



School Organisation Plan 2021 - 2026

Version 1





Foreword

We are pleased to support the launch of a new School Organisation Plan for the Borough that will cover the next 5 years of educational provision, crossing all phases of primary, secondary and special schools.

Our plan will remain under constant review and be updated as further work develops for mainstream pupil place planning, and the Specialist Place Planning Strategy 2022-2027 due to be published later this year.

Having spent well over a decade responding to an unprecedented birth rate growth from 2008/09, with in excess of £100m Basic Need capital grant funding used to expand, remodel and open new schools across Sandwell, the Local Authority now finds itself needing to plan ahead for potential reductions in the level of children entering primary schools, whilst still responding to a large population now entering secondary schools.

We hope you will agree with us that for the benefit of our children, their families, schools and our wider stakeholders, through this Plan the Local Authority should be setting the context of the pressures it has faced with pupil place planning, and how it now needs to adjust provision to ensure the appropriate number of school places are retained to serve our local communities.

Your views are welcomed as we embark on initial consultation to adopt the plan this year, and in the future, as the document is used to inform our strategic decisions through the council and its elected members.

*Councillor K Simms
Cabinet Member for Children
and Education*

*Michael Jarrett
Director of Children and Education*

April 2022





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1. Introduction

This is the School Organisation Plan (SOP) for Sandwell Metropolitan Borough Council for 2021/22-2025/26, which seeks to set a baseline for school places across Sandwell and consider external influences that are driving a need to change the number of school places over the short to medium term.

The Plan provides information regarding the current and future pupil population and capacity of schools in Sandwell, draws conclusions regarding the potential need to add school places and identifies a number of other issues that may have a significant impact on the need for school places including demographic information.

The aim of the School Organisation Plan is to help the Council and the wider community understand the need for school place planning and to establish future demand. It will provide the basis against which school reorganisation will be planned. The plan itself is not intended to identify individual schools for change, but to consider the future need for school places throughout the Borough.

The data within this plan for mainstream pupils is based on the latest available information - the January 2021 pupil census and will be updated annually.

1.1 National and Local Policy Context

Local Authorities are charged with the duty (under the Education Act 1996) to ensure there are sufficient school places to accommodate the children and young people who reside in the Borough and to ensure these places are of good quality with sufficient capacity to promote parental preference and diversity. Increasingly this duty must be carried out in a changing education environment, with increasing numbers of Academies, Free Schools and UTCs.

The co-ordination and management of all education place planning is in the Education and Children directorate of the Council.

Authority must be given by Sandwell Council's Cabinet for an increase in a maintained school's Published Admissions Number (PAN). An Academy School has to obtain approval from the Regional Schools Commissioner.



Approval to the allocation of relevant capital resources is given by Council as part of its budget setting.

The Government agenda of ensuring that all children have access to 'good' schools is key to the provision of additional school places, and all school reorganisation proposals must be considered against this principle. The Department of Education (DfE) publishes school places scorecards to enable everyone to see the challenges local authorities face in making good school places available, the level of funding given to local authorities, and local authorities' progress in providing school places. Sandwell MBC's scorecard can be viewed by following the hyperlink below.

<https://www.gov.uk/government/statistics/local-authority-school-places-scorecards-2019>.

The DfE cancelled the 'School Capacity Survey: 2020' due to coronavirus (COVID-19), therefore, it has not produced the 'Local Authority school places scorecards 2020'.

The School Organisation Plan is part of a wider framework of policy documents that support the Council Plan 2020 to 2025 which sets out the Council Vision and contributes to meeting each of the Council's priorities.



THE BEST START IN
LIFE FOR CHILDREN
AND YOUNG PEOPLE



PEOPLE
LIVE WELL
AND AGE
WELL



STRONG
RESILIENT
COMMUNITIES



QUALITY HOMES
IN THRIVING
NEIGHBOURHOODS



A STRONG AND
INCLUSIVE
ECONOMY



A CONNECTED
AND ACCESSIBLE
SANDWELL

1.2 School Improvement

The Council is committed to school improvement and helping to raise standards in all schools across the Borough. The Council takes the view that the provision of sufficient, suitable and well-maintained accommodation can contribute significantly to the performance of individual pupils and schools.

Where there is a need to consider a reorganisation of schools, the performance of schools will be considered, along with geographical location and physical characteristics. The performance of individual schools strongly influences the pattern of parental preference.



Any school reorganisation proposals need to demonstrate how standards will be improved and will seek to make the best possible use of existing assets, meet the needs of parents, and optimise expenditure to help maximise performance of schools in the future.

Where a school is found to be inadequate by Ofsted, the DfE, through the Regional School Commissioner, will seek to convert the school into a Sponsored Academy.

1.3 Regional Schools Commissioner

Regional Schools Commissioners (RSCs) act on behalf of the Secretary of State for Education and are accountable to the National Schools Commissioner.

RSC's main responsibilities include:

- acting where academies and free schools are underperforming
- intervening in academies where governance is inadequate
- deciding on applications from local-authority-maintained schools to convert to academy status
- improving underperforming-maintained schools by providing them with support from a strong sponsor
- encouraging and deciding on applications from sponsors to operate in a region
- taking action to improve poorly performing sponsors
- advising on proposals for new free schools
- advising on whether to cancel, defer or enter into funding agreements with free school projects
- deciding on applications to make significant changes to academies and free schools

2. Early Years

The Childcare Act 2006 gives local authorities a key role in shaping the childcare market in their area. Working with providers from the private, voluntary, independent and maintained sectors, the local authority will look to create a strong, sustainable and diverse childcare market that meets the needs of parents. It focuses in particular on sufficient, sustainable and flexible childcare that is responsive to parents' needs.



Section 6, of the 2006 Act gives local authorities a duty of securing, so far as is reasonably practicable, that the provision of childcare (whether or not by them) is sufficient to meet the requirements of parents in their area in order to enable them to:

- Take up, or remain in, work, or
- Undertake education or training which could reasonably be expected to assist them to obtain work.

The Children and Families Act 2014 requires that a report be prepared annually for elected council members on how they are meeting their duty to secure sufficient childcare.

The Childcare Sufficiency Report and Action Plan 2020/21 provides a summary of the Early Education and Childcare places available within the borough, including the provision of free early education places for 2, 3 and 4 year olds and the extended offer to 30 hours free early education for eligible 3 and 4 year olds.

The aim of the Childcare Sufficiency Report and Action Plan is to provide a baseline of data so that gaps in provision can be identified with recommendations on how they can be rectified.

3. Education provision in Sandwell

The education provision in Sandwell is varied. The Council still retains direct responsibility and decision making for most of its schools however, a large number our pupils are educated in academies, from which we commission places. In the childcare and post-16 sectors, the vast majority of our places are provided by institutions independent of Sandwell Metropolitan Borough Council.

The Council retains its strategic responsibility to ensure sufficient high-quality places, across all phases appropriate to the age, aptitude and ability of all learners. We will continue to build on existing partnerships with Community schools, Diocesan bodies, private and voluntary providers, academies, multi-academy trusts and free schools in the Borough, with a core aim of providing the best start in life for all children and young people in Sandwell. The Council works closely with the Primary Head Teacher Partnership, Secondary Head Teacher Partnership, Quality Standards and Performance Board, and the Joint Executive Group with Head Teachers of both Primary and Secondary Schools.



3.1 Types of School:

All children in England between the ages of 5 and 16 are entitled to a free place at a state school.

State schools receive funding through their local authority or directly from the Government.

The types of schools available in Sandwell are listed below.

Community Schools

Sometimes called local authority-maintained schools – they are not influenced by business or religious groups and follow the national curriculum.

Voluntary Controlled / Voluntary Aided and Foundation Schools

Funded by the local authority but have more freedom to change the way they do things – sometimes they are supported by representatives from religious groups.

Academies and Free Schools

Run by not-for-profit academy trusts, are independent from the local authority - they have more freedom to change how they run things and can follow a different curriculum. UTC

Independent Schools

Also known as private schools, charge fees to attend instead of being funded by the Government. Pupils do not have to follow the national curriculum. All private schools must be registered with the Government and are inspected regularly.

Special Schools

Specialise in areas of special educational needs which can include:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical Needs

Schools can further specialise within these categories to reflect the special needs they help with, for example Autistic Spectrum Disorders, Visual Impairment, or Speech, Language and Communication Needs (SLCN).



The table below show the pattern of provision in Sandwell (data from 14 September 2021);

School Phase and Age Range	Community Schools	VC/VA	Foundation School	Academies	Independent Schools	Totals
Nursery Schools						0
Infant Schools	4		1	2		7
Junior Schools	3		2	2	1	8
Primary Schools	39	10	8	22		79
Secondary Schools		1	2	16	2	21
Special Residential 4-16				1		1
Special Schools	3			2	3	8
Alternative Provision	3					3
Totals	52	11	13	45	6	127

3.2 Educational Learning Communities

Effective pupil place planning is a fundamental element of the local authority's role as strategic commissioner of good school places.

Most local authorities divide their geographical regions into smaller areas for pupil place planning purposes and pupil planning areas should align with these smaller areas.

The Borough is divided into seven learning communities for primary age; Oldbury, Rowley, Smethwick, Tipton, Wednesbury, West Bromwich Central and West Bromwich North and six learning communities for secondary age; Oldbury, Rowley, Smethwick, Tipton, Wednesbury and West Bromwich. Appendices 1 and 2 list each learning community and the schools within each group.

The learning communities are used by the Council for the purposes of assessing current and future pupil demand for school place provision.

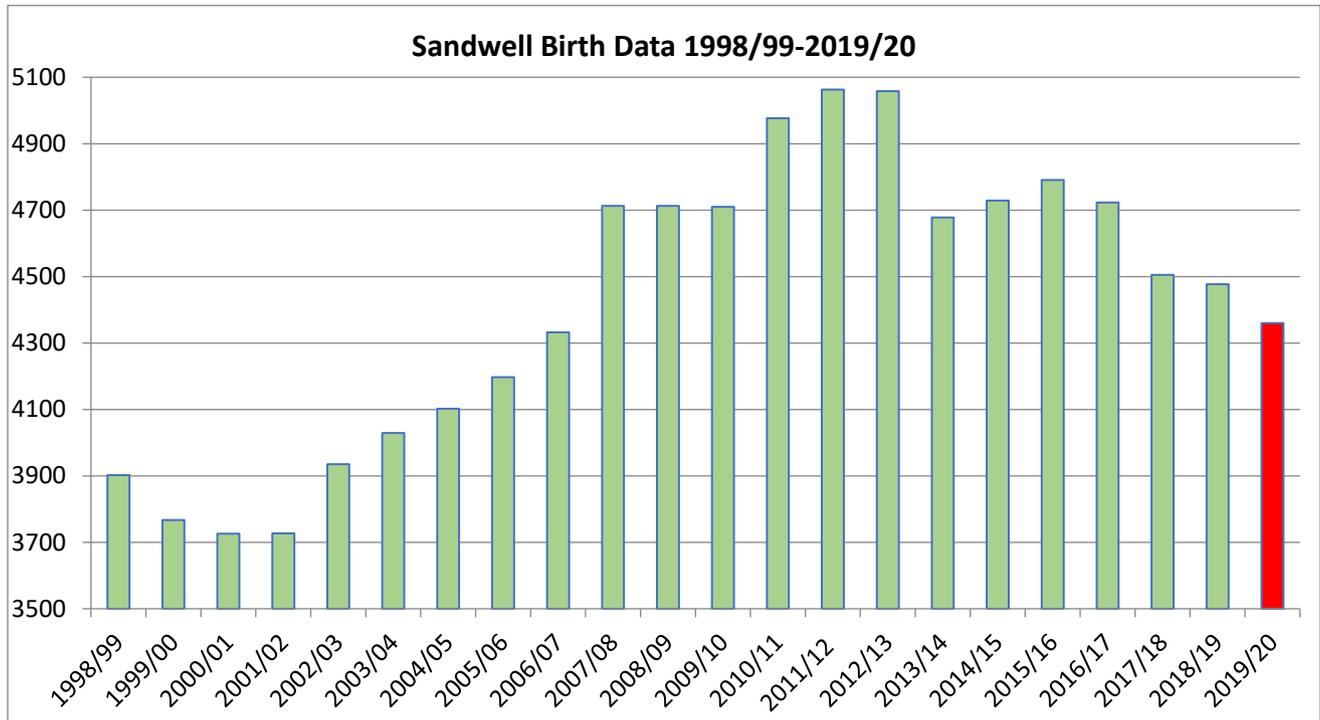
4. Demographical factors

When forecasting future school rolls a range of factors need to be considered that can impact on the demand for school places:

- Birth Data
- Children living outside of Sandwell
- Migration (inward / outward)
- Housing
- Black Country Plan
- Parental Preference



4.1 Birth Data

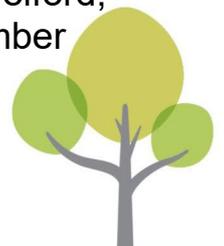


The above graph shows the trend in births for the Borough for children born between 1999/00 (Reception 2004/05) and 2019/20 (Reception 2024). During this time period the number of children being born in the Borough has increased by 16%, however the birth rate reached a peak for Reception Intake in 2011/12 with growth of 34%. Since then, there has been a gradual decline in births.

4.2 Children living outside of Sandwell

Schools in Sandwell attract children resident in neighbouring authorities: Wolverhampton, Walsall, Birmingham, Dudley. At January 2021, 8.7% of all pupils in our primary schools were resident outside of Sandwell. 13.8% of pupils in our secondary schools live outside of Sandwell.

The Council is part of the West Midlands School Organisation Group which is attended by representatives from neighbouring authorities and colleagues from Worcestershire, Shropshire, Dudley, Wolverhampton, Birmingham, Telford, Walsall and Staffordshire. This group shares information of pupil number trends and anticipated future need for school places.

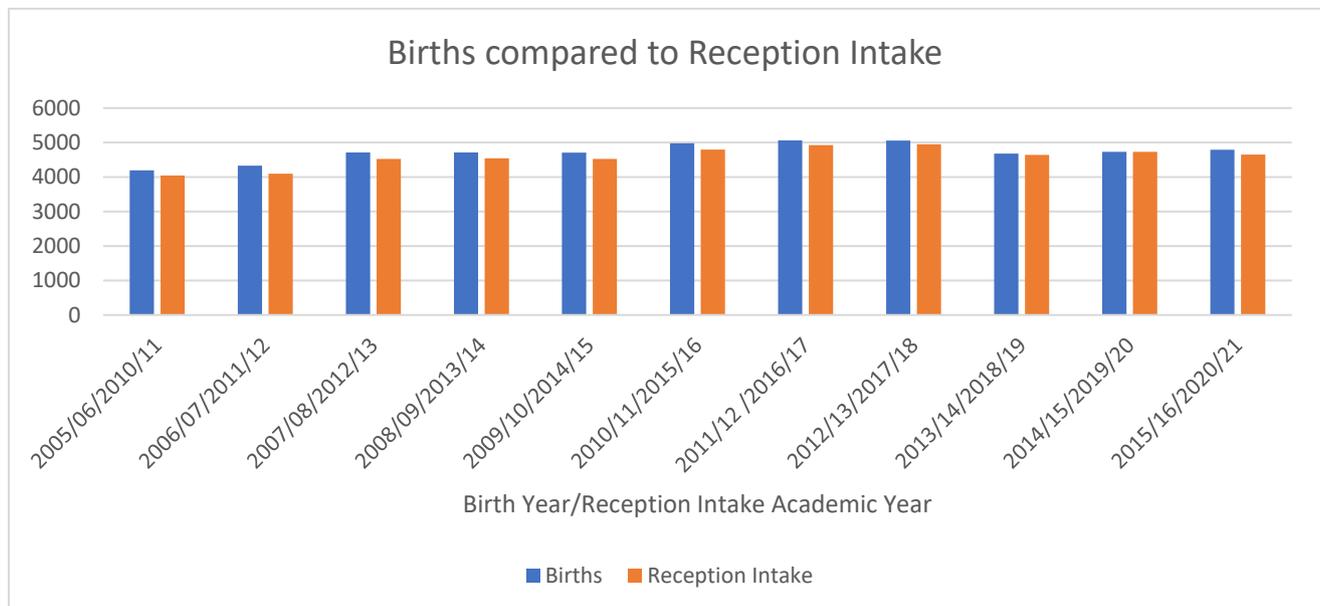


4.3 Migration

When considering cohort information for school intakes it is essential that the migration of children in and out of the Borough is considered. Families and children arrive and leave the Borough at different points in the year.

When planning the level of school places in an area, a threshold of up to 10% has traditionally been considered appropriate to allow for migration where possible.

Reception intake cohorts are reviewed annually and the growth between the year of birth and the Reception intake year is monitored and allowed for when forecasting for future intake years. Migration into the Borough between birth and Reception intake fluctuates year on year



Reception 2019 cohorts grew by 13% from the year of birth and the Reception 2020 cohort decreased by 3%. However, migration into Sandwell differs significantly by town. Migration will continue to be monitored and factored into forecasting to ensure sufficiency of places.

As the birth rate has stabilised, schools are starting to operate with a small level of vacancies across Reception, therefore the ability to meet parental preference from families moving into the Borough has increased. However, there continues to be limited preference for those families with more than one child keeping the children together in one school close to a child's home can still be difficult.



Secondary cohorts are based on children in Sandwell primary schools that are resident in Sandwell. Overall numbers in primary schools do not vary significantly between Reception and Year 6, with net growth of about 5% across the Borough.

In addition, the Sandwell secondary cohort also decreases by approximately 110 children at the time of year 7. The fall is due to families choosing a school outside of Sandwell e.g., Grammar, Single Sex or Religious Schools.

4.3 Housing

By 2030, the Council aims to have 8,000 more new homes in the Borough. This will be a mix of council house building and homes built by registered housing providers and the private sector.

The areas of Friar Park in Wednesbury and Grove Lane, Smethwick, offer great opportunities to create new communities at the highest standards of design and quality. We will ensure these new communities have access to good schools, health services and local amenities.

The scale and timing of housing development is subject to considerable variation depending on detailed individual planning applications for each site; this is a challenge when forecasting pupil places and the impact on school forecasts.

Analysis of recent large-scale developments have shown that pupil places in Sandwell are on average around 4 pupils per year group per 100 houses. It is important to note that this can only be used as a guide. The number of pupil places from individual housing developments may vary due to the nature of housing located on the site. It also assumes that all children moving into the new housing development are new to the area, which is normally the case.

It is highly likely that a proportion of children moving into housing developments will already reside in the area and may continue in their existing schools or move at the end of a key stage.



4.4 Black Country Plan

Sandwell MBC along with Dudley MBC, Walsall MBC and Wolverhampton MBC contribute to the Black Country Plan. The Plan contains planning policies and land allocations to support the growth and regeneration of the Black Country over the next 20 years.

The Plan was approved by Cabinet on 7th July 2021 (Decision No. 26/21) and can be read on www.sandwell.moderngov.co.uk .

4.5 Parental Preference

Parental preference is an important consideration in planning school places.

However, as indicated by the 2019 scorecard in Appendix 3, Sandwell was slightly below the national levels in meeting parental preference in Primary places. National proportion of applicants who received an offer of one of their top three preferences was 97.5%. Sandwell's proportion was 96.6%.

The Secondary parental preference applications nationally was 93%. Sandwell's proportion was 89.6%.

The popularity of a school can change quite rapidly, and the desire to respond to patterns of parental preference has to be considered against a longer term view of the geographical location of schools, along with planning and accommodation constraints.

5. Forecast Methodology

For forecasting purposes, the Borough is divided up into 7 primary and 6 secondary planning areas.

Using these smaller geographical areas enables more detailed forecasting that can take account of localised trends and parental preference.

Primary

1. Birth to Reception: A 2-year weighted average for the retention rate of births by town to attending a Sandwell school in Reception is calculated as a percentage for each town. By using this calculated rate and the birth data available from Public Health / ONS we can project future numbers of Sandwell children who are expected to attend a Sandwell school.



2. Birth town to planning area (Reception): A 2-year weighted average is calculated based on the town that a Sandwell child is living in and the planning area of the school that they are attending for Reception. The 3-year weighted average is used alongside the “Birth to Reception” retention calculated in 1. to enable future reception cohorts to be projected by planning area. By understanding the movement of Sandwell children at town level we can use the figures calculated to produce more accurate projections for reception by planning areas.

3. Children from a neighbouring authority: For each planning area, a 2-year weighted average is calculated for the children from another authority who attend reception in Sandwell by planning area, the 3-year weighted average is updated on an annual basis.

4. Housing: Planning information is received from weekly planning lists from Sandwell’s planning department. Applications with more than 10 new dwellings being built are counted towards the projections; this information includes the number of dwellings and in which planning area they are being built. Housing figures are included in the projections for the academic year 2 years after planning permission was approved. For every 100 houses being built our formulae produce’s approximately 3 children per year group. In the case of apartments/flats the housing yield is halved. Any children produced from housing are added to the projected number in Reception for that town. After reviewing our projections in Sandwell in 2018 we have decided to only include children from housing in Reception, this is due to any other children already being in the system causing us to over-project our pupil numbers.

5. Reception Projection: The numbers that have been produced per planning area from the Birth town to planning area calculation (2), Children from a neighbouring authority (3) and Housing (4) are added together to make the projections for the reception cohort in each planning area.

6. NCY1- NCY6: When projecting NCY1 – NCY6 we calculate the retention rate for each year group by planning area on a 2-year weighted average. Using the retention rate along with the latest year group numbers from the January census and the projected reception figure we can project NCY1 – NCY6 for each planning area.



Secondary

1. NCY6 planning area to NCY7 planning area: A 2-year weighted average of the retention rate for Sandwell NCY6 children by planning area who attend a Sandwell school in NCY7 the following year is calculated. By using the retention rate and the latest primary numbers available we can project NCY7 numbers of Sandwell children who will attend a Sandwell secondary school by planning area.

2. Children from a neighbouring authority: For each planning area, a 2-year weighted average is calculated for the children from another authority who attend NCY7 in Sandwell, the 2-year weighted average is updated on an annual basis.

3. NCY7 Projection: The numbers that have been produced per planning area from the NCY6 town to NCY7 planning area calculation (1) and Children from a neighbouring authority (2) are added together to make the projections for the NCY7 cohort in each planning area.

4. NCY8 - NCY11: When projecting NCY8 – NCY11 we calculate the retention rate for each year group by planning area on a 2-year weighted average. Using the retention rate along with the latest year group numbers from the January census we can project future NCY8 – NCY11 for each planning area.

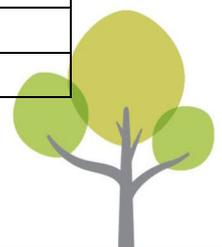
Projections are updated on an annual basis, information considering latest birth date, school census, parental trends and local knowledge.

Due to the impact of Covid for the latest forecasting figures the weighted average was changed to 2 years.

Forecasting Accuracy

The DfE now publishes forecasting accuracy for each Council for a one and three year period, and a range based on all Councils, this is based on the School Capacity and Projections (SCAP) annual return. For Sandwell the outcomes for 2019 are indicated below:

	Sandwell forecasts	England forecast	Sandwell forecasts	England forecast
Primary	+0.3%	+1%	-0.5%	+2.7%
Secondary	+1.2%	+1.4%	+2.9%	+3.2%



6. Primary School Capacity

The number of school places available is dependent on how a school’s capacity is calculated. It can be calculated in two ways: -

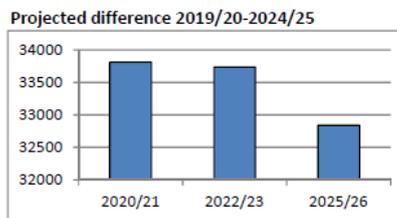
Physical capacity – calculated using a formulaic approach to the floor space in a school building.

Published Admission Number (PAN) capacity – the number of places available determined by a school’s admission number and how the school is organised. The table below shows the breakdown of primary school places at May 2021 across different types of schools using both capacity calculations. For the purpose of this plan the published admission number capacity will be used as this gives a clearer picture of how many school places are available as it is based on how a school is organised rather than a formulaic calculation.

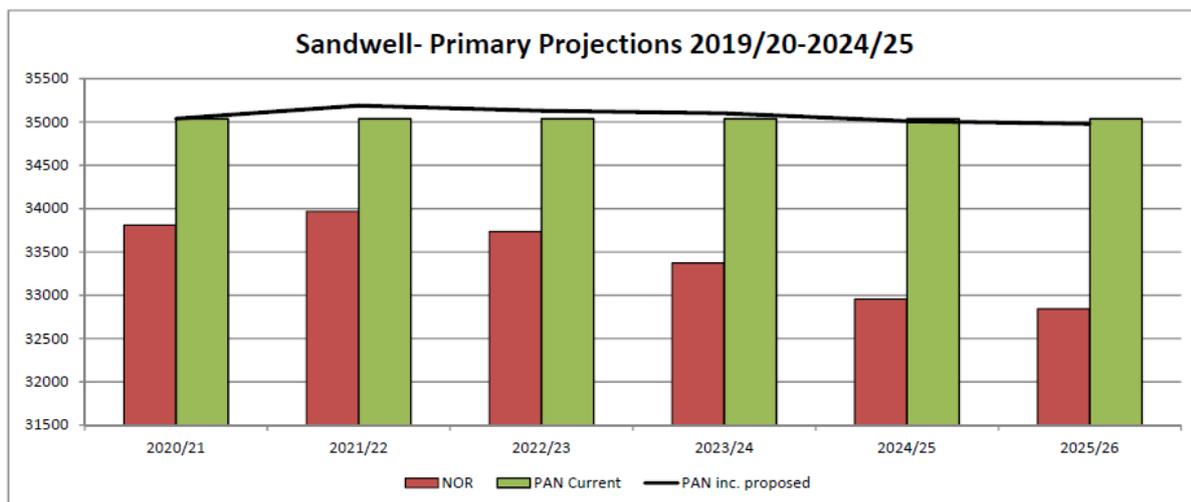
Primary

Primary Projections 2019/20-2024/25

Academic Year	PAN	NOR	Surplus %
2020/21	35040	33810	3.51%
2021/22	35190	33968	3.47%
2022/23	35130	33737	3.97%
2023/24	35100	33373	4.92%
2024/25	35010	32957	5.86%
2025/26	34980	32842	6.11%



Future Growth/reduction
It is projected that the primary school population in Sandwell will decrease by 2.86% between 2020/21-2025/26.



Figures for 2020/21 are from the January 2021 School Census

A surplus capacity of between 5 and 8% across all schools in a Local Authority area is considered acceptable by the DfE to manage in-year demand. In light of the pressure on places in the primary phase the council’s target is 5%.



At September 2021, there were 415 empty Reception places across the whole Borough:

Town	Surplus places
Oldbury	81
Rowley	62
Smethwick	92
Tipton	53
West Bromwich North	46
West Bromwich Central	17
Wednesbury	64
Total	415

These places will meet the needs of families moving into or around the Borough. However, placing families of more than one child in the same school will continue to be a challenge for the School Admissions Team.

Primary Forecasts by Learning Community

As already shown, the birth rate in Sandwell has stabilised but migration into the Borough continues. A number of significant housing developments are scheduled across the borough. New developments in Friar Park, Wednesbury and Grove Lane, Smethwick may place a significant pressure on school places.

Over the last 5 years Sandwell has increased the capacity in primary schools. The birth rate in Sandwell has stabilised and primary schools are operating on a small surplus in Reception.

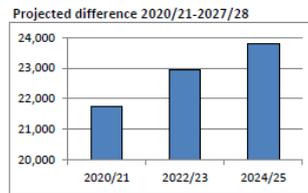
The council's plan over the next 5 years is to monitor the impact of growth of surplus within the primary sector with a view to consulting all learning communities on any school organisation proposals.



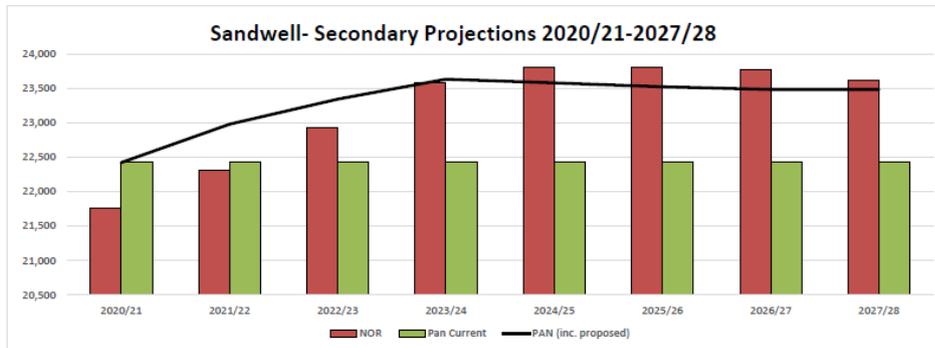
Secondary

Secondary Projections 2020/21-2027/28

Academic Year	PAN	NOR	Surplus %
2020/21	22420	21750	2.99%
2021/22	22976	22310	2.90%
2022/23	23341	22931	1.76%
2023/24	23631	23573	0.25%
2024/25	23577	23804	0.00%
2025/26	23521	23797	0.00%
2026/27	23480	23776	0.00%
2027/28	23480	23608	0.00%



Future Growth/reduction
It is projected that the Secondary school population in Sandwell will increase by 9.44% between 2020/21-2024/25.



Figures for 2020/21 are from the January 2021 School Census

A surplus capacity of between 5 and 8% across all schools in a Local Authority area is considered acceptable by the DfE to manage in-year demand. The Local Authority has a current surplus of 2.99% by 2024/25 the surplus places will be 0%.

At September 2021, there were 181 empty Year 7 places across the whole Borough:

Town	Surplus places
Oldbury	96
Rowley	2
Smethwick	0
Tipton	13
West Bromwich North	0
West Bromwich Central	57
Wednesbury	21
Total	181



Secondary Forecasts by Learning Community

The increased cohort leaving primary schools and the housing developments that are approved will impact on pupil numbers entering secondary schools in the coming years. Over the next 6 years secondary school rolls are forecast to rise by nearly 8.5% to just over 23,600 pupils, with a peak in 2024/25 of over 23,800. These forecasts do not take account of the potential new housing numbers identified in the draft Black Country Local Plan.

Summary of additional Secondary School places required

The summary table below outlines the planning areas which have been identified as requiring additional secondary school places and approximate timing. Forecast is based on School Capacity Survey (SCAP) return to the DfE in June 2021. SCAP commentary Secondary Projections 2021/21 – 2027/28 can be read in Appendix 3. Where a permanent expansion is required at a school it is likely that a short term solution will be needed before permanent buildings can be provided.

Learning Community	2022/23	2023/24	2024/25	2025/26	2026/27	Total
Oldbury	0	0	0	0	0	0
Rowley	45	81	66	13	33	238
Smethwick	15	29	42	0	10	96
Tipton	24	18	20	0	0	62
Wednesbury	60	50	57	33	25	225
West Bromwich	10	48	47	12	0	117

The council’s plan over the next 5 years is to provide additional secondary school places to match the demand experienced in primary schools as children enter Year 7. By September 2022 the council will have provided 150 Year 7 places. Projects in West Bromwich and Smethwick will provide 330 Year 7 places for 2023.



7. Special Educational Needs and Alternative Curriculum Providers

The Children and Families Act 2014 places important statutory responsibilities on local authorities for supporting children and young people with special educational needs and disabilities (SEND). This is a vital role that local authorities retain in an increasingly school-led education system and one that requires long-term strategic planning, informed by detailed local knowledge enhanced through consultation with parents and carers, and good relationships with schools.

Local authorities must ensure there are sufficient good school places for all pupils, including those with SEND.

Forecasting the future need for Specialist Places is calculated by the using the predicted population growth of the statutory school population and the predicted increase in children and young people requiring an Education, Health and Care Plan and their primary SEN needs. The historical growth of students requiring a specialist place to the forecasts then gives a guiding percentage of children and young people requiring specialist placement in future years.

There has been a significant rise in demand for specialist places in the Borough. The population of children and young people (C/YP) with SEN requiring additional support through an Education, Health and Care Plans (EHCP's) has risen to 2,700 plans. If current growth in population continues it is predicted that there could be an estimated 3,500 C/YP with an EHC Plan by 2025. The most significant rise has been over the last 2 years, with an additional 500 C/YP requiring a plan.



As a direct consequence the Authority has drafted (out to consultation March 2022) its 'Specialist Place Planning Strategy 2022-2027' that will support this plan. The Strategy equally identifies current trends and need from the maintenance of 2,700 EHCP's, and promotes a multi-faceted approach to build extra provision within the specialist sector to meet anticipated need as children present with increasingly complex needs: autism spectrum disorder (ASD), speech, language and communication needs (SLCN), social emotional and mental health difficulties (SEMH) and Severe Learning Difficulties (SLD) and Moderate Learning Difficulties (MLD).

In consultation with the Local Authority and the Department for Education approved the free school application for a special educational needs school for pupils aged 11 – 16. The new school, High Point Academy opened in September 2021, and is based in Friar Park, Wednesbury. The DfE also approved the application for a special educational needs school for pupils aged 5 – 11. This school will be known as Elm Tree Primary Academy and will also be based in Friar Park, Wednesbury.

Review of Alternative Curriculum, Providers and Pupil Referral Unit

The Local Authority has statutory duties under Section 19 of the Education Act 1996 to make arrangements for the provision of suitable education otherwise than at school for those young persons who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them. Much of this is accomplished through the use of alternative providers, including Sandwell's pupil referral units (PRUs).

Currently Sandwell has 3 Pupil Referral Units. Primrose Education Centre is for primary aged pupils who have been excluded or at risk of permanent exclusion from their school due to social, emotional, mental health difficulties which lead to challenging behaviours. It has 25 places.

Sandwell Community School is the secondary aged equivalent. It has 180 places for KS3 and KS4 pupils spread across 4 sites in Wednesbury, West Bromwich, Oldbury and Smethwick.

Albright Education Centre provides Home/Hospital education and provision for pupils with mental health difficulties in KS2 – KS4. It has 50 places and has on-site provision situated in Tipton.



8. Expanding Schools

As already outlined, there will be a continuing need to add additional school places to meet the needs of a rising level of migration and the pupil yield from extensive housing development within the Borough.

As part of our planning processes Sandwell Council will be introducing principles for working with schools and identifying which schools in an area can be expanded.

8.1 Working in Partnership with Schools

Where a learning community is identified for additional or a reduction school places the Council will:

- Share requirements for school places with all schools in the learning community.
- Invite Academies to share and co-ordinate their expansion plans so that these can be taken into account.
- Invite schools to express an interest in expanding their school
- Discuss options with the Joint Partnership Head Teacher board

Criteria for Expansion

Expressions of interest in expansion from schools will be evaluated against the following key criteria:

- Location in relation to demand, how well the additional places are located to meet the growth.
- Standards in the school: in line with the Education Act 1996 it is expected that schools that expand will be outstanding or good. Where no solution to a requirement for additional places can be found that meets this criterion, consideration will be given to expansion solutions where a school can evidence sufficient leadership capacity and standards at the school are improving towards good.
- The capacity of the school to provide suitable accommodation on the site, within the context of the School's Asset Management Plan.
- Popularity of the school.
- Potential of any expansion to create over provisions or reduce diversity of provision in an area.
- The relative value for money of different options.



Impact on School Buildings

When considering school expansions careful consideration will need to be given to the capacity of a school building and site to meet the need of additional children. In line with the Sandwell Schools Asset Management Plan we aim to:

- Make optimum use of existing space, buildings and sites to provide sufficient, suitable and high quality additional school places where needed.
- Work with Academies to meet Basic Need through their expansion plans.
- Allocate capital investment, through the Schools Capital Programme, effectively and efficiently to areas where the requirement for additional school places can only be met through either re-modelling, refurbishment or new build projects, ensuring that the needs of our most vulnerable young people are prioritised, and capital projects make best use of existing resources.
- Identify alternative funding sources and models to deliver requirements including Section 106, school contributions, bidding opportunities, Local Authority Co-ordinated Voluntary Aided Programme (LCVAP), Community Infrastructure Levy, future Basic Need allocations and diversion of other Capital funding.

Whenever possible, additional places to meet basic need demand will be introduced at the start of a Phase e.g., in Reception and Year 7.

8.2 Process

The DfE School Organisation guidance, October 2018, details the steps required for proposers to make changes to schools, whether that is the Council or a school governing body. In addition, the DfE published separate guidance for making changes to academy schools.

Decisions that fall to the Council will be considered by the Cabinet within 2 months of the end of the statutory process. Decisions on proposals making changes to academy schools are considered by the Regional Schools Commissioner.





9. Funding

The expansion of school places requires significant investment in school buildings and the Council will need to identify how these resources can be met and allocated. The Schools Asset Management Plan sets out the context for this.

Annually the Council submits a return to the DfE called the School Capacity and Projections return (SCAP). This return is used to assess the Council's future capital requirements for basic need funding to create additional school places. Any capital monies allocated will be used to fund school expansions required to meet the increasing demand for school places. The Council will need to maximise alternative funding sources such as Section 106 funding to support school expansions.

Comments from finance outstanding due to end of financial year. Comments will be provided before consultation.

Appendices

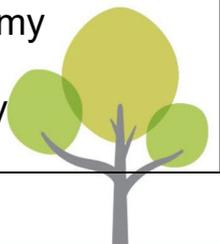
Primary School Clusters
Secondary School Clusters
SCAP Commentary



Appendix 1

Primary School Clusters

Primary School Clusters Learning Communities Cluster	Schools within each cluster
West Bromwich North	All Saints CE Primary Ferndale Primary Grove Vale Primary Hall Green Primary Hamstead Infants Hamstead Junior Holy Name Catholic Primary Pennyhill Primary St Margaret's CE Primary St Mary Magdalene CE Primary Whitecrest Primary Yew Tree Primary
West Bromwich Central	Eaton Valley Primary Hanbury Primary Hargate Primary Hateley Heath Primary Holy Trinity CE Primary King George V Primary Lodge Primary Lyng Primary Newtown Primary Ryders Green Primary St John Bosco Catholic Primary
Tipton	Glebefields Primary Great Bridge Primary Joseph Turner Primary Jubilee Park Primary Academy Ocker Hill Infant Ocker Hill Academy Sacred Heart Primary Silvertrees Academy St Martin's CE Primary St Paul's CE Primary Summerhill Primary Academy Tipton Green Junior Wednesbury Oak Academy



<p>Wednesbury</p>	<p>Albert Pritchard Infant Harvills Hawthorn Primary Holyhead Primary Academy Mesty Croft Primary Academy Moorlands Primary Old Park Primary Park Hill Primary St John's CE Primary Academy St Mary's Catholic Primary Tameside Primary Academy The Priory Primary Wood Green Junior</p>
<p>Oldbury</p>	<p>Annie Lennard Primary Bleakhouse Primary Brandhall Primary Burnt Tree Primary Causeway Green Primary Christ Church CE Primary Langley Primary Lightwoods Primary Moat Farm Infant Moat Farm Junior Our Lady and St Hubert's Catholic Primary Perryfields Primary Primrose PRU Rounds Green Primary St Francis Xavier Catholic Primary St James CE Primary The Orchard (Special)</p>



<p>Rowley Regis</p>	<p>Blackheath Primary Brickhouse Primary Corngreaves Primary Academy Grace Mary Primary Highfields Primary Oakham Primary Old Hill Primary Reddal Hill Primary Rowley Hall Primary Springfield Primary Temple Meadow Primary Timbertree Primary Academy Tivdale Community Primary Tivdale Hall Primary</p>
<p>Smethwick</p>	<p>Abbey Infant Abbey Junior Bearwood Primary Cape Primary Crocketts Community Primary Devonshire Infant Academy Devonshire Junior Academy Galton Valley George Betts Primary Academy Rood End Primary Shireland Hall Primary Academy Shireland Technology Primary St Gregory's Catholic Primary St Matthew's CE Primary St Philip's Catholic Primary Uplands Manor Primary Victoria Park Primary</p>



Appendix 2 Secondary School Clusters

Secondary School Clusters Learning Communities Cluster	Schools within each cluster
Oldbury	Bristnall Hall Academy Oldbury Academy Ormiston Sandwell Community Academy Perryfields Academy Q3 Academy Langley
Rowley	Ormiston Forge Academy St Michael's Church of England High School
Smethwick	Holly Lodge High School Shireland Collegiate Academy
Tipton	Q3 Academy Tipton Gospel Oak Academy
West Bromwich	George Salter Academy Phoenix Collegiate Q3 Academy Great Barr Sandwell Academy West Bromwich Collegiate Academy Health Futures Universal Technical College
Wednesbury	Stuart Bathurst Catholic High School Wodensborough Ormiston Academy Wood Green Academy



Appendix 3 Scorecard 2019

