	Infant	Community
	Priory Common School	Infant	Community
	Russell Street School	Infant	Community
	Southwood School	Junior	Foundation
	St Andrew's C of E Infant School	Infant	Voluntary Controlled
	St Mary & St Giles C of E Aided School	Primary	Academy
	Stanton School	Junior	Foundation
	Summerfield School	Primary	Community
	Whitehouse Primary School	Primary	Academy
	Willen Primary School	Primary	Community
	Wood End First School	Infant	Community
	Wyvern School	Infant	Foundation

Planning area	School	Phase	Type of school
Central	Milton Keynes Academy	Secondary	Academy
	Kents Hill Park School	All through	Academy
	Charles Warren Academy	Primary	Academy
	Falconhurst School	Primary	Community
	Jubilee Wood Primary School	Primary	Academy
	Langland Community School	Primary	Community
	Moorland Primary School	Primary	Academy
	New Chapter Primary School	Primary	Academy
	Oldbrook First School	Infant	Community
	Orchard Academy	Junior	Academy
	Shepherdswell Academy	Infant	Academy
	The Willows School and Early Years Centre	Infant	Community
South	Lord Grey Academy	Secondary	Academy
	Sir Herbert Leon Academy	Secondary	Academy
	Abbeys Primary School	Primary	Community
	Barleyhurst Park Primary School	Primary	Community
	Chestnuts Primary School	Primary	Academy
	Cold Harbour C of E School	Primary	Voluntary Controlled
	Drayton Park School	Primary	Community
	Holne Chase Primary School	Primary	Academy
	Knowles Primary School	Primary	Academy
	Newton Leys Primary School	Primary	Community
	Rickley Park Primary School	Primary	Academy
	The Premier Academy	Primary	Academy
	Water Hall Primary School	Primary	Academy
South West	Denbigh School	Secondary	Academy
	Shenley Brook End School	Secondary	Academy
	The Hazeley Academy	Secondary	Academy
	Ashbrook School	Infant	Academy
	Caroline Haslett Primary School	Primary	Community
	Christ The Sower Ecumenical Primary School	Primary	Academy
	Emerson Valley Junior School	Junior	Community
	Giles Brook Primary School	Primary	Community
	Glastonbury Thorn School	Infant	Foundation
	Holmwood School	Infant	Academy
	Howe Park School	Infant	Community
	Long Meadow School	Primary	Community
	Loughton Manor First School	Infant	Community
	Loughton School	Junior	Academy
	Merebrook Infant School	Infant	Community
	Oxley Park Academy	Primary	Academy
	Priory Rise School	Primary	Community
	Two Mile Ash School	Junior	Academy

Planning area	School	Phase	Type of school
South East	Oakgrove School	All through	Academy
	Walton High	Secondary	Academy
	Bow Brickhill C of E Primary School	Primary	Voluntary Aided
	Brooklands Farm Primary School	Primary	Community
	Broughton Fields Primary School	Primary	Community
	Heronsgate School	Junior	Academy
	Heronshaw School	Infant	Academy
	Kents Hill School	Infant	Academy
	Middleton Primary School	Primary	Academy
	Monkston Primary School	Primary	Academy
	St Mary's Wavendon C of E Primary School	Primary	Voluntary Controlled
	Wavendon Gate School	Primary	Community
Catholic Provision	St Paul's Catholic School	Secondary	Voluntary Aided
	Bishop Parker Catholic School	Primary	Voluntary Aided
	St Bernadette's Catholic Primary School	Primary	Voluntary Aided
	St Mary Magdalene Catholic Primary School	Primary	Voluntary Aided
	St Monica's Catholic Primary School	Primary	Voluntary Aided
	St Thomas Aquinas Catholic Primary School	Primary	Voluntary Aided

Special Schools in Milton Keynes

School	Phase	Type of school
The Redway School	All through	Community
Slated Row School	All through	Community
The Walnuts School	All through	Community
Romans Field School	Year 1 to Year 6	Community
Stephenson Academy	Year 6 to Year 14	Academy
White Spire School	Year 1 to Year 14	Community

Alternative Provision in Milton Keynes

School	Phase	Type of school
Bridge Academy	Secondary	Academy
Milton Keynes Primary Pupil Referral Unit	Primary	Community

End of document

APPENDIX 16

Department for Education

Dates refer to the academic year.

There is no scorecard for Dorset (838) and Bournemouth, Christchurch and Poole (839) as they are new local authorities, following changes to LA boundaries in this region in April 2019. As these two new local authorities are not directly comparable with their pre LGR 2019 local authorities, we were unable to produce complete figures for the majority of individual indictors included in the School Places Scorecard, however the relevant data for these pre and post LGR 2019 local authorities are included in the England data and Summary data tabs.

How to use the School Places Scorecard

1. Select whether you wish to view England data or data for an individual Local Authority: Selecting the arrow in this box opens a list of local authorities and the national (England) option. Scroll using the bar to the right of the list to the local authority of choice. Alternatively click in the box and type the name of the local authority whose data you wish to view.

2. Select the phase of education for which you wish to view the data: Select the arrow in this box to bring up a selection of 'Primary' or 'Secondary'.

3. Select the quality measure you would like to view: Select the arrow here to bring up a selection of 'Ofsted Rating', KS2 'Maths Progress', KS2 'Reading Progress' or KS4 'Progress 8 Score'. Please note that KS2 progress measures are not applicable for secondary and KS4 Progress 8 score is not applicable for primary.

England | Primary | £12.30bn | Total primary and secondary basic need funding 2011-22 | 19% | Growth in primary pupil numbers 2009/10 to 2021/22

QUANTITY

Accuracy — Accurate
+1%
Largest overforecast - all LAs (+7.5%)

Accuracy — Accurate
+2.7%
Largest overforecast - all LAs (+13.4%)

PREFERENCE
Proportion of applicants who received an offer of one of their top three preferences for September 2019 entry

England | 97.5%
-

1st 2nd 3rd NoReceive

Average cost per additional mainstream place from local authority reported projects between 2015/16 and 2017/18, adjusted for inflation and regional variation
(Not new data: see technical notes)

Permanent Expansions | Temporary | New Schools

£17,268 | £8,196 | £20,508

1204 Project(s) | 616 Project(s) | 70 Project(s)

0% 20% 40% 60% 80% 100%

Outstanding | Good | Requires improvement | Inadequate

New places with no rating = 9555

Cost per place in LA | Cost per place all England

BANNER Shows the total basic need funding allocation and the growth in pupil numbers since 2009/10 for the selected phase.

QUANTITY
This measure shows 1) how many places have been created since 2009/10 and how many further places are firmly planned to 2021/22; 2) the estimated number of additional places needed to meet demand in 2021/22 and the estimated percentage of spare places; 3) the accuracy of 2018/19 pupil number forecasts, made one year previously and three years previously.

PREFERENCE
This measure shows the proportion of applicants who received an offer of a place in one of their top three preferences for Sept 2019 entry. The chart shows the proportions of applicants offered a place in their first, second and third choices.

QUALITY
This measure shows the quality of the places created between 2017/18 and 2018/19 in the selected local authority (e.g. Ofsted rating). This is compared to the quality of existing places in the selected local authority and the overall picture in England.

COST
This measure shows the average cost per place of creating new mainstream places in permanent expansions, temporary expansions and new schools. Adjustments have been applied for inflation and region. Each square box represents a quintile, and the bars represent the position of a local authority within the respective quintile and the mean cost per place for England.
Average costs are based on projects that provided places for academic years 2015/16 – 2017/18 (see technical notes).

School Places Scorecard

Gloucestershire | **Primary** | **£121m** Total primary and secondary basic need funding 2011-22 | **20%** Growth in primary pupil numbers 2009/10 to 2021/22

QUANTITY

Places created since 2009/10, places planned to 2021/22 and estimated place pressure in 2021/22

Estimated number of additional places needed to meet demand in 2021/22: **500**

Estimated percentage of spare places in 2021/22: **9.2%**

Gloucestershire: **5,395** | **2,434** | **500**

- Total places created between 2009/10 and 2018/19
- New places planned for delivery 2019/20 to 2021/22
- Estimated number of additional places needed to meet demand in 2021/22

Forecast accuracy one year ahead

Accurate

+0.3%

Largest underforecast - all LAs (-1.6%) | Largest overforecast - all LAs (+7.5%)

Forecast accuracy three years ahead

Accurate

+1.4%

Largest underforecast - all LAs (-4.7%) | Largest overforecast - all LAs (+12.8%)

PREFERENCE

Proportion of applicants who received an offer of one of their top three preferences for September 2019 entry

England: **97.5%**

Gloucestershire: **97.7%**

- 1st
- 2nd
- 3rd Preference

QUALITY

Quality of places created between 2017/18 and 2018/19

Proportion of new places created in good and outstanding schools | England **91%** | LA **81%** | LA Rank **101/120**

Select quality measure with drop down arrow: **Ofsted Rating**

Gloucestershire New places	111	231	81	
Gloucestershire Existing places	10,697	32,199	5,624	1,310
England New places	7,123	25,883	2,961	313
England Existing places	884,730	3,353,249	474,787	65,767

- Outstanding
- Good
- Requires improvement
- Inadequate

New places with no rating = 0

COST

Average cost per additional mainstream place from local authority reported projects between 2015/16 and 2017/18, adjusted for inflation and regional variation
(Not new data: see technical notes)

Permanent Expansions
£18,133
£17,268
8 Project(s)

Temporary Expansions
£10,282
£8,196
23 Project(s)

New Schools
£20,508
0 Project(s)

- Cost per place in LA
- Cost per place all England

Indicator in scorecard	What does this measure do?	Further information/breakdown	Where can I find this data?	Notes	Worked Example (Barking and Dagenham - Primary)
Total basic need funding 2011-22	This is the total amount of basic need capital funding allocated to each local authority to create new places from 2011 to 2022. This covers places needed at both primary and secondary phases.		DfE centrally held information, published in summary tables.	1. This refers to the amount of basic need capital funding that the Department for Education (DfE) has allocated to each local authority to create new places from 2011 to 2022. 2. The figure includes formula-based funding allocations and funding provided through the Targeted Basic Need Programme. Basic Need funding is not ring-fenced, but Targeted Basic Need funding must be spent by agreed deadlines and on specific projects. 3. The figure only includes funding allocated to local authorities, and so does not include centrally funded capital programmes such as free schools.	£194,835,735 Rounded to **£195m**
Growth in pupil numbers 2009/10 - 2021/22	This is the anticipated percentage increase in pupil numbers in primary or secondary provision between the 2009/10 and 2021/22 academic years.	1. Pupil Numbers for the 2009/10 academic year taken as at the pupil census in May 2010	DfE centrally held information, published in summary tables	1. This is the total number of pupils registered at each school in May 2010 of academic year 2009/10, covering years reception to year 6 (R-6) for primary, and year 7 to year 11 (7-11) for secondary.	17,772 primary school pupils in 2009/10 26,403 primary school pupils forecast in 2021/22 Calculation: (26,403 - 17,772)/17,772 = **49%**
		2. Forecast pupil numbers for the 2021/22 academic year	Local authority data provided through the School Capacity Survey (SCAP) Collection 2019	1. This is the local authority's forecast of pupil numbers for the academic year 2021/22 as provided in the School Capacity Survey (SCAP) that was carried out Summer 2019. 2. These forecasts cover pupils that local authorities anticipate will attend primary schools (or primary provision in middle or all-through schools i.e. years R-6) and secondary schools (or secondary provision in middle or all-through schools i.e. years 7-11) 3. These forecasts focus on local authorities expectations about new school places and do not include pupils who are expected to attend independent schools or special/non-mainstream provision.	
Quantity: Places created since 2009/10; places planned to 2021/22; spare places and additional places needed in 2021/22; and pupil number forecast accuracy.	Places created since 2009/10 shows the total places created between 2009/10 and 2018/19 for both primary and secondary;	1. Capacity at May 2010	Local authority data provided through School Capacity (SCAP) Survey 2010	1. The number of places that have been created since May 2010 in each local authority is taken as the difference between capacity as reported by local authorities, via SCAP, at May 2010 and capacity at May 2019. 2. The measure includes all primary and middle deemed primary school capacity in the primary phase, and all secondary, middle deemed secondary and all-through school capacity in the secondary phase.	Capacity at May 2010: 18,107 Capacity at May 2019: 26,896
		2. Capacity at May 2019	Local authority data provided through the School Capacity (SCAP) Survey 2019	3. The measure reports net increase in places only, so if phase capacity in a local authority has reduced between May 2010 and May 2019, this is recorded as zero places created. This means that the sum of the local authority-level figures will not equal the overall increase in places at national level.	Calculation: 26,896 - 18,107 = **8,789**
	the total number of new places planned for delivery from 2019/20 to 2021/22; The number of places planned for delivery contains four elements: 1) local authority firm plans for new permanent additional places and new temporary bulge places', 2) capacity changes through the Condition Improvement Fund (CIF), Priority School Building Programme (PSBP), and the Selective Schools Expansion Fund (SSEF) 3) places from free schools opened in September 2019 and planned to open in September 2020, and 4) reduction in places from free school and academy closures.	1. Local authority plans for places to be created between May 2019 and before the start of the 2021/22 academic year.	Local authority data provided through the School Capacity (SCAP) Survey 2019.	1. Local authority data about new permanent additional places and new temporary bulge places (to accommodate large cohorts as they move through the school) available for the start of the academic years 2019/20, 2020/21 and 2021/22 is aggregated to local authority level. 2. The data was provided by local authorities in Summer 2019, and include only projects that local authorities were confident would proceed. Local authorities were asked to include the total capacity of any new provision. 3. Local authorities were asked not to include places created through free schools unless they were providing the funding for additional places themselves.	
		2. Capacity changes through the CIF, PSBP and SSEF.	DfE centrally held information.	1. Changes to school capacity (both increases and decreases) as a consequence of works delivered through the CIF, PSBP and SSEF between 2019-20 and 2021-22 inclusive, aggregated to local authority level.	
		3. Places from free schools opened in September 2019 and to be opened in September 2020.	DfE centrally held information.	1. The calculation mirrors the approach taken for basic need funding allocations published in April 2020. It includes mainstream primary and secondary free schools which opened in September 2019 and those with a high degree of certainty of opening in September 2020, and counts the total number of places which will be in use by September 2021. 2. The data does not include free schools which opened before September 2019, as they will be included in the School Capacity collection 2019. It does not include free schools which are planned to open in academic year 2020/21 where it is likely the opening will be delayed, or those planned to open in the academic year 2021/22 and beyond.	Total primary places planned = **840**
		4. Reduction in places from free school and academy closures between May 2019 and February 2020, or identified to close before August 2022.	DfE centrally held information.	1. Where an academy or free school closed after 1 May 2019 its capacity, as reported in the School Capacity data, is now no longer available. Their capacity has therefore been removed from the planned delivery total.	
		5. Total number of planned places (sum of 1, 2, 3 and 4 above) September 2019 to August 2022		1. This measure reports planned increases in capacity only. If there is a total net planned reduction in capacity (e.g. due to a free school closure), this is shown as zero places planned. This means that the sum of local authority-level figures will not equal the national planned places figure. 2. Note that most local authorities will have further developed their plans since this data was reported in Summer 2019, and so although it allows for comparisons between local authorities, the figure is likely to be an understatement of the current position.	
	the estimated number of additional places needed to meet demand in 2021/22; and the estimated percentage of spare places in 2021/22.	These estimates are created by comparing a) the number of places needed in each year group and planning area, to b) the current capacity and number of planned places as described above.	2018/19 school place planning published tables	1. Estimated demand for places relates to the academic year 2021/22 and is the difference between local authority pupil forecasts and future capacity, taking account of planned future additions. *places needed = forecast demand - (existing capacity + additional capacity).* For further information on the methodology used, see the School Place Planning Tables 2019: technical note (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874771/School_place_planning_2019_Technical_Guidance.pdf) 2. Where demand is greater than capacity a need for additional places results; where capacity is greater than demand spare places result. 3. Local authority pupil forecasts for 2021/22 are collected through the School Capacity (SCAP) Survey 2019 and include pupils who will attend places created by housing developer contributions (HDC). 4. Additional capacity as at 2021/22 includes places that the local authority plans to add between May 2019 and before the start of the 2021/22 academic year and places from programmes centrally funded by the department, as described above. 5. The comparison of demand and capacity takes place for each national curriculum year group within each planning area to estimate places needed in each. The estimates in the scorecard do not allow for spare capacity in one year group or planning area to be off-set against need in another, or vice-versa. This avoids the risk of spare places in one planning area masking areas of need for additional places in planning areas elsewhere in the local authority. For further information see the School Place Planning Tables 2019: technical note. 6. The estimated need for additional places is aggregated to planning area level and then to local authority level. Similarly spare place estimates are aggregated to planning area and then local authority level. It is common for a local authority to have both a need for additional places and spare places, reflecting pockets of localised need for places or pockets of localised spare places. 7. Estimates for need are rounded to the nearest 10. 8. Estimates for spare places are presented as a percentage of total future capacity.	Additional primary places needed to meet demand by 2021/22: **420** Percentage of spare primary places in 2021/22: **13.5%**

Indicator in scorecard	What does this measure do?	Further information/breakdown	Where can I find this data?	Notes	Worked Example (Barking and Dagenham - Primary)
	This measure also shows the one year ahead local authority forecast accuracy (compares actual numbers on roll in 2018/19 with forecasts of pupil numbers for 2018/19 made one year previously by local authority);	1. Forecasts of academic year 2018/19 pupil numbers made in academic year 2017/18. 2. Actual pupil numbers on roll in academic year 2018/19.	Local authority data provided through the School Capacity (SCAP) Collection 2018 Local authority data provided through the School Capacity (SCAP) Collection 2019	1. Forecasts, submitted by local authorities as part of the school capacity (SCAP) collection 2018, of 2018/19 pupil numbers are made for each year group at the planning area level and aggregated to the local authority level. Forecasts include pupils expected to be educated in new schools (or expanded schools) funded through HDC agreements. 2. Actual pupil numbers on roll for academic year 2018/19 are taken from the May school census. 3. Forecast accuracy is calculated by subtracting the years R-6 actual numbers from the years R-6 forecasts to give the absolute inaccuracy. Absolute inaccuracy is then divided by the R-6 actual number to give the relative percentage inaccuracy. The same is done for secondary but using years 7-11. 4. Scorecard figures may differ to those published in SCAP due to the exclusion of years 12 to 14 in the pupil numbers and forecasts used in the scorecard.	2018/19 actual pupil numbers on roll: 25,049 SCAP18 forecast of 2018/19 numbers: 25,759 Calculation: (25,759 - 25,049)/25,049 = **2.8%**
	and the three year ahead forecast accuracy (compares forecasts of pupil numbers on roll for 2018/19 made three years previously by local authority).	1. Forecasts of academic year 2018/19 pupil numbers made in academic year 2015/16. 2. Actual pupil numbers on roll in academic year 2018/19.	Local authority data provided through the School Capacity (SCAP) Collection 2016 Local authority data provided through the School Capacity (SCAP) Collection 2019	1. Forecasts, submitted by local authorities as part of the school capacity (SCAP) collection 2016, of 2018/19 pupil numbers are made for each year group at the planning area level and aggregated to the local authority level. Forecasts include pupils expected to be educated in new schools (or expanded schools) funded through HDC agreements. 2. Actual pupil numbers on roll for academic year 2018/19 are taken from the May school census. 3. Forecast accuracy is calculated by subtracting the years R-6 actual numbers from the years R-6 forecasts to give the absolute inaccuracy. Absolute inaccuracy is then divided by the R-6 actual number to give the relative percentage inaccuracy. The same is done for secondary but using years 7-11. 4. Scorecard figures may differ to those published in SCAP due to the exclusion of years 12 to 14 in the pupil numbers and forecasts used in the scorecard.	2018/19 actual pupil numbers on roll: 25,049 SCAP16 forecast of 2018/19 numbers: 27,557 Calculation: (27,557 - 25,049)/25,049 = **10%**
Preference	This measure shows the proportion of applicants who received an offer of a place in one of their top three preference schools		Published in summary tables.	1. The proportion of applicants who received an offer of a place in one of their top three preferences for entry in September 2019 in the selected local authority and in England. 2. Graphic represents the proportions of applicants who received an offer of a place in their first, second and third preferences. 3. The blank section represents the proportion made an offer of a lower preference (where a local authority allows 4 or more preferences) and the proportion not made a preferred offer (including applicants who were made an alternative offer and those who, on national offer day, were not made any offer).	Proportion of applicants receiving an offer of a place in their first preference: 94.9% Proportion of applicants receiving an offer of a place in their second preference: 3.3% Proportion of applicants receiving an offer of a place in their third preference: 0.7% Proportion of applicants receiving an offer in one of their top three preferences: **98.9%**
Quality: Quality of new school places created between academic year 2017/18 and academic year 2018/19; and quality of existing school places in academic year 2018/19	This measure shows the number of new places created between academic year 2017/18 and academic year 2018/19	Capacity of each school in May 2018 Capacity for each school in May 2019	Local authority data, provided through School Capacity collection 2018 Local authority data, provided through School Capacity collection 2019	1. The following school types, identified using Get Information About Schools (https://get-information-schools.service.gov.uk), have been excluded: - former independent schools which have not had an inspection since opening; - sponsored academies which have not had an Ofsted inspection since opening as an academy. - schools that have amalgamated and have not been inspected since amalgamation. 2. We then compare the capacity of schools present in May 2019 with their May 2018 capacity. 3. New places are identified as an increase in capacity between May 2018 and May 2019 at each school. For mergers and academy conversions where 2018 capacity is not available, the capacities of the 'parent' schools in 2018 have been used. 4. We define a school expansion to be an increase of 15 places or more. Schools where fewer than 15 places have been created between May 2018 and May 2019 have all of their capacity counted as existing places. 5. Existing places are the number of places present in May 2019 after subtracting the new places since May 2018 (if 15 or more) from the May 2019 capacity. 6. Places at schools which operate in both education phases assigned to years primary or secondary as notified in school capacity data in May 2018, or May 2019. 7. New places in schools which had not had an Ofsted judgment or key stage 2 or 4 result by August 2019 have been excluded from the relevant version of the measure. These places are included in the figure beneath the chart. 8. This approach, and because any decreases in capacity are not factored in, means that the number of places added for use in the quality measure may not be the same as the number of places added in the quantity measure. 9. From June 2018 the Ofsted grades of academy predecessor schools were factored into their data, even though it may have been some time since those schools converted and/or were inspected. 10. The quality measures represent the window in time when places were added and this is not necessarily the same quality outcome as when the decision to add places was taken.	**124 qualifying new primary** places created in schools between 2017/18 and 2018/19.
	and the quality of school places created between academic year 2017/18 and academic year 2018/19, and the quality of existing school places.	Ofsted judgements	Ofsted online	1. Each school has been matched with the Ofsted judgement of 'Overall effectiveness: how good is the school." as at 31 August 2019 (published November 2019). 2. There are four Ofsted categories: 'Outstanding', 'Good', 'Requires improvement' and 'Inadequate'. 3. The calculation counts the number of new places that have been created in schools of each Ofsted category; and the number of existing school places in each category. 4. Note that many schools will have been inspected some time before August 2019, and some will have been inspected since this date.	**124** of the places created identified with schools judged as 'Outstanding' by Ofsted. **0** of the places created identified with schools judged as 'Good' by Ofsted.
		Key stage 2 progress measures	Performance tables	1. Each school has been matched with the key stage 2 progress measure for reading and maths, for academic year ending July 2019 (published December 2019). 2. This measure judges schools' performance as 'well above average', 'above average', 'average', 'below average' or 'well below average'. 3. The calculation counts the number of new school places that have been created in schools of each category; and the number of existing school places in each category. 4. Middle schools may not have a key stage 2 measure and if they do, due to the age range of pupils at middle schools, pupils will have only attended a middle school for a short time before they take their key stage 2 tests and will still have a number of years left at the school. This should be taken into account when comparing their results to schools which start educating their pupils from the beginning of key stage 1. New schools may not have a key stage 2 measure until the first cohort of pupils reaches year 6. 5. For further information on key stage 2 progress measures please use the following url: https://www.gov.uk/government/collections/school-performance-tables-about-the-data	**124** of the places created identified with schools judged 'well above average' or 'above average' in the KS2 reading progress measure. **124** of the places created identified with schools judged 'well above average' or 'above average' in the KS2 maths progress measure.
		Key stage 4 progress 8 measure	Performance tables	1. Each school has been matched with the key stage 4 progress 8 measure across 8 key subjects, for academic year ending July 2019 (published January 2020). 2. This measure judges schools' performance as 'well above average', 'above average', 'average', 'below average' or 'well below average'. 3. The calculation counts the number of new school places that have been created in schools of each category; and the number of existing school places in each category. 4. Note that middle schools will not have a key stage 4 measure, and that new schools may not have a key stage 4 measure until the first cohort of pupils reaches year 11. 5. Note that this progress 8 measure is not a strict measure of the effectiveness of the entire school as a school may add value before pupils take the key stage tests. 6. For further information on progress 8 measure please use the following url: https://www.gov.uk/government/collections/school-performance-tables-about-the-data	N/A for primary

Indicator in scorecard	What does this measure do?	Further information/breakdown	Where can I find this data?	Notes	Worked Example (Barking and Dagenham - Primary)
	Banner indicator (Ofsted): Proportion of new school places which are in good and outstanding schools	1. Number of new school places created 2. Quality of new places created as judged by Ofsted		1. Of all the new places created in the local authority in schools with Ofsted ratings, the percentage of them which are categorised as 'good' or 'outstanding' by Ofsted.	Places created in outstanding or good schools: 124 Total number of new places created: 124 Calculation: 124/124 = **100%**
	Banner ranking (Ofsted): Ranks local authorities on their proportion of new school places which are in good and outstanding schools			1. Ranking of proportions of new places created in 'good' or 'outstanding' schools for each local authority, amongst all local authorities with new places. Local authorities with the same proportion are given an equal ranking. Ranking is only applied to local authorities where new places have been created. 2. The higher the rank the higher the proportion of new school places in good and outstanding schools compared to other local authorities.	100% is the maximum possible value. Barking and Dagenham are therefore ranked equal first among the local authorities for which there is data. Ranking: = **1/120**
	Banner indicator (key stage 2): Percentage of new school places created in well above- and above-average schools in local authority	1. Number of new school places created 2. Quality of places created by either key stage 2 reading progress measure or key stage 2 maths progress measure		1. Of all the new places created in the local authority in schools with a valid key stage 2 reading or maths measure, the percentage which are categorised as 'well above' or 'above' the national average by a statistically significant margin as defined by the DfE performance data team.	**100%** for key stage 2 reading progress measure **100%** for key stage 2 maths progress measure
	Banner indicator (key stage 4): Percentage of new school places created in well above- and above-average schools in local authority	1. Number of new school places created 2. Quality of places created by key stage 4 progress 8 score		1. Of all the new places created in the local authority in schools with a valid key stage 4 progress 8 score, the percentage which are categorised as 'well above' or 'above' the national average by a statistically significant margin as defined by the DfE performance data team.	N/A for primary
	Banner ranking (key stage 2): Ranks local authorities on their proportion of new school places in well above and above-average schools			1. Ranking of proportions of new places created in 'well above average' and 'above average' schools for each local authority, amongst all local authorities with new places. Local authorities with the same proportion are given an equal ranking. Ranking is only applied to local authorities where new places have been created. 2. The higher the rank the higher the proportion of new school places in well above and above average schools compared to other local authorities.	100% of places for key stage 2 reading progress measure Ranking: **1/116** 100% of places for key stage 2 maths progress measure Ranking: **1/116**
	Banner ranking (key stage 4): Ranks local authorities on their proportion of new school places in well above and above-average schools			1. Ranking of proportions of new places created in 'well above average' and 'above average' schools for each local authority, amongst all local authorities with new places. Local authorities with the same proportion are given an equal ranking. Ranking is only applied to local authorities where new places have been created. 2. The higher the rank the higher the proportion of new school places in well above and above average schools compared to other local authorities.	N/A for primary
	Graphical representation	Number of new school places in the local authority, by quality rating		1. The quality rating of the places created is either the Ofsted judgment, the key stage 2 reading or maths progress measures (primary only) or the key stage 4 progress 8 score category (secondary only). 2. The quality of new places amongst the relevant quality categories for the selected authority is presented. 3. The quality rating of the places present in the school capacity collection 2019 that were also present in the school capacity collection 2018 is presented as the existing places.	Places created Ofsted: 0 'good'
		Number of existing school places in the local authority, by quality rating			Existing places Ofsted: 2,876 'outstanding', 23,626 'good', 1,740 'requires improvement', 0 'inadequate'
		Number of new school places created in England, by quality rating		1. The quality rating of new places created in all local authorities aggregated to the national (England) level. 2. The quality ratings of existing places in all local authorities aggregated to the national (England) level.	England new primary places Ofsted: 7,123 'outstanding'; 25,883 'good'; 2,961 'requires improvement'; 313 'inadequate'
		Number of existing school places in England, by quality rating			England existing primary places Ofsted: 884,730 'outstanding'; 3,353,249 'good'; 474,787 'requires improvement'; 65,767 'inadequate'
	School Places with no rating			1. For the Ofsted measure, those schools that have yet to be inspected so do not have an Ofsted judgment. 2. For the key stage 2 reading or maths progress measures, schools do not have key stage 2 results if no pupils have taken key stage 2 tests at the school (or did not do so this year). 2. For the key stage 4 progress 8 score, schools do not have key stage 4 results if no pupils have taken key stage 4 exams at the school (or did not do so this year).	**0** places without ratings
Cost: Average cost per additional mainstream place from local authority reported projects for 2015/16, 2016/17 and 2017/18, adjusted for inflation and regional variation	This measure shows the average cost per place of permanent expansion projects delivered by the selected local authority;		Local authority data provided through the 2018 Capital Spend return See Scorecard underlying data	1. No cost data was collected in 2019 as the Capital Spend data collection was removed from the SCAP survey data as used in the 2018 Scorecard. The most recent cost data available is the 2018 Capital Spend data as used in the 2018 Scorecard. For the 2019 Scorecard, this data has been adjusted for inflation (rebased to 1st Quarter 2020 prices). You can use this data to help establish developer contributions per school place by adjusting the national average (for a chosen project type/phase) for region, and adjusting for further inflation if needed (see examples below). 2. Projects which do not create additional mainstream places or where the project's additional place funding is zero are removed. After further investigation, three projects were removed from the 2018 Scorecards cost data for use in the 2019 Scorecards as the projects' additional place funding was zero. 3. Projects were identified as primary phase or secondary phase based on additional mainstream place year group breakdown. Where a project created places across the primary and secondary phases, the project was assigned a phase corresponding to the phase of the school it affected (i.e. if its school was middle-deemed primary - the project was assigned to primary). 4. Average cost per place figures for all-through, middle-deemed primary and middle-deemed secondary schools have not been calculated separately due to low sample sizes for these project types. To estimate average cost per place for middle-deemed primary schools, we recommend using primary average cost per place as the middle school provides education equivalent to the education a primary school provides for all year groups. To estimate average cost per place for middle-deemed secondary schools, we recommend using secondary average cost per place for the same reason. For new middle schools or whole school expansions for middle schools not 'deemed' primary or secondary, we recommend taking a mid-point of the primary and secondary costs if the project covers both primary- and secondary-equivalent year groups equally (e.g. 2 classes per Year 5 & 6 and 2 classes per Year 7 & 8). If the project only covers certain year groups, we recommend using primary cost data if only primary-equivalent years groups are expanding (e.g. Years 5 & 6) and secondary data if only secondary-equivalent year groups are expanding (e.g. Years 7 & 8). 5. The average cost does not include costs associated with land acquisition. 6. The average cost includes costs associated with maintenance and building condition or enhancement works. 7. The measure does not include places in special schools or units attached to mainstream schools, or new places	Total spend on permanent expansions: £27,330,072 Places created through permanent expansion projects: 1,348 Calculation: £27,330,072/1,348 = **£20,275** (from 6 projects)

Indicator in scorecard	What does this measure do?	Further information/breakdown	Where can I find this data?	Notes	Worked Example (Barking and Dagenham - Primary)
	the average cost per place of temporary expansion projects delivered by the selected local authority;		Local authority data provided through the 2018 Capital Spend return See Scorecard underlying data	which were funded through central programmes (including free schools). Where a project creates additional mainstream places and also creates SEN places or re-provides places, an adjustment has been applied to apportion out those costs. 8. All costs have been normalised to a common UK average price level using regional location factors published by Building Cost Information Service (BCIS), December 2015, 1 is the base weight. 9. All costs have been adjusted for inflation using the latest Building Cost Information Service (BCIS) All-In Tender Price of Index (TPI), published March 2020. Costs have been rebased from the start of construction (or time of place provision if construction start date unavailable) to 1st Quarter (Jan – Mar) 2020 prices using this index (Q1 2020 index value = 335). 10. To adjust the national average to the region of interest, divide the national average cost by the weight for the region, given in the Scorecard underlying data (the regional weight has been calculated using the regional location factors mentioned above). Example: New primary school in Outer London. National average for primary new schools = £20,508 Outer London weight = 0.820 (Base weight of 1.00/Outer London location factor of 1.22). Average primary New School cost that applies to Outer London in Q1 2020 prices = £20,508 ÷ 0.820 = £25,000 (rounded to nearest £100).	Total spend on temporary expansions: £559,869 Places created through temporary expansion projects: 60 Calculations: £559,869/60 = **£9,331** (from 2 projects)
	and the average cost per place of new school projects delivered by the selected local authority;		Local authority data provided through the 2018 Capital Spend return See Scorecard underlying data	11. To adjust the national average to current or future prices, you need to uprate or downrate the prices in this scorecard relative to the change that has happened since Q1 2020. If you have access to the BCIS indices via a subscription to BCIS Online (https://www.rics.org/uk/products/data-products/bcis-construction/bcis-online/) you can use the latest inflation index to re-base (weight to apply = latest index/335). If not, you can apply a known change to the published cost (e.g. up or down x%). Example: New primary school in Outer London Q3 (Jul - Sep) 2021. National average for primary new schools = £20,508. Outer London weight = 0.820. Inflation weight = 342/335 = 1.021 (taken from BCIS All-In TPI published March 2020). Average primary New School cost that applies to Outer London in Q3 2021 prices = £20,508 ÷ 0.820 x 1.021 = £25,500 (rounded to nearest £100). If you do not have access the BCIS index, but sources say TPI inflation is set to increase by 4% per annum, then approximate inflation weight = 6% (18 months' worth of inflation) = 1.06. 12. Some additional but limited benchmark information for similar capital programme schemes carried out by the DfE is available in the National School Delivery Cost Benchmarking study (https://ebdog.org.uk/wp-content/uploads/2019/06/F07125-National-School-Delivery-Cost-Benchmarking-Primary-Secondary-and--SEN-Schools-Final-June-2019-v6.7a.pdf).	No new school projects reported
Graphical representation		Quintiles (vertical squares)	Local authority data provided through the 2018 Capital Spend return See Scorecard underlying data	1. Each square represents one fifth of local authorities (a quintile) that created new places in this type of provision. Local authorities that did not create new places in this type of provision are not included. The bottom square represents the local authorities with the lowest average cost per place and the top square represents the local authorities with the highest average cost per place. 2. The blue square shows which quintile the selected local authority falls in. This allows you to compare the selected local authority's average cost per place to the average cost per place of other local authorities. 3. The quoted financial figure states the average cost per place for this local authority for each type of build, calculated as a mean (as set out above). 4. The number of projects on which the calculated average cost per place is based is given at the base of the graphic.	Cost per place in permanent expansions of £20,275 in the top quintile of the data, from 6 projects. Cost per place in temporary expansions of £9,331 in the second quintile of the data, from 2 projects.
		Side bars For LA (blue) For all-England (orange)	Local authority data provided through the 2018 Capital Spend return See Scorecard underlying data	1. The blue side bar represents the selected local authority's average (mean) cost per place. The orange side bar represents the average (mean) cost per place values for all projects of each phase and type in England. 2. Each bar indicates the position of its value within the quintile in which it falls. For example a blue bar in the middle of the 5th quintile (top square) tells you that the local authority's cost per place was at the mid point of the top 20% of most expensive local authorities. 3. The average cost per place for all projects of each phase and type in England is not always in the middle of the middle quintile as each quintile does not represent an even spread of monetary values.	Local authority cost per place in permanent expansions of £20,275 at the bottom of the top quintile of the data. Average cost per place for permanent expansions in all England £17,268 at the top of the middle quintile of the data.

APPENDIX 17

Gareth Vine
Universal Commissioning Manager
Gloucestershire County Council
Shire Hall, Westgate Street, Gloucester. GL1 2TP
Tel: 01452 427547

10th August 2021

Dear Gareth,

Further to our conversation earlier today, I have set out below an explanation as to how we delivered your 2019 pupil forecasting study on new build estates.

Experience
I have been a Research Director at Cognisant for over a decade, working on a variety of public sector, not for profit and commercial sector market research projects. Specialising in child forecasting, I have direct experience of working on 25 child yield projects, since 2005, all of which have involved new housing developments. Local Authorities include Unitary, County and District Councils, producing forecasts from single sites to authority wide areas.

I have spoken on the subject of child yields from new housing at the South West Market Research Society, South West Regional Observatory and the South West Educational Building and Development Officers Group. I am a Certified Member of the Market Research Society, as well as the Institute of Directors and the Local Area Research and Intelligence Association.

Methodology
Working in partnership with Rapleys, Crest Nicholson, Redrow, Taylor Wimpey and Gloucestershire County Councill (the Partnership), Cognisant delivered a quantitative household survey, for the purpose of generating data for child yield calculations.

In May 2019 Rapleys, in association with Gloucestershire County Council and on behalf of Crest Nicholson, Taylor Wimpey and Redrow (the commissioning partners) commissioned a research project to conduct a population forecasting study across five settlements in the County; Hunts Grove, Kingshill Meadow, Upper Rissington, Coopers Edge and Deans Farm. These sites were selected to supplement the data originally collected in 2018 at the GCHQ and Kingsway developments.

Table 1 – Strategic Development Sites

District	Site	Completions
Stroud	Hunts Grove	409
Cotswold	Kingshill Meadow	610
	Upper Rissington	293

Tewkesbury	Coopers Edge	598
Stroud		622
Tewkesbury	Deans Farm	448
Cheltenham	GCHQ/Oakley	866
Gloucester	Kingsway	3,337

Central to our child forecasting approach is that every dwelling in the population must have an equal chance of being selected for participation. In order to maximise the number of completed interviews, Cognisant conducted a census of all 2,980 dwellings identified above. This data would then be combined with the original data collected from the 2018 study, which saw every dwelling at GCHQ visited, along with 2,000 of the dwellings at Kingsway. The Kingsway sample was randomly selected, in order to avoid self-selection bias.

Whilst every dwelling in the population was given an equal opportunity to participate, it should be noted that participation was not compulsory and residents were not pressured into participating in anyway, as is consistent with the Market Research Society Code of Conduct.

Cognisant used a team of four experienced researchers to conduct the fieldwork for this project, supervised by myself, the designated Project Manager.

The team worked a shift pattern from Monday to Friday, working between 12:00 and 20:00. If the occupants did not answer the door, on two separate occasions, a survey (with covering letter and return envelope) was posted through the letterbox.

In order to alleviate residents' potential concerns about the validity of the study, Cognisant fieldworkers carried a letter from Stephen Chandler, Place Planning Manager at Gloucestershire Council, explaining the purpose of the study and Cognisant's role. Where a resident still has concerns, a Council contact telephone number was also provided.

The approach undertaken in this study, involving659 completed household interviews collected from the five sites visited in 2019, 245 completed surveys received via post in 2019, combined with 575 (interviews and surveys) completed in 2018, gives a total data set of 1479 interviews, representing 21% of the 7183 dwellings identified as the population of interest for this study. On average 30% of our responses are received via post.

Weighting
To ensure that child yield figures are as robust as possible, the data was weighted to address the potential bias of differential participation. Previous experience has shown that larger dwellings, in terms of the

number of bedrooms, are more likely to be occupied at the time of visit and therefore, are more likely to respond to our research. In the event that proportionately more dwellings of a certain size (i.e. 4 bedrooms) had participate than had been anticipated, data provided by Rapleys was used to weight the collected survey responses against those known to have been completed.

In terms of ascertaining whether participants were representative of those who chose not to participate, it is important to remember that ethically, respondents have the right not to participate in this research, making additional research into this area both practically and ethically very challenging. Additional weightings, potentially anticipating the number of vacant dwellings, would only be possible if additional data, such as that supplied by Rapleys concerning dwelling sizes, could be appropriately sourced.

Data Processing
All survey forms, both postal and those completed in the field, were returned to Cognisant for processing. Completed questionnaires were entered for analysis into our reporting systems by Cognisant staff using specialist software.

The software enables rules to be created ensuring that keystrokes used for data entry relate to a value appropriate to the question concerned. Rules are also established to ensure that only appropriate questions are served up for data entry (e.g. it would not be possible to enter data related to the age of children resident, if the respondent indicated that there are no children resident). Using data entry rules in this way greatly reduces the potential for error during the process of data entry.

In line with the Market Research Society Guidelines we recommend a back check of 5% of all returns. This involves contacting a random sample of residents, whom had provided contact details, confirming that the interview had taken place.

Deliverables
As agreed with the Partnership at the inception of this project, Cognisant produced a summary report detailing the background and methodology of the research, together with headline results, consistent with that produced for GCC following the conclusion of the initial pupil forecasting study, completed in 2018. The survey was undertaken following agreement to the background and methodology.

If you have any questions please don't hesitate to contact me.

Yours sincerely,

Ian Nockolds