



# **Bradford District School Organisation Plan**

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## 1 Introduction and purpose

- 1.1 Bradford's Children and Young People's Plan and Bradford's Education Improvement Strategy recognises that all children and young people are entitled to high quality educational provision. Key to this aim is that all schools in Bradford are good schools serving their local communities. Whilst schools have a high degree of autonomy in this regard, the way that schools are organised and the policies that the Council adopts play a fundamental role in this overarching aim.
- 1.2 Bradford Council is responsible for ensuring that:
- Sufficient early education and childcare provision is available which offers the early years free entitlement;
  - Sufficient high-quality, maintained school provision is available to meet the needs of all Bradford District children aged 5-16;
  - Sufficient high-quality, maintained school or college provision is available to meet the needs of all Bradford District young people aged 16-18;
  - At all ages, priority is given to meeting appropriately the needs of all children with special educational needs, learning difficulties and/or disabilities; and that:
  - All maintained nurseries, schools and colleges are able to function as high-quality, viable and financially efficient institutions.
- 1.3 Education in Bradford can be divided into three age-determined phases, although there is some overlap between these, including all through schools that can cater for 3 to 18 year olds. For example, the compulsory school age is 5 but children who are 4 can also start school at this age if their parents wish them to do so. The three main phases can be described as:
- Early Years, in which a range of private, voluntary, independent (PVI) and maintained providers including nurseries, pre-schools and child minders, provide the free entitlement for 2, 3 and 4 year olds;
  - 4-16, "compulsory school age" during which schools are the main providers;
  - 14-25, colleges and schools both offer substantial provision, with colleges as the sole provider for young people aged 19-25.
- 1.4 Whilst there is mention of all phases in this document, the focus is with school provision. Its purpose is to help the Council and other stakeholders to understand the projected need for school places in Bradford in the future. Information relating to the provision of early years education and 14-19 education are covered in other documents which can be found on the Bradford Council website ([www.bradford.gov.uk](http://www.bradford.gov.uk)).
- 1.5 Bradford Council has a statutory duty to ensure there are sufficient school places in the District to meet the present and future demand for school places. It is the role of the Council to plan, organise and commission places for all maintained schools in Bradford in a way that raises standards, manages rising and declining pupil numbers and creates a diverse schools community (referred to as 'school organisation' throughout this document). The Council seeks to exercise this function in partnership with Dioceses, governing bodies of schools, head teachers, local communities and other key stakeholders.
- 1.6 The demand for school places changes over time. This document sets out where the Council thinks there will be a need to provide more school places in the future and where there may be a need to provide fewer places. Increases in demand can lead to the creation of a new school or the expansion of schools to add permanent or temporary additional classrooms. Surplus places can

also mean the reduction of school provision in an area through reduced admission arrangements or the rationalisation of school provision. Any reviews of school provision undertaken by the Council (e.g. the closing, federating, amalgamating, expanding or contracting of schools) will in part, be prompted by the methodology for projecting the need for schools places contained in this document.

- 1.7 Predicting school demand is a complex task. Where children go to school involves a range of different factors such as fertility and birth rates, housing growth and inward and outward migration. As a result, planning for school places is based on probabilities not certainties and while projections may be derived from sound calculations they come without guarantees. Furthermore, the practice of school organisation must take into account a number of different, and at times conflicting, factors. This includes the need to respond to local need, to raise standards, to promote diversity of provision and the need to ensure that scarce resources are used efficiently. Previously the opening of free schools, sometimes in areas of low demand, over which the Council had no control, affected area planning, however the DfE and ESFA now consult more widely on Free School locations with the Council.
- 1.8 In order to make sense of these factors, this document provides information on:
  - The current pattern of educational provision across the District.
  - Forecasts of pupil numbers in future years.
  - Information on government regulations, guidance and policies concerned with these issues.
  - Bradford Council policy and strategy with respect to school organisation in Bradford District.
- 1.9 How schools are best organised in a particular area are based on factors that change over time e.g. demographics, school standards/performance, Government policy and school funding (to name a few). These factors are not static and will change on a regular basis. This is, therefore, a document that is updated annually.
- 1.10 When considering school organisation decisions, it is important to be open, transparent and to communicate pressures created by the over or under supply of school places to schools and their communities. However, given that projections often change over time, the Council must manage expectations regarding school organisation proposals that may or may not come to pass. This is not, therefore, a planning document in the sense that it sets out all of the actions the Council intends to take in the future to address the demand for school places over the next few years; rather it provides an overview of the likely supply and demand issues that will arise across Bradford District in the future.
- 1.11 Generally speaking, the Council will only seek to communicate officer recommendations for school organisation proposals to particular schools in this document when there is sufficient confidence that the proposal will be implemented. In practice this means that the issues will have been discussed with schools and other stakeholders first, a proposed solution has been discussed and is in development, any relevant funding has been identified and there is good reason to suggest that the proposal will move forward (e.g. a viability study suggests the proposal is tenable). There will be occasions when longer term planning is required or information is shared regarding future school organisation issues (for example as part of the Community Infrastructure Levy Regulations). Ultimate decisions are made by the Executive Committee of the Council or in the case of Academies/Free schools the Regional Schools Commissioner (RSC).

## 2 The Bradford Context

2.1 The Bradford District stretches from the outskirts of Leeds in the east, through Bradford city and onwards through the towns of Shipley, Bingley, Keighley and Ilkley and close to the boundaries of the Yorkshire Dales National Park. This results in a diverse mix of environments, ranging from inner city areas, through towns and villages and onto high Pennine moorland.

2.2 The geography has resulted in most of the industrial, economic and residential development taking place along the valleys and floodplains formed by rivers such as the Aire and Wharfe. Approximately 80% of our population live within the urban areas of Bradford, Keighley and along the Aire Valley.

2.3 Recent analysis of the English Index of Deprivation (ID 2015) highlights that Bradford has 101 or 32.6% of Lower Super Output Areas that fall into the most deprived 10% in England. The District is ranked the 19th most deprived Council out of the 326 English Local Authorities and second most deprived in the Yorkshire and Humber region, after the City of Kingston upon Hull. Further evidence of the diversity of Bradford is that some of these deprived neighbourhoods are adjacent to much more affluent areas (5.2% of areas within the Bradford District are in the “most affluent” decile).

Overall the Leeds City Region is ranked the 9<sup>th</sup> most deprived Local Enterprise Partnership with 16.9% of neighbourhoods in the most deprived 10% of areas nationally. In Education Skills and Training the Leeds City Region is ranked 5<sup>th</sup> with 19.6% in the 10% most deprived areas.

2.4 Just over half a million people (532,500) live in the Bradford District according to the latest population estimates from the Office for National Statistics. During the 1990s, population numbers were relatively stable; however since 2006 the population has increased by approximately 36,500. Most of this gain was due to the rising number of births and the falling number of deaths but the number of new arrivals from other countries also contributed to this growth. The District’s population is expected to increase further and if current patterns of growth continue, the ONS population projections forecast the District’s population will increase to 552,300 by 2041. The overall projection has been revised by the ONS showing a reduction in a previously predicted number of 583,000 down to 552,300 in 2041. *Source: 2016-based Subnational Population Projections, ONS.*

2.5 Population growth and ethnic diversity among young people is one of Bradford’s biggest assets. Although much of this growth is expected to be in parts of the district which are relatively deprived, the challenge is to make sure these children have the best possible start in life and the Council must ensure that enough high quality school places are available. It is a great opportunity to have a pool of young workers who, with the right skills and knowledge, will help our businesses to thrive, and increase prosperity across the district.

2.6 The population is set to become more ethnically mixed over the next 20 years. In 2007 just under three-quarters (74.1%) of people were of white ethnic origins. The projections suggest that the white ethnic population group’s share of the total population will decline to 56.1% by 2031. It is estimated that there will be an overall increase in population groups defined as being non-white and of mixed ethnicity (19.4%). Amongst Bradford based ethnic groups the largest increase is estimated to be experienced by the South Asian groups with a projected rise from 20.2% of the overall district population in 2006 to 35.3% or 233,235 thousand by 2031. Mixed ethnic groups are estimated to double in size from the current population share of 1.8% in 2006 (8,834 people) to 2.7% or 17,650 people) by 2031 (Source: Leeds University School of Geography, Ethnic Projections Model 2008). The ONS estimate that a quarter of the Districts’ current under 16 population is from a non-white ethnic group. This growth will be mostly due to the birth rate in the district being higher than the death rate, although some will be due to migration. The 2011 census showed that 67% of the District’s population were of white ethnic origins and 27% from south Asian groups.

2.7 At least 42,100 new dwellings are planned across Bradford District between April 2013 and April 2030. Of these 27,750 are planned for the Regional City of Bradford, 8,450 for Airedale, 2,500 for Wharfedale and 3,400 for the Pennine towns and villages. This demand for housing places pressure on all services and public infrastructure – particularly schools. The ability to meet demand will be of increasing importance to Bradford. Other environmental challenges include pressure for new development and loss of countryside and green belt. Local plans and government policies seek to increase the level of housing that the District should provide which shapes the school organisation challenges that the District will face in the future.

2.8 In January 2018, the Bradford District had a total of 100,704 pupils. This included 59,441 in primary schools, 6,043 in all through school and 32,658 in secondary schools. In August 2017 Hothfield Junior School closed but all children transferred to Aire View Infants School where the age groups changed to enable the school to be transformed into a Primary school, being renamed as Silsden Primary School.

A short breakdown of schools in Bradford is given in the following table, correct as at July 2018:

School Type	Academy	Aided	Community	Controlled	Foundation	Free	Trust	Total
Nursery			7					7
Primary	49	21	64	10	8	2	1	155
All through 3 - 18	3					1		4
Secondary 11 - 16	1							1
Secondary 11 - 18	17	3	2		1	4	1	28
Special	4		4					8
Pupil Referral Unit			7					7
<b>Total</b>	<b>74</b>	<b>24</b>	<b>84</b>	<b>10</b>	<b>9</b>	<b>7</b>	<b>2</b>	<b>210</b>

2.9 The District has a diversity of provision with 74 academies, 84 community schools, 9 foundation schools, 2 trust schools, 7 free schools and 34 Voluntary-Aided / Voluntary-Controlled schools belonging to the Church of England diocese and the Catholic diocese. There are no grammar schools in Bradford other than in the independent sector. Although as of 1<sup>st</sup> July 2018 there are 74 Academies within Bradford a number of other schools are currently going through the conversion process. Four Free Schools have been approved by the DfE but are not expected to open before September 2019, 2 of which will be Sixth Form Colleges.

2.10 In 2017/18 there were 27 sixth forms in schools and academies, 5 special schools with post-16 provision and 3 General Further Education colleges with significant sites in the District. Two schools have consulted on closing their sixth forms and will not recruit to Year 12 from September 2018 and 2019 respectively. Two further schools are consulting on closing their sixth form and another has ceased offering A Levels.

Two post-16 Free Schools (sponsored by the New Collaborative Learning Trust and Dixons) have been approved for opening in September 2019 in City Centre locations. It is anticipated that this will lead to further consolidation of the post-16 offer.

Post-16 participation is in line with national trends – Bradford’s NEET and Not Known for the Dec – Feb period (this is the national DfE measure) is marginally higher (0.5 percentage points) than the national figure.

- 2.11 There is a good track record of schools working together in Bradford to address the needs of all children in an area.

All primary schools are part of the 14 Local Achievement Partnerships and almost all secondary schools are part of the Bradford Partnership that has developed a strong collaborative model for improving outcomes through shared Continued Professional Development, joint working groups and strategic planning.

As well as the above there are a number of different models of leadership and partnerships that exist at a school level (amalgamation, federation, partnership etc...). School organisation issues rarely affect schools in isolation; therefore school partnerships are important to understanding the impact school organisation decisions may have on education in an area.

### **3 Duties, responsibilities and the underlying principles to the provision of education places in Bradford**

This brings together all of the Council's policies that relate to the way in which education places will be provided in Bradford for all children and young people from 0 to 19 years (or 25 for those with special educational needs). Whilst its primary focus is on the provision of sufficient places and similar resources, it is acknowledged that these will also influence the nature of the possible curriculum provision.

#### **3.1 Duties**

The main legislation governing school organisational changes is found in sections 7-32 of the Education and Inspections Act 2006, The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2013 and the School Organisation (Prescribed Alterations to Mainstream Schools) (England) Regulations 2013. In changing or increasing provision, the Council is required in certain circumstances to seek and consider bids from external providers including trusts and other educational organisations. On such occasions, this document will provide general guidance on what types of provision are most likely to best fit with the existing Bradford arrangements and networks, and thus best promote pupil achievement in the District. The Council values diversity in its school provision. Within these guidelines, individual cases will always be judged on their merits. (The Church of England and Roman Catholic dioceses have long supported voluntary aided schools in Bradford). The Council welcomes approaches from appropriate bodies proposing sponsorship arrangements for new or reorganised schools or academies.

##### **3.1.1 Ages 0-5**

Legislation relating to Early Years provision is contained in The Childcare Acts of 2006 and 2016 and the Children and Families Act 2014. Of particular relevance to school organisation planning are the following:

- Councils have a duty to ensure there are sufficient places for two year olds from disadvantaged and low income families to access 15 hours a week of funded early learning from the term after their second birthday
- Councils have a duty to ensure there are sufficient places for all 3&4 year olds to access 15 hours a week of funded early learning from the term after their third birthday until the child reaches statutory school age or joins a Reception class. 3&4 year old children of working parents are also entitled to a further 15 hours a week of childcare until such time as they go to school;
- Councils also have to ensure there are sufficient places for these children.

It should be noted that while Councils have a duty to ensure sufficiency of early education places and promote take up, there is no legal obligation for parents to make sure their children attend pre-statutory school age provision.

### **3.1.2 Ages 5-16**

The law requires that parents and carers make arrangements, and Councils make provision for, the education of children from the first term they begin as a five year old to the end of the academic year in which their sixteenth birthday falls either at school or otherwise. In Bradford children are admitted into reception in the September of the school year in which they reach the age of five. Parents may request that their child's entry to reception is deferred until later in the same school year or that their child attends on a part time basis until they reach statutory school age. Most parents resident in Bradford prefer their children to attend Bradford schools and the Council has a duty to ensure these school places are available either in mainstream schools or in special schools or non-school forms of special education where the special educational needs of the child dictates.

### **3.1.3 Ages 14-19 (or up to 25 for special educational needs)**

Local Authorities are the lead strategic commissioners of 14-19 education and training. This means the Council has a duty to ensure that sufficient and appropriate education and training opportunities are accessible to all young people in the district aged 14-19 and those up to age 25 for young people with SEND who have an Education, Health and Care Plan.

The Council worked closely with schools, colleges, and local businesses to agree a strategy to improve post-16 outcomes – details can be found in '*A Joint Approach to Post-16 Education Improvement in Bradford and the Need for Change*'. This was published in summer 2016. Partners are continuing to work collaboratively to implement the way forward identified in this document, as is evidenced by the two new Free Schools referenced in section 2.10.

## **3.2 Principles**

### **3.2.1 Principles applying to all ages**

The above section sets out the duties of the Council to provide education in Bradford. This section describes the principles that the Council will use to guide decisions in Bradford when deploying its duties to manage the supply and demand for education places.

Bradford at present contains a diverse range of provision and educational organisation arrangements. These have been developed through a variety of different national government policies. The Council has no wish to disrupt unnecessarily what is working well. When new or changed provision is considered however, the Council will seek to influence any proposals in line with this consistent set of principles.

## **3.3 Standards**

The Council works with many Council maintained education institutions to secure high standards ensuring parents have real choice in selecting appropriate provision for their children. Where it is identified that the quality of a Council school's educational provision is declining and there is a risk that standards may fall, the Council will take swift remedial action. Relatively short term concerns regarding standards would not in itself trigger a reduction in provision although continued concern would be taken into account when drafting proposals for provision.



Where the Council has serious concerns about a primary academy or primary free school, the Deputy Director or Primary Strategic Relationship Manager will write to, or meet with, the Principal, Chair of Governors and Chief Executive Officer of the Multi Academy Trust (if the academy or free school is a member of a MAT) to share the concerns and discuss the plans for improvement. If no improvement is observed within the timescale set, the Council will write to Regional Schools Commissioner expressing concerns about the academy or free school.

### **3.4 Location and transport**

#### **3.4.1 Considerations applying to all age groups**

The Council will work with schools and other services to support and encourage children to use a sustainable means of transport to their education provision wherever possible. The Council's Transport Planning service assesses walking routes to schools. The Council also provides school crossing patrol services in line with national government guidelines. The Council will also assess walking routes to identify if a route is deemed to be unsafe to be walked accompanied by an adult. Where this is identified remedial action will be taken if practicable.

Where the nearest suitable school with a place available is over the statutory walking distance from a child's home, assistance with travel will be made by the Council. Details of the eligibility criteria for assistance with travel can be found in the Home to School Travel and Transport Policy for Children of Compulsory School Age and the Post 16 Transport Policy Statement on the Council website [www.bradford.gov.uk](http://www.bradford.gov.uk)

Wherever possible, the Council would look to ensure that good education provision is available locally.

#### **3.4.2 Ages 0-5**

For children 0-5, early education provision should ideally be within "pram pushing" distance of 0.5 miles from home. This is not, however, a statutory requirement and the Council does not provide travel assistance to children of nursery age. Free early education places are available at a range of early years settings including nursery schools and classes, day nurseries, pre-schools and childminders.

#### **3.4.3 For ages 5-11**

For children 5-11 or primary school provision, parents generally apply for their children to attend local schools. Government figures show that 97% of children of primary school age that walk to primary school walk up to 1.5 miles. The Council will strive to ensure there is a good primary school place for all children within a 1.5 mile walking distance of their home address where practicably possible to promote sustainable travel to school. For assistance with travel statutory walking distances will apply.

#### **3.4.4 For ages 11-16**

For children aged 11-16 or secondary school provision, the tendency for parents to apply for a place in a school local to their home address is less well defined. Government figures show that 96% of children of secondary school age that walk to school walk up to 2 miles. The Council will strive to ensure there is a good secondary school place for all children within a 2 mile walking distance of their home address where practicably possible to promote sustainable travel to school. For assistance with travel statutory walking distances will apply.

The Council in partnership with West Yorkshire Combined Authority will continue to support the provision of a network of sustainable transport to enable children to attend a school where it is in excess of the above distances to support parental choice and diversity of provision.

### **3.4.5 For ages 16 and above**

There is a duty to ensure sufficient places. In determining the sufficiency of post-16 educational places the Council is required to consider the location, level and quality of these places and how they address local economic demand for skills.

The post-16 partnership that has been developed in response to '*A Joint Approach to Post-16 Education Improvement in Bradford and the Need for Change*' and other key stakeholders have shared goals around the attainment, progression, and of our young people, ultimately ensuring that their talent, creativity and ingenuity can flourish in the local labour market. Partners have committed themselves to providing a sustainable, responsive and co-ordinated post-16 system that offers a broad range of high quality pathways that evolve based on evidence and best practice, leading to successful outcomes for our young people, employers, and local communities.

## **3.5 Ensuring there are enough places**

### **Considerations applying to all age groups**

#### **3.5.1 Supporting preference, performance and popularity**

Where additional places are required to accommodate growing populations, due consideration should be given to the performance and popularity of existing provision when drafting and consulting on proposals for expansion. However it is recognised that it is not always possible to increase the size of some schools due to other constraints, particularly land availability. Further, increasing capacity of one school in an area where there are places at other schools may have adverse impacts on the schools and so this too must be taken into consideration.

#### **3.5.2 Remediating a surplus or shortage of places**

Where surplus places are identified the Council will work with the appropriate bodies to remove these places. A range of options will be considered including:

- temporary removal of places by re-designation of space within the school where demand is forecast to grow at a later date
- permanent removal of places and reduction in Published Admission Number following a consultation process
- merging or federation of schools with reduced overall numbers
- closure of schools

Where a shortage of places is identified the Council will work with existing and potential providers to consider options for addressing this shortage. Options include:

- increasing numbers on existing school sites wherever possible and providing additional accommodation as necessary
- increasing the size of existing schools by providing additional accommodation on new sites
- promoting new schools i.e. Free Schools, Academies, Studio Schools

### 3.5.3 For ages 0-5

The introduction of a new entitlement to 30 hours childcare for 3&4 year old children of working parents in September 2017 has led to further expansion of provision in predominantly non-disadvantaged areas. Provision is in a mix of schools and private and voluntary sector childcare settings.

Demand for three and four year old early education is subject to seasonal variation caused by most schools operating a single intake into Reception classes in September. Children qualify for the free entitlement from the term after their third birthday. This means that the number of children eligible for nursery education increases 58% during the course of the school year.

- At the start of the autumn term all 4 year olds will be eligible for a Reception class place. In general only 3 year olds remain in nursery provision.
- In the spring term 3 year olds and around 1/3 of 4 year olds will be eligible for a nursery place
- In the summer term the number increases again, to all 3 year olds and around 7/12 of 4 year olds

The Private, Voluntary and Independent (PVI) sector (day care, pre-school playgroups and childminders) provides much of the flexibility needed to support seasonal variation in capacity. The Council monitors sufficiency of provision across both the PVI sector and schools. Council officers provide information regarding the availability and occupancy of places to inform new developments but ultimately cannot restrict formation of new capacity in the PVI sector.

The Council monitors early education capacity termly. Academies are asked to notify the Council of any changes in the number of places. Any such changes must still adhere to the space requirements of the Early Years Foundation Stage, i.e. 2.3m squared for 3 year olds and 2.5m squared for 2 year old. Maintained schools are required to liaise with the Council regarding any proposed changes to the number of places provided within their nursery class space. All sectors are supported in their decision making through the provision of information about capacity and occupancy of places in their local areas.

### 3.5.4 For ages 5-16

Education institutions operate most efficiently when full or nearly full. To this end the Council seeks to keep the number of places that are unfilled (surplus places) to a minimum. It is generally accepted that schools should not operate at 100% of their capacity, and a small surplus in places does not necessarily equate to there being sufficient capacity within schools. The Audit Commission recommended that Councils should plan for a 95% occupancy rate in schools to allow for volatility in preferences from one year to the next (e.g. year on year changes in the birth rate) and the Council is striving to meet this requirement. Note that the Audit Commission has been replaced by the National Audit Office.

The Council aims over time to increase the educational inclusion for children and young people with special educational needs into mainstream settings with appropriate personal support; this may be in mainstream classes or in specially developed units within mainstream schools. To this end, the Council will give priority to organisational changes that specifically promote this aim. The Council will also seek to develop its special schools so that as few pupils as possible need to attend non-maintained and independent special schools on the basis of their special educational needs.

### **3.5.5 For ages 16+**

Under the funding arrangements for post-16 the number of funded places is determined by the number of students recruited (and retained) in the previous academic year. This 'lagged numbers' funding model is intended to reflect actual demand for places. Although the funding model would therefore theoretically allow an institution to increase its numbers year on year, any increase is limited by the availability of teaching and learning space and the demands of delivering a post-16 curriculum offer.

## **3.6 Governance**

Schools can now be provided through a range of routes e.g. Academy, Free School etc. Each of these school types has different governance arrangements. The Council believes that provision of good, high quality education provision leading to high standards is not dependent on the governance structures of the provider. As such the Council would not seek to disadvantage or support any one specific form of governance arrangement in preference to another.

## **3.7 Playing Fields for schools**

The Education (School Premises) Regulations 2012 states that suitable outdoor space must be provided in order to enable physical education to be provided to pupils in accordance with the school curriculum; and pupils to play outside.

The Council will favourably support applications to provide additional capacity that include access to adequate playing fields. However, where adequate playing fields cannot be provided the Council may still support the application if other appropriate provision for physical activity can be provided and the Council will work closely with Sport England to address any concerns.

## **3.8 All through schools**

All through schools make provision for primary and secondary aged pupils within a single school. The Council supports all through schools although there are a number of factors it would wish to be considered in such a proposal including premises, standards and management capacity and so each proposal will be considered individually.

## **3.9 Equality and Diversity**

In line with the general and specific duty under the Equality Act 2010 the Council seeks to ensure education provision individually and holistically across the District does not disadvantage any groups on the grounds of their protected characteristics and will seek to promote equality of opportunity regardless of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex or
- Sexual orientation

### **3.10 Faith provision**

The District currently has a number of institutions provided and supported by different faiths. It is expected that any changes in faith provision would be initiated by faith groups themselves and either be the result of large scale changes in pupil populations, reflecting the demographics of the population or in response to evidence of demand.

### **3.11 Social and community cohesion**

In considering proposals for any changes in education provision the Council will seek assurances that they promote social and community cohesion, both locally and across the District. The Council will consult those directly and indirectly affected by any proposals in order to identify any concerns and to address them including the Department for Education and the Secretary of State as necessary.

### **3.12 Planning Principles**

#### **3.12.1 Ages 0-5**

Delivery of early education follows the statutory framework for the Early Years Foundation Stage. This framework includes legal requirements for space, staffing ratios and staffing qualifications, health and safety and safeguarding.

In considering changes to provision in the early years phase, the Council will plan on the following principles:

- a) Where possible, planned Published Admission Numbers (PANs) for nursery places in maintained schools will be in multiples of 26, where this is not possible multiples of 13 will be preferred.
- b) If two year old places are developed in schools, provision should be developed in multiples of 4 places.
- c) Development of two year old places in schools must have regard for continuity of early education. So where a school nursery offers places for two year olds, the Council expects there will be sufficient capacity within the nursery to accommodate the children when they become eligible for a nursery place.
- d) PVI providers undertake development of early education in accordance with the premises and staffing ratios outlined in the Early Years Foundation Stage. Ultimately such investment decisions are undertaken at the provider's risk, the Council's role is to provide information and advice around quality of provision and sufficiency of places in a planning area.

#### **3.12.2 Ages 4-11**

When considering changes to provision in the primary phase (including primary, infant and junior schools) the Council will plan on the following principles.

- a) The Council will work within existing legislation regarding Infant Class Sizes which states that no infant class at a school shall contain more than 30 pupils while an ordinary teaching session is conducted by a single qualified teacher. The Council will seek to plan provision such that no class within a primary school will be greater than 30.
- b) Where possible, planned Published Admission Numbers (PANs) will be multiples of 30 (where this is not possible, multiples of 15 will be preferred). Where multiples of 15 are necessary it is expected that mixed age classes will be necessary.

- c) It is the Council's view that all through primary schools will eliminate potential barriers to learning by providing continuity which in turn leads to an overall higher quality of provision. As a consequence the Council prefers Primary schools, rather than infant and junior schools, as the model for primary phase education in Bradford. Although it is the Council's preference for primary schools, in proposing changes it will take account of existing local provision to avoid leaving infant or junior school without an appropriate infant or junior school to link to.
- d) The Council will consider sympathetically arrangements that manage small local provisions within a single framework under a single governing body and head teacher. This is particularly the case in more rural areas and where such arrangements reduce transport needs for young children.
- e) All present primary school provision is co-educational, and the Council prefers that future arrangements will conform to this pattern.

### 3.12.3 Ages 11-19

In considering changes to provision in the secondary phase the Council will plan on the following principles:

- a) The Council will seek to plan provision so no class within a secondary school will be greater than 30 where practicably possible.
- b) The great majority of current secondary provision is co-educational and the Council prefers any new provision to conform to this pattern.

### 3.12.4 Ages 16+

The government has stated that it is the Council's role to be the strategic commissioner of post-16 provision. This role involves working to improve standards and shaping provision across the district by identifying gaps, enabling new provision and developing the market. This is part of the wider leadership of education up to the age of 19 and the broader shaping of place approach and economic development across the District and not about procurement or practical commissioning matters.

To effectively plan and deliver on its strategic commissioning function for 16-19 year olds, the Council will plan on the following principles:

- a) Have in place a strategic commissioning business cycle based upon the collection and analysis of data and other intelligence that will inform the Council's place shaping role.
- b) Undertake on-going dialogue with the government's various funding agencies, the district's education and training providers and employers which will drive our understanding of post-16 provision and where gaps exist. The Council will work with, and on behalf of, all post-16 providers to champion the needs of local young people and ensure that post-16 education and training is one of the keystones on which local regeneration and prosperity can be built.
- c) Produce a Local Commissioning Statement that will better align current and future labour market demands with the post-16 education and training offer across the system.
- d) Work with providers to ensure they deliver high quality education and training provision that offers genuine progression pathways to our young people. The Council takes the position that the interests of the institution cannot be placed above what is right for the young person.

## **Implementation of the Post-16 Review and continually changing landscape**

A key finding from the Review related to the longer-term implications of the post-16 funding formula across schools, academies and colleges. As funding protections from national reforms are removed the result is significant change to both the total funding levels and the rate of funding per learner for the district's sixth form providers and colleges. It is understood that the current pattern of schools' sixth form provision is not sufficient to realise our collective ambitions to improve quality and choice. Evidence suggests that in its current form it is also not financially sustainable and offers a limited curriculum for our young people.

Continued reform to post-16 provision, such as A Level reform, the introduction of new Apprenticeship standards and the Apprenticeship Levy, and the introduction of T Levels and new technical pathways add further complexity and are changing recruitment practices and the offer at age 16, potentially exacerbating the budgetary challenges outlined above.

Therefore, moving forward the Council took the view that we need to work toward a reduction in the number of school sixth forms and the development of a small number of large school sixth form colleges (as Free Schools). The Council's view was that these need to be located in areas of demographic demand: in Bradford City Centre, in the Keighley/Shipley area, and in the north of the District. Progress has already been made with the approval of the two new post-16 free schools to open within reach of the City Centre in September 2019.

### **FE estate and learners**

The latest available information about FE Colleges with significant estates in the District is set out in the table below.

<b>Institution</b>	<b>16-18 Learner numbers</b>
Bradford College	3,956
Shipley College	721
Keighley Campus, Leeds City College Group	734

Learner numbers are taken from the institution's 2016/17 funding allocation, except Keighley Campus, which are taken from data supplied by the Education Funding Agency (which excludes Apprenticeships). In addition, many of our students attend FE provision outside of the District, in particular at Craven College and Calderdale College.

The FE Estate in Bradford has received significant investment and over recent years:

Bradford College opened the flagship David Hockney Building and the Advanced Technology Centre although these were not built with the intent of greatly increasing 16-18 learner numbers.

Shipley College has also opened the new Jonathan Silver building as a specialist facility to address a specific need for a cohort of post-16 learners with particular special educational needs. This is similar to the above in that this development not intended to significantly increase 16-18 learner numbers.

### **3.12.5 14-19**

Flexibilities for FE Colleges to recruit at age 14, the development of Studio Schools and University Technical Colleges (UTCs), such as the one that opened in Leeds in 2016, and the possibility for Free Schools to deliver to this age range mean that the traditional pattern of 14-19 delivery can and will change in the District.

As part of our response to this changing landscape, the Council has worked with a range of employers and education providers to develop “Industrial Centres of Excellence” (ICE), which build on the UTC and Studio school ethos but have been developed into a bespoke, local solution. To date, 2,974 students have accessed an ICE programme but this has been delivered without generating significant movement between institutions for young people under the age of 16, and therefore without implication for school organisation. The Council’s approach to ICEs is set out on our [website](#). The Council and partners are currently looking to expand the sectors covered by the ICE and to facilitate access to the offer for all 14-19 year olds in the District.

Alongside this, following the post-16 review, the Council has worked with partners to support the application for two post-16 Free Schools which have been approved for 2019 opening by the DfE. Concurrently the Council has been talking to providers about the viability of their post-16 provision, one of the Free Schools is predicated on consolidation of provision across a Multi-Academy Trust, and other schools and Trusts are similarly taking steps to ensure any post-16 offer is robust and viable.

### **3.12.6 For children with Special Educational Needs and Disabilities (SEND)**

In planning provision for children and young people with Special Educational Needs and Disabilities the Council will be guided by the following principles:

- a) The Council will ensure that suitable provision is available for all children and young people with special educational needs and disabilities aged 0-25 and will provide appropriate services to encourage, enable and assist relevant young adults aged 19-25 to engage and remain in education and training. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - i) Has a significantly greater difficulty in learning than the majority of others of the same age, or
  - ii) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- d) Post-16 institutions often use the term learning difficulties and disabilities (LD). The term SEND across the 0-25 age range includes LD.
- e) The Council will seek to make such provision for those up to the age of 19 through local mainstream nurseries and schools, if necessary with additional resources or equipment. For children whose needs cannot be met in this way, the Council will seek to make appropriate provision through its special schools, Enhanced/Designated Specialist Provision (DSP), Additionally Resourced Centre (ARC) or Early Years Enhanced Specialist Provision (EYESP) where this is possible. For young people aged 16-19 provision may be at a school or college and for young people aged 19-25 provision is likely to be college based.
- f) The Council will aim to increase the proportion and absolute number of children who can be offered effective and appropriate education in mainstream settings, principally by broadening the skills and special arrangements that can be made within the mainstream sector.



- g) When proposing any reorganisation of SEND provision, including that which might lead to some children being displaced through closures or alterations, the Council will take all necessary steps to demonstrate to parents, the local community and decision makers how the proposed alternative arrangements will lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs. This will be demonstrated fully in the relevant SEN Improvement Test and Equality Impact Assessment that will be completed at the proposal stage of any changes to provision.
- h) Unless residential placement is required for care or health reasons the Council will seek to avoid these placements. In such cases agreement to joint placement and support will be sought from the relevant teams within the Council or Health. There should be a very small number of children with exceptional or unique special educational needs that cannot be met by the Council's provision and the Council will need to commission provision elsewhere.
- i) Under the Academies Act 2010 the Council can no longer establish new special schools, although we still have responsibility to ensure there are enough school places locally. The Council is committed to working with the Regional Schools Commissioner (RSC)/DfE Colleagues, sponsors and providers to ensure that there are sufficient SEND places of the highest quality across the District for children and young people with SEND.
- j) The Council aims to increase provision for young people aged 19-25 with special educational needs (learning difficulties and disabilities) in local provision where appropriate. The individual needs of a small number of young people may be such that they are placed in Independent Specialist (FE) Colleges (ISPs) once it has been determined that no suitable non-specialist provision is available locally. In such cases the Council will seek joint placement support from Adult Social Services and/or the Continuing Health Care Team (Bradford and Airedale NHS Trust).

Future planning of provision will seek to support the objectives outlined in the SEND Strategy 2018-2022. The future planning of specialist provision will be underpinned by the SEND Sufficiency Strategy.

### **Future Projections**

The Bradford Joint Strategic Needs Assessment (JSNA) is updated on an annual basis. This identifies considerable higher prevalence of some child disability and/or complex needs in Bradford compared to the national average, particularly in the south Asian population.

The Bradford District has experienced a significant increase in demand for SEND provision in the last 10 years. It is projected that the demand for SEND provision will continue to grow and that by 2020 additional specialist provision in the Bradford District will be required.

In the last 10 years Bradford has invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them remain part of their local school community. It is acknowledged that there are exceptional cases where this is not possible.

The Bradford District School Organisation Plan takes into account different factors when predicting school demand including fertility and birth rates, housing growth and inward/outward migration. Analysis of the Index of Deprivation and population estimates from the Office for National Statistics are also taken into account.

Projections for changes between 2018 and 2022/23 anticipate that the Districts primary school population, excluding nursery, will decrease by 1.1% and the Districts secondary school population, excluding sixth form, will increase by 8.4%. This is an overall increase of statutory aged pupils in the Districts schools of 2.4%.

In January 2008 the population in the District's Schools and Nurseries was 86,623. This increased in 2016 to 100,495 and in January 2018 the population was 100,704, an increase from 2008 of 14%.

By 2017 the population of the special schools changed. The number of children with moderate learning difficulties dropped significantly. The nature and complexity of the needs of the current children and young people has increased. The number of children and young people on the autism spectrum with other learning difficulties has increased. There have been similar increases for children with profound and multiple learning (PMLD) and social emotional and mental health (SEMH) with additional needs.

Pupils with PMLD and PD require additional floor space because of the equipment that is required to support them.

Two key factors have influenced special school populations;

- a) improvements in medical interventions which has significantly increased life expectancy for those children with life limiting conditions
- b) the overall increase in the pupil population since 2005, particularly within the south Asian community and economically deprived areas.

#### **Provision over the next 4 years**

In March 2017 the Council published Bradford's SEND Strategic Review 2016 – 2020 outlining the SEND needs of children and young people across the District.

Since then the Council has worked on an updated SEND strategy 2018-2022 to reflect the changing educational landscape.

Work is on-going in conjunction with all areas of SEND sufficiency and schools to produce a detailed robust SEND pupil forecast. The forecast will take into account the needs of children and young people including current and historic demographic trends.

The Council has recently increased provision in all its special schools and developed additional specialist places in a number of DSPs and EYESPs.

#### **Recent influencing factors/local challenges in relation to demand for specialist places**

There is a growing population of children and young people in Bradford and a proportionally growing population of children and young people with SEND:

- The complexity and number of children with SEND in Bradford is increasing - as a result there is a need for more specialist places. The number of referrals for an Education Health and Care Assessment (EHCA) has risen from 520 in 2014-2015 to 843 in 2016-17, representing an increase of 62.1%
- The Council is working in a challenging landscape both financially and educationally.
- The number of children and young people with EHCPs currently in 2018 stands at 3,530. This has risen from 2145 in 2014.

In the last ten years Bradford had invested significant resources to develop specialist provision within the District to avoid the need to place young people out of District enabling them to remain part of their local community. It is acknowledged that there are exceptional cases where this is not possible.

In January 2008 the population in the District's Schools and Nurseries was 86,623. This increased in 2016 to 100,495 and in January 2018 the population was 100,704, an increase from 2008 of 14%.

Bradford has a greater proportion of school aged children identified with SEND with an EHC plan than the England national average (3.5% of statutory school aged children in Bradford compared with 2.8% across England). There are also a higher proportion of children identified at SEND Support in Bradford than the national averages (13.8% of statutory school aged children compared to 11.6% across England).

The projected population growth of the District's special schools shows there are a number of children and young people who transfer to a special school from other provision (whether resourced provision and/or mainstream schools) within the school year. The SEND Primary pupil forecast currently shows a shortfall of 147 specialist places however from 2018/19 there appears to be sufficient primary special school places.

In comparison the SEND Secondary pupil forecast shows a shortfall of 125 specialist places rising to 178 by 2023/24.

In addition, the early identification of young children and the outcomes of statutory assessment have identified an increase in numbers for some specific areas of primary need such as Autism. In terms of population growth, the largest areas of need are ASD, Severe Learning Difficulties (SLD) and SEMH.

- *The capacity of our schools to meet the needs of children and young people with special educational needs*

An 11 year analysis of the January Census data shows that overall the number of pupils with an education health and care plan and a primary need of severe learning difficulties is about the same overall. However there has been a change to where this group of children go to school. The proportion of children and young people who attend our mainstream schools has decreased significantly. The proportion of children and young people who attend our special schools has increased significantly. This is partly influenced by a growing number of children and young people who attend resourced provision as these provisions have been opened in recent years. This is relatively small in number overall. Another influence could be parental preference for specialist provision but these changes could also be linked to the capacity of our schools to meet a range of learning needs balancing the needs of all children and the pressure to improve standards alongside the level of resources that are delegated directly to schools.

All data currently available shows there will be an on-going need to provide specialist provision at both primary and secondary level for children and young people with special educational needs throughout the Bradford District.

Projections have been applied to the existing population of the District's resourced provisions and special schools. This provides an indication of the future demand for places. By 2020 this shows that additional places will be required to support children and young people with special educational needs.

The identification of autism spectrum conditions continues to increase. More clinics have been established to enable the diagnosis of ASD earlier. Support documents from the Joint Assessment Clinic show there is likely to be an increase in demand for autism provision. Health professionals inform the local authority of young children with additional needs. An analysis of these notifications shows that children and young people identified with speech language and communication needs are the largest cohort of notifications received. A significant number of these are likely to receive a diagnosis of autism.

The distribution of special educational needs is widespread across the District.

The projected population increases are applied to the current known special educational needs population. In addition other local data such as the Joint Strategic Needs Assessment (JSNA) is considered such as the prevalence of complex health and disability in the local district. The early identification of young children and the outcome of statutory assessment have identified an

increase in numbers for some areas of need.

1180 children and young people were registered as attending a special school in the Bradford District in the January 2018 Census. By 2022/23 the current forecast predicts that it is likely that a total of 1420 places will be needed in special schools. This indicates that there is a severe shortfall of places. Work is being undertaken to increase provision to provide additional temporary places to ensure all children requiring a special school place can be allocated to a school.

Phase	Places	Predicted 2022/23	Shortfall
Primary	455	569	114
Secondary	638	851	213
Total	1093	1420	327

The opening of a Council commissioned free school for children and young people with SEMH is proposed for September 2020 and will cater for 72 pupils aged 10-19. This will also incorporate a 12 place residential provision.

The Council continues to assess the current and future need of specialist places against the uncertainty surrounding the delayed announcement of the SEND/AP Free Schools Programme. Nationally 30 new schools will be funded via this free school programme.

The Council also keeps under review the provision it makes in mainstream schools, including nursery schools to meet the increasing complexity of needs across the district. As a result we have recently increased the number of DSP and EYESP places available to children and young people with the primary needs of; ASD, LD, and SEMH.

### **3.12.7 For children who are too ill, excluded or otherwise unable to attend other educational provision**

The Council will seek to provide sufficient capacity in Pupil Referral Units (PRU) for children who are excluded, too ill or otherwise unable to attend a mainstream or special maintained school.

It is the Council's view that Pupil Referral Units will not be used as long-term substitutes for mainstream or special school provision for pupils with additional support needs; the council is reviewing the designation of two of the PRU's across the district. This is being reviewed in light of the current cohort of children and young people occupying a primary and secondary PRU who all have EHCP's. In general, the function of a Pupil Referral Unit will be to provide short-term provision while preparing children for a return to mainstream education or, more exceptionally, to support a child through SEND assessment or reassessment prior to eventual placement in a special school. For some children in Key Stage 4 however, Pupil Referral Units will provide support from the point of admission to the conclusion of compulsory education at 16.

The Council believes that in placing a pupil in a PRU consideration should be given to a central, accessible location which minimises daily travel, particularly of primary aged children.

### **3.13 Triggers for change**

The Council keeps all educational provision that it has responsibility for in Bradford under constant review. A variety of factors may lead to the Council making proposals for changes in provision. As the list below indicates, the supply and demand of places is only one of the factors that the Council will consider.

- Rises and falls in the child population and/or the continuing demand for places in an area
- The opportunity to make new and positive educational developments
- The opportunity to regularise local arrangements to accord with general Bradford arrangements
- Action to address institutions that are failing or at risk of failing
- Working with institutions that can be shown to be adding to the educational achievement of pupils
- Findings by Ofsted on the quality of the institution
- The popularity of the institution with local residents and wider user groups
- The prospects for the institution of remaining or becoming viable in terms of numbers of children admitted
- Indicators that the institution has a good understanding of the challenges it faces and the ability and determination to tackle these challenges
- Condition of existing buildings and sites

The Council operates a robust system to monitor schools' standards, achievement and the quality of provision. This is based on a process of school prioritisation which enables the Council's resources, which are available for monitoring, supporting, challenging and, if necessary, intervention, to be directed at those schools at the greatest risk of failing the children and young people educated in them and with the greatest needs. Regular Ofsted inspections of schools provide an external view of the performance of schools. The Council has statutory powers of intervention, that it won't hesitate to use, should any school be delivering an inadequate education and is not taking appropriate steps to rectify this situation.

Proposals to change any provision will conform to the principles stated earlier in this document. However, when considering any such change the long-term interests of the District will take precedence over short term difficulties and disruption.

### **3.14 How change is managed**

The duty to decide on the majority of statutory proposals with respect to school organisation (e.g. closing or expanding schools) falls to the Council. Some decisions are also taken by the Schools Adjudicator or by Schools Governing Bodies. Academy conversions can be instigated by the School Governing Bodies, Trusts or the DfE.

The Council cannot open new schools, applications to open a new (Free) school are made through the DfE, details can be found on their website. A business case to open a school can be made by a sponsor.

## **4. How the supply of places in the District is managed**

The supply of education places required across the District is managed according to the age range of the children. It is therefore important to understand how forecasts or projections (both terms are used synonymously throughout) are created for the supply of education places required over time. Demand for early years and childcare places fluctuate according to employment trends as well as population trends. The difficulty of managing the supply of places is compounded by the fact that the number of children eligible for free nursery education rises by almost 60% over the course of a school year. Private and voluntary sector provision provides much of the flexibility needed to meet demand. The Council seeks to influence market development within the private and voluntary sector by the provision of information which highlights gaps and also areas of possible over-supply across the District. The Childcare Sufficiency Assessment uses current and historic information regarding the availability and take up of places by different age ranges, rather than a forecasting approach.

Post-16 education is planned through a similar needs analysis or Statement of Need. The 2018 Statement will be published in the autumn term on the Council website.

For school aged children (4 to 16) the Council works with schools and governing bodies to address school place supply or demand issues in the shorter and longer term. The information below refers to how we plan places for school age children.

#### **4.1 Overview of Bradford District Forecasting Methodology**

The Council collects data on the past and present uptake of places in all schools in the District. This information is used together with other sources of data, principally Health Authority and housing data, to predict the future need for school places across the District. This is what is referred to as pupil 'projections' or pupil 'forecasts'.

The Bradford District covers a large area and is a mixture of rural and urban centres. In order to carry out pupil forecasts effectively it must split up the District into smaller areas. For primary aged children 'primary school planning areas' (26) are used and for secondary aged children where schools usually admit children from a wider area 'secondary school planning areas' (8) are used.

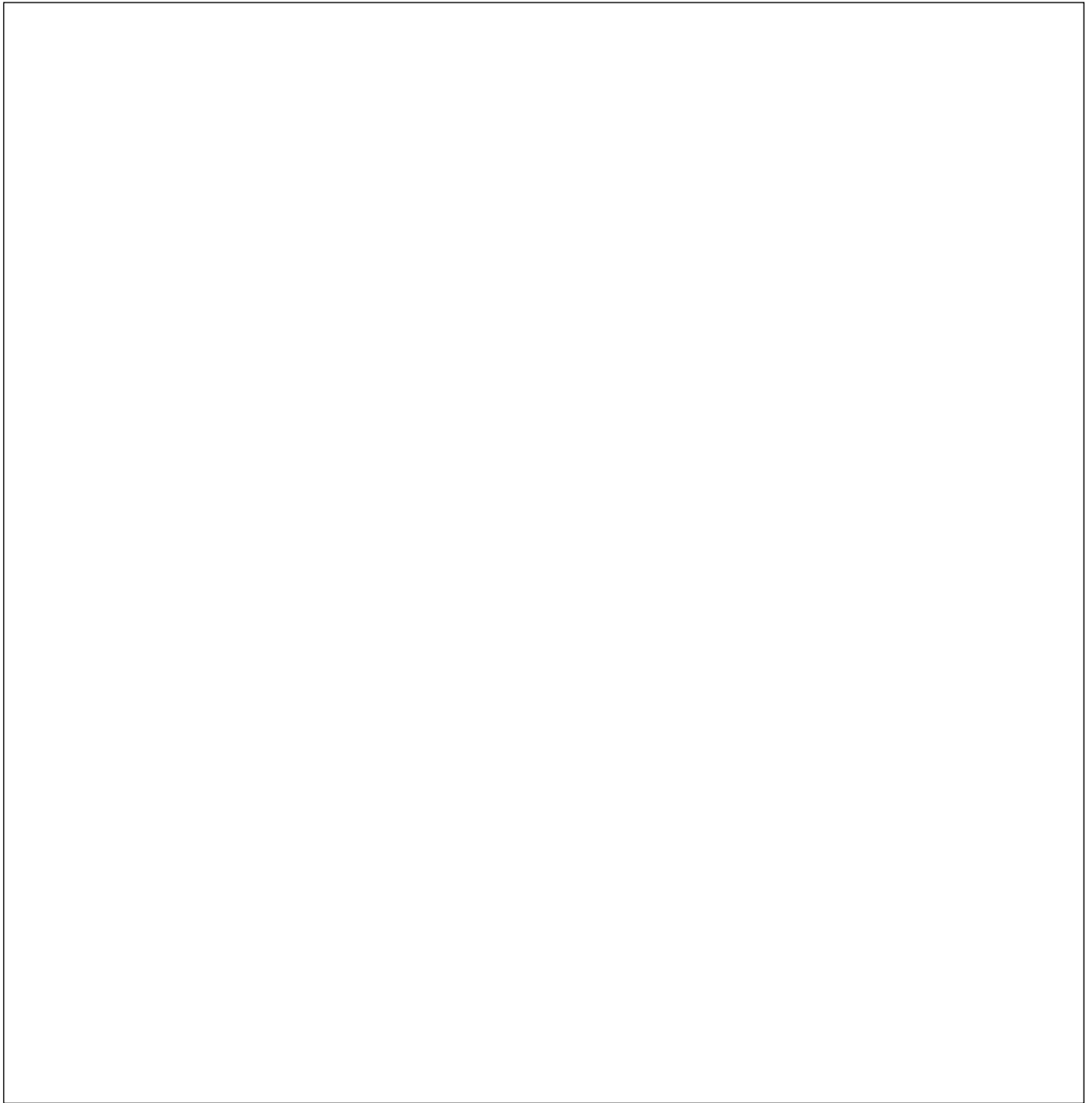
Primary school planning areas are typically made up of between 3 and 10 schools. They vary in size depending on the rural or urban nature of the area with rural areas generally having bigger planning areas. The sizes of the planning areas are also dependent on where children live and where they are likely to attend schools. Other factors are taken into account when determining the areas e.g. major roads which are difficult to cross, adjacent to moor land with little access (natural topography).

Secondary school planning areas are based loosely on geographical areas. They were originally set up as schools that worked together in some cases sharing resources, however this has now changed particularly as some have converted to Academy status or have had new builds through the former Building Schools for the Future (BSF) programme.

Specialist provision is not planned using areas in the same way because they do not correspond as closely to demographic change given the specialised nature of the need. However, since 2017 a new Special School forecast has been produced using knowledge of historic trends, retention rates of pupil movement, taking into account the increase in referrals for assessment. ARCs and DSPs in mainstream schools are also able to offer additional specialist provision.

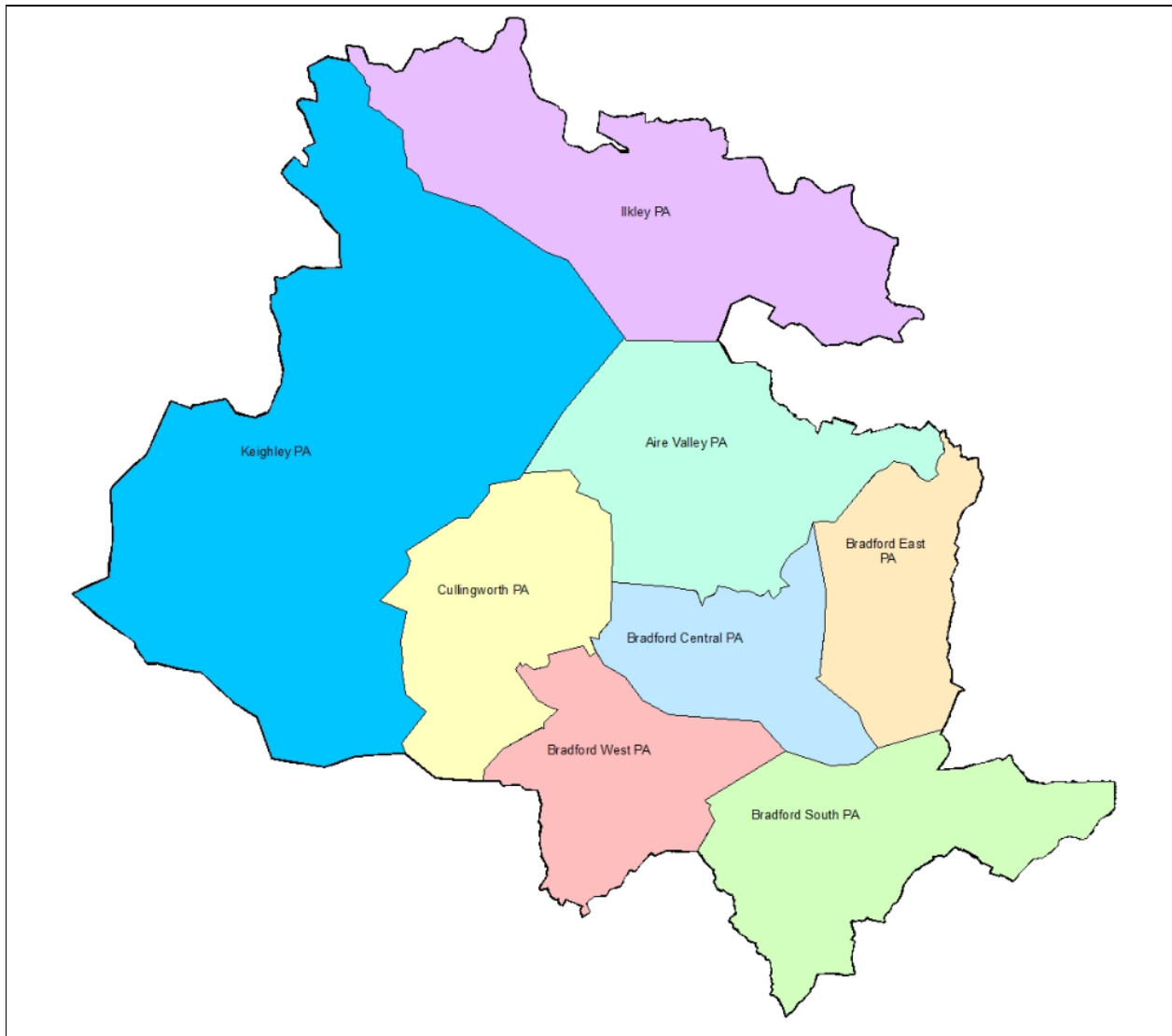
Any decisions on changes to mainstream school provision such as the expansion or contraction of schools are taken within the context of these 'primary school planning areas' or 'secondary school planning areas'. For special schools, following confirmation of an increase in numbers of pupils with additional needs, an interim programme has been implemented to increase the number of places. A Free School has been approved by ESFA which will provide 72 places.

## Bradford District Primary School Planning Areas



*For a list of schools in each of the 'primary school planning areas' please refer to Appendix A*

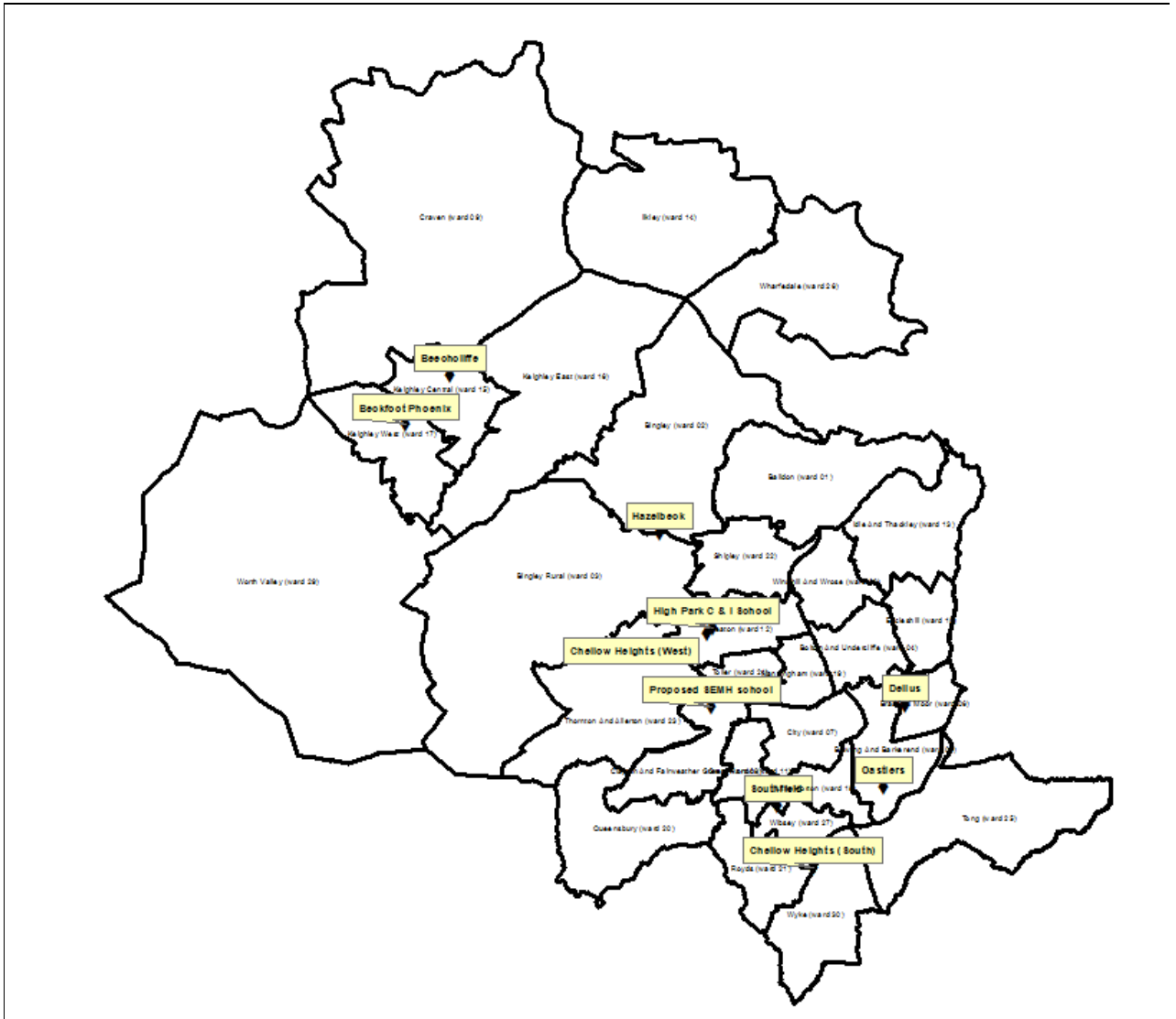
## Bradford District Secondary School Planning Areas



*For a list of schools in each of the 'secondary school planning areas' please refer to Appendix B*

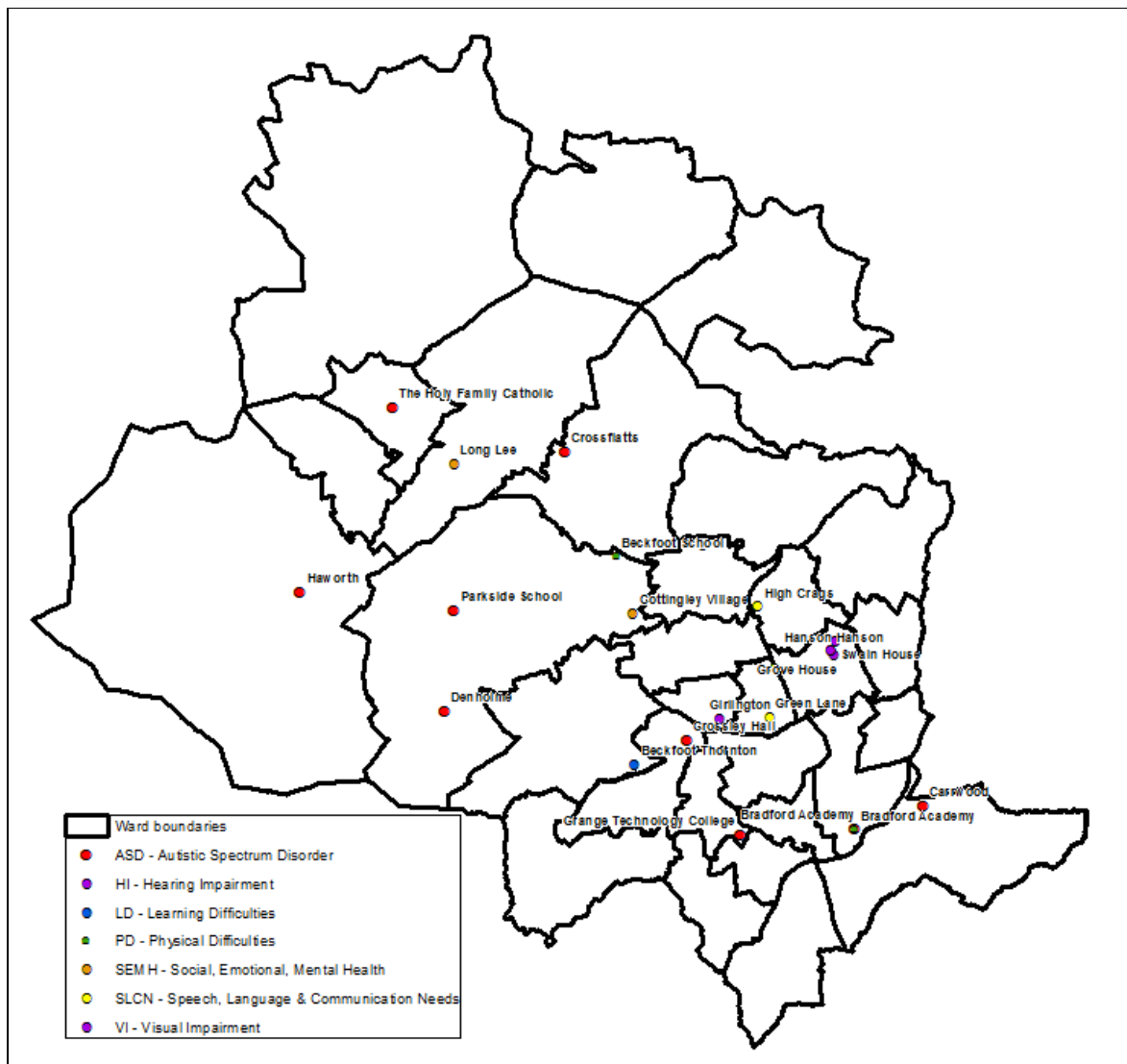


Bradford District Special Schools



*For a list of Special Schools please refer to Appendix C*

Bradford District Mainstream Schools with an ARC or DSP



*For a list of Mainstream Schools with an ARC or DSP please refer to Appendix D*

When it comes to choosing a school for their child, parents/carers are under no obligation to select their closest school and can apply for schools that may not even be in their own District or a faith school in another area. Parents may also choose independent schooling for their child. As a result, there is no direct link between the number of children living in a particular 'primary school planning areas' or 'secondary school planning areas' and school places located there.

Past and present data on the number and addresses of pupils in schools is used to identify historic and current trends in patterns of movement and where children attend school. This analysis is applied to other data to forecast expected future patterns of demand. Nevertheless, most parents/carers of primary aged children will seek local schools for their children.

For secondary aged children parents/carers often seek a school place outside their own immediate area. Historic trends of children moving from primary to secondary school are therefore used to forecast expected future patterns of demand. The average number of children from outside the District that attend secondary schools within the District is also considered over a period of 3 years.

In both primary and secondary school selection parents/carers are required to complete an application and can state up to 5 school preferences which should be realistic in relation to accessing each school as places cannot be guaranteed. Further information is provided in the 'Guide for parents about admission arrangements booklets' which is also on the Council's website.

Much attention within this document is focused on the "starter" years in schools – 'Reception' (YR) for primary schools and 'Year 7' for secondary schools. These are often the largest year groups where there is an increasing school population. Moreover, they are the year groups that best reflect current parental attitudes to schools. Therefore projections or forecasts state how many children are predicted to require a school place in a given 'primary school planning area' or 'secondary school planning area'. This is evaluated against the number of available places there are in the planning areas. Action is then taken if the demand significantly outstrips the supply (or vice versa).

Health Authority registrations underpins all primary school forecasts. This data is now provided to the Council monthly and provides full details of children aged 0-18 in the District registered with the NHS. Only those registered at the time can be included and therefore any movement or new children moving into the District may not be included.

By comparing one year's data to the next any increases or decreases in the size of age groups over time can be identified and provides information on the number of children that may require school places in the future.

Although there are different ways by which the future need for school places can be estimated, the forecast methodology used identifies:

- the pattern of how numbers of children aged under 5 registered with the NHS in a 'primary school planning area' turn into numbers of reception pupils in that area.
- the pattern of how percentages of pupil attending each primary school pupils transfer to individual secondary schools.

There are four key reasons this methodology is used:

- good data in the relevant areas from the NHS;
- good data for those attending primary and secondary schools in each of the areas from national census data submitted by each school;

- the areas used are large enough not to be too influenced by short-term or very local peaks and troughs, but small enough not to rely on wholly inaccessible provision to meet local needs;
- able to make year on year comparisons to avoid discrepancies and make allowances or find reasons for sudden changes by local and central knowledge of each school.

As well as Health data there are a number of different factors that will influence the number of children in an area that turn into numbers of pupils. The level of new housing, inward and outward migration, popularity, Ofsted reports, movement between Councils mainly on the borders and the take up of places at independent schools are all examples. Where possible these factors are accounted for in the methodology.

## **4.2 The Impact of Housing**

New housing developments usually result in an increase in the number of pupils that need to be placed in schools. When projecting pupil numbers data from housing applications is used as it is currently difficult to assess completion dates. Assumptions are made that the new homes will gradually become occupied over a 4 year period beginning in the following academic year.

The effects of new housing are:

- Families that move into housing developments in a new area are likely to wish to enrol their children into a school. This may result in a short-term increase in the numbers of pupils on roll in schools, across all years, provided places are available. Note that in a number of cases where local school places are unavailable children may be allocated to schools some distance away and this may lead to appeals being made.
- Couples often move into new homes to start a family, and are likely to apply for a place in a school once they reach Reception age. This will result in an increase in pupils entering Reception in future years. Planning applications and housing data are closely monitored in all areas across the District. Section 106 requests were previously submitted where it was felt that additional homes would cause a shortfall in available school places.
- The Community Infrastructure Levy (CIL) was introduced in July 2017, the Council are no longer able to request direct contributions however in some areas of the district (see Local Plan) a levy applies for overall infrastructure enhancement. Decisions on the distribution of these funds will be made by the Executive.
- Calculations of the number of additional children requiring school places from new housing developments are dependent on the area. A formula is used to calculate the likely number of additional children who might come to live in these developments. When the developments are completed checks are made to identify the actual number of children and any changes over time are fed back into future calculations.

## **4.3 Impact of the economy**

Economic instability can lead to a reduction in the use of independent education and therefore an increased call for places in local state schools. This appears likely to have the greatest impact where the use of independent education is relatively high e.g. the Ilkley area of the District.

Recession can also influence housing developments. Families may sell their houses to downsize or move into other areas and the birth rates of given areas may change (including inward and outward migration factors). During the recent recession a number of housing developments were delayed or halted and it has therefore been difficult to include numbers of additional places required into the forecast. There now appears to be a change in the building industry, developments have been re-started and there has been an upturn in the number of completions. Information on the sites and potential numbers of children is shown for each planning area in section 6.

#### **4.4 Forecasting Primary age pupils using ‘primary school planning areas’**

In the primary sector, forecasts are made for primary school planning areas as identified earlier. Note that Catholic primary schools normally serve a wider area than a primary school planning area.

Although planning areas were established to best fit where children live and are likely to attend school through historical and demographic trends, this is not always the case. Often parental preferences are made for what is perceived as ‘better’ or more popular schools, ease of access or where they are able to make childcare arrangements to fit in with their everyday lives. Part of the forecasting process factors in applications and movement between planning areas.

The January DfE National School Census of pupils in all schools is used for forecasting purposes. Data from Academies and Free schools is also provided. Once available this data provides the Council with an up to date picture of the pupils at each school on the census day. For each primary school planning area the postcodes of reception children attending schools in the planning area are plotted on maps to identify in which planning area they actually reside. Tables are also produced for each planning area by year group showing the number of children attending schools. This data is then weighted and applied to the Child Health data to predict future numbers of places likely to be required in each planning area over a four year period.

Estimates of the likely impact on these numbers due to planned housing developments are then added to these numbers. It is however difficult to assess exactly when homes may be completed, sold and occupied. An assumption is therefore made that the new homes will be occupied over a 4 year period beginning in the following academic year. Assumptions are also made that the ages of the children are spread across the national curriculum age groups, although weighted to the lower year groups.

Within the Bradford District there are large variations in the mobility of children between schools within the District and other Councils. As many of our primary schools are currently mainly full, places that become available are filled by children from waiting lists or moving into the District.

#### **4.5 Forecasting secondary age pupils using ‘secondary school planning areas’**

In general, families are more willing for children to travel further for secondary education than for primary education given the choice of schools available which include single gender and faith schools.

Analysis of historic trends of children transferring from primary to secondary school is key to the forecasting of future cohorts seeking year 7 places.

Information on the numbers of children from each primary school transferring to each secondary school is monitored and maintained. This includes children from private, independent schools and from children living across the borders in other Councils.

To estimate the number of children expected to transfer to each secondary school the Council uses a weighted average from each primary school applied to each year group (year 6 downwards). The Council calculates the percentage and number from each school that are likely to transfer to year 7 in each secondary school over a 7 year period using the number in each year group from the January census.

For Private, Independent and out of District children the Council uses a 3 year average, although details from these are changing for a variety of reasons, i.e. the recession and where populations are increasing in other Local Authorities.

The Council also considers the number of children who apply for schools out of the District particularly where this is the normal pattern transfer e.g. primary aged children living in Silsden are traditionally served by South Craven School in North Yorkshire.

#### **4.6 Forecasting places for pupils with Special Educational Needs and Disabilities**

Pupils attending Special Schools are those with Education, Health and Care Plans following a referral and assessment to determine the most suitable setting to meet their needs.

Historic trends and actual numbers of pupils attending special schools using Census data is primarily used in addition to information obtained from the SEND Department.

For children starting primary special school, detailed data is provided and many children are identified in Early Years settings as needing specialist provision.

For pupils moving to secondary special school, early assessments are carried out whilst in year 5 and 6 to determine the most suitable placement. This information is used as part of the forecasting process.

For future year forecasts, a formula is used which calculates the expected percentage and number of pupils for each school.

#### **4.7 Impact of Free Schools**

Any "suitable sponsor" can apply to the Secretary of State for Education for approval to open a free school including private businesses, academy chains, parents, teachers, other schools, universities and faith groups and do not need Council support to open.

The Council needs to assess the effects of new free schools on existing schools. Any new school will have an impact on which children are able to gain a place in surrounding schools. Free schools are included in planning areas, however the methodology for forecasting the number of pupils for each school changes as additional schools are added and in some cases this results in established schools taking children from a wider or different area.

Some free schools have opened in areas where there are already surplus school places or existing plans for the expansion of established schools. This can create further surplus resulting in schools with unfilled places.

#### **4.8 Understanding the forecasts for school places in your area**

The following sections of this document describe the current pupil numbers and school place numbers in each of the primary school planning areas and secondary school planning areas within the Bradford District. They set out projections for how pupil numbers will change and what general changes in school organisation and the Published Admission Numbers (PAN) are needed to meet the changing pupil population.

This information will also be of interest to school governors, head teachers and parents/pupils. The analysis is presented in 26 sections for primary schools and 8 sections for secondary schools. Analysis for Special Schools, ARCs and DSPs is also provided.

Section 5 gives an overview of births and their possible impact on schools places across the whole of the Bradford District, and an overview of the transferring numbers from primary to secondary schools. The remaining sections are split into primary school planning areas, secondary school planning areas and provision for SEND, and cover the key issues with respect to the supply and demand of school places.

When looking at the projections in each of the subsequent sections it is important to understand that these figures are not statements of fact. It is also important to note that whilst the Council will seek to meet parental preferences, projections are primarily concerned with the number of available school places in the District. It may be the case that there are some schools in an area that are consistently oversubscribed due to parental preferences. This may give the impression that there is a shortage of school places in this area. However, parental preferences give a view on where parents would prefer their children to go to school not whether there is a shortage of school places in an area.

It is the number of spare reception places in an area against the number of children that are seeking to start school that is the principal factor that the Council seeks to predict and respond to. The tables in sections 6-39 only give an aggregated assessment of need for places across the District. The actual need for these places may be distributed evenly across all localities in the District or they may be concentrated in a particular area. To enable the Council to meet the demand for places of families moving into the District and the amount of mobility the aim is to have some spare capacity of around 5% to ensure that children are placed into schools as soon as possible. This would ideally be in each primary school planning area and secondary school planning area.

## 5 Bradford District Overview

### 5.1 Population in the Bradford District

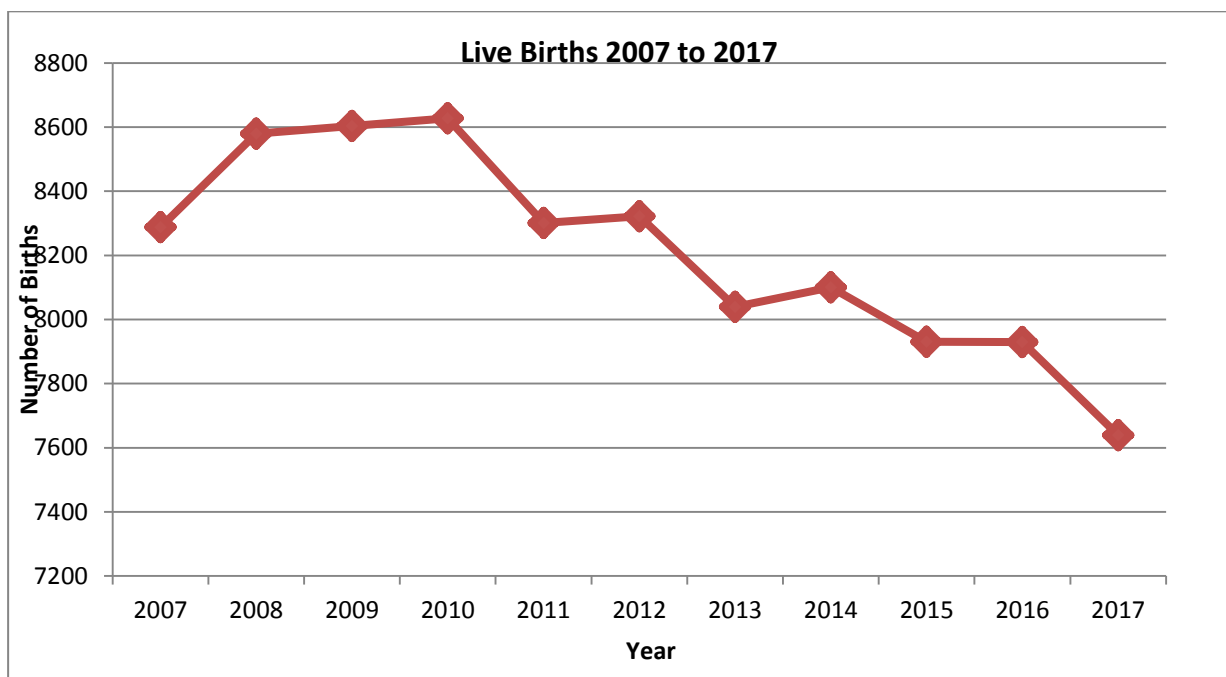
The population of Bradford District has increased from 457,344 in 1991 to approx. 532,539 in mid-2016, an increase of 75,195 (16.4%). Projections produced by the ONS show they estimate that by 2041 the population will have increased to 552,300, an increase of 20.8% since 1991. The overall projection has been revised by the ONS showing a reduction in a previously predicted number of 598,000 down to 579,000 in 2037. *Source: 2016-based Subnational Population Projections, ONS.*

The District covers a large area and is a mixture of rural and urban centres which includes towns such as Ilkley, Keighley, Bingley, Shipley and Queensbury plus Bradford itself. ONS regional trends show that Bradford has some of the highest levels of deprivation and that infant mortality although reducing is higher than the national average. Life expectancy in Bradford is slightly lower than other parts of the District. The fertility rate for Bradford in 2017 was 2.16 compared to the national average of 1.81 and Leeds 1.72. The general fertility number per 1,000 women aged between 15-44 is 75.2 in Bradford compared with 65.4 for both West Yorkshire and 62.5 for England. *Source: 2016 Birth Summary Tables, ONS.*

### 5.2 Bradford District Births

Live birth data is provided by the ONS, the latest data currently available is from 2005 to 2015 and shows a steady increase in the number of births up to 2010 across the District as shown in the table and graph below. There appears to have been a significant increase of almost 600 between 2005 and 2009 and peaking at 8627 in 2010. The numbers of births appear to have reduced significantly in 2011 levelling off, reducing further in 2013 but a slight increase in 2014 to 8,100 before reducing again in 2015 to 7931.

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Live Births	8288	8580	8603	8627	8301	8322	8039	8100	7931	7930	7639





It is not possible to provide births by primary school planning area for previous years as a different process was used prior to 2010 however the number of reception children attending schools within each primary school planning areas over time is shown in the table below:

<b>Planning Area</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Bingley/Keighley	139	144	149	144	147	152	153	146	149	146
Bingley 1	238	259	241	239	271	251	301	285	273	268
Bingley 2	148	142	139	151	160	147	163	165	146	147
Keighley 1	346	350	348	359	361	365	385	372	355	343
Keighley 2	379	391	394	414	409	394	430	410	424	417
North East 1	319	340	258	361	384	364	407	390	413	397
North East 2	327	319	318	322	325	329	411	330	333	335
North East 3	650	675	730	716	716	716	640	780	676	674
North West 1	78	98	105	95	104	105	105	92	104	100
North West 2	210	221	225	223	225	296	284	314	258	256
North West 3	257	282	300	288	297	329	298	339	325	309
North West 4	290	315	322	316	359	317	304	330	273	271
North West 5	473	505	502	499	501	486	473	494	466	456
Queensbury	123	121	123	120	123	123	121	118	120	122
Shipley 1	146	149	168	160	169	165	166	165	160	162
Shipley 2	144	150	151	150	150	165	174	160	167	159
Shipley 3	163	169	164	191	195	192	186	192	197	202
South Craven	136	144	149	146	150	142	164	165	164	155
South East 1	360	410	416	434	415	439	439	455	412	399
South West 1	190	195	209	192	226	203	223	225	201	206
South West 2	306	288	321	305	329	310	285	331	327	321
South West 3	225	243	285	271	275	271	276	298	275	286
South West 4	539	578	605	596	638	700	656	684	639	645
South West 5	345	376	398	423	418	450	424	420	401	408
West 1	122	119	119	123	121	115	122	120	120	116
Wharfe Valley	303	333	316	342	335	337	400	345	317	318
<b>Total</b>	<b>6956</b>	<b>7316</b>	<b>7455</b>	<b>7580</b>	<b>7803</b>	<b>7863</b>	<b>7990</b>	<b>8125</b>	<b>7695</b>	<b>7618</b>

*Based on January school census data.*

Note some planning areas have been affected by schools moving between area, reorganisation and the establishment of new schools or all through schools. The intake into reception classes in primary schools during this period increased by 1,169 to 2016 but now appears to be reducing with 507 less between 2016 and 2018.

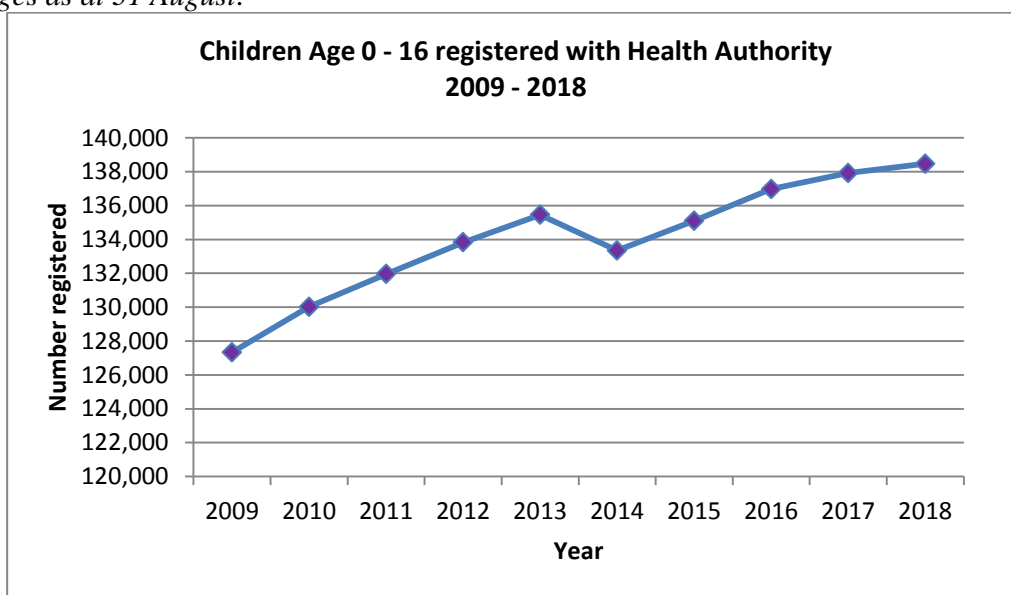
### 5.3 Children Registered with the Health Authority Living in the Bradford District

Information provided by the Child Health Unit of the NHS identifying all children living within the Bradford District is crucial to primary school forecasting. The data is provided 3 times a year, in September, January and April. This is analysed by age group and compared with the data from previous years.

In the last 8 years the numbers in many cohorts have increased indicating an inward migration of children as well as an increase in the birth rate. Between 2008 and 2017 the number of registered children aged 0 – 16 increased by over 13,000.

Year	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Age 0 - 16	127,337	130,015	131,952	133,828	135,459	133,351	135,106	136,974	137,920	138,470

*Ages as at 31 August.*



#### Primary Schools:

The changes in each cohort for children aged 1 – 10 can be seen in the following table, with the change in actual numbers between 2009 and 2018 shown in the final line. Note that for age 0 the figures are not full years until 2014.

	Ages as at 31st August											Total
	0	1	2	3	4	5	6	7	8	9	10	
2009	6745*	8430	8302	8350	8169	7803	7604	7430	7207	7235	7275	77805
2010	7022*	8521	8562	8390	8413	8195	7816	7687	7510	7252	7282	79628
2011	8309*	8540	8535	8445	8338	8278	8071	7762	7663	7430	7218	80280
2012	8084*	8441	8630	8618	8567	8270	8340	8028	7850	7688	7558	81990
2013	8073*	8283	8332	8664	8689	8607	8327	8364	8121	7776	7787	82950
2014	8011	8215	8266	8616	8596	8509	8221	8257	7987	7639	7660	89977
2015	8082	8080	8226	8298	8763	8631	8529	8263	8294	8024	7671	90861
2016	8117	8214	8217	8408	8481	8771	8694	8571	8235	8303	8020	92031
2017	8078	8117	8247	8183	8389	8439	8743	8697	8582	8336	8360	92171
2018	7745	8136	8227	8326	8348	8494	8667	8842	8746	8701	8407	92639
Change since age 1			110	112	268	279	384	401	206	180	-23	-
Number of years			1	2	3	4	5	6	7	8	9	-

\* part year only

For example, the cohort of 1 year olds in 2009 was 8430. When the children in this cohort were 2 years old (in 2010) the number had increased to 8562. By the time the children in the cohort were 10 year olds (in 2018) the number had changed to 8407, an overall reduction of 23 with fluctuation over the years.

### Secondary Schools:

For Secondary school aged children the total numbers provided by the Health Authority have risen steadily from 2009 with a slight drop recorded in 2011. Further increases until 2013 was followed by a significant reduction of over 1000 pupils in 2014 before a further increase recorded each year since then.

Year	Ages as at 31st August						Total
	11	12	13	14	15	16	
2009	7130	7187	6969	7147	7185	7169	42787
2010	7351	7268	7237	7022	7198	7289	43365
2011	7307	7439	7229	7200	7004	7184	43363
2012	7257	7365	7528	7276	7218	7110	43754
2013	7594	7425	7494	7520	7297	7106	44436
2014	7446	7249	7308	7346	7117	6908	43374
2015	7745	7515	7269	7310	7318	7088	44245
2016	7787	7718	7586	7235	7304	7313	44943
2017	8097	7837	7739	7528	7271	7309	45781
2018	8444	8173	7849	7787	7555	7302	47110
Change since age 11		76	62	42	109	-292	-
Number of years		1	2	3	4	5	-

### 5.4 Anticipated housing increases

There are many factors which need to be considered when projecting the need for school places. These include the arrival of economic migrants from other countries and other parts of this country, and asylum seekers and young people moving into the District through new housing developments. Through the Local Plan there are plans for a significant number of additional homes across the District which must be factored in to future forecasts. Planning applications for housing developments are routinely monitored, once approved could lead to an increase in the population and the need for additional school places which is built in to the forecasts.

### 5.5 Current Capacity and forecast numbers for maintained schools to 2022 (September)

Through the analysis of information on births, housing, historic numbers on roll and admissions it is possible to forecast the need for school places in Bradford District in the future. The tables below indicate the current capacity in schools and the projected/forecast number of pupils up to 2022 (with anticipated housing). The capacity data is based on the latest available information provided by school net capacity assessments or funding agreements for academies and free schools.

Whilst this provides a useful insight, the figures mask the demand and supply issues that exist for different age ranges, i.e. in year applications for additional pupils moving into and around the District.

For example, if there is a shortage of reception places but an oversupply of year 4 places, then additional provision will still be required for children entering the schools system. Furthermore, if there is a large oversupply in the north of the District but an under supply in the south, additional provision may still be required even though when aggregated across the district as a whole there is enough capacity. As such the table below is an indicative way of assessing supply and demand. Later sections of this document go into supply and demand issues in more detail for individual primary school planning areas, secondary school planning areas and special school provision.

### Primary school planning areas

Planning Areas:							
Planning Areas:	PAN 2018	Capacity 2018	2018/19	2019/20	2020/21	2021/22	2022/23
Bingley 1	285	1995	1883	1878	1885	1868	1873
Bingley 2	165	1152	1055	1064	1073	1055	1021
Bingley/Keighley	150	1023	1005	1003	1003	972	960
Keighley 1	375	2731	2465	2444	2408	2377	2323
Keighley 2	443	3085	2807	2765	2784	2749	2721
NE1	420	2935	2692	2718	2775	2786	2818
NE2	360	2301	2322	2354	2393	2423	2449
NE3	780	5460	5129	5168	5162	5167	5208
NW1	105	733	682	674	673	675	690
NW2	315	2200	1892	1949	1965	1923	1871
NW3	352	2446	2290	2234	2224	2227	2231
NW4	330	2310	2144	2116	2101	2100	2095
NW5	510	3570	3409	3416	3434	3460	3490
Queensbury	120	839	845	834	828	822	819
SE1	470	3191	2920	2940	2883	2823	2760
Shipley 1	168	1176	1144	1178	1213	1262	1302
Shipley 2	180	1256	1180	1183	1189	1201	1203
Shipley 3	195	1364	1300	1292	1307	1305	1304
South Craven	165	1115	1070	1080	1107	1099	1085
SW1	225	1571	1538	1538	1560	1557	1541
SW2	330	2304	2275	2275	2239	2174	2107
SW3	300	2098	1961	1964	1974	1980	1971
SW4	760	5493	4977	4941	4911	4801	4706
SW5	420	2960	2955	2963	2944	2895	2856
West 1	120	825	828	830	831	829	827
Wharfe Valley	360	2550	2424	2425	2368	2340	2347
<b>Total</b>	<b>8403</b>	<b>58683</b>	<b>55192</b>	<b>55226</b>	<b>55233</b>	<b>54870</b>	<b>54578</b>

*Based on September intakes.*

The continuing expansion programme has to date increased the previous total capacity from 49550 in 2010 to 58683 in 2018. Individual planning areas do however show that there could be a shortfall of places in some planning areas, e.g. North East 2, due to large housing development approvals, and a small shortfall in West 1 although places may be available in adjoining areas.

## Secondary school planning areas

Secondary capacity is more difficult to assess due to the number of Academies where the LA no longer has access to full data. Forecasts are produced up to 2023 (September) for secondary schools.

Planning Area	PAN	Capacity	2018	2019	2020	2021	2022	2023	2024
Aire Valley	990	6030	5692	5736	5812	5858	5926	5898	5882
Bradford Central	1318	8334	7999	8279	8513	8745	8887	8853	8659
Bradford East	1215	6984	6606	6641	6810	6969	7047	7038	6981
Bradford South	1655	9723	8323	8594	8757	8898	8935	8926	8850
Bradford West	660	3758	3199	3225	3233	3269	3283	3249	3215
Cullingworth	210	1300	1046	1079	1114	1151	1167	1176	1177
Ilkley	300	1558	1746	1786	1867	1916	1976	1965	1932
Keighley	645	3861	3169	3225	3308	3403	3450	3414	3394
<b>Total</b>	<b>6993</b>	<b>41548</b>	<b>37780</b>	<b>38565</b>	<b>39414</b>	<b>40209</b>	<b>40671</b>	<b>40519</b>	<b>40090</b>

Note that capacity figures for free schools Bradford Forster, Dixons McMillan and Trinity Academies are included. The figures therefore appear to be high although currently school places are not available. Capacity includes all teaching spaces including post 16 provision. As shown in the table the current overall capacity of 41,548 which appears to be sufficient, however this might not be the case for all individual planning areas.

### 5.6 Current Capacity and Forecast numbers for Special Schools to 2022 (September)

Currently there are 8 special schools across the District these include primary, secondary and all through schools. Some are generic but we also have High Park which caters specifically for pupils with Autism (ASD) and Speech, Language and Communication Needs (SLCN) plus Oastlers which caters for pupils with Social, Emotional and Mental Health needs (SEMH). Due to the increasing demand for places, 2 of the Districts Pupil Referral Units (PRUs) are currently meeting the needs of a significant number of pupils with Special Educational Needs and Disabilities (SEND).

In addition, a number of primary and secondary mainstream schools meet the needs of pupils with SEND in Designated Specialist Provision (DSPs) or Additionally Resourced Centres (ARCs).

#### Special School pupils including the 2 PRUs

Type	Current pupils	Funded places*	2018	2019	2020	2021	2022
Primary Provision	575	552	534	551	553	533	539
Secondary Provision	745	713	777	815	859	881	889
<b>Total</b>	<b>1320</b>	<b>1265</b>	<b>1311</b>	<b>1366</b>	<b>1412</b>	<b>1414</b>	<b>1428</b>

*\*The funded places includes the temporary increases approved in April 2018 but does not include PRU places.*

The ESFA has approved the opening of a Free School which will cater for up to 72 pupils with SEMH. This is currently at the competition stage awaiting sponsorship agreement.

## 5.7 Accuracy of Forecasts

School forecasts are produced using the Health Authority data for each primary school planning area can be compared with actual numbers of children in schools. However not all children registered with the Health Authority within the Bradford District will attend a maintained school or Academy. In general around 96% of the numbers known to the Health Authority are placed in Bradford District Primary Schools, with a slightly lower percentage for Secondary Schools. To ensure the forecast process is as accurate as possible and includes demographic changes and other criteria such as housing changes, comparisons are made year on year.

## 5.8 Comparing previously forecast figures with actuals:

### Primary Schools:

Overall pupil numbers	Predicted numbers in 2016/17	Actual Nos. January 2018 Census	Difference	% Difference
Planning Area	2017/18	2017/18	2017/18	2017/18
Bingley/Keighley	1020	1005	-15	-1.47%
Bingley 1	1867	1853	-14	-0.75%
Bingley 2	1053	1049	-4	-0.38%
Keighley 1	2527	2474	-53	-2.10%
Keighley 2	2850	2825	-25	-0.88%
North East 1	2708	2672	-36	-1.33%
North East 2	2304	2303	-1	-0.04%
North East 3	5076	5118	42	0.83%
North West 1	699	732	33	4.72%
North West 2	1848	1833	-15	-0.81%
North West 3	2266	2306	40	1.77%
North West 4	2149	2135	-14	-0.65%
North West 5	3435	3434	-1	-0.03%
Queensbury	850	846	-4	-0.47%
Shipley 1	1133	1139	6	0.53%
Shipley 2	1153	1165	12	1.04%
Shipley 3	1345	1312	-33	-2.45%
South Craven	1083	1070	-13	-1.20%
South East 1	3007	2937	-70	-2.33%
South West 1	1497	1519	22	1.47%
South West 2	2273	2275	2	0.09%
South West 3	1951	1957	6	0.31%
South West 4	4920	4941	21	0.43%
South West 5	2931	2958	27	0.92%
West 1	844	827	-17	-2.01%
Wharfe Valley	2450	2451	1	0.04%
<b>Total</b>	<b>55239</b>	<b>55136</b>	<b>-103</b>	<b>-0.19%</b>

*Include primary pupils in all through schools.*

## Secondary Schools:

Forecasts for pupils aged 11 – 16 produced using the percentage feeder system from primary schools are also be compared for accuracy in the 8 planning areas

<b>Overall pupil numbers</b>	<b>Predicted numbers in 2016/17</b>	<b>Actual Nos. January 2017 Census</b>	<b>Difference</b>	<b>% Difference</b>
<b>Secondary</b>	<b>2017/18</b>	<b>2017/18</b>	<b>2017/18</b>	<b>2017/18</b>
Aire Valley	4748	4723	-25	-0.53%
Bradford Central	6482	6437	-45	-0.69%
Bradford East	5550	5601	51	0.92%
Bradford South	7245	7175	-70	-0.97%
Bradford West	3074	3022	-52	-1.69%
Cullingworth	901	901	0	0.00%
Ilkley	1308	1298	-10	-0.76%
Keighley	2728	2749	21	0.77%
<b>Total</b>	<b>32036</b>	<b>31906</b>	<b>-130</b>	<b>-0.41%</b>

*Based on January 2018 census*

*Includes secondary aged pupils in all through schools.*

The Education and Skills Funding Agency/DfE have approved 4 free school proposals. 2 are for sixth form colleges, one (Bronte Girls') is an 11 to 16 secondary school and the other (Eden Boys') an 11 to 18 faith school.

Bronte Girls' is expected to open on the former Future House site in September 2019, in Bradford Central planning area.

A site has not yet been agreed for Eden Boys'. We have however included both schools in the forecast for 2019 onwards. Once opened these new schools are likely affect the places and capacity in secondary schools across the District.

The review of sixth form provision is impacting on places across the District. A number of schools have already consulted to close the sixth form provision. Some of these schools have already or are likely to increase PAN to take up the spare capacity and try and ensure they are viable.

## Special Schools

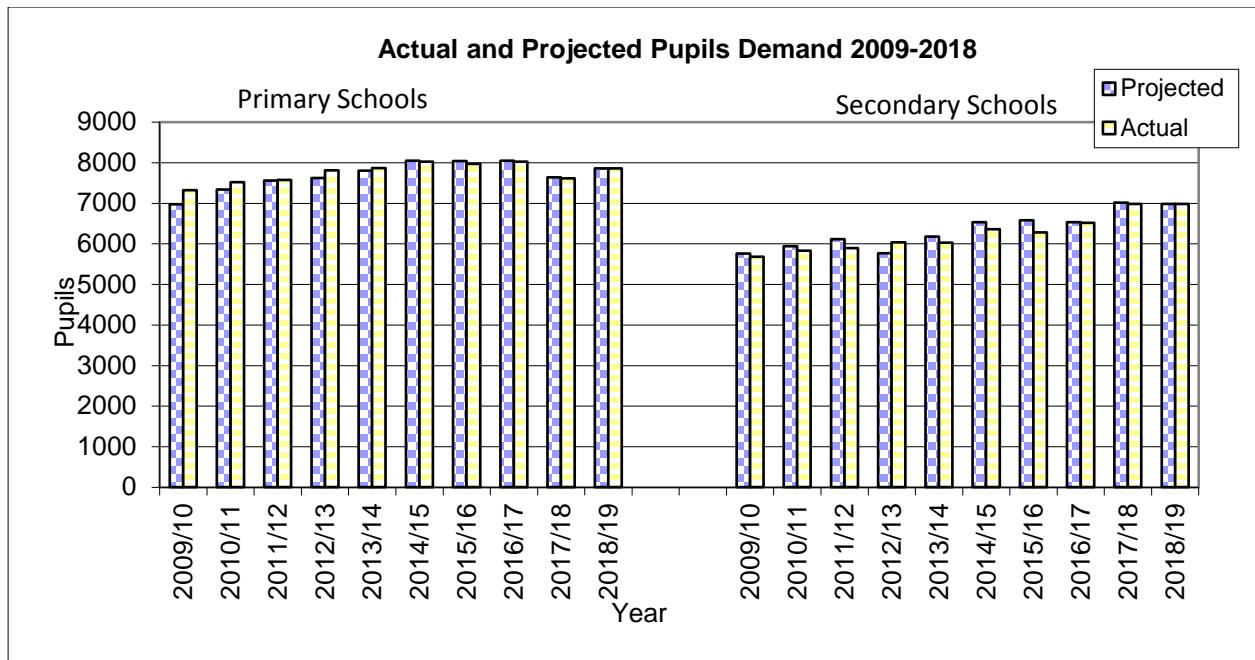
Due to the recent changes in forecast methodology and interim arrangements to provide additional places for SEND pupils, no comparisons are yet available.

## 5.9 Actual and Projected Pupil Demand

For entry into school we plan for additional reception places in primary schools and year 7 in secondary schools. The overall picture of supply and demand is represented in the table and graph below.

Year	Reception	Year 7
2009/10	7305	5682
2010/11	7504	5826
2011/12	7505	5896
2012/13	7785	6038
2013/14	7864	6029
2014/15	8025	6356
2015/16	7970	6283
2016/17	7757	6512
2017/18	7613	6805
2018/19	7861	6980
2019/20	7923	7063
2020/21	7928	7112
2021/22	7628	7211
2022/23	7626	7161
2023/24	n/a	6779
2024/25	n/a	6620

2018/19 onwards shows projected figures.



Sections 6 to 39 go into more detail of the projections for each primary school planning area, secondary school planning area and specialist provision.



## **6 Glossary**

A glossary of terms used in this document

### **A Academies**

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

### **Additionally Resourced Centre (ARC)**

A small number of mainstream schools provide 'Additionally Resourced Centres' (ARC) for pupils with a sensory impairment. These schools have deaf children or children with a visual impairment on their roll but the support is provided by the Service for Deaf Children or the Service for Children with a Visual Impairment. These Services are centrally funded but the staff work full time in the schools. Children are supported in mainstream class or in smaller groups.

### **Admissions Authority**

The admission authority is the authority that determines which criteria will be used if there are more applications than places. For community schools the admitting authority is the Local Education Authority. This accounts for the vast majority of schools. For all other schools the Governing Body is the admitting authority. This includes Voluntary Aided Schools, Voluntary Controlled Schools, Foundation Schools, and Academies.

### **All-through Schools**

All-through schools teach pupils at the same school from the age of 3 up to 19, usually covering two stages of education within one establishment.

### **C Core Strategy**

The Core Strategy is a key Development Plan Document (DPD) that will form part of the Local Plan for the Bradford District. It sets out the broad aims and objectives for sustainable development within the Bradford District for the next 15-20 years.

### **D Department of Education (DfE)**

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

### **Designated Specialist Provision (DSP)**

A small number of mainstream schools provide special facilities for children who have SEND, called 'Designated Special Provision' (DSP). These schools employ specialist staff who can meet the needs of specific groups of pupils. The children are supported within the school wherever possible and they also receive intensive support in smaller groups when needed.

### **E Education and Skills Funding Agency (ESFA)**

The Education and Skills Funding Agency and executive agency, sponsored by the DfE, accountable for funding education and training for children, young people and adults. This includes the direct funding of Academies and Free Schools and all 16–19 provision in maintained schools, further education colleges, sixth form colleges and independent provision.

### **Education Health and Care Plan (EHCP)**

An education, health and care plan is for children and young people aged up to 25 who need more support than is available through special education need support. EHCPs identify educational, health and social need and set out the additional support to meet those needs.

**Early Years Enhances Specialist Provision (EYESP)**

A small number of nursery schools provide integrated early education for mainstream and SEND young children on the same site.

**F Free school**

A non-profit making independent state school funded directly by the DfE.

**G Governing Body**

All schools must have a governing body who take strategic responsibility for the school to ensure it delivers the highest possible standards.

**I Independent School**

A school funded and managed through its own means. These schools normally charge fees.

**Industrial Centres of Excellence (ICE)**

A 14-19 development based on enterprise skills, a business-led curriculum offer, project working and extended work placements.

**L Lagged learner funding model**

Funding for the current year will be derived directly from the volume of young people who attended the institution (post-16) the previous year.

**LD**

A term used to describe those with learning difficulties and/or disabilities which includes: MLD: Moderate Learning Difficulties, PMLD: Profound and Multiple Learning Difficulties, SLD: Severe Learning Difficulties, SpLD: Specific Learning Difficulties

**M Mainstream**

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

**Maintained Schools**

Schools that are funded and supported by the Council. These include foundation schools, community schools, voluntary controlled schools and voluntary aided schools, special schools and some nurseries.

**Mandatory**

A legal requirement.

**N Not in Education, Employment or Training (NEET)**

A term used to describe a young person (aged 16-17) who is not in Education, Employment or Training

**Non Maintained**

A term used to group all education provision that is not part of the maintained sector (see above).

**O Ofsted Category**

Following an inspection, the Office for Standards in Education (Ofsted), allocates a category to a school. These are 'outstanding', 'good', 'requires improvement' and 'inadequate'.

**P Parental Preference/Choice**

Parents can state a preference and the admissions authority will try to meet that preference, but if there are more applications than places available it will not always be possible for a place to be obtained at their preferred school. Therefore, parents do not have a 'free choice'.

**Pram Pushing Distance**

Home is within 0.5 miles of the provision

**Pupil Referral Unit (PRU)**

A Pupil Referral Unit is an establishment maintained by a local authority which is specifically organised to provide education for children who are excluded, sick, or otherwise unable to attend a mainstream or special maintained school.

**Published Admission Numbers (PANs)**

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

**PVI Settings**

Private, voluntary or independent providers of pre-school education and child care

**R Regional School's Commissioner (RSC)**

Regional School Commissioner appointed in 8 regions preside over academies. Their powers are devolved from the Secretary of State and include:

- allowing schools to convert to academy status
- send out warning notices if academies perform below expectation
- decide on whether schools can expand or reduce their intake

**S School Adjudicator**

The school adjudicators' legal responsibilities include:

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

**Special Educational Needs and Disabilities (SEND)**

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

**Special Schools**

Academies, Free Schools or Maintained schools provided by local authorities for children with a high level of special educational need or disability, usually those with an Education, Health and Care Plan.

**Statutory Proposals**

Signals a proposed change to local school organisation.

**Statutory Walking Distances**

Distance used to calculate eligibility for travel assistance to a child's nearest school.  
2 miles for pupils under 8; 3 miles for those aged 8 plus.

**Surplus places**

Pupil places in a school, setting or college that is unfilled.

## Appendix A

DfE No	School	Planning Area
2173	Addingham	Wharfe Valley
3000	All Saints' CE (Bfd)	South West 4
3026	All Saints' CE (Ilk)	Wharfe Valley
4061	Appleton	South West 1
2150	Ashlands	Wharfe Valley
2184	Atlas Community Primary	North West 4
3360	Baildon CE	Shipley 3
2102	Bankfoot	South West 5
2045	Barkerend	North East 3
2001	Beckfoot Allerton	North West 2
2038	Beckfoot Heaton	North West 5
2115	Beckfoot Priestthorpe	Bingley 1
2166	Ben Rhydding	Wharfe Valley
2062	Blakehill	North East 1
2075	Bowling Park	South West 5
2107	Brackenhill	South West 3
6906	Bradford Academy	South West 5
6102	Bradford Girls Grammar School	North West 3
3031	Burley & Woodhead CE	Wharfe Valley
2203	Burley Oaks	Wharfe Valley
2036	Byron	North East 3
2087	Carrwood	South East 1
2094	Cavendish	North East 1
2013	Christ Church CE Primary Academy	Shipley 1
2037	Clayton St John CE	West 1
2015	Clayton Village Primary	West 1
2186	Copthorne	South West 4
2110	Cottingley Village Primary	Bingley 1
2111	Crossflatts	Bingley / Keighley
2024	Crossley Hall	North West 3
2112	Cullingworth	Bingley 2
2167	Denholme	Bingley 2
6908	Dixons Allerton Academy	North West 2
2025	Dixons Manningham Academy	North West 4
2018	Dixons Marchbank Academy	North East 3
2008	Dixons Music Academy	South West 4
3028	East Morton CE	Bingley / Keighley
2147	Eastburn Junior & Infant	South Craven
2120	Eastwood	Keighley 1
2113	Eldwick	Bingley 1
2103	Fagley	North East 2
2084	Farfield	South West 2
2183	Farnham	South West 4

2065	Fearnville	South East 1
2007	Feversham	North East 3
5201	Foxhill	Queensbury 1
2027	Frizinghall	North West 5
2182	Girlington	North West 3
2157	Glenaire	Shipley 3
2034	Green Lane	North West 4
2033	Greengates	North East 1
2093	Grove House	North East 2
2114	Harden	Bingley 2
2121	Haworth	Keighley 2
3308	Heaton St Barnabas' CE	North West 5
2026	High Craggs	Shipley 1
5203	Hill Top CE	South West 1
5204	Hollingwood	South West 3
2039	Holybrook	North East 1
2123	Holycroft	Keighley 2
3379	Home Farm	South West 3
2029	Horton Grange	South West 4
2180	Horton Park	South West 4
2168	Hoyle Court	Shipley 3
3304	Idle CE	North East 1
2124	Ingrow	Keighley 2
2195	Iqra	North West 4
5207	Keelham	North West 1
3363	Keighley St Andrew's CE	Keighley 1
5200	Killinghall	North East 3
2198	Knowleswood	South East 1
2041	Lapage	North East 3
2126	Laycock	Keighley 1
2127	Lees	Keighley 2
2090	Ley Top	North West 2
2043	Lidget Green	South West 4
2044	Lilycroft	North West 5
2002	Lister	North West 5
2128	Long Lee	Keighley 1
2145	Low Ash	Shipley 1
3023	Low Moor CE	South West 1
2199	Lower Fields	South East 1
2179	Margaret Mcmillan	North West 5
2048	Marshfield	South West 5
2192	Menston Primary	Wharfe Valley
2014	Merlin Top	Keighley 1
2185	Miriam Lord Community	North West 4
5206	Myrtle Park	Bingley 2
2170	Nessfield	Keighley 2

2054	Newby	South West 5
2197	Newhall Park	South East 1
5205	Oakworth	Keighley 2
2130	Oldfield	Keighley 2
3353	Our Lady & St Brendan's Catholic	North East 1
3372	Our Lady Of Victories Catholic	Keighley 1
3375	Oxenhope CE	Keighley 2
2064	Parkland	North East 1
2132	Parkwood	Keighley 1
3377	Peel Park	North East 3
2101	Poplars Farm	North East 2
2086	Princeville	South West 4
2000	Rainbow	South West 4
2031	Reevy Hill	South West 2
3365	Riddlesden St Mary's CE	Bingley / Keighley
5202	Russell Hall	Queensbury 1
2003	Ryecroft	South East 1
2140	Saltaire	Shipley 2
2174	Sandal	Shipley 3
2055	Sandy Lane	North West 2
2178	Shibden Head	Queensbury 1
3366	Shipley CE	Shipley 2
2077	Shirley Manor	South West 1
2146	Silsden Primary	South Craven
2023	Southmere	South West 3
3369	St Anne's Catholic	Keighley 1
3333	St Anthony's Catholic (Clayton)	West 1
3373	St Anthony's Catholic (Shipley)	Shipley 1
3334	St Clare's Catholic	North East 2
3335	St Columba's Catholic	South East 1
3354	St Cuthbert & The First Martyr's Catholic	North West 5
3351	St Francis' Catholic	North East 2
3352	St John The Evangelist Catholic	South West 3
5208	St John's CE	South East 1
3338	St Joseph's Catholic (Bfd)	South West 4
3367	St Joseph's Catholic (Bing)	Bingley 1
3370	St Joseph's Catholic (Kly)	Keighley 2
3021	St Luke's CE	North East 2
3341	St Mary's & St Peter's Catholic (Bfd)	North East 3
3355	St Matthew's Catholic	North West 2
3013	St Matthew's CE	South West 5
2010	St Oswald's CE	South West 4
3301	St Paul's CE	South West 2
2022	St Philip's CE	North West 3
3313	St Stephen's CE	South West 5
3371	St Walburga's Catholic	Shipley 2

3349	St William's Catholic	North West 3
3350	St Winefride's Catholic	South West 2
2134	Stanbury Village School	Keighley 2
2148	Steeton Primary	South Craven
2081	Stocks Lane	South West 3
2057	Swain House	North East 2
2058	Thackley	North East 1
2032	The Academy At St James	North West 2
3368	The Sacred Heart Catholic	Wharfe Valley
2042	Thornbury Primary Leadership Academy	North East 3
2061	Thornton	North West 1
2200	Thorpe	North East 1
3362	Trinity All Saints CE	Bingley 1
2135	Victoria	Keighley 1
2071	Wellington	North East 2
2193	Westbourne	North West 5
2028	Westminster CE	North East 3
2012	Whetley	North West 3
2074	Wibsey	South West 2
2117	Wilsden	Bingley 2
3035	Woodlands CE	South West 1
2035	Woodside	South West 2
2030	Worth Valley	Keighley 2
2100	Worthinghead	South West 1
3036	Wycliffe CE	Shipley 2



## Appendix B

DfE No	School	Planning Area
4061	Appleton Academy	Bradford South
4032	Beckfoot Oakbank Academy	Keighley
4064	Beckfoot School	Aire Valley
4040	Beckfoot Thornton Academy	Bradford West
4025	Beckfoot Upper Heaton Academy	Bradford Central
4041	Belle Vue Girls' School	Bradford Central
5400	Bingley Grammar School	Aire Valley
6906	Bradford Academy	Bradford South
4021	Bradford Forster Academy	Bradford South
6102	Bradford Girls' Grammar School	Bradford Central
4029	Buttershaw Business and Enterprise College	Bradford South
4100	Carlton Bolling College	Bradford East
6908	Dixons Allerton Academy	Bradford Central
6905	Dixons City Academy	Bradford South
4004	Dixons Kings Academy	Bradford West
4073	The Samuel Lister Academy	Aire Valley
4024	Dixons McMillan Academy	Bradford Central
4010	Dixons Trinity Academy	Bradford Central
4613	Feversham College	Bradford East
4101	Grange Technology College	Bradford South
5401	Hanson School	Bradford East
4502	Ilkley Grammar School	Ilkley
4616	Immanuel College	Bradford East
4027	Laisterdyke Leadership Academy	Bradford East
4019	Oasis Academy Lister Park	Bradford Central
4013	One In A Million Free School	Bradford East
4112	Parkside School	Cullingworth
4039	Queensbury School	Bradford West
4023	St Bede's & St Joseph's Catholic College	Bradford Central
4610	The Holy Family Catholic School	Keighley
4074	Titus Salt School	Aire Valley
4028	Tong Leadership Academy	Bradford South
6909	University Academy Keighley	Keighley

**Special Schools**

<b>Phase</b>	<b>School</b>	<b>Ward</b>
All Through	High Park*	Heaton
Primary	Beckfoot Phoenix	Keighley West
Primary	Chellow Heights South	Royds
Primary	Chellow Heights West	Heaton
Primary	Delius	Bradford Moor
Secondary	Beechcliffe	Keighley Central
Secondary	Hazelbeck	Bingley Rural
Secondary	Oastler	Bowling & Barkerend
Secondary	Southfield	Great Horton

**Additionally Resourced Centres (ARCs)**

<b>Designation</b>	<b>School</b>	<b>Ward</b>
HI	Girlington	Toller
VI	Grove House	Bolton & Undercliffe
HI	Hanson (HI)	Bolton & Undercliffe
VI	Hanson (VI)	Bolton & Undercliffe
HI	Swain House	Bolton & Undercliffe

**Designated Specialist Provision (DSPs)**

<b>Designation</b>	<b>School</b>	<b>Ward</b>
PD	Beckfoot	Bingley Rural
LD	Beckfoot Thornton	Thornton & Allerton
ASD	Bradford Academy (ASD)	Bowling & Barkerend
PD	Bradford Academy (PD)	Bowling & Barkerend
LD	Bradford Forster	Bowling & Barkerend
ASD	Carrwood Primary	Tong
SEMH	Cottingley Village	Bingley Rural
ASD	Crossflatts	Bingley
ASD	Crossley Hall	Clayton & Fairweather Green
ASD	Denholme	Bingley Rural
ASD	Grange	Great Horton
SLCN	Green Lane	Manningham
ASD	Haworth	Worth Valley
SLCN	High Crag Primary	Windhill & Wrose
SEMH	Long Lee	Keighley East
SLCN	Oasis Lister Park Secondary	Manningham
ASD	Parkside	Bingley Rural
ASD	The Holy Family RC	Keighley Central
LD	Titus Salt	Shipley

**Key**

ASD	Autism Spectrum Disorders
HI	Hearing Impairment
PD	Physical Difficulties
SLCN	Speech, Language and Communication Needs
LD	Learning Difficulties
VI	Visual Impairment
SEMH	Social, Emotional, Mental Health

### List of Multi-Academy Trusts and Sponsors

<b>MAT/Sponsor list</b>	<b>Acronym</b>
Academies Enterprise Trust	AET
Bradford Diocesan Academies Trust	BDAT
Beckfoot Trust/Beckfoot & Hazelbeck Trust	Beckfoot
Bradford College Education Trust	BCET
Blessed Christopher Wharton MAT	BCW
Bronte Academy Trust	Bronte
Co-operative Academies Trust	CAT
Delta Academies Trust	Delta
Dixons Academies Trust	Dixons
Exceed Academies Trust	Exceed
Feversham Education Trust	Feversham
Focus Trust	Focus
Interaction & Communication Academy Trust	ICAT
Leading Learners Trust	LLT
Moorlands MAT	Moorlands
Northern Education Trust	NET
Northern Star Academies Trust	NSAT
Nurture Academies Trust	Nurture
Oasis Community Learning Trust	Oasis
Pennine Academies Yorkshire	Pennine
Priestley Academy Trust	Priestley
Star Academies	Star
The Bishop Wheeler Catholic Academy Trust	BWCAT
The Southfield Grange Trust/Southfield Trust	Southfield